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**LA THÈSE A ÉTÉ  
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A COMPARISON OF THREE METHODS OF  
TRAINING PEER COUNSELLORS AT THE  
SECONDARY SCHOOL LEVEL

by J. Roger Hardy

Thesis presented to the School of  
Graduate Studies of the University  
of Ottawa as partial fulfillment  
of the requirements for the degree  
of Ph.D. in Education

University of Ottawa  
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## CURRICULUM STUDIORUM

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## TABLE OF CONTENTS

Chapter	page
INTRODUCTION . . . . .	vii
I.- REVIEW OF THE LITERATURE . . . . .	1
1. The Psychological Needs of the Adolescent	1
2. The Application of the Basic Tenets of Individual and Group Counselling as One Means of Helping the Adolescent Meet His Psychological Needs within the Secondary School	9
3. The Adolescent Peer Influence Model	14
4. The Training of Peer Counsellors	30
A. Developmental Group Counselling	32
B. Microcounselling Groups	39
C. Developmental Group-Microcounselling Training	52
5. Adolescent Alienation	54
6. The Statement of the Problem	64
7. Statement of the Hypothesis	67
II.- EXPERIMENTAL DESIGN . . . . .	68
1. Population and Sample	68
A. The Selection of Peer Counsellors	69
B. The Selection of Junior Male Students as the Peer Counselees	73
2. The Measuring Instruments	76
A. The <u>Anderson Student Expectations Inventory (S.E.I.)</u>	76
B. The <u>Carkhuff Discrimination Index</u>	77
C. <u>Henmon-Nelson Intelligence Test</u>	78
D. <u>Blishen Socio-economic Index for Occupations in Canada (1967)</u>	78
3. The Peer Counsellor Training Program	79
A. Developmental Groups (DG)	80
B. Microcounselling Groups (MG)	82
C. Developmental and Microcounselling Groups (DMG)	83
4. The Peer Counselling Program	84
5. Statement of the Hypothesis	86
6. Plan of the Statistical Analysis	86
III.- PRESENTATION AND DISCUSSION OF RESULTS . . . . .	87
1. The Research Problem	87
2. The Research Hypothesis	87
3. Presentation and Discussion of Results	88

TABLE OF CONTENTS

Chapter	page
III.- 3. A. A Test-retest Reliability Study of the <u>Student Expectations Inventory</u>	88
B. Means and Standard Deviations of Posttest Alienation Scores (Total (S.E.I.), Scholastic Aptitude and Socio-economic Status	89
C. Univariate Analysis of Covariance on the <u>Student Expectations Inventory</u> Total Scores	92
D. Means and Standard Deviations of Posttest Alienation (S.E.I.) Subscale Scores, Intelligence Scores and Socio-economic Status	94
E. Multivariate Analysis of Variance on the <u>Student Expectations Inventory</u> Subscale Scores	94
4. Summary	101
5. Conclusions and Implications for Further Research	102
ANNOTATED BIBLIOGRAPHY. . . . .	104
BIBLIOGRAPHY. . . . .	108
 Appendix	
1. SURVEY TO TEACHING STAFF. . . . .	115
2. <u>The Carkhuff Discrimination Index</u> . . . . .	117
3. LETTER TO PARENTS OF PEER COUNSELLORS . . . . .	130
4. <u>Student Expectations Inventory</u> . . . . .	133
5. DATA FOR RELIABILITY STUDY OF THE <u>Student</u> <u>Expectations Inventory</u> . . . . .	142
6. LETTER TO PARENTS OF PEER COUNSELLEES . . . . .	146
7. RATING FORM FOR AUDIOTAPE EVALUATION. . . . .	149
8. MICROCOUNSELLING TRAINING SKILLS MANUALS. . . . .	151
9. DATA FOR <u>Student Expectations Inventory</u> . . . . .	168
10. PEER COUNSELLING AWARD. . . . .	172
11. PEER COUNSELLING EVALUATIONS. . . . .	174
12. ABSTRACT OF <u>A Comparison of Three Methods of</u> <u>Training Peer Counsellors at the Secondary</u> <u>School Level</u> . . . . .	180

LIST OF TABLES

Table	page
I.- Test-retest Reliability Coefficients of the <u>Student Expectations Inventory (S.E.I.)</u> . . . . .	90
II.- Means and Standard Deviations of Posttest Alienation Scores (Total) <u>S.E.I.</u> , Scholastic Aptitude and Socio-economic Status . . . . .	91
III.- Univariate Analysis of Covariance of Anderson's <u>Student Expectations Inventory (S.E.I.)</u> Total Scores . . . . .	93
IV.- Means and Standard Deviations of Posttest Alienation Scores, <u>S.E.I.</u> Subscale Scores . . . . .	95
V.- Multivariate Analysis of Variance of <u>S.E.I.</u> Subscale Scores . . . . .	96

## INTRODUCTION

The utilization, in a structured way, of the influence which peers have on one another has increased significantly in secondary schools in the past decade. The expression "peer counselling" has come to represent an attempt on the part of counselling departments to allow students to enhance their interaction and involvement with other students. In addition to providing an important means of encouraging affective or emotional growth among students, the maximizing of positive aspects of the peer influence model through peer counselling programs is used widely as a means of helping the adolescent cultivate more meaningful relationships through communication with other adolescents.

The purpose of the present study is to extend existing counsellor education theory and practice to the field of peer counselling by a comparison of three methods of training secondary school students as peer counsellors. The three training methods are compared through the decrease in alienation scores on the part of the junior students, the peer counsellees, with whom the senior students worked after receiving their training. The rationale for the present study is derived from the literature on the psychological needs of the adolescent which is examined herein. The basic tenets of individual and group counselling are then examined as one means of helping the adolescent meet his psychological needs

within the secondary school setting. This examination is followed by a review of existing research on the effects of adolescent peer influence. This literature is examined for the purpose of determining the extent of the influence which adolescents can have on each other both in natural and in structured settings.

A review of the literature on peer counsellor training indicated that participation in a Developmental Group counselling experience can enable peer counsellor trainees to create an empathic climate and gain considerable insight and empathy for each other. The Developmental Group counselling experience can provide, in a psychologically safe way, for the empathic personal growth of the participant. In addition, in Developmental Group counselling, attention is focused on the developmental tasks, the psycho-social stages, and the vocational development stages of the adolescent.

The second approach to the training of peer counsellors focused on the didactic aspect of training. An approach was sought which would lead directly to the acquisition of communication skills; the acquisition of such skills would subsequently lead to increased peer counsellor growth.

Both the Developmental Group counselling training, which emphasized growth in empathy, and the Microcounselling training methodology, which emphasized growth in communication skills, were illustrated to be more than adequate as training

methods for peer counsellors within a secondary school. A further delineation of the theoretical rationale for the hypothesis did, however, indicate that in the case of Microcounselling training, extinction could take place quickly if the skills were not practiced and reinforced. In the case of Developmental Group training, the exposure to the training experience could teach one a great deal about what it was like to be in a counselling group, but not a great deal about how to discriminate and label precisely what was happening in the group. The theory thus led to the conclusion that a combined Developmental Group-Microcounselling approach to training would be superior to either training method used separately.

The experimental design of the study is contained in Chapter II. The results of testing the hypothesis are presented and discussed in Chapter III. Chapter III is concluded by the summary of the research and the statement of conclusions. The annotated bibliography, the bibliography, the appendices, and the abstract of the thesis conclude the study.

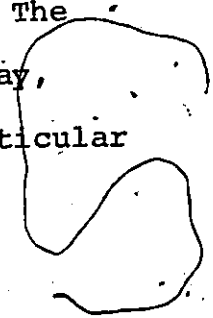
## CHAPTER I

### REVIEW OF THE LITERATURE

The purpose of this chapter is to provide a background in theory for the present research project. In the first part of the chapter, an examination of the psychological needs of the adolescent is presented. The application of the basic tenets of individual and group counselling as one means of helping the adolescent meet his psychological needs within the secondary school setting is examined. In the next part of the present chapter, a review of existing research on the influence which adolescents have on one another in both natural and structured settings, the peer influence model, is presented. Three methods of training senior students as peer counsellors are examined. This examination is followed by a review of the literature on alienation, the dependent variable of the study. The chapter is concluded with a statement of the problem and the hypothesis of the study.

#### 1. The Psychological Needs of the Adolescent.

The psychological needs of the adolescent are examined in the present section. Maslow has commented extensively on the psychological needs of the individual. The behaviour and attitudes exhibited by the individual may, according to Maslow, be best accounted for by his particular



need structure.<sup>1</sup> For Maslow, while the individual does have needs for affection, dignity, respect, appreciation, and honour, it is the implicit importance of his being involved in meaningful communication with people which is essential in order that his psychological needs be satisfied. Maslow considered

that most neuroses involved, along with other complex determinants, ungratified wishes for safety, for belongingness and identification, for close love relationships, and for respect and prestige.<sup>2</sup>

Maslow concluded that the failure of the individual to meet his need for meaningful communication with people was so important that its lack of fulfillment was at the core of the most severe psychopathology involving the individual human being.

Goble, in commenting on Maslow and the Third Force Movement in psychology, said that "the psychologically sick person is one who has never learned to achieve good human relationships."<sup>3</sup>

While the nature and causes of mental illness are beyond the scope of this work, there seems to be little doubt that the individual who is functioning well

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1 Abraham Maslow, Toward a Psychology of Being, New York, Van Nostrand Reinhold, 1962, p. 200.

2 Ibid., p. 21.

3 Frank Goble, The Third Force: The Psychology of Abraham Maslow, New York, Pocket Books, 1970, p. 72.

psychologically within our society has people with whom he can communicate intimately about significant aspects of his existence.

In his discussion of the possible causes of alienation among individuals whose psychological needs are not being met, Hobart distinguished among three interactionally related phenomena. For Hobart, alienation begins with a feeling, whether correct or not, that others "don't understand," a resulting impaired ability to communicate with others, and a deepening sense of social isolation. The feeling that others "don't understand" results in a circular process with fewer attempts on the part of the alienated to communicate; the lessening of communication results in the alienated individual understanding less and experiencing a deeper feeling of alienation.<sup>4</sup>

Hobart has maintained that the extreme withdrawal from personal involvement with others, present among the alienated, is of the utmost importance. In his words:

I am suggesting that a key dimension in the various aspects of alienation which have been identified by others is the desperate feeling of not being able to communicate with others. This, in interaction with the ways of adjusting to this feeling, constitutes the process of alienation.<sup>5</sup>

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<sup>4</sup> C. W. Hobart, "Types of Alienation: Etiology and Interrelationships," Canadian Review of Anthropology and Sociology, Vol. 2, 1965, p. 92-107.

<sup>5</sup> Ibid., p. 93.

Hobart's thesis that the alienated individual experiences a decrease in his patterns of meaningful communication with others seems to present a common behavioral trend to be found among the alienated.

Kuhlen, while paralleling in many ways the work of Maslow, is generally felt to have dealt more specifically with the adolescent. He spoke of the need for status and acceptance and the need for understanding and long-range purpose as being of paramount importance to the developing adolescent.<sup>6</sup> These needs can be met by the adolescent through the presence of significant individuals with whom he can communicate. The adage that the adolescent finds himself, in part at least, through others is of relevance when the satisfaction of psychological needs is being considered.

In a later work, Kuhlen pointed out that while during adolescence, girls tend to have more stable relationships than boys, for both sexes there is

little doubt that the status and degree of acceptance one has among his peers play a fundamental role in the quality of a person's adjustment. [...] In close, warm, secure relationships with other people, individually and in groups, are to be found many of the most satisfying experiences of life and the major sources of psychological security.<sup>7</sup>

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<sup>6</sup> Raymond G. Kuhlen, The Psychology of Adolescent Development, New York, Harper Bros., 1952, 1-675 p.

<sup>7</sup> S. L. Pressey and R. G. Kuhlen, Psychological Development through the Life Span, New York, Harper and Row, 1957, p. 506.

Erikson added an important dimension to the need for the adolescent to have meaningful communication with other adolescents when, in speaking of youth, he said:

The dominant issue of this stage, therefore, is the assurance that the active, the selective ego, is in charge and enabled to be in charge by a social structure which grants a given age group the place it needs, and in which it is needed.<sup>8</sup>

Failure of the adolescent to feel needed within our society has resulted in the peer group becoming almost a small society in itself. Indeed, Coleman much earlier saw the peer group as becoming an ever-increasing source of adolescent involvement which maintained an ever-decreasing connection with the outside adult world.<sup>9</sup>

Bier has said that because the individual adolescent understands so little of himself, his greatest need is to be understood by others.<sup>10</sup> The understanding, of which Bier spoke, has decreased as isolation of the adolescent as a social entity has increased.

Koury recognized the need for innovations to resolve the role diffusion which may pervade the life of the adolescent as he attempts to establish an identity of his own

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<sup>8</sup> Erik H. Erikson, Identity: Youth and Crisis, New York, Norton, 1968, p. 246.

<sup>9</sup> James S. Coleman, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education, New York, The Free Press, 1961, p. 312.

<sup>10</sup> William C. Bier, The Adolescent: His Search for Understanding, New York, Fordham University Press, 1963, ix-246 p.

through the meeting of his psychological needs.<sup>11</sup> On the problem of identity, Erikson has said that where youth during adolescence do not establish intimate relationships with others, they may settle for highly stereotyped interpersonal relations and come to retain a deep sense of isolation.<sup>12</sup>

Heath, in a manner similar to Erikson, has spoken of the deep sense of alienation prevalent among modern youth. For him, although adolescents have a deep desire for close friendships, they exhibit a great hesitancy to risk initiating and maintaining the intimacy necessary for such close relationships. Heath, less concerned with theoretical aspects of adolescence than Erikson, saw one of our great needs to be the development of institutionalized ways of teaching young people to communicate emotionally with one another. He said that adolescents need to be taught how to express affectionate and appreciative feelings, how to develop more intimate relationships with members of their peer group and how to act responsibly in encounters with peers in order to test their hypotheses on their emerging values.<sup>13</sup> For Heath, the

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11 M. A. Koury, "Crisis: Identity," Adolescence, Vol. 6, No. 22, Summer 1971, p. 229-233.

12 Erikson, op. cit., p. 136.

13 Douglas H. Heath, Humanizing Schools: New Directions, New Decisions, New York, Hayden, 1971, p. 20.

quality of the adolescent's interpersonal relationships, particularly with his peers, was one of the primary determinants of maturity and intellectual growth. In agreement with Erikson, but with greater emphasis on a solution to the problem, Heath said:

Adolescents have few opportunities in our society to perform meaningfully responsible service to others. One learns to care by caring. Adolescents need to be challenged imaginatively, motivationally, socially, ethically as well as intellectually [...] Our schools will never have the resources to provide the care and attention that each child needs [...] Every student in the eighth through the tenth grade should have the responsibility for an entire school year of helping two younger children become more educable.<sup>14</sup>

By providing opportunities for older students to become involved in purposeful endeavours with younger students within our schools, Heath feels that we would be making an important step in teaching our young people to care for and feel responsible for each other. The psychologist and educator, Bronfenbrenner,<sup>15</sup> in a recent address, supported Heath's position. After citing statistics to illustrate the alarming deterioration of traditional family structures and, after examining the need structures of the individual, Bronfenbrenner concluded that larger institutions than the

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<sup>14</sup> Ibid., p. 191.

<sup>15</sup> Urie Bronfenbrenner, "Families and Children--Who Cares?", an address, Second Pickering Lecture, Carleton University, Faculty of Psychology, December 10, 1976.

family would have to provide a "curriculum for caring" so that the adolescent's psychological needs could be better met. His challenge is that in North America we must remake our institutions so that people are put first.

In conclusion, the adolescent has, along with other psychological needs, the need for involvement through meaningful communication with others. Frequently the need is not met in our society. As a result of our hesitation and failure in helping the adolescent to meet his most important psychological need, our adolescents operate almost entirely within the confines of the peer group. The peer group as it operates naturally may have a negative effect on certain adolescents. The conscious acceptance by certain institutions, like the home and the school, of what should be one of their roles, and the incorporation into existing structures, of programs which enable the adolescent to meet his psychological need for involvement through meaningful communication would undoubtedly have positive benefits. The adolescent would experience more positive feelings for the institution which heretofore he may have felt that he had little real involvement in or understanding and appreciation of. He could also have the positive feelings that would come with the realization that he is, at least in part, an agent of change in these institutions and not estranged and alienated from them.

2. The Application of the Basic Tenets of Individual and Group Counselling as One Means of Helping the Adolescent Meet His Psychological Needs within the Secondary School.

The processes of individual and group counselling are now examined as a possible means of helping adolescents meet their psychological need for meaningful personal communication. At the same time, the processes are examined as a means of helping to reduce the feelings of alienation which adolescents may experience in our secondary schools.

Counselling is a direct, interpersonal relationship between counsellor and counsellee in which the principal objective is the improvement of the welfare and the amelioration of the problems of the counsellee.<sup>16</sup> The primary purpose of counselling is to maximize human effectiveness.<sup>17</sup> From a practical standpoint, effective human behaviour is that behaviour which gives the individual the greatest possible long-term control over his environment and the affective responses within him that are evoked by that environment.<sup>18</sup> The basic assumption underlying the counselling process is that the human personality unfolds as a result of healthy

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16 J. A. Humphreys, A. E. Traxler, and R. D. North, Guidance Services, Chicago, Science Research Associates, 1960, p. 5.

17 Donald H. Blocher, Developmental Counselling, New York, Ronald, 1966, p. 5.

18 Ibid.

interaction between the growing organism and his culture or environment.<sup>19</sup>

The traditional counselling process has long provided a means by which the individual has attempted to meet his need for deep meaningful personal communication with others. The meaningful personal communication and the resultant involvement of the counsellor in the life of the client is generally felt to be at the core of the counselling process.

Writing on the reason for more and more individuals seeking the help of a counsellor, May stated:

On the basis of my own clinical practice as well as that of my psychological and psychiatric colleagues [...] the chief problem of people in the middle decade of the twentieth century is emptiness.<sup>20</sup>

The emptiness of which May spoke has been likened by him to "estrangement, playing it cool, alienation, withdrawal of feeling, indifference, anomie, and depersonalization."<sup>21</sup> These feelings appear to be consistent with the earlier theories presented in the present work where it was concluded that feelings of alienation and even withdrawal exclusively to the peer group could become pervasive where the need

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<sup>19</sup> Ibid., p. 4.

<sup>20</sup> Rollo May, Man's Search for Himself, New York, Norton, 1953, p. 14.

<sup>21</sup> Rollo May, "Our Schizoid World," Love and Will, New York, Norton, 1969, Chapter 1, p. 29.

of the adolescent for meaningful personal communication with others was denied.

What is there inherent in the counselling process which is related to the psychological needs of the adolescent? Carkhuff, in describing the nature of the counselling process, said:

The degree to which the helping person offers high levels of empathic understanding of the helpee's world is related directly to the degree to which the helper is able to understand himself and others.<sup>22</sup>

Empathic involvement through meaningful personal communication is at the core of the counselling process. Many theories of counselling deal, as Carkhuff has dealt, with the necessity of the counsellor becoming involved in a relevant way in the life of his client. Undoubtedly, a good many clients come to a counsellor specifically because of the difficulties involved for them in finding people in the outside world with whom they can meaningfully relate. These clients are the individuals whose psychological needs for meaningful personal communication are not being met within the existing social structure. In more recent times, in an attempt to increase the impact which any one trained counsellor can have, counsellors have been making<sup>23</sup>

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<sup>22</sup> Robert R. Carkhuff, Helping and Human Relations: A Primer for Lay and Professional Helpers. Vol. I: Selection and Training, New York, Holt, Rinehart and Winston, 1969, p. 36.

more use of group counselling principles. An examination of group counselling as it is related to the present study follows.

Group counselling, a means of increasing the empathic involvement of one counsellor with a larger number of clients, has received increased attention in the literature since the early sixties. In their survey of the literature from 1960 to 1965, Gazda, Duncan, and Meadows generated what is regarded as a classic definition of group counselling. The definition is presented here in order that counselling groups may be seen in clearer perspective. To Gazda et al.:

Group counselling is a dynamic interpersonal process focusing on conscious thought and behavior and involving the therapy functions of permissiveness, orientation to reality, catharsis and mutual trust, caring and understanding, acceptance and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one's peers and the counsellor. The group counselees are basically normal individuals with various concerns which are not debilitating to the extent requiring extensive personality change. The group counselees may utilize the group interaction to increase understanding and acceptance of values and goals and to learn and/or unlearn certain attitudes and behavior.<sup>23</sup>

The recent increased use of group counselling makes it an important medium through which greater numbers of individuals can become involved in meaningful communication, not only with a trained counsellor but with other members of

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<sup>23</sup> George M. Gazda, Theories and Methods of Group Counselling in the Schools, Springfield, Thomas, 1969, p. 9.

a counselling group. The abilities of one trained counsellor, as facilitator, can be utilized so that the needs of a greater number of people can be met.

In discussing the goals and purposes of group counselling within the schools, Gazda saw the experience as providing a means whereby adolescents could explore what it means to be a person, could develop a better understanding of other people through careful listening, could integrate their feelings and thoughts, could learn to become more effective in social situations, could re-examine their values, and could learn to be more responsible for their own behaviour.<sup>24</sup> A counselling group passes through four stages: the involvement stage; the transition stage; the working stage; and the ending stage.<sup>25</sup> In the early stages of group development, there are beginnings of trusting and accepting relationship formations and a desire to discuss feelings and behaviour. Both of these stages within a group provide the adolescent with a means of increasing his emotional involvement through meaningful personal communication with other adolescents.

In conclusion, encouragement is contained in the literature for the increased use at the secondary school

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24 Ibid., p. 90-91.

25 Clarence A. Mahler and Edson Caldwell, Group Counselling in Secondary Schools, Chicago, Science Research Associates, 1961, p. 66.

level of various forms of group counselling.<sup>26</sup> The counselling group provides the identity-seeking adolescent with an opportunity to place his concept of existence in relation to other adolescents' concepts of existence.<sup>27</sup> More important to the present work, the counselling group provides opportunities for increasing meaningful personal communication among adolescents. This increased personal involvement gained through opportunities for meaningful personal communication was seen to be most necessary in the previously discussed treatment of the psychological needs of the adolescent.

### 3. The Adolescent Peer Influence Model.

The adolescent peer influence model encompasses that influence which adolescents have on each other, when through various modelling behaviours and the dispensation of rewards and punishments, the individual adolescent comes to be controlled by members of his peer group. Peer counselling refers to a relationship in which communication on matters of joint concern; with appropriate levels of empathic understanding, positive regard, genuineness and concreteness or

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<sup>26</sup> Daniel W. Fullmer and Harold W. Bernard, The School Counsellor-Consultant, Boston, Houghton-Mifflin, 1972, p. 152.

<sup>27</sup> Angelo V. Boy and Gerald J. Pine, The Counsellor in the Schools: A Reconceptualization, Boston, Houghton-Mifflin, 1968, p. 217.

specificity of expression, is made available by a trained peer designated as "more knowing" to a person of approximately the same age designated as "less knowing."<sup>28</sup>

There follows in the present section an examination of various programs which have made structured use of the peer influence model. The purpose of such examination is, firstly, to ascertain the real effects that peers can have on each other and, secondly, to ascertain the present research needs within that general field which provides for a structuring of the natural effects of peer influence, the area of peer counselling.

There have been numerous recent works which have cited attempts, through the use of individual and group counselling programs, to maximize the positive effects inherent in the peer group. The enormous relatively untapped potential of the peer group has recently been used successfully in tutorial programs at the college level by Brown<sup>29</sup> and by Ware and Gold<sup>30</sup> and, in one-to-one counselling

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28 T. J. Vriend, "The Peer Influence Model in Counselling," Educational Technology, Vol. 9, No. 3, 1969, p. 50.

29 William F. Brown, "Student to Student Counselling for Academic Adjustment," Personnel and Guidance Journal, Vol. 43, No. 2, 1965, p. 811-817.

30 Claude Ware and Benjamin K. Gold, "Report on the Los Angeles City College Peer Counselling Program," unpublished paper, July, 1970, no pagination. See also, "The 1968-69 Student Counsellor Assistant Program: Persistence and Scholarship Statistics," 1-15 p.

situations at the university level, by Torney.<sup>31</sup> American University in Washington has embarked upon an extensive peer counselling program with the overall aim of creating, over a three-year period, a student-centred university. While the main emphasis in the American University program involves academic counselling, there does exist, as one of the eight aspects of the program, a telephone service to handle personal-social crises. The fact that last year the peer counselling crisis staff handled more than 10,000 calls indicates the degree of acceptance of the program. Eventually, ten percent of the students will become actively involved as peer counsellors in this program. Details are not available on the specific training procedures used by the professionals, nor has there been research and follow-up work.<sup>32</sup>

In another peer counselling program at the university level, Montes and Ortega<sup>33</sup> utilized peer counsellors to assist potential-drop-out and low income students. Peer counsellors played a major role in the operation of the

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31 D. J. Torney, "The Rap Room, A University Peer Counselling Centre," University of Waterloo, Ontario, April, 1971, 1-7 p.

32 Allan M. Leventhal, "American University Tries Peer Counselling," Guidepost, Vol. 16, No. 10, 1974, p. 6.

33 D. Montes and L. Ortega, "Retention of the Non-traditional Student through Peer Modelling," a paper presented to the Annual Convention of the American Personnel and Guidance Association, Chicago, Illinois, April, 1976, 1-13 p.

program by participating with professional staff in determining program needs and by helping to deliver the available services on campus to non-traditional-type students. The peer counsellors were chosen for the program on the basis of interest, similarity of background to the counselees, and availability. No formal training method for the peer counsellors was reported.

In the hospital setting, professional workers are now turning to the influence of the peer model in their work with clients. The Oak Ridge Mental Health Centre in Penetanguishene, Ontario, a maximum security correctional services institution within Ontario, utilizes the peer model and the Transactional Analysis approach to therapy as part of its treatment milieu. In the Oak Ridge Centre, patients in their rehabilitation process not only become well versed in the language of Transactional Analysis,<sup>34</sup> but also must spend time as group leaders helping their fellow patients.<sup>35</sup> The fact that the Penetanguishene Centre attributes a good deal of its success rate to the use of peers in helping roles, and the fact that the Centre has a very high success

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<sup>34</sup> Transactional Analysis refers to a type of counselling and psychotherapy pioneered by the Canadian, Dr. Eric Berne, and made popular in academic circles through Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry, New York, Grove, 1961, i-270 p.

<sup>35</sup> Personal communication, G. J. Maier, Director, Social Therapy Unit, Oak Ridge Mental Health Centre, Penetanguishene, Ontario, September 30, 1974.

rate are points worthy of note.<sup>36</sup> The success of the Oak Ridge Centre is judged more on the basis of a low recidivism rate than on the application of a true research model as a means of evaluation.

In a program in Baltimore, Maryland,<sup>37</sup> federally sponsored by the Rehabilitation Services Administration, an attempt was made to find out whether, and to what extent, certain adolescents could be utilized to divert other adolescents from juvenile courts. Adolescents, as peer counsellors in the program, were chosen mainly on the basis of availability and interest. The project counsellors provided coaching and counselling to predelinquent and potentially delinquent students identified through the school system. Youth counsellors, seventeen to nineteen years of age, were recruited to work on a part-time basis under the direction of an area rehabilitation supervisor. The youth counsellors were on call day and night for a two-year period. Two hundred and sixteen youths were served during the first two years of the project. Data from the evaluation done at the end of the two years indicated that the youth counsellors had a desirable effect on juvenile recidivism to the courts.

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36 Ibid.

37 Baltimore Youth Advocate Project, "Teens Helping Other Teens Get It Together: An Evaluation of the Baltimore Youth Advocate Project, Final Report," Mayor's Office of Manpower Resources, Baltimore, Maryland, March, 1974, 1-86 p.

Recently, increased attention has been devoted at the elementary school level to the influence of the peer group. Vassos<sup>38</sup> spoke of the channeling of the positive aspects inherent in the peer group as being one of the greatest sources of support and influence on which the guidance counsellor could draw. Her rationale was simple and was based on the fact that "adolescents look to the opinions of friends on issues involving attitudes toward school and learning."<sup>39</sup> The Vassos peer counselling program at Carey Junior-Senior High School in New York was based on the Big Brother/Big Sister concept. This program involved having grade six students serve as Big Brothers or Big Sisters to new entrants to the school below grade six. The program was implemented because consolidation, urbanization, and bureaucratization were producing a sense of isolation and creating an atmosphere of anonymity and facelessness that was having a detrimental effect on student performance.<sup>40</sup> Counsellors, burdened by large case loads, were unable to deal with the general problem of alienation and apathy within the school. Vassos, with the help of other counsellors, making use of the peer influence model, set up a program

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38 Sonya Thomas Vassos, "The Utilization of Peer Influence," The School Counsellor, Vol. 18, No. 3, 1971, p. 209-214.

39 Ibid., p. 214.

40 Ibid., p. 209.

where junior students, if they wished, had access almost anytime during the school day to a Big Brother or Big Sister.

She concluded that

the peer influence model holds great potential for assisting new students to develop more effective behaviour in the school setting, while at the same time establishing a close and cooperative relationship with older students.<sup>41</sup>

In the Vassos program, the peer counsellors received no training. No attempt was made to ascertain what the peer counsellors talked about in their work with the junior students and, finally, there was no attempt to quantify any results of the program.

Vriend saw counsellors as rarely taking advantage of strategies planned to modify the behaviour of a specific group of students. She said:

Methods whereby resources other than those of the individual counsellor [...] are seldom explored or made operational. Peer influence is one such resource. There is a need to develop better ways of organizing and utilizing the resources of students and their ability to help other students to become more successful in the school setting.<sup>42</sup>

Vriend's research work, one of the first attempts to maximize the positive effects of the peer influence model at the secondary school level, involved a supervised program of peer leadership in counselling and study groups within an

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<sup>41</sup> Ibid., p. 214.

<sup>42</sup> Vriend, op. cit., p. 50.

inner-city school. While Vriend did provide in her work some methods of training the peer leaders, the training involved having senior students "sit in" on group counselling sessions run by a trained professional counsellor. The Vriend program was important in that recognition was given to the idea of training the students who were going to serve as peer counsellors. In addition, Vriend evaluated her program on the basis of the academic performance of the selected students; attempts were made to use control groups.

Academic performance in the Vriend study<sup>43</sup> was measured on the basis of Sequential Tests of Educational Progress (STEP) scores for mathematics, science, social sciences, reading and writing; School and College Ability Test (SCAT) verbal, quantitative and total scores; and Grade Point Averages (GPA). Using analysis of covariance to compute differences between the peer counselling and the control groups, on STEP scores the null hypothesis that there would be no significant difference in scores between the peer counselling and control groups was rejected at the .05 level. Vriend used group mean scores to compare the demonstration and control group on SCAT scores. The differences on SCAT

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43 T. J. Vriend, "Utilizing Peer Leaders in Counseling and Study Groups to Modify Academic Achievement: A Demonstration Study in an Inner-city High School," unpublished Ph.D. dissertation, New York University, 1968, p. 106-143.

scores were not statistically significant. On the third criterion, the grade point average, three out of five demonstration groups showed a significantly higher grade point average. While Vriend's study was relevant for reasons mentioned above, the lack of adequate controls, the problems which would be involved in replicating the study and, finally, the use of grade point average as a criterion of success, make the empirical aspect of the study of questionable value. As a demonstration study, the work does have merit.

Varenhorst<sup>44</sup> has initiated a longitudinal research project which is in its seventh year at this time. The Varenhorst Palo Alto program is unique in that, for the first time, students at the secondary school level are not limited to the role of academic tutor or educational advisor. The peer counsellors are involved in a wide range of legitimate counselling roles as professional assistants. The work of the peer counsellors as professional assistants involves helping younger students solve personal problems, develop learning skills, and develop friendships. There are also sessions involving the learning of social skills and the giving of career and vocational information.

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44 Barbara Varenhorst and Beatrix Hamburg, "Peer Counsellor Program and Curriculum," unpublished paper, Palo Alto Unified School District, Palo Alto, California, June 29, 1971, 1-36 p.

Training for the Palo Alto program has been conducted in after-school or evening sessions. The training has involved school personnel as well as four psychiatrists from the Stanford Medical School. An important point in any overall assessment of the Palo Alto program is the fact that the training methods have followed a traditional didactic model. There has been only a minimal opportunity for the peer counsellors to experience or apply their new learnings before or after program sessions. It is also important to note that, in the Palo Alto program, the professionals have been actively involved and present as leaders in the peer counselling groups similar to the way they were in Vriend's earlier work.<sup>45</sup> Much of the attention in the Palo Alto program has been devoted to training the professional to train the peer counsellors. The only selective criterion for the choice of the professional was a time commitment on his part. The main focus of the program has involved the effects on the peer counsellor himself of being chosen, being trained, and having worked as a peer counsellor. Little attempt has been made to assess the effects of the program on the peer counsellee population.<sup>46</sup>

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45 Barbara Varenhorst, "Description Progress Report and Current Status of the Palo Alto Peer Counselling Program," unpublished paper, Palo Alto Unified School District, Palo Alto, California, March, 1972, 1-8 p.

46 Ibid., p. 7-8.

Thoreson and Hamilton<sup>47</sup> used peer social modelling<sup>48</sup> as a means of increasing career exploration behaviours among grade eleven males during a four-week program conducted in a suburban Stanford high school. The purpose of the Thoreson-Hamilton program was to determine the effectiveness of three types of treatment in helping students to process information on careers. The three methods were: video-presented peer social modelling, group counselling with structured stimulus materials, and peer social modelling combined with structured stimulus materials. It was hypothesized that students in each of the three treatment groups would engage in significantly more career exploration behaviours than students in two control groups. Assessment was on the basis of four dependent variables: (a) a knowledge test; (b) a simulated decision test; (c) the frequency of career exploratory behaviours; and (d) the variety of career exploratory behaviours. The results of the Thoreson-Hamilton study, one of the first studies in peer counselling to make use of a rigorous experimental design, did support the hypothesis that peer social modelling techniques were effective in promoting

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47 Carl E. Thoreson and J. A. Hamilton, "Peer Social Modeling in Promoting Career Behaviors," Vocational Guidance Quarterly, Vol. 20, No. 3, 1972, p. 210-216.

48 For a thorough treatment of social modelling, see A. Bandura, Principles of Behavior Modification, New York, Holt, Rinehart and Winston, 1969, esp. Chapter 3, "Modelling and Vicarious Processes," p. 118-204.

career information-seeking and processing behaviours. The reports on the study did suffer from serious defects, however. The test criteria were not presented or explained so that one is not certain of their reliability and validity. In addition, the study was managed by one student-counsellor over a very short period of time. While the external validity of the Thoreson-Hamilton study is questionable, the study does show that it is possible to involve large groups of students in self-help programs.

Using twelve high school peer counsellors, Leibowitz and Rhoads<sup>49</sup> provided training in two basic counselling skills: effective listening and responding, and decision-making. The authors report that role-playing was the primary mode of learning, although nowhere in the report of the study was the method of role-playing described. Training was conducted over nine weekly sessions of two-and-one-half hours duration. The Carkhuff Empathic Understanding Scale was used directly as a training aid. Students were taught to differentiate among level 1, 2, 3, and 4 statements. The tapes which were made of the training program were evaluated by a practicum supervisor and two graduate students. The authors reported in the study that an analysis of variance was used to

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49 R. Leibowitz and D. J. Rhoads, "Adolescent Peer Counselling," The School Counsellor, Vol. 21, No. 4, 1974, p. 280-283.

analyze the data. An important conclusion of this study was that adolescents could be taught to make discriminations that appear to be germane to the counselling process. The peer counsellors were judged to be keenly sensitive to the counselees and to be able to respond appropriately to their specific concerns.<sup>50</sup> While the conclusion of the study is impressive, the study as reported does not contain the detail necessary for replication. The number of students in the sample is small and the evaluative techniques are questionable. In addition, it is impossible to determine from the information given exactly what data were analyzed. Nevertheless, the study does represent an attempt to train peer counsellors using techniques which have been successfully used for a number of years in the training of professional counsellors.

Roffers,<sup>51</sup> in an attempt to develop a model for utilizing peer counsellors in an inner-city high school, surveyed programs existing in the United States prior to 1975. Based on nationwide visitations to existing peer counselling programs, an analysis of existing literature and extensive data gathering through questionnaires, he

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<sup>50</sup> Ibid., p. 282.

<sup>51</sup> D. W. Roffers, "The Development of a Model for Implementing the Positive Peer Culture Program in an Inner-city High School," unpublished paper available from Xerox University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4090), 1975, 1-179 p.

concluded: (1) there was a need for adult leaders who were knowledgeable in various facets of the positive aspects of peer culture; (2) there was a need generally in existing programs for more support staff; (3) there was a need for the recognition that the peer group is a more influential force in changing behaviour in schools than are adults; and finally, (4) there was a lack of sophistication in evaluative processes for most programs.

In Ontario, the Ministry of Education has reported that there are nine informal peer counselling programs operative at the secondary school level.<sup>52</sup> Many of these programs are in the North York and Etobicoke areas of Toronto. An examination of the existing programs, both in Canada and the United States, over the past three years leads one to the following conclusions:

1. Most of the work being done involving the training of peer counsellors is not of an empirical nature.
2. Where research is being done, either in peer counsellor training programs or in actual peer counselling programs, little attention is being paid to developing programs with adequate controls for internal validity.

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<sup>52</sup> Rolland Robert, Executive Assistant to the Deputy Minister of Education, Ontario Ministry of Education, personal communication, 1977. The Ontario Ministry of Education has asked that peer counselling programs be implemented throughout all secondary schools in the province. The document, Guidance: Senior Division, Ontario, Ministry of Education, Publications Branch, 1977, 1-25 p., replaces the Senior Division section of Curriculum I:3 and S:5.

3. Replication of training programs is difficult because the various training processes are not labelled and described.
4. Little attention is given to setting down details involved in the implementation of the actual peer counselling program. As a result, programs are hard, if not impossible, to replicate and reported outcomes of many studies are of questionable merit.
5. In most programs, the peer counsellors work under close one-to-one supervision with a trained professional. Evaluation of outcomes cannot be separated from the influence of the supervisor.
6. A rationale, a justification from sound theoretical principles, for what is being attempted in peer counselling training programs is lacking.
7. Existing research on peer counselling indicates that adequate administrative and organizational time is not being made available to ensure that well organized peer counselling programs are offered.
8. In many peer counselling programs, discussed outcomes differ substantially from intended outcomes.

In summary, the peer influence model offers one viable means of humanizing education,<sup>53</sup> but if maximum use is to be made of the peer influence model at the secondary school level, there is a need to develop and evaluate training programs for peer counsellors.

To encapsulate the review of the literature presented thus far, the conclusion has been reached that there is theoretical and practical justification for increasing the

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53 Richard A. Schmuck and Patricia A. Schmuck, A Humanistic Psychology of Education: Making the School Everybody's House, Palo Alto, National Press, 1974, v-388 p.

utilization of the peer influence model through peer counsellor training programs within secondary schools. The conclusion was arrived at through an examination of the literature on the psychological needs of the adolescent where it was illustrated that an important psychological need of the adolescent, the need for meaningful communication with others, is not being satisfactorily met within existing institutions. From the literature on individual and group counselling, it was illustrated that the counselling process, by providing for empathic personal involvement, offered the adolescent a milieu which helped in the fulfillment of the need for meaningful personal communication. Subsequently, the group counselling milieu was seen to provide a better means of helping more adolescents meet their main psychological need. The personal involvement of the various individuals participating within the counselling group was seen to be therapeutic. In the subsequent treatment of the adolescent peer influence model, the conclusion was reached that, while numerous of the existing programs were producing satisfactory results, there existed a paramount need to develop and evaluate training programs for peer counsellors at the secondary school level.

#### 4. The Training of Peer Counsellors.

In 1952, the learning theorist Eysenck<sup>54</sup> presented a challenge to the counselling profession when he stated that troubled people were as likely to be rehabilitated if they were left alone as if they were exposed to counselling and psychotherapy. As a reaction to this serious challenge, intensive evaluations of counsellor training programs were begun.

Truax, Carkhuff, and Douds<sup>55</sup> emphasized an integration of both the didactic and the experiential approaches to counsellor training. Spivack,<sup>56</sup> in his comprehensive review of numerous counsellor education programs, found that professionals in many counsellor education programs had come to accept Truax, Carkhuff, and Douds' theoretical position and were striving for the proper balance between the two approaches.

Explained briefly, the didactic approach to counsellor training refers to the traditional training approach

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54 Hans J. Eysenck, "The Effects of Psychotherapy: An Evaluation," The Journal of Consulting Psychology, Vol. 16, 1952, p. 320.

55 Charles B. Truax, Robert R. Carkhuff, and John Douds, "Toward an Integration of the Didactic and Experiential Approaches to Training in Counselling and Psychotherapy," Journal of Counselling Psychology, Vol. 11, No. 3, 1964, p. 240-247.

56 J. D. Spivack, "The Use of Developmental Tasks for Training Counsellors Using Interpersonal Process Recall," unpublished Ph.D. thesis, Michigan State University, Lansing, 1970, 1-269 p.

where the student is taught how to be an effective counsellor by a trained professional. The experiential approach to counsellor training gives credence to the concept that to be an effective counsellor, one must experience the counselling relationship from the point of view of the client. At the outset, experiential training emphasizes exploration, discovery and experiencing where the trainee can, through his experience with others, come to recognize himself as a being with unique needs, emotions, and conflicts. At the same time, he can become aware of, sensitive to, and understanding of the needs, emotions, and conflicts of others. In generalizing from the trainee's own personal experiences, inductive learning within the trainee takes place. Because experiential learning involves recognition, understanding, and an accurate empathy for the surface as well as deeper meanings of behaviour, it can be viewed as a process used to acquire and improve counselling skills.<sup>57</sup>

The present work attempts to apply this existing knowledge about the training of professional and lay counsellors to the field of peer counsellor training. Developmental group counselling<sup>58</sup> has been chosen as the experiential approach to peer counsellor training; whereas, microcounselling

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57 Truax et al., op. cit., p. 245.

58 Blocher, op. cit., Chapter 10, p. 156-182.

has been chosen as the didactic approach to training. An examination of the applicability of the above processes in the light of adolescent needs follows.

#### A. Developmental Group Counselling

Developmental group counselling refers to a particular form of group counselling in which attention is directed to the needs of the age group being counselled. More specifically, within the secondary school setting it represents one means of dealing with the developmental needs of the adolescent as outlined by Havighurst,<sup>59</sup> the psychosocial stages of adolescent development as outlined by Erikson,<sup>60</sup> and the vocational development stages of adolescence as outlined by Super.<sup>61</sup>

Gazda<sup>62</sup> spoke of the exploratory, transitional, action and termination stages of a developmental counselling group. In practice, developmental groups experientially emphasize both relationship and behavioural principles. In dealing with the relationship aspect, Gazda has maintained

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59 Robert J. Havighurst, Developmental Tasks and Education (3rd rev. ed.), New York, McKay, 1971, p. 75-82.

60 Erikson, Identity, Youth and Crisis, esp. Chapter 3, "The Life Cycle: Epigenesis of Identity," p. 91-135.

61 Donald Super, The Psychology of Careers: An Introduction to Vocational Development, New York, Harper and Row, 1957, vii-362 p.

62 George M. Gazda, Group Counselling: A Developmental Approach, Boston, Allyn and Bacon, 1971, vii-273 p.

that developmental group counselling subscribes to the core conditions of effective counselling as outlined by Carkhuff.<sup>63</sup>

McDermott<sup>64</sup> recognized an interesting and important dimension of developmental group counselling when she emphasized that the groups exist as a means of meeting the psychological needs of the members. Group sizes range from four to thirteen, depending on member interaction, leadership, and intermember relations. It is felt that odd-numbered groups tend toward less polarization. Developmental groups may be composed of all males, all females, or a mixture thereof.<sup>65</sup> McDermott has illustrated that, because of the structure brought into the groups by the members, the developmental group counselling medium provided a psychologically safe opportunity for adolescents to talk over their mutual concerns. It must be noted that, while numerous other theoretically sound experiential approaches, including the T-group and sensitivity training, could possibly be argued for as suitable experiential training approaches for adolescent peer counsellors, the developmental group counselling milieu may be chosen for two reasons. In the first place,

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<sup>63</sup> Ibid., p. 33-35; see also, p. 153-159 for a more detailed explanation.

<sup>64</sup> P. McDermott, Developmental Group Counselling, Toronto, Nelson and Sons, 1971, 1-31 p.

<sup>65</sup> Ibid.

an approach is required which is relevant to the trainees; which takes into consideration the developmental tasks, or the "skill, knowledge, functions or attitudes that an individual acquires during a specific period of his or her life."<sup>66</sup> Secondly, the developmental group (DG) training approach offers minimal psychological pressure and risk-taking and is therefore appropriate for use within the secondary school setting.

Appropriate topics for adolescents may be determined so that during the developmental group training program the peer counsellors would be involved in the discussion on topics of interest and relevance to them. In addition, by determining the topic being discussed, control for internal validity could be maintained during the DG phase of the training program.

In McDermott's words, "general topics, parent-adolescent relationships, peer group relationships, perception of self and others, and any other topic felt to be important to the developing adolescent in the group are considered suitable matters for discussion."<sup>67</sup> While McDermott is vague on just what adolescents like to talk about regarding their experiences, other theorists are more

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<sup>66</sup> Hershel D. Thornburg, Development in Adolescents, Monterey, California, Brooks-Cole, 1975, p. 6.

<sup>67</sup> McDermott, op. cit., p. 3.

precise. Indeed, from the various theories on adolescent development one can abstract the following eight areas as those which are of main concern to the young adolescent:

1. The Way I Must Seem to Others: Adolescents become concerned with how others view them as compared to how they feel about themselves.<sup>68</sup>
2. What I Look for in a Friend: The adolescent is characterized by remarkable clannishness and stereotyping, with clique cruelty to the out groups.<sup>69</sup>
3. Right and Wrong: The adolescent mind is caught between the morality learned by the child and the ethics to be developed by the adult. He is eager to be affirmed by peers and at the same time conform to the rituals, creeds, and programs of a society which define what is evil.<sup>70</sup>
4. My Career Plans--How My High School Courses Relate to Them: The teenager is expected to begin to develop his ideas as to fields and levels of work appropriate to him. He is expected to make tentative choices in regard to the type of education and training he will need, at least in a particular specified occupation.<sup>71</sup>
5. My Responsibilities to Family, Friends, Community: The adolescent begins to pay attention to civic responsibilities.<sup>72</sup>
6. Freedom--What It Involves in the Family, with Friends and the Community: One developmental task of adolescence involves achieving an appropriate dependence-independence pattern.<sup>73</sup>

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68 Erik H. Erikson, Childhood and Society (2nd ed.), New York, Norton, 1963, p. 261.

69 Ibid., p. 262.

70 Ibid., p. 263.

71 Super, op. cit., p. 92.

72 Thornburg, op. cit., p. 12.

73 Gazda, Group Counselling, p. 140.

7. The Role of Women and Men in Adult Society: Learning one's psychosocial biological sex role is a developmental task of adolescence.<sup>74</sup>
8. Dating: Exploring possibilities for a future mate and acquiring "desirability" is a developmental task of adolescence.<sup>75</sup>

The leader's role in the developmental counselling group is to serve as a facilitator and to direct the participants gently into the exploration of their feelings on matters of concern.<sup>76</sup> An important aspect of the developmental group is that, as it moves especially from the transitional stage to the action stage, the members begin to show a marked improvement in their ability to express concern for one another. At the point where the group moves to the action stage, the members begin to relate more meaningfully to each other by communication which is illustrative of more trust, more acceptance, and more openness. The importance of having helpers function at relatively high levels on certain interpersonal skills has long been established in the counselling process.<sup>77</sup> Empathy,<sup>78</sup> composed of tone of

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74 Havighurst, op. cit., p. 140.

75 Thornburg, op. cit., p. 12.

76 Gazda, Group Counselling, p. 140.

77 Carl R. Rogers, "The Necessary and Sufficient Conditions of Therapeutic Personality Change," Journal of Consulting Psychology, Vol. 22, 1957, p. 95-103.

78 Ibid., p. 102.

imitative response, perception or abstraction of core material, and imaginative variation of response<sup>79</sup> on the part of the counsellor, is one such essential dimension of the counselling process. Carkhuff and Berenson, in advocating the application of basic counselling principles to teaching, concluded: "This dimension [empathy] emphasized entering the feelings of the client. It remains the cornerstone of all helping equations leading to helpee benefits."<sup>80</sup> Participation in a developmental group provides members with an opportunity to quickly establish focus and direction and to gain considerable insight and empathy for each other.<sup>81</sup> To quote Blocher:

They [participants in a Common Problem Developmental Group] can often create a more empathic climate and show greater insight for each other than can even a skillful counsellor who has a different set of experiences.<sup>82</sup>

The theoretical position has been presented that peer counsellor training is better than no training, in much the same way that professional counsellor training is better

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79 A. Buchheimer, "The Development of Ideas about Empathy," Journal of Counselling Psychology, Vol. 10, No. 1, 1963, p. 61.

80 R. R. Carkhuff and B. G. Berenson, Teaching and Treatment: An Introduction to Counselling and Psychotherapy, Amherst, Massachusetts, Human Resource Development Press, 1976, p. 17.

81 McDermott, op. cit., p. 26.

82 Blocher, op. cit., p. 214.

than no training. Furthermore, the position has been illustrated that certain training programs are superior in that they can lead to increased counsellor skills through growth in empathic understanding on the part of the peer counsellor-in-training. Experiential training for peer counsellors, through participation in a developmental group training program, has thus been illustrated theoretically to represent one means of increasing empathy in peer counsellor trainees.

Empirically, Carkhuff has concluded that the degree to which the helping person offers high levels of empathic understanding of the helpee's world is related directly to the degree to which the helpee is able to understand himself and others. He states that:

When the first person's responses add significantly to the expressions of the second person in such a way as to express accurately feelings several levels below what the second person was able to express, or in the event of ongoing deep self-explofation on the part of the second person, when the first person is with him in his deepest moments, then the second person can learn through the significant sources of learning to respond sensitively to his own world and that of others.<sup>83</sup>

In conclusion, the desirability of an experiential approach in the training of peer counsellors has been presented. Participation in a developmental group counselling experience represents a suitable mode for training through experiential learning. In the first place, this mode of

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83 Carkhuff, op. cit., p. 36.

training gives credence to the developmental needs of the adolescent as well as to his psychosocial stages and to his vocational development stages. Secondly, participation in a developmental group enables the peer counsellor trainees to grow to be more empathic individuals.

#### B. Microcounselling Groups

The didactic aspect of microcounselling training refers to cognitive input, teaching, guiding, and modelling behaviours by which trainees can learn objectively defined behavioural correlates of what is considered effective facilitative counselling practice.<sup>84</sup> Trainees are instructed in how to communicate within selected dimensions and how to encourage counselees to communicate within them. The microcounselling model is in accord with the basic approach used herein that increased peer counsellor training can lead to increased peer counsellor skills, which can lead to increased peer counsellor growth and ultimately to increased counsellee growth. In commenting on the Ivey microcounselling model, Carkhuff has said:

In my own terms, the business of counselling is one of transforming helpees into helpers. [...] Indeed, the helpees can be most efficiently transformed into helpers by training them directly in helper's skills.<sup>85</sup>

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<sup>84</sup> A. Bandura and R. H. Walters, Social Learning and Personality Development, New York, Holt, Rinehart and Winston, 1963, p. 242.

<sup>85</sup> R. Carkhuff, in "Foreword" to A. E. Ivey and J. R. Moreland, Microcounselling: Innovations in Interviewing Training, Springfield, Thomas, 1971, p. viii.

Carkhuff goes on to say that microcounselling is not simply a useful technique, but a preferred technique of skills acquisition.<sup>86</sup> It has been demonstrated that counsellor candidates<sup>87</sup> and, indeed, lay counsellors<sup>88</sup> can be trained in a relatively short time to become effective facilitators. Parenthetically, for short-term training programs, chosen candidates must be high-level functioning, i.e., empathic individuals.<sup>89</sup>

Microcounselling involves a scaled-down interviewing session in much the same way that microteaching involves a scaled-down teaching session.<sup>90,91</sup>

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86 Ibid., p. ix.

87 Allen E. Ivey, Cheryl J. Normington, C. Dean Miller, Weston H. Morrill, and Richard F. Haase, "Microcounselling and Attending Behavior: An Approach to Pre-practicum Counsellor Training," Journal of Counselling Psychology, Monograph Supplement, Vol. 15, No. 5, Part 2, 1968, p. 1-12.

88 Norma B. Gluckstern, "A Training Program for Parents in Drug Counselling," unpublished paper, University of Massachusetts, Amherst, 1970, no pagination.

89 Ivey et al., op. cit.

90 For detailed work on microteaching, the reader is referred to D. Allen and K. Ryan, Microteaching, East Reading, Massachusetts, Addison, 1969, iii-151 p.

91 Both the microteaching and microcounselling models, in development, have received extensive support from the Charles F. Kettering Foundation, Denver.

Since the initial work done by Ivey, Hackney, and Oetting on attending behaviour, a total of ten skills have been isolated and are available for use in microcounselling training. The ten skills are beginning skills of interviewing, including: attending behaviour, open invitation to talk, minimal encourages to talk; selective listening skills, including: reflection of feeling, paraphrasing, summarization of feeling, summarization of content; and skills of self-expression, including: expression of feeling, sharing behaviour, and direct mutual communication.<sup>92</sup> A brief explanation of these skills follows.

The three beginning skills, relevant to all types of interviewing, involve attending behaviour, open invitation to talk, and minimal encourages to talk. Attending behaviour, made up of eye contact, physical posture, and verbal following behaviour on the part of the counsellor, enables the counsellor to selectively reinforce "various types of affective and cognitive content which the client offers."<sup>93</sup> Open invitation to talk is specifically concerned "with teaching the beginning interviewer to ask open-ended questions which encourage the client to talk and explore his thoughts and feelings."<sup>94</sup> The client is thereby offered many alternatives

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92 Ivey and Moreland, op. cit., p. xvii.

93 Ibid., p. 53.

94 Ibid., p. 54.

for self-expression without the imposition of only certain categories for discussion.<sup>95</sup> Minimal encourages to talk involves the skill of helping to keep the client talking through the use of repetitions of one or two words of what has just been said, or one word questions, "um-hmms," or head nods as well as a variety of body postures and gestures.<sup>96</sup> By using minimal encourages, the counsellor shows interest and involvement while the client is permitted to determine the primary direction of the interview. The technique offers the client reinforcement of his behaviour.

Reflection of feeling involves selectively attending and reflecting observed feeling states in the client. The use of the skill on the part of the counsellor enables the client to feel that the counsellor can accurately sense the world as the client is feeling and perceiving it.<sup>97</sup> The counsellor, from a learning theory perspective, is consciously reinforcing emotional states while extinguishing more cognitive aspects by ignoring them.

Paraphrasing, a variation of selective attention, may be termed a "restatement of content" on the part of the counsellor. The skill is useful in that it helps the client

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95 Ibid., p. 56.

96 Ibid.

97 Ibid., p. 58.

to clarify confusing verbal content, to tie a number of recent comments together, and to highlight certain issues. Ideally used, the skill enables the client to talk more deeply about the subject at hand.<sup>98</sup> Summarization of feeling involves attending to the client, accurately sensing the feelings which are being expressed, and meaningfully integrating the various responses of the client. The skill on the part of the counsellor is exemplified by summarizing and pointing out the diverse and complex feelings of the client. The client's comments and behaviour are selectively reinforced in such a way that he gains an overall precise picture of his feelings.<sup>99</sup>

In summarizing the content of the interview, the counsellor attempts to recapitulate, to condense, and to crystallize the essence of what the client has said. While the skill resembles the skill of paraphrasing, the two differ in that the summary puts together an "entire phase of a session or an entire interview";<sup>100</sup> whereas, the paraphrase deals with a shorter temporal period. Finally, the skill termed "expression of feeling" clearly teaches the counsellor the difference between the client's cognitive

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98 Ibid., p. 60-61.

99 Ibid., p. 59.

100 Ibid.

and affective realms. In addition, the counsellor is able to accurately "sense, identify and verbalize the affective component of a verbal message."<sup>101</sup> The counsellor is better able, through his training in this skill, to identify and own his own feelings with the client as the interview progresses. The eight skills outlined above represent those microcounselling skills which were presented to the peer counsellors.

The basic microcounselling model, though subject to variations, involves the following progressive steps:

1. The trainee receives instructions to enter a room where he will interview a client. Depending on the situation, the topic may or may not be defined. Similar instructions are given to the volunteer client, with the exception that he is told that he is about to be interviewed.
2. A five-minute diagnostic session with the trainee interviewing the client is then videotaped.
3. The client leaves the room and completes an evaluation form or he may be interviewed by a second supervisor. These data are then available for the supervisory session with the trainee.
4. The trainee reads a written manual describing the specific skill to be learned in this session. The supervisor talks with him about the session and about the manual.
5. Video models of an expert demonstrating the specific skill are shown. There may be a positive and negative model of the skill.

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101 Ibid., p. 63.

6. The trainee is shown his initial interview and discusses this with his supervisor. He is asked to identify examples where he engaged in or failed to apply the specific skill in question.
7. The supervisor and trainee review the skill together and plan for the next counselling session.
8. The trainee re-interviews the same client for five minutes.
9. Feedback and evaluation on the final session are made available to the trainee.<sup>102</sup>

From a learning theory point of view, the micro-counselling model involves cue discrimination, specific suggestions for improvement, video models, written materials, and supervisor's comments. Operant techniques are stressed in that, within feedback sessions, the emphasis is on positive growth; little attention is paid to errors made in the interview.<sup>103</sup> The focus is on learning and growth through reinforcement of that which is positive.

Microcounselling techniques have proven successful with a variety of professionals and lay personnel; among

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<sup>102</sup> Ibid., p. 6. The Ivey microcounselling model is used in this work with the permission of Dr. Allen E. Ivey, Human Relations Center, University of Massachusetts, Amherst.

<sup>103</sup> Ivey, Normington, Miller, Morrill, Haase, op. cit., p. 10.

them school counsellors,<sup>104</sup> paraprofessionals,<sup>105</sup> medical students,<sup>106</sup> and psychiatric patients.<sup>107</sup>

Haase and Di Mattia<sup>108</sup> in 1970, paying close attention to the American Personnel and Guidance Association (1967) guidelines for the preparation of support personnel, chose sixteen females, ages twenty-one to fifty-two, for training as support personnel for professional counsellors. Only one trainee had more than a high school education. Training focused on; in addition to training in clerical, library, audiovisual and guidance centre skills, three small group sessions of four hours duration on attending behaviour, expression of feeling, and reflection of feeling.

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104 Allen E. Ivey, Harold L. Hackney, and Eugene R. Oetting, "Attending, Island and Hiatus Behavior: A Process of Counsellor and Client Interaction," unpublished paper, University of Massachusetts, Amherst, 1968, 1-13 p.

105 Richard F. Haase, Dominic J. Di Mattia, and Mary A. Julius Guttman, "Training of Support Personnel in Three Human Relations Skills: A Systematic One-year Follow-up," Counsellor Education and Supervision, Vol. 11, No. 3, 1972, p. 194-199.

106 John Moreland, "Video Programmed Instruction in Elementary Psychotherapeutic and Related Skills, unpublished Ph.D. thesis, University of Massachusetts, Amherst, 1971, 1-216 p.

107 Allen E. Ivey, "Media Therapy: Educational Change Planning for Psychiatric Patients," unpublished paper, University of Massachusetts, Amherst, 1968, no pagination.

108 Richard F. Haase and Dominic J. Di Mattia, "The Application of the Microcounselling Paradigm to the Training of Support Personnel in Counselling," Counsellor Education and Supervision, Vol. 10, No. 1, 1970, p. 16-21.

These three skills initially represented the main skills presented in the Ivey microcounseling model. Objective judges, after reliability interaction was established, used six criteria to evaluate the degree to which the trainees acquired the skills. Means and standard deviations for pre- and posttraining were computed. Differences between means were analyzed by use of a t test for correlated samples. The gains on all variables were statistically significant.<sup>109</sup>

Findings in the above study appear consistent with Carkhuff's work in which it is claimed that, although the paraprofessional level of functioning remains below that of professionals, "helper-trainees tend to gain more in their level of functioning over the course of brief training than some professionals do over years of training."<sup>110</sup>

In a systematic one-year follow-up of the previous study by Haase and Di Mattia, Haase, Di Mattia, and Guttman attempted to determine the retention rate of learning which takes place during a brief training program.<sup>111</sup> In their later study, thirteen of the original sixteen support personnel were assembled for the presentation of an overview

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109 Ibid.

110 Robert R. Carkhuff, "Critical Variables in Effective Counsellor Training," Journal of Counselling Psychology, Vol. 16, 1969, p. 239.

111 Haase, Di Mattia, and Guttman, op. cit., p. 194-199.

of the skills taught the previous year. They were given the manuals which went with the videotaping of the previous year. No videotaping was provided. Such procedure is considered acceptable.<sup>112</sup> Subjects were then divided into three groups and were asked to role-play interviews on the basis of the microcounselling skills taught a year earlier. The sessions were videotaped. The same graduate student raters were used as in the previous Haase and Di Mattia study. New interrater reliability coefficients were established; the raters assessed the videotapes using the same criteria as those of the 1971 study. The data were analyzed using a one-way analysis of variance with repeated measures on the trial factor. A post hoc comparison of ordered means utilizing a Newman-Keuls test was conducted; significant differences were reported. The purpose of the Newman-Keuls test was to determine between which means the differences existed. The hypothesized changes in response effectiveness occurred in relation to two dimensions of the attending behaviour skill and in the skill termed "reflection of feeling." A conclusion from this study was that learning does follow a general curve in the training of support personnel: "When response-contingent reinforcement

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112 Ivey and Moreland, op. cit., p. 145.

is removed, rates of responding decrease."<sup>113</sup> Guttman and Haase,<sup>114</sup> in a study of graduate students in counselling, found that a similar extinction of learning occurs when the follow-up is as short as two weeks.

Aldridge<sup>115</sup> pioneered the use of the microcounseling model with junior high school students. Sixteen junior high school students were randomly divided into a microtraining group and a placebo group. The eight experimental subjects received the standardized microcounseling training in the skill of attending behaviour. Training manuals were modified marginally to better suit the age group. Interrater reliability on the rating scales was established with a Pearsonian correlation coefficient of .90. Posttest means for the sixteen students showed significance at the .01 level in three components of attending behaviour at the .05 level on one component, and no significant difference in two components. This study led Ivey and Moreland to comment that:

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113 Haase, Di Mattia, and Guttman, op. cit., p. 196.

114 M. J. Guttman and R. F. Haase, "The Generalization of Microcounseling Skills to Counselling Practice," Counselling Center Research Report No. 17, University of Massachusetts, Amherst, 1971, no pagination.

115 E. Aldridge, "The Microtraining Paradigm in the Instruction of Junior High School Students in Attending Behavior," unpublished Ed.D. dissertation, University of Massachusetts, 1971, 126 p.

Microcounselling skills need not be reserved solely for counsellor trainees but may also be taught to people in general. [...] Counselling skills are general communication skills and, as such, should not be restricted to a small group of professionals but made available to pupils as part of their regular educational experience.<sup>116</sup>

Briefly, the microcounselling didactic approach to peer counsellor training is characterized by the following:

1. It provides for the use of models in the social learning process.<sup>117</sup>
2. The microcounselling model is based on sound operant conditioning procedures.<sup>118</sup>
3. The microcounselling model presents, in usable format, a model which permits slight variations in training procedure without loss of effect.<sup>119</sup>
4. The microcounselling model provides an opportunity for self-confrontation or a fostering in the trainee of the ability to see himself as others see him.<sup>120</sup>
5. A training program of under sixty hours can be effective.<sup>121</sup>
6. The microcounselling model is feasible to use within a secondary school.

Essentially, microcounselling groups can provide the participants with skills which are deemed essential to the

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116 Ivey and Moreland, op. cit., p. 193.

117 Bandura, op. cit., p. 143.

118 Ibid., p. 127.

119 Ivey and Moreland, op. cit., p. 124.

120 M. Berger (Ed.), Videotape Techniques in Psychiatric Training and Treatment, New York, Brunner-Mazel, 1963, xv-303 p.

121 Gluckstern, op. cit.

meaningful personal communication and involvement necessary to the counselling relationship.<sup>122</sup>

From a didactic learning point of view, the micro-counselling model represents a conscious effort to teach peer counsellor trainees the proper repertoire of correct responses. The supervisory process may be seen as involving overt reinforcements to produce desirable skill behaviour in the trainees. For the student, the experience is one of accentuating and incorporating a set of established skills.

Microcounselling training thus appears to be well suited as a didactic method of training for peer counsellors. Through the microcounselling training program, specific relationship skills are taught directly to the peer counsellor. The relationship skills provide the individual adolescent with training necessary for engaging others in meaningful communication. That the ability of the adolescent to meaningfully communicate with others is essential in the meeting of his own psychological needs was illustrated earlier in the present work. More importantly, the training in microcounselling provides the peer counsellor trainee, through a didactic methodology, with the skills which are essential for him to function effectively as a peer counsellor.

In conclusion to the preceding two subsections, developmental group counselling and microcounselling have

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122 Ivey and Moreland, op. cit., p. 11.

been established as two suitable methods for training peer counsellors at the secondary school level. Participation in a developmental group was shown earlier to have the potential of increasing empathy among the peer counsellor trainees. Empathy was evidenced to be at the core of the counselling process. Microcounselling training provides the peer counsellor trainees with certain communication skills which are considered essential to the communication of empathy, a further important dimension of effective counselling.

There follows the rationale behind the use of a combination of both approaches as an alternate method of training.

#### C. Developmental Group-Microcounselling Training

Microcounselling as a training technique may have one deficiency. As seen in the previous examination of two studies, extinction may take place quickly if the skills are not practised and reinforced.<sup>123</sup> Exposure to a developmental counselling group experience during training can provide an excellent opportunity for the student to practise and receive reinforcement in the skills being taught according to the microcounselling paradigm. The converse situation applies to an exposure to developmental group counselling alone as a training medium. The experiential group experience as a

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123 Guttman and Haase, op. cit., no pagination.

training method, though useful by itself, may teach one a great deal about what it is like to be in a group, but not a great deal about how to discriminate precisely about what is happening within the group. While the microcounselling experience provides the group participant with desirable skills and a manner of conceptualizing various aspects of the group process, the microcounselling developmental group training experience provides structured opportunity for the peer counsellor trainee to use his newly acquired skills and concepts in an experiential setting shortly after they have been taught. The developmental group-microcounselling training program for peer counsellors satisfies the generally accepted requirement of those who subscribe to a didactic and an experiential training program for peer counsellors.

In conclusion, the peer counsellors who are trained in both of the above methods should be better able to work with small groups of peer counsellees than the peer counsellors who have had only one method of training.

In the following section, adolescent alienation is examined as a possible variable to be used to test empirically the above conclusion as to the relative merits of the peer counsellor training methodologies of developmental group counselling, microcounselling, and a combination of developmental group counselling and microcounselling.

## 5. Adolescent Alienation.

The format for the present section is as follows: adolescent alienation is examined with specific application being made to the adolescent in the secondary school.

The term "alienation" has had a lengthy history. In law, it was used as far back as the Reformation to describe the act of transferring property from religious to secular ownership. In yet another usage, "alienation" means insanity; while in common language, the term has been used to describe various degrees of detachment from self and others.<sup>124</sup>

To present-day social scientists:

Alienation has come to refer to a myriad of psychosocial disorders including loss of self, anxiety states, anomie, despair, depersonalization, rootlessness, apathy, social disorganization, loneliness, atomization, powerlessness, meaninglessness, isolation, pessimism, and the loss of belief or values.<sup>125</sup>

Keniston,<sup>126</sup> concerned that the term was beginning to be used to allude to a vague emotive concept, attempted to add clarity and precision to it.

Keniston posed four essential questions which have provided a basis for more specific clarification of the

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<sup>124</sup> Eric Josephson and Mary Josephson, Man Alone: Alienation in Modern Society, New York, Dell, 1962, p. 12.

<sup>125</sup> Ibid., p. 12-13.

<sup>126</sup> Kenneth Keniston, The Uncommitted: Alienated Youth in American Society, New York, 1965, Dell (Laurel Edition), 1970, p. 390.

limitless types of alienation. He saw literature on alienation as implying generally that individuals became alienated from something. For Keniston then, the focus, that from which the individual was alienated, had to be included in any discussion of the concept. Thus, his first clarifying question was, "From what is the individual alienated?"<sup>127</sup>

The second essential question was, "What replaces the old relationship?"<sup>128</sup> With regard to his second question, Keniston presupposed that the individual establishes within his life numerous relationships with people as well as with various institutions. The degree or intensity of these relationships fluctuates. One might come to feel a sense of alienation from his work, for example, and might seek, as a source of meeting his needs, a recreational activity.

The third question involved the mode of alienation and was expressed as, "How is the alienation manifested?"<sup>129</sup> The answer to this question is dependent upon whether the alienation is mild or severe. As Keniston has illustrated, there is a necessity for a society to have some men and women sufficiently alienated to "challenge the established

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127 Ibid., p. 391.

128 Ibid., p. 392.

129 Ibid.

order, to decry its assumptions, to suggest remedies for its faults," in order that society undergo major social improvements. At the other extreme, the alienation of the common criminal, the suicidal person, the psychotic, and the apathetic individual rarely leads to fundamental improvement in the social condition.<sup>130</sup>

The fourth and final question involved the agent or causal factors and was expressed by Keniston as, "What is the agent of alienation?"<sup>131</sup> The question seems to imply a simple answer. The assumption is often made that since all alienation involves exclusion, society has therefore excluded the individual and is the cause of the individual being alienated. Indeed, most of the sociological works on alienation, which derive from Marx, deal with alienation imposed on the individual by society. Often in the case of imposed alienation, the individual is considered to be unaware of his feelings of alienation. In his discussion of the agent or agents of alienation, Keniston made the point that the agent may involve the deliberate rejection of society by the individual in which case the individual, and not society, is the main cause. In the case of the severely alienated individual with pathological symptomology, there is little doubt that the causes of alienation are complex and interrelated.

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130 Ibid., p. 359.

131 Ibid., p. 392.

In summarizing the four questions, Keniston has pointed out that

one can be alienated from almost anything; an enormous number of new kinds of relationships may replace the lost one; alienation may be expressed in a great variety of modes, and have a great number of agents.<sup>132</sup>

While all four of Keniston's questions are of importance in any complete exploration of the concept of adolescent alienation, two of the questions are of prime importance to the present study. In the first place, the question, "What replaces the old relationship?" has led to certain theoretical formulations which have enabled researchers to define and measure the components of alienation as they relate to the adolescent in a secondary school. Secondly, an examination of various answers to the question, "How is the alienation manifested?" indicates that alienation among adolescents can lead to certain undesirable behaviours. The concept of adolescent alienation from school is therefore measurable and of relevance for use as a criterion variable.

Keniston's question concerning "What replaces the old relationship?" may be examined through the work of Seeman.<sup>133</sup> Seeman published an important theoretical paper which added further clarification to the multidimensional concept of

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<sup>132</sup> Ibid., p. 393.

<sup>133</sup> Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, Vol. 24, No. 6, 1959, p. 783-791.

alienation. Seeman stated that the main purpose of his work was to make traditional interest in alienation more amenable to sharp empirical statement.<sup>134</sup> By tracing the traditional sociological roots of the dimensions of alienation, Seeman presented five basic components and a clear, researchable statement of meaning for each. His definitions of the components of alienation have provided a basis for many of the more recent socio-psychological studies on alienation:

1. Powerlessness is described by Seeman as the "expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes or reinforcements he seeks."<sup>135</sup> The individual who suffers from a sense of powerlessness believes that external conditions such as luck, chance or manipulation by others control his future; he feels that there is little he can do to personally influence the outcomes of his behaviour.
2. Meaninglessness is described as a state of alienation characterized by a "low expectancy that satisfactory predictions about future outcomes of behaviour can be made."<sup>136</sup> While powerlessness refers to a sensed inability to control outcomes, meaninglessness refers to a sensed inability to predict outcomes. The individual who has a sense of meaninglessness is characterized by a lack of understanding of the events in which he is engaged. He is unclear as to what he should believe and cannot choose with confidence among alternatives.
3. Normlessness is described as a "high expectancy that socially unapproved behaviours are required

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134 Ibid., p. 783.

135 Ibid., p. 784.

136 Ibid., p. 786.

to achieve given goals."<sup>137</sup> The individual who is alienated in the normlessness sense will be prone to making his decision on the basis of potential effectiveness in spite of the social norms indicating the contrary.

4. Isolation refers to "the assignment of low reward value to goals or beliefs that are typically highly valued in a society."<sup>138</sup> The term, as used by Seeman, does not refer to a lack of warmth or intensity in social contacts. It refers instead, to a situation in which the individual has become detached from his society and culture. The isolated individual tends to choose a new social structure with a new and different set of priorities.
5. Self-estrangement is described as "the degree of dependence of the given behaviour upon anticipated future rewards."<sup>139</sup> This component of alienation encompasses the idea of intrinsically meaningful activity. The self-estranged individual is unable to find activities which are self-rewarding. He must find a reward outside the activity in which he participates; an activity is never pursued for its own sake.

Seeman's work on alienation adds specificity to the theoretical orientation of Keniston by providing a classification of alienation as a multidimensional concept, thereby making empirical studies on alienation possible. In answer to the question, "What replaces the old relationship?", one can then conclude that among alienated individuals, feelings of powerlessness, meaninglessness, normlessness, isolation, and self-estrangement replace, in varying degrees, the old relationships which the individual formerly had.

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137 Ibid., p. 788.

138 Ibid., p. 789.

139 Ibid., p. 467.

Anderson<sup>140</sup> elaborated on Seeman's theory of alienation and made more specific Seeman's classification as it relates to the secondary school environment. Replacing Seeman's concepts of normlessness and isolation by misfeasance and futility respectively, Anderson used the following definitions of the five dimensions of alienation as they relate to the alienated student:

1. Powerlessness: A low expectancy of ability to determine or control outcomes of reinforcements sought in school.
2. Meaninglessness: A low expectancy of ability to make satisfactory predictions about the future outcomes of behaviour in the school.
3. Misfeasance: An expectation that the use of means which are proscribed by school authorities is necessary in order to obtain goals desired by the student.
4. Futility: Assignment of low reward values to goals and beliefs that are typically highly valued by school authorities.
5. Self-estrangement: Participation in school and school-related activities is based largely upon anticipation of future rewards, rather than upon rewards inherent to participation, such as pleasure.<sup>141</sup>

Thus, in answer to Keniston's question posed above, in the adolescent at the secondary school level, it is

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<sup>140</sup> Barry D. Anderson, "Bureaucratization and Alienation: An Empirical Study in Secondary Schools," unpublished Ph.D. dissertation, University of Toronto, Ontario, 1970, 1-299 p.

<sup>141</sup> Ibid.

feelings of powerlessness, meaninglessness, misfeasance, futility, and self-estrangement which replace the relationship which the non-alienated adolescent has within his secondary school.

In answer to Keniston's major question, "How is the alienation manifested?", one must note that the manifestations of alienation are classifiable as being either alloplastic, if the alienation is expressed primarily as an attempt to change the world; or autoplasmic, if it is expressed through various modes of self-adaptation. Because of the nature of the present study, the above-mentioned question of Keniston is examined primarily in relation to the self-adaptive behaviours of the alienated adolescent.

The alienated adolescent is identifiable either through certain overt behavioural manifestations or through attitudes which are inferred from the individual's behaviour. Alienated students are seen to have distortions in the way they view their social world. They tend to feel that other students are more alienated than is actually the case. Davids<sup>142</sup> concluded that the alienation which permeates the student's self-picture and distorts his perception of others influences both his cognitive processes and his social relations. The alienated student tends to underachieve, to

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142 Anthony Davids, "Alienation, Social Apperception and Ego Structure," Journal of Consulting Psychology, Vol. 19, 1955, p. 21-27.

have little interest in his school performance, and to have few meaningful social contacts. Byles<sup>143</sup> stated that alienation is related to socially deviant behaviour which can extend in seriousness to thefts and the carrying of concealed weapons. Coster<sup>144</sup> saw the existence of alienation with its feeling of apartness as a possible fertile beginning for violent protest.

Other researchers have concluded that classroom progress is related to the degree of alienation present among the students.<sup>145,146,147,148</sup> Low status in the peer

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143 John A. Byles, "Alienation and Social Control: A Study of Adolescents in a Suburban Community," unpublished D.S.W. dissertation, Washington University, St. Louis, Missouri, 1960, 185 p.

144 John K. Coster, "Factors Related to Morale in Secondary Schools," unpublished Ph.D. dissertation, Yale University, New Haven, 1955, 276 p.

145 D. Epperson, "Some Interpersonal and Performance Correlates of Classroom Alienation," School Review, Vol. 71, No. 3, 1963, p. 362-376.

146 Melvin Seeman and John W. Evans, "Learning in a Hospital Setting," American Sociological Review, Vol. 27, No. 6, 1972, p. 772-782.

147 Gaston Franklyn, "A Comparative Empirical Study of the Relationship between Alienation from School and Academic Achievement," unpublished Ph.D. dissertation, University of Ottawa, Ontario, 1971, xi-252 p.

148 Charles Pulvino and Douglas Michelson, "Alienated Feelings of Normlessness and Discrepant Academic Achievement," Journal of Educational Research, Vol. 65, No. 5, 1972, p. 216-218.

group and negative manifestations of mental health, as evidenced by severe acting-out behaviour, are also associated with alienation.<sup>149</sup> The severely alienated individual withdraws into himself and interacts with others at a minimal and superficial level.<sup>150,151</sup> One might conclude that the range of behaviour to be found in the alienated adolescent does encompass an extremely wide area of essentially non-productive behaviour.

From an examination of the numerous ways in which alienation can manifest itself behaviourally, the conclusion is reached that the concept is of relevance to the adolescent in the secondary school. The concept of alienation is of further importance to the present study in that, in the discussion of adolescent needs, the adolescent's greatest need was evidenced to be the need for meaningful communication. The need was shown to relate to the circular process at play in the alienated individual where there was a feeling of less empathy for others coupled with a lessening of communication. Developmental Group Counselling (DG) has

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149 E. H. Mizruchi, "Social Structure and Anomie in a Small City," American Sociological Review, Vol. 25, No. 5, 1960, p. 645-654.

150 Leonard Pearlin, "Alienation from Work: A Study of Nursing Personnel," American Sociological Review, Vol. 6, No. 3, 1962, p. 314-326.

151 Arthur G. Neal and Melvin Seeman, "Organizations and Powerlessness: A Test of the Mediation Hypothesis," American Sociological Review, Vol. 29, No. 2, 1964, p. 216-226.

been shown to represent a means of training peer counselors. As a training program, the DG milieu focuses on the empathy dimension. Microcounselling (MG) has been shown to represent a means of training peer counsellors which focuses on the communication dimension. Since both the empathy dimension and the communication dimension are inherent in the concept of counselling, it follows that a training program which encompasses both training methodologies should represent the most suitable methodology for training peer counsellors. A combined Developmental-Microcounselling (DMG) training program should be superior when alienation of junior students is used as the criterion or dependent variable.

There follows the statement of the problem and the hypothesis for the present study.

#### 6. The Statement of the Problem.

The review of the literature has indicated that many of the psychological needs of today's adolescent are not being met within many of the institutions which make up the total society. In particular, it has been indicated that one of the adolescent's greatest psychological needs, his need to be involved in meaningful personal communication with other people, is being severely frustrated.

The general medium of group counselling has been shown to contain potential for providing opportunities within our schools whereby students can meet their psychological need for meaningful communication with other adolescents and thereby feel less alienation from school.

Numerous programs which utilize lay adult personnel with minimal training are now successfully operative in various avenues of preventive and therapeutic mental health work. In many of the programs, high-level functioning candidates are chosen as helper-trainees. It has been illustrated that, following a brief period utilizing a combination of a didactic plus an experiential approach to training, these candidates can function more than adequately as helpers. Developmental counselling groups represent a means of providing experiential training for persons interested in serving in helping roles. Microcounselling represents an effective means of fulfilling the didactic aspects of the training process. Both training approaches have been used widely in the training of lay and professional counsellors.

The maximizing of the positive aspects of the peer influence model within the secondary school setting has been largely ignored. The positive aspects of the peer influence model are based on the positive gains which can accrue as a result of the natural affinity of youth for youth

within the secondary school setting. The peer influence model used within the existing structure of a secondary school counselling services department represents a reservoir of support and influence from which the counsellor can draw. Programs which make use of peers in a tutorial sense are available. Peer counselling programs are beginning to be utilized in the secondary school setting. There is a scarcity of information on criteria used in selecting peer counsellors. Training programs are brief or are lacking completely. Those which exist are hard to reproduce. As well, there has been little attempt to measure either the effects of the training program on the trained peers, or the effects of the peer counselling program on both the helper and the helpee in the relationship. The major purpose of the study is to extend present theory on counsellor education to the field of peer counsellor education through a comparison of three methods of training peer counsellors. The purpose of the study may be further delineated in more practical terms to be the assessment of the relative effectiveness of the three peer counsellor training methods: Developmental Groups (DG), Microcounselling Groups (DG), and a combination of Developmental and Microcounselling Groups (DMG).

The above reasoning is translated into the following hypothesis:

## 7. Statement of the Hypothesis.

Male junior students, where intelligence and socio-economic status are statistically controlled, exhibit significantly lower alienation from school following peer counselling sessions conducted by senior peer counsellors trained by a combination of Developmental and Microcounselling Group Counselling than following peer counselling sessions conducted by senior peer counsellors trained by either Developmental Group Counselling or Microcounselling Group Counselling.

## CHAPTER II

### EXPERIMENTAL DESIGN

The present chapter is comprised of six sections. In the first section the procedure used in selecting the senior students who served as the peer counsellor trainees and then as the peer counsellors is presented. The procedure used in selecting the junior students who served as the peer counsellees is discussed. In the second major section of this chapter, the instruments used to measure the variables are described. In the third and fourth sections are presented the peer counsellor training program and the peer counselling program, respectively. The fifth section contains the statement of the research hypothesis of the study. The sixth and final section of this chapter contains the plan of the statistical analysis.

#### 1. Population and Sample.

The population consisted of students attending a large suburban secondary school. Two samples were drawn from the population: the senior students to be trained as the peer counsellors, and alienated male junior students to be utilized as the peer counsellees in the program. To provide clarity in this section, the sampling procedures used are presented in two phases. In phase one are presented

the procedures used in choosing the senior students who are trained as peer counsellors by the three different training methods. In phase two is presented the sampling procedure used for choosing the junior male students with whom the peer counsellors worked following their peer counsellor training programs.

#### A. The Selection of Peer Counsellors

The senior student sample for the peer counselling training program was chosen with attention to the necessity of obtaining students who were considered "high level functioning" in relation to certain skills deemed necessary for effective counselling. Carkhuff<sup>1</sup> has emphasized the importance of selecting for training programs only those people who are regarded as high-level functioning trainees. Truax,<sup>2</sup> in providing a model for counsellor training, agreed that the trainees should have reached a certain level of effectiveness prior to being accepted as trainees. In his words:

I believe that we can provide these two essential ingredients, selection and intentionally structured O.J.T. [on-the-job-training] to people who don't

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1 Robert R. Carkhuff, Helping and Human Relations: A Primer for Lay and Professional Helpers. Vol. I: Selection and Training, New York, Holt, Rinehart and Winston, 1969, p. 137.

2 Charles B. Truax, "An Approach to Counsellor Education," Counsellor Education and Supervision, Vol. 10, No. 14, 1970, p. 4-15.

have university degrees, or even high school diplomas. Moreover, I believe that if we use the best of our current knowledge in selecting them and in structuring this O.J.T., we will wind up with a person who, under supervision, can excel as a rehabilitation counsellor.<sup>3</sup>

Two criteria were used in the present study in an attempt to obtain only high-level functioning candidates in the Carkhuff tradition for the peer counsellor training program.

The first criterion was teacher evaluation of the prospective peer counsellors. Six months before the peer counselling program began, all of those staff members then involved or who had been involved previously in teaching the grade eleven and twelve students of the large composite school with a population of 1,580 students were surveyed. In the survey of staff members, the teachers were asked to write down the names of five returning students whom they felt had indicated during the year a concern for and an interest in the well-being of fellow students. The surveys were collected and the results tabulated. Of the eighty-nine staff members who were surveyed, eighty-five completed and passed in their surveys. One hundred and sixty students were considered suitable by at least five staff members. A copy of the survey form used at this stage of the selection is contained in Appendix 1.

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<sup>3</sup> Ibid., p. 5.

The second criterion was that of measured level of empathy. Six months later, when standardized testing was being conducted in the school, the 160 grade twelve and thirteen students, chosen by teacher ratings, were given a modified version of the Carkhuff Discrimination Index.<sup>4</sup> The seventy students who scored highest on this Index were considered eligible for training. No attention was paid to the academic achievement of the senior students. A copy of the Carkhuff Discrimination Index is contained in Appendix 2.

After the selection processes presented above were conducted, three counsellors met with the seventy senior students who were selected, and explained to them in general terms, the program in which they were about to participate. Emphasis was placed on how the program would increase interaction between junior and senior students of the school. The students were asked to consider whether they wished to become involved in an extensive training program which would take approximately thirty-five hours of class time. It was explained that the program had full Board approval. Students were asked to respond in four or five days. Five grade thirteen students and two grade twelve students, while interested in the program, indicated that because of other extra-curricular involvements or because of the desire for

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<sup>4</sup> Carkhuff, op. cit., p. 113-133.

academic excellence and scholarship status, they would be unable to participate.

The sixty-three students who expressed an interest in the program were given a letter describing the program. The letter was to be read, signed by their parents, and returned to the Guidance secretary. Appendix 3 contains a copy of the letter. There was no pressure placed on anyone in the school to participate in the program. Any pressure put on parents came from students who had a sincere desire to become involved in the project. In the final analysis, many of the parents who initially questioned the program became the keenest supporters of the program. Signed letters, indicating parental approval, were received from sixty senior students.

To solicit staff support for the program, members of the School Guidance Department spent a good deal of time talking to staff and answering general information questions about the proposed Peer Counselling Program. Before the training program was implemented, staff were invited to the Guidance Department one day during their spare periods for a discussion of the project. Response to this day was excellent. The general feeling on the part of the counsellors was that, with one or two exceptions, the staff had a good knowledge of the program and were supportive of it. There were thus sixty students chosen for the training part of the program with staff and parental support. These sixty students

were assigned randomly, using a table of random numbers, to one of three training groups: a Developmental Group (DG); a Microcounselling Group (MG); or a Combined Developmental and Microcounselling Group (DMG).

#### B. The Selection of Junior Male Students as the Peer Counselees

In part two of this section, the method utilized in choosing the junior male students with whom the peer counsellors worked following their training program is presented.

Three hundred and sixty junior male students, representing the ninth and tenth grade populations of the school, were given Anderson's Student Expectations Inventory. Testing was carried out in conjunction with other standardized testing being done in the school. An inventory score was judged to be invalid if three or more items were unanswered. In total, 349 usable inventories were obtained from the junior students. Total scores were computed and ranked. The 150 highest ranked students, the most highly alienated junior male students in the school, were chosen for consideration as peer counselees.

Because there appears to be a more significant degree of alienation present among boys than among girls.

at the grade ten level,<sup>5</sup> only males were used as the peer counselees in the present study. Also, while intelligence and socio-economic status have not displayed a consistent pattern of influence on alienation in all studies, these variables were relevant in some studies. In the present study they are controlled statistically by being used as covariates in the multivariate analysis of covariance.

When part two of the program, the actual peer counselling program, was about to begin, the same 150 grade nine and ten boys were interviewed in groups of three by one of the three professional counsellors involved in the overall coordination of the program. The junior students were informed that they had been chosen to participate in a program which would give them more personal contact with the senior students in the school. They were asked to participate in a series of fifteen group sessions which would be conducted solely by senior students where topics of mutual interest and concern would be discussed. The junior students were informed that their teachers would permit them the necessary time off from classes for the group sessions. Formal permission had been received from the principal of the school and the school board to allow

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5 P. J. Patsula, "Felt Powerlessness as Related to Perceived Parental Behavior," unpublished Ph.D. dissertation, University of Alberta, Edmonton, 1969, p. 36.

students to take time from classes to participate in the Peer Counselling Program. Permission had been received from the Ontario Ministry of Education to allow the students to be within the school, yet unsupervised, while they were participating in the program.

In an effort to communicate with the parents on the nature of the program, a letter of explanation was given to each junior student at the end of his meeting with a professional counsellor. The grade nine and ten boys ( $N=150$ ) were asked to take the letter home and have it signed. One hundred and thirty-seven students took home letters. Appendix 6 contains a copy of this letter.

The overall reaction from the junior students and their parents was favourable. It must be emphasized that the school where the present study was conducted is unique in many ways. The community which the school serves is made up almost entirely of civil servants who are in highly paid, responsible positions within the federal government. The remainder of the parents are educators, executive businessmen, or self-employed professionals. The involvement of these parents in matters pertaining to the education of their sons and daughters is a serious one. The serious involvement of the community, plus the intense commitment of a staff, where the majority of teachers is beyond the specialist level in their subject area, may be considered relevant.

Numerous requests for interviews with counsellors were made by parents of the selected junior students during the next two or three days. The interviews with the parents were mainly of an information-seeking nature. Parents were informed that their son had been chosen for the program because he had evidenced a dislike for school as indicated by testing conducted earlier. When parents were informed that many of the most involved and best all-round senior students would be giving time and effort to work with their sons, general acceptance of the program followed. Only twenty students did not return signed consent letters. There were, as a result of the various selection criteria outlined in detail above, 117 male junior students who were chosen as counsellees within the actual peer counselling program.

## 2. The Measuring Instruments.

Outlined in the above section were the selection procedures used for the senior and junior students for the research study. In the present section, the four instruments used to collect the data for the study are discussed.

### A. The Anderson Student Expectations Inventory (S.E.I.)

The Student Expectations Inventory is comprised of items grouped into five subscales. The five subscale scores are designed to measure the following components of alienation:

powerlessness, meaninglessness, misfeasance, futility, and self-estrangement. The total score is determined by combining the five subscale scores. Appendix 4 contains a copy of the S.E.I., a critique of the validity and reliability of the instrument, and the rationale for the use of the total scale scores as the operational definition of alienation from school in the present study.

#### B. The Carkhuff Discrimination Index

The Carkhuff Discrimination Index was used as a means of selecting those senior students who would be the most helpful in working as peer counsellors with the junior students. The evaluation of communication derived from printed responses to helpee stimulus expressions represents one successful way of selecting persons equipped to function effectively in the helping role.<sup>6</sup> The instrument measures two facets which are deemed important in assessing the involvement of the counsellor with his client. These are the level of facilitative conditions offered by the helper, and the helper's action orientation.<sup>7</sup> Appendix 2 contains a copy of the Carkhuff Discrimination Index and the scoring methodology followed for the present study. Mention is also made of the validity and reliability of the Index.

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6 Carkhuff, op. cit., p. 110.

7 Ibid., p. 123.

C. Henmon-Nelson Intelligence Test (1973)

Henmon-Nelson Intelligence Test scores were used as a means of statistically controlling for intelligence in the present study. From the 1973 manual, the validity (content, congruent, and criterion related) scores were found to range in the mid to high seventies. Odd-even reliability, corrected by the Spearman-Brown Formula ranges from .93 to .95 for grade ten students.

D. Blishen Socio-economic Index for Occupations in Canada (1967)

The 1967 Blishen Index was used to collect information on the socio-economic characteristics of the junior students in the present study. The information was necessary in order to statistically control for the socio-economic status of the junior students.

Blishen, using data obtained from the Canadian population, worked with information reported in the 1961 Census of Canada. He grouped occupations in Canada according to income and years of schooling. The average income and average years of schooling were determined by Blishen for each occupation; these values were transformed into Z scores. The two standard scores thus obtained were combined and the occupations were ranked. The result was a listing of 343 occupations which were grouped into seven classes. Class one represents the highest grouping on the Blishen Index.

The use of the Blishen Index requires that a stated occupation be determined on the scale and assigned a class value. In the present study, student information cards were used to obtain the stated occupations of the parents. In those cases where more information was necessary than was contained on the student information cards, each student was asked to give a short description of his parents' occupation in order that it could be identified with greater precision. In cases where both parents were employed full-time, the student was assigned to the class which included the parent with the higher occupational class standing.

### 3. The Peer Counsellor Training Program.

The assignment of the senior students to a training group and an elaboration of the three training programs-- the Developmental Group, the Microcounselling Group, and the Combined Developmental and Microcounselling Training Group-- are respectively presented in this section.

The sixty senior students, chosen in the manner outlined earlier in this chapter, were randomly assigned to one of six training groups. Each of the three training methods was randomly assigned to two of the six groups. Each of the three counsellors taking part in the training sessions was randomly assigned to two of the six training groups. The training groups were set up as follows: two groups received

training through participation in a Developmental Counseling Training Group; two groups received training through participation in a Microcounseling Training Group; and two groups received training through a Combined Developmental and Microcounseling Training Group. Training was conducted with a counsellor working with one group of ten students at a time. Counsellors involved in the training sessions had graduate degrees in Counselling. The training sessions took place during the regular school day.

#### A. Developmental Groups (DG)

The following eight topics tend to be the main concerns of young adolescents as evidenced through a review of the literature on adolescent development:

1. The Way I Seem to Others: Adolescents become concerned with how others view them as compared to how they feel about themselves.<sup>8</sup> (2 sessions)
2. What I Look for in a Friend: The adolescent is characterized by remarkable clannishness and stereotyping, with clique cruelty to the out groups.<sup>9</sup> (2 sessions)
3. Right and Wrong: The adolescent mind is caught between the morality learned by the child and the ethics to be developed by the adult. He is eager to be affirmed by his peers and at the same time to conform to the rituals, creeds, and programs of a society which define what is evil.<sup>10</sup>

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8 Erik H. Erikson, Childhood and Society (2nd ed.), New York, Norton, 1950, p. 261.

9 Ibid., p. 262.

10 Ibid., p. 263.

4. My Career Plans--How My High School Courses Relate to Them: The teenager is expected to begin to develop his ideas as to fields and levels of work appropriate to him. He is expected to make tentative choices in regard to the type of education and training he will need, at least in a particular specified occupation.<sup>11</sup> (2 sessions)
5. My Responsibilities to Family, Friends, and Community: The adolescent begins to pay attention to civic responsibilities.<sup>12</sup>
6. Freedom--What It Involves in the Family, with Friends, and in the Community: One developmental task of adolescence involves achieving an appropriate dependence-independence pattern.<sup>13</sup> (2 sessions)
7. The Role of Women and Men in an Adult Society: Learning one's psychosocial biological sex role is a developmental task of adolescence.<sup>14</sup>
8. Dating Behaviour: Exploring possibilities for a future mate and acquiring "desirability" is a developmental task of adolescence.<sup>15</sup>

Within the DG training method sessions, the students were given an opportunity to add a maximum of three additional topics of concern. There were fifteen developmental group training sessions.

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<sup>11</sup> Donald E. Super, The Psychology of Careers: An Introduction to Vocational Development, New York, Harper and Row, 1957, p. 92.

<sup>12</sup> Hershèl D. Thornburg, Development in Adolescents, Monterey, California, Brooks-Cole, 1975, p. 9-10.

<sup>13</sup> George M. Gazda, Group Counselling: A Developmental Approach, Boston, Allyn and Bacon, 1971, p. 140.

<sup>14</sup> R. J. Havighurst, Developmental Tasks and Education, (3rd ed.), New York, McKay, 1971, p. 75-82.

<sup>15</sup> Thornburg, op. cit., p. 7.

All sessions were of forty-five minutes duration. The sessions were audiotaped; tapes were evaluated, as a check on the internal validity of the training programs, using the evaluation forms included in Appendix 7.

#### B. Microcounselling Groups (MG)

The training tapes used by Ivey<sup>16</sup> and comprising part of the training methodology of the Ivey Microcounselling Model were obtained and utilized in MG training. The following skills were taught to the peer counsellors: beginning skills of interviewing, which include attending behaviour, open invitation to talk, minimal encourages to talk; selective listening skills, which include reflection of feeling, paraphrasing, summarization of feeling, and summarization of content; and lastly, skills of self-expression, which include expression of feeling. Two additional skills of self-expression, those of sharing behaviour and direct mutual communication, later included in the Ivey Microcounselling Model, were not available on the training tape at the time of the present study. The MG training, like the DG and DMG training, was confined to fifteen sessions, each session being forty-five minutes long. The training procedure as outlined in Chapter I was followed.

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<sup>16</sup> Sincere thanks is expressed to Dr. Allen E. Ivey, University of Massachusetts, Amherst, not only for permission to use his training tapes, but also for providing the tapes and for consulting on their use.

Appendix 8 contains a copy of the training manuals for the eight MG skills.

### C. Developmental and Microcounseling Groups (DMG)

Two groups, each made up of ten students who had been randomly assigned to DMG (DG and MG) training groups, were exposed to a combination of both training methods. Care was taken to ensure that the training time provided to the DMG group of senior students did not exceed the training time of fifteen 45-minute sessions spent with groups in the other two training programs (DG and MG).

Training sessions were conducted over an eight-week period. All Developmental Group training sessions were audiotaped; the Microcounseling Group and Combined Developmental-Microcounseling Group sessions were audiotaped when this was feasible. Two procedures were followed in order to ensure the internal validity of the training program. The audiotapes were checked to determine whether the training groups actually were being exposed to the specified training methodologies. In addition, counsellors involved in the training programs maintained continual close communication with one another. The continuous use of a tape recorder did initially cause some minor concern among the participants in the program. However, when the need for the recorders was explained, and the confidentiality of the tapes guaranteed,

the presence of the tape recorder was soon forgotten.

Throughout the training program, members of the Guidance Department acted in a consultative role for all the students involved in the study.

#### 4. The Peer Counselling Program.

Following the eight-week Peer Counselling Training Program, the 117 junior male students who had shown themselves to be highly alienated from school according to scores on the Anderson Student Expectations Inventory (S.E.I.) were randomly allocated to pairs of senior students who had been members of one particular training group. There were, then, ten pairs of senior students who had undergone Developmental Group counselling training, ten pairs who had undergone Microcounselling training, and ten pairs of senior students who had been exposed to both approaches within their training program.

The senior students, who had been randomly paired with each other as outlined above, were advised that their role in the treatment part of the program was to serve as leader-participants in a series of fifteen counselling-oriented group discussions on the following eight topics:

1. The Way I Seem to Others. (2 sessions)
2. What I Look for in a Friend. (2 sessions)
3. Right and Wrong.
4. My Career Plans—How My High School Courses Relate to Them. (2 sessions)

5. My Responsibilities to Family, Friends, and Community.
6. Freedom--What It Involves in the Family, with Friends, and in the Community. (2 sessions)
7. The Role of Women and Men in an Adult Society.
8. Dating Behaviour.

The initial two sessions of the programs were classified as "getting-to-know-you" sessions. Here, the senior students were instructed to have each junior student write down five things about himself which he felt he could share with the students (3 or 4 junior students, 2 group leaders) in his group so that everyone would know him better. The group leaders were asked to lead in the exercise and were advised that the items they chose in describing themselves would tend to set the tone for the junior students. Towards the end of the program, junior students were permitted to submit in writing to their group leaders three additional topics which they wished to discuss in the group before the group disbanded. The sessions, under the leadership of the peer counsellors, were audiotaped. Students were informed that the tapes would be kept private but would be listened to by members of the School Guidance Department, purely as a check on the internal validity of the program.

Members of the School Guidance Department were available to the peer counsellees for consultation during this part of the program. Many junior students' questions

were handled during the first one or two sessions of the program. From the above review of the literature and the discussion of the experimental design of the present study, there follows a further statement of the hypothesis.

#### 5. Statement of the Hypothesis.

Male junior students, where intelligence and socio-economic status are statistically controlled, exhibit significantly lower alienation from school following peer counselling sessions conducted by senior peer counsellors trained by a combination of Developmental and Microcounselling Group Counselling (DMG) than following peer counselling sessions conducted by senior peer counsellors trained by either Developmental Group Counselling (DG) or Microcounselling Group Counselling (MG).

#### 6. Plan of the Statistical Analysis.

The plan of the statistical analysis is as follows: to carry out a univariate analysis of covariance, on posttest S.E.I. total scores, with peer counsellor training methods (DG, MG, and DMG) as the independent variable, and alienation from school as the dependent variable, with intelligence and socio-economic status as the covariates.

The presentation and discussion of the results of the study follow in Chapter III.

## CHAPTER III

### PRESENTATION AND DISCUSSION OF RESULTS

In the present chapter, the research problem and the hypothesis of the present study are reviewed. The review of the research problem and the hypothesis is followed by a presentation and a discussion of the results of the study. The chapter is completed by a discussion of the conclusions and the implications for further studies.

#### 1. The Research Problem.

The research problem of the present study was to determine whether a combined Developmental Group Counselling-Microcounselling (DMG) method of training peer counsellors at the secondary school level would be superior to either a Developmental Group Counselling (DG) or a Microcounselling (MG) training approach.

#### 2. The Research Hypothesis.

The research hypothesis of the present study was as follows:

Male junior students, where intelligence and socio-economic status are statistically controlled, exhibit significantly lower alienation from school following peer counselling sessions conducted by senior peer counsellors trained

by a combination of Developmental and Microcounselling Group Counselling (DMG) than following peer counselling sessions conducted by senior peer counsellors trained by either Developmental Group Counselling (DG) or Microcounselling Group Counselling (MG).

### 3 Presentation and Discussion of Results.

The following results are presented in this chapter:

(a) the test-retest reliability coefficients of the Student Expectations Inventory (S.E.I.); (b) the means and standard deviations for posttest alienation scores (total S.E.I., intelligence and socio-economic status; (c) the univariate analysis of covariance on the total scores for the S.E.I. (this analysis is used to test the null hypothesis); (d) means and standard deviations for posttest alienation (S.E.I. subscale scores; and (e) multivariate analysis of variance of the S.E.I. posttest subscales (this analysis is used as a post hoc analysis to test whether there is a lowering of alienation scores on any of the subscales which make up the S.E.I.).

#### A. A Test-retest Reliability Study of the Student Expectations Inventory

Because the S.E.I. was used as a measure of alienation, the dependent variable of the present study; a test-retest reliability study of the S.E.I. was carried out. The

reliability study was conducted in a large composite school similar to the secondary school where the sample was chosen for the present research study.

Fifty-six junior male students were administered the S.E.I. according to standardized instructions. Five weeks later, the test was again administered to the same students. An Inventory was judged unsuitable for use in this aspect of the present study if three or more items were unanswered. A total of fifty-four Inventories were judged to be suitable.

Table I contains the results of the reliability study. The correlations obtained in the present study compare favourably to those found by Anderson in his validation of the instrument among 3,792 secondary school students from numerous types of secondary schools in Ontario. The high correlations, both for subscale and total score, support the contention that the S.E.I. exhibits adequate reliability as a measure of alienation for use in the present study.

B. Means and Standard Deviations for Posttest  
Alienation Scores (Total) S.E.I., Scholastic  
Aptitude and Socio-economic Status

The means and standard deviations of the Henmon-Nelson I.Q. scores, the S.E.S. scores, and the posttest alienation scores (total) S.E.I. are presented in Table II.

Table I.-

Test-retest Reliability Coefficients of the Student Expectations Inventory (S.E.I.)

Subscales plus total score	Correlation
Powerlessness	.87
Meaninglessness	.83
Misfeasance	.82
Futility	.87
Self-estrangement	.74
Total score	.88

N = 54

Time interval = 5 weeks

Table II.-

Means and Standard Deviations for Posttest Alienation Scores  
(Total) S.E.I., Scholastic Aptitude and Socio-economic  
Status.

Variables	Training Groups					
	DG (n=39)		MG (n=40)		DMG (n=38)	
	X	SD	X	SD	X	SD
Alienation Posttest	135.69	14.76	135.40	21.21	135.37	18.09
Henmon-Nelson I.Q.	111.38	8.59	112.43	9.57	115.50	10.99
S.E.S.	59.92	12.81	65.17	7.66	65.53	11.23

Note: DG = Developmental Training Group  
 MG = Microcounselling Training Group  
 DMG = Combined Developmental and Microcounselling  
 Training Group  
 S.E.S. = Ratings on the Blishen Socio-economic Index

C. Univariate Analysis of Covariance on the Student Expectations Inventory (S.E.I.) Total Scores

A univariate analysis of covariance on Anderson's Student Expectations Inventory total scores was carried out as a means of testing the null hypothesis: that there is no significant difference in alienation scores on the part of junior male peer counselees who had been exposed to senior peer counsellors who had training in Developmental Group Counselling (DG) or Microcounselling (MG), or a combined Developmental-Microcounselling (DMG) approach where intelligence and socio-economic status were statistically controlled. Equality of variance among the treatment groups had been determined through use of Levene's test.

From an examination of these results presented in Table III, one can conclude that there was no significant difference in the three training programs. The null hypothesis, on the basis of a univariate analysis of covariance of total scores, was not rejected.

A further examination of the results of the univariate analysis of covariance indicates that support cannot be presented in this study for the use of I.Q. and S.E.S. as covariates. Respectively, the  $t$  value for the covariates was found to be  $-0.90$  for I.Q. and  $-0.21$  for the S.E.S. variable. These variables were dropped in further analyses for this study.

Table III.-

Univariate Analysis of Variance on Anderson's Student Expectations Inventory (S.E.I.) Total Scores

Variable	Sources of Variation	Sum of Squares	df	Mean Square	F	p
Alienation Posttest	Between groups	2.48	2	1.24	0.00	n.s.
	Within groups	37934.61	114	332.76		

D. Means and Standard Deviations for Posttest Alienation (S.E.I.) Subscale Scores

The means and standard deviations for posttest alienation subscale scores are presented in Table IV.

The subjects represented in Table IV were 117 grade ten male students who had indicated a high degree of alienation from school on the S.E.I. pretest. These students participated in a peer counselling program where they met in small groups led by senior peer counsellors who had been trained by one of three training methods.

E. Multivariate Analysis of Variance on the Student Expectations Inventory (S.E.I.) Subscale Scores

The results of the multivariate analysis of variance of the subscale scores of the S.E.I. are presented in Table V.

From the theory, the prediction was made earlier that the junior students who had been worked with in small groups by peer counsellors trained by a combined Developmental-Microcounselling Group Counselling method of training would evidence less alienation from school than those junior students who had been worked with by peer counsellors trained by either a Developmental Group method or a Microcounselling Group method. The null hypothesis, tested by

Table IV.-

Means and Standard Deviations for Posttest Alienation Scores,  
S.E.I. Subscale Scores

Variables	Training Groups					
	DG (n=39)		MG (n=40)		DMG (n=38)	
	X	SD	X	SD	X	SD
1	17.67	4.26	17.42	4.25	18.37	3.98
2	22.10	5.09	22.40	4.87	21.97	4.73
3	28.49	3.48	27.72	5.21	27.92	4.90
4	26.72	4.38	27.05	5.02	27.63	4.99
5	40.72	6.51	40.80	9.61	39.47	6.66

Note: Variable 1 = Powerlessness, Subscale S.E.I.  
 Variable 2 = Meaninglessness, Subscale S.E.I.  
 Variable 3 = Misfeasance, Subscale S.E.I.  
 Variable 4 = Futility, Subscale S.E.I.  
 Variable 5 = Self-estrangement, Subscale S.E.I.

Table V.-

Multivariate and Univariate Analyses of Variance of S.E.I.  
Subscale Scores

Variables	df	F Ratio	p Value	
<u>Multivariate Test</u>				
1	10,220	.488	.897	
2				
3				
4				
5				
<u>Univariate Test</u>				
Variables	Mean Square	df	F Ratio	p Value
1	9.29	2,114	.534	.588
2	1.88		.078	.867
3	6.15		.291	.673
4	8.22		.355	.608
5	21.28		.354	.415

Variable 1 = Powerlessness, Subscale S.E.I.  
 2 = Meaninglessness, Subscale S.E.I.  
 3 = Misfeasance, Subscale S.E.I.  
 4 = Futility, Subscale S.E.I.  
 5 = Self-estrangement, Subscale S.E.I.

the univariate analysis of covariance of the total scores on the S.E.I., was not rejected. The present post hoc analysis was carried out to determine whether there were significant differences in alienation scores on the basis of the individual scales which make up the total score on the S.E.I.

From an examination of these results, one can conclude that there was no significant difference among the three training programs on overall subscale scores. Once again, such differences, of possible interest in the development of future studies, are not germane to the question posed in the present study, which involves a comparison of training methods as opposed to a determination of the overall effectiveness of such methods.

A number of possible reasons are now explored in an attempt to understand the lack of significant differences among the three training programs.

In the first place, the question of whether the S.E.I. was sensitive enough to measure distinctions among three training programs must be asked. Alienation, as defined in the literature and used in the present study, is a complex multifaceted concept. While numerous other measures of alienation were examined, the S.E.I. was chosen both on the

basis of its reliability as evidenced in previous studies and its applicability to secondary school students. There is little doubt that the instrument is an effective measure of alienation. The results reported herein, however, cast doubts as to whether it is a sensitive enough instrument to enable one to make as fine a differentiation as was attempted in the present study. Further research on the instrument appears warranted.

A second explanation for the failure to distinguish the best form of training for peer counsellors in the present study centres around the length of the total program. The question can be examined in two parts: Were there enough peer counselling sessions? Were there enough training sessions for the peer counsellors? An attempt was made in the present study to extrapolate and apply the models which exist for the training of lay counsellors to the training of peer counsellors at the secondary school level. It is possible that the senior students, being younger and less mature than the lay counsellors, should have been exposed to a longer training program than that deemed adequate for older subjects. In this study the relative success of the peer counsellor training programs was being evaluated not by a direct assessment, but indirectly by the relative decrease in alienation scores on the part of the junior students. There is a possibility that a longer peer counselling program following

the peer counsellor training program might have produced the desired results.

Another possible reason for the failure to reject the null hypothesis centres around the use of alienation as the criterion variable. A simple variable assessed in a more direct way might have been more effective than the more complex multidimensional variable chosen.

A fourth reason may be that, while there is theoretical evidence to support the concept of an experiential milieu for the training of adults as lay counsellors, it is possible that the adolescents were unable to extrapolate from the training program to the peer counselling sessions which they were required to conduct.

Because the literature indicated common areas of concern among adolescents, certain structured topics were chosen as discussion topics during the Developmental Group training program. Feedback during the training program from the peer counsellors being trained through the use of the Developmental Groups indicated that there were occasions when the groups would assemble and feel like discussing a topic that was not "today's" agenda topic. There is the possibility, in retrospect, that more provision should have been made for the Developmental Group trainees to discuss the proper ordering of the topics and to introduce certain other topics of mutual interest and concern to the group members. While

the specific topics were never felt to be as important as the quality of the interaction among the peer counsellor trainees, and while the internal validity of the training program as well as the peer counselling program was important, there is a possibility that the trainees who underwent the Developmental Group training program would have benefited more had they been allowed to choose one topic of interest and concern to them at the beginning of each training session. A check through the use of an audiotape could have been carried out to determine whether the topics chosen were consistent with those topics which the theory states are important to the age group under consideration.

As a sixth possible explanation for the nonsignificant results, the question must be raised concerning whether the peer counsellor training groups were as distinctive or "pure" in practice as they were in theory. This statement opens up the whole problem of conducting empirical outcome-type research within a school setting. Every effort was made to keep the research "pure" and to keep the peer counsellors in one training group from communicating on the nature of their training program with members of the other training groups. Also, every effort was made to ensure that the peer counsellor trainees and the peer counsellors, at a later phase in the study, were not aware of what was being attempted by the study. However, human nature being what it is,

one can assume that some communication did take place among the trainees; this communication detracted from the purity of the research. Indeed, from a practical point of view, the various ethical and legal considerations involved are restrictive in respect to limiting communication among trainees. From a research point of view, the possibility of conducting empirical research across a number of schools would undoubtedly enable greater control for internal validity.

#### 4. Summary.

The objective of this study was to provide an empirical test of whether a combined Developmental-Microcounselling Group (DMG) method for training senior secondary school students as peer counsellors is more successful than either a Developmental Group (DG) or a Microcounselling Group (MG) training method.

The study involved the following hypothesis: Male junior students, where intelligence and socio-economic status are statistically controlled, exhibit significantly lower alienation from school following peer counselling sessions conducted by senior peer counsellors trained by a combination of Developmental Group Counselling and Microcounselling Group Counselling (DMG) than following peer counselling sessions conducted by senior peer counsellors trained by either

Developmental Group Counselling (DG) or Microcounselling Groups (MG).

The subjects for the experiment were sixty junior students who were trained as peer counsellors by one of three training methods, and 117 junior male students with whom the peer counsellors worked in small groups in the actual peer counselling program. Alienation from school on the part of the junior male students was utilized as the criterion variable in the study.

The data obtained were analyzed by means of a univariate analysis of covariance of posttest results, with intelligence and socio-economic status as covariates. In summary, in testing the hypothesis, it was concluded:

1. that there was no significant difference in the three programs for training senior students as peer counsellors, when alienation of junior male students was used as the dependent variable;
2. that the two covariates, intelligence and socio-economic status, do not have a significant linear relationship to the dependent variable, alienation.

#### 5. Conclusions and Implications for Further Research.

The following are suggestions for further research which originated in the present study:

1. That a number of replicative studies be undertaken over a longer period of time to ascertain whether clear statistical trends might become evident.

2. That other less abstract and more directly measurable dependent variables be used as criteria for determining the success of peer counsellor training programs. In the first place, the possibility exists that alienation is too complex a variable to have been utilized satisfactorily in a relatively short-term study. Secondly, in the present study, the comparative success of the training programs was ascertained indirectly through a decrease in alienation on the part of junior students in phase two of the program. A simpler dependent variable and a direct assessment of the relative effects of the peer counsellor training programs on this variable might have led to more desirable results. Such results would have to be interpreted cautiously, however, because of the possibility of the decrease being due to the regression phenomenon.
3. That further attention be devoted in peer counselling programs to assessing the benefits which accrue to the peer counsellors who work with junior students. An examination of Appendix 11 indicates that the peer counsellors felt that they had gained a good deal in a qualitative sense from their participation in the total program.
4. That high school students in grade thirteen be clearly informed of the time commitment that may result from participation in a peer counselling program. The response expressed in Appendix 11 by the students to the effect that the program was time consuming for grade thirteen students has merit.
5. That the possibility of planning and implementing short programs involving students working with students within secondary schools be seriously pursued. There seems to be no doubt, as a result of not only the qualitative feedback received from students involved in this program but also as a result of positive feedback received from other students involved in peer counsellor programs over a five-year period, that numerous benefits can accrue to students who work with students within a secondary school.
6. That involvement in peer counsellor training programs be made available to high school students at an early age. There has been no indication that the "laws of helping" must be limited to having the senior students serve as helpers and the junior students as helpees. Numerous opportunities are available within any secondary school for junior students, students in grades nine and ten, to offer assistance to fellow students.

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Anderson, Barry D., "Bureaucratization and Alienation: An Empirical Study in Secondary Schools," unpublished Ph.D. dissertation presented to the School of Graduate Studies, University of Toronto, Ontario, 1970, 1-299 p.

This study was devoted to the relationship between bureaucratization and alienation from school. The dissertation provides a detailed analysis of Seeman's five dimensions of alienation and, as well, provides the techniques used to validate the instrumentation which is used to measure alienation from school, the dependent variable of the present study.

Anderson, Ron, "Peer Facilitation: History and Issues," Elementary School Guidance and Counselling, Vol. 11, No. 1, 1976 (special issue on peer facilitators), p. 2-80.

The author presents a comprehensive overview of the history and pertinent issues related to the field of peer counselling.

Brown, William F., "Student to Student Counselling for Academic Adjustment," Personnel and Guidance Journal, Vol. 43, No. 2, 1965, p. 811-817.

The author reports on one of the first peer counselling programs to be set up at the college level.

Carkhuff, Robert R., Helping and Human Relations: A Primer for Lay and Professional Helpers, Vol. I: Selection and Training, New York, Holt, Rinehart and Winston, 1969, 298 p.

Expanding on the Rogerian ideas of the importance of empathic understanding in the counselling process, the author elaborates on the selection and training of lay persons in the helping professions.

Erikson, Erik H., Childhood and Society (2nd ed.), New York, Norton, 1963, 446 p.

Erikson presents in this work certain major concerns which are prominent in the adolescent as he searches for his identity. Three of these concerns are abstracted from Erikson's work and become concepts to be discussed in the experiential peer counsellor training.

Gazda, George M., Group Counselling: A Developmental Approach, Boston, Allyn and Bacon, 1971, 273 p.

The author maintains in this work that developmental group counselling subscribes to the core conditions of effective counselling as outlined by Carkhuff.

Haase, Richard F. and Dominic J. Di Mattia, "The Application of the Microcounselling Paradigm to the Training of Support Personnel in Counselling," Counsellor Education and Supervision, Vol. 10, No. 1, 1970, p. 16-21.

In this research study is presented the use of micro-counselling techniques to train sixteen females in attending behaviour, expression of feeling and reflection of feeling.

Haase, Richard F., Dominic J. Di Mattia and Mary A.J. Guttman, "Training of Support Personnel in Three Human Relations Skills: A Systematic One-year Follow-up," Counsellor Education and Supervision, Vol. 12, No. 3, 1972, p. 194-199.

The authors follow up an earlier study where micro-counselling was used as the means of training lay personnel as paraprofessional counsellors.

Havighurst, Robert J., Developmental Tasks and Education (3rd ed.), New York, McKay, 1971, 338 p.

From the developmental tasks of adolescence presented in the work are abstracted certain areas of concern to the modern-day adolescent. These areas of concern provide the topics for discussion in the experiential training program for the peer counsellors in the present study.

Heath, Douglas C., Humanizing Schools: New Directions, New Decisions, New York, Hayden, 1971, 228 p.

The author hypothesizes that in present-day society there is a great need to provide adolescents with opportunities to perform meaningfully responsible service to others.

Ivey, Allen E. and John R. Moreland, Microcounselling: Innovations in Interviewing Training, Springfield, Thomas, 1971, 206 p.

The microcounselling model involved a "scaled-down" counselling session in much the same way that the micro-teaching model, from which the former originates, involved a "scaled-down" teaching session. The author attempts to break up the counselling process into component skills. The manuals provided by Ivey and Moreland are used along with the Ivey training tapes to provide the didactic method of training for the peer counsellors in the present study.

Keniston, Kenneth, The Uncommitted: Alienated Youth in American Society, New York, 1965, Dell (Laurel Edition), 1970, 436 p.

This study provides a framework from which categorization of various works on alienation is made possible.

Kuhlen, Raymond G., The Psychology of Adolescent Development, New York, Harper Bros., 1952, 675 p.

The author extends Maslow's theory on psychological needs by making it specific to the adolescent.

Maslow, A., Toward a Psychology of Being, New York, Van Nostrand Reinhold, 1968, 240 p.

The author provides a comprehensive treatment of the psychological needs of the individual.

McDermott, P., Developmental Group Counselling, Toronto, Nelson and Sons, 1971, 31 p.

The author maintains that the developmental group counselling medium provides a psychologically safe opportunity for adolescents to discuss their mutual concerns.

Roffers, D. W., "The Development of a Model for Implementing the Positive Peer Culture Program in an Inner-city High School," unpublished paper available from Xerox University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4090), 179 p.

The author evaluates the major peer counselling programs existing in the United States prior to 1975.

Seeman, Melvin, "On the Meaning of Alienation," American Sociological Review, Vol. 24, No. 6, 1959, p. 783-791.

The purpose of this work is to make traditional interest in alienation more amenable to empirical investigation.

Super, Donald E., The Psychology of Careers: An Introduction to Vocational Development, New York, Harper and Row, 1957, 362 p.

The author presents his ideas on the importance for the adolescent of developing firm ideas on the type of education and training necessary for him to achieve job satisfaction in later life.

Truax, Charles B., "An Approach to Counsellor Education," Counsellor Education and Supervision, Vol. 10, No. 14, 1970, p. 4-15.

The author maintains that through proper selection procedures and on-the-job training, it is possible to train lay persons to excel in rehabilitation counselling.

Truax, C. B., R. R. Carkhuff, and J. Douds, "Toward an Integration of the Didactic and Experiential Approaches to Training in Counselling and Psychotherapy," Journal of Counselling Psychology, Vol. 11, No. 3, 1964, p. 240-247.

The authors maintain that some form of integration of both a didactic and an experiential form of training represents both the most effective and efficient means of training professionals in counselling and psychotherapeutic skills.

Varenhorst, B. and B. Hamburg, "Peer Counsellor Programs and Curriculum," unpublished paper, Palo Alto Unified School District, Palo Alto, California, 1971, 1-36 p.

The study utilizes a didactic method for training peer counsellors at the secondary school level. The main focus of the program is on the benefits which accrued to the peer counsellors as a result of their participation in the program.

Vassos, S. T., "The Utilization of Peer Influence," The School Counsellor, Vol. 18, No. 3, 1971, p. 209-214.

The author reports on a peer counselling program conducted at a secondary school. Her conclusion, that the peer influence model has potential for assisting students in developing more effective behaviour in the school setting through the establishment of close and cooperative relationships, is of relevance to the present study.

Vriend, T. J., "Utilizing Peer Leaders in Counselling and Study Groups to Modify Academic Achievement: A Demonstration Study in an Inner-city High School," unpublished Ph.D. dissertation, New York University, 1968, 216 p.

The author's research work is one of the first attempts to maximize the positive effects of the peer influence model at the secondary school level.

Ware, Claude and B. K. Gold, "Report on the Los Angeles City College Peer Counselling Program," July 1970, no pagination.

The authors report on an extensive peer counselling program which is one of the first at the college level.

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APPENDIX 1

SURVEY TO TEACHING STAFF

APPENDIX 1

SURVEY TO TEACHING STAFF

To: All Staff Members  
From: Guidance Department  
Date: May 30, 1972

In order to help us implement a proposed peer counselling program at Sir Robert Borden, we solicit your support in providing us with some names of senior students whom you teach, or whom you know from past years of teaching.

We are looking for students who are sound students academically. We are looking as well, for those grade 11, 12, or 13 students who appear to be influential in a positive way with their peer group, who could, given basic training, become more effective in a helping role within this Department and within the school. Our hope is to, by our peer counselling program, train these students to work formally in a group counselling setting with junior students.

We would be sincerely appreciative of your taking a moment and forwarding names to us.

Please list names of appropriate students and return this form to Mr. Hardy's mailbox before Friday.

Thank you.

Roger Hardy  
RH/ef

APPENDIX 2

The Carkhuff Discrimination Index

## APPENDIX 2

### The Carkhuff Discrimination Index

#### A Measure of Your Effectiveness as a Helper

The effective helper (counsellor) discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, he is quite capable of active assertive and even confronting behaviour when it is appropriate.

The following excerpts involve a number of helpee (client) stimulus expressions and in turn a number of helper (counsellor) responses. There are fourteen expressions by helpees of problems and in response to each expression there are four possible helper responses.

You are asked to read the helpee expressions and put the number 1 in the blank opposite the helper expression which you feel is most appropriate. Place the numbers 2 and 3 in the blanks opposite the helper expressions which you feel are the second and third best choices. Please make three choices for each series of four helper expressions.

When you have finished rating the expressions please place the completed scale in the envelope and pass it in when the testing period is over.

Excerpt 1

Helpee: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful! She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be--the particular group I was with.

## Helper responses:

1. You know you have changed a lot. There are a lot of things you want to do but no longer can. \_\_\_\_\_
2. You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet. \_\_\_\_\_
3. Who are these people that make you so angry? Why don't you tell them where to get off? They can't control your existence. You have to be your own person. \_\_\_\_\_
4. So you have a social problem involving interpersonal difficulties with others. \_\_\_\_\_

Excerpt 2

Helpee: I love children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

## Helper responses:

1. Hmm. Who are these other people? \_\_\_\_\_

2. So you find yourself raising a lot of questions about yourself--educationally, vocationally.
3. Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.
4. While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

### Excerpt 3

Helpee: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby--well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school--breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

### Helper responses:

1. So you find yourself raising a lot of questions as to whether what you are doing is right for your child.
2. Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise--where the child can gain some independence?

3. Could you tell me--have you talked to your husband about this? \_\_\_\_\_
4. While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going--not sure who you are. \_\_\_\_\_

#### Excerpt 4

Helpee: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

#### Helper responses:

1. They really make you very angry. You wish you could handle them more effectively than you do. \_\_\_\_\_
2. Damm, they make you furious! But it's just not them. It's with yourself too, because you don't act on how you feel. \_\_\_\_\_
3. Why do you feel these people are phony? What do they say to you? \_\_\_\_\_
4. Maybe society itself is at fault here--making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others. \_\_\_\_\_

#### Excerpt 5

Helpee: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you as if you were some sort of freak, some backwoodsman your husband

picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

Helper responses:

1. You really resent having to meet the goals other people set for you. \_\_\_\_\_
2. What do you mean by "it makes me sick"? \_\_\_\_\_
3. Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open. \_\_\_\_\_
4. A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of--something about yourself in relation to these other people. \_\_\_\_\_

Excerpt 6

Helpee: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just--I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me--I'm not an understanding mother or something. Damn! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be

as ornery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

Helper responses:

1. So you find yourself screaming and yelling at your daughter more frequently during the past three months. \_\_\_\_\_
2. Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses. \_\_\_\_\_
3. While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?" \_\_\_\_\_
4. While she makes you very angry, you really care what happens to her. \_\_\_\_\_

Excerpt 7

Helpee: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's everything he wants to do. There is a range of things I have to do--not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid--I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me--it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

Helper responses:

1. It really angers you when you realize in how many ways he has taken advantage of you. \_\_\_\_\_
2. Tell me, what is your concept of a good marriage? \_\_\_\_\_

3. Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man. \_\_\_\_\_
4. It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going. \_\_\_\_\_

Excerpt 8

Helpee: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people. I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding, and I just love them! It's just marvelous.

Helper responses:

1. Sounds like you found someone who really matters to you. \_\_\_\_\_
2. Why do these kind of people accept you? \_\_\_\_\_
3. That's a real good feeling to have someone to trust and share with. "Finally, I can be myself." \_\_\_\_\_
4. Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you. \_\_\_\_\_

Excerpt 9

Helpee: I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! It's great! It's so great I can't believe it's true--it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

## Helper responses:

1. Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
2. Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
3. Let me caution you to be cautious in your judgment. Don't be too hasty. Try to get settled first.
4. It's a good feeling to contemplate doing these things.

Excerpt 10

Helpee: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous.

## Helper responses:

1. It's a good feeling to have your kids settled once again.
2. It is possible your kids were happy before but you never noticed it before. You mentioned your boys. How about your husband? Is he happy?
3. Do you feel this is a permanent change?
4. Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

Excerpt 11

Helpee: I'm so thrilled to have found a counsellor like you. I didn't know any existed. You seem to understand me so well. It's just great! I feel like I'm coming alive again. I have not felt like this in so long.

## Helper responses:

1. Gratitude is a natural emotion.
2. This is quite nice but remember, unless extreme caution is exercised, you may find yourself moving in the other direction.
3. That's a good feeling.
4. Hey, I'm as thrilled to hear you talk this way as you are! I'm pleased that I have been helpful. I do think we still have some work to do yet, though.

Excerpt 12

Helpee: No response. (moving about in chair)

## Helper responses:

1. You can't really say all that you feel at this moment.

2. A penny for your thoughts. \_\_\_\_\_
3. Are you nervous? Maybe you haven't made the progress here we hoped for. \_\_\_\_\_
4. You just don't know what to say at this moment. \_\_\_\_\_

Excerpt 13

Helpee: Gee, I'm so disappointed. I thought we could get along together and you could help me. We don't seem to be getting anywhere. You don't understand me. You don't know I'm here. I don't even think you care for me. You don't hear me when I talk. You seem to be somewhere else. Your responses are independent of anything I have to say. I don't know where to turn. I'm just so--doggone it--I don't know what I'm going to do, but I know you can't help me. There just is no hope.

## Helper responses:

1. I have no reason to try and not to help you. I have every reason to want to help you. \_\_\_\_\_
2. Only when we establish mutual understanding and trust and only then can we proceed to work on your problem effectively. \_\_\_\_\_
3. It's disappointing and disillusioning to think you have made so little progress. \_\_\_\_\_
4. I feel badly that you feel that way. I do want to help. I'm wondering, "Is it me? Is it you? Both of us? Can we work something out?" \_\_\_\_\_

Excerpt 14

Helpee: Who do you think you are? You call yourself a therapist! Damm, here I am spilling my guts out and all you do is look at the clock. You don't hear what I say. Your responses are not attuned to what I'm saying. I never heard such therapy. You are supposed to be helping me. You are so wrapped up in your world you don't hear a thing I'm saying. You don't give me the time.

The minute the hour is up you push me out the door whether I have something important to say or not. I - uh - it makes me so goddam mad!

Helper responses:

1. You are suggesting I'm wrapped up in myself. Do you think that perhaps, in fact, this is your problem?
2. I'm only trying to listen to you. Really, I think we are making a whole lot of progress here.
3. You are pretty displeased with what has been going on here.
4. All right, you are furious, but I wonder if it's all mine or is there something else eating you?

Note 1: For a detailed treatment on validity and reliability of the Carkhuff Discrimination Index, the reader is referred to R. R. Carkhuff, Helping and Human Relations: A Primer for Lay and Professional Helpers, Vol. I: Selection and Training, Chapter 8, "Assessing Discrimination," p. 113-133. Because of the novel design of this instrument, validity and reliability numerical data in the traditional sense are not available. Detailed descriptive studies are reported by the author in an attempt to illustrate the basic soundness of the instrumentation as a measure of the level of facilitative conditions offered by the helper as well as the helper's action orientation.

Note 2: The Carkhuff Discrimination Index is used in this work with the expressed permission of the author.

The Carkhuff Discrimination Index consists of fourteen client statements. For each client statement there are a series of four responses. The correct ordering of the responses for each statement on the empathy dimension is as follows:

Statement

1.	2, 1, 3, 4
2.	4, 2, 3, 1
3.	4, 1, 2, 3
4.	2, 1, 4, 3
5.	4, 1, 3, 2
6.	3, 4, 2, 1
7.	4, 1, 3, 2
8.	3, 1, 4, 2
9.	2, 4, 1, 3
10.	4, 1, 2, 3
11.	4, 3, 2, 1
12.	1, 4, 3, 2
13.	4, 3, 2, 1
14.	4, 3, 1, 2

APPENDIX 3

LETTER TO PARENTS OF PEER COUNSELLORS



APPENDIX 3

# Sir Robert Borden High School

131 GREENBANK RD. - OTTAWA, ONT. K2H 8R1 - TEL. 829 - 5320

Principal

G.M.Ferguson, B.A., M.Ed.

Vice-Principal

D.C.Armstrong, B.A., B.P.H.E., M.Ed.

5 February 1973

Dear Parent:

In an effort to improve the quality of the educational experience offered at Sir Robert Borden, Counsellors of our Guidance Department will be involved shortly in implementing a Peer Counselling Training Program. Fourteen such programs are in operation at present within various high schools within the Province. Our program at this high school has the support of our senior administrative personnel. My purpose in writing you at this time is to provide you with general details on the program and to solicit your approval to allow your son or daughter to participate.


Last May the entire staff and senior student body of the school were surveyed by our counsellors. Staff and students were asked to choose those senior students whom they felt would best benefit from a training program which would enable peers to work with peers in an organized manner. Your son or daughter was one of eighty students chosen from approximately nine hundred senior students. In the opinion of staff and fellow students, those students chosen represent in many ways some of our finest senior students.

Training during the program will be carried out to as large an extent as possible during study periods and free time which your son or daughter has during the day at Borden. Training sessions will be of an experiential nature or they will involve training in communication skills through the use of closed circuit video tapes. Some students will receive training in both of the above methods. All training will be carried out by counsellors qualified at the Master's level or beyond.

I sincerely hope that you will give permission for your son or daughter to undergo this training program. Please indicate your consent by signing this letter which will be returned to us.

Should you wish further details on our program, please feel free to contact myself or members of our Guidance Department.

Yours truly



G. M. Ferguson  
Principal  
GMF/ef

Parent's signature: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX 4

Student Expectations Inventory

APPENDIX 4

Student Expectations Inventory

The following forty-four statements describe different sorts of feelings about school. Please indicate the extent to which each of these statements describes your feelings about your school. Please do not evaluate the statements in terms of "good" or "bad"--just read each statement and answer in terms of how well it describes your feelings.

Directions

- (a) READ each statement carefully.
- (b) THINK about how well the statement describes your feelings about school.
- (c) DECIDE whether you strongly agree, agree, disagree, or strongly disagree with the statement.
- (d) DRAW A CIRCLE around one of the five symbols (S.A. A ? D S.D.) to show the answer you have selected.

S.A. = strongly agree  
A = agree  
? = neutral or undecided  
D = disagree  
S.D. = strongly disagree

- |                 |   |      |   |   |   |      |
|-----------------|---|------|---|---|---|------|
| 1.              | In order to get ahead in this school, I am almost forced to break school rules.   | S.A. | A | ? | D | S.D. |
| 2. <sup>R</sup> | If I suggest something to my teachers, they will listen to me.  | S.A. | A | ? | D | S.D. |
| 3.              | I just don't see how completing my high school education in this school will guarantee me the ability to provide myself with all the things we will need. | S.A. | A | ? | D | S.D. |

- |                  |   |      |   |   |   |      |
|------------------|---|------|---|---|---|------|
| 4.               | Generally speaking, I think that my participation in school athletic activities is (or would be) a waste of time.             | S.A. | A | ? | D | S.D. |
| 5.               | There is little I can do about the way this school is run.  | S.A. | A | ? | D | S.D. |
| 6.               | Cheating is the only way for me to get what I want out of school.   | S.A. | A | ? | D | S.D. |
| 7. <sup>R</sup>  | Even though I don't need credit in some courses in order to graduate, I take them because I enjoy them.                       | S.A. | A | ? | D | S.D. |
| 8. <sup>R</sup>  | The best way for me to get ahead in this school is for me to be honest in all my dealings with the staff.                     | S.A. | A | ? | D | S.D. |
| 9.               | There is not much chance that I can do anything to make this school a better place in which to learn.                         | S.A. | A | ? | D | S.D. |
| 10.              | I will probably have to break school rules if I am to obtain some of the highest awards this school offers.                   | S.A. | A | ? | D | S.D. |
| 11.              | I just can't see any relation between my school experiences and my becoming a better citizen.                                 | S.A. | A | ? | D | S.D. |
| 12.              | For me to be really successful in this school, I would have to use methods that are illegal as far as teachers are concerned. | S.A. | A | ? | D | S.D. |
| 13. <sup>R</sup> | I think that school prepares me to make better decisions about life's problems.   | S.A. | A | ? | D | S.D. |
| 14. <sup>R</sup> | I really enjoy my work at school.   | S.A. | A | ? | D | S.D. |
| 15.              | In order to get ahead in school it is necessary to do some things of which school authorities do not approve.                 | S.A. | A | ? | D | S.D. |
| 16. <sup>R</sup> | If I had the chance to do things over again, I would be in school this year because I really enjoy it.                        | S.A. | A | ? | D | S.D. |

- |                  |   |      |   |   |   |      |
|------------------|---|------|---|---|---|------|
| 17.              | School doesn't help me decide what I want to do with my life.   | S.A. | A | ? | D | S.D. |
| 18.              | I, as an individual student, can't do anything about what goes on in this school.   | S.A. | A | ? | D | S.D. |
| 19.              | I often do things in school that I wouldn't do if I didn't want to graduate.  | S.A. | A | ? | D | S.D. |
| 20.              | I think what is taught in this school is mostly useless in today's society.   | S.A. | A | ? | D | S.D. |
| 21.              | I would have to do things which were not really honest in order to get an honours standing.   | S.A. | A | ? | D | S.D. |
| 22. <sup>R</sup> | I think that the extra-curricular activities offered in this school are really useful.  | S.A. | A | ? | D | S.D. |
| 23.              | I think that my success in school is controlled by plots over which I have no control.  | S.A. | A | ? | D | S.D. |
| 24.              | My teachers generally do what they want to do, no matter what I say.  | S.A. | A | ? | D | S.D. |
| 25.              | If I had my way, I'd drop out of this school because it is a waste of time.   | S.A. | A | ? | D | S.D. |
| 26. <sup>R</sup> | The courses available in this school are extremely valuable to me.  | S.A. | A | ? | D | S.D. |
| 27.              | For me to be successful in this school requires the use of absolutely any means I can devise--whether or not such means are "approved" by school authorities. | S.A. | A | ? | D | S.D. |
| 28.              | What happens in this school happens no matter what I do. It is like the weather, there is nothing I can do about it.  | S.A. | A | ? | D | S.D. |
| 29.              | I would prefer to be out working rather than to remain in school.   | S.A. | A | ? | D | S.D. |

30. <sup>R</sup>	My school courses help me decide what I want to do with my life.	S.A.	A	?	D	S.D.
31.	I have better things to do with my time than fool around in school clubs.	S.A.	A	?	D	S.D.
32.	I don't understand how the attitudes and habits which I learn in school will help me to lead a better life.	S.A.	A	?	D	S.D.
33. <sup>R</sup>	My school studies help me make predictions about the kind of world in which I will live in the future.	S.A.	A	?	D	S.D.
34. <sup>R</sup>	For me, participating in interschool competitions (such as basketball, debating, chess, etc.) is worthwhile.	S.A.	A	?	D	S.D.
35. <sup>R</sup>	As far as I'm concerned it is important that I do well in this school.	S.A.	A	?	D	S.D.
36. <sup>R</sup>	School is like a hobby to me.	S.A.	A	?	D	S.D.
37.	Most of the time I have to force myself to go to school.	S.A.	A	?	D	S.D.
38. <sup>R</sup>	School is usually interesting enough to keep me from getting bored.	S.A.	A	?	D	S.D.
39. <sup>R</sup>	I feel fairly well satisfied with school.	S.A.	A	?	D	S.D.
40.	I definitely dislike school.	S.A.	A	?	D	S.D.
41. <sup>R</sup>	I feel that I am happier in school than most other pupils.	S.A.	A	?	D	S.D.
42. <sup>R</sup>	Most days I am enthusiastic about school.	S.A.	A	?	D	S.D.
43.	Each day of school seems like it will never end.	S.A.	A	?	D	S.D.
44.	I am disappointed that I have to attend this school.	S.A.	A	?	D	S.D.

Note: Items designated by an "R" are reverse scored.

Development of the Student Expectations Inventory (S.E.I.) took place in four steps. Content validity of the S.E.I. was attended to by the author in that items were collected from the literature and revised. Revision of the items was necessary in order that the items be made a suitable operationalization of Seeman's five dimensions, and in order that the items detect alienation from school rather than alienation in general.

As the second step of the developmental work, an attempt was made to determine the construct validity of the items as measures of the five dimensions of alienation. This step was taken in conjunction with the development of scales to measure six dimensions of bureaucratic structure. A pool of 360 items intended to measure either bureaucratic structure or alienation from school was randomly divided among six questionnaires of 60 items each. Each of these questionnaires was administered to between 25 and 30 grade ten students drawn from a large composite high school (the students who were tested were representative of the range of academic ability to be found among grade ten students). The students were given simple definitions of the eleven concepts the items were intended to measure (6 dimensions of bureaucratic structure and 5 of alienation from school), and were asked to match each item with its appropriate definition. Using their responses, a frequency distribution

was made up for each item, showing the number of times it had been matched with its "proper" definition as a fraction of the number of attempts to match it with any definition. If this fraction were not larger than what could have been expected by chance, the item was discarded. This procedure eliminated items which were ambiguous to students, and it also tended to ensure that the measures of bureaucratic structure and student alienation were not merely two different measures of the same concept.

The third stage in the development of the Student Expectations Inventory was an attempt to establish the predictive validity of each item by determining its ability to distinguish between alienated and non-alienated youths.

The S.E.I., which consisted of 104 items at this point, was administered to two groups of adolescents: the first of these was a class of twenty-seven grade eleven students all of whom were (1) heavily involved in extra-curricular activities, (2) taking one or more extra academic courses, (3) attending school even though they were legally free to leave, and (4) regarded by their teachers as students who truly enjoyed school. In short, this was a group of students one would not normally consider to be alienated from school.

The second group of youngsters was drawn from two sources: a boarding house established to aid alienated

youths, and a drop-in centre operating in a church basement and located in an area where alienated youths congregate. Staff members of the drop-in centre and of the boarding house identified some of the most alienated youths in the two centres and fifteen of these youths, all but one of whom had dropped out of school, completed the S.E.I.

If an item on the scale is a useful measure of alienation, it should differentiate between these two groups. Welch's approximation to the t test was used to compare the mean scores of each group on each item, and only those items which differentiated between the two groups were retained for use in the final scale.

The fourth step in the development of the Student Expectations Inventory involved a further attempt at construct validation, through a cluster analysis of the subscales. Correlation coefficients between the items thought to compose each subscale were calculated and the matrices examined. Items showing low correlations with remaining items in the subscale were dropped because they were measuring "different" things than the remaining items.

These four steps resulted in a Student Expectations Inventory containing forty-four items distributed among the subscales as follows: Powerlessness, 7 items; Meaninglessness, 7 items; Misfeasance, 8 items, Futility, 8 items; and Self-estrangement, 14 items.

Factor analysis was used by Anderson to obtain estimates of item reliability for the S.E.I. While the estimates of reliability, ranging from .17 to .59, are low, it must be remembered that the reliability data are based on item as opposed to scale reliability. Anderson, on the basis that scale reliabilities are a function of length, hypothesized that test-retest reliability data would be higher. He reported test-retest estimates of reliability to range from .24 to .82 with an average of .47. While the estimates are low, the test-retest reliability study was rigorous and, in the final analysis, the data on reliability are indicative of as satisfactory an instrument as can be found to measure alienation.

Alienation as a global concept is utilized as the dependent variable in the present study. According to Anderson, the global concept is composed of the

summation of the five subscale scores. Because alienation as a global concept can be measured by adding the various subscale scores on the S.E.I., the total scale scores are used as the operational definition of alienation from school in the present study.

Further details on the factor analysis and item analysis of the S.E.I. may be obtained by referring to B. D. Anderson, "Bureaucratization and Alienation: An Empirical Study in Secondary Schools," unpublished Ph.D. dissertation, University of Toronto, Ontario, 1970, xvi-299 p. The S.E.I. is used in this work with the permission of B. D. Anderson.

APPENDIX 5

DATA FOR RELIABILITY STUDY OF THE  
Student Expectations Inventory

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DATA FOR RELIABILITY STUDY OF THE  
Student Expectations Inventory

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201 343534334444423334144543434333334444334342  
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202 42452442223441335224455254414444454532252431  
103 42552544254513532451553153515144555344323243  
203 52252443253411432232453242414253254224422245  
104 42152512244441411231443211414132141555355553  
204 52441421441511411141434111422121143555555554  
105 54454543455344434234545254534444534322213211  
205 54554543454544544445544254545444434322212211  
106 54454545454544545355545354555544435322213222  
206 54443544454544534334545454554444444332223222  
107 44443553343444444243452352543144335332212321  
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Note 1: The number 1 at the beginning of a data line indicates pretest score.

Note 2: The number 2 at the beginning of a data line indicates posttest score.

APPENDIX 6

LETTER TO PARENTS OF PEER COUNSELLEES



# Sir Robert Borden High School

131 GREENBANK RD. - OTTAWA, ONT. K2H 8R1 - TEL. 829 - 5320

Principal

G.M. Ferguson, B.A., M.Ed.

Vice-Principal

D.C. Armstrong, B.A., B.P.H.E., M.Ed.

9 April 1973

Dear Parent:

In an attempt to bring our junior grade nine and ten students into closer communication with our senior students and thereby enable all of our students to feel a greater sense of oneness toward each other and toward the school, our Guidance Department since mid-January has been in the process of training some 75 of our top senior students in certain skills which are deemed useful for good communication. Phase one of our program has been conducted during the students' free time by three of our counsellors who are trained at or beyond the Master's level. We are pleased that the first phase of our program has received enthusiastic support from our senior students and their parents.

When we begin phase two of our program shortly, we plan to randomly select a certain number of junior students with whom the trained senior students will work on a small-group basis. Some of the junior students are being chosen because we feel, on the basis of their past performance, that they are capable of doing better academically. There are numerous other reasons for our choices. In some cases junior students are being chosen because they have expressed an interest in talking things over with another mature student. It is becoming fairly routine procedure at this point in many Guidance Departments for volunteer senior students to be available to help counsellors in their one-to-one work with students.

My purpose in forwarding this letter to you is to inform you of our program and to solicit your support in allowing your son or daughter to participate in it. We can assure you that insofar as is possible students will be involved in this program only during their free time during the school day. I, along with members of our Guidance Department and the Senior Administration at the Board office feel that this program, though it is not a tutorial program, should result in higher marks on the part of certain of our junior students.

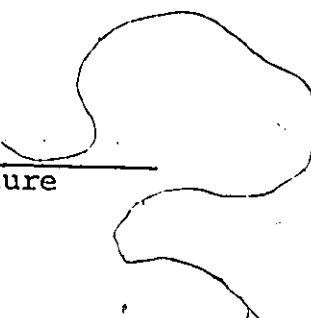
Should you have further questions regarding the program, please feel free to contact Mr. Hardy, the Co-ordinator of the program, Mr. Watts, Head of Guidance, or Mr. Bunn, a member of the counselling staff. You may reach any of these staff members by phoning 829-5320.

Yours truly

*G. M. Ferguson*

G. M. Ferguson  
Principal  
GMF/ef.

\_\_\_\_\_  
Parent's signature



APPENDIX 7

RATING FORM FOR AUDIOTAPE EVALUATION

APPENDIX 7

RATING FORM FOR AUDIOTAPE EVALUATION

Group \_\_\_\_\_

Judge \_\_\_\_\_

Instructions: Place an "R" for discussion related to goals  
or a "U" for discussion unrelated to goals  
opposite each minute interval.

Dates or Session Numbers

Minute Intervals				
1				
2				
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TOTAL                    R \_\_\_\_\_      R \_\_\_\_\_      R \_\_\_\_\_      R \_\_\_\_\_  
                                  U \_\_\_\_\_      U \_\_\_\_\_      U \_\_\_\_\_      U \_\_\_\_\_

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

APPENDIX 8

MICROCOUNSELLING TRAINING SKILLS MANUALS

## APPENDIX 8

### Microcounselling Training Skills Manual

#### A. Attending Behaviour

Good attending behaviour demonstrates to the client that you respect him as a person and that you are interested in what he has to say. By utilizing attending behaviour to enhance the client's self-respect and to establish a secure atmosphere, the interviewer facilitates free expression of whatever is on the client's mind.

The following are the three primary types of activities which best characterize good attending behaviour:

1. The interviewer should be physically relaxed and seated with natural posture. If the interviewer is comfortable, he is better able to listen to the person with whom he is talking. Also, if the interviewer is relaxed physically, his posture and movements will be natural, thus enhancing his own sense of well-being. This sense of comfortableness better enables the interviewer to attend to and to communicate with the client.
2. The interviewer should initiate and maintain eye contact with the interviewee. However, eye contact can be overdone. A varied use of eye contact is most effective, as staring fixedly or with undue intensity usually makes the client uneasy. If you are going to listen to anyone, look at him/her.
3. The final characteristic of good attending behaviour is the interviewer's use of comments which follow directly from what the interviewee is saying. By directing one's comments and questions to the topics provided by the client, one not only helps him to develop an area of discussion, but reinforces the client's free expression, resulting in more spontaneity and animation in the client's talking.

In summary, the interviewer's goal is to listen attentively and to communicate this attentiveness through a relaxed posture, use of varied eye contact, and verbal responses which

indicate to the client that he is attempting to understand what the client is communicating. Specific behaviours which may be utilized are the following:

1. Relax physically; feel the presence of the chair as you are sitting on it. Let your posture be comfortable and your movements natural; for example, if you usually move and gesture a good deal, feel free to do so at this time.
2. Use eye contact by looking at the person with whom you are talking.
3. Follow what the other person is saying by taking your cues from him. Do not jump from subject to subject or interrupt him. If you cannot think of anything to say, go back to something the client said earlier in the conversation and ask him a question about that. There is no need to talk about yourself or your opinions when you are attending.

A final point is to respect yourself and the other person. Ask questions or make comments about things that interest and seem relevant to you. If you are truly interested in what is being said, attending behaviour often follows automatically. But, remember, the more interested you are, the harder it sometimes becomes to keep yourself quiet and listen to the other person.

[End of Training Skill No. 1 - Attending Behaviour.  
Please pass in training manual before you leave.]

Microcounselling Training Skills Manual

## B. Open Invitation to Talk

The client comes into an interview with something that he feels is a problem. The initial task of the interviewer is to stay out of the interviewee's way so as to find out how the client sees his situation. Most useful in determining this is the technique of providing limited structure through the use of an open invitation to talk.

An open invitation to talk may be best understood when compared with a closed approach to interviewing. For example:

Open:        Could you tell me a little bit about your marriage?

or            How did you feel about that?

Closed:      Are you married?    Do you get along with your wife?

It may be observed that the open comments provide room for the client to express his real self without the imposed categories of the interviewer. An open comment allows the client an opportunity to explore himself with the support of the interviewer. A closed invitation to talk, on the other hand, often emphasizes factual content as opposed to feelings, demonstrates a lack of interest in what the client has to say, and frequently attacks or puts the client in his place. Closed questions can usually be answered in a few words or with a yes or no.

Crucial to open-ended questions is the concept of who is to lead the interview. While the interviewer does ask questions while using this skill, the questions are centred around concerns of the client rather than around concerns of the interviewer for the client. Questions should be designed to help the client clarify his own problems, rather than provide information for the interviewer. A typical problem with closed questions is that the interviewer leads the client to topics of interest to the interviewer only. Too often an interviewer projects his own theoretical orientation onto the information he is trying to gather, imposes artificial structure too early. If the interviewer relies on closed questions to structure his interview, he is often forced to concentrate so hard on

thinking up the next question that he fails to listen to and attend to the client.

Open invitations to talk are extremely useful in a number of different situations. The following are some examples:

1. They help begin an interview. (What would you like to talk about today? How have things been since the last time we talked together?)
2. They help get the interviewee to elaborate on a point. (Could you tell me more about that? How did you feel when that happened?)
3. They help elicit examples of specific behaviour so that the interviewer is better able to understand what the interviewee is describing. (Will you give me a specific example? What do you do when you get "depressed"? What do you mean when you say your father is out of his mind?)
4. They help focus the client's attention on his feelings. (What are you feeling as you're telling me this? How did you feel then?)

Go through the examples above again and give your supervisor some possible closed-ended questions in each case above. Then change your closed questions to open questions.

[End of Training Skill No. 2 - Open Invitation to Talk. Please pass in training manual before you leave.]

Microcounseling Training Skills Manual

## C. Minimal Encourages to Talk

Once the client has been helped by the interviewer's attention and open-ended questions to begin telling his story, the interviewer's task is to facilitate his continuing to talk. The interviewer really needs to say very little in order to encourage a client to continue talking, elaborating, and explaining.

Simple "um-hmm's," repetitions of one or two words from what he just said, one-word questions, such as "Then?" are often sufficient. The word "minimal" refers both to how much the interviewer says, which can be very little, and to the amount of direction or intervention he imposes on the content and flow of the interview.

This technique presupposes that the interviewer has tuned in to what the client is discussing. Minimal encourages to talk should follow directly from what the interviewee has just said. When used correctly, the interviewee, although maintaining control of the interview in that he is talking about what he wants to discuss, is forced to elaborate, explain, and to take a more in-depth look at his problem.

Often the interviewer will want and need to talk more and to more actively direct or focus the content of what the client is saying. However, this is an extremely useful technique whether it is used as an adjunct to other techniques or relied on primarily by itself.

More examples of the type of comments described by the title "minimal encourages to talk" are the following:

1. "Oh?" "So?" "Then?" "And?"
2. The repetition of one or two key words.
3. "Tell me more."
4. "How did you feel about that?"
5. "Give me an example."
6. "What does that mean to you?"
7. "Umm-hmmm."

Too many counsellors are unaware of the power and importance of minimal encourages. As such they are unaware of how they may unconsciously influence the direction of interviewing sessions. An understanding of minimal encourages should lead to more self-awareness on the part of the interviewee.

[End of Training Skill No. 3 - Minimal Encourages to Talk. Please pass in training manual before you leave.]

Microcounselling Training Skills Manual

## D. Reflection of Feeling

How can you help another person to express the central concerns that he is experiencing? One excellent way is to listen for and respond to the feelings of the client. Try communicating "I can accurately sense the world as you are feeling and perceiving it," and you can facilitate the client's movement toward more complete self-awareness and self-understanding.

Being alert to and responding to the feeling being expressed, rather than attending solely to the content of what the person says, is the skill with which we are presently concerned. What the client is saying is the content portion of the message being communicated. One must also listen to how the client says what he does. For example, the client may speak more quickly when communicating enthusiasm, more slowly when communicating discouragement. It is this feeling portion of the communication to which you are to pay particular attention.

Being alert to and responding to the feeling being expressed is a skill which is appropriate at any time, regardless of the nature of the feeling (positive, negative, or ambivalent) and regardless of the direction of expression (toward self, others, the counsellor and counselling situation).

In the examples below, you will have an opportunity to select the alternative which indicates that you understand the client's attitude, the situation as it appears to the client--the alternative which, if spoken to the client, would most likely evoke a response of "That's right!"

## Example 1:

"So I'm wondering if you can help me find a new major?  
... [pause] "I suppose if I did find one, I'd just  
bungle things again ..."

- (a) Are you sure that it is necessary to leave the major you are now in?
- (b) You feel that it's pretty futile to try again.
- (c) What majors have you been considering?

In the first example, responses (a) and (c) seek additional information from the client, without giving adequate recognition to client feelings. Response (b) accurately reflects the feeling being expressed.

Example 2:

"What do you think I ought to do--jump off a bridge, or look for another college to flunk out of?"

- (a) There just doesn't seem to be any way out!
- (b) Have you applied to other schools?
- (c) Have you thought about trying a junior college where there would be a little less competition?

In this example, response (a) accurately reflects the client's feeling, whereas responses (b) and (c) provide suggestions as to what the client might do, without giving adequate recognition to the feeling of discouragement which the client is experiencing.

Example 3:

"You know, it's a funny thing, but when I go in for an oral quiz, I just feel shaky all over! It's the silliest thing! Why should I do that?"

- (a) Are you an anxious person in many situations?
- (b) How shaky do you become?
- (c) This reaction puzzles and concerns you!

Here, responses (a) and (b) seek additional information, whereas in response (c), the gist of the client's expression is caught and rephrased in fresh words.

Some behaviours you may want to try are the following:

1. Listening for feeling. Remember, that what the client is saying is only part of the message being communicated to you. How he says what he says is extremely important. A change in breathing or in the speed of talk, a sigh, a blush, a stammer, an extra emphasis upon a particular word--any of these can be important cues as to feelings of the client. Words which communicate emotions and feelings should be noted.

Behaviours you may want to engage in include the following:

1. Using paraphrases and open questions to help the client keep talking.
2. Giving special attention to central threads of information throughout the session. For example, when the client talks about a decision he is to make, note the main issues he is considering so you can give them back to him later.
3. At several points during the session, timing your comments appropriately and summarizing for the client what you have heard him say.. Your selective summary is effective if it prompts him to talk in a deeper fashion or helps him to clarify his own thinking.

[End of Training Skill No. 4 - Reflection of Feelings.  
Please pass in training manual before you leave.]

Microcounseling Training Skills Manual

## E. Paraphrasing

Paraphrasing achieves three purposes. These are: (a) to convey to the client that you are with him, that you are trying to understand what he is saying, (b) to crystallize a client's comments by repeating what he has said in a more concise manner, and (c) to check the interviewer's own perceptions to make sure he really does understand what the client is describing.

Just as the reflection of feeling involves some reiteration of content, paraphrasing entails some recognition of the client's feeling. The primary difference is one of emphasis. The first concentrates on the emotional aspect of the client's communication, while the latter emphasizes the cognitive or content aspect of the message.

When utilizing this technique, the interviewer attempts to feed back to the client the essence of what the client has just said. Used in this manner, this skill is extremely functional in clarifying confusing content, tying a number of recent comments together, highlighting issues by stating them more concisely, and checking one's perceptions.

The following are some good examples of accurate paraphrasing:

Client: I don't know about him. One moment he's nice as can be, and the next he is a real bastard.

Interviewer: He's pretty inconsistent then.

Client: " Every day there is something new to do. There must be ten different activities going on at any one time around here.

Interviewer: So there are lots of activities for you to choose from.

Client: He's really crummy. His degree is from a non-accredited school. He's had very little training, and he has a very poor relationship with his wife.

Interviewer: You don't think he is very competent.

Client: He is supposed to be an authority, yet he's mixed up all the time. He talks as if everything he says is true, but he's quite uncertain a lot of the time.

Interviewer: You feel that if a man gives you the impression that he knows everything, then he should know everything.

With your supervisor, go back through the list above and develop inappropriate paraphrases which might tend to lead the client off on a new, perhaps irrelevant, path. Then change your inappropriate paraphrases back into a more suitable form.

[End of Training Skill No. 5 - Paraphrasing. Please pass in training manual before you leave.]

Microcounselling Training Skills Manual

## F. Summarization of Feeling

When an interviewer uses summarization, he attempts to recapitulate, to condense, and then clarify what the client has said. As such, a summarization of feeling is very similar to a reflection of feeling with one major exception--a summary of feeling covers a longer time period and involves a broad range of feelings which the client has expressed.

Thus, instead of noting only one or two immediate feelings, the interviewer notes the overall emotional dimensions expressed by the client and then summarizes them in a meaningful form for him. A summary which integrates the emotional aspects of what the client has been discussing serves at least three functions. These are as follows:

1. It may crystallize what the interviewee has been talking about. By noting emotional undertones expressed throughout the interview, you help the client focus on the issues which concern him most.
2. It may serve as a stimulus for further talk on the issue. This conversation itself may be deeper and more meaningful to the client if you have "tuned in" to his emotions.
3. Simply summarizing what you think you have heard often helps you find out whether or not you are perceiving the client correctly.

A summarization of feeling expressed well and fitting the client's needs is one of your most powerful tools to convey to the client that you are with him, have empathy, and can understand how it feels to be in his shoes. As such, it may help you to think deeply about what the client is feeling, attend to his diverse emotions, and attempt to experience them yourself. Then pull back, sort out what you see, separate yourself from what seems objectively true and summarize for the client what you sense. This is an important way to communicate to another human being that you understand him and are with him.

Specific behaviours you may wish to engage in are as follows:

1. Use reflection of feelings to indicate to the client that you are with him. Selective attention to feelings will assist him in exploring his emotional states.
2. Note consistent patterns of emotion as he progresses through the interview. Also note his inconsistencies or polarities of feelings. Most clients have mixed feelings toward important love objects or situations; showing the client how he has expressed his mixed feelings may be especially valuable to him.
3. At two or three points during the session and at the close of the session, restate in your own words the feelings and perceptions that the client has been communicating.

[End of Training Skill No. 6 - Summarization of Feeling.  
Please pass in training manual before you leave.]

Microcounselling Training Skills Manual

## G. Summarization of Content

When an interviewer uses summarization, he attempts to recapitulate, to condense, and to crystallize the essence of what the interviewee has said. While a summary thus resembles a paraphrase, it differs in one fundamental respect--the temporal period covered by a summary is substantially longer than that of a paraphrase. The latter deals with the client's last few sentences or a short paragraph. A summary puts together a number of client paragraphs, or an entire phase of a session, or may cover even an entire interview.

A summary integrates cognitive elements of what the client has been discussing and serves at least these three major functions:

1. It may crystallize in a more coherent and integrated manner what the interviewee has been talking about. It may help him put facts together.
2. It may serve as a stimulus for further exploration of a particular topic or area.
3. Because it pulls together materials discussed over a substantial period of time, it frequently serves as a necessary perception check for the interviewer.

Summarizations are frequently used in any of the following situations (this is not an inclusive list):

1. When the interviewer wishes to structure the beginning of a session by recalling the high points of a previous interview.
2. When the interviewee's presentation of a topic has been either very confusing or just plain lengthy and rambling.
3. When an interviewee has seemingly expressed everything of importance to him on a particular topic.

[End of Training Skill No. 7 - Summarization of Content.  
Please pass in training manual before you leave.]

## Microcounselling Training Skills Manual

### H. Expression of Feeling

Unless one understands one's own self, it is extremely difficult to understand others. One important dimension of self-understanding is the ability to attend to and to express one's own emotions or feelings. This training skill is focused on helping you express your emotions more clearly and share them with others.

Those who enter counselling training may find that the ability to express their own emotions facilitates their progress in counselling. Individuals unable to express emotions often cannot recognize them in others. While theorists differ on whether the counsellor should express his feelings in the interview, all agree that awareness of one's own feelings is crucial in the counselling process.

The skill training you will receive will focus on helping you express your feelings to another individual. We would like to help you learn two things. First, you should learn the difference between expressing content (what you are saying to the other) and, second, the expression of feelings (the emotional experiences you have about what you are saying). Many, perhaps most, people attend solely to the content of their words and are not aware of their underlying emotions.

The following examples illustrate the difference between expression of content and expression of feeling (the underlined words represent feeling states):

1. I went to John Jay High School and took mathematics, English and art. (expression of content)

When I went to high school, I hated it. Mathematics was a drag; the English teacher bugged me; and art was the only good thing during the day. (expression of feeling)

2. How do I feel? Well, I feel I am an interesting person. I have travelled a lot. I have seen the world. I feel I know a lot about what is going on. (expression of content)

How do I feel? I feel pretty good about myself. I've been around a lot and from what I've seen, I am happy to be me. Whenever I look around me I feel that I'm lucky, that I have been able to enjoy myself. On

the other hand, maybe I am a little arrogant, and that makes me wonder about myself sometimes.  
(expression of feeling)

3. I feel like things haven't been going right lately. The cat died, my therapist raised his rates, and my wife just got a job. (expression of content)

I really feel depressed. The first thing that got me down was ~~when my cat died~~. I felt so sad I sat down and cried. Then my damn therapist raised his rates and didn't even care enough to tell me; that really made me angry and then when I told him about the cat he didn't react and I felt really crummy. Then my wife up and gets a job without telling me; somehow I feel she just doesn't care about me at all and it makes me sad, sad, sad. (expression of feeling)

When one talks about any situation, he can talk about his feelings or the content of what happens. Your task today is to talk about your emotions rather than about facts.

You may wish to take the following topics and discuss them briefly with your supervisor, first demonstrating an expression of feeling: school, family, sports, an accident, a childhood experience.

In summary, move inside yourself, look at your emotions. While words provide basic clues in this skill, also think about your nonverbal communication. If you talk about sad things, do you look sad? If you talk about happy things, do you look happy? As you learn to express feelings, put your body and words together and really attend to your emotions. In this way, you can best understand yourself.

[End of Training Skill No. 8 - Expression of Feeling.  
Please pass in training manual before you leave.]

APPENDIX 9

DATA FOR Student Expectations Inventory

DEVELOPMENTAL GROUP-MICROCOUNSELLING: POSTTEST DATA

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APPENDIX 9

DEVELOPMENTAL GROUP COUNSELLING: POSTTEST DATA

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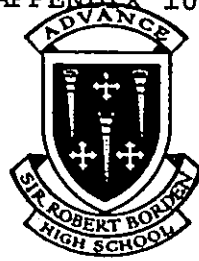
APPENDIX 9

MICROCOUNSELLING GROUP COUNSELLING: POSTTEST DATA

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APPENDIX 10

PEER COUNSELLING AWARD



# Sir Robert Borden High School

## Peer Counselling Award

*This award is presented to*

as an expression of sincere thanks for pioneering the Peer Counselling Program at Sir Robert Borden High School.

During the course of the program, you gave freely of yourself, your time and your energy in order to help your fellow students. We hope your life at this school this year has been richer because of your increased involvement. Your willingness to learn, your desire to understand, and your gift of caring for others have made our initial program a success.

J. R. Hardy, Program Co-ordinator

P. A. Bunn, Program Director

H. G. Hackett, Program Director

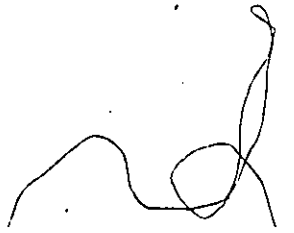
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APPENDIX 11

PEER COUNSELLOR EVALUATIONS

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## APPENDIX 11

### PEER COUNSELLOR EVALUATIONS

A discussion of the benefits which accrued to the peer counsellors in the present study may be termed to be beyond the parameters of this work. However, in the recent Guidance guidelines for secondary schools published by the Ontario Ministry of Education, guidance counsellors are directed to initiate peer counsellor training programs where students are trained to provide some individual and group counselling to their fellow students.<sup>1</sup> It is important that, if peer counsellor training programs are to be pursued throughout the province, the benefits which accrue not only to the peer counselees but also the peer counsellors be carefully assessed.

An attempt was made to both formally and informally assess the feelings of the peer counsellors regarding both the training program and the actual peer counselling program. On the informal side, the following points are worthy of note:

1. A number of grade thirteen peer counsellor trainees decided to change their university application to a social sciences program.

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<sup>1</sup> Ontario Ministry of Education, Publications Branch, Guidance: Senior Division, 1977, 1-28 p. This document replaces the Senior Division section of Curriculum I:3 and S:5 Guidance Intermediate and Senior Division, 1968.

2. A number of grade twelve peer counsellor trainees decided to change their community college applications to indicate selection of one of the helping professions as a career.
3. The lack of attrition on the part of the peer counsellors may have indicated that the program was meeting the needs of the participants.
4. The development of a spirit of comradeship and "esprit de corps" was obvious to not only the professional counsellors but also to certain other staff members within the school.

The following one-page evaluation form was forwarded to the peer counsellors toward the end of the training program in order to obtain a more formal assessment.

To: All Peer Counsellor Trainees  
From: Guidance Department

Would you please take a moment or two and write down your reactions, favourable and unfavourable, to the training program as it has operated thus far.

Your name: \_\_\_\_\_  
(optional)

Would you recommend that this program be offered to a limited number of students next year?

Please return to Guidance Secretary by 4:00 p.m. on Tuesday.

The following are ten randomly chosen and randomly placed unedited responses to the questionnaire:

1. My reactions are quite favourable. I am learning a lot from the program. I am thinking a lot more about things such as feelings that I never thought of before. I think it's more valuable to me than perhaps the 9's and 10's. I've gotten to know the people in my group very well which I probably would never have done. I think it makes me think of others, being less selfish which is important. The only complaint is that it is quite time-consuming. I realize though that it has to be.

Recommend: Yes

2. So far the program has been of benefit to me. It has made me more open and at ease with other people and I believe I have become a better "listener."

Though this is all to the good, I don't see exactly what we are to accomplish with the skill we are being taught.

Recommend: Yes

3. So far, the program seems good. I hesitate to offer a definite evaluation until I observe the practical application of it with the junior students. In general, I am, so far, favourably disposed towards the program.

Recommend: I prefer to withhold such a recommendation or condemnation at this time, for reasons outlined above.

4. The growing pains are over. Our group is much more relaxed and seems to have jelled as a fairly close unit. An honesty and sincerity in expressing oneself is "refreshingly" prevalent.

The discussions on how we must seem to others was to say the least quite interesting and I might add quite successful for the group as a whole in the early stages of bringing us together.

The program is definitely succeeding in channeling and developing the potential that most of the students have

to offer. At the same time it has aided in the formation of a greater awareness of the self.

On the whole I'm very pleased with the present program.

Recommend: Definitely

5. I think this programme is very worthwhile. At the beginning of the regular sessions we are having I didn't think the meetings were very structured, and I was a little leary of the programme's intention's and goals. It was only through my ignorance of the programme that I must have felt this way, since in later sessions, I have found that the programme is exceptionally well organized, and the intentions are becoming more clear each day. This programme has also done me a lot of good. I am beginning to think about things I have never thought about before such as my responsibilities to other groups of people.

Recommend: Definitely (Yes)

6. I think that so far the program has enabled all the group members to communicate more freely and better with each other--and this is a step in itself. As well as this, the training manuals or skills are helpful in guiding conversations and I feel that they make us more aware of how to listen to what others are saying. All in all I would say that it's an enjoyable experience, but I find that when we have too many sessions in a row it tends to become tedious and at times monotonous.

Recommend: Yes--it's definitely worthwhile.

7. I feel that it is a chance for us to help ourselves with our own problems which sometimes are more pressing than other peoples' problems. In an area such as this it is beneficial to both the interviewer and the client as well as an asset to the relationship between the school attenders. This course or training session should be included next year in the school programme, but open to only very interested people as it is an extremely delicate area.

Recommend: Yes

8. I feel that this is an extremely valuable program, not only to students who need counselling but for the student counsellors as well. I am disappointed that it was not started earlier in the school year and regret that I will not be here next year when it should be in full operation.

Recommend: Yes

9. I am favourably impressed with this program. I feel that it is working out well thus far and I have no doubts as to it going smoothly in the future.

It is a great opportunity for students to experience a part of the social sciences.

Recommend: Yes, but hopefully students in Grade 12 and not 13.

10. It is difficult to assess the Peer Guidance program as it has been operating, since we have yet to experience any practical application. It will be far easier to evaluate the success of the program when we have seen the results of our sessions put to constructive use. The program is an excellent form of release, both of emotions and opinions, and helps one to understand the nature of other people's problems and offer helpful advice. The inter-action between people is both interesting and enlightening, and yet it seems a shame that more people cannot benefit from the scheme.

All participants in the training program except one responded in the affirmative to the second question on the evaluation form.

APPENDIX 12

ABSTRACT OF THESIS

APPENDIX: 12

ABSTRACT OF

A Comparison of Three Methods of Training  
Peer Counsellors at the Secondary School Level<sup>1</sup>

The purpose of this study was to compare methods of training secondary school students as peer counsellors. Based on a rationale derived from existing theory on the psychological needs of the adolescent and from existing theory on individual and group counselling, the thesis was designed specifically to investigate the question: Is a combined experiential-didactic method of training peer counsellors superior to either an experiential or a didactic method? A Developmental-Microcounselling (DMG) Group training program was chosen as the combined experiential-didactic method. Developmental Group Counselling (DG) and Microcounselling (MG) were chosen as the experiential training method and didactic training method, respectively.

The following hypothesis was developed to investigate the above question:

Male junior students, where intelligence and socio-economic status are statistically controlled, exhibit significantly lower alienation from school scores following peer

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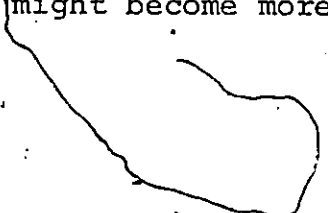
<sup>1</sup> James Roger Hardy, doctoral thesis presented to the School of Graduate Studies of the University of Ottawa, Ontario, January 1979, viii-186 p.

counselling sessions conducted by senior peer counsellors trained by a combination of Developmental and Microcounseling Group Counselling than following peer counselling sessions conducted by senior peer counsellors trained by either Developmental Group Counselling or Microcounseling Group Counselling.

The sample for the peer counsellor training program consisted of sixty senior secondary students chosen on the basis of staff consultation and scores on the Carkhuff Discrimination Index. The sample for the peer counselling program included the 117 male junior students who had indicated themselves to be highly alienated from school on the basis of Anderson's Student Expectations Inventory.

The data to test the hypothesis were analyzed by a univariate analysis of covariance technique. Findings based on the analysis of the data were that there was no significant difference among the training programs when alienation of the junior students was the criterion variable and that there was no interaction between intelligence, socio-economic status and alienation.

The following suggestions for further research are provided:

1. That a number of replicative studies be undertaken over a longer period of time to ascertain whether clearer statistical trends might become more evident.
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2. That other less abstract and more directly measurable dependent variables be used as criteria for determining the success of peer counsellor training programs.
3. That further attention be devoted in peer counselling programs to assessing the benefits which accrue to the peer counsellors who work with junior students.
4. That high school students in grade thirteen be clearly informed of the time commitment that may result from participation in a peer counselling program.
5. That the possibility of planning and implementing short programs involving students working with students within secondary schools be seriously pursued.
6. That involvement in peer counsellor training programs be made available to high school students at an early age.