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GRADUATE COLLEGE

A CONTENT ANALYSIS OF SELECTED BOOKS RELATED TO PRINCIPLES OF COUNSELING

A DISSERTATION

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LYDIA HENSON JINKS

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A CONTENT ANALYSIS OF SELECTED BOOKS RELATED TO PRINCIPLES OF COUNSELING

APPROVED BY

DISSERTATION COMMITTEE

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A CONTENT ANALYSIS OF SELECTED BOOKS RELATED TO PRINCIPLES OF COUNSELING

CHAPTER I

INTRODUCTION

The cultural values of a society are expressed by its members in their relationships with each other. Today's pattern for the education of youth in America grew out of early cultural values in the American society. Those values were based on recognition of the worth and dignity of the individual.[1] They also included the assumption that every youth merited an opportunity to achieve maximum development of his human potentialities.[2]

Early teaching in the home provided the first channel through which the American child learned to understand and to profit from his cultural heritage. Parental counseling provided the first social relationship in which the child learned to assume responsibility for himself and for others. The school, as an extension of the home, became a second

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[1]Richard Hill Byrne, The School Counselor (Boston: Houghton-Mifflin Company, 1963), p. 47.

[2]Ibid., p. 19.

institution dedicated to furthering the development of the child.

Counseling in American schools and colleges had its beginning as a function of the relationship between teacher and student. When the impact of scientific and technological advances in American living brought changes which were beyond the usual scope of the home and the school, professional counseling emerged to provide a broadened perspective for the guidance and counseling of youth. The pattern of change was noted by Fullmer and Bernard:

> In a simple society, counseling is done informally through environmental and interpersonal influences, but as modern society has become more complex, populus, urban, and industrialized, the incidence of formalized counseling has increased.[3]

As increasingly crowded classes and heavier teaching loads deprived the teacher of adequate time for counseling with students, cultural demands and the impersonalization of mass education intensified the student's need for counseling. The addition of the professional counselor to the school staff represented an attempt by society to maintain its cultural values in the face of mounting complexities. Wrenn described the professional counselor's role as "one expression of our society's deep concern for the welfare of children and youth."[4]

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[3]Daniel W. Fullmer and Harold W. Bernard, Counseling: Content and Process (Chicago: Science Research Associates, 1964), p. 154.

[4]C. Gilbert Wrenn, The Counselor in a Changing World, A Report to the Commission on Guidance in American Schools (Washington, D. C.: American Personnel and Guidance Association, 1962), p. 1.

The advent of formalized counseling made urgent the need for professionally trained counselors. A growing awareness of the effects of counseling led to increased public concern for the competency of the counselor. Dael Wolfle noted the problem in his preface to Wrenn's book:

> If school counselors are well qualified, the students can be benefited. If they are poorly qualified, the students can be harmed.[5]

As a result of this concern for the welfare of the student, many institutions of higher education developed areas of study to meet the need for better qualified counselors.[6] Courses were designed to prepare prospective counselors to enter the field of guidance and counseling. However, textbooks written for use in such courses showed considerable variation in their approaches to the subject. Basic principles which should, perhaps, govern the counseling process were not always clearly and specifically stated or otherwise identified in basal textbooks appropriate to formal courses in counseling. Because of this lack of adequate delineation of principles of counseling, this study was undertaken in an attempt to isolate and identify standards or generalizations about the counseling process which might serve as guides to the adequate preparation of counselors.

Background of the Study

The value of textbooks for the student who is

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[5]Ibid., p. ii. [6]Ibid., p. 173.

attempting to gain proficiency in an area of knowledge has been widely recognized. However, lack of agreement among authors of textbooks on counseling led to confusion in counselor preparation. While lack of agreement among authorities in a new area of knowledge was to be expected, a unifying order which could encompass their differences of opinion was needed if the field was to serve a useful purpose. Little evidence of such order was found in the literature on counseling. Basic principles constituting the foundation upon which counseling must rest and from which all counseling functions must develop were not clearly discernable.

Related Research. An investigation of reported research revealed only one study which dealt with principles of guidance and/or counseling. In 1950, Cribbin[7] examined textbooks on guidance and counseling which had been published from 1935 to 1950. He gave special attention to books which purported to survey the field of guidance.[8] Cribbin's search was concerned with the identification of Christian principles of guidance:

> The method employed was that of the normative survey combined with textual analysis from the point of view of the Christian educational philosophy. The purpose was threefold: (1) to discover the theological, philosophical, and sociological principles of guidance, (2) to analyze them in the light of Christian philosophy, and (3)

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[7]James F. Cribbin, "An Analysis of the Theological, Philosophical, Psychological, and Sociological Principles of Guidance Presented in Textbooks Since 1935" (unpublished Ph. D. dissertation, Fordham University, 1951).

[8]Ibid., p. 26.

to formulate a system of principles for Christian guidance.[9]

In presenting the limitations of his study, Cribbin pointed out that:

> the extensive field to be covered and the lack of any tested body of data concerning the nature of the subject from the Christian point of view, required that this investigation be an exploratory rather than definitive survey and analysis.[10]
>
> . . . . . .
>
> Finally, it was not assumed that any great and novel results would be forthcoming. Rather the emphasis was upon the application of true Christian principles to the relatively new field of guidance.[11]

In his findings, Cribbin noted that writers in the field of guidance were presenting "principles" which constituted only a temporary working basis for the guidance function. He protested that these "represented, at best, crystallized custom rather than universal truth."[12] He added, "This the Christian guidance worker cannot accept."[13] In Cribbin's opinion, the guidance of youth must be based on principles which represent universal truths "regarding the nature of God, man, and reality, and the relationships that exist among them."[14] He listed 114 secular principles relating to these areas gleaned from his analysis, then, in keeping with the purpose of his study, he formulated 55 Christian principles of guidance.[15] Although Cribbin

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[9] Ibid., p. 27. [10] Ibid. [11] Ibid., p. 28.

[12] Ibid., p. 82. [13] Ibid. [14] Ibid.

[15] Ibid., pp. 65-77, 156-157, 191-308, 232-430.

included textbooks on counseling among the books analyzed in his study, at no point did he attempt to isolate basic principles of counseling from generalized principles governing the broader field of guidance services.

Cribbin failed to find uniformity of agreement among the writers in his study on the use of the term "principle." He reported that:

> After examining more than forty-five descriptions, definitions, and lack of definition of the term "principle," the investigator abandoned the hope of finding any uniformity. Although the word was used frequently and glibly enough, nowhere was it defined with clarity. More often than not it was confused with "assumption," less frequently it was used interchangeably with such concepts as "major postulates," "hypotheses," "basic concepts," "general statements," "conclusions," "aims," "premises," "propositions," "basic connections," "characteristics," "accepted bases," "generalizations," and so on.[16]

Cribbin noted further that:

> Not only was there confusion regarding the precise meaning of the term principle, but worse, often an authority, after affirming a principle, stated that it was not necessary to hold it.[17]

Cribbin traced the philosophical backgrounds of the writers in his period of study in an effort to find explanations for their positions on principles of guidance. From this effort, he concluded that:

> the reason why agreement on the meaning of principles is not found in guidance literature is the fact that the vast majority of writers adhere to many of the basic tenets, if not the whole philosophy of naturalism and experimentalism. These tenets . . . deny all absolute truths, and principles.[18]

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[16] Ibid., p. 77. [17] Ibid., p. 79. [18] Ibid., p. 82.

In the section of his dissertation devoted to definitions of terms, Cribbin gave the following definition of "principles:"

> Principles. This term has been used in the investigation to designate fundamental truths of the theological, philosophical, psychological, and sociological order on which a sound guidance system can be developed.[19]

In a critique of the results of his study, Cribbin presented a further elaboration of his definition of the term "principle:"

> Strictly speaking, a principle refers to a universal judgment or truth which because it takes into account only essential factors, applies to every person, problem, or situation.[20]

Several definitions of the term "principle" from other sources tended to follow Cribbin's concept of its meaning. English and English defined a principle as "a statement of uniformity in nature," and as "a canon of scientific procedure."[21] Other commonly recognized dictionary definitions of "principle" were these"

1. a general and fundamental truth which may be used in deciding conduct or choice.
2. a fundamental, primary, or general truth, on which other truths depend.

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[19] Ibid., p. 16.

[20] James F. Cribbin, "A Critique of the Philosophy of Modern Guidance," Guidance Readings for Counselors, eds. Gail F. Farwell and Herman J. Peters (Chicago: Rand McNally and Company, 1960), p. 81.

[21] Horace B. English and Ava Champney English, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms (New York: Longmans, Green and Company, 1959).

3. a determining characteristic of something; essential quality or character.[22]

Statement of the Problem

The primary problem of this study is an attempt to isolate and determine the basic principles of counseling through a content analysis of textbooks which are concerned with counseling theory and practice. A subsidiary problem is to determine the extent to which authors included in the study agree upon the isolated basic principles.

Significance of the Problem

Educators have long been concerned with evaluating the effectiveness of their work. Counselor-educators have been no less concerned with the effectiveness of their efforts in the preparation of counselors. Cribbin noted with respect to the field of guidance that, "The problems of evaluation . . . should begin with that on which all else is founded, the principles which regulate the implementation of guidance."[23] Likewise, the evaluation of practices in the field of counseling should begin with the principles which govern the counseling process.

From a survey of the professional literature on counseling, it appeared that no compilation existed of a common core of principles which were recognized by all

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[22]The American College Dictionary, ed. C. L. Barnhart (New York: Random House, Inc., 1960).

[23]Cribbin, "An Analysis . . ." p. 21.

authorities as governing the counseling process. No study was found in which an attempt was made to determine whether authors addressing their textbooks specifically to counselors differed in their opinions with respect to principles. A concise analysis of current textbooks which purport to deal with counseling theory and practice was not available. Because of the absence of research in these areas, this study was undertaken. The findings should be of concern to counselor-educators, counselor-trainees, school and college teachers and administrators, textbook writers, and others concerned with the counseling of students.

Limitations of the Study

The selection of textbooks to be used in the study was limited to those which were available for use in college courses in counseling. This selection was delimited to textbooks published in the United States from 1950 to 1965.

The content analysis of textbooks was limited to material relevant to principles of counseling. This limited material was delimited to stated generalizations or characteristics of the counseling process.

Basic principles of counseling were limited to those stated generalizations or characteristics of the counseling process which represented universal judgments, or truths, applicable to every person, problem, or situation of counseling.

Definition of Terms

One of the problems faced by workers in the field of counseling has been the absence of generally accepted definitions of terms. Brouwer,[24] writing in 1949, commented on the lack of agreement among counseling authorities with respect to definitions. He pointed out that, "Perhaps in no other field of educational practice is there more confusion of terminology and concept than in counseling."[25]

Precision of communication requires a consistent use of clearly defined terms. For the purpose of more exact communication, the following definitions of terms are used in this study:

Basic Principle of Counseling: "A universal judgment or truth which because it takes into account only essential factors, applies to every person, problem, or situation."[26]

Categorizing: "Classifying the content of qualitative communication materials into appropriate divisions so that it can be described in an orderly way."[27]

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[24]Paul J. Brouwer (ed.), Student Personnel Services in General Education (Washington, D. C.: American Council on Education, 1949).

[25]Ibid., p. 8.

[26]Cribbin, "A Critique . . ." p. 81.

[27]Bernard Berelson, Content Analysis in Communication Research (Glenco, Illinois: The Free Press, 1952), pp. 135-136.

Content Analysis: "A research technique for the objective, systematic, and quantitative description of the manifest content of communication."[28]

Context Unit: "The largest body of content that may be examined in characterizing a recording unit."[29]

Enumeration Unit: "The basis on which the content of communication is tabulated."[30]

Indicator: "A reference to a content element. The definition of indicator follows as closely as possible the definition of categories . . . as closely as the actual content will allow."[31]

Method of counseling: "A systematic approach to the process of counseling."[32] The methods of counseling most commonly cited in the literature of this study were: directive, nondirective, and eclectic.

Recording Unit: The smallest body of content in which the appearance of a reference is counted."[33]

Reference: "A single occurrence of a content element."[34]

Secondary Principle of Counseling: A judgment or truth derived from and dependent on a basic, or primary, principle of counseling.

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[28]Ibid., p. 18. [29]Ibid., p. 135.

[30]Ibid., p. 136. [31]Ibid., p. 135.

[32]Carl R. Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Company, 1951), p. 12.

[33]Berelson, p. 135. [34] Ibid.

Theme: "An assertion about a subject-matter."[35]

Organization of the Study

The first chapter of the study contains an introduction, background of the study, statement of the problem, the significance of the problem, limitations of the study, definition of terms, and the organizational arrangement of the study. Chapter two is devoted to the collection and presentation of data. Chapter three presents an interpretation of the data. Chapter four contains the summary, findings, and discussion of the study.

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[35] Ibid., p. 138.

CHAPTER II

COLLECTION AND PRESENTATION OF DATA

The primary concern of this study was an attempt to isolate and determine principles basic to the counseling process as these principles were presented in textbooks related to counseling theory and practice. A further concern was to determine the extent to which authors included in the study agreed upon basic principles of counseling.

Procedure

A content analysis was made of twenty-two textbooks related to counseling theory and practice. Titles of the textbooks were secured from the Cumulative Index, Books in Print, publishers' catalogs, bibliographies, and other reference sources. Of one hundred eighteen books published between 1950 and 1965 in the field of counseling, twenty-two met the requirements of being suitable for college courses in counseling theory and practice. These books are listed in Appendix A.

Analysis of the textbooks was made on a nonfrequency basis following a procedure recommended for the analysis of

qualitative content by George.[36] This approach utilizes the occurrence or nonoccurrence of an attribute of communication for purposes of inference. According to George:

> We employ the term "nonfrequency" to describe the type of nonquantitative, nonstatistical content analysis which uses the presence or absence of a certain content characteristic or syndrome as a content indicator in an inferential hypothesis.[37]

George pointed out that with respect to the gathering of research data:

> the nonfrequency approach utilizes the mere occurrence of attributes (as against their frequency distribution) for purposes of inference.
>
> Furthermore, the use of frequency and nonfrequency methods is not determined by the fact of multiple or single occurrences of the content feature in question within the communication under consideration. The fact that a content factor does occur more than once within a communication does not oblige the investigator to count its frequency.[38]

Tabulation of Data

Tabulation of the data followed Berelson's[39] recommendations with respect to units of analysis. Berelson's conceptualization included: (1) the classification unit, (2) the recording unit, (3) the context unit, and (4) the enumeration unit. The classification unit for this study was the entire textbook where the book dealt exclusively

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[36]Alexander L. George, "Quantitative and Qualitative Approaches to Content Analysis," Trends in Content Analysis, ed. Ithel DeSola Pool (Urbana, Illinois: University of Illinois Press, 1959), pp. 9-32.

[37]Ibid., p. 10. [38]Ibid., p. 11.

[39]Berelson, pp. 135-136.

with the counseling process. In textbooks which also included units on the organization and administration of counseling and guidance services, the classification unit included only those major divisions of the books concerned with the counseling process.

The recording unit for this study was the theme of the counseling principle. Berelson introduced the theme as a device to be used in the categorizing of concepts. He recommended its use as a procedure "under which a wide range of specific formulations can be subsumed."[40] In this study, references were categorized according to the themes, or generalized concepts, presented by the authors. Variations in terminology used by the authors in presenting principles of counseling were not classified as variations in concept.

The chapter was made the context unit. Each reference to a counseling concept was examined in relation to the entire chapter in which it appeared in order to make sure the reference was not being used out of context.

The enumeration unit was the same as the recording unit in this study. The nonfrequency basis for qualitative analysis lends itself to the combining of the recording and enumeration units. This procedure was suggested by Cartwright:

> Sometimes--for example, when the analyst merely counts the number of recording units which get a certain categorization--the recording unit is exactly the same as

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[40]Berelson, p. 138.

the enumeration unit.[41]

Occurrence of the Term "Principle"

A preliminary reading of each textbook was made for the purpose of determining the pattern of each author's use of the term "principle." This preliminary reading was also intended to give the investigator an overview of each author's treatment of his basic concepts, and an understanding of his position with respect to the counseling process. In analyzing textbooks having two authors, the assumption was made that both authors were in agreement with respect to the entire content of the book. No dual-authored textbook was found in which chapters or sections were specifically ascribed to one or the other of the authors.

The preliminary reading of each book served to confirm Cribbin's[42] findings with respect to variations in the terminology and expressions used by textbook writers. Not only was there no universal agreement found among the authors in their use of the term "principle," but the vagueness and ambiguity with which many writers applied the term emphasized the need for research in this area.

Evidence emerging from the preliminary reading of the

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[41]Dorwin P. Cartwright, "Analysis of Qualitative Material," Research Methods in the Behavioral Sciences, eds. Leon Festinger and Daniel Katz (New York: The Dryden Press, 1953), p. 441.

[42]Cribbin, "A Critique . . . " p. 82.

textbooks suggested that a greater difference might exist among the authors with respect to their choice of terminology than to the concepts delineated by that terminology. The authors' employment or avoidance of the term "principle" gave little indication of their positions on the question of basic guidelines which should govern the counseling process. Because of accumulated evidence of author inconsistency in application of the term "principle," criteria established in this study for the identification of basic principles of counseling were not made contingent upon author utilization of the term. Abandonment of the term as a major indicator in the analysis was necessary in order to avoid misrepresentation of any author's position--and consequent distortion of the findings of the study.

Identification of Content Variables

The student of counseling who observes the professional counselor in action is entitled to ask a continuing question: Why does the counselor do this, or proceed in this manner? The counselor is expected to give an operational answer to this question. Froehlich[43] and Williamson[44]

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[43]Clifford P. Froehlich, "Counseling, Its Use and Abuse," Guidance Readings for Counselors, eds. Gail F. Farwell and Herman J. Peters (Chicago: Rand McNally and Co., 1960), p. 373.

[44]Edmund G. Williamson, "Some Issues Underlying Counseling Theory and Practice," Counseling Points of View, ed. Willis E. Dugan (College of Education, University of Minnesota, 1958), pp. 12, 42.

have pointed out that the counselor's actions are implementations of the counselor's fundamental beliefs about the client and about the counseling process. The counselor's reasons for doing whatever he does in the counseling relationship are embodied in the basic principles which guide him.

While no agreement was found among the textbook writers in their application of the term "principle," a similarity was evident in concepts developed about the counseling process. Generalizations and characteristics of the counseling process presented in the textbooks dealt consistently with the following concepts: (1) problems which bring the client to the counselor, (2) aims, purposes, and objectives of counseling, (3) the nature of the counseling process, (4) the focus of counselor concern, (5) individual differences among clients, and (6) client capacity for self-direction.

Due to the fact that no two writers could be expected to state their assumptions in exactly the same way, the concept approach as recommended by Berelson[45] was followed in the establishment of content variables for the study. The concept contained in each principle was used as the recording unit--rather than the rigidly formulated statement of the principle. Use of the concept as an indicator for recording purposes enabled the investigator to subsume under concept categories all generalizations presented by the

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[45]Berelson, p. 138.

authors as governing the counseling process. Content variables used in the analysis were developed from the six major concepts identified in the preliminary reading of the textbooks. The six concepts were:

1. The client seeks counseling because of some impediment to the client's responsible self-direction.

2. The objective of counseling is responsible self-direction for the client.

3. Counseling is a learning process.

4. The primary concern of the counselor is the welfare of the client.

5. Each client is a unique person differing in some respect from all other persons.

6. The client has the capacity to achieve responsible self-direction.

On the basis of the content variables thus established, a systematic and objective analysis of all textbooks used in the study was made. Representative examples of the sources from which the concepts were derived are shown in Appendix B.

Analysis of Textbooks by Content Variables

At the beginning of the analysis, a set of check sheets was made for each textbook analyzed. Statements of the basic concepts previously isolated and established as content variables were listed on the check sheets. As each book was read and analyzed, extractions were recorded on the

check sheets showing the authors' treatment of the concepts as guidelines, or principles, governing the counseling process.

A specific procedure was followed throughout the study. In the analysis of each textbook, every paragraph was examined for the occurrence of content indicators. When a paragraph was found containing a reference to one or more of the basic concepts established as content variables, the topic or chapter in which the reference appeared was studied to determine the exact context in which the author placed his statement. If the assertion could be identified as a reference to a basic principle according to the definition set forth in Chapter I, that assertion was extracted and recorded. Page numbers in the textbooks from which references were extracted were placed at the margin of the check sheets for the purpose of identifying the source of quoted material.

As the analysis progressed, the principles were rephrased to bring them into closer alignment with the pronouncements of the authors. No changes were found necessary in the basic concepts. All authors in the study recognized the basic principles as guidelines to the counseling process. However, disagreement was found among the authors with respect to interpretation and implementation of the basic principles.

A subsidiary concern of the study was to determine the extent to which the textbook writers agreed on the principles isolated in the study. In order to show the lines of

cleavage among authors with respect to their treatment of principles, it became necessary to record secondary principles as the authors presented them. A total of nine such dependent principles were made supplementary to the set of six basic principles established as content variables for the study. The secondary principles represented differentiating extensions of four of the six basic principles. No disagreement was found among the authors with respect to the remaining two basic principles.

The following list shows the six principles originally isolated, together with the nine secondary principles which were added as the analysis progressed. The six basic principles representing the concepts analyzed in the study appear in the following list as principles number one, two, four, five, twelve, and thirteen. The listing of the principles is so arranged that each secondary principle appears in the list following the basic principle, or principles, on which it depends. These basic and secondary principles are:

1. The client seeks counseling because of some impediment to his progress. (Basic)

2. The objective of counseling is responsible self-direction for the client. (Basic)

3. Social responsibility develops as an outcome of the client's responsibility for his own self-direction. (Secondary to basic principle 2.)

4. Counseling is a learning process in which the

client comes to understand himself in relation to his situation. (Basic)

5. The primary concern of the counselor is the welfare of the client. (Basic)

6. The relationship the counselor creates with the client is a major factor in client progress toward responsible self-direction. (Secondary to basic principles 2, 4, and 5.)

7. Counselor and client share responsibility for collecting and assessing data for the identification and clarification of client problems. (Secondary to basic principles 4 and 5.)

8. The counselor is responsible for interpreting relevant data to the client. (Secondary to 4 and 5.)

9. The counselor helps the client make plans for the implementation of the client's new understanding of himself and his situation. (Secondary to 4 and 5.)

10. The counselor identifies the client's problems from data which are unavailable to the client. (Secondary to 4 and 5.)

11. The client identifies his own problems from data which are not available to the counselor. (Secondary to 4 and 5.)

12. The counselor recognizes individual differences among clients. (Basic)

13. The client has the capacity to achieve responsible

self-direction. (Basic)

14. The client possesses an inherent potential for independence and self-direction. (Secondary to basic principle 13.)

15. The client has the capacity to extinguish ineffective behavior patterns and to learn new patterns of behavior which will enable him to function more effectively. (Secondary to 13.)

When all textbooks had been read and extractions made of the content variables found in each book, the check sheets were brought together for examination of the data. Summarization of the data was accomplished by means of a master chart. The chart was constructed to show all principles isolated and identified in the study by author and date of publication. Tabulation was based on the occurrence or non-occurrence of each principle in a given textbook. Totals and percentages were derived for each principle. Totals were also derived for each textbook. The master chart is presented in Table 1, page 24.

In the final organization of the data, extractions were made from the check sheets for inclusion in Appendix B. No attempt was made to present all references to each principle found in all textbooks. The rationale for reducing the number of extractions to be included from any one author was based on the recommendation of George[46] which stated

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[46]George, p. 11.

TABLE 1

BASIC AND SECONDARY PRINCIPLES OF COUNSELING FORMULATED FROM CONCEPTS PRESENTED IN 22 SELECTED TEXTBOOKS BY AUTHOR AND DATE OF PUBLICATION

Principles	1950 Erickson	1950 Hamrin and Paulson	1950 Robinson	1950 Thorne	1950 Williamson	1951 Rogers	1951 Smith	1954 Pepinsky and Pepinsky	1955 Bordin	1955 Hahn and Maclean	1956 Marsolf	1958 Hadley	1958 McKinney	1959 Patterson	1959 Tolbert	1959 Brammer and Shostrom	1960 Cottle and Downie	1961 Arbuckle	1961 Tyler	1963 Byrne	1964 Pullmer and Barnard	1964 Warters	Totals and Percentages: Number of textbooks containing the principle	Percentage of textbooks containing the principle	Number of authors presenting the principle	Percentage of authors presenting the principle
1. The client seeks counseling because of some impediment to his progress.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
2. The objective of counseling is responsible self-direction for the client.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
*3. Social responsibility develops as an outcome of the client's responsibility for his own self-direction.		X	X		X	X				X		X	X	X	X	X	X	X	X	X	X	X	16	72.73	21	75
4. Counseling is a learning process in which the client comes to understand himself in relation to his situation.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
5. The primary concern of the counselor is the welfare of the client.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
*6. The relationship the counselor creates with the client is a major factor in client progress toward responsible self-direction.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
*7. Counselor and client share responsibility for collecting and assessing data for the identification and clarification of client problems.	X	X	X		X		X	X	X	X	X	X	X		X	X	X		X	X	X	X	18	81.82	24	85
*8. The counselor is responsible for interpreting relevant data to the client.	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X		X	X	X	X	19	86.36	25	89.29
*9. The counselor helps the client make plans for the implementation of the client's new understandings of himself and his situation.	X	X	X	X	X		X	X		X	X	X	X		X	X			X	X	X	X	17	77.27	22	78.57
*10. The counselor identifies the client's problems from data which are unavailable to the client.	X			X	X																		3	13.67	3	10.71
*11. The client identifies his own problems from data which are not available to the counselor.						X								X				X					3	13.67	3	10.71
12. The counselor recognizes individual differences among clients.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
13. The client has the capacity to achieve responsible self-direction.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	22	100	28	100
*14. The client possesses an inherent potential for independence and self-direction.		X				X			X	X	X		X	X		X	X	X	X	X	X	X	14	63.64	19	67.86
*15. The client has the capacity to extinguish ineffective behavior patterns and to learn new patterns of behavior which will enable him to function more adequately.	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X		X	X	X	X	19	86.36	25	89.29
Totals	12	13	12	11	13	10	11	11	11	13	12	12	13	10	12	13	12	10	13	13	13	13				

*Secondary Principles

that the investigator need not be concerned with the number of times an author repeated an assertion. The occurrence or non-occurrence of the assertion was the focus of concern in this study. The possibility did exist, however, that some references to a content variable were not included which would have demonstrated the author's position with greater clarity than did the reference which was chosen. The investigator made a special effort to avoid such an error.

Summary

The study was made for the purpose of isolating and determining basic principles of counseling as presented in textbooks related to counseling theory and practice. A further purpose of the study was to determine the extent of agreement among authors with respect to principles isolated in the study.

Content variables for the analysis were established on the basis of six concepts, or principles, identified in a preliminary reading of the textbooks. Analysis of the textbooks was made on a nonfrequency basis following a procedure recommended for the analysis of qualitative content by George. Berelson's recommendations were followed in the establishment of units for the tabulation of data.

Variations in author positions with respect to the principles made necessary the inclusion of nine secondary principles which constituted extensions of four of the

original content variables. Differences of opinion among the authors centered upon interpretation and/or implementation of four of the six basic principles. No differences of opinion were evident among the authors with respect to the two remaining basic principles.

Collection of the data was made by recording references to the content variables on tally sheets prepared for that purpose. Summarization of the data was made on a master chart which was prepared to show all principles isolated and determined in the study. Table 1 was constructed from the master chart. Representative assertions from the check sheets are presented in Appendix B.

CHAPTER III

INTERPRETATION OF DATA

Introduction

The analysis of the content of twenty-two textbooks related to counseling theory and practice gave evidence that the textbook authors were in agreement with respect to six basic principles established as content variables for the study. The analysis was made on the basis of author presentation of the concepts embodied in the principles. The six basic concepts were:

1. The client seeks counseling because of some impediment to his progress.

2. The objective of counseling is responsible self-direction for the client.

3. Counseling is a learning process.

4. The primary concern of the counselor is the welfare of the client.

5. The counselor recognizes individual differences among clients.

6. The client has the capacity to achieve responsible self-direction.

Nine additional principles were identified as the analysis progressed. The concepts embodied in these secondary principles were made a part of the set of content variables for the analysis of all books. Of the nine principles added to the original set of six basic principles, only one received the support of all authors in the study. The eight remaining secondary principles received varying degrees of support. Table 1, in Chapter II, was constructed to show the distribution of authors supporting each of the basic and secondary principles. Author treatment of each concept is shown in Appendix B.

Interpretation of Each Principle

1. The client seeks counseling because of some impediment to his progress. This basic principle was accorded support in 100 per cent of the textbooks. No writer permitted the counselor to ignore the difficulty which prompted the client to enter the counseling relationship. Marzolf expressed the concensus of the authors on this point:

> In any case, the statement of the problem is the beginning point; it is where the client is when he arrives and must be accepted.[47]

The authors maintained that, since the client's problem was his reason for coming to the counselor, the counselor should concentrate his attention on understanding the client

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[47]Stanley S. Marzolf, Psychological Diagnosis and Counseling in the Schools (New York: Henry Holt and Co., 1956), p. 339.

and his difficulties. Client problems might be due to emotional stress, lack of information, or the client's inability to "see" relationships among multiple factors in his situation.

2. The objective of counseling is responsible self-direction for the client. This content variable appeared in all textbooks. Agreement among the authors was that the counseling process should be directed toward assisting the client to become responsible for himself--responsible for developing his own potentialities, and responsible for making his own judgments and decisions in his life's activities.

As the analysis progressed, it became apparent that this content variable was being presented in some textbooks as two concepts. While the first principle focused on the client's responsibility for himself, a second concept emerged which extended the client's sense of responsibility to include a concern for the welfare of others. The concept embodied in this secondary principle was added to the set of content variables. It was stated as principle number three in the set of principles listed in Table 1.

3. Social responsibility develops as an outcome of the client's responsibility for his own self-direction. This secondary principle was supported in 16 of the 22 textbooks, or 72.73 per cent of those included in the study. The principle was given two points of emphasis. First, society is improved as its individual members develop social

responsibility as they gain competence in handling their personal problems. Hahn and MacLean expressed these interrelated concepts thus:

> While there may be in the background of counseling some general intent to improve or protect society, whatever of either may be accomplished is done only through helping the individual to operate more effectively in society.[48]

4. Counseling is a learning process in which the client comes to understand himself in relation to his situation. All authors included in the study recognized the counseling process as a learning experience. Whether the writer used the term "learning" or expressed his concept as "coming to understand," every textbook made self-understanding a prerequisite to responsible self-direction. Tolbert described counseling as:

> an individualized learning situation in which the "subject matter" is the pupil's needs, capabilities, limitations, plans, and decisions.[49]

Cottle and Downie emphasized another dimension in the learning process:

> One part of the process of counseling is helping a client get to know how he feels about himself and various aspects of his environment.[50]

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[48]Milton E. Hahn and Malcolm S. MacLean, Counseling Psychology (New York: McGraw-Hill Book Co., 1955), p. 8.

[49]E. L. Tolbert, Introduction to Counseling (New York: McGraw-Hill Book Co., 1959), p. vii.

[50]William C. Cottle and N. E. Downie, Procedures and Preparation for Counseling (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 257.

From the standpoint of counseling and psychotherapy, Patterson added that:

> The interest of psychologists in psychotherapy has inevitably led to the analysis of psychotherapy as a learning process. There seems to be no disagreement that therapy is a learning process. But there has been little success in describing this process in acceptable systematic terms.[51]

In discussing the content of client learning, Fullmer and Bernard pointed out that:

> Interviews should contribute to the individual's self-understanding and lead to the perception of choice between alternative actions.[52]

No author attempted to define learning or to specify exactly what takes place in the learning process. However, Pepinsky and Pepinsky gave their attention to some central questions involved in client learning:

> In our view, the central questions to be answered are: (1) What have clients learned? (2) How have they learned? (3) Why have they learned? . . . It has been argued that learning on the part of clients is an assumption common to all approaches. Thus our central questions appear to be justified.[53]

Rogers raised questions similar to those posed by Pepinsky and Pepinsky:

> In a general way, therapy is a learning process.

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[51]Cecil H. Patterson, Counseling and Psychotherapy: Theory and Practice (New York: Harper and Brothers Publishers, 1959), p. 270.

[52]Daniel W. Fullmer and Harold W. Bernard, Counseling: Content and Process (Chicago: Science Research Associates, Inc., 1964), p. 101.

[53]Harold B. Pepinsky and Pauline N. Pepinsky, Counseling, Theory and Practice (New York: The Ronald Press, 1954), p. 65.

> . . . The client learns new aspects of himself, new ways of relating to others, new ways of behaving. But what, precisely, is learned and why? This is what we would like to know. . . . In the present state of the psychological sciences we are left with many more questions than answers as to the process and content of the learning which takes place in psychotherapy.[54]

Although all writers in the study described counseling as a learning process in which the client comes to understand his situation, they differed in their opinions as to how the content of learning should be made available to the client and how the client could be induced to learn that content.

Divergent opinions appeared among the authors with respect to the economy and effectiveness of client learning. Some authors took the position that the client learns most economically when his efforts can be directed by a competent counselor. This need for careful direction of the client's learning experiences by the counselor was given major emphasis by Erickson, [55] Robinson, [56] Thorne,[57] Williamson,[58]

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[54]Rogers, p. 132.

[55]Clifford E. Erickson, The Counseling Interview (New York: Prentice-Hall, Inc., 1950), p. 17.

[56]Francis P. Robinson, Principles and Procedures in Student Counseling (New York: Harper and Brothers, Publishers, 1950), p. 321.

[57]Frederick C. Thorne, Principles of Personality Counseling (Brandon, Vermont: Journal of Clinical Psychology, 1959), p. 393.

[58]Williamson, p. 213.

Pepinsky and Pepinsky,[59] Hadley,[60] and Tolbert.[61] Another group of authors maintained that learning takes place most effectively when the client is given an opportunity to learn whatever it is that he needs to know in a nonstressful situation. Authors who gave major emphasis to this concept of counseling were Rogers,[62] Patterson,[63] and Arbuckle.[64] All other authors in the study avoided assigning major emphasis to either of these positions. The consensus among the noncommitted authors was that both competent counselor direction and freedom from stress might be important factors in client learning.

5. The primary concern of the counselor is the welfare of the client. This basic principle received support in 100 per cent of the textbooks in the study. Under this principle, the counselor continually asks himself the following questions: Does this activity, and the manner in which it is being carried out, enhance the welfare of the client? and, Is this activity directed toward helping the client achieve the objective of responsible self-direction? Thus every act of the counselor in the counseling process

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[59]Pepinsky and Pepinsky, p. 120.

[60]John M. Hadley, Clinical and Counseling Psychology (New York: Alfred A. Knopf, 1958), p. 117.

[61]Tolbert, p. 264. [62]Rogers, p. 489.

[63]Patterson, p. 113.

[64]Dugald S. Arbuckle, Counseling: An Introduction (Boston: Allyn and Bacon, Inc., 1961), p. 16.

is governed by this principle.

While each textbook accorded this principle a place in the counselor's heirarchy of values, it was, nevertheless, a center of differences of opinion among the authors. Variations in author positions with respect to the interpretation and implementation of this principle are apparent in the secondary principles listed as numbers seven through eleven in Table 1.

6. The relationship the counselor creates with the client is a major factor in client progress toward responsible self-direction. Authors in all textbooks agreed that the counselor's concern for the welfare of the client included responsibility for creating a counseling relationship conducive to client learning. Although little is known about how the client learns, it was maintained that the counselor's skill in promoting client learning determines to a large extent the outcome of counseling. While there was lack of agreement as to whether the client's response to the counseling relationship was based on the client's confidence in the competence of the counselor or on the atmosphere of acceptance created by the counselor, no textbook failed to emphasize this principle. This was the only secondary principle accorded such support.

7. Counselor and client share responsibility for collecting and assessing data for the identification and clarification of client problems. This secondary principle

found support in 81.82 per cent of the textbooks. These authors favored the use of all available data, from any valid source, which might have a bearing on the client's understanding of himself or his situation. The writers did not distinguish between the value of client-contributed data and counselor-contributed data as content for the client's learning experiences. The assessment of data was a joint undertaking involving both counselor and client. The only limitations placed on the gathering of data by either counselor or client were those imposed by time and circumstances. The importance of this concept was emphasized by Pepinsky and Pepinsky when they pointed out that:

> For even the most skillful and experienced counselor, the counseling interaction is so fraught with surprise and emergency that he may have urgent need of all the information he can lay his hands on.[65]

Authors supporting this principle did not suggest measuring the significance of data according to whether the items in question were presented by the client or by the counselor.

8. The counselor is responsible for interpreting relevant data to the client. This principle indicates the differences of opinion which existed among the various authors with respect to the scope of the counselor's activities as he attempted to enhance the welfare of the client. This secondary principle was supported in 86.36 per cent of the textbooks. To these authors, the counselor's help in

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[65]Pepinsky and Pepinsky, p. 190.

the interpretation of data was a part of the counselor's implementation of his concern for the welfare of the client. Authors of 19 of the 22 textbooks would not bar the counselor from making such interpretations.

9. The counselor helps the client make plans for the implementation of the client's new understandings of himself and his situation. This content variable was identified by authors who believed the counselor should follow through and help the client plan to apply his learning to specific life situations. These authors maintained that clients learn by experience; therefore, they took the position that the client will learn to be responsible and self-directing most readily by putting into practice the new concepts he has gained from counseling. Authors of 77.27 per cent, of the textbooks supported the assumption that the counselor's concern for the welfare of the client includes working with the client as he tries out the choices and decisions he has made.

10. The counselor identifies the client's problems from data which are unavailable to the client. Authors of 13.63 per cent of the textbooks supported this content variable as a secondary principle. These authors were concerned about the data which the client is unable to obtain unaided. They maintained that because the client is unable to see and assess himself as he appears to others, the client must have access to the kind of data which the counselor, as an objective outside observer can present to him if he is to gain

self-understanding and self-direction. These authors saw this activity as an extension of the counselor's concern for the welfare of the client.

11. The client identifies his own problems from data which are unavailable to the counselor. This secondary principle was presented by the authors of 13.63 per cent of the textbooks. These authors maintained that the client himself is the major source of the data which are important to client self-understanding, and that the counselor cannot know the meaning the data have for the client. They believed that the client will bring out the factors which have greatest significance for him, and that the client will derive self-understanding from the examination of such factors, if the counselor provides a relationship conducive to the client's self-exploration. These authors saw the creation of this kind of relationship as a major responsibility of the counselor in expressing his concern for the welfare of the client.

12. The counselor recognizes individual idfferences among clients. All textbooks in the study supported the concept of individual differences. This basic principle governs the caution with which the counselor proceeds in his attempts to gain understanding of the client and the client's problems. All programs of testing, measurement, and other assessments, as well as various forms of client self-report, are implementations of this principle. Such programs represent counselor

efforts to understand the client, and to help the client to understand himself.

The student of counseling is reminded that the inescapable facts of individual differences among clients make impossible the prescribing of fixed rules for conducting all counseling procedures. Each counseling session is, in some respects, a unique experience. Because the counselor cannot know the client completely, the counselor must be alert at all times to protect the welfare of the client.

13. The client has the capacity to achieve responsible self-direction. One of the counselor's major assumptions about the client is that the client has the capacity to utilize understandings that he develops in the counseling process. All textbooks supported the concept that the client has the capacity to achieve some degree of self-direction, that he has the ability to learn enough about himself and his situation to enable him to change his approach to his difficulties or to make more adequate decisions in the light of new understandings. Differences of opinion among the authors with respect to this basic principle focused on the nature and function of the client's capacity for achieving responsible independence.

14. The client possesses an inherent potential for independence and self-direction. Authors of 63.64 per cent of the texts supported this secondary principle as an extension of the preceding basic principle. The concept embodied

in this fourteenth principle deals with the client's capacity to grow as a self-determining individual. Fullmer and Bernard expressed it as "the concept of man as a creative and self-actualizing system."[66] McKinney voiced this concept when he recommended that the counselor create "an environment in which the student can grow through his own initiative and satisfy his own potentialities in a manner compatible with his surroundings."[67] Patterson summed up the general consensus among authors supporting this variable when he said, "Dependence is placed upon the natural or inherent growth forces in the individual."[68]

Authors who failed to support this secondary principle interpreted the client's capacity for achieving responsible self-direction as a capacity for learning, rather than as an inherent growth force, or potential for responsible independence. These authors' position is expressed in the following secondary principle.

15. The client has the capacity to extinguish ineffective behavior patterns and to learn new patterns of behavior which will enable him to function more adequately. Authors of 86.36 per cent of the textbooks stressed the client's capacity for learning new behavior patterns, or for

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[66]Fullmer and Bernard, p. 156.

[67]Fred McKinney, Counseling for Personal Adjustment in Schools and Colleges (Boston: Houghton Mifflin Co., 1958), p. 153.

[68]Patterson, p. 124.

altering previously learned behavior patterns, as a function of his capacity for achieving responsible self-direction. The three authors shown in Table 1 as failing to support this principle, declined to accept it on the assumption that to do so would deny the existence of an inherent drive toward healthy independence within the individual.

Authors who supported both secondary principle 14 and secondary principle 15 made no limiting distinction between the client's inherent potential for independence and his ability to learn from experience. These authors accepted both client initiative and client learning ability as functions of the client's capacity for achieving responsible self-direction.

Summary of Interpretations

Analysis of the textbooks selected for this study was made on the basis of six basic concepts, or principles, supplemented by nine secondary principles, which were presented by the authors as guidelines governing the counseling process. Of these 15 principles, 7 were supported in all textbooks. The eight remaining principles received varying degrees of support ranging from 13.63 per cent to 86.36 per cent of the textbooks. Table 1, in Chapter II, was prepared to show the number, percentage, and distribution of textbooks and authors supporting each principle.

Summation of the data revealed that all textbooks

recognized the client's needs, or problems, as the beginning point in the counseling process. The goal of counseling was recognized in all textbooks as responsible self-direction for the client--a state in which the client would be able to make his own choices and decisions without the help of the counselor. Client ability to feel responsible for the welfare of others was depicted in some textbooks as a secondary outcome of the client's growth toward responsible independence.

Authors of all textbooks declared that counseling is a learning process and that the counselor's responsibility includes helping the client learn whatever it is that he needs to know in order to achieve responsible self-direction. Differences of opinion among the authors appeared in their concepts of the procedure the counselor should follow in order to implement this principle.

The welfare of the client was recognized in all textbooks as the primary concern of the counselor. As a secondary outgrowth of this concern, authors in all textbooks depicted the relationship the counselor creates with the client as a vital factor in client learning. A majority of the authors described the counseling relationship as one in which the counselor and client work together as a team, each contributing whatever he can to the identification, clarification, and solution of the client's problems. Differences of opinion among the authors concerned variations in counselor-client

contributions to the counseling process.

Individual differences among clients were stressed in all textbooks as factors which hinder the counselor's understanding of the client. Counselor skill was recommended in the handling of any instruments or methods of assessment used, and in the interpreting of results from such assessments to the client.

Authors of all textbooks agreed that the client has the capacity to achieve responsible self-direction through the learning process of counseling. There was lack of agreement, however, as to how this learning process functions to bring the client to the point of responsible self-direction. Some authors based its functioning on the client's inherent potential for taking the initiative in his own development. Other authors based it on the client's capacity for learning more adaptable patterns of behavior. The majority of authors, however, maintained that both inherent potential for growth toward independence and the client's learning capacity constitute the foundation on which the client builds his responsibility for his own self-direction.

CHAPTER IV

SUMMARY AND FINDINGS

Summary

The primary problem of the study was an attempt to isolate and identify basic principles of counseling through a content analysis of textbooks related to counseling theory and practice. It was also an attempt to determine the extent to which authors agreed upon principles isolated in the study. The purpose of the study was to make a compilation of a common core of principles which were recognized by all authorities as governing the counseling process.

The analysis was limited to textbooks suitable for college courses in counseling which were published between 1950 and 1965. Titles of the testbooks were secured from The Cumulative Index, Books in Print, and other reference sources. Twenty-two textbooks were found which met the requirements of the study.

Criteria established for the identification of basic principles were based on Cribbin's research. A basic principle was defined for this study as "A universal judgment or truth which, because it takes into account only essential

factors, applies to every person, problem, or situation."

A preliminary reading of all textbooks was made for the purpose of securing a set of content variables for the study. Statements designated as basic principles by the authors were examined to determine their appropriateness for the analysis. Textbooks in which the author failed to make clear statements of principles were searched for concepts which satisfied the criteria established for the identification of basic principles. This procedure resulted in the identification of six basic concepts from which six principles were formulated and adopted as content variables for the study. In the process of analysis of the textbooks, nine secondary principles were added to the set of variables.

A qualitative analysis was made of the textbooks on a nonfrequency basis as recommended by George which utilizes the occurrence or nonoccurrence of a content variable for purposes of inference. Quantification of the content variables was based on units recommended by Berelson for content analysis.

The procedure established for enumerating the recording units of the analysis was followed as each book was read and analyzed. Each paragraph of the book was examined to determine whether it contained one or more of the concepts identified as indicators for the content variables. Individual tally sheets were made for the tabulation of each author's treatment of the content variables. A tally was made

by recording the page number from the textbook on which the reference to a content variable was found. A representative assertion was extracted for each tally. More than one assertion was extracted for a single tally when this procedure added to the clarity of the author's position.

When all textbooks had been read and extractions made for the content variables found in each book, the tally sheets were brought together and a master chart was prepared for analysis of the data. Table 1, in Chapter II, was constructed from the master chart.

Findings

The following listing shows the principles which emerged from the analysis of the textbooks used in this study. The six principles established as content variables from a preliminary reading of the textbooks are identified in the list as "Basic." Principles added as the analysis progressed are designated as "Secondary." Concepts embodied in the basic principles appeared in every textbook. The secondary principles constituted extensions of four of the six basic, or primary, principles. These extensions represented differences in author opinion with respect to the interpretation and implementation of the basic principles from which they were derived. No differences of author opinion were found with respect to the two remaining basic principles.

Basic and Secondary Principles of Counseling:

Basic:

1. The client seeks counseling because of some impediment to his progress. (Supported in 100 per cent of the textbooks.)
2. The objective of counseling is responsible self-direction for the client. (Supported in 100 per cent of the textbooks.)

Secondary:

3. Social responsibility develops as an outcome of the client's responsibility for his own self-direction. (Supported in 72.73 per cent of the textbooks.)

Basic:

4. Counseling is a learning process in which the client comes to understand himself in relation to his situation. (Supported in 100 per cent of the textbooks.)
5. The primary concern of the counselor is the welfare of the client. (Supported in 100 per cent of the textbooks.)

Secondary:

6. The relationship the counselor creates with the client is a major factor in client progress toward responsible self-direction. (Supported in 100 per cent of the textbooks.)
7. The counselor and client share responsibility

for collecting and assessing data for the identification and clarification of client problems. (Supported in 81.82 per cent of the textbooks.)

8. The counselor is responsible for interpreting relevant data to the client. (Supported in 86.36 per cent of the textbooks.)
9. The counselor helps the client make plans for the implementation of the client's new understanding of himself and his situation. (Supported in 77.27 per cent of the textbooks.)
10. The counselor identifies the client's problems from data which are unavailable to the client. (Supported in 13.63 per cent of the textbooks.)
11. The client identifies his own problems from data which are not available to the counselor. (Supported in 13.63 per cent of the textbooks.)

Basic:

12. The counselor recognizes individual differences among clients. (Supported in 100 per cent of the textbooks.)
13. The client has the capacity to achieve responsible self-direction. (Supported in 100 per cent of the textbooks.)

Secondary:

14. The client possesses inherent potential for independence and self-direction. (Supported in

63.64 per cent of the textbooks.)

15. The client has the capacity to extinguish ineffective behavior patterns and to learn new patterns of behavior which will enable him to function more adequately. (Supported in 86.36 per cent of the textbooks.)

Examination of the data reveals that six basic principles and one secondary principle were supported in 100 per cent of the textbooks. Support for each of the eight remaining secondary principles ranged from 13.64 per cent to 86.36 per cent of the textbooks.

Discussion

The findings of this study indicate that counseling authorities who wrote textbooks for use in college courses in counseling between 1950 and 1965 were in agreement with respect to the basic principles of counseling to be used as guidelines for the counseling process. This agreement, however, was not always clearly delineated by the authors. Areas of disagreement involving the implementation of basic principles tended to abscure the similarity of the basic concepts being recommended for implementation. Similarities among concepts expressed by the authors were further obscured by the fact that they were presented from divergent points of fiew and in varying terminology.

Because the widest range of disagreement among authors

was found in their concepts of client learning through counseling, further research is recommended in this area for the purpose of exploring the learning process as it occurs in counseling, and as it is affected by the relationship between counselor and client. It is further recommended that a survey be made among practicing school and college counselors to determine their concepts of the nature of the students they counsel, and the relationship between these concepts and the counselor's counseling methods.

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APPENDIXES

APPENDIX A

LIST OF 22 BOOKS ANALYZED IN THE STUDY

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APPENDIX B

REPRESENTATIVE EXTRACTIONS FROM TEXTBOOKS ANALYZED SHOWING AUTHOR TREATMENT OF COUNSELING CONCEPTS

In this study, fifteen principles of counseling were formulated from concepts presented in textbooks related to counseling theory and practice. The stated principles, together with representative examples of the statements from which they were developed, are shown in the following pages. The statements are extractions from the textbooks listed in Appendix A. Presentation is alphabetical by authors.

Six of the fifteen principles met the requirements set forth in Chapter I for the identification of basic principles of counseling. The additional nine principles constitute extensions of four of the six basic principles. Because these nine principles depend upon the basic principles for their validity, they are listed as secondary principles.

Principles of Counseling

1. The client seeks counseling because of some impediment to his progress. (Basic)

Counseling is concerned with the relationship between a counselor and an individual who is under stress and strain, one who is operating under the stress of emotion, one who is

being directed by strong feelings and pressures, one who thus cannot function in an intellectual and rational manner.[1]

The usual client's initial orientation is toward dealing with the specific problem that faces him. . . . His attention is focused upon what manipulations of his external environment will produce a solution of the specific problem.[2]

Clients characteristically come for psychological assistance because of feelings of distress. They feel that they lack sufficient information or competence to deal with a life problem.[3]

Regardless of any variables in setting and clientele, the purpose of counseling, in general, is to help individuals make those decisions and plans which bear on their life course, and to help them work through those situations which are impeding their progress.[4]

. . . most clients coming to a counselor are inclined to describe their problem and wait for the counselor to tell them what to do.

The client must not only be aware of needs, but also want to meet them if counseling is to be effective.[5]

A counseling interview is a person-to-person relationship in which one individual with problems and needs turns to another person for assistance. . . . The interviewee has some needs, problems, blocks, or frustrations he wants to attempt to change or satisfy.[6]

Understanding of the problem by counselor and counselee is the first step. . . . Knowing the source of pressure will help the counselor learn to understand a counselee's behavior.[7]

It is always advisable that the client be given an opportunity at the beginning of the interview to state his problem as he sees it.[8]

Clinical or psychological counseling is a process

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[1]Arbuckle, p. 145. [2]Bordin, p. 160.

[3]Brammer and Shostrom, p. 94. [4]Byrne, p. 37.

[5]Cottle and Downie, p. 82. [6]Erickson, pp. 4-5.

[7]Fullmer and Bernard, pp. 80,132. [8]Hadley, p.361.

which takes place in a one-to-one relationship between an individual troubled by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.[9]

[Counseling] is a process which helps the individual who wants to solve his problems and who seeks better solutions than he himself can discover.[10]

In any case, the statement of the problem is the beginning point; it is where the client is when he arrives and must be accepted.[11]

The individual meets a problem when he is striving for a goal which some factor in his environment or within himself blocks.[12]

Threat affects perception by narrowing the perceptual field. This restriction prevents the appearance of certain elements . . . in the field. The individual doesn't "see" aspects of the situation, such as alternative or possible solutions to a problem.[13]

An individual becomes a client because he must deal with a situation, or situations, for which there is some doubt as to the appropriateness of his responses.[14]

Clients distraught by their problems overcome their distaste for admitting that they have problems and for discussing them with others; such persons seek and cooperate with a counselor.[15]

The client, as the term has acquired its meaning, is one who comes actively and voluntarily to gain help on a problem, but without any notion of surrendering his own responsibilities for the situation.[16]

The counselor must serve the important function of

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[9]Hahn and MacLean, p. 6.

[10]Hamrin and Paulson, p. 98.

[11]Marzolf, p. 339. [12]McKinney, p. 91.

[13]Patterson, p. 262. [14]Pepinsky and Pepinsky, p. 69.

[15]Robinson, p. 35. [16]Rogers, p. 7.

facilitating the counseling process so that the counselee feels he is making progress toward solving the problem or meeting the need which encouraged the counselee to seek assistance.[17]

The patient seeks the help of the counselor because he has problems which he is unable to solve with his own resources, i.e., he turns to someone who is presumably more capable of achieving a solution.[18]

"Problems" may be difficulties encountered by the counselee. . . They may also be the decisions and adjustments that the individual has to make as he grows and matures . . .[19]

Whether the need that brings him to counseling grows out of his arrival at a point in his life where an important decision must be made or out of an emotional conflict that is paralyzing his ability to act, the counselor will attempt to make forward movement possible.[20]

[The client] may need help in feeling rather than in thinking his way through his problem. Expressing his feelings clears the air and frees him to examine the bases for his concerns, worries, and problems.[21]

A student will not submit to days of history taking before being counseled about the "felt" problem which caused him to seek counseling.[22]

2. <u>The objective of counseling is responsible self-direction for the client</u>. (Basic)

The counselor can help the child to develop the capacity for independent action, even though he may, for the moment, necessarily live in dependency. When the time comes, he will then be capable of becoming a truly independent individual, standing on his own feet, making his own way, and having no need for counselors.[23]

Uncontrolled and disorganized expressions of energy cannot be the goal of therapy. . . . By interruption of the cycle of self-defeating control, the therapist hopes to

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[17]Smith, p. 21. [18]Thorne, p. 73. [19]Tolbert, p. 4.

[20]Tyler, p. 12. [21]Warters, p. 415.

[22]Williamson, p. 129. [23]Arbuckle, p. 256.

enable the patient to re-establish control in a more positive satisfying form.[24]

For the development of our children this means that we must guide them to certain cognitions and teach them certain skills so they can more quickly discover the modes of action which are likely to lead onward to their fullest self-realization.[25]

Therapeutic psychology seeks to help the client become aware of his assets, limitations, and opportunities in all possible areas so that he will make wise choices and will use his unique talents if he cares to do so.[26]

The counselor's goal, firmly based on the human worth of the individual, regardless of education, intelligence, color, or background, is to use his technical skills (a) to help each counselee attain and maintain an awareness of self so that he can be responsible for himself, (b) to help each counselee confront threats to his being, and thus to open further the way for the counselee to increase his concern for others' well-being, (c) to help each counselee bring into full operation his unique potential in compatibility with his own life style and within the ethical limits of society.[27]

. . .the client is to be helped to become more aware of the conflicts or uncertainties of client values which created the need for counseling, and to carry on the reorganization of these values. That is the primary purpose of counseling.[28]

The counselor is vigorously concerned with assisting the counselee to learn how to carry his own responsibilities in a more effective way.[29]

Intelligent self-direction represents one of the most important outcomes of the interview.[30]

[Counseling] process is what leads a youngster from being a conditioned robot to becoming a self-actualized individual, capable of freedom and responsibility.[31]

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[24]Bordin, p. 156. [25]Ibid., p. 159.

[26]Brammer and Shostrom, p. 357. [27]Byrne, p. 19.

[28]Cottle and Downie, p. 28. [29]Erickson, p. 5.

[30]Ibid., p. 20. [31]Fullmer and Bernard, p. 156.

In general, psychological counseling aims to improve the functioning of the individual in his environmental field.[32]

Counseling is strongly dedicated to client self-realization and self-direction.[33]

The desired outcomes of the Rogers technique are, of course, fundamentally the same as those of the clinical technique--improved understanding, better adjustment, and greater autonomy of the counselee.[34]

The aim of counseling is self-determination rather than solution of problems for the counselee. . . . Self-determination, then, is an ultimate goal rather than a modus operandi throughout the counseling process.[35]

. . . we must keep in the foreground our major goals, namely, self-responsibility, good citizenship, and personal adjustment.[36]

The goal of psychotherapy might well be thought of as the development of a responsible independence. Counseling and psychotherapy thus would attempt to facilitate the development of individual independence in a client who takes responsibility for himself, his behavior, his choices and decisions, and his values and goals.[37]

It is agreed that counseling should be directed at helping the client to reduce his anxiety and increase his response availability for responding to present situations, so as to achieve satisfying reduction of drive stimuli evoked in these situations.[38]

Counselors should so stimulate the client that he attains new and higher levels of effectiveness in meeting new situations. This may include a general growth in maturity of viewpoint, in independence, in responsibility, and in personality integration, . . .[39]

The organism has one basic tendency and striving--to

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[32]Hadley, p. 28. [33]Hahn and MacLean, p. 23.

[34]Hamrin and Paulson, p. 78. [35]Marzolf, p. 314.

[36]McKinney, p. 511. [37]Patterson, p. 62.

[38]Pepinsky and Pepinsky, p. 206.

[39]Robinson, p. 19.

actualize, maintain, and enhance the experiencing organism. . . . We are talking here about the tendency of the organism to maintain itself . . . Its movement is in the direction of an increasing self-government, self-regulation, and autonomy . . .[40]

The purpose of the counseling function is to encourage and assist the counselee to become increasingly self-directive, either by learning new adjustment patterns or by applying those already learned.[41]

One of the basic principles of psychoanalysis and other forms of psychotherapy is that treatment is not complete until the patient has been returned to independent living.[42]

One of the principle objectives of psychotherapy is for the client to achieve insight into the mechanisms of his own personality. Without self-knowledge, rational self-regulation is impossible.[43]

. . . criteria that the counselor may use to estimate the adjustment of the counselee:

The individual is able to control himself and thus is less concerned with external controls. He does what he does because he decides to do it for thought-out reasons. He is honest with himself about the reasons and he takes responsibility for his actions.[44]

. . . basically counseling requires keeping responsibility in the client's hands. . . . It is a good decision if the individual who makes it is completely willing to take the consequences.[45]

Counseling is directed toward helping the individual to become progressively more self-understanding and self-directing.[46]

. . . the true criteria of effective counseling are characterized by the words satisfactory and satisfying, i.e., the individual should achieve up to the limit of his potentialities and should derive satisfaction from that achievement in all areas of life, within the limits of his possibilities

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[40]Rogers, pp. 487-488. [41]Smith, p. 22.

[42]Thorne, p. 73. [43]Ibid., p. 425.

[44]Tolbert, p. 152. [45]Tyler, pp. 18, 202.

[46]Warters, p. 11.

and restrictions.[47]

3. Social responsibility develops as an outcome of the client's responsibility for his own self-direction. (Secondary)

Certainly most counselors would agree that the broad objective of the counseling process is to help the individual to clear away the entangling and hampering tentacles so that he can be what he really is, and contribute more both to himself and to his fellows.[48]

We believe that when individuals know their talents and use them in ways of their own choosing, the effects ultimately will be best for the society in which they live. In addition, counseling serves broad social purposes through helping individuals overcome obstacles to effective learning and achievement by means of remedial and rehabilitative planning and action.[49]

. . . ultimate goals which orient all the actions of the counselor [are] . . . goals which speak of a kind of person: a free, responsible, ever evolving, fulfilled person capable of concern for others.[50]

It is the unusual client who deliberately acts at variance with society. The acts of the client are carried out because they are the best possible choice he can perceive at that moment. If they are unstable, the counselor must help the client perceive this and, through an understanding of the conflicting values which cause them, want to make a change to behavior more in harmony with society and with a self-concept, for this is the focus of the counseling process.[51]

The counselor invests in the youngster's potential. . . . The youngster may then be able to invest himself in another person--so the mutual fund begins.[52]

In the last analysis all approaches have as their basic goal improvement in the adjustment of persons both individually and collectively. To put it in a still more fundamental fashion--we are striving to help people to get along with themselves and with others.[53]

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[47]Williamson, p. 275. [48]Arbuckle, p. 33.

[49]Brammer and Shostrom, p. 357. [50]Byrne, p. 63.

[51]Cottle and Downie, p. 62.

[52]Fullmer and Bernard, p. 103. [53]Hadley, p. 228.

While there may be in the background of counseling some general intent to improve or protect society, whatever of either may be accomplished is done only through helping the individual to operate more effectively in society.[54]

The authors believe that there is growing sentiment among thinking people generally to redefine success in terms of the extent to which a person uses his abilities, interests, and personality in constructive tasks which are of significance to that individual and which are of value to society.[55]

All aspects of education aim to help the individual live a full and effective life which will enhance the social welfare.[56]

Genuine self-esteem and self-enhancement cannot exist without regard and concern for others. Healthy independence, then, is a responsible independence.[57]

There seem to be two fundamental goals in counseling, i.e., increasing the client's feeling of personal adjustment and increasing his effectiveness in his environment and within his society.[58]

Finally the self-actualization of the organism appears to be in the direction of socialization, broadly defined.[59]

. . . criteria that the counselor may use to estimate the adjustment of the counselee:

The individual can form and maintain good personal relationships. He has a positive attitude toward others, can admit his need for them, and demonstrated concern for them.[60]

If we are willing to define counseling as the process through which individuals are enabled to make good choices and thus improve their relationships to the world and to their fellow men, as they set the pattern for their

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[54]Hahn and MacLean, p. 8.

[55]Hamrin and Paulson, p. 226.

[56]McKinney, p. 511. [57]Patterson, p. 62.

[58]Robinson, p. 15. [59]Rogers, p. 488.

[60]Tolbert, p. 152.

own unique patterns of development, we shall have a framework within which we can fit most of the things counselors are doing.[61]

[The counselor] considers himself responsible for helping the individual to gain the experiences needed for learning how to establish and maintain good relations with others and for gaining self-understanding through increased understanding of other people.[62]

Instruction and counseling combine in a comprehensive program geared to the strategic objective of helping each individual to select and grow toward personal goals, of which one is the full development of each individual member of our democratic society.[63]

4. Counseling is a learning process in which the client comes to understand himself in relation to his situation. (Basic)

Insight has generally been equated with self-understanding. The person who is insightful knows where he stands: he knows what he has and he knows what he does not have. Insight usually assumes, too, that not only does the individual know his assets and his liabilities, but he operates with some reference to them.[64]

As the client begins to see context after context, one method of defense after another in which the aim is to protect against the wish, he achieves the generalized awareness which can lead to more positively purposed, less distorted action on his impulses.[65]

A cardinal goal of all counselors for clients is assisting them toward self-interpretation.[66]

Operationally . . . the counselee will be increasingly able to describe the nature of the press of culture on himself and to accurately tell what his abilities and disabilities are . . .[67]

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[61]Tyler, p. 15. [62]Warters, p. 10.

[63]Williamson, p. 4. [64]Arbuckle, p. 211.

[65]Bordin, p. 167.

[66]Brammer and Shostrom, p. 260. [67]Byrne, p. 20.

A given client learns in a variety of settings, but usually in the direction and to the degree that he determines. The counselor seems to function more in the nature of supplying a climate that creates or controls it.[68]

The client should grow in self-understanding. The client should have an increased understanding of his present and past environment and its effects on him. He should appreciate what a changed environment might do for him. The client should have a clearer picture of long-term developments and possibilities. He should get an understanding of his interests and abilities as they have developed over a long period of time.[69]

We believe counseling is a form of education.[70]

In counseling, the client experiences insight as self-understanding, a feeling of knowing himself better . . .[71]

Good counseling results in client-made decisions. Learning, acquiring insight into the cause and solution of problems, and the birth and growth of desire to change behavior in desirable directions are processes that take place within the client.[72]

. . . the interview becomes a learning situation through which the counselee becomes not only better informed about his present difficulty or situation but also better able to handle a new difficulty when it arises.

Self-understanding is essential before the interview can be fruitful as a learning situation.[73]

As the client must learn a way of handling himself, counseling may be thought of as a learning experience, an experience of learning . . . to take cognizance of one's feelings and to accept the formerly unconscious desires which these feelings may reveal, to deal with one's self objectively, and to face the necessity for assessing one's abilities in terms of projected demands upon them.[74]

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[68]Cottle and Downie, p. 61.

[69]Erickson, p. 43.

[70]Fullmer and Bernard, p. 159.

[71]Hadley, p. 118.

[72]Hahn and MacLean, p. 8.

[73]Hamrin and Paulson, pp. 85-86.

[74]Marzolf, p. 314.

Counseling is education in its best form. It is personality development, verbal problem-solving, and learning. It can promote creativity, self-responsibility, and maturity.[75]

The interest of psychologists in psychotherapy has inevitably led to the analysis of psychotherapy as a learning process. There seems to be no disagreement that therapy is a learning process.[76]

The assumption that clients can be taught to behave differently through counseling interviews is held in common by the proponents of all major theoretical approaches to counseling.[77]

In any problem of adjustment a person not only has the task of seeing himself clearly but also of knowing what the world is like to which he has to adjust.[78]

In a general way, therapy is a learning process. . . . The client learns new aspects of himself, new ways of relating to others, new ways of behaving.[79]

[The counselor] aids the counselee to see pertinent relationships between choices, plans, and adjustments and desirable personal goals. These he recognizes in a generic sense and thus becomes increasingly able to apply learning to future situations which offer an opportunity for self-direction.[80]

Until it is demonstrated that functions other than learning are involved in the process of counseling and psychotherapy, the demands of scientific method require the assumption that <u>all</u> the operations involved in counseling and psychotherapy may be objectively measured and minipulated in terms of the psychology of learning.[81]

[Counseling] is an individualized learning situation in which the "subject matter" is the pupil's needs, capabilities, limitations, plans, and decisions.[82]

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[75]McKinney, p. 24. [76]Patterson, p. 270.

[77]Pepinsky and Pepinsky, p. 72.

[78]Robinson, p. 48. [79]Rogers, p. 132.

[80]Smith, p. 4. [81]Thorne, p. 28.

[82]Tolbert, p. vii.

Our aim is to enable him [the client] to form a sound idea of his own assets and liabilities, the raw material with which he must work in building his future.[83]

Counseling is a learning experience. . . . It may be desirable that the student recognize and accept certain realities, but he may need time to accept the facts and to perceive their significance for him.[84]

. . . the client takes full responsibility for participating in learning about himself with the counselor performing the secondary role of a "teaching assistant" who aids in the learning process of the client-pupil.[85]

5. <u>The primary concern of the counselor is the welfare of the client</u>. (Basic)

. . . the counselor will work with the client to help him to move toward a greater self-understanding and greater self-acceptance.[86]

The counselor must be ready to relate to people in ways that are appropriate to the kind of use they are ready to make of him.[87]

A point of great significance for the acceptance attitutde is that the client gets involved in the counseling process when the client senses that the counselor really cares about what he thinks and feels, that the counselor can and wants to help him . . .[88]

The supreme value of man is the bedrock idea on which all other aspects of counseling goals are built. . . When one holds to the fundamental value of the worth of man, then man's striving or seeking becomes a positive characteristic, a part of <u>what</u> a counselor is trying to do. The worth of man as a value constitutes the <u>why</u> of a counselor's activity.[89]

The writers see one of the chief functions of the

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[83]Tyler, p. 140. [84]Warters, p. 414.

[85]Williamson, p. 109. [86]Arbuckle, p. 10.

[87]Bordin, p. 149. [88]Brammer and Shostrom, p. 158.

[89]Byrne, p. 13.

counselor as controlling the amount of threat and tension in the interview. By doing this the counselor controls the climate or atmosphere in which the client functions and produces optimal learning conditions for the client.[90]

We, as counselors, have begun to act upon the assumption that the welfare of the counselee is of paramount importance. The processes of the counseling interview must be directed toward this end.[91]

Change in the counselee's behavior results when he experiences a favorable psychological climate. The counselor needs to have learned the attitudes and skills necessary to create that climate.[92]

The clinician should orient his thinking toward the ultimate goal of efficient, happy behavior; from the time of the first professional contact, his efforts should be guided by the need to make recommendations and plan activities that might be expected to contribute to a more satisfactory life situation for the client.[93]

[The counselor] must help his counselee to gain insights, to see alternatives clearly, and to get ready to make a firm choice of action. This process calls for a particularly skillful setting of the stage to permit rapid and maximal learning by the counselee.[94]

The counselor respects the pupil being interviewed and that pupil's remarks. Thus, no matter how unimportant the pupil may feel, he gains self-confidence when he feels he is important to the person to whom he is talking.[95]

One very important characteristic of professional counseling is . . . the nature of the counselor's concern for the client and his problem.[96]

The welfare of the individual is, in fact, the heart of the guidance program.[97]

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[90]Cottle and Downie, p. 55. [91]Erickson, p. 49.

[92]Fullmer and Bernard, pp. 80-81.

[93]Hadley, p. 38. [94]Hahn and MacLean, p. 64.

[95]Hamrin and Paulson, p. 92. [96]Marzolf, p. 313.

[97]McKinney, p. 23.

As just stated, the counselor's primary responsibility is to the client. The purpose of counseling is to assist the client in achieving a more adequate life, whether in terms of vocational, marital, social or personal adjustment, or in terms of greater satisfaction to himself.[98]

Both his scientific curiosity about human behavior and his professional concern for the client's welfare point toward specific reasons for the counselor to draw upon more than a single source of information.[99]

All systems of counseling agree that the counselor should show that he accepts the client as a worthy individual whose problems merit attention. Furthermore, this should represent a warm, friendly interest in the client rather than an appearance of dutiful attending.[100]

. . . it is the counselor's function to assume, in so far as he is able the internal frame of reference of the client himself as he is seen by himself, to lay aside all perceptions from the external frame of reference while doing so, and to communicate something of this empathic understanding to the client.[101]

[The counselor's] interest in the counselee's welfare extends beyond the problem at hand; he seeks to foster within the individual a desire for and skill in an increasingly greater degree of self-direction.[102]

To a certain degree therapy must always be empirical since the primary consideration is the welfare of the patient rather than the conduct of a scientific experiment.[103]

The counselor assists the counselee to bring out facts, feelings, and attitudes about himself, his relations with others, his goals, needs, and problems. The counselor strives to see things as the counselee sees them and to obtain complete enough information to understand him as a person. He searches for patterns and trends of behavior, factors affecting goals and needs, and areas of conflict, frustration, and lack of information.[104]

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[98]Patterson, p. 33.

[99]Pepinsky and Pepinsky, p. 186.

[100]Robinson, p. 72. [101]Rogers, p. 29.

[102]Smith, p. 95. [103]Thorne, p. 2.

[104]Tolbert, p. 45.

It is of the essence of counseling that the client's needs always take precedence over the counselor's plans.[105]

The primary focus is on the individual. It is on his growth and welfare rather than, for example, on the economic needs of the nation.[106]

It is the counselor's fundamental role and responsibility to give to the student, if he desires aid, all that will aid him to make his own choice or decision on the basis of facts, prognosis, sympathy, and all the other resources the counselor has at his command that might prove helpful.[107]

6. The relationship the counselor creates with the client is a major factor in client progress toward responsible self-direction. (Secondary)

Counseling, then, is a process which takes place because of the relationship between two people. It is in the uniqueness of this relationship that the individual called the client begins to see things that he never saw before, begins to realize strengths that he never knew he had, so that he can see and accept the unpleasant, and begins gradually to see a new and a brighter world.[108]

Warmth goes beyond objectivity and involvement. It refers to a kind of spontaneity in interpersonal relationships which makes the relationship "real" for the client. . . . A mixture of objectivity and empathy is the core of an effective therapeutic relationship.[109]

. . . when the client senses that the counselor really cares about what he thinks and feels. . . Counseling then begins in earnest and becomes meaningful to him . . . This accepting climate, and the fact that the counselor does not react toward him as others have reacted, makes a favorable situation, we believe, for learning new responses and extinguishing old nonadaptive behaviors.[110]

. . . the counselee will be increasingly able to . . . tell what his abilities and disabilities are. . . . The counselor will be an important agent, if not the important

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[105]Tyler, p. 186. [106]Warters, p. 10.

[107]Williamson, p. 189. [108]Arbuckle, p. 139.

[109]Bordin, p. 175. [110]Brammer and Shostrom, p. 158.

agent, in this person's attaining these accurate knowledges of himself. . .

What then is the difference between the peer non-judgmental relationship and the counselor non-judgmental relationship? It lies in the fact that the latter is a teaching relationship, and the child or youth came to the counselor to be "taught" something. . .[111]

The most important element in counseling is the relationship established between the counselor and the client. Sometimes it seems that this relationship alone, without any of the other tools and techniques at the counselor's disposal, can account for much of the change that takes place in the client.[112]

There is reason to believe that this result [making needed adjustments to their environments and developing abilities to cope with future situations] is best achieved when the counseling relationship is warm and friendly, and when the counselor refrains from passing judgment upon the counselee or his actions.[113]

Counseling is not so much a matter of systems as it is of establishing a relationship of acceptance and esteem between two persons.[114]

The psychological counselor is most concerned with promoting the client's objective understanding of the current and present situation. He does not probe into the past except as the past has direct bearing on the present situation; he does not explore unless some definite connection is to be established.[115]

Counseling is a process conducted in a one-to-one relationship in which the client is aided by a human catalytic agent, to learn what is needed to enable him to resolve his problems.[116]

Good can come from counseling only if the confidence of the counselee is established early and only if the atmosphere--to which the counselee is more sensitive than is often realized--is sympathetic and friendly.[117]

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[111]Byrne, pp. 20, 46. [112]Cottle and Downie, p. 61.

[113]Erickson, p. 48. [114]Fullmer and Bernard, p. 17.

[115]Hadley, p. 29. [116]Hahn and MacLean, p. 3.

[117]Hamrin and Paulson, p. 88.

An accepting relationship must be established by deliberate and conscious implementation of a sincere belief in the worth of the individual.[118]

The background for the learning that is to take place in the course of counseling is the friendly atmosphere.[119]

Since threat to the self-concept is inimical to change in the self, psychotherapy must provide a situation in which the individual is free from threat. Threat narrows and restricts behavior, making the solution of problems more difficult. The accepting, nonjudgmental attitude of the therapist assists in providing a nonthreatening situation.[120]

Relationship is an atmosphere of mutual acceptance in which the counselor is able to indicate his understanding of and nonjudgmental attitudes toward the client.[121]

. . . if a client is to discover and accept the relationship that emotional materials have to his problem, he needs a conference situation that provides sufficient time to work at their recall in an atmosphere of objective but friendly acceptance.[122]

. . . as the client is genuinely exploring the unknown, the counselor becomes wholly engaged in trying to keep step with this puzzled and puzzling search. His attention is focused upon the attempt to perceive from the client's frame of reference, and thus it is no longer a technique in operation, but the implementation of an absorbing personal purpose . . . if the attitude of the therapist is to follow the client's lead, the client not only perceives this, but is quick to correct the counselor when he gets off the track, and comfortable in doing so.[123]

Rather than personally attempting to influence the counselee decisions, the counselor creates a learning situation in which the attitudes, feelings, and thinking of the counselee are subjected to the influences of pertinent facts

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[118]Marzolf, p. 329. [119]McKinney, p. 37.

[120]Patterson, p. 149.

[121]Pepinsky and Pepinsky, p. 64.

[122]Robinson, p. 195. [123]Rogers, pp. 112, 113.

and their essential interpretation.[124]

To the degree that rapport gives the client a feeling of security, and thereby lessens debilitating anxiety or anger reactions, is the client able to concentrate upon a learning situation freed from distracting emotions.[125]

The counselor and counselee are both learning in this process, rather than the counselor merely collecting evidence to make his own "diagnosis." It is, further, a warm, friendly, permissive relationship, with the center of attention on the counselee's problems and questions.[126]

The foundation of the whole enterprise is the relationship between counselor and client.[127]

If the student feels that the counselor likes him and accepts him as he is, with all his weaknesses as well as his strengths, then he can use the counseling relationship for achieving understanding of himself, for perceiving and realizing his potentialities, and for growing toward mature, creative patterns of behavior.[128]

In this book, the term [counseling] covers first of all a relationship which might be referred to as guided learning toward self-understanding.[129]

7. Counselor and client share responsibility for collecting and assessing data for the identification and clarification of client problems. (Secondary)

Many clients will, in fact, be reasonably adequate individuals who are faced with rather specific problems and decisions which they can and will be able to deal with, at least with a fair degree of adequacy. . . . In these instances, the act of coming to the counselor is more a symptom of adequacy than of inadequacy. They come to the counselor not out of desperation but as a positive and constructive act of using all resources in the solution of a particular problem.[130]

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[124]Smith, p. 95. [125]Thorne, p. 126.

[126]Tolbert, p. 45. [127]Tyler, p. 14.

[128]Warters, p. 410. [129]Williamson, p. 209.

[130]Bordin, pp. 148-9.

The counselor should suggest tests when the client reaches the point where he feels he needs more data about himself for the decision at hand.

A cardinal goal of all counselors for clients is assisting them toward self-interpretation.[131]

A student may come to a counselor just for occupational facts . . . if he wishes more than a few facts . . . This may result in the student's more careful examination of himself, his interests and values. It may mean his acquiring further knowledge of how societal forces can permit him, or may deny him, opportunity to be the kind of person he wants to be.[132]

Actually the chief value of tests lies in the data they provide to confirm information about behavior secured from other sources.

Thus the counselor's task of helping the client create a consistent picture of behavior becomes a process of trying to eliminate or control all the inherent sources of distortion. . . .[133]

The counselor . . . will regard the interview as a joint experience. Both participants must share in responsibility, opportunity, information gathering, exploration, and planning.[134]

[One of] the chief stages of individual counseling [is] data gathering, or collection of relevant information from the counselee.

[Activities] include the preparation of a cumulative folder for each counselee containing his personal and academic history, his test record, and a short autobiography.[135]

The psychologist will use all available tools to accumulate the data necessary to provide a basis for sound planning.[136]

In this phase of the process the furnishing of facts and information, the pointing out of steep grades, barriers, and hazards of which the client is unaware or unappreciative, often is mandatory.[137]

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[131]Brammer and Shostrom, pp. 273, 260.

[132]Byrne, p. 50. [133]Cottle and Downie, pp. 4, 7.

[134]Erickson, p. 14.

[135]Fullmer and Bernard, pp. 93, 108.

[136]Hadley, p. 41. [137]Hahn and MacLean, p. 8.

Self-understanding may also result from the counselee's gaining information about himself from objective data and about his community.[138]

The complexity of individuals and of the environment in which they live necessitates a thorough case study if a satisfactory diagnosis is to be made. . . . It is apparent that the history of a person's life is a necessary source of information for diagnosis. . . . thorough case study encompasses all factors likely to be significant for the apparent problem.[139]

. . . when a person asks for information. . . . It is true that it would be unkind and inappropriate to refuse a student information. Very frequently, indeed, the counselor has much information that will help the client make a better adjustment if it can be assimilated into his existing pattern of behavior.[140]

As to who takes the initiative in seeking information about the client beyond that given directly in the interview, it would appear that this person might be either the client or the counselor.[141]

A client should also be able to expect as much help as he wants from a counseling service. When requested, the counselor should provide information, diagnosis, or coaching that will help the client. . . . The counselor should work cooperatively with the client to make it easy for him to explore previous experiences and other data which may be pertinent to his problem.[142]

. . . the counselee . . . participates by helping to analyze symptoms, providing information, by stating his reactions to counselor opinions or suggestions, and by confirming or denying assumptions of the counselor relating to him and his problems.[143]

The counselee is helped to gain a realistic understanding of his capabilities and limitations and the effect

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[138]Hamrin and Paulson, p. 86. [139]Marzolf, p. 101.

[140]McKinney, p. 275.

[141]Pepinsky and Pepinsky, p. 189.

[142]Robinson, p. 181, 188. [143]Smith, p. 88.

of these on his day-to-day life. He is also helped to understand his goals, needs, attitudes, and other aspects which go to make up his concept or picture of himself and which form the basis of the roles that he desires to play in various life situations. Further, he is helped to determine how accurate his picture or concept of himself is and how realistic his desired roles are.[144]

The client alone has the keys which can unlock the inner chambers of his experience. The counselor may help make it possible for him to find and use them but he cannot furnish them. The counselor, on the other hand, has access to much more information of various sorts than the client has. . . . He brings this information into the interview as there is need for it.[145]

When a student is permitted to share in the study of his abilities, interests, goals, and values, he has a much better chance to achieve self-understanding, self acceptance, and self-direction than when others make most of his important choices and decisions for him.[146]

This scientific approach to counseling assigns to both counselor and counselee the role of a learner, a role of collecting, sifting, evaluating, and classifying relevant facts to arrive at a description (or an approximate description) which will provide both with "insight" or perception of the nature and circumstances of the condition concerning which the client needs counseling.[147]

8. <u>The counselor is responsible for interpreting relevant data to the client</u>. (Secondary)

. . . the interpretation is accurately stated, appropriately timed, and directed toward the client's level of thought . . .[148]

Although the principles of interpretation presented so far in this chapter are based on the idea of tentativeness and hypothesizing, there are certain occasions when tentative interpretations have little impact. Here a bold authoritative

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[144]Tolbert, p. 45.

[145]Tyler, p. 204.

[146]Warters, p. 11.

[147]Williamson, p. 109.

[148]Bordin, p. 158.

interpretation may, in the words of Wolberg, "upset the balance between the repressed and repressing forces." Even if the client denies the authoritative interpretation he may later work through to its acceptance.[149]

Measurement data are interpreted in company with other data.[150]

Emphasis on the importance of client feelings and response tendencies highlights the need for the counselor to make tentative interpretations about the personality traits and attitudes of the client.[151]

The interpretative process has to take place during the entire interview. Information should be provided when it fits and when the counselee is ready for it. Information should be qualified in terms of norms used, relative ratings, what items do and do not measure.[152]

Interpretation that leads the counselee to understand his behavior is what gives the counseling process its virility.[153]

Finally, in the defining of the problem the psychological counselor should utilize the diagnostic tools of psychology to the fullest possible extent. The definition of the problem is frequently synonymous with the treatment. That is, when the client understands the problem, he may be able to deal with it.[154]

. . . the counselor's complex task is to help students to strip away their illusions and replace them with ever clearer realities.[155]

During the interview, the counselor employs information and explanation to aid the counselee in understanding his problem and in working more effectively toward its solution.[156]

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[149]Brammer and Shostrom, p. 256. [150]Byrne, p. 142.

[151]Cottle and Downie, p. 6. [152]Erickson, p. 82.

[153]Fullmer and Bernard, p. 147. [154]Hadley, p. 32.

[155]Hahn and MacLean, p. 49.

[156]Hamrin and Paulson, p. 111.

. . . All available techniques for fostering learning and problem solving, both in and out of the counseling situation, should be used if necessary.[157]

It is well established that an effective counselor does not interpret behavior until the client is ready to grasp it and assimilate it effectively in living. Probably the most effective sort of interpretation consists of helping the client go just a little farther--just a little beyond where he had planned to stop.[158]

Because interpretative stimuli supplied by the counselor can be anxiety-arousing for the client, the counselor is well advised to temper his interpretation to what seems acceptable and understandable to the client.[159]

. . . stating an interpretation in question form makes the idea seem more tentative and therefore less like urging. Furthermore, if the client rejects it, he merely rejects the idea and not the counselor with it.[160]

. . . the counselor considers it his responsibility to diagnose and interpret for the counselee.[161]

There is no positive rule which can be followed in determining when to interpret and instruct except the general principle of proceeding as fast as the client appears able to tolerate.[162]

The counselor helps the counselee recognize and develop potentialities and make the most effective use of them.[163]

[The counselor] tries to interpret facts that have been recorded at different stages of the client's life . . .[164]

. . . he may be able to gain through talking with the student information that indicates or contraindicates

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[157]Manzoli, p. 329. [158]McKinney, p. 277.

[159]Pepinsky and Pepinsky, p. 241.

[160]Robinson, p. 146. [161]Smith, p. 88.

[162]Thorne, p. 385. [163]Tolbert, p. 264.

[164]Tyler, p. 86.

the claimed or measured interests. . . . This type of interpretation opens discussion of the abilities needed for a wide range of jobs within specific fields and helps a student to examine more or less objectively the motives and personality needs that he seeks to satisfy through occupational choice.[165]

If there appear to be equally desirable alternative actions, the counselor says so frankly, adopting the attitude of working with the student in solving the problem. . . . In this way, the counselor seeks to arrive cooperatively at an interpretation of data and a program of training that will strike fire in the student's imagination and will result in a desire to achieve a goal which will be of lasting satisfaction because it is consonant with potentialities.[166]

9. <u>The counselor helps the client make plans for the implementation of the client's new understanding of himself and his situation</u>. (Secondary)

. . . counseling serves broad social purposes through helping individuals overcome obstacles to effective learning and achievement by means of remedial and rehabilitative planning and action.[167]

. . . the purpose of counseling, in general, is to help individuals make those decisions and plans which bear on their life course . . .[168]

The exploration, analysis, planning, and execution of plans must be tailor-made to fit the client and the multitudinous factors of his environment.[169]

[Among] the chief stages of counseling are:. . . (4) The construction of an educational plan and its joint implementation by counselor and counselee. (5) Reporting of progress toward the implementation of the plan.[170]

Although the counseling objectives represent the ultimate goals, we cannot begin to plan for these goals, much less work toward them, until we have carefully assessed

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[165]Warters, p. 155. [166]Williamson, p. 230.

[167]Brammer and Shostrom, p. 357. [168]Byrne, p. 37.

[169]Erickson, p. 5. [170]Fullmer and Bernard, p. 93.

or evaluated the behavioral situations that we hope to modify in a constructive manner.[171]

Together, in this structured learning process, counselor and counselee can explore the path to decision and, once it is made, mark out the route, the steps, the milestones.[172]

In working with each pupil, the counselor emphasized particularly the identification of the problem, the creation of self-understanding, an appreciation of the situation involved, the weighing of possible solutions, and the final program evolved by counselee and counselor.[173]

[The counselor] must also be concerned in helping the counselee to transfer the methods of counseling to future situations and thus gain a general method of meeting life problems.[174]

The client attempts to use his insights; he plans aspects of his life in terms of them. These processes in counseling are the result of trial and error on the part of student and counselor. Although the student must find his own way out of his dilemma, his interaction with the counselor helps him to act freely and make discoveries about himself. Then he can weave this new knowledge about himself into plans and actions, for he is solving a complex puzzle-himself.[175]

Both client and counselor must recognize, too, that the change desired and worked for is more than change in how the client talks in the interview, but is a change in what the client does outside the interview, and will be able to continue to do, after his contacts with the counselor are terminated.[176]

Counselors need to use clarification to help the client describe his problem, general leads to get him to go further into his problem when he seems to hesitate, and tentative analysis or interpretation as needed later to complete the analysis and plan-making.[177]

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[171]Hadley, p. 295. [172]Hahn and MacLean, p. 8.

[173]Hamrin and Paulson, p. 208. [174]Marzolf, p. 314.

[175]McKinney, p. 249.

[176]Pepinsky and Pepinsky, p. 173.

[177]Robinson, p. 159.

The counselor needs always to keep in mind that counseling is a learning situation . . . in which the counselee is assisted to recognize and interpret the problem, explore possible solutions and, finally, to arrive at a course of action which he wishes to try as a possible way of meeting a recognized difficulty.[178]

The basic problem is one of assisting the client to learn to adapt more efficiently. This learning process involves (a) the diagnosis of the causes of personality maladjustment, (b) securing proper conditions for efficient learning, (c) the making of plans for modifying etiological factors, (d) stimulating the client to develop his own resources and assume responsibility for practicing new modes of adjustment, and (e) the proper handling of any related problems which may contribute to adjustment.[179]

As counseling is a continuous and systematic learning situation, the counselor needs to take stock as to just where he and the counselee are and what next steps should be taken. Taking inventory of progress and planning for future steps give continuity and direction to counseling.[180]

The client alone has the keys which can unlock the inner chambers of his experience. . . . The counselor, on the other hand, has access to much more information of various sorts than the client has . . . Out of situations in which these two sorts of contributions are fused in complex ways, decisions come which seem sound to both counselor and client.[181]

Students need to know test results so that they may utilize the self-understanding achieved through such knowledge in selecting areas of concentration, planning exploratory experiences, accepting and appraising recommendations offered them at school and at home, setting and altering goals, and making plans to attain those goals.[182]

. . . the counselor seeks to induce an experimental attitude in the student, a willingness to try out the counselor's suggestions and his own ideas. Usually the counselor states quite frankly that his advice consists largely of

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[178]Smith, pp. 5-6. [179]Thorne, p. 88.

[180]Tolbert, p. 276. [181]Tyler, p. 204.

[182]Warters, p. 144.

activities to be tried out by the student, that there is no single "right" thing to do, only general suggestions to be tried out by each student and to be evaluated after the try-out.[183]

10. The counselor identifies the client's problem from data which are unavailable to the client. (Secondary)

Every counselor faces the responsibility of identifying some of the factors that may be creating problems not yet recognized by the client.[184]

The patient seeks the help of the counselor because he has problems which he is unable to solve with his own resources. . .[185]

If a student could diagnose his own emotional problems, he would have little need of the counselor's services.[186]

11. The client identifies his own problems from data which are not available to the counselor. (Secondary)

In most cases, of course, the personal problems of a human being cannot be solved by another person, even if the latter were aware of the real problem.[187]

There is confidence that the client will make the best, or "right" choices for himself, without coercion, direction, or pressure of any kind. . . . Manipulation is not necessary to produce change. Change is made possible by providing opportunities for the individual to restructure his perceptions.[188]

An important truth in regard to this private world of the individual is that it can only be known, in any genuine or complete sense, to the individual himself. No matter how adequately we attempt to measure the stimulus . . . and no matter how much we attempt to measure the perceiving organism . . . it is still true that the individual is the only one who can know how the experience was perceived.[189]

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[183]Williamson, p. 231. [184]Erickson, p. 30.

[185]Thorne, p. 73. [186]Williamson, p. 257.

[187]Arbuckle, p. 7. [188]Patterson, pp. 124, 289.

[189]Rogers, p. 484.

12. The counselor recognizes individual differences among clients. (Basic)

The setting up of an absolute rule of behavior tends to be counter to human and natural behavior; it is counter to the fact of individual differences.[190]

People differ in the amount and intensity of disharmony that exists between their feelings and impulses and the pressures from the external world.[191]

[The counselor] needs to have the basic attitudes, primarily, a belief that the worth of a person lies in the fact that he is a unique, complex developing person. . . .[192]

Each person's development differs in some ways from that of all other humans. Each person has characteristics, and configurations of characteristics, which are unique to some degree.[193]

One of the primary purposes of the initial interview is to explore the unique ways in which a given client differs from others in behavior and in personal interests, goals, and values. These individual differences in behavior are the factors that have brought the client to this first interview.[194]

Each interview is a new and unique situation. Each problem or personal difficulty also demands individual consideration. It is essential, therefore, that the counselor and the counselee approach the discussion in a flexible and pioneering manner.[195]

Because each student has a unique pattern of motivation and responses, the counselor's creative talents are continually challenged.[196]

The professional clinical or counseling psychologist must consider each individual as a unique problem.[197]

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[190]Arbuckle, p. 15. [191]Bordin, p. 4.

[192]Brammer and Shostrom, p. 413. [193]Byrne, p. 195.

[194]Cottle and Downie, p. 71. [195]Erickson, p. 5.

[196]Fullmer and Bernard, p. 93. [197]Hadley, p. 6.

We know, however, that individual differences in the ability to achieve these desired controls of behavior and its consequences vary over a wide range.[198]

Just as there is no one method of diagnosis of treatment for all counselees in all situations, there is no uniform pattern for clinical counseling.[199]

Since no two people perceive the main problems of life in the same way nor respond to what they do perceive in an identical manner, the process is different for each person.[200]

To function at a high level of responsibility, [the counselor] will be acquainted with the reality of individual differences. . . .[201]

The first approach to human relations appears to be based on an understanding of the individual as a distinct, unique, self-autonomous human person or self.[202]

In stressing the social antecedents of human learning, we do not mean to ignore the role of constitutional antecedents, or individual differences in response capacity which may be present at birth.[203]

The extreme range of individual differences to be found in any grade level can be illustrated with practically any test of skill.[204]

If we could empathically experience all the sensory and visceral sensations of the individual, could experience his whole phenomenal field including both the conscious elements and also those experiences not brought to the conscious level, we should have the perfect basis for understanding the meaningfulness of his behavior and for predicting his future behavior. This is an unattainable ideal.[205]

The appearance of the concept of individual differences

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[198]Hahn and MacLean, p. 24.

[199]Hamrin and Paulson, p. 69. [200]Marzolf, p. 63.

[201]McKinney, p. 30. [202]Patterson, p. 112.

[203]Pepinsky and Pepinsky, p. 119.

[204]Robinson, p. 211. [205]Rogers, p. 495.

with the consequent realization that mass methods were not adequately meeting individual needs was an important factor in the development of the counseling process.[206]

There are wide individual differences in the age and degree to which these factors [the ability to exert self-control, conscious volition, or to utilize intellectual resources optimally] in personality are developed.[207]

The particular individual with whom the counselor is working is a unique personality and different from any other counselee, because of experiences that he has had and the innate characteristics and previous learning that he has brought to those experiences.[208]

There are individual differences in what counselors do and in how clients respond, so that every interview is actually a unique experience.[209]

Individual differences should be determined and provided for as far as possible.[210]

In applying the principle of measurement, the trained counselor will recognize that each student must be diagnosed and counseled as a unique individual with a unique background. But to understand this uniqueness, he must first understand the student's deviation from, or similarities to, other students of similar educational status.[211]

13. The client has the capacity to achieve responsible self-direction. (Basic)

An objective of counseling should also be based on a strong belief in the strengths and capacities of one's fellows . . . The counselor can hardly trust the client to find the right solution to his problems if he does not believe that the client has the capacity somehow to find such a solution.[212]

The counselor aims to contribute to the removal of

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[206]Smith, p. 3. [207]Thorne, p. 393.

[208]Tolbert, p. 167. [209]Tyler, p. vi.

[210]Warters, p. 11. [211]Williamson, p. 244.

[212]Arbuckle, p. 16.

these deeper lying personal obstacles and to bring about the reactivation of the psychological growth processes in that person.[213]

. . . given the proper atmosphere and encouragement, the worker has the power to help himself and, in the process of doing so, to become more independent, fully-functioning, and creative.[214]

If a counselee is not to be expected to grow through counseling, there is no purpose to counseling. . . . One does expect a counselor to induce change in a counselee . . . It is expected because it is possible, and a counselee has been denied the benefit of counseling if growth has not been made possible.[215]

On the counselor's part [the counseling relationship] is based on a sincere desire to help by accepting the client as a person worthyof respect and as a person who possesses unused capacities for change, if the counselor can create a climate where this change can take place.[216]

There is considerable evidence to support the assertion that most individuals have within themselves startling capacities for making needed adjustments to their environments and for developing abilities to cope with future situations.[217]

Counselors work from the assumption that mature, rational persons are capable of a high level of ordered thought and thus of imposing much structure. A second assumption of counselors is that the greater the capacity a person has for ordered thought, the more likely he is to act in a constructive, positive way. The goal for counseling is the development of a pattern of growth that will utilize a person's maximum capacity for ordered thought.[218]

Man is superior to other living organisms in his ability to modify his behavior in response to a changing situation more quickly and more extensively. Theoretically, all behavior, deviant or normal, is susceptible to modification. This has important implications for counseling or psychotherapy.[219]

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[213]Bordin, p. 9. [214]Brammer and Shostrom, p. 412.

[215]Byrne, p. 44. [216]Cottle and Downie, p. 62.

[217]Erickson, p. 48. [218]Fullmer and Bernard, 158.

[219]Hadley, p. 164.

. . . we accept the general principle that each one of us possesses a power of self-realization and self-direction.[220]

In helping young people to assume responsibility for themselves, the eclectic counselor employs the basic assumption of nondirective counseling that each individual has the capacity to solve most of his problems.[221]

Willingness to look for and consult expert knowledge about one's problems, ability to weigh evidence and recognize the pitfalls of semantic confusion, and confidence in one's capacity for self-determination are some of the significant skills and attitudes which should be the culmination of counseling.[222]

To the counselor every client can be supposed to have some possibility for adjustment.[223]

In the understanding approach in psychotherapy, emphasis is placed upon the capacity of the client for taking responsibility for himself, beginning with the therapeutic process itself.[224]

The function of the . . . counselor rests on the assumption that the client has learned to behave as he now does, and that he can learn to behave differently.[225]

The counseling approach must have respect for the client's ability to participate in thinking through his problem.[226]

. . . we may say that the counselor chooses to act consistently upon the hypothesis that the individual has a sufficient capacity to deal with all those aspects of his life which can potentially come into conscious awareness.[227]

The goal of the pupil is to make the best possible use of his strengths and minimize his weaknesses, a task

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[220]Hahn and MacLean, p. 24.

[221]Hamrin and Paulson, p. 83. [222]Marzolf, p. 314.

[223]McKinney, p. 122. [224]Patterson, p. 112.

[225]Pepinsky and Pepinsky, p. 120.

[226]Robinson, p. 250. [227]Rogers, p. 24.

which involves matching his unique pattern of potentialities with appropriate opportunities.[228]

The behavior of the constitutionally adequate, physiologically integrated, psychologically mature person is characterized by a marked capacity for rational, conscious, deliberate, adaptive self-regulation.[229]

The counselor helps the counselee to understand his capabilities and limitations. With his skill and experience the counselor is able to help the counselee estimate what he can do well and what he is weak in and thus make a reasonably accurate inventory of his potentialities.[230]

[The counselor] knows that human individuals have the capacity to face confusion and organize it in meaningful ways. That, after all, is the most important consideration. . . . Giving a person factual information bearing on some complex issue implies that one thinks he has the capacity to make use of it.[231]

If the counselor respects the student, he is willing for him to be himself and to differ from others. He believes in his worth and dignity as an individual, in his capacity to make sound decisions, and in his desire to do so.[232]

Counseling is that part of personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution and of the community, to assist the client to achieve the optimum adjustment of which he is capable.[233]

14. <u>The client possesses an inherent potential for independence and self-direction</u>. (Secondary)

Man became a forward-moving creature when he could really look at himself, blame himself for his own mistakes, and at the same time have confidence in his capacity to move ahead.[234]

[The counselor] must learn to see client desire to

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[228]Smith, p. 24. [229]Thorne, p. 389.

[230]Tolbert, p. 264. [231]Tyler, pp. 8, 181.

[232]Warters, p. 412. [233]Williamson, p. 209.

[234]Arbuckle, p. 98.

differentiate himself as evidence of the constructive forces in his client instead of as an obstacle to the therapeutic task.[235]

The idea behind the "coaching and counseling" approach is . . . that an individual cannot be changed from the outside, any significant change that takes place in him must be self-directed. . .[236]

[The counselor's goal] firmly based on the human worth of the individual . . . is to help each counselee bring into full operation his unique potential in compatibility with his own life style and within the ethical limits of society.[237]

The acceptance by the counselor of the client's capacity to solve these problems in a fashion most suitable to the client is the essence of a sound counseling relationship.[238]

The authors favor the concept of man as a creative and self-actualizing system. Man is more than a system. Man moves toward liberation by process. Process is what leads a youngster from being a conditioned robot to becoming a self-actualized individual, capable of freedom and responsibility.[239]

It seems to the authors that the unique pattern of the counselor lies basically in . . . his theoretical orientation to, and emphasis upon, trait-and-factor and self-realization hypotheses, . . .[240]

. . . the eclectic approach recognizes the fact that often the counselee himself has more resources for growth than have been utilized and that his expression of emotionalized attitudes may be a helpful part of much good counseling.[241]

In conclusion, then, the counselor does for the

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[235]Bordin, p. 130. [236]Brammer and Shostrom, p. 412.

[237]Byrne, p. 19. [238]Cottle and Downie, p. 62.

[239]Fullmer and Bernard, p. 156.

[240]Hahn and MacLean, p. 11.

[241]Hamrin and Paulson, p. 88.

client what the latter's developmental status at any time requires, so long as acting upon the immediate need neither presents new difficulties that will have to be overcome later nor jeopardizes the client's long-term growth as a self-determining individual.[242]

The emphasis throughout this book has been on creating an environment in which the student can grow through his own initiative and satisfy his own potentialities in a manner compatible with his surroundings.[243]

Dependence is placed upon the natural or inherent growth forces in the individual. The therapeutic situation is one in which an atmosphere is created in which these growth forces can be released and allowed to operate.[244]

The therapist becomes very much aware that the forward-moving tendency of the human organism is the basis upon which he relies most deeply and fundamentally. It is evident . . . in the general tendency of clients to move in the direction of growth when the factors in the situation are clear, . . .[245]

A person is not really molded by his culture. He reacts to its pressures and selects from its many alternative possibilities those that best buit his emerging self.[246]

If a counselor respects a student, . . . he believes in his worth and dignity as an individual, in his capacity to make sound decisions, and in his desire to do so. He is hopeful and optimistic about the outcomes of the student's efforts to direct himself--to find solutions to his problems, to make plans for the future, to live a socially useful life as a responsible individual.[247]

15. <u>The client has the capacity to extinguish ineffective behavior patterns and to learn new patterns of behavior which will enable him to function more adequately.</u> (Secondary)

By interruption of the cycle of self-defeating control, the therapist hopes to enable the patient to re-establish

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[242]Marzolf, p. 354. [243]McKinney, p. 153.

[244]Patterson, p. 124. [245]Rogers, p. 489.

[246]Tyler, p. 290. [247]Warters, p. 412.

control in a more positive satisfying form.[248]

Psychological growth depends upon the twin principles of maturation and learning. Maturation implies a potential for development which unfolds under the proper stimulating conditions when the organism is ready to respond.[249]

The "normal" person involved in making decisions and plans which have lifetime significance, and particularly in trying to adapt to a situation with which he is out of harmony, may be expected to develop considerable feeling as counseling progresses. The counselor works with this feeling of affect, but only to the degree that is required for the counselee to grow enough to be able to make the decision, plan, or adaptation.[250]

A unique combination of attributes is needed by the counselor in order to help a client make self-evaluations and changes in behavior based on these evaluations without telling the client what choices to make.[251]

Man is an adaptable and creative being. Each day brings a new appreciation of what he can do if his energies can be coordinated and directed. An individual usually possesses most of the abilities to solve his individual problems. His frustrations continue, not through any lack of ability on his part but through failure to use his abilities wisely.[252]

Both he and the counselee attempt to get a clearer perception of a dilemma (sometimes distressingly vague) so that the individual will know how to (1) change his behavior to live more effectively, (2) change a situation so that he can be more productive, or, (3) change his perception of the situation so that he can live with it (since he must).[253]

Our purpose has been to encourage the prospective counselor to constant awareness that old behavioral patterns may have to be unlearned or altered and new patterns learned. All that we know about the learning process must be directed toward this goal.[254]

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[248]Bordin, p. 156. [249]Brammer and Shostrom, p. 64.

[250]Byrne, p. 54. [251]Cottle and Downie, p. 1.

[252]Erickson, p. 17.

[253]Fullmer and Bernard, pp. 28-29. [254]Hadley, p. 177.

Theoretical application for the counseling psychologist lies in the direction of aiding the normal person to solve his personal problems of educational-vocational choice and preparation and to promote insights into behavior which will result, through learning, in greater self-realization and self-direction and in more appropriate and effective behavior in social settings.[255]

In this book, the authors wish to give primary emphasis to those counseling methods which can be classed as explanatory, informative, and educative in character. When the counselor employs these methods, the interview becomes a learning situation through which the counselee becomes not only better able to handle his present difficulty or situation but also better able to handle a new difficulty when it arises.

Self-understanding is essential before the interview can be fruitful as a learning situation. . . . Self-understanding should lead the counselee to reorient his goals and actions or to confirm a course previously set.[256]

The maladjusted individual may be one who either has not learned how to meet frustration and resolve conflicts or who has learned inadequate ways of doing so.[257]

There are certain goals which are basic to all kinds of counseling. The counselor attempts to stimulate in the client the development of a more confident feeling of personal adjustment and increase his effectiveness in dealing with his environment. . . . He may help the student to learn from his errors; he may indeed keep him from being overwhelmed by those errors until he can discover the correct solutions.[258]

If the client is to achieve more than a temporary anxiety reduction through counseling, however, he must learn more than is implied by the process of discrimination. Beyond this, he must "unlearn" old associations between stimulus and response events.[259]

. . . it is proposed that people can also benefit from being taught constructive methods of adjusting. . . .

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[255]Hahn and MacLean, pp. 289-290.

[256]Hamrin and Paulson, pp. 85-86.

[257]Marzolf, p. 72. [258]McKinney, pp. 34, 38.

[259]Pepinsky and Pepinsky, p. 240.

Some writers in the field of counseling have held that creative and integrative forces exist within the individual which, when given an atmosphere free from censure and coercion, lead to his obtaining better insight into his experiences and to his selecting better means of adjustment; the function of the counselor then is to provide an atmosphere wherein these forces are freed to work. It must be stated that many other psychologists do not agree with this view since it does not accord with traditional modes of thinking in psychology and there is little if any experimental evidence as to its existence.[260]

The purpose of the counseling function is to encourage and assist the counselee to become increasingly self-directive, either by learning new adjustment patterns or by applying those already learned.[261]

It is postulated that the ability to exert self-control, conscious volition, or to utilize intellectual resources optimally is not instinctive or innate but is learned by training and experience.[262]

Of foremost importance in counseling is the concept that the individual's personality is learned primarily in relations with other people. This learning process begins very early and continues all through life. Innate characteristics may have an effect, for example, physical size and build; but what the individual thinks or feels about himself is more important than his actual physical attributes. These reactions, as well as the way he reacts to others and perceives their reactions to him, his goals, defenses, and values, are almost completely the product of social living.[263]

Much counseling is oriented toward the making of choices and decisions. . . . there seems to be a general skill in the making of decisions, a skill which counseling can help one to learn. Once a person has made a plan for some segment of his life which he is content to abide by, he is better able to make the next one intelligently and without too much hesitation and conflict.[264]

It is assumed that the client brings to counseling

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[260]Robinson, pp. 231, 61. [261]Smith, p. 22.

[262]Thorne, p. 393. [263]Tolbert, p. 155.

[264]Tyler, p. 195.

problems associated with past experiences and that through the counseling experience he can learn to develop new adjustive patterns.[265]

> [The counselor should] aid the individual to formulate the answer to the following questions about himself: How did I get this way--what factors caused this behavior? What will probably be the future developments if this present situation continues? What alternative actions or modifications could be produced and by what means? How can I produce desirable changes in my behavior? . . .
>
> Of course, all personnel workers want to see students self-propelled, but it is a major responsibility to aid the student in seeing that his forward motion is directed toward what the student considers to be an acceptable goal.[266]

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[265]Warters, p. 400. [266]Williamson, pp. 213, 189.