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THE EFFECTS OF PERSONAL COUNSELING ON  
COUNSELING SKILL PERFORMANCE OF  
PROSPECTIVE COUNSELORS

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## CHAPTER I

### INTRODUCTION

Concern for the counseling process became of major importance since the advent of modern counseling and psychotherapy toward the end of the last century. Strupp (1973) indicates that it became evident that with this development of a more systematic counseling process that psychological and behavior change occurred in a fair portion of the clients undergoing the experience. This success encouraged researchers to try and develop more systematic and comprehensive approaches. Freud (Hall and Lindzey, 1970; Maddi, 1976) conceived of psychotherapy as a set of procedures that dealt with the psychodynamics within the individual personality. Strupp indicates that this approach was based upon the medical model which Freud believed consisted of treatment techniques that were analogous to surgical procedures performed by surgeons.

Strupp further states that this approach to the understanding of the counseling process makes it very difficult to empirically study the process and its effects. Freud soon became convinced that psychotherapy is best understood in terms of the interactions and transactions between the counselor and the client. With this new insight into the explanation of the process of counseling researchers have been able to more critically study the process and its effects to the point that communication has been considered the major factor

to the point that communication has been considered the major factor in the counseling process (Kiesler, 1973; Beier, 1966).

Freud (Szasz, 1965) was also very much concerned with the process of training counselors and psychotherapists. A procedure that has long been associated with the process of becoming a psychoanalyst is the training analysis. Freud strongly believed that the only way to learn analysis is to be psychoanalyzed oneself (Wortis, 1954). This procedure requires that an analyst-in-training interact with a training analyst until the analyst considered the student to have completed a successful analysis. The basic assumption behind this mode of training was that one could not expect someone to be able to perform the tasks of analysis without having participated in this process directly.

Ellis (1965), who was a psychoanalyst, has endorsed this procedure for the training of non-psychoanalytic therapists and counselors. He states that the intensive experience for the counseling and psychotherapy process is highly desirable and preferable for someone who is intending to dedicate a great part of their time to the counseling of others.

#### Need for the Study

Most counselor education programs require only one full year of training to produce certified counselors for the public schools. The need for this study becomes evident when one realizes that this short period of time may not allow sufficient development for students to integrate effective counseling skills for the systematic demonstration of these skills (Ivey, 1971).

The lengthening of the training time in many graduate schools may not be desirable. One chief reason would be the increased cost of faculty and facilities. The intention of this study is to see if it is possible to enrich the counselor's experiences within the existing time frame so that it will not be necessary to increase training time. A basic premise is that counseling could be synthesized into a systematic procedure that could be learned in a relatively short period of time and then adequately applied to the actual counseling situation (Ivey, 1971).

Beier (1966), Kiesler (1973), and others have stated that counseling is a communication system. With this concept in mind, the basic hypothesis for this study states that those prospective counselors who experience the communication or interactional processes peculiar to counseling can more readily incorporate these processes into their own counseling.

This study depends upon the synthesis and integration of several theoretical approaches into a consistent and operational rationale for educating counselors to be effective. The theoretical approaches that have been integrated include: Client-Centered Therapy (Rogers, 1951); Gestalt Therapy (Perls, 1973); Rational-Emotive Therapy (Ellis, 1962, 1973); Rational Behavior Therapy (Maultsby, 1975; Goodman and Maultsby, 1974); Communication Analysis Theory (Beier, 1966; Haley, 1963); Brief Therapy Change Theory (Watzlawick, Weakland, and Fisch, 1974); Transactional Analysis (Steiner, 1974); and Autonomous Psychotherapy (Szasz, 1965).

Earlier the indication was made that communication is the one major factor that most counseling approaches employ (Beier, 1966).

This view will be discussed in Chapter II. With this concept in mind all of the theoretical approaches mentioned above will be integrated by the way that they use the communication processes of human beings. Counseling skill performance effectiveness will then be based upon the prospective counselor's ability to perform the communication skills and techniques in a consistent pattern for the attainment of the sub-goals of the counseling process to be presented in the Definition of Concepts and Terms and discussed in Chapter II.

#### Significance of the Study

The present study of counseling skill performance effectiveness is significant in that the results could lead to greater enrichment of the counselor education experience in developing counselors who can systematically demonstrate counseling procedures. Ellis (1973) suggests that the systematic ability of the counselor to perform the counseling skills is significant in his/her effectiveness in persuading a client to alter his/her beliefs, attitudes, and behaviors. The significance of this study is in five domains:

1. To identify the effects of a prospective counselor's own personal counseling on their demonstrated counseling skill performance effectiveness.
2. To identify any differences between male and female counselors in their demonstrated counseling skill effectiveness.
3. To identify any differences between counselors who have a psychology background and those who do not have a psychology background.

4. To contribute to the development of a theoretical position on operational descriptions of counselor effectiveness.
5. To contribute to the development of a methodology of counselor education that can positively effect counselor performance over the average period of time of counselor education

#### Assumptions of the Study

The following assumptions are basic to this study:

1. Counselor effectiveness depends upon the ability of the counselor to pin-point and have the client focus upon specific problem areas, establish with the client the agreed upon change objective, establish the client's commitment to be responsible for achieving his/her own change, and in helping to design a program of change.
2. The responsibility for change rests with the client (Szasz, 1965). Effectiveness of the counselor is in his/her ability to design a program of change in which the client feels s/he can work and then facilitating and motivating the client to follow through. This requires that the client take the responsibility for changing.
3. Prospective counselors who have experienced a counseling relationship, the communication or interactional processes peculiar to counseling, as a client are more able to identify with the procedures of counseling and can then demonstrate these procedures more efficiently.
4. A counselor who can demonstrate all of those qualities and abilities on the McBee Counselor Effectiveness Rating Form

(CERF) (Unpublished) in 30 minutes of an audio role play counseling taped session is indicating strong organizational ability in coordinating the counselor procedures.

#### Statement of the Problem

The problem under investigation in this study is stated as follows: Prospective counselors who have not experienced the counseling process do not integrate the counseling skills as well as those prospective counselors who have experienced this process.

#### Purpose of the Study

The major purpose of this study is stated as follows: What effects does personal counseling have on counseling skill performance effectiveness of prospective counselors determined by judges rating role play counseling sessions using the CERF?

#### Definition of Concepts and Terms

The following are definitions of concepts and terms used in this study:

1. Counseling Skill Performance Effectiveness: The ability of the counselor to contract with a client to effect change by performing the following tasks in structuring the counseling session:
  - A. Establishing rapport and awareness of the overt presenting problem.
  - B. Establishing awareness of the covert and a clear, concrete definition of the problem.

C. Establishing a clear, concrete definition of the change objective.

D. Establishing and evaluating a procedure for meeting the change objective.

The quantifiable operational definition of counseling skill performance effectiveness will be obtained by judges using the CERF.

2. Counseling Contract: The agreement between the counselor and the client on the nature of the problem, the counseling objective, and the procedure for obtaining the objective in which the client specifically requests counseling in dealing with the problem and the counselor offers his/her services which is in turn accepted by the client.

3. Personal Counseling: A specific time-structured situation consisting of five one-hour counseling sessions to be spaced one week apart. This process will consist of two individuals, one designated as the counselor and the other as the client, interacting with each other in order to establish a counseling contract.

#### Limitations

The following were designated as limitations of this study:

1. The measuring instrument used was the CERF. Since the notion of counseling skill performance effectiveness is so complex the validity, which was based upon a synthesis of various modes of theoretical thinking, of the measuring instrument may have been limited.



2. Treatment was extended over a period of five one-hour sessions scheduled one week apart. Other divisions of time or treatment over longer periods of time may have been chosen.
3. The leadership of the counseling process consisted of an advanced doctoral graduate student in the Department of Applied Behavioral Studies within the College of Education at Oklahoma State University. The degree of success of this study rested to a great extent upon her expertise.
4. The evaluation of counseling skill performance effectiveness was dependent upon the ratings of judges who were advanced masters degree students in the Department of Applied Behavioral Studies. The value bias of the judges in viewing the role play counseling sessions may have been a limiting factor.

#### Hypotheses

The following null hypotheses and sub-null hypotheses are under investigation in this study:

- I. There are no statistically significant differences as measured by judges ratings on the CERF between groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.
- Ia. There are no statistically significant differences as measured by judges ratings of the CERF for the sub-goal of establishing rapport and awareness of the overt presenting problem between the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

- Ib. There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing awareness of the covert and a clear, concrete definition of the problem between the groups who participated in the treatment and those who did not participate in the treatment.
- Ic. There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing a clear, concrete definition of the change objective between the groups who participated in the treatment and those who did not participate in the treatment.
- Id. There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing and evaluating a procedure for meeting the change objective between the groups who participated in the treatment and those who did not participate in the treatment.
- II. There are no statistically significant differences as measured by judges ratings on the CERF between male and female members of the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.
- III. There are no statistically significant differences as measured by judges ratings on the CERF between members with an undergraduate major in psychology or 15 hours of psychology in the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

## CHAPTER II

### REVIEW OF THE LITERATURE

The purpose of this chapter is to review pertinent literature related to this study. Five major divisions will serve to organize the material. First, literature related to counseling as a communication system will be presented followed, secondly, by a detailed discussion of communication. Third, an overview of process and content analysis will be given. Fourth, the theoretical rationale for the McBee Counselor Effectiveness Rating Form (CERF) will be offered. Lastly, the chapter will be concluded with a summary of these areas of concern pertaining to the investigation.

#### Counseling: A Communication System

Researchers in the counseling and psychotherapeutic process have long been interested in what counseling consists of and how one goes about learning to perform its duties (Kiesler, 1973; Strupp, 1973; and Ivey, 1971). There have been many attempts to look at the counseling process but this has often lead to much frustration. A major reason for this is that this field of study is characterized by much chaotic and unconnected research (Kiesler, 1973). Because the field of psychology consists of so many different theoretical approaches, there has been little consistency between researchers and their particular field of study. Kiesler states this concern well when he wrote:

Probably the central factor leading to this chaos is that psychotherapy process research has been and continues to be a bastard child, an interdisciplinary activity including clinical psychologists, psychiatrists, social workers, counseling psychologists, pastoral counselors, anthropologists, sociologists, psychobiologists, psycholinguists, and very likely others (p. xvii).

This field of study will continue to be engulfed in chaos until a major factor can be found within the process of counseling itself that will exist in any theoretical approach (Kiesler, 1973; Haley, 1963; and Beier, 1966). Numerous researchers and theoreticians have stated one such factor is communication (Kiesler, 1973; Haley, 1963; Beier, 1966; Greenhill, 1958; Ruesch and Bateson, 1951; and Watzlawick, Beavin, and Jackson, 1967). Ruesch and Bateson (1951) state:

Psychiatric therapy aims at improving the communication system of the patient. . .the psychotherapist aims at restoring a breakdown system of interpersonal communication on a semantic or interaction level. . . .Regardless of the school of thought adhered to, or the technical terms used, the therapist's operations always occur in a social context. Implicitly, therefore, all therapists use communication as a method of influencing the patient (p. 12).

Alexander (1957) has criticized past methods of studying the process of counseling. He contends that there has been a blantant disregard of the basic natural faculty that human beings possess in the understanding of each other. This basic facility is communication which most human beings possess. In the process of communication one is able to use language to express what is going on in one's mind. Alexander's criticism is that the historical tendency is to introduce into psychology other methods of study which are really alien to the process of counseling.

A further reason for the use of communication in the field of counseling research is in the understanding of psychopathology and the correlating of a particular psychopathology with a method of counseling.

Ruesch (1961) indicates that the only way we will be able to evaluate counseling in a meaningful way is to diagnose the difficulties of clients in the same theoretical manner in which we formulate the counseling approaches. Ruesch further states that it is highly feasible that the correlation between counseling approaches and a particular psychopathology will be in the client's ability to communicate. Ruesch concludes that:

The therapeutic diagnosis thus is principally based upon the evaluation of the communicative behavior of the patient, and therapeutic communication is designed to overcome these difficulties (p. 74).

Another construct of major importance in the necessity of having a unifying factor for the study of counseling is that counseling has as a major concern the process of bringing about therapeutic change (Beier, 1966). Beier thinks that therapeutic change cannot be thought of as just occurring during the therapy hour but must be seen to occur in a wide variety of situations. Although there are many diverse approaches to counseling, he feels that a principle can be found that unifies thinking about change.

Beier continues by saying that experienced counselors are very similar in what they are doing even though they may disagree on the rationale as to why they do it. In fact, many different counselors may not follow their own approaches too well. Too often counselors are unable to explain the why and how of what it is that they do. He indicates that the effective principles in counseling may be more general than the specific principles advanced by the various schools of thought. According to Beier this general principle revolves around the interaction between counselor and client where the counselor tries to have a beneficial effect upon the client.

Greenhill (1958) has found the idea of focusing on the communication processes in counseling so important that he makes the following proposal:

Communication is the rubric of the psychotherapeutic method. The psychotherapist is the expert in one-to-one communication and relies upon its devices to achieve his goals. Communication is so fundamental to the action of psychotherapy that I am herewith advancing the theory that movement and results in psychotherapy are largely dependent upon it more than any other factor (p. 31).

Finally, Kiesler (1973) states the following conclusion:

The upshot is that there is ample theoretical precedent for the view that psychotherapy is a specific situation of one-to-one interpersonal communication. To the extent that this notion is correct, therapy theory and research can gain considerably by placing psychotherapy in the more general communication framework, which includes the disciplines of linguistics and psycholinguistics (p. 13).

By the use of communication theory a framework can be developed which will synthesize the various counseling approaches and to use this framework to develop a paradigm of the counseling process. Kiesler (1966) has developed a paradigm that has importance in that it offers a basis for research. In general, Kiesler writes that in counseling the following interactions take place: The client communicates something; the counselor communicates something in response; the client communicates and/or experiences something different; and then the counselor, the client, and others like the change. The communication of the counselor and client is probably seen as being multidimensional and will need to be studied this way. Counseling process research will be in the filling in of the multidimensional aspects of counselor/client communication.

## Communication

The purpose of this section will be to look at the process of communication in detail by describing its various aspects and concentrating on the two aspects most important to counseling: Linguistics and psycholinguistics.

Schramm and Pool (1969) and Thayer (1966) state that communication is the most general term used in talking about the interactional process of counseling. Communication is seen as the process of transmitting information from a sender (encoder) to a receiver (decoder). Haley (1963) develops further this definition by stating that all communication consists of messages. The function of a message is to define a relationship; i.e., a mutual definition of a relationship is established if from all the messages those involved agree in the selection of certain kinds. Haley further indicates that the way messages are chosen or qualified is based upon four observable aspects: (1) The context in which the messages take place, (2) the verbal messages, (3) the vocal and linguistic patterns, and (4) the body movement.

Haley (1963) presents a concise method for looking at communication by describing the aspects of a message into these four elements: (1) I (a sender) (2) am communicating something (a message or the content) (3) to you (a receiver) (4) in this situation (a context in which the communication takes place). Haley further notes that his description of the message has the advantage of referring to observable aspects so that one can empirically observe and quantify relations. Markel (1969) presents a variation on this model by stating that communication encompasses the encoder, the message, and

the decoder. The encoder originates the message; the decoder receives the message; and the message is the response of the encoder which may be a stimulus of the decoder. Communication then results when a response from the encoder is received as the stimulus for a decoder. These interactions can occur on several channels including speech, body movement, odor, touch, observation, and body placement.

The disciplines of linguistics and psycholinguistics focus primarily on the speech channel of communication which is of major concern to counselors (Kiesler, 1973). Trager (1966) states that linguistics has the capacity for empirical study since that once messages have been produced language can be studied by looking at sounds, the shape or form of the communication produced from a sequence of sounds, and the meaningful arrangements from the symbolic functions which arise from the structure.

Psycholinguistics is a more recent study in which one studies the relations between the messages of a speech channel and the cognitive or emotional states of human encoders and decoders who do the sending and receiving of messages (Markel, 1969). In order to look at personality one needs to observe the way people differ in their verbal styles that exist in a fairly consistent pattern. Sapir (1958) says:

There are certain words which some of us never use. There are other favorite words which we are always using. Personality is largely reflected in the choice of words. . . .We all have our individual styles in conversation and considered address, and they are never the arbitrary and casual things we think them to be. There is always an individual method, however poorly developed, of arranging words into groups and of working these up into large units (p. 54).



## Communication Components Used for Study and Research

Personality can thus be studied by noting the choice of words by the user. In order to look at the choice of words several distinctions need to be made. Markel (1969) divides the study of choice of words into two broad categories. The first is the study of communication through language. Language sounds are those that are essential in forming the sounds of a word. The units of syllable, word, grammar, and the sentence are used in analyzing language.

The second division category is the study of communication is nonlanguage. Nonlanguage are all sounds that are used to say a word that is not essential for its proper pronunciation. The units for the study of nonlanguage include the particular manner of speaking from the cultural setting, the features of the particular voice such as vocal pitch, and non-word vocal sounds.

Since language is the primary human communication modality the majority of studies have focused on this aspect (Trager, 1966; Kiesler, 1973). Trager further states:

The basic, all pervading and ever-present and primary human communication modality is language. It is always accompanied by paralanguage and kenisics, and often enough by tactile and olfactory activities. But the primacy of language becomes evident from an examination of the intricacy, extensiveness, and independence of its structure. . . .In all human interaction it is what people say that is of first importance. It is heard, reacted to, interpreted, responded to. All other communication serves as background or commentary on what is said (pp. 70-71).

Kiesler (1973) thinks that the process of measurement of the counseling process can be considerably sharpened by the use of the analysis of language and including the use of nonlanguage in communications. Duncan (1964) concludes that:

While the entire field of interview analysis is still at a relatively primitive stage of development, it seems clear that the analytic descriptive methods presently being developed by linguists and their colleagues, especially in the area of paralinguistics, have a great deal to offer the psychologist or psychiatrist in his study of psychotherapy (pp. 13-14).

### Process and Content Analysis of Counseling

Kiesler (1973) states that serious investigators into the process of counseling and psychotherapy must be concerned simultaneously with both methodological and substance issues in his research investigations. Kiesler defines process research as the scientific study of human communication in the specific cultural situation of the counseling interview. This process uses the raw data of the live communication behavior (or some transcription of it) between the client and counselor who participate.

The controlled study of the counseling process is a relatively recent event according to Kiesler. Strupp (1962) offers the starting date of such research to be around 1940 when Carl Rogers and his students began the systematic study of counseling and psychotherapy process. With the advent of recording devices "live" counseling sessions could be studied. At first there was a great deal of discussion about whether recording devices could actually record the real flavor of the counseling process. Kiesler (1973) counters this argument by saying that in general the research evidence supports the idea that recording of interviews offers fewer psychological obstacles than was first assumed, and that clients have far less objection to it than practitioners expected. He concludes that some form of recorded transcription of the events of counseling provides the data of choice for counseling process investigations.

Even with a method for obtaining the data it is of extreme importance that some method be devised to utilize this data. The difficulty in utilizing the data is stated by Cartwright (1966) as follows:

One of the most serious criticisms that can be made of the research employing content analysis is that the "findings" have no clear significance for either theory or practice. In reviewing the work in this field, one is struck by the number of studies which apparently have been guided by a sheer fascination with counting. Unfortunately, it is possible for a content analysis to meet all the requirements of objectivity and quantification. . .without making any appreciable contribution to theory or practice. It is an all too common error to equate "scientific" with "reliable and quantitative." Unless the findings of a content analysis have implications for some theory, however vaguely formulated, the study can merit serious attention only on the highly tenuous claim that some day the significance of the findings will become apparent. . . .It should be apparent that the value of a content analysis will depend upon the quality of the a priori conceptualization. It will depend, also, upon the adequacy with which this conceptualization gets translated into the variables of the analysis. Finally it will depend upon having data to analyze which are appropriate to the variables of the system (pp. 447-448).

Kiesler (1973) states the following warning:

Unless a process investigator has a clear conceptualization of the construct or constructs he is attempting to measure, he may inadvertently make methodological decisions along the way that conflict with his theoretical framework, and hence make the obtaining of valid answers to the questions unlikely (p. 32).

Wilson (1952) and Auld and Murray (1955) have expressed the importance of correlating theory with the process of analysis. They indicate that from experience they have seen that the most fruitful scientific studies are those which relate to a general theory or, at least, to a well thought out hypothesis.

### Modes of Analysis

In this section a brief discussion of the theoretical constructs that can be used in analyzing counseling will be presented.

Marsden (1965, 1971) discusses a model that is relevant for an investigator's choice of constructs and measures in counseling process research. The classical model emphasizes the process of quantifying the manifest content of communication. This was designed to limit content analysis to semantic and syntactic aspects of communication. This distinction was made so that analysis did not spread into the categories descriptive of some condition of the communicator or of his/her relationship to his/her communication; the analysis of the internal state of the communicator. This is directly contrasting to the classical model which is describing the content itself.

Kiesler further states that this model is preferable because it will lead to better observer reliability, more widespread use, and easy replicability of findings. This is because the definitions used as the basic constructs of the measures of the internal state of the inquirer are highly complex and require highly trained and quite sophisticated scorers and do not lend themselves to instrumentation that attains good observer reliability, thus having a low heuristic impact.

### Units for Analysis

In this section a discussion will be presented on the structural units that can be used when analyzing the counseling process.

Auld and Murray (1955) discuss the necessity of limiting instruments of research to a few well defined constructs rather than the omnibus systems that currently prevail:

Content systems are inevitably criticized for what they leave out. The practicing clinician often feels that the measured part of the therapeutic transaction is pitifully small alongside

the complex of stimuli that he sense as a participant observer. Yet it seems unfair to expect any single content-analysis system to describe all of this complex situation. We would probably make a fairer appraisal of content systems if we expected each system to deal with only a part of this complexity. An adequate descriptive and causal analysis of psychotherapy will most likely require a large number of limited purpose. . . .By the combination of a variety of measures, each useful in its own domain, we may in time construct an adequate science of psychotherapy (p. 391).

The above statements have offered the idea that analysis procedures and measurement can be applied to specific communication constructs. Stevens (1951) says that measurement is the assigning of numbers to observations and that the analysis of data consists in the manipulating of these numbers. When numbers are assigned to observations they fall on a scale of nominal, ordinal, interval, or ratio with nominal and ordinal scaling being predominate.

Kiesler (1973) states that reliability in instrumentation can be better attained by stating the precise limits in which a behavior unit is performed. He continues by describing several types of units that can be used. The entity or counselor techniques that are specifically scored, coded, and counted and is placed into a particular category is a scoring unit. The portion of the interview that is considered when one assigns a score to the scoring unit in a contextual unit. And a summary statement or unit can be made about a number of scoring units or contextual units.

A unit analysis can include a sentence or sequence of uninterrupted sentences called a statement by the counselor. A single unit might be described as all sentences made by the client that falls between two counselor statements of everything that the counselor says between two client sentences. The sentence or statement is intended to indicate change in the attitude or subject matter of the client's or counselor's

thinking. This process involves an interaction exchange where a counselor's statement is followed by a client's statement or vice versa.

The Theoretical Rationale for the McBee  
Counselor Effectiveness Rating Form

The following section will present the theoretical framework used in the development of the McBee Counselor Effectiveness Rating Form (CERF) (Unpublished). Included will be a discussion of how this theoretical rationale relates to the discussion of counseling as a communication system and the process of analysis discussed in the earlier sections.

Definition of Counseling

Beier (1966) offers a broad definition of counseling and psychotherapy which has been used as the focus of the instrumentation in measuring counselor effectiveness:

Psychotherapy is essentially a situation where two or more individuals behave together and affect each other through a mutual exchange of information. The contact hopefully results in a situation where the patient can give up old behavior patterns and assume new and more appropriate ones which lead to greater happiness and more effective functioning (p. 3-4).

The essential parts of this definition revolve around several key terms implicitly offered. Carl Rogers (1951) states that a relationship between the counselor and the client is essential to the counseling process in which the major factor in the counseling process is communication. Ellis (1962), Steiner (1974), Beier (1966), Haley (1963), and Watzlawick et. al. (1974) all state the position that

communication is the center of the formulation of counseling theories. Ellis (1962) and Watzlawick et. al. (1974) believe that the main focus of the counseling communication process is the attainment of some type of change in beliefs, emotions, and behavior. Szasz (1965) strongly believes that the nature of the relationship, the character of the communications that take place, and the focus of the change must be performed within the agreed upon limits of a mutually established contract.

### Counselor and Client Responsibility

In the counseling relationship one of the participants is designated as the counselor (Rogers, 1951) whose responsibility according to Szasz (1965) in the counseling process is his/her own personal autonomy. Within the counseling relationship the counselor functions by developing and honoring the contract for counseling and by the acceptance of only the autonomous conduct that will lead the client to achieving the counseling contract. To best achieve or demonstrate his/her responsibility the counselor is to demonstrate the sub-goals of the counseling process.

The other participant in the counseling relationship is the client (Rogers, 1951) whose essential responsibility is to honor his/her contract with the counselor in which it is desirable for the client to be personally autonomous within the counseling relationship. Szasz further indicates that counseling effectiveness is the direct responsibility of the client and only the indirect responsibility of the counselor. When counseling effectiveness is achieved the client accepts responsibility for his/her performance of the change procedure

in achieving the objective and the client is able to change in the direction in which s/he wants to change.

Communication Analysis Theory: Establishment  
of a Relationship

Beier (1966) and Haley (1973) have been used as the basic theoreticians on communication for the CERF. Separately they have worked on the description of communication theory and have been brought together by the author in forming the communication theory base of the instrument. Ellis (1962, 1973) has been used to offer content to the process theory of Beier and Haley. The remainder of this section will be a concise explanation of this theory base.

The core construct in the understanding of communication between two human beings is that all communication, whether verbal or non-verbal, involve the use of a message. The first component of a message is the sender of client who, in the counseling process, can offer three types of messages. The first is direct communication, the desired type of communication in counseling, implies that the sender is conscious of the content of the message and takes responsibility for this meaning. The second is the persuasive message which involves a conscious coding of the message but where the meaning is being conveyed in such a way to avoid responsibility. And the third is the evoking message where the sender is trying to avoid responsibility for the meaning but is unaware of this process. The evoking message is the primary mode of communication for a client and is the most likely message to be experienced by the counselor. The outcome of the persuasive and evoking message is the same where the receiver responds predictably,



unresponsibly, irrationally, and unawares while believing the contrary. The outcome of direct communication is that both the sender and receiver are aware, responsible, more rational, and recognize their own personal choice in the choosing of the meaning of their messages. From a communication standpoint, the achievable and desirable end of counseling is the attainment of the outcome of direct communications (Beier, 1966).

The second component of a message, the content, can be expressed overtly or covertly and describes the method by which it is possible to code messages in one of the three types of messages described above. The overt is the direct expressions between the sender and the receiver although such a message can overshadow a covert meaning. Using the covert aspect of a message the sender is unconscious or unaware of the meaning or coding of the message and will use some type of emotional or irrational appeal that will tend to bypass the rational thought processes of the receiver in such a way that the receiver will respond unaware of the irrationality.

The third component of a message is the verbal and non-verbal bodily gestures, tone of voice, and environmental situations which form the context of the message. The context is the situation in which a message is presented in order to convey a certain meaning. Content can also be qualified by the making and breaking of contracts which minimize the use of covert messages (Steiner, 1974; Szasz, 1965).

The last component of a message is the receiver, the counselor, who can respond to the sender of persuasive or evoking messages by being engaged or disengaged; i.e., rational and aware or irrational and unaware. To become disengaged the counselor is required to under-

stand the overt aspect of the message, comprehend the irrationality, and from this hypothesize the covert meaning. Ellis (1962) has stated that one can generally state these covert meanings into one or more irrational beliefs which form the focal point of therapeutic counseling. This is because disturbed emoting and behaving stems largely from these irrational assumptions. Therefore, if the counselor can disengage himself/herself from the client's persuasive or evoking messages, there is a high probability that s/he will be able to perceive and express the irrational beliefs behind the client's disturbance.

Several generalizations can now be made about counseling. The first is that a person will try to manipulate another in order to gain control of a relationship in order to protect some vulnerable area (Beier, 1966). Ellis (1962, 1973) states that a person is vulnerable when s/he holds one or more irrational beliefs and cannot possibly attain the demands that s/he is placing on himself/herself or others. Therefore, there can never be any type of satisfactory solution to their hurt, but most individuals will maintain their assumptions by trying to avoid directly perceiving and disputing them.

A second generalization is that, from a communication point of view, the symptoms of psychopathology can be seen as a particular species of methods of gaining control and maintaining irrationality (Haley, 1963; Ellis, 1962). The more rigid the person is in demonstrating a certain collection of symptoms, then the more severe the psychopathology. Ellis (1973) concisely summarizes this by indicating that many clients wish to feel better about what they are already doing rather than get better by changing attitudes and acting differently.

The final generalization is that the most efficient way for the counselor to proceed in the counseling process is to allow free expression of the client's expressions so that the client's restricting messages can more easily be observed by the counselor. If the counselor is not successful in disengaging himself/herself, the client will successfully protect the area of vulnerability, maintain the irrational beliefs, and in all likelihood reinforce the manipulation procedures. The techniques and sub-goals to be described in later sections are designed to help the counselor allow for the free expression of the client's messages and then helping the counselor to focus and pinpoint the causal factors behind the symptoms and then offer some type of relief.

#### Process of Change

The second aspect of the theory base for the CERF deals with the process of change. Watzlawick et. al. (1974) and Ellis (1962) have been used in the development of the change theory base for the instrument which this section will present.

The principles of change revolve around the procedures for the demonstration of change. Haley (1963) has summarized the procedure of change by stating this basic rule: The counselor is to encourage the symptom in such a way that the client can no longer continue to utilize it. Ellis (1962) describes this procedure as having the client try and offer evidence for their belief with the idea that they can maintain the belief if there is evidence. When evidence is not forthcoming then a condition of dissonance is present with the client from which s/he can make a decision for change.

Watzlawick et. al. have stated that the intent of such use of paradox in counseling is to reframe a particular way of viewing a situation or a set of facts. Reframing is described as follows:

Changing of the conceptual and/or emotional setting or viewpoint in relation to which a situation is experienced and to place it in another frame which fits the "facts" of the same concrete situation equally well or better, and thereby changes its entire meaning (p. 95).

The assumption underlying the process of reframing is that a person's experience of the world is based on the categorization of objects by a value system which is difficult to alter once attained and requires that the problem be lifted out of the symptom frame and placed into another frame which fits the situation equally well or better.

Watzlawick et. al. present a four step procedure for this change which correlate with the sub-goals of the CERF. First, the counselor and the client should state a clear and concrete definition of the problem requiring an understanding of the activating event, the behavioral and emotional consequences of the event, and a detailed description of the irrational beliefs. Second, a statement of the previously attempted solutions to the problem must be described. Ellis states that a client has been behaving in accordance to irrational beliefs which will, in all likelihood, cause further emotional and interpersonal conflicts.

The third step requires that the counselor and the client develop a clear and concrete definition of the change objective. Ellis indicates that such a description requires that the more reasonable and satisfactory change include a statement about change of behavior, emotions, and beliefs. Davis et. al. (1974) describe specific

requirements for an objective to include a goal, a referent external situation for change, what will be different in that situation, and what will be done in the counseling sessions to facilitate transfer of change to the referent situation.

The last step requires the formulation and implementation of a plan to produce the change objectives. Such a plan requires that the procedure be focused on the client's more rational version of the irrational belief. Any irrational belief that a person holds to be valid, is irrational mainly because of the extreme position taken by the person. Beneficial change often occurs by altering the extreme position to a more moderate view. The change procedure must include some type of operational intervention which may use paradoxical procedures (Watzlawick *et. al.*, 1974) or the use of homework assignments (Ellis, 1973; Knaus, 1975; Kassinove and DiGiuseppe, 1975; Maultsby, 1974; Maultsby and Ellis, 1974).

A basic principle or assumption is basic to the procedure: Change is in the meaning (reality is in one's opinions and beliefs) and not necessarily in the facts, thus allowing for behavioral and emotional consequences to change. Almost anything can be considered real if it conforms to our definition of reality. With this assumption, the use of reframing as the method of change allows change to occur even when the situation is beyond one's control. If the situation is not beyond control, then the reframing allows one to deal with his/her upsettedness first and then to calmly deal with the situation.

In summary, the responsibility of the counselor is to develop an intense but disengaged involvement in which the counselor encourages the client by the use of paradoxical procedures or debate to continue

his/her symptomatic behavior in such a context that it is no longer possible to continue the symptomatic behavior. This context sets up a paradoxical environment that can only be dealt with by the client changing by doing something differently following from the insights achieved. Although the counselor can do a great deal in the describing of procedures, the ultimate doing of the procedures, the following through is up to the client (Szasz, 1965; Steiner, 1974).

### Sub-Goals of the Counseling Process

The four step procedure of Watzlawick, Weakland, and Fisch (1974) has been redefined into the sub-goals of the CERF. To synthesize this discussion of the theoretical rationale of the CERF, a brief description of the sub-goals will be offered.

The first sub-goal is establishing rapport and awareness of the overt presenting problem. Ivey (1971) and Rogers (1951) state that rapport is one of the first essential or desirable aspects of a good counseling relationship where the counselor demonstrates respect for the client. This means that the counselor does not ridicule the client himself/herself but only attacks the client's inappropriate behavior and thinking.

Rogers (1951), Perls (1973), and Ellis (1973) suggest the importance of the client and counselor focusing awareness on the overt verbal and non-verbal expressions of the client. Perls has presented a persuasive argument on the importance of having the client become fully aware of what is being experienced. Perls (1969) states:

And I believe that this is the great thing to understand:  
that awareness per se--by and of itself--can be curative.  
because with full awareness you become aware of this organismic

self-regulation, you can let the organism take over without interfering, without interrupting; we can rely on the wisdom of the organism (p. 17).

The second sub-goal of counseling is establishing awareness of the covert and a clear, concrete definition of the problem. At this point the irrational belief (covert meanings) become the focal point of the whole counseling process. Ellis (1973a) eloquently describes his method of counseling as follows:

My approach to psychotherapy is to zero in, as quickly as possible, on the client's basic philosophy of life; to get him to see exactly what this is and how it is inevitably self-defeating; and to persuade him to work his ass off, cognitively, emotively, and behaviorally, to profoundly change it. My basic assumption is that virtually all "emotionally disturbed" individuals actually think crookedly, magically, dogmatically, and unrealistically. They do not only want, wish, or prefer; they demand. They do not merely want to achieve success, pleasure, or loving relationships; they insist on being the King or Queen of the May: being noble, perfect, godlike. They stubbornly refuse to work at changing obnoxious reality, or to gracefully lump it when it is truly unchangeable. They would much rather command that it should, ought, and must be the way they want it to be; and they consequently spend a considerable part of their lives whining, crying, depressing, and angering themselves when they are not getting their particular piece of taffy (p.13).

The third sub-goal is establishing a clear, concrete definition of the change objective. Watzlawick et. al. (1973) stress that this is an essential step before trying to offer solutions to deal with the problem in that it safeguards the problem-solver from getting caught up in wrong solutions that would further compound rather than resolve the problem. When the change objective is clear and concrete, the description is placed in definable and practically reachable goals.

The final sub-goal is establishing and evaluating a procedure for meeting the change objective. The strategies being developed utilize the client's capacities and motivation in order to attain the change

objective. This process requires a description and sequencing of the tasks (cognitive and action) necessary in order to change.

A detailed description of the sub-goals and the techniques that are to be incorporated in performing the sub-goals is in Appendix A.

#### Summary

Considering the review presented above, one can infer that counseling can be viewed as a communication process. As such the communication can thus be broken down into operationally definable units that can be heard by independent judges listening to audio tape reproductions of counseling sessions. From this basic understanding the CERF has been developed for use by judges in rating counselor performances in the demonstration of the techniques to achieve certain sub-goals which have been derived from various theoretical positions. Because of the lack of related studies in the use of individual counseling as a training procedure for counselors, there has been little specific guidance derived from research in structuring the treatment procedures.



## CHAPTER III

### RESEARCH METHODOLOGY AND DESIGN

#### Introduction

The purpose of this chapter is to describe the research methodology employed in the present investigation. Included will be a description of the subjects, treatment procedures, assessment procedures, and a summation of the discussion at the end of the chapter.

#### Subjects

The subjects involved in this investigation were students attending Oklahoma State University and were in the Department of Applied Behavioral Studies majoring in Student Personnel and Guidance at the Masters level. The criterion for selection to participate in this study was based upon enrollment in Laboratory Experiences in Counseling. A total number of 19 subjects were in the sample. The experimental group consisted of 10 subjects, while the control group consisted of 9. A tenth subject was in the control group but dropped out of the course during the semester. The subjects were randomly selected from the total enrollment in this course during the Fall semester of 1976. The treatment of the subjects did meet the standards of human experimentation as prescribed in the American Personnel and Guidance Association's Code of Ethics.

## Treatment Procedures

The following is the chronological progression which was employed in order to gather and process the data involved in this study. The chronological progression of steps is divided topically.

### Contact of Subjects

During the fifth week of the Fall semester, 1976, the section of Laboratory Experiences in Counseling was contacted. A short prepared presentation of the study was made to the class as a whole. The prepared presentation was also written on the Counseling Process Learning Experience Data Form which is presented in Appendix B.

During the sixth week of the Fall semester, 1976, the subjects were taken, three at a time, from their laboratory sections of the course in order to participate in the pretest procedures.

### Pretest Procedures

The subjects were requested to bring a 60 minute (30 minutes each side) audio cassette tape to the taping situation. The three subjects were placed in individual rooms and were handed individual instructions which is presented in Appendix D. Also during this time students in the Counseling Practicum served as clients for the subjects. These clients were given, in other rooms, one of two problem situations (either problem A or problem B) that they were asked to roleplay. The written format of these problem situations is presented in Appendix C. The subjects and the clients were given 10 minutes in which to read their directions and to ask any questions of the supervisor. After this time the client were taken to the rooms where the subjects had

been placed. The arrangement of the room was as follows:

1. Two chairs were placed facing each other approximately 3 to 5 feet from each other although the participants may move the chairs to their comfort.
2. A table was situated next to the chairs but not between on which a cassette tape recorder with recessed microphones was placed.

When the participants were situated in the rooms they were given the following directions by the supervisor:

1. "You are being asked to make a role play counseling tape to be of thirty minutes in length. You will not be observed while you are making this tape. I will be outside the room doing the timing. When 25 minutes have elapsed I will knock on the door three times to signal that you have five minutes in which to reach closure of the session. When I close the door please start the recorder and begin the session."
2. The doors to each room remained open until each of the three groups of participants had been given these instructions. Before the doors were closed the participants were shown how to start the tape recorders.
3. When the directions had been given to each group the doors were closed and the supervisor began timing. The Subjects were then to begin the counseling process.

When the taping had been completed the supervisor requested that the participants role playing the client leave so that there was not any type of verbal or non-verbal coaching to the subjects. The following was the post-taping format:

1. The subjects were given part B of the directions presented in Appendix D. They were given 10 minutes in which to complete the questions.
2. When this had been completed the subjects had a 10 minute debriefing in which they could express any concerns to the supervisor. Before the subject left the session, the supervisor requested that the subject not repeat the nature of the problem nor the direction that had been given.

Since there has been little research in this area of study the rationale for the above format had been drawn from the general format used by many counselors. The intent of the above procedure was to duplicate as nearly as possible the general counseling situation. Benjamin (1969) discusses the conditions under which the counseling takes place. He states that the room must be free from distractions so that it is most conducive to communication and the chairs should be arranged so that they are facing each other without an intervening obstacle between and a small table situated next to the chairs.

#### Individual Counseling Sessions

A random selection of the volunteers was used to choose 10 subjects to participate in the treatment of five individual counseling sessions. During the debriefing of the subjects, the individual serving as the counselor for the treatment was present to make appointments for those who were to participate in the individual counseling sessions. These sessions began during the seventh week of the Fall semester and continued until the eleventh week.

There was only one counselor, used in the treatment for this study, chosen from advanced doctoral students in the Department of Applied Behavioral Studies in Education with a major in Student Personnel and Guidance.

The specific time for each session depended upon the counselor and the subject. The following conditions were imposed upon the counseling situation:

1. The sessions were to be one hour in length, spaced one week apart, and were not to meet for more nor less than five weeks.
2. Those subjects that wished to continue the counseling relationship for longer periods of time were requested to postpone further sessions until after the posttest had been administered.
3. Each of the counseling sessions took place in the same room.
4. The client was requested by the counselor to discuss a concern or problem about themselves.
5. The major goal that the counselor was told to achieve was the development of a counseling contract.
6. As a control procedure the counselor recorded the first, third, and fifth sessions. These recordings were available to the researcher to examine for any intentional or unintentional coaching on the part of the counselor.

During this time both the experimental and the control groups continued their normal duties in the course. The control group was requested not to participate in any individual counseling during the time of this study.

### Posttest Procedures

The week after all of the subjects had completed their individual counseling sessions, during the twelfth week of the Fall semester, the subjects again made tapes of the counseling process. The posttest procedure was the same as the pretest procedure with several exceptions:

1. The participant acting as the client was different than the one before.
2. The subject was given the second of the two problem situations from the pretest problem situation. If they had been given problem A for the pretest then they received problem B for the posttest. Before the pretesting had been begun the two problem situations had been judged by three raters that they were comparable in difficulty and content.

### Assessment Procedures

The following is a discussion of the assessment procedures used to elicit and evaluate the data. Included is a discussion of instrumentation, selection and training of judges, preparation of data, research design, and statistical procedures.

### Instrumentation

The one instrument employed in this study was the CERF which is presented in Appendix A. This instrument was designed to measure counseling skill performance effectiveness by focusing on the communication processes employed by the counselor in establishing a contractual counseling relationship with a client.

### Validity

According to Anastasi (1968) content validity involves the systematic examination of the test content to see whether it covers a representative sample of the behavior domain to be measured. This type of instrument is designed to measure how well the individual has mastered a specific skill or set of skills where content validity is attained by the choice of appropriate items requiring the demonstration of these skills. Such a choice is preceded by a thorough and systematic examination of relevant theoretical material from which test specifications are developed for choice of items.

As presented in Chapter II, the CERF was developed after a thorough review of the theoretical literature into counseling theories in which communication theory was used as the systematizing agent for the various theoretical positions. The operational aspects of the instrument was attained by defining the sub-goals that were placed in a hierarchical order to follow the chronology of the counseling process. Then the specific items were developed by the choice of techniques that were defined by the theoreticians to achieve certain goals. The validity procedure was as follows:

1. Five judges were chosen who are practicing professional counselors at the University Counseling Service of Oklahoma State University.
2. Each judge was given a copy of the theoretical rationale for the CERF (derived from Chapter II of this study) and a copy of the CERF.

3. After reading the theoretical rationale and the CERF, the judges stated whether the instrument did measure what it was declaring to measure.

In the development of the theoretical rationale, the choice of sources for instrumentation was chosen from those theoreticians generally accepted as leaders in their field (Patterson, 1973; Walsh, 1975). The CERF conforms to the ideas of these theoreticians as described in Chapter II under Process and Content Analysis of Counseling. The criteria are summarily stated as follows:

1. The study of human communication must be the specific cultural situation of the counseling interview in which the raw data of the live communication behavior between counselor and client is used.
2. The use of the data must conform to a conceptualization of the constructs being measured determined from a theoretical framework.
3. A method of quantifying a limited set of units, the manifest content of communication, must be developed with the emphasis being on the semantic and syntactic aspects to which numbers have been assigned for scaling. Several types of units; scoring units, contextual units, and summarizing units, can be employed.

Content validity for the CERF was affirmed by the five validity judges. The CERF was seen to be consistent with the theoretical rationale in that the instrument focuses on the actual cultural situation of the counseling interview, conforms to a developed theory, and uses quantifiable units of techniques, processes, and sub-goals.



### Reliability

Rice (1965) and Kiesler (1973) have stated that for counseling process analysis instruments the reliability is based mainly upon the interjudge reliability since the instrument will never be used separate from the judge. From this premise, to determine reliability of the instrument and interjudge reliability, the Extended Scott Pi Coefficient (Whitney and Enger, 1975) for estimating interjudge reliability was utilized in the statistical treatment of data obtained from the counselor effectiveness measure. A median value for the total number of tests (pretests and posttests combined) was .85 with the highest value being 1.00 and the lowest value being .56. A median value for the pretest was .81 with a high value of 1.00 and a low value of .70. A median value for the posttest was .86 with a high value being 1.00 and the low value of .56. Concluding from this value, the decision has been made to accept the reliability of the judges using the CERF (Bruning and Kintz, 1977).

### Selection and Training of Judges

There were three judges used for the ratings of the counselor process role play tapes. The three judges were chosen from masters students in the Department of Applied Behavioral Studies in Education who were majoring in Student Personnel and Guidance.

The training of the judges involved the item by item discussion of the CERF as well as a theoretical presentation. All judges listened to a single tape at the same time upon which they rated the content together in order to reach agreement about the use of the instrument.

### Preparation of Data

Each tape was given a randomly selected five digit code with all names on the tapes covered so that the judges were not able to know who made the tape. The judges also did not know whether the tape they were evaluating was a pretest or a posttest. Each CERF form was headed by the random digit and could only be identified on a separate form. After each judge had rated the tapes, the numbers were listed by composite score and followed by each of the sub-goal scores for both the pretest and posttest. An example of the form is presented in Appendix E. Appendix F presents the form used by the judges in determining the score for the counselor's performance on each tape. Appendix G presents a decision-making model for determining the appropriate score.

### Research Design

The research design for this study followed the description presented by Campbell and Stanley (1963) for the pretest-posttest control group design.

### Statistical Procedure

For the purpose of evaluating the pretest and posttest data collected in order to determine significance in relation to the test hypotheses, a t-Test for a difference between two independent means was computed. An analysis of variance had been employed but a three interaction could not be achieved since one of the cells was zero (there were no males in the experimental group who had a non-psychology background).

## Summary

This chapter has presented the research methodology and design utilized in this investigation. First, the selection and assignment of subjects was discussed. Next, the chronological description of the treatment procedures was presented. Finally, the assessment procedures were explained.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

This chapter presents the statistical findings concerning the data collected within the study. Each of the three hypotheses and the four sub-hypotheses presented in Chapter I will be stated, the statistical test used in relation to each will be presented, and the findings in relation to each hypothesis will be stated. The chapter will close with a summary of the findings.

#### Results Related to Hypothesis I

##### Hypothesis I

Hypothesis I is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF between the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

The t-Test for a difference between two independent means yielded a t value of 1.127 between the posttests of the two groups. The .10 level of confidence has been chosen for this investigation since this is an exploratory study. A value of 0.679 was necessary in order to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that the personal counseling experience did effect the counseling skill performance effectiveness of the prospective

counselors. Table I presents the values between pretests of both groups along with the pretests and posttests of both the experimental and the control group. Those who participated in the experience scored significantly higher on the judges ratings using the CERF than those who did not participate.

TABLE I  
NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
THE DIFFERENTIAL EFFECTS OF PERSONAL COUNSELING  
ON CERF TOTAL SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Posttests					1.127*
Experimental	30	76.167	544121	5221225	
Control	27	47.593	195917	1651225	
Pretests					0.273
Experimental	30	51.500	246753	2387025	
Control	27	46.296	176284	1562500	
Pretests-Posttests					
Experimental					1.046*
Control					0.068

\*.10 level of significance

### Sub-Hypothesis Ia

Hypothesis Ia is stated as follows:

There are no statistically significant differences as measured by judges ratings of the CERF for the sub-goal of establishing rapport and awareness of the overt presenting problem between the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

The t-Test yielded a t value of 1.096 for the posttests. A value of 0.679 was necessary in order to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that personal counseling does effect the prospective counselor's skill performance effectiveness in establishing rapport and awareness of the overt presenting problem. Table II presents the values between pretests of both groups along with the pretests and posttests of both the experimental and the control group.

### Sub-Hypothesis Ib

Hypothesis Ib is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing awareness of the covert and a clear, concrete definition of the problem between the groups who participated in the treatment and those who did not participate in the treatment.

The t-Test yielded a t value for the posttests of 2.072. A value of 0.679 was necessary in order to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that personal counseling effects the prospective counselor's skill performance effectiveness in establishing awareness of the covert and a clear, concrete definition of the problem. Table III presents the values

between pretests of both groups, pretests and posttests of the experimental, and pretests and posttests of the control groups.

TABLE II  
NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
THE DIFFERENTIAL EFFECTS OF PERSONAL COUNSELING  
ON CERF SUB-GOAL I SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Posttests					1.046*
Experimental	30	35.167	116291	1113025	
Control	27	22.111	45485	356409	
Pretests					0.041
Experimental	30	27.100	68093	660969	
Control	27	23.704	47758	409600	
Pretests-Posttests					
Experimental					0.629
Control					0.166

\*.10 level of significance

#### Sub-Hypothesis Ic

Hypothesis Ic is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing a clear, concrete definition of the change objective between the groups who participated in the treatment and those who did not participate in the treatment.

The t-Test yielded a t value for the posttests of 0.548. A value of 0.679 was necessary in order to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that personal counseling did not significantly effect the prospective counselor's skill performance effectiveness in establishing a clear, concrete definition of the change objective. Table IV presents the values between pretests of both groups along with the pretests and posttests of both the experimental and the control group.

TABLE III

NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
THE DIFFERENTIAL EFFECTS OF PERSONAL COUNSELING  
ON CERF SUB-GOAL II SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Posttests					2.072*
Experimental	30	19.433	42331	339889	
Control	27	5.556	5088	22500	
Pretests					0.575
Experimental	30	3.967	4865	14161	
Control	27	2.444	1274	4356	
Pretests-Posttests					
Experimental					2.556**
Control					1.126***

\*.025 level of significance

\*\* .01 level of significance

\*\*\* .10 level of significance



TABLE IV  
 NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
 THE DIFFERENTIAL EFFECTS OF PERSONAL COUNSELING  
 ON CERF SUB-GOAL III SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Posttests					0.548
Experimental	30	9.867	9274	87616	
Control	27	7.926	5218	45796	
Pretests					0.059
Experimental	30	8.333	6292	62500	
Control	27	8.148	5392	48400	
Pretests-Posttests					
Experimental					0.464
Control					0.070

Sub-Hypothesis Id

Hypothesis Id is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF for the sub-goal of establishing and evaluating a procedure for meeting the change objective between the group who participated in the treatment and those who did not participate in the treatment.

The t-Test yielded a t value for the posttests of 0.325. A value of 0.679 was necessary in order to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that personal counseling did not significantly effect the prospective counselor's

skill performance effectiveness in establishing and evaluating a procedure for meeting the change objective. Table V presents the values between pretests of both groups along with the pretests and posttests of both the experimental and the control groups.

TABLE V  
 NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
 THE DIFFERENTIAL EFFECTS OF PERSONAL COUNSELING  
 ON CERF SUB-GOAL IV SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Posttests					0.325
Experimental	30	13.633	17591	167281	
Control	27	12.000	11664	104976	
Pretests					0.051
Experimental	30	11.767	12505	124609	
Control	27	12.000	11664	104976	
Pretests-Posttests					
Experimental					0.376
Control					0.000

## Results Related to Hypothesis II

### Hypothesis II

Hypothesis II is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF between male and female members of the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

The t-Test yielded a t value for the posttests of the experimental group of 0.010 and for the pretests of the experimental group of 0.109 each of which required a value of 0.683 to be significant at the .10 level of confidence. A t value for the posttests of the control group was determined to be 0.286 and for the pretests a t value was determined to be 0.054 each of which required a value of 0.684 to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that there was no significant differences between male and female members of the experimental or the control groups in their counseling skill performance effectiveness. Table VI summarizes these findings.

## Results Related to Hypothesis III

### Hypothesis III

Hypothesis III is stated as follows:

There are no statistically significant differences as measured by judges ratings on the CERF between members with an undergraduate major in psychology or 15 hours of psychology in the groups who participated in the treatment of the five one-hour counseling sessions, and those who did not participate in the treatment.

The t-Test yielded a t value for the posttests of the experimental group of 0.294 and for the pretests a t value of 0.028 each of which

required a value of 0.683 to be significant at the .10 level of confidence. A t value for the posttests of the control group was determined to be 0.339 and the pretests were determined to be 0.036 each of which required a value of 0.684 to be significant at the .10 level of confidence. Therefore, the conclusion has been drawn that there was no significant differences between those subjects having a psychology background and those who did not have the background on their counseling skill performance effectiveness. Table VII summarizes these findings.

TABLE VI  
NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES DEPICTING  
THE DIFFERENTIAL EFFECTS OF SEX OF SUBJECTS ON  
CERF TOTAL SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Experimental					
Pretest Male	6	54.500	54477	106929	0.109
Pretest Female	24	50.750	192276	1483524	
Posttest Male	6	74.833	101725	201601	0.010
Posttest Female	24	76.500	442396	3370896	
Control					
Pretest Male	12	45.500	76218	298116	0.054
Pretest Female	15	46.933	100066	495616	
Posttest Male	12	43.083	74163	267289	0.286
Posttest Female	15	51.200	121754	589824	

TABLE VII  
 NUMBERS, MEANS, SUM OF SQUARES, SQUARED SUM, AND t-SCORES  
 DEPICTING THE DIFFERENTIAL EFFECTS OF PSYCHOLOGY  
 BACKGROUND OF SUBJECTS ON CERF TOTAL SCORES

	N	M	SUM SQ	SQ SUM	t-SCORE
Experimental					
Pretest Psychology	15	51.067	120546	586756	0.028
Pretest No Psychology	15	51.933	126207	606841	
Posttest Psychology	15	82.333	321039	1525225	0.294
Posttest No Psychology	15	70.000	223082	1102500	
Control					
Pretest Psychology	15	45.867	96994	473344	0.036
Pretest No Psychology	12	46.833	79290	315844	
Posttest Psychology	15	51.867	130386	605284	0.339
Posttest No Psychology	12	42.250	65531	257049	

#### Summary

The purpose of this chapter was to report the results of the present investigation. The t-Test for a difference between two independent means was utilized in order to determine the effects of personal counseling on counseling skill performance effectiveness as determined by judges ratings on the CERF and each of the four sub-goals.

Significance at the .10 level of confidence was found for the hypothesis that the counseling experience did effect the counselor's performance as a whole and on the first two of the four sub-goals. The t-Test was also utilized to measure the effects sex of the subject and the effects psychology background of the subject has on counseling skill performance effectiveness. Sex of the subject and psychology background of the subject were found to have no significance at the .10 level of confidence in the determination of counseling skill performance.

## CHAPTER V

### SUMMARY, EVALUATIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this investigation was to deal with the following problem: Prospective counselors who have not experienced the counseling process do not integrate the counseling skills as well as those prospective counselors who have experienced this process. In dealing with this concern this study focused on five domains:

1. To identify the effects of a prospective counselor's own personal counseling on their demonstrated counseling skill performance effectiveness.
2. To identify any differences between male and female counselors in their demonstrated counseling skill effectiveness.
3. To identify any differences between counselors who have a psychology background and those who do not have a psychology background.
4. To contribute to the development of a theoretical position on operational descriptions of counselor effectiveness.
5. To contribute to the development of a methodology of counselor education that can positively effect counselor performance over the average period of time of counselor education programs.

The first three domains formed the basis for the three hypotheses and four sub-hypotheses tested in this study. The fourth domain was

described in Chapter II by the presentation of the communication basis of counseling and the synthesizing of various counseling approaches into a hierarchical process of counseling. This basis was verified by practicing professional counselors judging the relationship between the theoretical rationale and the CERF. The fifth domain was achieved by the development of a personal counseling experience involving five one-hour counseling sessions spaced one week apart.

Subjects for the study were students enrolled in Laboratory Experiences in Counseling, attending Oklahoma State University, Stillwater, Oklahoma. The subjects were randomly assigned to one of the two groups. They were presented with problem role play situations in which they were to counsel the individual for 30 minutes. The experimental group attended the regular sessions of the course and participated in five one-hour counseling sessions while the control group only attended the regular sessions of the course. After the subjects had completed the counseling experience then all subjects again counseled an individual role playing a problem situation for 30 minutes. These sessions were audio taped and were evaluated by three judges using the CERF.

The Extended Scott Pi Coefficient for estimating interjudge reliability was utilized to determine a median value of .85 for the CERF. Hypothesis I and the four sub-hypotheses were tested using the t-Test for a difference between two independent means. Hypothesis I with a t value of 1.127, Sub-Hypothesis Ia with a t value of 1.046, and Sub-Hypothesis Ib with a t value of 2.072 were all found to be significant at the .10 level of confidence. Sub-Hypothesis Ic with a t value of 0.548 and Sub-Hypothesis Id with a t value of 0.325 were



found not to be significant at the .10 level of confidence. Hypothesis II and III were also tested using the t-Test. Resulting t scores were all not significant at the .10 level of confidence indicating that sex differences and psychology background were not significant factors in this study in the demonstration of counseling skill performance effectiveness.

### Evaluations

The results of the present investigation warrant the following evaluative statements:

#### Evaluation I

The first evaluation that has been made for the present research is that personal counseling consisting of five one-hour sessions, using the subjects selected for this study and as measured by the instrument employed in the research, had beneficial effect upon counseling skill performance effectiveness defined in this study. Therefore, a pattern of change seems to be indicated. However, this conclusion is tentative since the .10 level of significance was used.

Although significance was found for the overall score, only the first two sub-goals were found to have significant differences. A possible explanation may be that the course Laboratory Experiences in Counseling, in which the subjects were enrolled, has as part of its course content those techniques rated in sub-goals I and II. Since the subjects were being presented these techniques they may have been able to associate the knowledge gained from the course with their personal counseling experience. Those processes described in sub-goals III and

IV are not specifically presented in the course hence the subjects may not have had the intellectual experience necessary to associate and integrate their knowledge and experience.

### Evaluation II

The second evaluation that has been made is that the sex of the student and the psychology background (a psychology major or 15 hours of psychology) has no significant effect upon the subjects in this study as being rated by judges using the McBee Counselor Effectiveness Rating Form. However, the possibility exists that significant differences may be a function of time and the corresponding development of deeper client-counselor relationships.

### Evaluation III

The third evaluation is that communication theory may be a plausible position for the development of operational descriptions of counselor effectiveness. By the use of this base there is the possibility that various counseling approaches can be correlated so that the techniques and procedures can be systematically designed to certain goals. This conclusion has been inferred from the reliability coefficient for judges using this instrument and the validity rating by professional counselors.

### Recommendations

The present investigation has made a contribution to the existing research on counselor effectiveness and counselor education by offering a plausible methodology that can be incorporated into existing programs

and enrich the learning environment so that students may be more capable of integrating the competencies and skills that they are more likely to need as a professional counselor. However, additional research is needed in several areas before counselor effectiveness or student's personal involvement in the counseling process can be fully understood. Recommendations for further research based on the present investigation are offered as follows:

1. This study was performed with a relatively small subject sample of 19. A larger subject sample would be desirable.
2. Those individuals posing as clients in the role play counseling situations were all female. Clients of both sexes would be desirable with various combinations with different sexed counselors.
3. This investigation utilized five one-hour sessions spaced one week apart. Other approaches to time structure may be beneficial and allow for more variations for incorporating personal involvement counseling into various counselor education programs.
4. Individual counseling in private sessions was the mode utilized for experiencing counseling. Other setting structures can be used such as workshop formats where counseling takes place with a small group observing.
5. A single counselor was used in performing the individual counseling sessions. A variety of different counselors using different approaches may be useful. Also, different sexed counselors can be utilized with various combinations of sex pairings with clients.

6. The instrument used in the study focused mainly upon the statements of the counselor. Further investigation into client statements and the effect upon the client of the counselor's statements would be highly desirable.
7. Content validity for the instrument was the only type of validity achieved. Other types of validity would be necessary to enhance confidence in the instrument. Especially important would be the attainment of predictive validity to counseling effectiveness.
8. A desirable addition to the use of personal counseling as a method of enhancing counseling skill performance would be the correlating of theoretical knowledge in course content with the personal experience of counseling. Such an approach may allow the individual to integrate their personal experience with specific theoretical constructs.
9. A single control group was used in this investigation. In order to test for a possible Hawthorne effect a second control group which was also given some type of activity would be desirable.

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APPENDIX A

MCBEE COUNSELOR EFFECTIVENESS RATING FORM

## COUNSELOR EFFECTIVENESS RATING FORM

## SUB-GOAL I: ESTABLISHING RAPPORT AND AWARENESS OF THE OVERT PRESENTING PROBLEM

The counselor demonstrates respect and humanness for the client by being interested in what s/he has to say. The purpose is to enhance the client's self-respect and level of trust by establishing a secure atmosphere in which to facilitate the free expression of whatever is on the client's mind. This process focuses the awareness of both the counselor(T) and the client(C) to specify the client's current understanding of the concern.

1. MINIMAL ENCOURAGES TO TALK/UNCONDITIONAL POSITIVE REGARD  
 Intent: T. is committed to the unconditional, non-judgmental attitude of personal worth of the client as a human being.
  - a. T. uses eye contact and speaks naturally in a relaxed manner
  - b. to non-verbally verify the unconditional worth of the C.
  - c. T. associates his/her statements and questions with the C.s disclosures
  - d. to indicate T. is centered on and emphasizing C.s autonomy in the counseling relationship.
  - e. Thus the T. creates an open and supportive atmosphere by sharing his/her personal concern and caring for the client.
  
2. OPEN INVITATION TO TALK/AWARENESS CONTINUUM USE OF QUESTIONS  
 Intent: T. is to specify concern and C.s attitudes toward the concern. Need: The specific problem area is not being discussed by C. and wishes to draw C.s attention to this avoidance or lack of information.
  - a. T. deals with C.s avoidance/resistance by clarifying to self what area is being avoided.
  - b. T. forms a question by including within the question a statement of what the T. is observing.
  - c. T. deals with lack of information by clarifying to self what information is not being expressed,
  - d. T. specifies area of lack of information into a question by focusing on what the C. is doing, saying, wanting, feeling, and expecting.
  
3. REFLECTION OF FEELING  
 Intent: T. wishes to concisely state the critical emotions to C.
  - a. T. detects and isolates specific feelings/emotions from C.s expressions.
  - b. Then T. rearranges the feeling expressions by paraphrasing the statement and
  - c. concisely restating this in emotional terms to C.
  
4. REFLECTION OF CONTENT  
 Intent: T. is crystallizing the critical content of the C.s expressions about the presenting problem through direct factual statements.

- a. T. detects and highlights the essence of explicitly stated content.
  - b. T. paraphrases by rearranging the content expressions
  - c. and concisely restates his/her understanding in factual terms.
5. CLARIFICATION OF FEELINGS  
 Intent: T. integrates overarching emotional disclosures of C. into a meaningful and useful pattern.
- a. T. generalizes feeling expressions of C. by classifying them into feeling group name.
  - b. Then T. detects specific emotional emphasis and
  - c. integrates into a pattern by ordering feelings in a hierarchy or cluster pivoting on emotional emphasis.
6. CLARIFICATION OF CONTENT  
 Intent: T. integrates C.'s content disclosures about the presenting problem in concise factual terms in order to recapitulate and crystallize the essence of the presenting problem.
- a. T. generalizes the content expressions and
  - b. detects the major event or behavioral emphasis and
  - c. integrates into a pattern by ordering critical content components in a hierarchy or cluster pivoting on major emphasis.
7. CLARIFICATION OF THE COUNSELOR'S POSITION/DIRECT, MUTUAL COMMUNICATION  
 Intent: T. is committed to the ethical principle of working autonomously with a client and intends to work with C. in mutual agreement. T. facilitates the C. to own his/her personal power and to accept personal responsibility.
- a. T. frankly discloses the principles s/he supports and opposes and the practices s/he employs and eschews.
  - b. T. expresses concerns that are important to his/her feelings about and professional relationship with the C.

**SUB-GOAL II: ESTABLISHING AWARENESS OF THE COVERT AND A CLEAR, CONCRETE DEFINITION OF THE PROBLEM**

The counselor is focusing the client's attention on beliefs and consequences for which s/he is not accepting responsibility and then translating a vaguely stated problem into concrete terms allowing the client to separate problems from pseudo-problems.

8. AWARENESS CONTINUUM OF MEANING USE OF QUESTIONS  
 Intent: C. is not being responsible for attitudes associated with behavioral/emotional/events, therefore, the causal aspect of the problem is not being discussed although this aspect is in C.'s awareness or just below the level of awareness.
- a. T. hypothesizes to himself/herself what C. is inferring the belief to be, but the C. cannot or will not state it.
  - b. T. requests that C. use reason in order to think-through and trouble-shoot the causal aspects of the problem in order to
  - c. correlate attitude(s) with consequence(s).
  - d. The questions associates meaning with what the client is doing, saying, wanting, feeling, expecting, and avoiding.

## 9. SELF-EXPRESSION

Intent: T. wishes to express and emphasize empathy and guide C.'s understanding in order to enhance the professional interpersonal relationship of the T. and C.

- a. T. discerns his/her own personal feelings that are deemed important to the emotional climate of the relationship.
- b. And/or T. discerns a need by C. for psychological understanding
- c. and then codes the expression in specific emotional or allegorical terms which are then
- d. expressed in the form of (1) direct expressions or in the use of (2) parables, teaching-stories, paradoxical situations, figurative descriptions, or theoretical explanations.

## 10. REFLECTATION

## Type A:

Intent: T. assumes that there is a lack of awareness on the part of C. and wishes to reflect the C.'s expressed but unaware content to the client.

- a. T. detects and isolates specific feelings and/or content that the C. has reached implicitly but is a little beyond his/her conscious awareness.
- b. T. then formulates a concise description by associating two or more ideas, feelings, or non-verbal expressions not previously consciously related by C.
- c. T. concisely states his/her understanding in terms that indicate similarity, contrast, contiguity, or distance among ideas and feelings.

## Type B:

Intent: T. assumes that there is a lack of awareness on the part of C. and wishes to reflect the meaning or attitude associated with the content or feelings to C.

- a. T. detects and isolates specific beliefs associated with particular feelings or content that C. has reached implicitly but is a little beyond his/her conscious awareness.
- b. T. then formulates a concise description by associating a basic belief with stated feelings, behavior, or non-verbal expressions not previously consciously related by C.
- c. T. concisely states his/her understanding in cognitive terms to C.

## 11. INTERPRETATION

Intent: T. assumes that C. is having difficulty because s/he is believing an inappropriate definition of an experience or is using an inappropriate label for the experience. The intent is to re-orient C.'s belief system in a way that is more adequate and rational. An interpretation is a causal statement formulated by T. in order to offer a new frame of reference by focusing on C.'s belief structure.

- a. T. notes that a meaning or attitude is being covertly expressed by C.
- b. Inductively T. infers this meaning to be an irrational belief.
- c. T. translates the irrational belief into a concise statement.
- d. T. then explains the causal statement by offering his/her personal concerns, views, feelings, experience, and thinking.

- e. An interpretation is a hypothesis, therefore T. now continues counseling process by trying, through discussion, to verify the accuracy of the hypothesis.

12. CONFRONTATION (DISPUTING)

During the process of counseling T. realizes by analyzing C.s communications that C. is continuing to avoid T.s questions, clarifications, self-expressions, reflectations, and/or interpretations. Intent: T. determines that s/he must allow little opportunity for C. to continue to avoid because progress in counseling will be stifled.

- a. T. observes and notes the method C. uses to avoid T.s interventions.  
 b. T. formulates a maneuver incorporating C.s form of resistance.  
 c. Several confrontation and disputing maneuvers.

(1) CONFRONTATION BY DIRECT EXPRESSION

Intent: T. assesses that C. can accept direct feedback and is able to utilize information; there is no other viable alternative.

- c<sub>1a</sub> T. explicitly and emphatically expresses observations and/or interpretations.  
 c<sub>1b</sub> T. maintains expressions until C. acknowledges T.s statements.

(2) DISPUTING BY USE OF PARADOXIC INTENT

Intent: T. diagnosis is that C. is (un)intentionally resistant to T.s influence although C. verbally accepts T.s interventions.

- c<sub>2a</sub> T. encourages C. in their method of resistance without revealing that T. is aware of resistance.  
 c<sub>2b</sub> T. then interpretes a new frame of reference thereby placing resistance into a cooperative rather than resistant mode.  
 c<sub>2c</sub> C. gives up resistance or if continues resistance, C. is responsible for maneuvers allowing for contractual bargaining between T. and C.

(3) DISPUTING BY USE OF PARADIGMATIC RESPONSE

Intent: C. persists in using manipulations or in maintaining irrational beliefs.

- c<sub>3a</sub> T. exaggerates C.s symptomatic comments or behavior with paradoxical intent.  
 c<sub>3b</sub> T. takes special care not to ridicule C.s personal esteem; the atmosphere in one of non-threatening humor.

(4) DISPUTING BY USE OF CHALLENGE QUESTIONS

Intent: By the use of socratic dialogue T. questions the validity of C.s belief system.

- c<sub>4a</sub> After noting C.s irrational belief, T. requests evidence for the attitude.  
 c<sub>4b</sub> T. continues use of questions until C. reaches an impasse or a state of cognitive dissonance.  
 c<sub>4c</sub> Then T. requests C. to think-through to an alternative belief that does have validity.

## 13. CONTRACTING FOR PROBLEM AGREEMENT

Human relations are characterized into two types: Status and contractual. The efficient process of counseling requires that counseling involve contractual relationships. Intent: T. and C. are to agree on what the problem is that they are dealing with and a specific request for counseling.

- a. T. and C. have clarified presenting problem by stating the activating event(s) (in actuality or fantasy) that seem to be precipitating the problem and describing the emotional and behavioral consequences that are bringing the concern to the C.'s awareness.
- b. By the use of interpretation T. has isolated the beliefs behind the consequences; they have been verified; C. has accepted interpretations.
- c. If C. has been attempting solutions that have been compounding problem, T. offers a rationale for how concern is being compounded.
- d. T. asks what C. is wanting: C. expresses a request for counseling in order to deal with the defined problem.

## SUB-GOAL III: ESTABLISHING A CLEAR, CONCRETE DEFINITION OF THE CHANGE OBJECTIVE

The purpose of an objective is to provide criteria for judging the relevance of counseling, for choosing and organizing effective counseling procedures, and for evaluating client change. The process of developing concrete definable and practically reachable goals, safeguards the problem-solver against getting caught up in wrong solutions and compounding rather than resolving the problem. Objectives narrow the range of material being dealt with so that the counselor and client can focus better on selected elements and allows for evaluation and accountability of both the counselor and the client. A counseling objective is a description of the behavior and the cognitions expected of a client after counseling.

## 14. SPECIFYING THE GENERAL GOAL

Intent: To establish the important outcome(s) of counseling in terms of client change where the goal is of value to the C. and includes a specification of what C. has to know or be able to do in order to successfully change.

- a. T. and C., after expressing the irrational beliefs, have specified more rational ways of thinking (a new Effect) which are derived from C.'s expressions; the counseling philosophy of T.; and the characteristics of C.
- b. C. demonstrates in the session that s/he can dispute the old beliefs, and establish a new belief(s).
- c. T. and/or C. determine a concise statement of the general goal(s) that C. wishes to achieve.

## 15. DEVELOPING THE CHANGE OBJECTIVE

Intent: The transfer of the counseling change to a situation external to the counseling sessions. The change therefore must be useful to the client indicating that T. and C. have reached agreement.

- a. C. states an external situation(s) in which s/he is to make a change in his/her life style by using action verbs to describe the performance behaviors to include evidence of C.'s change.
- b. A criteria of change is established by describing the minimal level of performance to be the evidence of change.

16. DEVELOPING THE COUNSELING OBJECTIVE

Intent: To approximate within the counseling environment, those behaviors and cognitions to be performed in the referent situation.

- a. T. and/or C. identify and select more rational cognitive beliefs and
- b. then describe new emotional Effect and
- c. new behavioral Effect.
- d. T. and C. use imagery procedures within the session to demonstrate the new Effect.
- e. An indication must be included of how much success will be needed in order to determine that the change has been integrated.
- f. T. asks how C. will be different and how such a difference can be observed.

SUB-GOAL IV: ESTABLISHING AND EVALUATING A PROCEDURE FOR MEETING THE CHANGE OBJECTIVE

The counselor is developing strategies that will utilize the client's capacities and motivation in order to attain the change objective. This process requires a description and sequencing of tasks necessary in order to change. This process is useful in breaking the change objective down into enabling objectives by helping to specify, in precise operational terms, what the system of action includes.

17. DESCRIBING COGNITIVE TASKS

Intent: To have C. learn concepts, principles and problem solving methods as deemed necessary for C. to achieve the change objective by sequencing the logical cognitive procedures of disputing irrational beliefs and establishing more rational alternate beliefs.

- a. T. establishes socratic dialogue with C. to inductively infer irrational attitudes associated with emotional reactions (Concept of emotion: A=perceptions of situation. B=belief system leading to C=feeling, the physical imaging of the belief).
- b. T. disputes these beliefs with counter-questions using five point criteria: (1) Is belief based on known objective reality? (2) Is belief life preserving? (3) Does belief allow goals to be achieved? (4) Does belief eliminate significant emotional conflicts? (5) Does belief eliminate significant conflict with others.
- c. T. and C. combine concepts induced from dialogue in order to form a new principle (more rational and appropriate).

- d. T. and C. correlate new cognitive Effect (principle) with objectives and C. is capable of explaining new principle.

18. DESCRIBING PROBLEM-SOLVING SKILL DEVELOPMENT

Intent: A problem is present when a desired goal cannot be achieved. The intent is to now specify the block and to act on problem resolution by using the acquired cognitive tasks.

- a. C. has a specific definition (principle) to be used as criteria for deducing choices in problem-solving.
- b. C. is able to sense the problem, derived from the interactions with T., without attempts at avoidance.
- c. Problem is stated by T. and/or C. in the form of a question.
- d. Information is collected by T. and C. in order to formulate hypothetical solutions by use of new cognitive principle.
- e. Hypothesized solutions are then evaluated and selected on the basis of their feasibility in yielding the greatest benefit for the investment of resources and are the most likely to succeed.
- f. With the decision, the C. moves to implement the solution.

19. DESCRIBING ACTION TASKS

Intent: To have C. act differently in C.'s life situation with more rational purposes in mind. The attributes of an action task includes an interaction between a person with another person or object with a view to change him/her/it and in order to meet some goal. The intent is to systematically identify and sequence salient features of a task.

- a. Simulation or in vivo situations are defined by T. and/or C. in which to perform new actions.
- b. Behaviors are described by clarifying critical cues intrinsic to the task which are derived from the new cognitive Effects.
- c. A debriefing is scheduled after each practice in order for T. to offer feedback with the opportunity to perform again.
- d. The procedure must be meaningful to C. and is in the capacity of C. to perform or to learn to perform.
- e. Self-management skills should be included: (1) Active appropriate practice including appropriate sequencing of tasks. (2) T. slowly removes his/her influence into C.'s life (fading). (3) C. seeks pleasant consequences for correct performance.

20. FEEDBACK, EVALUATION, AND DECISION-MAKING ABOUT COUNSELING PROCESS

Intent: A continuous process of collecting and interpreting information in order to assess decisions made in developing a counseling system. Broadly stated there are two realms for evaluation: (1) Counseling Effectiveness is when the C. is achieving the objectives that have been established and the ability of the C. to transfer this change to the referent situation(s). (2) Counselor Effectiveness is the general ability of the counselor to organize the techniques of counseling and the procedures of counseling so that the sub-goals can more efficiently be attained than if C. had not come for counseling.



**INITIAL CONDITIONS EVALUATION**

- a. T. evaluates settings where the problem is occurring; lists who is affected by problem; decides whom to see in conjunction with C.; determines how the decision was made to come for counseling; assesses behaviors, attitudes, and affective states C. is entering counseling displaying.
- b. T. makes a decision whether s/he wishes to continue the relationship based upon his/her ability to affect change.

**COUNSELING PROCESS EVALUATION**

- c. T. determines limitations in C.'s characteristic ways of thinking about problem, ways of acting, and problem-solving.
- d. T. and C. make decisions from previous evaluation upon nature of counseling relationship; types of goals and objectives; and procedures for change.
- e. T. assesses C.'s resistance of counseling process or resistance due to C.'s inappropriate interactional ability.

**COUNSELING OUTCOME EFFECTIVENESS EVALUATION**

- f. T. and C. determine whether change objectives are being achieved; the impact of counseling procedures; assess the quality of the relationship; and whether interventions are appropriate to objectives.
- g. T. and C. make decisions about efficient transfer of counseling objectives to the change objectives.
- h. T. and C. determine the process of termination and follow-up.

APPENDIX B

COUNSELING PROCESS LEARNING EXPERIENCE DATA FORM

COUNSELING PROCESS LEARNING EXPERIENCE  
DATA FORM

Introduction

You have indicated by your enrollment in ABSED 5562 Laboratory Experiences in Counseling your interest and desire in becoming a counselor. During your period of study in this program you will have many experiences that will help you in the attainment of your goals. The counseling process itself is probably one of the most difficult skills and yet one of the most important skills that you will be trying to develop.

There are many approaches that can be used in helping you, the prospective counselor, learn to offer counsel to another individual. A most efficient approach includes not just theoretical presentations and roleplay situations, but includes the personal participation in a controlled learning experience of the counseling process. This study has been designed to offer you the opportunity to participate in a controlled counseling experience that deals with counseling skills in five one-hour sessions spaced one week apart.

Data Form

Would you please complete the following:

Name \_\_\_\_\_

Age \_\_\_\_\_ Sex: Male \_\_\_\_\_, Female \_\_\_\_\_

Marital Status: Single \_\_\_\_\_, Married \_\_\_\_\_, Divorced \_\_\_\_\_,  
Separated \_\_\_\_\_, Living With \_\_\_\_\_, Engaged \_\_\_\_\_.

Have you had any experience in counseling as a client?

Yes \_\_\_\_\_, No \_\_\_\_\_, Prefer Not to Answer \_\_\_\_\_.

If so, how long has it been since you completed this experience?

\_\_\_\_\_

Describe any past experience you have had in performing some type  
of counseling \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Were you an undergraduate major in psychology? Yes \_\_\_\_\_, No \_\_\_\_\_  
or have you had more than 15 hours of psychology? Yes \_\_\_\_\_, No \_\_\_\_\_  
and/or have you had some other formal training or workshop in  
counseling? Yes \_\_\_\_\_, No \_\_\_\_\_. If you have had such training  
please specify \_\_\_\_\_  
\_\_\_\_\_.

What is your current major? \_\_\_\_\_.

What is your degree program? \_\_\_\_\_.

Please check one of the two following statements.

I AM INTERESTED IN PARTICIPATING IN THE LEARNING EXPERIENCE OF THE  
COUNSELING PROCESS. Yes \_\_\_\_\_, No \_\_\_\_\_.

I am interested in participating in the learning experience of the  
counseling process but would like to find out more about the procedure  
before I make a commitment. Yes \_\_\_\_\_, No \_\_\_\_\_.

APPENDIX C

ROLE PLAY PROBLEM SITUATIONS A AND B

## ROLE PLAY PROBLEM SITUATIONS

## Situation A

You are in a committed relationship (not a marriage) that has been going on for two years. This relationship has included a sex relationship, a close personal sharing of each other's concerns, and a great deal of togetherness. However, there have been no agreements or boundaries about how each other is supposed to establish relationships with people of the opposite sex.

Within the past month your partner has included a new relationship with a member of the opposite sex along with the relationship with you.

Emotional Reactions: You have been experiencing guilt, anger, depression, and high anxiety. You have had fantasies of suicidal and/or homicidal acts although you really have no intention of doing either.

Covert Emotional Reactions: (These are not to be directly expressed to the counselor) Fear, feelings of insecurity and inferiority.

Behavior Reactions: You have been nagging, arguing, sulking, and questioning ("the third degree") your partner. As such your partner has been getting more angry and fights back. Your partner's basic attitude is that having a fling with another person will not destroy the love and affection that s/he has for you. But that your present reaction will probably destroy the relationship.

Belief Structure: (These are not to be directly expressed to the counselor) These are some basic attitudes that you have toward the unfaithful acts:

1. "If my spouse or lover is intimate with someone else, I might be compared with that person. I might not be considered as good a lover or as thoughtful or as understanding. That would be awful."
2. "He or she might leave me or embarrass me and others would find out. I would look foolish and would lose someone I want to keep. I could not stand that."
3. The blame for the self-induced anxiety is now projected onto the unfaithful spouse or lover: "You upset me. You make me unhappy and make me doubt myself. You have no right to do that."
4. "I'm unloveable, I'm a failure, and I should have tried harder."
5. "I'll get even." "But I can't live without my partner."

## ROLE PLAY PROBLEM SITUATIONS

## Situation B

You have recently decided to do something about your problem. You have had several relationships in the past several years. Although you have little difficulty in establishing relationships you think that you have great difficulty in maintaining long term relationships. At present you are in a relationship with someone that has been going on for four months. You now feel that the relationship won't be able to last very much longer since you are feeling anxious most of the time. You feel that you are in love with this person and you are not wishing for this relationship to be destroyed for no known reason; as the others have been.

Emotional Reactions: High anxiety, depression, sulkiness, crying.

Covert Emotional Reactions: (These are not to be directly expressed to the counselor) Self-blaming, wanting to make strong demands on another but will not follow through. Strong insecurity and non-acceptance of others.

Behavioral Reactions: Starting fights over nothing, trying to restrict the partners activities.

Covert Behavioral Reactions: (These are not to be directly expressed to the counselor) You set up a series of "tests" in which your partner must pass in order to tell you that s/he loves you.

Belief Structure: (These are not to be directly expressed to the counselor) These are some basic attitudes that you have toward how others are supposed to react to you:

1. "My partner should love me in the manner which I want. If they do not then they should and deserve to be blamed. Also I cannot



think well of myself."

2. "My personal worth as a human being is dependent upon my being the central focus of my partners attention at all times. Without this I cannot think well of myself."

APPENDIX D

COUNSELOR DIRECTIONS A AND B

## COUNSELOR DIRECTIONS

## Part A

You are going to be making a 30 minute role play counseling tape in which you are to be the counselor. The following directions are designed to help you in the making of this tape. Please be sure that you understand what you are to do. If there is any question please ask the supervisor.

1. Begin the session by making yourself and your client comfortable so that you and the client can freely discuss the client's concern.
2. You are to use whatever verbal techniques necessary in order to clarify what the client is saying.
3. You should try to express to the client any underlying assumptions or attitudes of the client that you think may be a factor in the client's concern.
4. At the end of the session you will be asked to specify what the problem is, some goals for alleviating the problem, and some ways to achieve this end.
5. Make whatever agreements you deem necessary between yourself and your client to most efficiently manage the counseling process.

If you understand these directions and are ready to begin please tell the supervisor. Someone to act as your client will be in shortly.

## COUNSELOR DIRECTIONS

## Part B

You have just made a 30 minute role play counseling tape in which you were the counselor. Most counselors, after a counseling session, will make case notes on a particular session. The in-take interview (the first session) is of much importance in giving you valuable data. You are to make some case notes on your session by answering the following questions:

1. What was the client's problem?
  - A. What was the presenting problem?
  - B. What irrational attitudes or beliefs did you see the client accepting that contributed to the problem?
  - C. What were the emotional and behavioral consequences of the client's beliefs?
2. What would be a desirable objective or objectives that would indicate that the client was dealing with the problem?
  - A. What change would there be in the client's attitudes?
  - B. What change would there be in the way the client was behaving and feeling?
3. If you were to see this client for more sessions, what would be some ways that you could help this person to reach these objectives?

APPENDIX E

DATA COLLECTION SHEET

## MCBEE COUNSELOR EFFECTIVENESS RATING FORM

## Rating Sheet

	SEX M=0, F=1	PSYCH No=0 Yes=1	GROUP E=1, C=0	TAPE Pre=0 Post=1	JUDGE 1, 2, 3
I					

	1	2	3	4	5
II					

	6	7	8	9	10
III					

	11	12	13	14	15
IV					

	16	17	18	19	20
V					

APPENDIX F

DATA EVALUATION SHEET

COUNSELOR EFFECTIVENESS RATING FORM

DATA EVALUATION SHEET

1.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score         
A1 A2 B1 B2 C1 C2 D1 D2 D3 E1 E2 E3

2.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

3.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

4.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

5.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

6.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

7.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

Sub-Goal I Total Score       

8.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score         
A1 A2 B1 B2 C1 C2 D1 D2 D3 E1 E2 E3

9.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

10.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

11.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

12.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

13.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

Sub-Goal II Total Score       

14.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score         
A1 A2 B1 B2 C1 C2 D1 D2 D3 E1 E2 E3

15.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

16.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

Sub-Goal III Total Score       

17.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score         
A1 A2 B1 B2 C1 C2 D1 D2 D3 E1 E2 E3

18.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

19.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

20.    :    :    :    :    :    :    :    :    :    :    :    :    : Total Score       

Sub-Goal IV Total Score       

CERF TOTAL SCORE



APPENDIX G

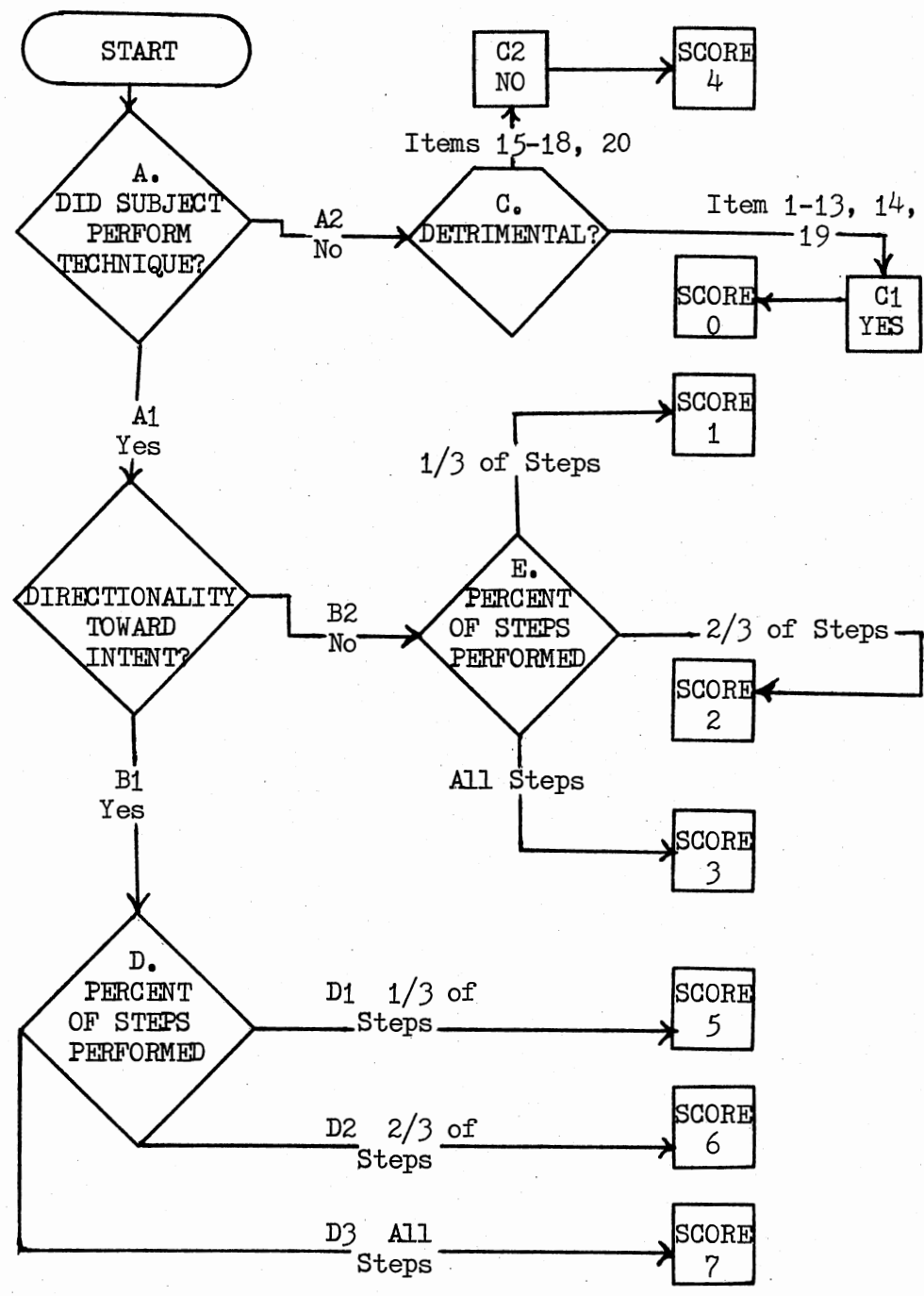
CODE CLASSIFICATION AND DECISION MAKING PROCEDURE FOR SCORE RATING

## COUNSELOR EFFECTIVENESS RATING FORM

## CODE CLASSIFICATION

SCORE	EVALUATION
0=	Counselor fails to perform a particular technique and this lack of performance is seen as detrimental to the counseling process.
1=	Counselor performance of a technique is strongly thought to be performed badly and such performance is strongly thought to be detrimental to the counseling process.
2=	Counselor performance of a technique is moderately thought to be performed badly and such performance is moderately thought to be detrimental to the counseling process.
3=	Counselor performance of a technique is mildly thought to be performed badly and such performance is mildly thought to be detrimental to the counseling process.
4=	Counselor fails to perform a particular technique and this lack of performance is not seen as detrimental to the counseling process.
5=	Counselor performance of a technique is mildly thought to be performed well and such performance is mildly thought to be beneficial to the counseling process.
6=	Counselor performance of a technique is moderately thought to be performed well and such performance is moderately thought to be beneficial to the counseling process.
7=	Counselor performance of a technique is strongly thought to be performed well and such performance is strongly thought to be beneficial to the counseling process.

DECISION MAKING PROCEDURE FOR SCORE RATING



APPENDIX H

JUDGMENTS FOR THE EXTENDED SCOTT PI COEFFICIENT

SUM OF SQUARED FREQUENCY OF JUDGMENTS, SUM OF FREQUENCY  
OF JUDGMENTS SQUARED FOR EXTENDED SCOTT PI  
COEFFICIENT FOR JUDGES RATINGS ON CERF

TAPE	$\sum \sum f_{.jk}^2$	$\sum f_{.j}^2$	$\pi$
Experimental Pretests			
1	164	1208	.80
3	172	1550	.88
5	167	1064	.85
7	164	1232	.80
9	164	1386	.78
11	156	940	.73
13	166	1364	.81
15	172	870	.91
17	172	1242	.90
19	180	1242	1.00
Experimental Posttests			
2	154	964	.70
4	144	1156	.56
6	156	760	.75
8	176	1106	.95
10	172	926	.91
12	176	980	.96
14	168	978	.86
16	172	1034	.91
18	160	756	.79
20	168	818	.87
Control Pretests			
21	170	1370	.87
23	162	1186	.78
25	164	1238	.80
27	164	1208	.80
29	166	1364	.73
31	170	1226	.87
33	164	1376	.79
35	180	792	1.00
37	154	1042	.70

## APPENDIX H (Continued)

TAPE	$\epsilon\epsilon_{f.j}k^2$	$\epsilon_{f.j}^2$	$\pi$
Control Posttests			
22	180	1368	1.00
24	160	1322	.74
26	166	1150	.83
28	176	1034	.95
30	166	1242	.97
32	147	844	.64
34	168	1256	.85
36	168	1076	.86
38	168	1368	.84

VITA<sup>2</sup>

Austin John McBee

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECTS OF PERSONAL COUNSELING ON COUNSELING SKILL  
PERFORMANCE OF PROSPECTIVE COUNSELORS

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