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CLIENT SELF-EXPLORATION: EFFECT ON NOVICE COUNSELLOR PRODUCTION OF EMPATHY IN A STANDARD INTERVIEW

By

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ABSTRACT

The primary question put forth in this study sought to investigate the effect of differing client functioning levels on novice counsellors' interview functioning.

Fourteen volunteer student-counsellors from the University of Ottawa were randomly assigned to interview two volunteer student-clients from a pool of four client groups: (1) self-assessed high self-explorers receiving exposure to a twenty minute Self-Exploration Videotape Training procedure. (2) self-assessed low self-explorers receiving exposure to a twenty minute Self-Exploration Videotape, (3) self-assessed high self-explorers receiving no exposure to Self-Exploration Training, and (4) self-assessed low self-explorers receiving no exposure to Self-Exploration Training.

The statistical analyses investigated a) the effect of exposure to Self-Exploration Training upon level of rated self-exploration in a standard interview and b) the differential effect of high functioning clients (mean level of standard interview functioning exceeds or equals Level Three on Carkhuff's Self-Exploration Scale) and low functioning clients (mean level of standard interview functioning does not equal or exceed Level Three on Carkhuff's Self-Exploration Scale) on counsellors' level of rated empathy functioning in the standard interview. Independent judges rated client functioning on Carkhuff's Helpee

Self-Exploration in Interpersonal Processes: A Scale for Measurement, and counsellor functioning on the Empathic Understanding in Interpersonal Processes: A Scale for Measurement. In terms of rated client functioning, significant differences at the .01 level were found for Segment One of the standard interview while nonsignificant results were found for Segment Two, Segment Three and the overall mean interview ratings. In contrast, counsellors who interviewed high functioning clients were found to produce a mean level of overall interview empathy functioning significantly different, at the .01 level, than counsellors who interviewed low functioning clients. The results indicated that exposure to clients differing significantly in terms of rated functioning seemed to be related to significantly different levels of empathic functioning in novice counsellors. Also counsellors interviewing rated high functioning clients were able to produce higher empathy ratings, judged as significantly different from counsellors who interviewed rated low functioning clients. The results were interpreted as supporting the efficacy of client pretraining procedures, and in terms of the novice counsellors, as reversing a commonly held assumption that counsellor functioning levels necessarily predominate over client functioning levels.

INTRODUCTION

The counselling research literature has extensively documented the relationship between level of counsellor offered conditions of empathy and the client level of self-disclosure and self-exploration. Underlying this research has been the assumption that it is the counsellor who establishes the process level in the counselling interaction and it is the client who responds to this stimulus. However, it may be asked, whether the client process level may be contributing equally to the counsellor production of empathy and facilitative conditions in the counselling interview.

The present study seeks to investigate the effects of differential levels of client facilitative behaviour on counsellor process level in a standard interview. Developing from the counselling research literature the following chapter will attempt to systematically isolate and examine the main influencing variables in the counselling relationship. Previous attempts at counsellor skills training will then be explored with the intent to determine which methods are most efficacious. Following from this, the client contribution to the counselling interaction will be fully examined followed by an examination of previous attempts at client skills training. The final summary section will a) summarize the research findings pertaining to client process levels and their contribution to the counselling

relationship and b) present the rationale and purpose of the experimental study undertaken to examine the effects differential client process level on counsellor process level in a standard counselling interview.

CHAPTER I

REVIEW OF THE LITERATURE

The Counselling Relationship

In recent years a great deal of research interest has been focused upon the therapeutic relationship. Carkhuff and Truax (1969, 1968) have extensively documented the relationship between level of counsellor offered empathy and the client level of self-disclosure and self-exploration. Myrick (1969) states that the description of the counselling process is related to encouraging the client's progressive self-disclosure and self-exploration as one of the central happenings in the process of counselling and psychotherapy. Thus the central objective in many approaches to counselling has been client self-awareness. Entailed in this objective seems to be an active and relatively non-defensive exploration by the client of psychologically significant experiences. One of the counsellors' primary tasks then is to provide conditions that will facilitate self-exploration and increased self-awareness. Programs of research into the processes of individual and group counselling and psychotherapy appear to have indentified at least four critical process variables in effective therapeutic processes (Carkhuff and Truax, 1965). The dimensions cited include a) therapist accurate empathic understanding, b) therapist warmth or positive regard, c) therapist genuineness and self-congruence and d) patient depth of self-exploration.

> There is extensive evidence to indicate that the three therapist-offered conditions predictably relate to the patient process variable of intra-personal exploration and all four dimensions have been shown to relate significantly to a variety of positive patient personality and behavioural changes (Barrett-Lennard, 1962; Braaten, 1961; Bergin, Solomon, 1963; Rogers, 1962; Tomlinson-Hart, 1962; Truax & Carkhuff, 1964; Wagstaff, Rice & Butler, 1960).

The level of counsellor facilitation is determined by assessing the degree to which the counsellor provides certain core conditions during the psychotherapy session(s). The core conditions that have received the most study are empathic understanding, positive regard and genuineness in counsellor responses. Thus at higher levels the counsellor understands the client's feelings (empathy), cares deeply (positive regard), is freely and openly himself in a constructive manner (genuineness) and discusses specific feelings and experiences. In contrast, a low functioning counsellor misses many of the client's feelings, does not see his client's potential as a creative being, is not able to express his genuine experiences with the client in a constructive manner and is vague and abstract in discussion of feelings and events (Butler and Hansen, 1973).

Methods of Counsellor Training.

Rapid and effective training of neophyte counsellors and therapists, in the acquisition of the core dimensions comprising facilitative functioning, is thus a major goal in

clinical psychology. Most supervisors agree that empathy, warmth and genuineness are desirable therapist characteristics and programs have been developed to impart these skills. Truax and his associates, for example, have developed a complex, sequential training program invplving eight graded steps. A number of processes are involved in the Truax program, but role-playing, various forms of verbal feedback and modelling seem to be the basic treatment variables. The Ivey Microcounselling Model (Ivey, 1968) similarily involves a stepwise training procedure that uses feedback, modelling and generous amounts of social reinforcement to shape such counselling skills as attending behaviour, reflection, summarization of feeling and interpretation. Bailey, Deardroff & Nay (1977) assessed the effects of roleplaying, videotape feedback and modelling on therapeutic skill and a number of other behavioural and attitudinal measures in forty-eight neophyte counsellors. They found that modelling was associated with the largest increase in positive therapeutic behaviour, with feedback next and role-playing a poor third. Modelling was found to be especially effective in transmitting specific skills in the form of better question-asking and the frequency of verbal acceptance statements. These statements were incidentally also high-frequency behaviours on the modelling tape: questions, acceptance statements and reflections. Bailey et al concluded that modelling produced

change in specific criterion behaviours whereas videotape feedback tended to produce weak, erratic effects. This implies further that modelling would be the treatment of choice when time is limited and shaping of specific behaviours is desired.

Gutride, Goldstein & Hunter (1973) also used role-playing along with videotape feedback, modelling and reinforcement in what they called 'structured psychotherapy'. Forty-five schizophrenic subjects observed videotapes of models displaying social interaction skills after which they received videotape feedback and positive reinforcement for role-playing the models' behaviour. The treated subjects were then tested in a standard interaction situation and were found to differ from controls on a number of behavioural criterias including leaning forward, eye contact and smiling behaviours which are thought to be consistent with good therapist style (Haase & Dimattia, 1970). Eisenburg & Delaney (1970) studied the relative effects of modelling plus reinforcement, modelling alone, reinforcement alone and no treatment on certain targeted verbal behaviours of forty-three graduate student counsellors. They found both modelling groups to be superior to the reinforcement and control groups at well beyond the .01 level of significance. The behaviours, however, failed to generalize out of the experimental situation. Dalton (1973) used a very strong videotape presentation involving a preliminary didactic statement, a modelling interview and covert practice with thirty-three

undergraduate students. He found this treatment procedure superior to a reading control and a no treatment control condition at the .05 level of significance. The findings were retained at a one month follow-up and the authors concluded that the modelling treatment had impact on both the acquisition and transfer of counselling behaviour.

Thus, in summary, much research concern in the counselling literature has centered directly on the role of therapists process levels and how most effectively core facilitative behaviours can be taught to neophyte counsellors. From these studies videotape modelling clearly stands out as the teaching approach of choice with such variables as exposure time and stimulus complexity involved in differential results with modelling procedures (Gutride, Goldstein & Hunter, 1973; Bailey, Deardroff & Nay, 1977; Eisenburg & Delaney, 1970; Dalton, 1973).

The Client Contribution

As Heck and Davis (1973) point out, inherent in the definition of empathy - both the therapist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's verbal feeling - and evident in the counselling literature, is the assumption that the level of empathy remains invariant for

any given counsellor across different clients. The importance of examining this assumption can be found in recent summaries of counselling research (Kiesler, 1966) and proposals made concerning research design (Anastasi, 1958; Edwards & Cronbach, 1952). These summaries of counselling research conclude that counselling is differentially effective while the proposals made for modifying research designs recommend that research deliberately investigate the nature of interaction which presumably contributes to differential effects.

Rice (1973) carried out a study to investigate the degree to which each member of the client-therapist dyad was influential in shaping the quality of the counselling process, specifically the process level actually attained by the client. She found that clients who were able to engage creatively in perceptual tasks of the Rorschach are able to respond to the demands of the therapy task in a way that is significantly different from those clients with lower resources. Clients interacting with therapists whose typical style of participation involves an expressive voice quality and a level of responding that stresses evocation, participate in the therapy task in a way that is significantly different from clients of less expressive and evocative therapists. The difference is not significant in early interviews but appears at a level that is highly significant in the tenth interview. Rice concludes that

early in therapy, the client may be more influential in determining process levels while the impact of the therapist increases as the relationship progresses. Rice in essence is asserting the pre-eminence of client process levels in early therapy sessions - an idea which directly challenges the assumed therapist influence in all psychotherapy and counselling sessions.

Friel, Kratchovil & Carkhuff (1968) investigated the differential effects of client process on counsellor facilitation in the following study. A sample of 32 graduate psychology students were divided into four equal groups according to experience and training emphasis. Each helper was given a set 'to be as helpful as you would ordinarily be if someone came to you in a time of need'. Four standard clients or interviewees - graduate students from another program - were given mental sets 'to explore real problems as fully as you can' during the first and last third of the interviews (periods I and III) which they conducted. During the experimental middle third of the interview (Period II) the clients deliberately lowered the degree to which they explored themselves by introducing material irrelevant to themselves or their problems and/or by reverting to a mechanical, unfeeling discussion of any personally relevant material introduced by the helper. Each client saw eight helpers, two from each group, for approximately a forty-five

minute interview. They concluded that the multiple standard interviewees, given only a mental set and no rehearsal, were able to successfully manipulate the depth to which they explored themselves. Also, the helpers' process levels were manipulated by the interviewees' experimental lowering of conditions in Period II, thus suggesting that within the range of functioning of the helpers involved, the level of conditions offered by the helper may be a function of the degree to which the client explores himself. Thus, in spite of evidence suggesting that it is the therapist who determines the level of conditions which he offers, the results indicate that a sudden decline in client self-exploration has a significant effect upon the level of facilitative condition offered by the helper. Of thirty-two helpers, only three managed to offer increasingly higher levels of conditions independent of client self-exploration, and all three of these helpers were fourth year clinical trainees, thus suggesting some possible effect of the clinical training experience.

Holder, Carkhuff & Berenson (1967) investigated the effects of manipulation of therapeutic conditions upon depth of self-exploration of persons functioning at high and low levels of empathy, respect, genuineness and concreteness. Eleven college students were placed in a helping role. The three functioning at the highest levels of facilitative

conditions and the three lowest functioning were selected to participate as clients in a counselling project where, unknown to the clients, low levels of counsellor conditions were offered during the second twenty minutes and high level conditions were offered during the final period. Clients were given a set to discuss any personal problems or experiences which they might have had either now or in the past which they felt they would be able to discuss with the counsellor. Berenson et al found that high functioning clients functioned individually and as a group at levels of conditions which were significantly different (at the .01 level of significance) than the low functioning clients individually and as a group during the interview. Perhaps the most interesting result is the finding that clients who are functioning at higher levels of facilitative conditions explore themselves at higher levels and thus, in general, would appear to make better use of the counselling process than do those who are functioning at lower levels of conditions. The finding that higher functioning clients go on to function independently during periods when the therapist is functioning at low levels has important implications for counselling and therapy. The lack of demonstration of significant differences during the experimental period with high-level functioning clients places a very important qualification upon earlier findings of Carkhuff & Truax (1965). While it would appear

that low level (Level One on Carkhuff's (1969) Self-Exploration Scale) clients are dependent upon the level of conditions offered by the counsellor, it is apparent that high functioning clients with a high-level counsellor are not. This study remains to be replicated with a low level counsellor.

In order to examine the degree of influence client reinforcement might exert on counsellors, Dustin (1971) trained clients to administer verbal reinforcement to beginning counsellors in daily counselling interviews. Only one class of counsellor behavior was reinforced. Counsellor understanding statements were designated as the dependent variable - the behavior to be reinforced. The purpose of the experiment was to see whether one class of counsellor behavior could be a function of client reinforcement. The ten subjects used were volunteer counselling students in a Masters Program in Psychology. None had prior practicum training. Clients were selected from a group of volunteers from undergraduate classes. The training occurred in three group sessions. Twelve hours of practice and training were sufficient to prepare the students for the tasks of rating and serving as trained clients. Trained clients met each subject for three of four acquisition interviews. During these daily twenty-five minute interviews each counsellor's understanding statements were reinforced by the trained client. The number of such reinforced statements were used to plot a learning curve showing the change in behavior for each subject.

In this experiment understanding was divided into content and feelings. Any statement in which the counsellor labelled client's feelings or tried to grasp the client's feeling was rated understanding. Dustin suggests that the results of this study indicate that clients do influence counsellor behaviours as some earlier writers had theorized (Krumholtz, 1967). By training counsellors to look to clients for reinforcement, perhaps certain behaviours will be maintained in the work setting. A second implication lies in the use of clients to provide a reinforcement that is intrinsic to the counselling interview (Reddy, 1969).

Thus research evidence seems to suggest clearly that the client plays a most important role in determining the quality of the counselling interaction (Rice, 1973; Friel, Kratchovil & Carkhuff, 1968; Dustin, 1971, Holder, Carkhuff & Berenson, 1967). Furthermore, the directionality of influence may be seen to be dual and thus any comprehension of the counselling relationship must attempt to ascertain the dynamic interaction of the two participants - counsellor and client - and the qualities which both bring to the encounter. With this perspective it then follows that both the therapist and client level of facilitation must be assessed in order to determine accurately the quality and effects of the therapy session. It also follows that if client behaviour does contribute significantly to the therapeutic encounter, perhaps differential pretraining of

facilitative client process variables may be just as valuable, in terms of productive and efficient psychotherapy, as the differential pretraining of counsellor process variables.

Methods of Client Training

One such client pretraining variable which has been extensively investigated is the production of self-reference or self-disclosure statements by clients. Myrick (1969) points out that self-disclosure is a style of talking about self as opposed to talking about others and external objects. Clients that avoid talking about themselves have been termed the least successful clients (Braaten, 1961). Myrick conducted a study to investigate (1) if a model can be used to orient the client to a style of participation in the counselling process and (2) if the client can be helped to talk more about himself during the first interview with the use of a model. The findings suggest that a model videotape or audiotape - when presented prior to counselling and when used as part of a program designed to orient the client to the counselling process - does tend to have an effect on verbal behaviour in counselling. Myrick states that there was a definite tendency for verbal behaviour to be influenced when a model was used.

Stone & Stebbins (1975) suggest that a major obstacle to successful counselling concerns the clients' lack of information of how to participate productively in the counselling

process.

> To produce a better fit between the clients' feelings, attitudes and expectations about counselling on the one hand and the experiences he/she actually faces as a client on the other hand, one might expose the client to a training procedure prior to counselling in which the client is taught what he/she needs to know, that is, what is good client behaviour (1975, p. 17)

The particular client behaviour Stone et al chose to impart to their thirty client subjects was self-disclosure as an interpersonal skill of disclosing psychologically meaningful personal information (Rogers, 1957; Truax & Carkhuff, 1967). They found that both video and audio pretraining procedures significantly increased the occurances of self-references at the .05 level of significance. Furthermore, the analysis of absolute frequencies shows the video method was the most effective. However, at least three other investigators have directly compared the effects of modelling and verbal instructions on self-disclosure and achieved varying results. Doster (1972), who obtained no modelling effect, found that modelling added nothing to verbal instructions and found that only direct verbal instructions elicited self-disclosure in an interview. Jacobsen (1970) found that while models increased self-references in an interview only direct verbal instructions increased subjects' admission of problems. Whalen (1969) found that in a group setting neither modelled nor direct verbal instructions alone increased interpersonal openness but both together did increase openness.

McGuire, Thelen & Amolsch (1975) examined the effect of the variable of exposure to modelled and direct verbal instructions on being disclosing in an interview. They felt the time variable appeared to be relevant both to a) increasing understanding of the conditions that facilitate imitation of verbal response classes in general and b) to explain some of the inconsistencies noted in previous studies; McGuire et al developed two videotape presentations, one of long duration (25 minutes) and one of short duration (12 minutes) and two verbal descriptions - one long and one short. They compared all fifteen subjects in each of the four conditions on four measures of self-disclosure. The most salient finding of this experiment was that lengthening time of presentation increased the effectiveness of the demonstration (videotape) instructions but had no effect on the descriptive instructions. This finding has implications regarding some of the inconsistencies among studies that have compared two methods of instructions (Doster, 1972; Jacobsen, 1970; Whalen, 1969). Differences, across studies, in time of instruction could well have contributed to these inconsistencies. Time of instruction has varied across studies from three minutes (Doster, 1972) to twelve minutes (Whalen, 1969). Perhaps the modelled presentation was too short in some of these experiments for subject to fully comprehend what behaviour they were being asked to display. McGuire reasons that the descriptive and demonstrative modes of instruction

differ in the demands they place on a subject so that one requires longer to respond to, than the other. The finding that the long demonstration elicited highest levels of self-disclosure may have some applied significance. If a level of self-disclosure is important, a relatively long demonstration of self-disclosure appears to be a more effective method of training than direct verbal instruction.

A major criticism which can be levelled against the foregoing studies is the type of criterion variable they choose to impart in their training videotapes or verbal instruction sheets. Self-disclosure of a personally relevant information can be seen as a narrow and isolated verbal response class when one considers the depth and range of client behavior and process level which occurs in actual psychotherapy sessions.

Dittman (1966), after a thorough review of the literature, concluded that:

> An atmosphere in many articles and conversations on the subject seems to say that the production of words is psychotherapy, and shaping the relative production of various words classes is all that the therapist does. It appears that the process of counselling is more than getting the client to talk and to continue to talk as once suggested by Shaffer & Lazarus (1952).

Dittman asserts that instead of word production, it is the style of participation that is important. There are approaches to client pretraining where the emphasis is on more than helping the client arrive at some specific behavior.

Rather the description of the counselling process is related to encouraging the clients' progressive self-disclosure as well as self-exploration as one of the central happenings in the process of counselling and therapy. The counselling process is one of coming to verbalize and know one's beliefs, values, motives, perceptions of others, fears and life choices. The role of the counsellor is to facilitate this process (Truax, Carkhuff, Wago, Kodman & Moles, 1966).

Truax (1966) has reported the use of 'vicarious therapy pretraining (VTP)' as a new method and technique in counselling. The VTP technique consisted of having a client listen to a tape recording of 'good' client behaviour, illustrating how clients may explore their feelings. When three basic populations were used - hospitalized patients, institutionalized patients (juvenile delinquents) and out-patients - modest support was found for the use of VTP and in no case was the control group superior to VTP group.

Kaufki (1971) carried out a study to investigate a method for increasing a client's self-exploratory behaviour during the initial counselling interview. The method used was also termed vicarious therapy pretraining (VTP). VTP is the precounselling presentation to clients of an audiotape model of clients engaging in self-exploratory behaviour. The experimental design was a quasi-experimental post test only design.

The subjects were University Counselling Centre clients who were able to schedule initial counselling interviews with one of four counsellors participating in the study. They were assigned to either an experimental group (VTP), an active control group (AC) or an inactive control group (IC). The subjects in the experimental group listened to a twelve minute audiotape consisting of excerpts from simulated counselling interviews which involve transitional comments designed to provide vicarious reinforcements. The subjects in the active control group listened to an audiotape consisting of information about the counselling centre, but which did not include material regarding the role of the client. The subjects in the inactive control group did not receive a precounselling treatment.

The subjects in all three groups had an initial counselling interview of approximately thirty minutes in length. These interviews were recorded and a four minute excerpt was extracted from the middle of each of the interviews. The excerpts were recorded, randomized and placed on a master tape. They were then rated by four judges on global and peak measures of self-exploration. The results indicated that the treatment groups did not differ significantly in either global or peak measures of self-exploration; a relationship which held even when the data for sex and type of presenting problem was analyzed separately. Interestingly, they did find that clients

requesting personal counselling demonstrated greater self-exploration than clients requesting educational/vocational counselling. Kaufki suggests four possible reasons for the lack of significant differences in the three groups:

a) uncontrolled variables in the counselling relationship - eg. differential reinforcement negated presumed pretreatment differences;

b) the modelling tape lacked significant potency;

c) the population of clients had sophisticated perceptions of counselling relationships;

d) the clients were already functioning at a level of self-exploration beyond which modelling could be helpful.

(Kaufki, 1967, p. 361)

Thus, the previous research carried out in attempting to impart a self-exploring style of interaction with clients by means of pretraining audiotapes has been esentially unsuccessful (Goi, 1971; Kaufki, 1971; Galinsky, 1971). As suggested by Kaufki (1971), an essential limitation of his study may have been the choice of modelling presentation. It was limited in that a) it provided only an audio stimulus and b) was of twelve minutes duration. Stone (1975) in his successful pretraining of self-disclosure utilized a relatively extensive video pretraining film of twenty minutes duration. Thus, in terms of future attempts at pretraining in self-exploration, it would appear that Stone's videotape format would be the most successful in establishing significant results.

Rationale

In summary, we have seen that the central objective of most counselling approaches has been encouraging the clients' progressive self-disclosure and self-exploration as one of the central happenings in the process of psychotherapy (Myrick, 1969). Extensive research evidence (Barrett-Lennard, 1962; Braaten, 1961) has indicated that three therapist offered conditions predictably relate to this patient process variable of intrapersonal exploration and all four dimensions have been shown to relate significantly to a variety of positive patient personality and behavioural changes. Implicit in this formulation is the underlying assumption that it is the counsellor process variables which determine client interview behaviour and not the reverse. Rogers (1975) goes as far as to state that if an empathic climate exists in a relationship, the probability is high that the therapist is responsible. The therapist offers his particular style of interaction - it is not elicited by certain types of clients (Truax & Carkhuff, 1967). However, research studies examining this interaction of client and counsellor process levels, in therapy, have provided contradicting results. Friel, Kratchovil & Carkhuff (1968) conclude, in their study of high and low self-exploring clients, that the level of conditions offered by the helper may be a function of the degree to which the client explores himself. Holder, Carkhuff & Berenson (1967) investigated the effects of

manipulation of therapeutic conditions upon depth of self-exploration of a person functioning at high and low levels of empathy, respect, genuineness and concreteness. They found that clients who are functioning at higher levels of facilitative conditions explore themselves at higher levels and appear to make better use than do those who are functioning at lower levels of conditions. Thus, while it would appear that low level clients (Level One on Self-Exploration Scale, Carkhuff, 1969) are dependent upon the level of conditions offered by the counsellor, it is apparent that high functioning clients with a high level counsellor are not. Further, Rice (1973) determined, in her investigation of the interaction of client-counsellor process levels, that early in therapy the client may be more influential in determining process levels while the impact of the therapist increases as the relationship progresses. This research evidence clearly suggests that the client plays an important role in determining the quality of the counselling interaction.

However, the importance of the role of client process level has been essentially overlooked in many research studies which have used the level of counsellor facilitative conditions, in a standard interview, as the criterion measure of success or failure for counsellor training programs (Dustin, 1971; Carkhuff, 1968). The level of counsellor-offered conditions

in these research studies has been assumed to reflect the efficacy of the training skills program. Problems with this assumption are readily apparent when one considers the research which points to the influence of client process levels on novice counsellors (Rice, 1973). Thus, the several studies which assumed that the success of a counsellor training program was accurately assessed by the counsellor-offered facilitative conditions, in a standard interview, may have been instead assessing the level of facilitative functioning of the particular client(s) and their influence on the counsellors. Thus it is clearly essential that future research should attempt to differentiate the particular contribution of each member of the counselling dyad and the degree to which each member influences the functioning of the other. The 'type' of client utilized in the standard assessment interview must be considered a contributing variable in the counsellors' production of facilitative responses. A crucial methodological criticism which has been levelled against previous research studies in this area has been the use of coached clients or actors to provide counsellor trainees with a life-like experience of therapy while providing the necessary control and reliability (Freg & Rosso, 1973). Gormally & Hill (1974) point out a major research concern must be the question of whether the actors' consistent behaviour was bought at the price of realism. They

suggest that further problems arise when several trainees interview one volunteer client (Berenson, Carkhuff & Myrus, 1966; Carkhuff, Piaget & Pierce, 1968; Kratchovil, 1969; Friel, Carkhuff & Kratchovil, 1968). Standard client level of self-exploration may be affected by many factors such as boredom, fatigue, length and time of interview as well as the level of the counsellors' skills. When a client is coached to discuss one standard problem, the self-exploration process may be distorted because the client is more aware of what he is suppose to be saying rather than reacting to the counsellor's response. Dittman (1966), after a thorough review of the literature, concluded that an atmosphere in many articles on the subject (counselling) seem to say that the production of words is psychotherapy and shaping the relative production of words is the counsellor's primary function. Thus, an essential precondition for future research investigating the interaction of counsellor-client process levels, would seem to be the use of subjects which most carefully approximate and convey the attitudes, behaviours and experiences commonly felt by clients in the psychotherapeutic relationship. To meet this precondition it is necessary that subjects be required to participate in the counselling interview in a manner which is both natural and spontaneous for themselves, as opposed to coached and planned. However, in order to investigate the dynamic effects of differential client process levels, on counsellor process levels, it

becomes necessary to train subjects in self-exploratory skills which they can naturally and comfortably engage in during an interview procedure. Thus, once clients can maintain self-exploratory skills of a minimally facilitative level, the effect of their process levels on the counsellor can then be compared to the influence of non-facilitative clients on counsellors. Stone and Stebbins (1975) demonstrated that the amount of subject self-disclosure in an interview could be significantly increased by means of exposure to a twenty minute pretraining videotape showing differential levels of self-disclosing behaviour. This film showed both undesired and desired client behaviour and spelled out clearly the difference between the two.

Given the efficacy of the client pretraining procudures, it would be expected that clients viewing the videotape would be able to maintain a level of self-exploration, rated as facilitative on Carkhuff's Helpee Self-Exploration Scale (1969) in a standard interview. Furthermore, given the dynamic nature of the counselling interaction, it would be expected that novice counsellors interviewing clients functioning at facilitative levels would produce facilitative levels of rated empathy in a standard interview. Thus clients who are able to openly explore personally meaningful problems, and actively discuss feelings, would be expected to provide a ready process in which the novice counsellors would be able

to insert beginning attempts at good empathic responses. In contrast, however, clients who are unwilling or unable to discuss feelings and problems openly would be expected to provide a most difficult challenge to the beginning counsellor in terms of responding empathically. Thus not only must the counsellor be aware of current feelings but he must also encourage the clients to start a self-exploratory process in the first place. Given the specificity of empathy training, inexperience with real clients and the difficult challenge inherent in a counselling session with a non-self-exploring client, it would be expected that novice counsellors interacting with nonfacilitative clients would produce nonfacilitative levels of empathy in a standard interview. These predictions can also be seen as supporting previous research studies which have reasoned that novice counsellors are mutually dependent on their clients for the opportunity to interact in a counselling session in an empathic manner.

HYPOTHESES:

Based upon the research evidence presented previously in this chapter we would expect:

1. H_1: self-assessed high self-explorers who are in the experimental pretraining film condition will produce significantly higher levels of rated self-exploration than any other group.

   H_2: self-assessed low self-explorers who are in the experimental pretraining film condition will produce significantly higher levels of rated self-exploration than subjects in the control condition but will be lower than subjects in the experimental condition who were self-assessed as high in self-exploration.

   H_3: self-assessed high self-explorers who are placed in the control condition will produce significantly higher levels of rated self-exploration than low self-rated self-explorers in the control condition but will produce significantly lower levels of rated self-exploration than all subjects in the experimental condition.

   H_4: self-assessed low self-explorers who are placed in the control condition will produce significantly lower levels of self-exploration than all other subjects.

   H_0: no significance differences will occur between subjects rated for self-exploration.

2. H_1: novice counsellors exposed to clients who engage in a minimally facilitative level of self-exploration will concomittantly produce a facilitative level of counsellor offered empathy significantly different from counsellors who are exposed to clients who do not engage in a minimally facilitative level of self-exploration.

   H_0: there will be no significant differences in counsellor process level as a function of exposure to minimally self-exploring or non-self-exploring clients.

CHAPTER II

EXPERIMENTAL DESIGN

Introduction

The following section will detail the essential components involved in the experimental procedure. Included will be a) a description of the sample, b) a description of the development and components of the videotape, c) experimental procedure, d) instrumentation and rating procedures and e) a concise description of the statistics performed on the data as well as a short summary of the chapter.

The Sample

The Counsellors

The counsellors were fourteen English speaking Masters of Psychology students, at the University of Ottawa, who had just completed a four week Systematic Training course in which basic counselling skills were taught and practiced. The Systematic Training Program (S.T.P.) is taught at the Guidance Centre (a University of Ottawa Internship Training Facility) and is a compulsory course requirement for students in Clinical Psychology at the Masters level.

Based on the research into training program effectiveness, it is assumed that the fourteen graduate students, having just completed the S.T.P., will have successfully acquired basic counselling skills in both Human Relations Training and Microcounselling techniques as described in Appendix 8. The experimental procedure for this study was conducted on the last day of the S.T.P. which ensured that no experience differences existed between different counsellors.

The Counsellees - Clients

Those who participated as counsellees or clients in this study were originally selected from a first year Introductory Psychology class and a third year Social Psychology class. All students from both classes were told briefly of the thesis' content area, length of time participation in the study and were instructed to complete a Self-Exploration Inventory Form (see Appendix I). The Self-Exploration Inventory was administered in order to preselect high and low self-explorers naturally occuring in the subject pool. These high and low natural self-explorers would then be subjected randomly to

the videotape experimental condition or no treatment condition. This pre-experimental selection measure was introduced in order to circumvent Kaufki's (1971) criticism that lack of significant results in his study may have been due to the fact that his clients were already functioning at a level of self-exploration well beyond which modelling could be helpful. The Self-Exploration Inventory will be described fully in the instrument subsection. Out of an original sample of one hundred and thirty-four student subjects who completed the Self-Exploration Inventory, thirty-nine were chosen to participate in the study. Of the thirty-nine students chosen, twenty were self-rated high self-explorers as judged by ratings on the Self-Exploration Inventory and nineteen were self-rated low self-explorers on the Self-Exploration Inventory. An effort was made to select equal numbers of male and female subjects for partication in the study. Of the thirty-nine students asked to participate in the study, twenty-eight were actually involved in the experimental procedure. These students were randomly assigned to either the experimental treatment group (videotape role modelling film) or no treatment control group. Although precautions were undertaken to assign extra students to each of the two conditions due to the failure of certain tape recorders to record the standard interview as well as the failure of various high and low self-explorers to show, the following distribution of subjects occurred. See Table I.

TABLE I

BREAKDOWN OF SUBJECT SAMPLE SIZE
BY EXPERIMENTAL CONDITION

Groups	N	Self-Assessed Self-Explorating Rating	
		High	Low
Videotape Pretraining	16	11	05
Control Condition	12	04	08
Total	28	15	13

Construction of the Video Tape

A pretraining program was developed using the same methods and guidelines as proposed by Myrick (1969) and implemented by Stone and Stebbins (1975). As stated previouly, Stone and Stebbins were able to successfully pretrain students to self-disclose in a standard interview, by means of a twenty minute videotape film. The success of Myrick's procedure may be judged by his following conclusions:

> According to the analyses, the findings suggest that a model, when presented prior to counselling and when used as part of a program designed to orient the client to the counselling process, does tend to have an effect on verbal behaviour in counselling. In this study there was a definite tendency for verbal behaviours. (i.e. self-references) to be influences when a model was used. (1969, p. 188)

Stone and Stebbins' (1975) program depicted a simulated counselling interview between a male counsellor and a male university student. The interview began by a client talking about decision making procedures of others (e.g. 'they feel'; 'he selects') and then moving towards statements containing self-references (e.g. 'I decide'; 'I think'). A male narrator introduced, analyzed and concluded the interview. At several points the narrator explained the relevance of self-disclosure, gave examples and reinforced its use. Based on the procedural methodology utilized by Myrick (1969) and Stebbins (1975) a Self-Exploration Pretraining Videotape was developed.

The videotape film was conceptually divided into two sections. Section One defined the purpose of the film and presented what self-exploration or self-exploratory behaviour is not. Section Two presented the positive role model of self-exploration, explained the positive effects of self-exploration and summarized the intentions of the film. A narrator was selected and two Masters of Arts II students undertaking a Counselling Internship agreed to participate in the film as a counsellor and client in an interview. The student roleplaying the client was male while both the counsellor and narrator were female.

Section One

The first part of Section One of the videotape served as an introduction to the purpose of the videotape. An attempt was made to describe the purpose of the counselling interaction for both the client and counsellor. The term self-exploration was then introduced and explained more fully as a therapeutic process variable. The narrator began:

> The film you are about to see is concerned with counselling and the role of effective client behaviour. Most clients in a new counselling situation initially focus on or talk about others rather than themselves. They seem to try and engage the counsellor in conversation and as such try to talk about nonemotional, nonthreatening topic areas. However, research has found that during counselling, students who focus on themselves tend to get more from counselling than those who speak about others. Also the counselling

> process takes much less time. The active focus of counselling on client statements about self is called self-exploration. Self-exploration involves the active exploration of the self in relationship to significant others in the interpersonal environment.
>
> The film you are about to see features a counsellor and a university student. The purpose of the film is to demonstrate client behaviour in an initial interview. The topic of discussion is Rick's (the client) views on apartment living. Listen carefully to see how Rick talks about his feelings and how he engages in an examination of his views. The counsellor's role is to be an empathic listener who helps the client explore his experiences, feelings and behaviours. Now watch the film carefully and try to pick out how Rick talks about his concerns.

The following part of Section One involved the first roleplay between Rick, the client-student, discussing his displeasure about apartment living, and the counsellor. In this roleplaying the client was instructed to purposefully refer continually to the opinions and ideas of others rather than feelings or ideas of his own. He was further instructed to skirt any attempt on the counsellor's part to pin specific feelings down or have him discover his own opinions or ideas. The counsellor was instructed to utilize her therapeutic skills as if conducting an actual counselling interview. An example of their interaction from the videotape is as follows:

Client: When you're in residence you always have lots to do, lots of people around. You get up in the morning and get a coffee and you have lots of people around.

Counsellor: It sounds like you sort of miss all these activities, you had, living in an apartment.

Client: Not a lot of activity at the apartment - you can't have all the people over that you would have in residence; it's just that you have more to do in residence.

Counsellor: So what's your feeling about living in the apartment.

Client: It's not that bad; a lot of my friends are in that position too. They're not sure what they want to do either . . .

The final part of Section One of the videotape film featured the narrator explaining what had occurred in the roleplay just completed. An emphasis was placed on Rick's inability to talk about his own feelings and ideas. The narrator's script was as follows:

> Now I'd like to interrupt here and point out a few important things which have occurred in the counselling interaction so far. First of all, Rick has been speaking mostly about other people - his friends, other students and just other people in general. He tends to begin a lot of sentences with phrases such as 'they say'; 'some of my friends feel'; 'most people think', etc. Rick rarely says 'I feel'; 'I think'; 'I am' or 'my feelings are'. Rick doesn't disclose to the counsellor emotions or experiences which he acknowledges are his own feelings. Let's watch a part of the interview again and see if you can pick out how Rick avoids owning his own feelings and thoughts about apartment living.

At this time a representative section of the initial roleplay was replayed for the benefit of the audience to select instances of how the client does not explore. The following script documents this interaction:

Counsellor: So what do you feel about apartment living, Rick?

Client: Well you know, it's like all my friends, it's just some kind of confusion - they feel that things just don't happen as quickly, you're just not around it to be included in the things happening - we've talked about it, when you're on campus it's really easy to get something going but when you're off campus it's a litte more difficult.

Counsellor: You see a lot of confusion in others and you sort of feel the same way as this.

Client: Sure I . . . we all get together and talk about this and we've come to the conclusion that that's the way it is, so that's why a lot of people in my position have thought about moving back in residence.

This representative roleplay ended Section One and the presentation of what self-exploration is not.

Section Two

The purpose of Section Two of the videotape was to a) explain what self-exploration is in terms of verbal behaviour in a counselling interview and b) present a positive role model of self-exploration in a counselling interview simulation. More specifically, the following information was given by the narrator:

> Rick's (the client) behaviour is a common occurrance in an initial interview. The student tends to focus on others and avoids talking about himself - he doesn's acknowledge owning his own feelings. Research has found however that during counselling, students who focus upon themselves tend to get more from counselling than those who speak about others. The most successful clients have been found to

> voluntarily introduce and self-disclose matters of emotional concern to them. They adopt a style of participation in the interview which is focused on attempting to understand and define their own beliefs, values, motives and ideas. It is the counsellor's role to listen empathically to the client, clarify statements and ideas which the client talks about and to help the client explore his feelings, problems and confusions. Now let's watch Rick and the counsellor again on film and this time try and focus on how Rick engages in the process of self-exploration and how that differs from the first interview.

A simulated roleplay then followed which attempted to clearly present how someone talks and what they talk about when they self-explore in a counselling interview. Again the counsellor was instructed to utilize her therapeutic skills, as if conducting an actual counselling interview. An example of the dialogue in the positive role model interaction follows:

Client: Well, last year when I was going to school I was living in residence and this year I decided to move out into an apartment . . . I don't know, for some reason it's just not the same. . . You know in residence I used to hang around with a group of people that were there and I pretty much stayed with that group - We'd go down to breakfast together and I'd have coffee with them and after that we'd all go to class . . . and oh I was always involved with whatever was going on and it's just not like that for me this year.

Counsellor: Before you had all those people around you and now it's just not quite the same.

Client: Yeah, that's right. . . I know all the same people but I'm not always . . . I'm not always with them like I was last year.

Counsellor: You're sort of feeling a little separate from them . . .

Client: Yeah . . . I still know them and I still talk to them but I feel not a part of what's going on - you know, like I'm living with another guy and I thought we had the same interests but I'm finding his interests and my interests are not the same and I guess that I was really counting a lot on him to like going downtown and to the bars and things. I'm finding that well . . . I'm just coming home and he's just going out . . .

The videotape presentation was ended with a short summary, presented by the narrator, in which optimal client behaviour was emphasized and described.

The pretraining presentation was recorded on a Sony Videotape Recorder at the Guidance Centre, University of Ottawa. The film was approximately 18 minutes in total duration. A group of students and professors involved in counsellor training viewed the completed videotape and concluded that it successfully depicted instances of self-exploration and non-self-exploring behaviour in a counselling interview.

Procedure

The following section will detail a) the type of design implemented to carry out the present study and b) the specific procedural steps involved in carrying out the experimental study.

A) In conducting research investigating variables involved in the therapeutic interaction, the counselling analogue study employing a quasi-counselling interview design has been found

to be a highly effective and adaptable procedure.

> Using analogue techniques an investigator may do many experimental manipulations not possible in the natural setting. He has greater control over the investigation and, depending upon his ingenuity, may investigate a variety of aspects of the counselling process. The analogue method has great flexability in this regard. One main feature of this method is its potentiality for experimental investigation of the specifics of the counselling process, especially interaction, effects between counsellor characteristics and client characteristics.
>
> (Munley, 1974, p. 328)

Furthermore, as suggested by Munley (1974) and Strong (1971) the experimental method of choice is the counselling analogue study in which the stimulus therapy session satisfy most clearly five essential boundary conditions:

a) counselling is a conversation between or among people;

b) status differences between/among interactants constrain conversation;

c) duration of contact between interactions in counselling varies;

d) many clients are motivated to change and actively seek counselling;

e) many clients are psychologically distressed and heavily interested in the behaviours they seek to change.

Thus the experimental design implemented in this study may be termed a quasi-counselling interview design which includes a simulation of both the client and counsellor roles. This particular type of design can be seen to closely approximate the demands inherent in a natural counselling situation.

With this design novice counsellors were recruited to fulfill the counsellor role and undergraduate psychology students to fulfill the client role. The following section will detail specifically the experimental procedure carried out.

B) Fourteen English speaking Master of Arts I Graduate Psychology students, having just completed a four week Counsellor Skills Program (S.T.P.), were requested to meet at the Guidance Centre on October 14, 1976. Four of the students were assigned to a morning group and eleven students were assigned to an afternoon group. As the steps involved in the experimental procedure were identical for both morning and afternoon groups no differentiation will be made between the two groups in terms of the description of the procedure. All fourteen Master of Arts I students were assigned a separate office in the Guidance Centre. Audiotape recorders, present for recording the standard quasi-counselling interviews, were placed in each office. The counselling students were informed that their role in the study was a) to meet with two clients and b) conduct two half hour interviews utilizing the counselling skills taught in the Systematic Training Program. Instructions given these students were as follows:

> You will be meeting shortly with a student. He or she is willing to share with you his or her feelings about things which are important to him or her. Try to be as understanding as possible and communicate this understanding to him/her. The interviews will be tape recorded; however, whatever is said by you and

> the student is strictly confidential and will be used exclusively for reseach purposes only. Please try to conduct the interview for approximately thirty minutes. An assistant will interrupt you when your thirty minutes are up.

Thirty-six Undergraduate Psychology students, preselected on the dimension of level of natural self-exploration, were requested to meet at the Guidance Centre in order to participate in the study. The students had been informed that the nature of the study concerned counselling techniques and that they would receive two bonus marks toward their final Psychology grade in return for full participation. The volunteer students were randomly assigned to either a) the training experimental condition in which students viewed a twenty minute Self-Exploration Role Modelling Videotape, as described previously or b) a control group in which students were told that there would be a short delay and were instructed to wait in a Conference Room for a few minutes. After termination of both the Control and Experimental Group periods (approximately twenty minutes) subjects were informed that they would be undergoing a thirty minute interview with a student counsellor. They were requested to select a meaningful problem which they would feel comfortable discussing with another person. The instructions given the subjects were as follows:

> You will be meeting shortly with a Counsellor. We ask you to share your feelings about things that are important to you which can help him/her to get a better understanding of you and your feelings. The interview will be tape-

> recorded; however, whatever is said by you and the counsellor, during the interview, is strictly confidential and will be used exclusively for research.

The fourteen subjects were then randomly assigned to one of the fourteen counsellors and brought directly to the counsellors' office by an experimental assistant. The experimental assistant then introduced the counsellor to the client-subject and the preset taperecorder was adjusted to record the ensuing interview.

While the first standard interview was carried out, twenty new undergraduate students, preselected on the dimension of level of natural self-exploration, arrived at the Guidance Centre to participate in the study. This second group of subjects were subjected to an identical program as the first group and given similar instructions to carry out the client role. Upon termination of the first half hour interview this second group of clients were randomly assigned to one of the fourteen counsellors. A second and final standard interview was then carried out. Upon termination of all the interviews a) all audiotapes were collected and carefully coded for future analysis and b) all subjects fulfilling the client role were requested to fill out a Self-Exploration Inventory for a second time. An attempt was made, in the random assignment of subjects, to place high and low self-explorers equally into the training and no-training conditions.

This concludes the section describing the actual experimental procedure. The following section will discuss a) the instruments utilized in the present study and b) the methodology involved in training judges to use the rating scales/instruments effectively.

Instrumentation and Rating Procedures

Instrumentation

The instruments used in this research study were a) The Empathic Understanding in Interpersonal Processes: A Scale for Measurement (Carkhuff, 1969); b) The Helpee Self-Exploration in Interpersonal Processes: A Scale for Measurement (Carkhuff, 1969) and c) The Self-Exploration Inventory (Stein, 1976). Each of these scales will now be described, along with reference to their reliability and validity.

The Empathic Understanding Scale - Based on Carkhuff's definition, empathic understanding is operationally defined as the ability to perceive the client's feelings and to communicate this understanding to him. Carkhuff defines empathy as:

> *[...]* the ability to recognize, sense and understand the feelings that another person has associated with his behavioral and verbal expression, and to accurately communicate this understanding to him (Carkhuff, Vol. 1969, p. 266).

A similar definition was offered by Truax & Carkhuff (1967) for their Accurate Empathy Scale (AES), upon which was

based the revised Empathic Understanding in Interpersonal Processes Scale (EMP). Their definition of Empathic Understanding is as follows:

> Accurate empathy involves both the therapist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings.

The AES is a nine-point scale while the EMP scale is a five-point scale with midpoints, thus in effect making it a nine-point scale as well. Levels 1, 2, 3, 4 and 5 on the EMP scale correspond to levels 1, 3, 5, 7 and 9 on AES. The EMP scale presents a more simple and understandable operational definition of empathy than the AES scale. At the lowest levels of the EMP scale - Level 1 and 2 - the helpers' responses do not attend or detract significantly (Level 1) or subtract noticeably from the affect (Level 2) of the helpee's communication. The higher levels of the scale - Level 4 and 5 - are additive responses indicating that the helper's response adds noticeably (Level 4) or significantly (Level 5) to the findings and meanings of the helpee's expression. At Level 3, the helper's response is considered to be at a minimal level of empathic functioning since the helper neither adds to, nor subtracts from the helpee's expression. The helper's communication is thus essentially interchangeable with the helper's communication in terms of feeling and meaning. It is at least to Level 3 that the Empathic Training

in the Systematic Training Program aspired. The EMP scale is contained in Appendix 2.

Most of the reliability and validity data for the Carkhuff scales are based on the reliability and validity of previous empathy scales. Thus the evidence provided for the EMP scale is largely based on previous studies employing the longer, nine-point AES and will be reported here, starting with reliability.

The reliability of AES has usually been determined by correlating different rater ratings on the scale for the same sample of excerpts. Truax and Carkhuff (1967) have reported the correlations for twenty-eight studies involving a variety of therapist - client populations. The Pearson r correlations and Ebel intraclass reliabilities ranged from .43 to .95, depending on the study and/or judges using the original scale. Truax and Mitchell (1971) also reported a number of studies with their reliabilities for AES.

Friel, Kratchovil and Carkhuff (1968) used the five-point Empathic Understanding in Interpersonal Processes Scale and reported Pearson r inter-rater reliabilities for this scale as .94, .99 and .90. Inter-rater reliability was based on the same sample and three judges were reported as .88, .87 and .85. A number of other researchers cited by Hefele and Hurst (1971) reported similar Pearson correlations in the .80's and .90's. Carkhuff (1971) also reports a number of

studies yielding similar reliabilities for the EMP scale.

As Leckett (1976) points out:

> Although some questions might be raised regarding the use of different point scales and the empirical relation of the constructs between the original and revised scales, there is no reason to believe, or evidence presented, to suggest that AES or EMP scales are not reliable and can in fact be reliably measured (p. 94)

The validity of the EMP scale is likewise dependent on the validity of previous research scales and Carkhuff has provided no direct validating evidence for the revised EMP scale as such. Rather, Carkhuff supports the validity of the EMP scale when he states:

> The scale is derived in part from 'A Scale for the Measurement of Accurate Empathy' which has been validated in extensive process and outcome research on counselling and psychotherapy, and in part from an earlier version that had been validated in extensive process and outcome research. In addition, similar measures of similar constructs have received extensive support in the literature of counselling and therapy and education. The present scale was written to apply to all interpersonal processes and represents a systematic attempt to reduce ambiguity and increase reliability (Carkhuff, Vol. II, 1969, p. 315)

Since the Carkhuff five-point Empathic Understanding Scale is based on validity evidence of previous scales, namely Truax's nine-point AES and Carkhuff's earlier Empathic Understanding in Interpersonal Processes Scale, the research evidence for their validity will be presented here. The validity evidence is based largely on predictive and construct validity, but

content validity has also been provided.

The validity of Truax's AES is based largely on the relationships found between AES ratings and indices of client improvement or deterioration - i.e. therapeutic outcome. A number of studies (Truax & Carkhuff, 1967) in counselling and psychotherapy have consistently shown that clients of therapists offering high levels of accurate empathy show greater gain and constructive personality change than do clients of therapists low on accurate empathy.

Regarding the relationships between AES ratings and client outcome, Truax (1963) reported to significant correlation of .77 between AES ratings and case outcome measured by the final outcome criteria that included psychological test data, diagnostic evaluations of personality change and a measure of the time actually spent in the hospital since initiation of therapy. A second correlation of .48 was found between the level of accurate empathy offered by the therapist and diagnostic evaluation outcome criteria of constructive personality change.

Hefele and Hurst (1971) have presented four areas of research that provide predictive and construct validity particularly for Carkhuff's five-point scale, as well as other interpersonal skills. The first two types of predictions are that:

1) clients of high facilitative (ratings > 3.0) counsellors or trainees would engage in significantly more self-exploration than clients

of low facilitative counsellors (ratings 3.0)

2) the higher the rated communication level of a person, the greater his discrimination skills, and, further that accurate discrimination does not necessarily imply a higher communication level. (p. 62-70)

The authors also cited two other predictive and construct validity findings. There were studies which established "a link between ratings of the therapists' communication skills and the direction of client movement, when rater or similar dimensions of interpersonal processes or functioning" (Hefele & Hurst, 1971) and those which found "the direct effect of clinical trainers' levels of facilitative functioning on trainees' levels of facilitative functioning *[...]*"

In conclusion Hefele et al state that,

"Thus we feel that the predictive and construct validities have been fairly well established with respect to client level of interpersonal functioning and client self-exploration."

As reviewed by the same authors, the content validity of the scales, as opposed to the content validity of the primary instruments (raters) is believed to be very good and quite high. Content validation of the raters is more difficult to establish and it is suggested that there is a need to involve raters' descriptions instead of just ratings.

The Self-Exploration Scale - As in the case of the empathy scale, the Self-Exploration in Interpersonal Processes:

A Scale for Measurement, was based on revisions of earlier versions of self-exploration scales (Carkhuff, 1968; Truax & Carkhuff, 1967). This scale was designed to perform the dual function of a) measure the extent of client self-exploration and b) assess the client's response to the therapist. It was based on the theoretical and clinical rationale that self-exploration is an antecedent to therapeutic outcome and thus a good measure of therapist effectiveness. These scales were also descendents of the Process Scale developed by Rogers, Walker & Rablen (1960).

Truax and Carkhuff's (1967) Depth of Intra-personal Exploration Scale (DX) is a nine-point scale with a zero point that is used when no personally relevant material occurs and there is no opportunity for it to occur. It ranges from the lower level, where the patient actively evades personally relevant material when the therapist introduces it, to higher levels where the patient actively explores his feelings, his values, his perceptions of others and his life choices.

Carkhuff's Helpee Self-Exploration in Interpersonal Processes: A Scale for Measurement (SX) (Carkhuff, 1969) is a shorter version containing a five-point scale. It is the scale that was used in this research to define levels of self-exploration in the client-subjects. At the lower levels, the SX scale describes the helpee as not discussing personally relevant material because of lack of opportunity or evasion

(Level 1) or responding to such material but in a mechanical manner without emotional feeling (Level 2). At Level 3 the person voluntarily introduces personally relevant material, but it lacks the characteristics of emotional feeling of the higher levels, and may be presented in a rehearsed mechanical manner. The SX scale is contained in Appendix 3.

As with the EMP scale, the reliability and validity of the SX scale is largely based on the earlier scale versions such as the DX scale (Truax et al, 1967). Those authors have reported that the reliabilities for the DX obtained in twelve researches ranged from .59 to .88. Friel, Kratchovil and Carkhuff's five-point Self-Exploration in Interpersonal Processes Scale of .88, .89 and .87 for intra-rater reliability and inter-rater reliabilities of .90, .90 and .93. From these reported reliabilites the SX scale can generally be considered reasonably reliable.

Regarding validity, Truax and Carkhuff have argued that:

> *[...]* one must depend on the face validity and the research evidence showing predictable relationships to therapeutic outcome. Beyond this, the finding that experimental manipulation of levels of conditions produces predictable changes in the measure of self-exploration, and the finding that differential reinforcement of self-exploration produces differential levels of self-exploration and outcome add further evidence for the validity and utility of the measure. (Truax, 1967)

Earlier research evidence comparing more successful with less successful counselling cases has tended to show that the more successful clients explore their problems more and make more self-references than less successful clients. (Leckett, 1976). During the course of therapy, patients classified as successful have been found to explore themselves more, while therapeutic failures have shown little self-exploration or emotional involvement.

Besides predicting outcome, the validity of the DX and SX scales is based on studies illustrating the effects of the experimental manipulation of the client therapeutic conditions on client self-exploration.

In a study of thirty hospitalized psychiatric patients seen by four different group therapists, Truax (1968) explored the effect of degree of reinforcement on level of depth of self-exploration by the patient, on consequent effects on outcome. Patients who had received high levels of reinforcement when they self-explored also showed better outcome than patients receiving low or negative reinforcement. These findings further support the relationship between the therapeutic conditions and self-exploration, as well as that between self-exploration and outcome.

As Leckett (1976) points out, the SX scale, as a useful measure of self-exploration, would seem to be supported by areas of research cited previously. It's predictive validity is established in its relation to outcome and as a

theoretical construct it follows that SX can be affected by changes in the levels of interpersonal conditions.

The Self-Exploration Inventory - The Self-Exploration Inventory (see Appendix I) was administered in order to pre-select high and low self-explorers naturally occuring in the subject pool and subject them randomly to either the experimental or control condition. This pre-experimental selection measure was primarily introduced in order to circumvent Kaufki's (1971) criticism that lack of significant results in his study may have been due to the fact that his clients were already functioning at a level of self-exploration beyond which modelling could be helpful. The Self-Exploration Inventory was adapted for its present use from an earlier version developed by Stein (1976) - She was primarily interested in client self-ratings of self-exploratory behaviour in a counselling interview. Thus the questions were limited to circumstances which naturally arise in the counselling interaction. The adaptation of the Self-Exploration Inventory employed in this study was adapted to include situations which occur with friends and family in which self-exploratory behaviour may be an integral part. The scoring system developed by Stein (1976) was incorporated for use in the present study. Thus subjects scoring 30 or below on the Self-Exploration Inventory were assigned to the low self-rated self-exploration group and subjects scoring

40 and 50 were assigned to the high self-rated self-exploration group. A student t-test for equal n's was performed on the high and low subject scores and results were found to be significant at the .001 level. It was thus assumed that the high and low scorers on the Self-Exploration Inventory were two distinct entities or categories and could be treated as separate categories. Out of an original sample of one hundred and thirty-four student subjects, thirty-nine were chosen to participate in the study. Of the thirty-nine students chosen, twenty were self-rated high self-explorers and nineteen were self-rated low self-explorers on the Self-Exploration Inventory. For interest sake, subjects were requested to complete another Self-Exploration Inventory after the completion of the standard interview.

This concludes the presentation of the scales of measurement and inventories utilized in this study to rate the counsellor and client process levels. The following section will describe a) the training of judges to rate the tape excerpts, b) selection of tape excerpts, and c) reliability of the judges.

Training of Judges - Two different sets of judges were recruited for the rating of excerpts on the Empathic Understanding in Interpersonal Processes Scale and the Helpee Self-Exploration in Interpersonal Processes Scale. The training procedures for the different judges will now be described, beginning with the

training of the judges for the counsellor process variable, empathy.

Empathic Understanding - Two students were chosen from the Graduate Psychology Program to train as raters for this study. The two raters were given the following training:

1. presentation of theoretical material related to empathy and discussion of it
2. presentation and explanation of Carkhuff's Empathy Scale with taped, verbal presentations
3. review of the scale and practice rating
4. test on Index of Discrimination

The Index of Discrimination is composed of sixteen expressions by helpees of problems and in response to each expression there are four possible helper responses. The rater taking the test is asked to rate each response on the empathy scale developed by Carkhuff (1969). It is then possible to compare the trainees' ratings with those provided by Carkhuff.

5. discussion of the trainees' ratings given on the Index of Discrimination
6. rating and discussion of thirty more excerpts

After each stage where rating occurred the interjudge reliabilities were computed to determine the level of agreement between the judges. The interjudge correlation coefficients for these three stages were .70, .78 and .85 respectively. Based on these levels of correlation achieved it was felt that further training would not have greatly increased the

reliabilities of the judges. At this point both judges were assigned to the taperecorded excerpts from the standard interview used in this research for rating empathy of the counsellor.

Self-Exploration - Two Graduate Psychology students, not involved in the empathy rating procedures, volunteered to train as raters for Carkhuff's (1969) Helpee Self-Exploration Scale. The following training program, originally developed by Leckett (1967), was administered:

1) theoretical material related to the scale was presented.

2) presentation of Carkhuff's Self-Exploration Scale, with explanation, examples by trainer and discussion of the five levels.

3) presentation of eleven audio excerpts to be rated for self-exploration; during this stage, the judges followed each excerpt on typed transcript and gave their ratings. Following each excerpt, judges gave their ratings and a discussion of each judge's ratings took place.

4) discussion of the five-point scale, clarification of judges' ratings.

5) rating of twelve new excerpts but without use of written transcript.

6) discussion of ratings

7) rating of thirteen new excerpts

8) discussion.

After each of the stages where rating of excerpts was completed, the interjudge reliabilities were computed to determine the agreement between the judges. The interjudge correlation

coefficients were .58, .75 and .82 respectively. Based on the levels of correlation achieved it was felt that further training would not have greatly increased the reliabilities of the judges. At this point both judges were assigned to the tape-recorded excerpts from the standard interviews used in this research for rating self-exploration of the client.

Selection of Excerpts - Although it would have been ideal to have judge rate the entire interview, this was clearly not feasible due to time limitations. Thus it was necessary to select excerpts from the interviews. Based on a number of studies undertaken by Carkhuff and his associates on segment length and location, Carkhuff (1969) proposes the following procedures:

> 1. It is usually most efficient to employ samples of the briefest duration (two minutes).
>
> 2. Random or predesignated means of sampling, or a combination of both (random sampling within designated periods) will increase the probability of securing representative excerpts.
>
> 3. Excerpts should include, at a minimum, a helpee-helper-helpee interaction.
>
> (pg. 223)

In this study, approximately two-minute excerpts were randomly selected from segments of the first, middle and last third of each interview. All excerpts included a helpee-helper-helpee interaction. In those instances where a helpee-helper-helpee interaction did not take place, another excerpt meeting

this requirement was randomly selected in that third of the interview. A total of 78 excerpts were selected in this manner.

Rating - Once identified, and coded, the 78 excerpts were copied from the interviews onto another tape. These coded excerpts were then randomized and placed on master tapes and presented to the four judges for rating. Twenty-five excerpts were randomly selected and presented to the judges for rerating so as to determine their intrajudge reliabilities.

The judges indicated each rating, with its accompanying code, on a separate sheet so as to avoid being influenced by the previous rating (see Appendix 4). The judges worked individually and determined their own schedules within a set deadline.

Reliability of Judges - With regard to the ratings given by the two sets of judges to the standard interviews, two 'types' of reliability measures will be reported: first, interjudge reliability which refers to the agreement between the two judges' ratings for each scale; and second, the intrajudge reliability which refers to the consistency with which the same judge ascribes a rating to the same excerpt in two different time periods.

Table II indicates the inter and intrajudge reliabilities for the judges rating client Self-Exploration in the standard interviews. The interjudge reliability was calculated by means of the Ebel intraclass reliability measure (Guilford, 1954).

TABLE II

EBEL INTRACLASS RELIABILITY COEFFICIENT, PEARSON r COEFFICIENT FOR INTRAJUDGE RELIABILITY FOR BOTH JUDGED EMPATHY AND SELF-EXPLORATION RATINGS

Rating Scale	Ebel Intraclass Reliability Coefficient	Pearson r Coefficient Intrajudge Reliability	
		JUDGE ONE	JUDGE TWO
Empathy	.96	.83	.78
Self-Exploration	.91	.76	.81

Based on 78 excerpts it was .91. The intrajudge reliability was calculated by means of the Pearson r correlation coefficient on 25 excerpts. Reliability for Judge One was .76 and Judge Two .81.

Statistics and Summary

In order to test Hypothesis One which is examining the efficacy of the client pretraining film, four univariate analysis of variance F Ratios were conducted on the three segment means and overall interview means. The independent variables for this investigation were a) the amount of pretraining received by the clients and b) level of self-assessed self-exploration as measured by the Self-Exploration Inventory (Stein 1976). The dependent variable designated was rated level of self-exploration in a standard interview. Further analysis investigated the presence of linear trends in the data for the following four client groups - 1) self-assessed high self-explorers receiving pretraining for self-exploration, 2) self-assessed low self-explorers receiving pretraining, 3) self-assessed high self-explorers receiving no training and 4) self-assessed low self-explorers receiving no training. Hypothesis Two investigated the differential effect of facilitative vs nonfacilitative clients (as rated on Carkhuff's Self-Exploration Scale) on the level of novice counsellor

empathy in a standard interview. Four univariate analysis of variance F ratios were conducted on the counsellor data from the three segment means as well as the overall interview mean. The independent variable was 'type' of client interviewed - facilitative vs nonfacilitative - while the dependent variable was level of rated counsellor empathy. Level of confidence for possible rejection of the Null Hypotheses was set at the .05 level. The power of these statistical procedures is presented in Appendix 9.

In summary, this the second chapter of this study has discussed the sample employed, the counsellor Systematic Training Program, development of the videotape training film, client treatment groups, instrumentation and procedures, rating and training of judges as well as the statistics performed on the collected data.

The following chapter will a) present the results for the statistical analyses employed to test the hypotheses presented in Chapter One and b) discuss the results and recommend new strategies for further research.

CHAPTER III

Presentation and Discussion of Results

The first section of this chapter deals with the presentation of the results of the analyses performed on the experimental data. The findings of these analyses are discussed in the second section and finally the chapter ends with suggestions for further research.

1. Presentation of the Results of Analyses

This section presents a) the results from the standard interview for the variable of client rated self-exploration in order to examine Hypothesis 1: subsections h_1, h_2, h_3, h_4, and b) the results from the standard interview for the variable of rated counsellor empathy corresponding to rated client self-exploration level in order to examine Hypothesis 2.

The hypotheses regarding differences in scores or patterns of scores on rated client self-exploration in standard interviews, with respect to level of self-rated self-exploration and exposure to videotape training, were tested by four separate Univariate Analyses of Variance F ratios.

The results are reported in a similar manner for each of the Experimental Hypotheses:

1. segment means and overal interview means;

2. Univariate F ratios and corresponding significance levels

The individual scores obtained by the twenty-six clients, in all four groups, for the variable rated self-exploration, can be found in Appendix 5. These individual scores represent the summated judges' ratings for each of the three interview segments as well as an overall mean score representing the average rated self-exploration level for the entire interview.

Table III presents the segment mean ratings and overall mean ratings for rated self-exploration in the standard interview. The scores are subdivided to represent the four experimental groups. As seen from the Table, the trained clients' overall means (2.949, 3.25) exceed the overall means for both untrained groups (2.582, 1.928). The means for the trained clients who rated themselves low self-explorers (3.30, 3.05, 3.40) exceed all other types of clients across the three interview segments. In terms of the Helpee Self-Exploration in Interpersonal Processes Scale (Carkhuff, 1969), this group of clients can be said to have achieved a consistent performance of minimally facilitative functioning (≥ 3.0) in the standard interview. Interestingly, the trained high self-rated clients achieve such a mean level only in the first segment of the interview (3.25) and drop to 2.95 and 2.65 for the second and third segments respectively. Both untrained groups of clients fail to reach a level of minimally facilitative functioning across all three segments. In terms of rank order the trained clients self-rated as low self-

TABLE III

SEGMENT MEANS AND OVERALL INTERVIEW MEANS OF CLIENTS' LEVEL OF RATED SELF-EXPLORATION IN THE STANDARD INTERVIEW FOR THE FOUR CLIENT GROUPS

Groups	Mean Ratings				
	N	Segment 1	Segment 2	Segment 3	Overall
Trained-High Self-Assessed Self-Explorer	10	3.25	2.95	2.65	2.95
Trained-Low Self-Assessed Self-Explorer	05	3.30	3.05	3.40	3.25
No training-High Self-Assessed Self-Explorer	05	2.60	2.55	2.60	2.58
No training-Low Self-Assessed Self-Explorer	06	1.75	2.25	1.79	1.93

explorers are highest, trained clients self-rated as high self-explorers are second highest followed by untrained clients rated as high self-explorers and finally the untrained clients rated as low self-explorers were the lowest.

In order to test for significant differences between the means for the four client groups, for the variable rated self-exploration in the standard interview, four Univariate Analysis of Variance F tests were conducted. Thus all four client group means for each segment of the interview, as well as a summated mean score yielding an overall interview mean score, were compared separately to yield four F ratios.

Table IV presents the Univariate Analysis of Variance results for the dependent variable rated self-exploration for the four client groups. The order of presentation of Univariate F ratio results begins with a comparison of all four client groups for Segment One, proceeds to Segment Two, then Segment Three and the final Analysis of Variance Table examines the four client groups' rated self-exploration in terms of overall interview mean. The Univariate F ratios for rated self-exploration in the first third of the interview was 4.51712, significant at the .05 level. Thus there would appear to be significant differences among the four client group on the variable rated self-exploration in the first third of the standard interview. The Univariate F ratios for the variable self-exploration, in the second and third segments of the interview, were .74295 and

TABLE IV

UNIVARIATE ANALYSIS OF VARIANCE FOR THE VARIABLE RATED SELF-EXPLORATION FOR THE FOUR CLIENT GROUPS FOR SEGMENT ONE, TWO, THREE AND OVERALL MEAN VALUES

Source					
Groups	df	ss	ms	Univariate F Ratio	
Segment 1	3,22	10.08653 16.375 26.46153	3.36271 .74431	4.51712	$p < .05$
Segment 2	3,22	2.540384 25.075 27.6153	.84679 1.139772	.74295	NS
Segment 3	3,22	7.140705 32.35208 39.49278	2.380235 1.470549	1.618602	NS
Overall Interview	3,22	5.774931 16.09485 21.869784	1.924977 .731584	2.63124	NS

1.618602, respectively and both were not significant statistically. Finally, the Univariate F ratio comparing the four client groups in terms of overall mean rated self-exploration level was also not significant (2.63124). Thus in terms of Hypothesis One, which predicted no significant differences in rated self-exploration between the four client groups, the Null Hypothesis is rejected for Segment One of the standard interview. However, in terms of overall interview rating as well as Segment Two and Three ratings, the Null Hypothesis failed to be rejected.

Hypothesis One - subhypotheses H_1, H_2, H_3, H_4 were further tested by a means of a trend analysis such that it was expected that high self-rated trained clients would attain the highest mean ratings, followed by the trained low self-rated clients whose ratings would exceed the untrained high self-rated untrained clients and finally the low self-rated untrained clients would achieve the lowest self-exploration ratings overall. Orthogonal Polynomial Coefficients were employed to determine linearity of trend for the data across the three interview segments as well as overall mean values-adjusted computational procedures, as described by Kirk (1968), for data involving unequal intervals and unequal n's was employed. Table V presents the results of the Orthogonal Polynomial tests for linear trends in the data. As can be seen from the table, the F ratio for linearity for Segment One is 12.641238, significant at the

TABLE V

ORTHOGONAL POLYNOMIAL RATIOS FOR LINEAR TRENDS IN THE DATA FOR SEGMENT ONE, TWO, THREE AND OVERALL MEAN VALUES IN TERMS OF RATED SELF-EXPLORATION

Source	df	ss lin	ms lin	ms wg	F ratio	
Segment 1	1	9.409	9.409	.74431	12.641	$p < .01$
Segment 2	1	2.209	2.209	1.1397	1.938	NS
Segment 3	1	3.6	3.6	1.4705	2.44	NS
Overall Means	1	5.3173	5.3173	.73158	7.2682	$p < .05$

.01 level. An examination of the mean self-exploration level for the four client groups reveal support for the assertion of a linear trend component in Segment One although the order was not exactly as predicted. Thus the low self-rated trained clients are highest, followed by the high self-rated trained clients in second place and the untrained clients following in order as predicted. Replicating the pattern of results evident in the Univariate F ratio results, the F ratios examining linear trends in the data for Segment Two (1.9381) and Segment Three (2.44) were non significant suggesting the present of a non-linear trend component in these two segments. The test for linear trends for the overall mean values however did yield an F ratio (7.268235) which was found to be significant at the .05 level. An examination of the mean self-exploration level for the four client groups again revealed the order or ranking discussed in the description of Segment One results. Thus the trained low self-rated clients appear to exceed all other groups followed by the trained high self-rated clients, untrained, high self-rated clients and untrained, low self-rated clients following successively.

Thus it can be concluded that a significant linear relation exists between a combination of the variables of self-assessed self-exploratory behaviour and exposure to training, in relation to the dependent variable of rated self-exploratory behaviour in terms of both the first segment of the interview as well as the overall interview rating.

Thus in summary, for the results pertaining to Hypothesis One, the Null Hypothesis was not rejected for data pertaining to rated self-exploration for Segments Two and Three of the interviews as well as for the overall interview mean values. The Null Hypothesis was rejected in terms of data pertaining to Segment One of the rated client interviews. In terms of the assertion of a significant linear trend existing between the dependent measure of rated self-exploration and the independent variables of exposure to training and self-assessed ability, the Null Hypothesis was rejected for the ratings of Segment One as well as for the overall interview mean ratings. However, tests for linearity of trend were found to be nonsignificant for both Segment Two and Three suggesting the presence of nonlinear trends in this data. The assertion of no differences as put forth in the Null Hypothesis was not rejected.

The Hypothesis regarding differences in scores or patterns of scores for rated counsellor empathy in standard interviews, with respect to mean level of rated client functioning, were tested by four separate Univariate Analysis of Variance F ratios. The results for Hypothesis Two are reported in a similar manner to Hypothesis One,

1. segment means and overall interview means;
2. Univariate F ratios and corresponding significance levels.

First, in order to examine Hypothesis Two the clients involved in the study were divided into two groups reflecting

the mean level of client achieved self-exploration as rated in the standard interview. Clients were selected as belonging to Group One if their mean overall interview level of functioning equalled or exceeded Level Three on Carkhuff's Helpee Self-Exploration in Interpersonal Processes Scale (1969). Carkhuff (1969) has asserted that client functioning which meets or exceeds Level Three can be termed facilitative client functioning. In turn, clients who failed to equal or exceed Level Three, in terms of rated mean level of overall functioning in the standard interview, were designated as belonging to Group Two. Group One will also be referred to as the high functioning client group and Group Two will be referred to as the low functioning client group in order to facilitate differentiation of the two groups in terms of descriptive qualities. It was found that eleven clients were designated as belonging to Group One or high functioning clients and fifteen clients were placed in Group Two and designated as low functioning clients. In order to verify that Group One and Group Two did indeed reflect two significantly different levels of client functioning a T test was carried out on the data pertaining to overall mean level of rated self-exploration for both groups. Table VI presents the results from this analysis. As can be seen from this table, the t ratio (8.5079) is significant at the .01 level of significance which asserts that the level of client functioning in Group One is significantly different to that of Group Two. An examination

TABLE VI

T DISTRIBUTION RESULTS FOR RATED HIGH FUNCTIONING (GROUP ONE) AND RATED LOW FUNCTIONING (GROUP TWO) CLIENTS

Groups	N	$\bar{x}$	$(EX)^2$	EX^2	t	
Group 1	11	3.628	1592.808	146.4065	8.507	$p < .01$
Group 2	15	2.020	918.6961	65.1113		

of the mean level of functioning for both groups reveals that Group One mean (3.628) significantly exceeds Group Two mean value (2.02).

Once established that Group One indeed reflected a significantly different level of client functioning than Group Two, rated counsellor offered empathy scores were then matched to the corresponding client scores, yielding two groups of counsellor empathy ratings. Thus, Group One counsellor ratings were the rated empathy levels offered to clients who were rated as high functioning. Group Two counsellor ratings were the rated empathy levels offered to clients who were designated as low functioning clients. Appendix 6 presents the ratings for client offered self-exploration matched with the corresponding counsellor empathy for both the High Functioning (Group One) and Low Functioning (Group Two) groups. The individual scores represent the summated judges' ratings for each of the three interview segments as well as an overall mean score representing the average rated process level for the entire interview. Appendix 7 presents the Counsellor Empathy ratings for Group One and Two separately. Thus all four Univariate Analyses of Variance statistical procedures were carried out using the corresponding Empathy rating data for Group One and Two. Both groups were compared in terms of empathic level of functioning for all three interview segments as well as in terms of the overall interview mean score.

Table VII presents the segment mean ratings and overall mean ratings for rated empathy in the standard interview for both Group One and Two. As seen from the table, the counsellor's overall Empathy mean from Group One (2.8309) exceeds the overall mean for Group Two (2.032). This relationship of Group One mean level of empathy functioning exceeding Group Two mean level of functioning exists consistently across all three interview segments - 2.909, 2.4772, 3.2045 for Group One as opposed to 1.983, 2.3 and 1.8666 for Group Two. Interestingly, seven of the eight segment means, for both groups, fail to reach a level of functioning considered facilitative on the Empathic Understanding in Interpersonal Processes Scale ($\geq$ 3.0) Only Group One, in the third segment, manages to achieve a mean level of facilitative counsellor functioning (3.2045).

In order to test for significant differences between Group One and Group Two, in terms of rated Empathy in the standard interview, four Univariate Analysis of Variance F ratios were carried out. Thus both counsellor group means for each segment of the interview, as well as a summated overall interview mean score, were compared separately to yield four F ratios.

Table VIII presents the Univariate Analysis of Variance results for the dependent variable rated empathy for the two counsellor groups. The order of presentation of Univariate F ratios results begins with a comparison of all four client groups for Segment One, proceeds to Segment Two, then Segment Three and

TABLE VII

SEGMENT MEANS AND OVERALL INTERVIEW MEANS OF COUNSELLORS' LEVEL OF RATED EMPATHY FOR COUNSELLOR GROUP ONE AND GROUP TWO IN THE STANDARD INTERVIEW

Groups	N	Segment 1	Segment 2	Segment 3	Overall
Group One	11	2.909	2.4772	3.2045	2.8309
Group Two	15	1.983	2.3	1.866	2.032

TABLE VIII

UNIVARIATE ANALYSIS OF VARIANCE FOR THE VARIABLE RATED EMPATHY FOR COUNSELLOR GROUP ONE AND GROUP TWO FOR SEGMENT ONE, TWO, THREE AND OVERALL MEAN VALUES

Source					
Groups	df	ss	ms	Univariate F ratio	
Segment 1	1,24	5.438 23.7175 29.15625	5.4387 .9882	5.5035	$p < .05$
Segment 2	1,24	.19943 22.83182 23.03125	.19943 .95132	.2096	NS
Segment 3	1,24	11.3591 17.18962 28.54872	11.3591 .7189	15.7993	$p < .01$
Overall Means	1,24	4.05071 8.5059 12.5558	4.05071 .35441	11.429446	$p < .01$

the final Analysis of Variance Table examines the two counsellor groups' rated empathy in terms of overall interview mean. The Univariate F ratio for rated empathy in the first third of the interview was 5.50353, significant at the .05 level of significance. Thus, there is a significant difference among the two counsellor groups, differentiated for type of client interviewed (High vs Low Functioning), on the variable rated self-exploration in the first third of the standard interview. The Univariate F ratio for Segment Two (.2096) was not significant indicating that the two counsellor groups did not differ significantly in terms of rated level of functioning during the second third of the interview. The Univariate F ratios for the variable empathy in the third segment of the interview, as well as for a comparison of summed mean scores representing an overall interview rating were 15.7993 and 11.429446 respectively, both significant at the .01 level. Thus in terms of Hypothesis Two, it can be seen that statistically significant differences were found for the overall interview mean values comparing Group One and Group Two in terms of rated empathic functioning. The Null Hypothesis is rejected for Hypothesis Two. Further analysis reveals that statistically meaningful differences were also found between the two groups for Segment One and Three. Segment Two results were nonsignificant and thus the Null Hypothesis was not rejected for Segment Two.

This completes the presentation of the results. The next section deals with a discussion of the findings reported here.

2. Discussion of the Results

This section presents a brief summary of the results, a discussion of these results and hypotheses tested, possible limitations to the present research, and suggestions for further research.

a) Summary of the Results - The primary question put forth in this research study sought to investigate the effect of differing client functioning levels on novice counsellor interview functioning. In an attempt to produce differing levels of client functioning, a twenty minute training videotape was developed in order to provide a model for clients to emulate in a simulated standard interview. Hence, Hypothesis One investigated the level of rated client functioning (self-exploration) as a function of a) preinterview self-assessed level of interview functioning and b) amount of experimental training received. In terms of the statistical analyses, significant differences were found among the client groups for Segment One while nonsignificant results were found for Segment Two, Segment Three and the overall interview mean ratings. Thus the Null Hypothesis was rejected for Segment One, but failed to be rejected for Segment Two, Segment Three and the Overall Interview Means. Further statistical comparisons suggested a significant linear trend in the data for both the Segment One and the overall interview means such that low self-assessed self-explorers receiving training received the highest ratings,

followed successively by low self-rated trained clients, high self-rated untrained clients and low self-rated untrained clients. Nonsignificant results for the linear trend analysis were found for Segment Two and Three results.

Hypothesis Two sought to investigate the presence, or absence, of differential effects on counsellor performance in relation to client rated level of self-exploration. Thus clients were divided into two groups reflecting whether their overall mean score of rated self-exploration had achieved a minimally facilitative level of functioning (≥ 3.0) or had failed to reach a mean level of facilitative functioning (< 3.0). Group One clients were thus denoted as High Functioning Clients (≥ 3.0) and Group Two clients (< 3.0) were denoted as Low Functioning Clients. A statistical comparison utilizing the mean scores of the two groups confirmed the assertion that Group One and Group Two indeed reflected significantly different levels of client functioning. Rated counsellor empathy scores were then matched to the client scores yielding two groups of counsellor ratings. Group One counsellors were individuals who had interviewed high functioning clients while Group Two counsellors were individuals who had interviewed low functioning clients. The results of the statistical procedures, carried out to investigate differences in counsellor rated empathy, were found to be significant at the .01 level for the overall mean values. Further analyses found that results for both

Segment One and Segment Three were significant(.05 & .01 respectively) while Segment Two data yielded nonsignificant results. Thus, in terms of Hypothesis Two, the Null Hypothesis was rejected for the overall mean empathy ratings as well as Segment One and Three ratings, but failed to be rejected for Segment Two ratings.

In brief then, it can be concluded that exposure to clients differing significantly in terms of rated functioning seemed to be related to significantly different levels of empathic functioning in novice counsellors. Furthermore, counsellors interviewing rated high functioning clients were able to produce higher empathy ratings, judged as significantly different, from counsellors who interviewed rated low functioning clients.

b) Discussion of Hypothesis One - The first hypothesis was concerned with the overall expectation that clients differing in terms of a) self-asessed level of self-exploration and b) amount of experimental training received, would differ significantly in terms of rated self-exploration in a standard interview such that high self-assessed self-explorers receiving training would achieve the highest levels of rated self-exploration followed successively by low self-assessed self-explorers, trained, high self-assessed self-explorers receiving no training and low self-assessed self-explorers receiving no training.

In terms of significant differences in rated level of

self-exploration in the standard interview, the Null Hypothesis was not rejected for the overall interview mean values. Further analyses revealed that both Segment Two and Three results also failed to reject the Null Hypothesis. Only in Segment One (the first 10 minutes of the interview) was the Null Hypothesis rejected. What then are the implications of these results?

Clearly two possible interpretations are evident when considering the lack of significant differences for rated self-exploration in the four client groups. Either the training modality was insufficiently potent to effect significant learning in the clients selected for exposure, or the self-assessed level of self-exploration, which the client reported in the Self-Exploration Inventory, was not really predictive of the level of rated self-exploration in the standard interview. As Hypothesis One is putforth, it is expected that the subjects' self-rating of level of self-exploration will positively influence their functioning as clients in the interview. Consequently, it was expected that subjects who self-assess themselves as high self-explorers, and receive exposure to the training film, will produce higher levels of rated self-exploration than subjects who rate themselves as low self-explorers and receive exposure to the training film. Similarily, of the subjects who receive no exposure to the training film, high self-assessed self-explorers were expected to do better than low self-rated self-exploration subjects. Contrary to this assertion however, the linear trend

analysis revealed that a significant linear relationship did exist between the groups for the overall mean values but not in the order expected. It was found that the low self-assessed self-explorers who received training exceeded all other groups in terms of rated level of self-exploration. High self-assessed trained clients followed closely, with the untrained clients falling in the order expected.

Thus while trained clients did appear to do better than untrained clients, the self-assessed ratings of self-exploratory behaviour did not seem to differentiate successfully, rated functioning in the standard interview. To investigate the differential effects of self-rating of self-exploratory behaviour on the one hand, and exposure to the training film on the other, two statistical analyses were undertaken. First, to investigate the influence of self-assessed level of self-exploration, the four client groups were collapsed into two groups - high self-assessed subjects and low self-assessed subjects. If the Self-Exploration Inventory accurately reflects level of subject self-exploration functioning one would expect that subject self-assessed as high self-explorers - trained and untrained - would as a group, do significantly better than low self-assessed self-explorers - trained and untrained. A T distribution for uneven groups was calculated to see if significant differences existed between the two groups in terms of rated interview self-exploration as expressed by the overall

interview means. As can be seen from Table IX, the T ratio (.7941) is nonsignificant with the high self-assessed self-explorers group mean (2.826) slightly higher than the low self-assessed self-explorers group mean (2.529). Thus in terms of rated interview self-exploration, subjects who assessed themselves as high self-explorers do not significantly differ from subjects who assess themselves as low self-explorers. It is interesting to note that both high and low self-explorers, undifferentiated as to training exposure, failed to achieve a level of interview functioning which could be determined as minimally facilitative (Carkhuff, 1969) on the Helpee Self-Exploration Scale.

Thus the Self-Exploration Inventory (Stein, 1976), as adapted for this study, can be seen to differentiate subjects poorly in terms of objectively rated self-exploration in a standard interview. A possible explanation may be that the Inventory assessed more the individuals' ideal self-perception, in terms of self-exploratory behaviour, rather than their actual functioning in terms of interpersonal relationships. Based on these results it is evident that before this Inventory can be used effectively more research should be conducted to ascertain a) what is measured by this tool, and b) what relationship exists between the level of self-assessed self-exploration, as measured by the Inventory, and objectively rated self-exploration. A self-administered questionnaire which could accurately measure

TABLE IX

T DISTRIBUTION RESULTS FOR SELF-ASSESSED HIGH FUNCTIONING AND SELF-ASSESSED LOW FUNCTIONING CLIENTS IN TERMS OF RATED INTERVIEW SELF-EXPLORATION

Groups	N	$\bar{x}$	$(EX)^2$	EX^2	t	
Self-assessed Hi self-explorers	15	2.826	1797.76	132.351	.17941	NS
Self-assessed Lo self-explorers	11	2.529	773.95	79.166		

self-exploration behaviour would be a most helpful tool when considering pretraining clients for therapy. If a questionnaire was able to accurately assess an individual's level of acquired self-exploratory skills, judgments as to length and depth of client pretraining for therapy could be determined. Thus clients assessed as possessing high self-exploratory skills would require briefer exposure to the role induction methods than clients self-assessed as possessing fewer self-exploratory behaviours and skills. However, as stated previously, it appears that the Self-Exploration Inventory, at its present stage of development, does not adequately fulfill these requirements. In terms of the present research, the self-assessments by the subjects of their level of self-exploration skills can be seen to be unrelated to rated level of self-exploration as occurring in the standard interview.

The second statistical analysis undertaken compared the four client groups in terms of exposure to the videotape training film only. Thus those who viewed the videotape were placed in the Training Group and those subjects who did not view the videotape were designated as the No Training Group. A T distribution for unequal n's was carried out to investigate whether the two client groups differed in terms of overall interview mean level of rated self-exploration. As can be seen from Table X, the T ratio was significant at the .05 level. Thus the Trained and Untrained client groups differed significantly in terms of the level of rated self-exploration functioning

TABLE X

T DISTRIBUTION RESULTS FOR CLIENTS RECEIVING TRAINING AS COMPARED TO CLIENTS RECEIVING NO TRAINING IN TERMS OF RATED INTERVIEW SELF-EXPLORATION

Groups	N	$\bar{x}$	(EX^2)	EX^2	t ratio	
Trained Clients	15	3.049	2092.147	146.461	2.424	$p < .05$
No Training Clients	11	2.225	559.270	65.056		

in the standard interview. A comparison of the group means reveals that the Trained Group mean (3.049) exceeds that of the No Training Group (2.225). Also in terms of Carkhuff's (1969) Scale, the Trained clients were able to achieve a mean level of functioning which can be termed as minimally facilitative while the No Training Group failed to do so. Furthermore, it appears that the twenty minute videotape film, which exhibits adaptive client behaviour in terms of self-exploration skills, was potent enough to influence subject behaviour to such a degree that not only do subjects who view it differ significantly from those who do not, but they are able to achieve a type of functioning determined as facilitative in nature.

Further T distributions were carried out on the data pertaining to the three interview segments in order to compare the untrained/trained client groups in terms of rated self-exploration. Thus Table XI presents the results of the three statistical analyses. As can be seen from the Table, only the results for Segment One are significant statistically ($t = 3.237$ $p > .01$). Both Segment Two and Segment Three fail to yield significant results indicating that the trained and untrained groups do not differ, in terms of rated self-exploration, for the last two thirds of the interview. What could account for these inconsistent results? Firstly, it appears that the trained clients indeed came prepared to the interview to self-explore. Hence the trained clients in the first ten minutes of the interview managed to achieve a mean rated self-exploration level

TABLE XI

T DISTRIBUTION RESULTS FOR CLIENTS RECEIVING TRAINING AS COMPARED TO CLIENTS RECEIVING NO TRAINING IN TERMS OF RATED SELF-EXPLORATION FOR SEGMENT ONE, TWO AND THREE

Groups	N	$\bar{x}$		t ratio	
		Trained	No Training		
Segment 1	26	3.266	2.136	3.237	$p < .01$
Segment 2	26	2.983	2.383	1.4561	NS
Segment 3	26	2.9	2.159	1.525	NS

(3.266) exceeding Carkhuff's cutoff level for facilitative functioning. However, examination of the ratings for the final twenty minutes reveal a decline in functioning such that the trained clients fail to a) differ significantly from untrained clients and b) achieve or maintain a level of facilitative functioning. In terms of the trained clients themselves, a possible explanation is that after opening up at the beginning of the interview, and attempting to explore a problem area, they found or experienced more feelings/ emotions than they bargained for. Although prepared to try out a new technique, the clients in the trained group may not have been equally prepared for the psychological and emotional results of doing so. Thus a crucial drawback found in this study may be that the clients were in fact students who may, or may not, have been prepared to really experience and fully explore problem areas with another person. Thus the first segment of the interview may represent the trained clients' attempt at engaging in the technique, and the second and third segments may represent a withdrawal in reaction to the effects of the self-exploration which they generally were not prepared to emotionally share with the counsellor. Hence, the clients' essential willingness or unwillingness to self-explore fully, with a counsellor, may be a basic predictor as to whether self-exploration pretraining techniques will be successfully acquired. As Strong (1971) points out, an essential boundary condition

of counselling is the fact that most clients are psychologically distressed and heavily interested in the behaviour they seek to change and thus are motivated to participate in the counselling process. Gormally and Hill (1974) point out,

> Volunteer client subjects are not motivated to explore their feelings and may seek a personal relationship rather than help in solving specific problems. (p. 541)

Thus in terms of both trained and untrained clients, the absence of facilitative levels of functioning may in fact represent a basic unwillingness to discuss personal problems with a counsellor. Furthermore, Warman (1960) found that students and faculty attending a University Counselling Centre felt that counsellors treated primarily educational-vocational problems. Thus, in this study, the counsellors may have been attempting to focus on the clients' emotions and feelings involved in the various client problem areas. This focusing on the emotional aspects of the problems may have in turn proved discrepant to both trained and untrained clients in that a) he/she was unmotivated and hence unwilling to explore feelings and emotions with the counsellor and b) he/she did not feel personal feelings (problems) were appropriate to discuss with a university counsellor. The implications of these criticisms in terms of future research will be discussed fully in a later section of this chapter.

Thus, in summary, it can be seen that when trained and untrained clients are compared in terms of rated level of

functioning, significant differences are noted in the initial ten minutes of the standard interview. A possible explanation for the lack of significant differences between the two groups for Segment Two and Three may be a) as a result of the modelled videotape techniques, the trained clients experienced more emotional involvement in the process than bargained for, or expected, and thus backed off from engaging in self-exploration further, b) both trained and untrained clients were essentially unmotivated to seek out personal counselling and hence unwilling to discuss personal problems with a counsellor and c) both trained and untrained clients assumed that social/vocational problems were most appropriate to discuss with a university counsellor and consequently avoided discussion of personal feelings.

In terms of the counsellors' contribution, a lack of significant results between the client groups may also be partially a result of the counsellors' lack of expertise in terms of enhancing and furthering the self-exploration process in the client. Hence, the trained clients may have attempted to engage themselves in a self-exploratory process in the first segment of the interview but faced with detracting statements, frank ineptitude or disinterest on the counsellors' part, gave up this technique in favour of a less risky or challenging interaction. As Leckett (1976) asserts, if clients were not predisposed to discuss personal problems, it would have been

up to the counsellor to initiate and encourage self-exploration. In order to accomplish such a task, the helpers would have needed to function at levels of empathy considered as minimally facilitative on Carkhuff's scale (≥ 3.0). Table XII, presents the results of counsellor rated empathy, in terms of whether a trained or untrained client was interviewed, for the three interview segments as well as overall interview means. As can be seen from Table XII, while the rated empathy mean values for the Trained Client Group slightly exceed those of the Untrained Client Group, at no point do either counsellor groups achieve a level of functioning which could be designated as facilitative on Carkhuff's Scale. In fact, it can be seen that the counsellors' level of functioning was consistently rated as falling in a range which Carkhuff (1969) describes in the following manner:

> Level 2
> While the first person responds to the expressed feelings of the second person, he does so in such a way that subtracts noticeable affect from the communications of the second person. The first person tends to respond to other than what the second person is expressing or indicating.

Thus, in terms of the trained clients, the counsellors' detracting statements and lack of response to the essential feelings and ideas conveyed in the first part of the interview may have hindered the clients' self-exploratory process in the latter two-thirds of the interview. More specifically, it is possible that the trained clients found themselves more

TABLE XII

MAIN LEVELS OF RATED COUNSELLOR EMPATHY FOR SEGMENT ONE, TWO, THREE AND OVERALL MEAN VALUES IN TERMS OF TYPE OF CLIENT INTERVIEWED

Groups		Mean Empathy Ratings			
	N	Segment 1	Segment 2	Segment 3	Overall
Trained Clients	15	2.65	2.43	2.50	2.504
No Training Clients	11	2.00	2.29	2.34	2.210

deeply involved in their feelings and emotions in the first segment than they had expected they would. Based on the rated levels of empathy functioning of the counsellors, it seems unlikely that the counsellors were equipped with the expertise to encourage the client to stay with the process rather than flee from it.

In terms of the untrained clients, it seems likely that the counsellors' level of functioning was such that the feelings of somewhat hesitant or unwilling clients were not overcome and consequently both counsellor and client levels remained low in terms of counselling process levels.

A further implication of the presence of varying levels of functioning across interview segments, as was found with the trained clients, is that all parts of the standard interview must be assessed in order to present an accurate representation of the client/counsellor interaction. Thus, a standard practice in some studies (Boulet, 1975) has been to disregard the first five to ten minutes of the interview as it is expected that the nature of the interaction at the beginning of the interview (i.e. introduction of names, etc.) is such that it could not be assessed suitably in terms of counselling process levels. However, contrary to this assumption, in the present study the highest levels of client functioning were found in this segment of the interview. This strongly suggests that the counselling interaction and hence process levels are

most assuredly evident in the first ten minutes of the standard interview and thus rating is both suitable and recommended in order to achieve a full representation of the counselling interaction.

c) Discussion of Hypothesis Two - The second major hypothesis was concerned with the overall expectation that counsellors who interacted with high functioning clients in a standard interview would produce significantly higher levels of empathy than counsellors interacting with low functioning clients.

In terms of the assertion of significant differences in rated level of empathic functioning in the standard interview, the Null Hypothesis was rejected for the overall mean values. Further analysis revealed that the Null Hypothesis was also rejected for Segment One and Three results but failed to be rejected for Segment Two means.

Thus, in essence, the counsellors who interacted with client's functioning at levels rated as facilitative, on Carkhuff's (1969) Helpee Self-Exploration Scale, were found to produce empathy levels which were significantly higher than counsellors who interviewed low functioning clients. These results were interpreted as supporting the assertion, explicated in Chapter One, that clients may indeed influence novice counsellor functioning such that the client level of functioning is the predominant influence. The results of this research can also

be seen as supporting Rice's (1973) assertion that early in therapy the client may be more influential in determining process levels while the impact of the therapist increases as the relationship progresses. Why were high functioning clients associated with higher levels of counsellor functioning?

It seems quite evident that clients who engaged in the counselling interview, in such a manner which may be described as facilitative, seemed to also encourage the novice counsellors to respond in a manner which conveyed higher levels of empathic understanding. This basic interrelationship between client and counsellor functioning suggests further that client pretraining in self-exploration skills may not only aid the client to achieve facilitative levels of functioning, but it would also seem to encourage higher levels of functioning on the counsellors' part too! Why is this so?

Firstly, an examination of subjects composing the High Functioning client group reveals that eight of the eleven subjects had received exposure to the videotape pretraining. Thus over three-quarters of the High Functioning group had viewed modelled instructions as to a) what happens in a counselling session, and b) what the client role is specifically in this process. Stone and Stebbins (1975) point out

> among the most serious impediments to progress in counselling are those related to the clients' expectations and their congruence with realities of the counselling experience. A major obstacle concerns the clients' lack of information on how to participate productively in the counselling process ... to produce a better fit between the clients' feelings, attitudes and expectations about counselling on the one hand, and the

> experiences he/she actually faces as a client on the other, one might expose the client to a training procedure prior to counselling in which the client is taught what he/she needs to know, that is, what is a good client. (p. 17)

Thus in terms of the pretraining videotape utilized in this research, the trained clients and hence most of the High Functioning clients were given specific information regarding 'good client behaviour' which aided the facilitative interaction between client and counsellor.

It was shown in the Discussion of Hypothesis One results that students who viewed the training film were able to produce a rated mean level of self-exploration considered facilitative on Carkhuff's Scale. Thus it further seems probable that those clients viewing the film a) were acquainted with the role expectations of the 'client' in the counselling sessions and hence were better able to fulfill the demands as such when interacting with the counsellor, and b) provided the counsellor with a style or type of interaction - known as self-exploration - which closely fits the counsellors' expectations and previous experience and consequently allowed the counsellor to respond at higher levels of rated empathy. In summary, the client pre-training film, detailing self-exploration behaviours and skills, may have prepared the subjects who viewed it to interact as clients, in a manner which fits the expectations of the counsellors and as such encouraged higher levels of empathic responses from those counsellors.

A closer examination of the counsellor empathy means in response to High Functioning (2.82) and Low Functioning (2.032) clients, reveals however that a) although significantly different statistically, both group means fail to reach a level considered facilitative on Carkhuff's Scale and hence b) neither interaction with a High Functioning client nor exposure to the Systematic Training Program were sufficient to effect a consistent level of facilitative functioning on the counsellors' part. Although High Functioning clients were able to engage counsellors in a style of interaction which was designated as facilitative in Segment Three ($\bar{x}$ = 3.2), both Segment One and Two means ($\bar{x}$ = 2.9; $\bar{x}$ = 2.4) fall below this level. This apparent inability of counsellors to respond at facilitative levels of empathic functioning for both high and low functioning clients may be due to a combination of several of the following reasons.

First of all, the client-subjects in this study were the first 'real' clients the novice counsellors had interviewed. Up to this point in time counselling interactions had been undertaken with fellow students roleplaying clients with various problems. Thus the counsellors may have felt rather inhibited and shy about utilizing newly acquired skills with an individual who may behave in an unappreciative or unpredictable manner. Furthermore, the novice counsellors were, for the first time, solely responsible for the interaction occurring with the client. The 'weight' of this responsibility may have influenced the

counsellors in that they may have been less risky in their interventions and hence more willing to let the client establish the type or level of functioning in the interview. In a similar vein it is possible that the Systematic Training course failed to teach the trainees sufficiently effective techniques in terms of how to initiate a self-exploratory process with a client as well as how to maintain the client on that course. Thus in summary, the counsellors' inability to demonstrate facilitative levels of empathic functioning may reflect a) inexperience with real clients and hence an insecurity regarding newly acquired skills, b) hesitance to pursue fully the counselling interaction for fear of being personally responsible for what could perhaps be negative results, and c) lack of skills pertaining specifically to initiating self-exploratory skills in clients and maintaining this process.

In terms of recommendations for future counsellor training programs it would seem beneficial if a) trainees could be exposed to counselling sessions with clients for periods longer than five to ten minute roleplays in order to accustom students fully to the demands of a session and b) receive more training in terms of specific skills related to initiating self-exploration in the clients as well as encouraging the client to stick with the self-exploratory process once begun.

The implications of these results for evaluative studies of counsellor training programs (Dustin 1971; Carkhuff, Holder

& Berenson, 1967; Friel, Kratchovil & Carkhuff, 1968) are tremendous. Based on the results of the present study, quite clearly the clients' level of self-exploration behaviour tends to influence the level of counsellor offered empathy in a standard interview. Thus,, novice counsellors interviewing clients who interact in a facilitative manner will tend to produce higher levels of counsellor offered conditions than counsellors interacting with low functioning clients. In this light, it would seem prudent in future research to report the clients' level of interview functioning on relevant variables as well as the counsellors. Furthermore, in terms of understanding the interaction of client/counsellor functioning, the relative experience level of the counsellor as well as exposure to skills training, seems to be very important. Thus, the assertion of predominance of counsellor functioning level in the counselling interaction would seem to be faulty when a) the clients are functioning at facilitative levels on Carkhuff's Scale (1969) and b) the counsellors are inexperienced. Thus more research should be conducted to plot specifically when (or if) this balance of influence seems to shift towards the counsellors' level of functioning (Roger, 1975). With this research perhaps the specific contributions of both the counsellor and client to facilitative counselling interactions may be better understood.

The results of this research thus indicate that after

viewing a twenty minute videotape modelling client self-exploration, subjects were able to produce levels of rated self-exploration in a standard interview which were considered facilitative on Carkhuff's Scale (1969). In contrast, subjects who did not view the film were unable to produce facilitative levels of self-exploration. Further analysis of these results also indicated that the Self-Exploration Inventory employed in this study was unable to differentiate objectively rated high and low self-explorers in the standard interview. Furthermore, when novice counsellor functioning levels were investigated, in terms of type of client interviewed, counsellors interacting with high functioning clients produced significantly higher levels of empathy than counsellors interviewing low functioning clients. Results were interpreted as indicating the predominance of client functioning levels in early therapy sessions with novice counsellors. It was felt that the clients who received training were better equipped to meet the demands of the counselling session and thus encouraged the novice, inexperienced counsellor to produce higher levels of functioning. However, neither group of counsellors were able to produce a consistent level of empathic functioning which could be termed facilitative. Lack of experience on the counsellors' part as well as insufficient exposure to specific skills related to initiating and maintaining client self-exploration were cited as possible reasons for these results.

The results of this study are unfortunately limited in their generalizability due to several specific reasons. One such limitation is based on the 'type' of client and 'type' of counsellor employed in the standard interview. Thus, in this study, the counsellors were novice, inexperienced students who for a variety of reasons, such as lack of motivation, insecurity regarding counselling experience and sheer stage fright, may not have been interacting in the interviews at optimal capacity. It would seem very useful to extend the present study in future to include the investigation of experienced counsellors' functioning in relation to high and low functioning clients. Also, in terms of assessing the efficacy of the training film, it was noted that the client/subjects' basic willingness to share a problem with a counsellor was unknown in this research. Thus future research in this field should attempt to assess the clients' willingness to participate fully in the demands of the counselling interaction. As Cartwright and Lesner (1963) established in their study, a patient's initial need to change may be directly related to improvement in therapy. Thus future research, which attempts to approximate the demands of real therapy, should select subjects which are assessed for degree of willingness to participate in the demands of counselling and furthermore feel the procedure to be worthwhile. The Self-Exploration Inventory, which attempted to assess subjects' level of self-exploration, was also found

to be a limiting factor in that the inventory was found to poorly differentiate clients in terms of actual rated functioning levels in the standard interview. Thus more research must be undertaken to ascertain more clearly a) what the inventory measures and b) how this is related to actual self-exploration in a standard interview. Further, it was hypothesized that in its present form, the inventory may assess more the students' idealized perception or self-concept rather than self-exploratory skills in reality.

In terms of the training film, although essentially successful in imparting basic self-exploratory skills, generalization of these results throughout the entire interview as opposed to one or two segments might be better achieved if a) the length of the videotape was extended and presented a more detailed explanation of the film's intent and b) practice sessions were set up such that subjects could discuss any difficulties regarding the technique. And finally, an essential limitation of the present study was the relatively small sample sizes for the client groups. Thus the presence of the small samples must necessarily dilute the strength of the assertion of the results, of this study, to other groups and settings. However, as Kirk (1968) points out

> The two most common procedures for increasing power are (1) to increase the size of the sample and (2) to employ an experimental design that provides a more precise estimate of treatment effects and a smaller error term. (pg. 10)

An attempt was made in this study to provide a more precise measure of the treatment effects and hence a smaller error variance, by preselecting subjects according to self-assessed levels of self-exploration (Self-Exploration Inventory, Stein, 1976). However, as documented previously, this preselection seemed to assess and predict poorly actual rated levels of self-exploration in the standard interview. Thus the power of the experimental procedures in this study could be significantly increased if a) an accurate measure of pretraining level of self-exploration could be effectively ascertained, and b) the subject sample size was significantly increased. Analysis of the power of the statistical procedures are presented in Appendix 9.

3. Suggestions for Further Research

Some further questions posed by the present research findings are:

1) how does client 'willingness' to participate in a counselling interaction affect acquisition of pretraining skills as well as production of rated self-exploration in a standard interview;

2) if counsellors are to engage their clients in self-exploration, do they also need some training in the discrimination of levels of self-exploration;

3) do high functioning clients differentially affect experienced counsellors' level of empathic functioning;

4) do real counselling clients substantially benefit from exposure to pretraining procedures as detailed in the present study;

5) further investigation of the Self-Exploration Inventory as to a) what does it measure and b) does this relate to objectively rated self-exploration in a standard interview

Summary and Conclusions

The primary question put forth in this research study sought to investigate the effect of differing client functioning levels on novice counsellor interview functioning. In an attempt to produce differing levels of client functioning, a twenty minute training videotape was developed in order to provide a model for client-subjects to emulate in a simulated standard interview. Hence, Hypothesis One investigated the level of rated client functioning (Self-Exploration in Interpersonal Processes: A Scale for Measurement) as a function of a) preinterview self-assessed level of interview functioning (Self-Exploration Inventory) and b) amount of experimental training received. In terms of the statistical analyses, significant differences were found among the client groups for Segment One (first ten minutes of the interview) while non-significant results were found for Segment Two, Segment Three and the overall interview mean ratings. Further statistical comparisons suggested a significant linear trend in the data for both the Segment One and overall interview means such that low self-assessed self-explorers receiving training achieved the highest level of functioning followed successively by high self-assessed self-explorers trained; high self-assessed self-explorers no training and finally low self-assessed self-explorers no training. It was also found that the Self-Exploration Inventory (Stein, 1975) was not able to differentiate high and low

functioning subjects as rated in the standard interview and recommendations for further research with this instrument were put forth. The final statistical analysis established that clients receiving training (exposure to videotape) were able to produce levels of functioning in self-exploration during the interview that were a) designated as facilitative on Carkhuff's Scale and b) significantly different from levels of functioning achieved by clients who did not view the videotape. It was concluded that the videotape training film had successfully imparted self-exploratory skills such that clients who viewed this film were able to interact in the counselling session in a facilitative manner which was significantly different from clients who did not view the film. Non-significant results for the client groups for Segment Two and Segment Three were interpreted as reflecting client hesitance or unwillingness to share personal problems as well as inability of the novice counsellors to initiate and maintain self-exploratory behaviour in clients.

Hypothesis Two sought to investigate the presence, or absence, of differential effects on counsellor performance, in relation to client rated level of self-exploration. Thus clients were divided into two groups reflecting whether their overall mean level of rated self-exploration had achieved a minimally facilitative limit ($\geq$ 3.0 on Carkhuff's Scale) or had failed to achieve a mean level of facilitative functioning

($\leq$ 3.0 on Carkhuff's Scale). Group One clients were thus denoted as High Functioning clients ($\geq$ 3.0) and Group Two clients were denoted as Low Functioning clients ($\leq$ 3.0). A statistical comparison utilizing the mean scores of the two groups confirmed the fact that the two groups did indeed achieve significantly different levels of rated self-exploration. Group One counsellors were thus individuals who had interviewed high functioning clients while Group Two counsellors were individuals who had interviewed low functioning clients. The results of the statistical procedures found that Group One and Two counsellors produced significantly different levels of rated empathy (Empathic Understanding in Interpersonal Processes: A Scale for Measurement) such that Group One counsellors achieved a higher level of functioning than Group Two counsellors. These results were interpreted as supporting the assertion that, with novice counsellors, client levels of process functioning will predominate in a standard interview. Recommendations for inclusion of client process levels when reporting counsellor process levels were put forth. Further analyses investigated the mean leavels of the counsellors' functioning and found that both Group One and Group Two counsellors failed to achieve a consistent level of functioning which could be designated Facilitative on Carkhuff's Scale. These results were interpreted in terms of novice counsellors' inexperience and lack of specific training. Recommendations for future counsellor training programs were put forth.

Thus, in the context of these limitations, the present research indicates that a videotape pretraining film can successfully impart self-exploratory skills to clients who view it. Furthermore, these clients appear to interact in a counselling session in a style which encourages novice counsellors to achieve levels of empathy significantly higher than counsellors who interact with low functioning clients. The results were interpreted as supporting the efficacy of client pretraining procedures, and in terms of the novice counsellors, as reversing a commonly held assumption that counsellor functioning levels necessarily predominate over client functioning levels. Variations in both client and counsellor functioning levels were noted over the three interview segments and several recommendations for further research were put forth in an attempt to establish more consistent experimental effects. Among some of the suggestions for further research were: training counsellors in discrimination of levels of self-exploration in addition to empathic understanding; further development of the Pretraining Videotape such that more extensive explanation of the intent of the film is given as well as adding a discussion session with the subjects to iron out difficulties or problems with the skills exemplified in the film; the use of experienced counsellors and real clients in the standard interviews and finally assessing the degree of the clients' willingness to fully participate in the demands of the self-exploration process and counselling interaction.

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APPENDIX I

INDIVIDUAL ITEMS IN THE SELF-EXPLORATION INVENTORY (STEIN, 1976) AS ADAPTED FOR THIS STUDY

APPENDIX I

INDIVIDUAL ITEMS IN THE SELF-EXPLORATION INVENTORY (STEIN, 1976) AS ADAPTED FOR THIS STUDY

Self-Exploration Inventory

The following statements concern the depth of self-exploration which you usually engage in when you deal with emotional or personal concerns with another person - be it a counsellor, friend or parent. I would like you to recall a recent conversation in which emotional concerns were present. The subject matter may have ranged from thoughts about a boy/girlfriend, parents, the difficulty experienced in a particular relationship or the lack of relationship in your life. Self-exploration in this context means examining and attempting to understand and clarify your own beliefs, values, motives, goals or actions. Several of the statements refer to "personally relevant material". This phrase refers to emotionally tinged experiences or feelings that are significant to you. Now consider each statement and decide whether it is true or false when applied to the recollected conversation I asked you to recall and examine. If the statement is mostly true, circle the 'T' before the item. If it is mostly false, circle the 'F' before the item. Please answer all the items as best you can.

T F 1. I felt there was no opportunity for personally relevant material to be discussed.

T F 2. I entered the conversation knowing I wanted to discuss some of my experiences and feelings.

T F 3. At times, I did initiate discussion of personally relevant material.

T F 4. I wanted to explore my feelings at deeper levels than I did.

T F 5. I thought it best during the conversation to remain emotionally detached from any personal material I might have talked about.

T F 6. When my friend talked about his/her personally relevant material, I communicated my feelings about it.

T F 7. I really didn't make much of an effort to discover new feelings about my concern in the conversation.

T F 8. I spoke objectively, without becoming emotionally involved.

T F 9. I was able to spontaneously talk about personally relevant material in the conversation.

T F 10. I really felt there was not much sense in examining my problems or experiences in the conversation with my friend.

T F 11. I found the conversation helpful as it allowed me time to talk about things that mean a lot to me.

T F 12. I felt I was emotionally involved in what I said.

T F 13. I was quite cautious and reluctant to talk about personal matters.

T F 14. I really had no desire in or during the conversation to explore or examine my feelings toward anything.

T F 15. It generally is a big effort for me to disclose very personal material and I think it's probably evident to my friends.

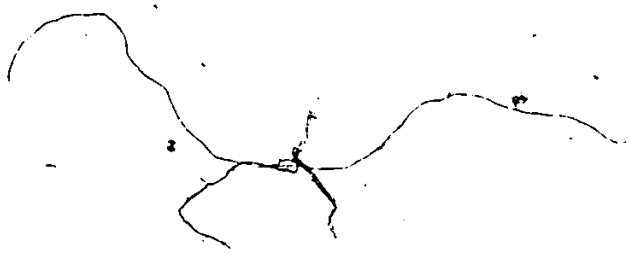
T F 16. I did not talk about emotionally tinged feelings or experiences about me in the conversation.

T F 17. In the conversation I think I tried to discover new ways of looking at my decisions/problems or experiences.

T F 18. I really did not want to initiate discussion of personally relevant material.

T F 19. I avoided letting the other person know about personally relevant material.

T F 20. I think I actively searched to discover new feelings about myself and my environment in the conversation.



APPENDIX 2

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES:
A SCALE FOR MEASUREMENT (CARKHUFF, 1969)

APPENDIX 2

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES A SCALE FOR MEASUREMENT[1]

Level 1

The verbal and behavioral expressions of the helper either do not attend to or detract significantly from the verbal and behavioral expressions of the helpee(s) in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself.

Example: The helper communicates no awareness of even the most obvious, expressed surface feelings of the helpee. The helper may be bored or disinterested or simply operating from a preconceived frame of reference which totally excluded that of the helpee(s).

In summary, the helper does everything but express that he is listening, understanding or being sensitive to even the most obvious feelings of the helpee in such a way as to detract significantly from the communications of the helpee.

Level 2

While the helper responds to the expressed feelings of the helpee(s), he does so in such a way that he subtracts noticeable affect from the communications of the helpee.

Example: The helper may communicate some awareness of obvious, surface feelings of the helpee, but his communications drain off a level of the affect and distort the level of meaning. The helper may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the helpee.

In summary, the helper tends to respond to other than what the helpee is expressing or indicating.

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1. R. R. Carkhuff, Helping and Human Relations, Vol. 1, Holt Rinehart and Winston, N. Y.; 1969, p. 174-175.

Level 3

The expressions of the helper in response to the expressions of the helpee(s) are essentially interchangeable with those of the helpee in that they express essentially the same affect and meaning.

Example: The helper responds with accurate understanding of the surface feelings of the helpee but may not respond to or may misinterpret the deeper feelings.

In summary, the helper is responding so as to neither subtract from nor add to the expressions of the helpee. He does not respond accurately to how that person really feels beneath the surface feelings; but he indicates a willingness and openness to do so. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the helper add noticeably to the expressions of the helpee(s) in such a way as to express feelings a level deeper than the helpee was able to express himself.

Example: The helper communicates his understanding of the expressions of the helpee at a level deeper than they were expressed and thus enables the helpee to experience and/or express feelings he was unable to express previously.

In summary, the helper's responses add deeper feeling and meaning to the expressions of the helpee.

Level 5

The helper's responses add significantly to the feeling and meaning of the expressions of the helpee(s) in such a way as to accurately express feelings levels below what the helpee himself was able to express or, in the event of ongoing, deep self-exploration on the helpee's part to be fully with him in his deepest moments.

Example: The helper responds with accuracy to all of the helpee's deeper as well as surface feelings. He is "tuned in" on the helpee's wave length. The

> helper and the helpee might proceed together to explore previously unexplored areas of human existence.

In summary, the helper is responding with a full awareness of who the other person is and with a comprehensive and accurate empathic understanding of that individual's deepest feelings.

APPENDIX 3

HELPEE SELF-EXPLORATION IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT (CARKHUFF, 1969)

APPENDIX 3

HELPEE SELF-EXPLORATION IN INTERPERSONAL PROCESSES: A SCALE FOR MEASUREMENT (CARKHUFF, 1969)

Level 1

The second person does not discuss personally relevant material, either because he has had no opportunity to do such or because he is actively evading the discussion even when it is introduced by the first person.

Example: The second person avoids any self-descriptions or self-exploration or direct expression of feelings that would lead him to reveal himself to the first person.

In summary, for a variety of possible reasons the second person does not give any evidence of self-exploration.

Level 2

The second person responds with discussion to the introduction of personally relevant material by the first person but does so in a mechanical manner and without the demonstration of emotional feelings.

Example: The second person simply discusses the material without exploring the significance or the meaning of the material or attempting further exploration of that feeling in an effort to uncover related feelings or material.

In summary, the second person responds mechanically and remotely to the introduction of personally relevant material by the first person.

Level 3

The second person voluntarily introduces discussions of personally relevant material but does so in a mechanical manner and without the demonstration of emotional feeling.

Example: The emotional remoteness and mechanical manner of the discussion give the discussion a quality of being rehearsed.

In summary, the second person introduces personally relevant material but does so without spontaneity or emotional proximity and without an inward probing to discover new feelings and experiences.

Level 4

The second person voluntarily introduces discussions of personally relevant material with both spontaneity and emotional proximity.

Example: The voice quality and other characteristics of the second person are very much "with" the feelings and other personal materials that are being verbalized.

In summary, the second person introduces personally relevant discussions with spontaneity and emotional proximity but without a distinct tendency toward inward probing to discover new feelings and experiences.

Level 5

The second person actively and spontaneously engages in an inward probing to discover new feelings and experiences about himself and his world.

Example: The second person is searching to discover new feelings concerning himself and his world even though at the moment he may perhaps be doing so fearfully and tentatively.

In summary, the second person is fully and actively focusing upon himself and exploring himself and his world.

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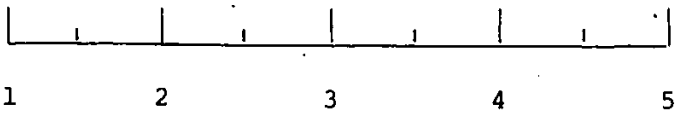
APPENDIX 4

RATING FORM UTILIZED BY JUDGES

RATING SCALE

10 # _____



APPENDIX 5

INDIVIDUAL SCORES FOR THE FOUR CLIENT GROUPS FOR RATED SELF-EXPLORATION IN THE STANDARD INTERVIEW

APPENDIX 5

INDIVIDUAL SCORES FOR THE FOUR CLIENT GROUPS FOR RATED SELF-EXPLORATION IN THE STANDARD INTERVIEW

ID#	Self-Assessed Level of Functioning		Exposure to Training		Self-Exploration Means			
	High	Low	Trained	No Training	Segment 1	Segment 2	Segment 3	$\bar{x}$
061	H		T		3.00	3.25	2.00	2.75
141	H		T		3.50	2.75	2.75	3.00
091	H		T		3.00	3.75	3.50	3.42
073	H		T		3.25	3.00	1.00	2.42
123	H		T		4.00	3.25	4.25	3.83
043	H		T		2.75	2.50	1.75	2.33
133	H		T		4.50	4.25	4.25	4.33
051	H		T		3.00	3.75	3.00	3.25
081	H		T		2.75	1.00	2.25	2.00
101	H		T		2.75	2.00	1.75	2.16
011		L	T		3.75	1.25	3.25	2.75
023		L	T		3.50	4.00	4.25	3.92
033		L	T		2.00	2.75	2.75	2.50
093		L	T		3.50	3.50	3.25	3.42
111		L	T		3.75	3.75	3.50	3.66
014	H			NT	1.50	1.00	1.00	1.16
022	H			NT	3.75	3.75	4.75	4.08
042	H			NT	1.50	1.50	1.50	1.50
122	H			NT	2.00	4.75	4.75	3.75
132	H			NT	4.25	2.00	1.00	2.42
032		L		NT	1.00	2.50	1.00	1.50
054		L		NT	2.25	1.00	1.50	1.58
072		L		NT	1.00	2.00	1.00	1.33
104		L		NT	1.00	2.75	1.25	1.66
084		L		NT	2.00	2.00	2.75	2.25
114		L		NT	3.25	3.25	3.25	3.25

APPENDIX 6

CLIENT OFFERED SELF-EXPLORATION RATINGS MATCHED WITH CORRESPONDING COUNSELLOR EMPATHY FOR HIGH AND LOW FUNCTIONING CLIENTS

APPENDIX 6a

CORRESPONDING CLIENT-COUNSELLOR RATINGS FOR GROUP ONE

Group One - Subjects Whose Rated Mean Level of Self-Exploration Equals or Exceeds Level 3.0 on the Self-Exploration Scale

ID # Client/Counsellor	Segment One Client/Counsellor	Segment Two Client/Counsellor	Segment Three Client/Counsellor	Overall $\bar{x}$ Client/Counsellor
141	3.50/3.25	2.75/3.00	2.75/3.50	3.00/3.25
091	3.00/2.75	3.75/4.00	3.50/1.00	3.42/2.58
123	4.00/3.50	3.25/1.25	4.25/3.75	3.83/2.83
133	4.50/2.00	4.25/3.50	4.25/3.75	4.33/3.08
051	3.00/3.25	3.75/2.00	3.00/3.00	3.25/2.75
023	3.50/4.00	4.00/1.50	4.25/3.50	3.92/3.00
093	3.50/2.00	3.50/2.00	3.25/3.00	3.42/2.33
111	3.75/4.00	3.75/4.00	3.50/3.50	3.66/3.83
022	3.75/4.00	3.75/1.00	4.75/4.25	4.08/3.08
122	2.00/2.00	4.50/3.00	4.75/3.00	3.75/2.66
114	3.25/1.25	3.25/2.00	3.25/3.00	3.25/2.08

APPENDIX 6b

CORRESPONDING CLIENT-COUNSELLOR RATINGS FOR GROUP TWO

Group Two - Subjects whose Rated Mean Level of Self-Exploration does not Equal or Exceed Level 3.0 on the Self-Exploration Scale

ID# Client/Counsellor	Segment One Client/Counsellor	Segment Two Client/Counsellor	Segment Three Client/Counsellor	Overall $\bar{x}$ Client/Counsellor
061	3.00/1.50	3.25/1.00	2.00/1.25	2.75/1.25
073	3.25/2.25	3.00/2.50	1.00/1.50	2.42/2.08
043	2.75/3.00	2.50/3.00	1.75/3.00	2.33/3.00
081	2.75/3.25	1.00/2.25	2.25/2.00	2.00/2.50
101	2.75/1.00	2.00/3.50	1.75/1.50	2.16/2.00
011	3.75/3.50	1.25/1.00	3.25/1.50	2.75/1.83
033	2.00/1.00	2.75/2.00	2.75/1.75	2.50/1.58
014	1.50/1.25	1.00/1.50	1.00/1.00	1.16/1.25
042	1.50/1.50	1.50/3.50	1.50/1.00	1.50/2.00
132	4.25/3.25	2.00/3.00	1.00/2.00	2.42/2.75
032	1.00/1.00	2.50/1.00	1.00/1.00	1.50/1.00
054	2.25/3.75	1.00/3.25	1.50/2.00	1.58/3.00
072	1.00/1.00	2.00/2.00	1.00/1.50	1.33/1.50
104	1.00/1.00	2.75/3.00	1.25/4.00	1.66/2.66
084	2.00/2.00	2.00/2.00	2.75/3.00	2.25/2.33

APPENDIX 7

COUNSELLOR OFFERED EMPATHY SCORES IN RELATION TO HIGH AND LOW FUNCTIONING CLIENTS

APPENDIX 7

GROUP ONE AND GROUP TWO: COUNSELLOR EMPATHY RATINGS

GROUP ONE

ID#	Segment One	Segment Two	Segment Three	Overall $\bar{x}$
141	3.25	3.00	3.50	3.25
091	2.75	4.00	1.00	2.58
123	3.50	1.25	3.75	2.83
133	2.00	3.50	3.75	3.08
051	3.25	2.00	3.00	2.75
023	4.00	1.50	3.50	3.00
093	2.00	2.00	3.00	2.33
111	4.00	4.00	3.50	3.83
022	4.00	1.00	4.25	3.08
122	2.00	3.00	3.00	2.66
114	1.25	2.00	3.00	2.08

GROUP TWO

ID#	Segment One	Segment Two	Segment Three	Overall $\bar{x}$
061	1.50	1.00	1.25	1.25
073	2.25	2.50	1.50	2.08
043	3.00	3.00	3.00	3.00
081	3.25	2.25	2.00	2.50
101	1.00	3.50	1.50	2.00
011	3.50	1.00	1.50	1.83
033	1.00	2.00	1.75	1.58
014	1.25	1.50	1.00	1.25
042	1.50	3.50	1.00	2.00
132	3.25	3.00	2.00	2.75
032	1.00	1.00	1.00	1.00
054	3.75	3.25	2.00	3.00
072	1.00	2.00	1.50	1.50
104	1.00	3.00	4.00	2.66
084	2.00	2.00	3.00	2.33

APPENDIX 8

SYSTEMATIC TRAINING PROGRAM: RESEARCH AND DESCRIPTION

Microcounselling

The Program focuses on counsellor use of the following skills: 1) attending behaviour (open questions, minimal encouragers), 2) selective listening (reflection of feeling, paraphrasing), 3) skills of personal sharing (therapist sharing his own experience and observations with the person with whom he is working), 4) interpretation (analysis, cognitive restructuring, and providing alternative meanings for the client). Ivey's program of instruction is a multi-level one including instruction in "cue discrimination in the form of videomodels, supervisor comments, and operant reinforcement of newly learned behaviour" (Ivey, 1976), but the forte of this program is in its use of videotape. Ivey states that "perhaps most important is the opportunity for trainee self-observation. Seeing oneself is a powerful and meaningful experience" (IBID).

On the other hand, Carkhuff's (1969) program attempts to present both "facilitative and action oriented interpersonal dimensions (empathy, respect, concreteness, genuineness, self-disclosure, confrontation, immediacy)" as the critical ingredients of effective interpersonal process. In this training program, empathy is regarded as the key ingredient of helping, and training in this dimension proceeds with group discussion of its meaning, function and effect in the therapeutic setting. Trainees are then introduced to a five point scale describing various levels of empathy and are taught to discriminate between different levels of the scale. The third level of the scale denotes a

minimally facilitative response and trainees are taught the qualitative differences between a facilitative and nonfacilitative response. Finally, individuals in the program are given practice communicating the dimension in role-played audiotaped dyads.

Both the H.R.T. Program and Microcounselling Program are assumed to result in trainee growth on the dimensions they attempt to teach. Carkhuff's H.R.T. is assumed to result primarily in growth on dimensions 'which essentially describe the affective and paralinguistic aspects of interpersonal communications (Toukmannian & Rennie, 1975) while Ivey's program results primarily in growth in the area of 'lexical and grammatical choices used by the counsellor to facilitate the communication process' (IBID). Thus, it seems that different skills are offered by each of these programs and that a combination of the two programs would provide trainees with a broader, more complete spectrum of counsellor skills. Ivey in fact recognized the possibility when he states,

> "it is possible to combine aspects of the Microcounselling format with other approaches and to bring forth new methods of training."
> (Ivey, 1976, pg. 173)

Many studies in the counselling literature have attempted to evaluate the relative effectiveness of Carkhuff's H.R.T. or Ivey's Microcounselling in training neophyte counsellors (Gormally, 1974; D'Augelle & Danish, 1976; Ivey, 1976). Butler & Hansen (1973) found that a short (10 hrs.), integrated

experiential program can significantly increase, at the .05 level, the level of facilitative functioning, in forty first year Graduate Psychology students, whether assessed from written or oral responses. Toukmanian & Rennie (1975) assigned twenty-four undergraduates randomly to one of two counsellor training systems. Twelve Human Relations training subjects received training in Carkhuff's seven core conditions. Twelve Microcounselling subjects were trained in the use of attending behaviour, minimal activity responses, verbal following behaviour, open inquiry and reflection of feeling. The results found that both the Human Relations and Microcounselling groups significantly differed, at the .001 level, from two control groups on empathy and preselected communication categories. They concluded that,

> The overall results of the present study supplement the expanding literature indicating that Microcounselling and H.R.T. increase communicational effectiveness. Relative to the performance of no training control groups, both training conditions yielded significant gains on empathy and significant shifts on three communication categories.
> (Shake, Toukmanian & Rennie, 1975, p. 350)

Thus, an effective synthesis of the Microcounselling Program and Human Relations training would seem to be a viable method of imparting trainee growth on the dimensions offered in both programs. This is precisely the rationale underlying the Systematic Training Program (S.T.P.) offered at the University of Ottawa.

As stated previously, the S.T.P. is a four week program of instruction combining aspects of the training programs offered by Carkhuff and Ivey. More specifically, the first two weeks of training borrow heavily from Carkhuff's H.R.T. with the first week devoted to imparting attending skills (eye contact, body posture and verbal following) and techniques of questioning (open vs closed questions, direct vs indirect questions, double questions, bombarding). During the second week the concept of empathy is introduced. Training in empathy involves a) learning Carkhuff's (1969) five point Empathic Understanding Scale - see Appendix 2, b) practice sessions in which trainees are required to differentiate between various levels of responses according to scale definitions and c) practice in formulating written and verbal responses to standard client statements.

The final two weeks of instruction are oriented towards integrating the various skills the trainees have been taught in the preceding two weeks. Trainees receive instruction in modes of responding, the effects of specific body postures on the client, as well as information on how to set and maintain the pace of an interview. This part of the program relies on the extensive use of videotape and in so doing resembles Ivey's Microcounselling Program. During the videotape procedures trainees alternate participating as clients and counsellors in videotaped simulations of the counselling interview. This approach provides each trainee with a valuable insight into

the counselling situation from both the clients' and counsellors' perspective. At each step of the four week training program trainees are provided with both peer and supervisor feedback immediately after each of their videotaped interviews. This enables the participants to analyze their acquisition of the counselling training skills.

APPENDIX 9

POWER OF THE ANALYSIS OF VARIANCE F RATIOS

POWER OF THE ANALYSIS OF VARIANCE F TEST

RATED SELF-EXPLORATION FOR THE FOUR CLIENT GROUPS

Source				
Groups	df	ø	power	
Segment 1	3,22	1.6272	.68	p .05
Segment 2	3,22	.39502	.33	p .05
Segment 3	3,22	.68099	.33	p .05
Overall	3,22	1.150508	.40	p .05

RATED EMPATHY FOR GROUP ONE AND TWO COUNSELLORS

Source					
Groups	df	ø	power		
Segment 1	1,24	1.50128	.50	p	.05
Segment 2	1,24	.6286	.30	p	.05
Segment 3	1,24	2.7219	.94	p	.05
Overall Means	1,24	2.286	.84	p	.05

* Note: given the lower Power percentiles established for the Self-Exploration Results research with larger samples of subjects would seem both valuable and warranted.