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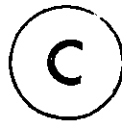
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AN EVALUATION OF THE EFFECTIVENESS OF
THE SYSTEMATIC TRAINING PROGRAM AT
THE UNIVERSITY OF OTTAWA

By



Ken Ainsworth

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment of
the requirements for the degree
Master of Arts

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Kenneth Ainsworth, Ottawa, Canada, 1981

TABLE OF CONTENTS

Chapter

ABSTRACT	i
INTRODUCTION	iii
1. REVIEW OF THE LITERATURE	1
1. Systematic Training at the University of Ottawa	9
2. Past Research On Counsellor Training Program: Criticisms	12
3. Implications for Present Research	16
4. Hypothesis	20
11. EXPERIMENTAL DESIGN	23
1. The Subjects- Counsellors	23
2. The Subjects- Counselees-Clients	24
3. Procedure	26
4. Instrumentation	30
5. Training of Judges	36
6. Judging	37
7. Statistics and Summary	38
8. Pre-training/Post-training Comparisons	38
9. Post-training/Follow-up Comparisons	39
10. Group 1/Group 2 Comparisons at Follow-up	39
111. PRESENTATION AND DISCUSSION OF RESULTS	41
1. Presentation of the Results of Analysis	41
2. Discussion of the Results	54
3. Summary and Conclusions	72
4. Suggestions for Future Research	75
REFERENCES	78

Appendix

1. Microcounselling	83
2. Carkhuff's SHRT	95
3. Systematic Training	107
4. Refresher Course Outline	116
5. 14 Category System for Classification of Counsellor Responses	122
6. Breakdown of responses per group in Pre-training, post-training, follow-up conditions	129

LIST OF TABLES

Table	Page
1. Breakdown of Subject Sample Size for Comparison Performed	25
2. Pre-Training/Post-Training Univariate Analysis of Variance for the 14 Counsellor Dimensions Measured	43
3. Group 1 Post-Training/Follow-Up Univariate Analysis of Variance for the 14 Counsellor Dimensions Measured	47
4. Group 2 Post-Training/Follow-Up Univariate Analysis of Variance for the 14 Counsellor Dimensions Measured	49
5. Univariate Analysis of Variance Comparing Group 1 to Group 2 at Follow-Up on the 14 Counselor Dimensions Measured	52

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ABSTRACT

The primary aim of this study was to determine whether the Systematic Training Program (STP) at the University of Ottawa was an effective training approach that led to lasting trainee growth on the dimensions addressed through the program.

Ten volunteer English speaking counselling students enrolled in the Systematic Training Program were randomly assigned to interview one of 15 volunteer student counselees on three separate occasions. These three interviews were conducted immediately prior to training (pre-training condition), immediately after the completion of training (post-training condition), and finally four months after the completion of training (follow-up condition). At follow-up the counsellors were randomly divided into two groups of five. Group 1 counsellors conducted their follow-up interviews without the benefit of a refresher course on the concepts of the STP while group 2 counsellors participated in four hours of refresher training. This manipulation was introduced in order to allow for more definitive statements about the long term effects of training.

The statistical analysis investigated a) the general effectiveness of the STP and whether it led to trainee growth on five of the dimensions addressed through the program, and b) whether the gains exhibited as a result of training endured over...

time. Counsellor productions in each condition were divided into sentence segments and each segment was categorized by independent raters according to Hill's 14 Category System for Classification of Counsellor Responses. In terms of the effectiveness of the STP, pre-training/post-training comparisons indicated that significant trainee growth occurred on three of the five dimensions addressed through the program, (closed questions, restatement, and empathy/reflection) while desired change failed to occur on the other two (minimal encouragers and open questions). Post-training/follow-up comparisons indicated that for both group 1 and group 2 S's all training effects were maintained over time and thus, the results indicated that the present STP format does lead to lasting change. Comparison of group 1 and group 2 follow-up performances indicated no differences between the two groups in terms of the counselling dimensions addressed through the STP. Generally then, the results seemed to indicate that with the exception of minimal encouragers and open questions the STP provided an effective training format that led to lasting trainee change.

INTRODUCTION

The purpose of the present research was to explore the efficacy of a counsellor training program offered at the University of Ottawa. The Systematic Training Program represents an attempt to combine aspects of Carkhuff's and Ivey's training programs into a training package that allows for trainee instruction in the use of the five counselling dimensions minimal encourager, open question, closed question, restatement, and empathy/reflection over a four week period. However, up to this point the effects of the STP have only been evaluated in terms of trainee production of empathy after completion of training. Thus, the present study attempts to determine whether the STP actually leads to significant trainee growth on each of the five target counselling dimensions addressed through the program and whether the gains made as a result of training endure over time. To this end the following chapter will attempt to outline the origins of the STP at the University of Ottawa as well as providing a brief description of this training package. Past research on counsellor training programs will also be discussed and critiqued and finally, the implications that past research had on the present study will also be discussed. The second chapter describes the subjects, the procedures employed, the instrument, the selection and training of independent raters, and finally the experimental treatments. The final chapter presents the results, discusses the results, and provides suggestions for future research in this area.

CHAPTER 1

In 1957 Rogers underscored the importance of the core conditions of therapy, empathic understanding, unconditional positive regard, genuineness, and concreteness. Since that time many researchers have focussed on the part that these conditions play in the therapeutic encounter. The results of this research have generally indicated that "good counsellors consistently function at a high level on all core conditions and, poor counsellors are consistently low across all conditions" (Butler & Hansen 1973). A good counsellor then, is one who "understands that client's feelings (empathy), cares deeply (positive regard), is freely and openly himself in a constructive manner (genuineness), and discusses specific feelings and experiences (concreteness)" (IBID). Thus, although these core conditions may not be the only variables that determine the depth of client self exploration the counselling literature has certainly confirmed their importance in the hands of client centered counsellors. This consensus among many researchers has prompted numerous authors to develop programs that allow for the short term training of neophyte counsellors. Most of these programs differ in terms of the specifics of their approach to training but they all find common ground in offering one or more of the core conditions to trainees in an effort to raise their level of functioning to a point that will enable them to establish a warm and facilitative relationship with their clients. The

Systematic Training Program (STP) offered at the University of Ottawa attempts to achieve these same ends through similar means.

The STP is a four week program of instruction combining aspects of the training programs developed by Carkhuff and Ivey. Both Ivey's and Carkhuff's programs have been extensively researched and the format and content of the STP reflect an effort to select the dimensions from each of these programs that have been validated in the literature. These dimensions were then integrated in order to produce a training program in which basic counselling skills could be taught in a short period of time. The next section presents a review of the literature pertaining to these programs aimed at illustrating the rationale behind the approach taken in developing the STP.

In 1968, Ivey, Normington, Miller, Morrill and Hasse conducted a study in which they examined the efficacy of using techniques similar to those developed by Allen and his associates in the training of neophyte teachers. In this study the authors focused on three different skills, attending behavior, reflection of feeling and summarization of feeling in an attempt to determine whether these component skills of counselling could be taught within a microtraining framework. Their reasoning was that if these skills could be "described in terms meaningful to beginning counselors, then it could be reasonable to use a microcounselling framework to teach counselor trainees the basic skills of counselling quickly and effectively" (Ivey et al 1968). Training in all three of these skills was successful using

this approach and the authors concluded that "microcounseling training would seem to make professional counselor training and the training of lay counsellors more meaningful and effective" (IBID). Thus, as far as the STP was concerned findings such as these indicated that a focus on the component behaviors of counselling provided the most economical format through which to teach novice counsellors. The component behaviors focused on in the STP are the attending behaviors (minimal encouragers, restatement/and questioning techniques (open questions, closed questions). The methods used in teaching these skills are slightly different from those used in Ivey's program but the reasons for starting training with these skills is very similar. It was felt that starting training on these skills would illustrate to trainees how important these behaviors are to the establishment of client-therapist rapport. Secondly, these are skills that are quite readily mastered and, as a result, from the initial phases of training onward the trainee has the experience of having made progress and, he is thus motivated to continue. Further, by presenting the most basic skills early in the course one establishes a firm foundation to which the more complex skills can later be added.

A review of the literature also indicated that the inclusion of videotape in the training procedures at the University of Ottawa would be beneficial. Many authors (Dalton, Sundblad, and Hybert, 1973; Moreland, Ivey, and Phillips, 1973; Gluckstern, 1973; Toukmanian and Rennie, 1975; Gormally, Hill, Otis, and Rainey, 1975; Di Mattia Arndt, 1976) had conducted studies of the microcounseling format and

found the use of videotape to be beneficial. The study conducted by Toukmanian and Rennie (1975) is of particular interest here since they pointed to a possible benefit in the use of videotape. These authors compared the relative effectiveness of Carkhuff's Systematic Human Relations Training (SHRT) program and microcounseling. Training received by S's in the microcounseling condition focused on attending behavior, verbal following, minimal activity responses, reflection of feeling, and open inquiry. The training received by S's in the SHRT condition focused on accurate empathy, genuineness, respect, concreteness, confrontation, self disclosure, and immediacy. S's in each of the two experimental conditions were given a full training program while S's in the two control groups received either lectures on counseling or no instruction. All S's spent seven minutes in transaction with one of eight standard clients prior to and, upon completion of training. All transactions were audiotaped and later randomized to allow for the rating of empathy, open invitation to talk, closed inquiry, and interpretation and advice. Two raters trained in the use of Bierman's version of Carkhuff's empathy scale rated for empathy while two others trained to discriminate between the microcounseling communication categories rated for those behaviors. An analysis of covariance using S's pretest empathy scores as the covariate showed that the training groups performance was significantly greater than the control group's performances ($p < .001$) but it also showed that the microcounseling group's performance here was greater than that

of the SHRT group ($p < .01$). As for the three communication categories, a univariate analysis of covariance showed that the experimental groups again showed significantly greater gains in the use of these skills than did control S's ($p < .001$). On the basis of these results the authors concluded that although both of these programs are useful and effective in teaching counsellor skills to neophyte counsellors, "the microcounselling student learned something extra that is part of judged empathy" (Toukmanian and Rennie 1975). They go on to state that this difference may be the result of the fact that microcounselling allows for student practice from the start of training where SHRT does not due to the split between the discrimination and communication phases of training the students receive in this program. They also proposed that some of the performance difference may be due to the use of videotape as a training tool in microcounselling as opposed to audiotape in SHRT. Such evidence provides good support for both of these training approaches but argues particularly favorably for the inclusion of videotape in training. In light of such evidence it seemed desirable to include this aspect of the microcounselling program in the STP at the University of Ottawa. For a detailed description of the microcounselling program refer to Appendix 1.

Numerous authors (Anthony and Hill, 1976; Gormally, Hill, Gulanick, and McGovern, 1975; Gormally, 1975; Toukmanian and Rennie, 1975; Shroeder, Hill, Gormally, and Anthony, 1973; Anthony and Carkhuff, 1969; Carkhuff and Bierman, 1969; Carkhuff and Griffin, 1969) have

researched Carkhuff's SHRT format and found it to be an effective training procedure. In fact, students not only benefit from the program but they reportedly enjoy its relevance and usefulness. Anthony and Hill (1976) found that "SHRT is valuable for students interested in the helping professions, not only because it equips them with necessary and effective skills ~~but~~ also because it provides an educational experience that the students themselves consider more relevant and useful than their more traditional educational experience" (Anthony and Hill, 1976). Toukmannian and Rennie (1975) also found that SHRT led to trainee growth on the dimensions offered through the program but their findings also indicated that SHRT tended to result in growth on the "affective and paralinguistic aspects of interpersonal communications:" (Toukmannian and Rennie, 1975). Thus, it appears then that Carkhuff's SHRT is effective in preparing trainees for the verbal components such as empathy/reflection that are involved in the interview situation. Carkhuff's approach to empathy/reflection training was also attractive since it was felt that his didactic/experiential approach was likely to result in an in-depth understanding of the concept. Through this approach the concept of empathy/reflection is operationally defined in the didactic phase of training in order to minimize confusion while the trainee learns to identify the various ways in which empathy/reflection can appear in the therapeutic setting through discrimination training. Finally, Carkhuff's emphasis ~~is~~ on the experiential aspect of training allows the trainee the opportunity to experience empathy/

7
reflection as both communicator and recipient and thus come to understand its impact from both perspectives. All in all it was felt that this was the most comprehensive approach taken to empathy/reflection training and, as a result the approach taken to empathy/reflection training in the STP closely parallels Carkhuff's.

A greater emphasis on Carkhuff's SHRT was avoided due to some recurrent criticisms of this program that appear in the literature. One of these criticisms voiced by Calia (1974) is that, by attempting to be efficient and comprehensive in terms of relating his training program to his conception of the therapeutic process, Carkhuff "negates the importance of the inspirational and humanistic components of therapists' conditions" (Calia 1974). Calia feels that due to the programmed linearity of treatment that Carkhuff advocates through his training program he runs the risk of undermining the equally important creative aspects of therapy that come with spontaneity and the use of therapist intuition. He warns that "technique often becomes an excuse to avoid struggling with one's own sense of striving and resourcefulness" and that, "trainees will be successful (ie., function as both scientists and artists) primarily when they are able to transcend their training and technique in pursuit of their own way of helping people grow" (Calia 1974). Hence, Calia sees Carkhuff's SHRT program as a convenient way to expose novice counsellors to some of the central concepts involved in helping but reacts strongly against this program's dogma. He prefers instead that

trainees use what they have learned through this program and combine this learning with their own unique talents in order to become therapists in their own right.

Another major criticism of Carkhuff's program is that through the core conditions that it presents the trainee is taught to focus on the content aspects of helper behavior to the exclusion of certain behavioral components that also facilitate client self expression. Trainers in Carkhuff's program are taught to focus upon and reflect the client's verbal content exclusively but, it has been questioned whether or not this specific a focus is capable of providing novice counsellors with the necessary skills to initiate and maintain therapeutic contact. As mentioned above, extensive research has confirmed that the SHRT program does result in significant increases in the usage of the conditions presented through the program. However, as Toukmannian and Rennie (1975) pointed out, when these skills are used to the exclusion of skills that focus on the more behavioral aspects of the interview situation the helper's overall effectiveness may be perceived as being somewhat less than it could be. Thus, in short, a heavier reliance on Carkhuff's program was avoided due to the negative aspects of his program's format and its lack of attention to the behavioral aspects encountered in the counselling situation. For a detailed description of SHRT refer to the Appendix 2.

The literature indicates then, that both of these programs lead to trainee growth on the demensions they offer but that different

skills are being offered through each program. Hence, it was reasoned that a combination of the two programs could provide trainees with a broader spectrum of counsellor skills. Ivey recognized that this possibility existed when he stated "it is possible to combine aspects of the microcounselling format with other approaches to bring forth new methods of training" (Ivey 1976). Thus, the STP at the University of Ottawa attempted to achieve an effective synthesis of these two programs in order to provide trainees with as comprehensive a training package as possible.

Systematic Training At The University of Ottawa

The STP* at the University of Ottawa is a four week program of instruction combining aspects of the training programs developed by Carkhuff and Ivey. The first week of instruction borrows in content from Ivey's program and concentrates on teaching attending skills (eye contact, body posture, and verbal following) and techniques of questioning (open vs. closed questions, direct vs. indirect questions, double questions, bombarding) while the second week of instruction with its focus on empathy/reflection borrows directly from Carkhuff's program. Although the first week of the STP is very similar to microcounselling in terms of content, the instructional approach taken in the first two weeks of this course more closely parallels that taken in Carkhuff's program. That is, in the first two weeks of instruction the approach taken in the STP is a didactic/experiential one aimed at introducing the trainees to the concepts involved and

* The STP was developed in 1972 by Don Boulet Ph.D.

providing them with a theoretical understanding of their pros and cons. Where the microcounselling format emphasizes the use of videotaped role plays from the onset of training in order to help trainees consolidate the various skills being taught, the STP format initially depends more on group discussion and roleplaying without videotape. Specifically, the STP format in the first two weeks of the course involved: 1. introducing the trainee to the particular skill being taught; 2. allowing the trainee to experience using the skill in order that they can formulate their own conceptions of what the skill involves and; 3. reconvening the whole group in order that everyone can share their ideas about the skill being taught and thereby come to a better understanding of its impact and usefulness in the counselling setting. Thus, training in any one of these skills begins with the trainer defining the skill to be worked on and providing examples of how it can be used in the counselling situation. After some group discussion about the skill being presented, trainees are broken up into smaller groups and each trainee is given the opportunity to role play the client and the counsellor while using the particular skill. The aim here is to provide the trainees with an experiential understanding of the use of the skill from both client and counsellor perspectives. Once everyone has had the opportunity to role play, the larger group re-convenes and the trainees are encouraged to share any insights and ask any questions they may have about the use of that particular skill. Again, the thrust is towards

a theoretical understanding of the skill and its usefulness in the counselling setting, ~~not~~ towards achieving mastery of each skill as it is presented in the first two weeks of the course.

In the final two weeks of the course the trainees are given the opportunity to extensively practice the counselling skills they learned about in the first two weeks. It is at this point that the focus of instruction shifts towards having the trainee achieve some degree of mastery with the skills presented in the course. It is also at this point in the course that videotape is introduced into the training procedure and it is used for the remaining two weeks of the course. Thus, in terms of instructional format, the final two weeks of the STP are very similar to microcounselling except for the fact that there is no instruction manual used.

For this phase of the program trainees take turns participating as clients and counsellors in five to ten minute videotaped dyads. The intent here is to provide the trainees with the subjective experience of the counselling situation from both the client's and the counsellor's perspective. Once each roleplay is completed the participants are encouraged to share their impressions with their partner and the group. The group members are then given the opportunity to make comments about what they observed during the roleplay. Finally, the videotape is played back and the trainers provide focused feedback about the session. Trainers make every attempt to provide feedback relevant to the skills taught during the first two

weeks of instruction as well as providing feedback about the effects of body posture, and how to set the pace of an interview. It is felt that these final two weeks of instruction provide the trainee with valuable insights into the counselling situation from both the client and counsellor's perspectives.

For a more detailed description of the STP the reader is referred to Appendix 3.

Past Research On Counsellor Training Programs: Criticisms

Many researchers have conducted studies to evaluate the effectiveness of various training programs (Dalton et al, 1973; Moreland, Ivey, Phillips, 1973; Saltmarsh, 1973; Cormier, et al, 1974, 1976; Schroeder et al, 1973; Shapiro and Gust, 1974; Eskedal, 1975; Gormally, 1975; Gormally et al, 1975; Perry, 1975; Selfridge et al, 1975; Toukmannian and Rennie, 1975; Danish et al, 1976; Di Mattia and Arndt, 1976; McCarthy et al, 1977). Much of this research has concentrated on evaluating trainee growth on the so called core conditions of counselling which include empathy, genuineness, positive regard, and concreteness. This trend has grown out of the belief that "good counsellors consistently function at high levels on all core conditions and poor counsellors are consistently low across all conditions" (Butler and Hansen 1973). Thus, in the past a program's efficacy was measured in terms of how well its trainees functioned across all core conditions upon completion of training. Of these conditions empathy is by far the

most measured, probably due to the fact that the effective use of empathy in a counselling or psycho-therapeutic setting is believed to be the vehicle which precipitates client self exploration. However, in recent literature (Resnikoff, 1972; Gormally and Hill, 1974, 1975; Whiteley et al., 1975; Goldstein, 1977; Lambert and De Julio, 1977; Hill, 1973; Angus, 1978) this focus on empathy has been challenged on numerous grounds. One of these criticisms is that empathy may not play as large a role in the counselling setting as it was believed to previously. Gladstein (1977) states that "despite the large number of theory, discussion, case, and process articles describing the positive relationship between empathy and counselling outcome, the empirical evidence still remains equivocal" (Gladstien, 1977). This issue boils down to the point that in order for empathy to be effective, the client must perceive that the counsellor is indeed "with him" in terms of his responding or there will be no forward movement of process.

In lieu of this criticism a very immediate problem arises for researchers in this area. In most recent studies the researchers have used rating scales like Carkhuff's Empathic Understanding Scale to measure counsellor offered empathy independently from client utterances, however, evidence suggests that empathy may be more a function of the patient-therapist interaction than a quality of the therapist (Angus, 1978; Gladstein, 1977). Thus, the current feeling is that measuring counsellor offered empathy only may be misleading. Hill (1978) mentions five criticisms against the use of rating scales

to measure counsellor effectiveness. She states that "1) the scale points lack operational specificity, making it difficult to maintain objectivity and standardization of scale use in rating, 2) use of a rating scale implies a value judgement about the counselor behavior, such that a rater can "punish" a counselor by giving a lower rating if the rater feels that the counselor did not detect subtle client messages, 3) the distance between 3.5 and 4.0 versus the distance between a 2.5 and 3.0 rating does not seem equivalent, and 4) the use of averaged ratings for a few short excerpts appears to obscure the variability of counselor behavior, and 5) accurate empathy ratings may judge a more general therapist quality such that the counselor is judged on a "good guy" factor rather than just behavior" (Hill, 1978). Lambert and De Julio (1977) also make the criticism that "scales used to measure gains in interpersonal skills do not have published validity data to support them" (Lambert and De Julio, 1977). Whiteley et al (1975) concur with Hill's fourth point when they state that "ratings based on brief segments can not be considered as accurate approximations of session based judgements" (Whiteley et al, 1975), and, Gormally and Hill (1974) in an earlier paper further this point when they state that this practice essentially "misses responses with low base rates like genuineness and immediacy during the interview" (Gormally and Hill, 1974). However, the major criticisms of empathy research found in the recent literature center on the fact that trainees are frequently educated in terms of the use and discrimination of empathy and then

their growth as a result of training is assessed via rating scales designed to measure these dimensions in the counselling setting.

The usefulness of this approach seems questionable since, at best, positive results will demonstrate that these concepts can be learned and not that this type of training produces effective counsellors.

Resnikoff (1972) states that "the problem here is akin to that of preparing a child to perform better on an intelligence test by having him practice items from the very test he will be given". Findings based on these procedures pale especially in light of the scepticism associated with the role of empathy in the counselling situation.

Gormally and Hill (1975) concur on this point when they say that "change may be the result of decreases in some behaviors as well as the result of skill acquisition. Ratings can therefore obscure which trainee behaviors actually change as a result of training".

Thus, we end up with the situation that Lambert and De Julio (1977) describe when they state that "the gains made (by counselors) have not been demonstrated to be broadly generalized or of practical significance and therefore seem to be of rather limited value". Hence, it would appear that conclusions drawn from studies using rating scales as their main mode of data collection are necessarily limited due to the limitations of these instruments.

Finally, another shortcoming of past research in this area is that few studies (Collingwood, 1971; Hasse et al, 1972; Gormally et al, 1975; McCarthy et al, 1977; Spooner and Stone, 1977) have

used a follow-up type of design to test for retention of skills. Researchers working on training program evaluation have consistently used post-training measures of counsellor production of the core conditions of counselling as a measure of program efficacy but little has been done to test for skill retention. The use of a pre-test, post-test, follow-up type design would allow for both the evaluation of program effectiveness as well as the evaluation of the degree to which skills are retained over time. The use of the traditional post-test design to test for program efficacy limits the amount of program related information that one can obtain and subsequently, program improvement is also limited. Matarazzo states that "we can improve (programs) only by searching for weaknesses and eliminating them" (Matarazzo, 1971) and, this being the case, we should be looking at the long term effects of training as well as the immediate gains realized as a result of training.

Implications for Present Research

In the past the STP has been examined in terms of empathy (Boulet, 1973; Angus, 1978) but, because of the limitations encountered through the use of empathy scales the amount of information obtained about the overall effectiveness of this program was limited. Also, by focusing evaluation efforts solely on measuring the amount of counsellor empathy produced as a function of training, we fail to obtain information as to whether the STP format is an

effective method for instructing trainees in the use of the other four counselling dimensions focused on through the program. Clearly by evaluating program effectiveness in terms of counsellor production of empathy only, as has been the case in the past, we manage to assess only one small part of the total training package. Thus, it seems that since training in the STP is intended to result in trainee growth on more than just one dimension then, the program should be evaluated by means of an instrument that can yield information about changes that occur in trainee level of function on all dimensions offered through the program. It is reasoned then that if the STP format is an effective one such an evaluation of its effect should indicate that training results in an increase in the usage of facilitative skills offered through the program. Thus, one would expect an increase in the usage of minimal encouragers, open questions, re-statement and, empathy/reflection, as a result of training. In the same vein, skills considered detractive to the counselling process that are presented through the STP should also decrease in frequency of occurrence if this training format is an effective one. As such, one could expect a decrease in the usage of closed questions as a result of training.

Finally, the point was made in the previous section that a training program can only be considered effective if the skills it instills endure. The long term effects of the STP have never been determined and, as such the use of a pre-training, post-training,

follow-up design would seem to be indicated in order that, 1) the effects of training can be determined and, 2) it can be determined whether or not these training effects last over time. Thus, a comparison of pre-training, post-training scores would indicate what initial gains were made as a result of training while a comparison of post-training/follow-up scores would illustrate the long term effects of training. Further, it is reasoned that by dividing the trainees into two equal groups (group 1 and group 2) at follow-up and allowing one of these groups (group 2) to participate in a refresher course designed to refamiliarize the group members with the concepts and skills taught through the STP, one could make more definitive statements about the long term effects of the STP. For instance, if after this experimental manipulation the results of the post-training/follow-up comparison indicate that group 2 is superior to group 1 on the dimensions offered through the STP, the performance difference could then be more definitely attributed to the attrition of counselling skills in group 1. Also, if a comparison of group 1 and group 2 follow-up scores indicate that group 2's performance was superior to that of group 1 at follow-up then it can safely be said that this performance difference is due to the attrition of skills in group 1. Likewise, if no differences exist between group 1 and group 2 as a result of these comparisons at follow-up one could be more confident in stating that there was no attrition of the counselling skills taught. However, given that

two weeks of video assisted practice are built into the STP in an attempt to allow trainees sufficient time to practice and incorporate the skills covered, it is reasoned that these results of the analysis will indicate that there has been no significant atrophy of facilitative behaviors in the long term. Concomittantly, one would expect that these analyses will indicate no significant increase in the useage of the detractive counselling skills taught as a function of time.

Hypotheses:

The STP then, is a multifaceted program of instruction geared towards promoting trainee growth in many areas relevant to the counselling process. Among all of the skills in the four week program trainees receive instruction in the useage of minimal encouragers, open questions, restatement, empathy/reflection, and closed questions. For the purposes of this study it was decided to focus on training effects where these five skills are concerned since Hill's Counsellor Response Category System allows us to evaluate trainee useage of these dimensions directly. Thus, based on the research evidence presented previously in this chapter one would expect that:

- H1: Statistical comparison of the level of trainee function at pre-training and post-training will indicate an increase in the useage of skills considered facilitative to the counselling process (minimal encouragers, open questions, restatement, and empathy/reflection) and a decrease in the useage of skills considered detractive to the counselling process (closed questions). Hence, it is predicted that training will result in:
 - 1a: a significant increase in the use of minimal encouragers as a function of training
 - 1b: a significant increase in the use of open-questions as a function of training
 - 1c: a significant increase in the use of restatement as a function of training
 - 1d: a significant increase in the use of empathy/reflection as a function of training
 - 1e: a significant decrease in the use of closed questions as a function of training
- H0: Statistical comparison of the level of trainee function at pre-training and post-training will indicate no significant differences in the use of the skills addressed through the STP.

- H2: Since the intent of the STP is to promote lasting trainee change where both facilitative and detractive skills are concerned, one expects that statistical comparison of the level of group 1 trainee function at post-training and follow-up will indicate:
- 2a: no change in the use of minimal encouragers
 - 2b: no change in the use of open questions
 - 2c: no change in the use of restatement
 - 2d: no change in the use of empathy/reflection
 - 2e: no change in the use of closed questions
- H0: Statistical comparison of the level of group 1 trainee function at post-training and follow-up will indicate no difference in skill levels for group 1 trainees from post-training to follow-up.
- H3: Again, since the intent of the STP is to promote lasting trainee change where both facilitative and detractive skills are concerned, one expects that statistical comparison of the level of group 2 trainee function at post-training and follow-up will indicate:
- 3a: no change in the use of minimal encouragers
 - 3b: no change in the use of open questions
 - 3c: no change in the use of restatement
 - 3d: no change in the use of empathy/reflection
 - 3e: no change in the use of closed questions
- H0: Statistical comparison of the level of group 2 trainee function at post-training will indicate no difference in skill levels for group 2 trainees from post-training to follow-up.
- H4: This hypothesis attempts to determine whether as a result of refresher training group 2 trainees function at significantly higher levels than group 1 trainees where the four facilitative skills measured are concerned. Again, since it is anticipated that the STP will result in lasting trainee change, it is predicted that statistical comparison of group 1 and group 2 trainee functioning at the time of follow-up will indicate no difference between these groups in the frequency of the use of facilitative counsellor skills addressed through the STP.

- H0: Statistical comparison of group 1 and group 2 trainee functioning at follow-up will indicate no differences between these groups in their usage of the facilitative counsellor dimensions addressed through the STP.
- H5: This hypothesis attempts to determine whether as a result of refresher training group 2 trainees function at significantly lower levels than group 1 trainees, where the one detractive skill measured is concerned. Once more, since it is anticipated that the STP will result in lasting trainee change it is predicted that statistical comparison of group 1 and group 2 trainee functioning at follow-up will indicate no difference between these two groups in the frequency of the use of detractive counsellor skills addressed through the STP.
- H0: Statistical comparison of group 1 and group 2 trainee functioning at follow-up will indicate no differences between these groups in their usage of the detractive counsellor dimensions addressed through the STP.

CHAPTER 2

The SubjectsThe Counsellors:

Recruitment of the counsellors for this study was done by the present author. Students enrolled in the first year of the Masters program in clinical psychology at the University of Ottawa were approached in mass prior to a class in which they were all enrolled. Since systematic training is a compulsory course requirement for students in clinical psychology at the Masters level, the author was assured of enlisting a relevant subject population by addressing the students in such a classroom setting. The students present were informed that the author was interested in building research into the Systematic Training Program (STP) that they were about to begin in one weeks time. They were told that participation in this research would require involvement in the STP as well as one hour of their time on two occasions and a maximum of five hours on a third occasion. A sheet requesting names, and phone numbers was then circulated and those interested in participating indicated their interest by signing the sheet. Of the 14 students that signed, ten English speaking students were randomly selected for participation in the study. The sample consisted of seven females and three males. These students were then randomly distributed between the two experimental groups designated as group 1 and group 2.

Each student in group 1 was required to conduct one audiotaped counselling interview on three separate occasions, once prior to training, once immediately following completion of the STP and, finally once approximately four months after the completion of training. Students in group 2 differed from those in group 1 only in that prior to their involvement in the final audiotaped counselling interview they received four hours of retraining designed to again familiarize them with the skills taught in the STP. Details of this refresher course can be found in Appendix 4.

The experimental procedures for this study then, were conducted on the day prior to and the day immediately after completion of training to ensure that no experience differences existed between the two groups. As a result of this any differences observed between the two groups performances after four months could be attributed to group treatment differences... (see table 1)

The Counsellors - Clients:

Those who participated as counsellors or clients in this study were recruited by the author from two introductory psychology classes at the University of Ottawa. All students from both classes were told briefly of the thesis' content area and approximate length of time of participation. A sheet requesting names and phone numbers was then circulated and those interested in participating indicated their interest by signing. Of the students that signed, 15 were selected for participation in the study. Ten of these subjects

TABLE 1

Breakdown of Subject Sample Size For Comparison Performed

Groups	Comparison	N
Group 1* and Group 2#	Pre-training performance vs. Post-training performance	10
Group 1	Post-training performance vs. Follow-up performance	5
Group 2	Post-training performance vs. Follow-up performance	5
Group 1 vs. Group 2	Follow-up performance	5

*Group 1 S's received no refresher training prior to conducting their follow-up interviews.

#Group 2 S's received refresher training prior to conducting their follow-up interviews.

were then randomly chosen and assigned to counsellors in both groups for each of the three interview sessions.

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 flexibility in this regard. One main feature of this method is its potentiality for experimental investigation of the specifics of the counselling process ... (Munley, 1974, p328)

The experimental design implemented in this study then may be termed a quasi-counselling interview with simulation of both the client and counsellor roles. Novice counsellors enrolled in the STP at the University of Ottawa were recruited to participate as counsellors in this study while first year psychology students participated as clients. This design was chosen because it closely resembles the natural counselling situation.

Further, a pre-training, post-training, follow-up approach

was used in this study. Using this approach counsellor performance was analysed prior to and immediately after training in an attempt to determine what skills were obtained as a result of training. Follow-up interviews were conducted four months after completion of the STP and these sessions were again analysed in an attempt to determine what skills had been retained over time.

Finally, in the follow-up the counsellor population was divided and S's were randomly assigned to one of two groups. Group 1 received no retraining in the follow-up while group 2 received four hours of retraining designed to refamiliarize them with the central concepts taught in the STP. The purpose here was to establish a comparison group so that, statistical comparisons could be performed on post-test, follow-up data for both groups and the relative level of functioning for both groups could be established at that time.

B) The author randomly selected ten English speaking Master of Arts 1 graduate psychology students for participation in the study from a list of 14 who had indicated their interest. The students were approached one week prior to their involvement in the STP at the University of Ottawa and instructed to meet at the Guidance Centre on the morning prior to the beginning of the STP. All the students were provided with separate offices in the Guidance Centre. Audiotape recorders, present for the recording of the standard quasi-counselling interviews, were placed in each office and a comfortable

interview setting was ensured. The Masters students were informed that their role in the study was to a) meet with one client and b) conduct one 15 minute interview in which they would help the client to the best of their ability. Instructions given these students were as follows:

You will be meeting shortly with a student. He or she will be sharing with you a problem or current concern of theirs. Try to listen to the client and help him or her to the best of your ability. The interview will be tape recorded however, whatever is said by you or your client will remain strictly confidential and will be used only for research purposes. Please try to conduct your interview for fifteen minutes. I or an assistant will knock on the door when your fifteen minutes are up.

On the final day of the systematic training program these ten students were again contacted by the author and instructed to meet at the Guidance Centre the following day. On this occasion the procedure as described above was repeated in its entirety.

Approximately four months after the post-training meeting at the Guidance Centre the ten students involved in this study were contacted by telephone. When contacted, the five students in group 1 were asked to meet at the Guidance Centre on a Wednesday afternoon in order to conduct their final interviews for this study. The five students in group 2 on the other hand, were asked to meet with the author at the Guidance Centre for two hours on the Monday and Tuesday afternoons of that week. On these occasions the author met with the students of group 2 in a video equipped room in the basement of the Guidance Centre and they were involved in a refresher

course designed to re-familiarize them with the concepts and skills taught in the STP (see Appendix 4). In an attempt to minimize contamination, the students in group 2 were asked not to tell those students in group 1 what was being done in these meetings. After completion of the refresher course the group 2 students were also asked to meet at the Centre the following day to conduct their final interviews for this study. On the final day the ten students involved in the study met at the Guidance Centre and the procedure as described for the pre-training and post-training sessions was again repeated in its entirety.

Fifteen undergraduate psychology students were recruited by the author to participate as counselees in this study. These students were recruited from two introductory psychology classes at the University of Ottawa. The students had been informed that the nature of the study concerned counsellor training and that they would receive a credit of three marks toward their final psychology grade in return for full participation which would entail approximately one hour of their time on three occasions. Prior to each of the three interview sessions ten of these 15 volunteers were randomly selected, contacted by phone and, asked to meet at the Guidance Centre in order to participate in the study. While every attempt was made to keep counsellor/counselee pairings random, care was taken to ensure that different pairings were made for each interview session since it was felt that residual rapport or,

a counsellor dealing with the same problem a second time, might influence counsellor effectiveness. Counselees were provided no special training. The instructions given them were as follows:

You will be meeting shortly with a counsellor. We ask you to share and explore a problem or current concern of yours with him or her. The interview will be taperecorded however, whatever is said by you or your counsellor will remain strictly confidential and will be used only for research purposes.

Upon receiving their instructions each counsellee was introduced to their counsellor for the session and together they were taken to an office to conduct their session.

Instrumentation:

The instrument used in this study was Clara Hill's Counsellor Response Category System. Since this is a new instrument a brief historical account of this approach to measuring counsellor behavior will be provided. Development of Hill's system will then be discussed along with reference to its reliability and validity. Finally, procedures for using this system will be outlined.

Two methods for measuring counsellor behaviors in the context of the psychotherapeutic interview are readily observable in the literature, the use of rating scales and the use of frequency counts. Research in the area of counselling psychology has, until recently, relied heavily on the use of scales such as those developed by Carkhuff in an attempt to measure counsellor behavior in the counselling setting. However, for numerous reasons, the central ones

of which have been discussed in the critique of Carkhuff's research section in Chapter 1, many authors now believe that such ratings do not provide an accurate reflection of counsellor behaviors. As a result, these authors have turned to an approach that was pioneered by Porter and Snyder in the 1940's, the use of classification systems for therapist responses. These systems are generally comprised of mutually exclusive response categories and it is the judges responsibility to simply indicate when a counsellor behavior falls within a category. Several of these systems have appeared in the literature (Snyder 1945, 1963; Strupp 1960; Murray 1956; Dollard and Auld 1959; Danish and D'Augelli 1976; Spooner and Stone 1977) but some major problems existed that prevented these systems from becoming as prominent as rating scales. One of the main problems encountered was the variability that existed among all the systems. One area where variability existed was in the way in which each author chose to determine interrater agreement. For example, Snyder chose a test-retest method for determining agreement levels while Murray checked agreement levels "in terms of data pooled for the hours (rated) and not in terms of exact agreement between judgments of individual statements" (Kiesler 1973, pg. 151). Systems also differ in terms of the number of categories they provide for the classification of responses. Strupp's 1966 revised system allows for the classification of 35 variables, 21 patient variables and 14 therapist variables, while Danish, D'Augelli, and Brock's (1976)

system allows for the classification of eight counsellor behaviors. The discrepancy between these two systems in this respect also points up another difficulty that researchers encountered when using various systems in their research, the focus of different systems differed as a function of the author's theoretical basis or his intent. Thus, we see that it was Strupp's intention to design a system that would provide information about both client and counsellor behavior while Danish et al were attempting to design a system that would tell researchers only about counsellor behaviors. Another problem inherent in the use of various systems is that there is little agreement between systems as to what behaviors will be classified. Again, much of the problem here is due to theoretical differences between the various authors. Variability around training procedures presented another problem when it came to using different systems. For instance, Murray provided no specific training procedures for his system, an approach which makes it difficult for other researchers to ensure that they are using the instrument as it was intended. Spooner and Stone on the other hand, specify the steps to be taken in training individuals to use their system as well as specifying the level of interrater agreement that should be achieved before classification begins. Authors' decisions about the type of unit to be classified with their system also contributed to much of variability between systems. For example, Snyder decided on the idea as his basic scoring unit, Strupp decided on "each and every

therapist communication occurring between two patient statements" (Kiesler, 1973 pg 206), Danish et al decided on the thought unit as their scoring unit, and Spooner and Stone decided on the sentence as their scoring unit. All this variability had the end result of making it difficult for researchers to generalize results from one study to the next. Other factors that came into play here were the use of audiotapes versus transcripts when scoring and, the fact that scoring procedures differed with some authors insisting that units be scored in context while others never addressed the issue. In short, the problem was that although these various systems enabled researchers to gain insight into psychotherapeutic processes, the lack of standardization among the systems prohibited any meaningful generalization from study to study.

Hill was aware of the problems with existing systems and she neatly summarized them when she stated that "the number and type of categories vary widely among systems; similar categories across systems do not appear to measure the same behaviors; minimal or no validity has been shown for systems or for categories within systems; inadequate or inappropriate statistical methods have often been used for determining agreement levels between judges; and training procedures are typically not standardized which means that each set of judges may receive different instructions on how to judge responses" (Hill 1978). With this in mind Hill set out to incorporate into one system the components from nine category systems already in use in

order that the shortcomings discussed above might be circumvented and some standardization in instrumentation, training procedures, and rating procedures might be achieved. A study of the systems developed by Aronson, 1953; Goodman and Dooley, 1976; Danish and D'Augelli, 1975; Hadeney and Nye, 1973; Hill, 1975; Snyder, 1945, 1963; Strupp, 1960; Spooner and Stone, 1977; and Whalen and Flowers, 1977; revealed that all nine systems could be represented by 25 distinct categories. Definitions and examples for each of the categories were selected from the nine systems and this new system was presented to two judges for use in categorizing counsel responses on two practice sessions. However, category overlap and a lack of clarity in category definitions resulted in poor inter-judge agreement so the initial 25 categories were revised into 24 categories. Using this system judges again obtained low inter-judge agreement and the system was further modified by providing refined definitions, additional examples, and one additional category. Using this form of the system, judges rating practice sessions achieved high inter-judge agreement and the system was then presented to three judges in order to obtain a measure of face and content validity. Judges comments about the system led to further revision of category definitions and an integration of several categories with low levels of agreement with other existing categories so that the fourth version of the system had 17 categories. This version of the system was then presented to three additional

judges to obtain a measure of face and content validity and, with some slight rewording the 17 categories were retained. Three graduate counselling psychology students were then presented with the system and asked to match examples with definitions and results of this exercise indicated that no major problems existed in any one category. The students felt the definitions were clear and easy to apply.

This system was then used in a study to determine counsellor behavior in intake sessions. Counsellors taking part in this study were from a variety of theoretical orientations and had various levels of experience. Three judges categorized 3866 counsellor response units with high levels of agreement across all judges. The results of this study however, had important ramifications for Hill's Counsellor Response Category System. It was discovered that the categories of "structuring and information had a large overlap and the judges reported considerable difficulty in differentiating the two categories" (Hill 1978), and since these two categories were so similar it was decided to subsume them both under the heading information. Also, the categories of friendly discussion, criticism, and unclassifiable had low levels of agreement as well as low frequencies of occurrence and, as a result it was decided that they could be collapsed into one category called other. Thus, the end result of these modifications is a 14 category system which consists of the following categories:

- 1) Minimal Encourager; 2) Approval/Reassurance; 3) Information;
- 4) Advice; 5) Closed Question; 6) Open Question; 7) Restatement;
- 8) Reflection; 9) Nonverbal Referent; 10) Interpretation;
- 11) Confrontation; 12) Self-Disclosure; 13) Silence; 14) Other.

It was this version of Hill's system that was used in this study.

(See Appendix #5).

The Counsellor Response Category System is used with both audio-tape recordings of counselling sessions as well as transcripts of those recordings. Judges first listen to the audiotape as they read the transcript and then they assign the unit to one of the 14 categories in the system. The scoring unit used with this system is the sentence and transcripts are unitized in their totality according to Auld and White's (1956) criteria.

Training of Judges:

Two judges were used in this study, one judge is an M.A. graduate in psychology while the other has completed work in psychology at the undergraduate level. The two judges were given the following training:

- 1) general discussion of the use of process measures in counselling research
- 2) presentation of Hill's Counsellor Response Category System complete with definitions and examples for study

- 3) discussion of the system categories and practice judging unitized transcripts
- 4) statistical analysis of interjudge reliability
- 5) discussion of problem areas identified through statistical analysis
- 6) judging of additional unitized segments
- 7) statistical analysis of interjudge reliability
- 8) discussion of remaining problem areas identified through statistical analysis
- 9) judging of additional unitized training segments
- 10) statistical analysis of interjudge reliability

In all, training the judges in the use of Hill's Counsellor Response Category System required approximately ten hours before acceptable levels of agreement were achieved. The interjudge agreement coefficients for the three statistical checks mentioned above were .62, .78, and .81 respectively. Although the final level of interjudge agreement was more than adequate, it is unlikely that the raters used disagreed on the same items in all instances. Upon achieving the final level of agreement it was felt that further training would not have increased the agreement levels substantially. At this point both judges were given unitized transcripts and audiotapes of the segments to be judged and allowed to proceed with that function.

Judging:

All segments used in this study were coded and then randomized and placed on master audio cassettes which were given to the judges for their use. The judges then played the audiotapes which provided

them with the code for each segment, they recorded the code on their score sheets, pulled the unitized transcript for that segment from their file and, proceeded to categorize all units for each segment. This procedure was followed for all 30 segments.

Statistics and Summary:

Prior to any statistical analysis of the data the values that resulted from each of the two judge's ratings of any subject on any one of the 14 dimensions of Hill's system were added and divided by two so that a mean value occurrence score could be obtained. This procedure was carried out on the pre-training, post-training and, follow-up data for all subjects. Thus, prior to analysis mean occurrence scores on all dimensions of Hill's system were available on all five segments.

Pre-training/Post-training Comparisons:

Since there were no treatment differences between group 1 and group 2 in pre/post phases of this study, the data from both of these groups was pooled in order to examine the over-all effects of training on counsellor behaviors. Thus, for this phase of the analysis the total N was ten. Each of the 14 dimensions of Hill's system was analysed separately by using each S's pre-training and post-training mean value of occurrence scores and statistically comparing them through the use of a 2 x 10 one-way analysis of variance with repeated measures (ie., two conditions, pre-training

and post-training x 10 S's, the total N for the phase of the analysis) were conducted in order to determine what effects training had on counsellor behavior.

Post-training/Follow-up Comparisons:

Since treatment differences existed in the follow-up phase of this study with the introduction of the group 2 refresher course, the total S population was divided in two in order to conduct post/follow-up comparisons. Thus, for this phase of the analysis the total N in either group was five and, group 1 and group 2 data were analysed separately. Again, for either group each dimension of Hill's system was analysed separately. Mean value of occurrence scores for S's in either group in the post-training and follow-up phases were compared through the use of 2 x 5 one-way analysis of variance with repeated measures (ie., two conditions, post-training and follow-up x 5 S's, the total N in either of the two groups). Thus, 14 2 x 5 one-way analysis of variance with repeated measures (ie., 14 separate dimensions in Hill's system, two conditions, post-training and follow-up x 5 S's, the total N in either of the two groups) were performed on group 1 and group 2 data in order to determine which counselling skills were retained over time.

Group 1/Group 2 Comparison at Follow-up:

These two groups were compared at follow-up in order to determine whether group 2 subjects functioned at significantly higher

levels on any counsellor dimensions as a result of their involvement in the refresher course prior to conducting follow-up interviews. For this comparison the total N in either group was again five. Each dimension of Hill's system was analysed separately by comparing group 1 follow-up mean value of occurrence scores to group 2 follow-up mean value of occurrence scores via 14 2 x 5 one-way analysis of variance with repeated measures (ie., 14 separate dimensions in Hills' system, 2 groups x 5 S's, the total N in either of these two groups).

In summary, this chapter has discussed the sample employed, the design of this study, procedures, instrumentation, training of judges, and statistical procedures performed on the data.

The following chapter will a) present the results of the statistical analysis employed to test the hypotheses presented in chapter 1 and b) discuss the results and recommend new strategies for further research.

CHAPTER 3

Presentation and Discussion of Results

The first section of this chapter deals with the presentation of the results of the analysis 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 Analysis

This section presents a) the results of the statistical comparisons performed on the pre-training/post-training data in order that Hypothesis 1: subsections 1a, 1b, 1c, 1d, and 1e might be examined; b) the results of the statistical comparisons performed on group 1 post-training/follow-up data in order to examine Hypothesis 2: subsections 2a, 2b, 2c, 2d, and 2e; c) the results of the statistical comparisons performed on group 2 post-training/follow-up data in order to examine Hypothesis 3: subsections 3a, 3b, 3c, 3d, and 3e; d) the results of the statistical comparisons performed on group 1 and group 2 follow-up data in order that Hypothesis 4 might be considered; e) the results of the statistical comparisons performed on group 1 and group 2 follow-up data in order that Hypothesis 5 might be examined.

In order to test for significant differences between subjects' pre-training and post-training performances 14 separate 2×10 repeated measures analysis of variance F tests were conducted. Thus,

for each of the 14 counsellor dimensions measured by Hill's system pre-training and post-training performance scores for the 10 S's involved in the study were compared through repeated measures analysis of variance F tests. This procedure yielded 14 separate F ratios, one for each dimension of Hill's system. Table 2 presents the Univariate Analysis of Variance results for the pre-training/post-training comparison of the frequency of trainee usage of the 14 counsellor dimensions measured through Hill's system. The skills are listed in the table in the order in which they appear in Hill's system. However, in order to enable us to deal with the results of the statistical analysis in a manner that follows the sequence of the research hypotheses, the results for the facilitative behaviors addressed through the STP will be presented first and the results for the detractive behaviors addressed through the STP will be presented secondly here.

Examination of Table 2 shows that the pre-training/post-training Univariate F ratio for minimal encourager was .0038. This value is not significant at the .05 level and thus, indicates that trainee usage of minimal encouragers did not increase significantly as a result of the instruction received through the STP. Likewise, where trainee usage of open questions is concerned the pre-training/post-training Univariate F ratio of .2018, which is also not significant at the .05 level, indicates that there was no significant improvement in the use of this skill as a result of training.

TABLE 2
PRE-TRAINING/POST-TRAINING
UNIVARIATE ANALYSIS OF VARIANCE
FOR THE 14 COUNSELLOR DIMENSIONS MEASURED

43

Counsellor Dimensions	Source	SS	df	MS	Univariate F Ratio	$\alpha .05$
1) Minimal Encourager	T TS (W)	.05 118.2	1 9	.05 13.13333	.0038	NS
2) Approval Reassurance	T TS (W)	30.0125 707.8625	1 9	30.0125 78.65138	.38158	NS
3) Information	T TS (W)	5.0 115.0	1 9	5.0 12.7777	.3913	NS
4) Advice	T TS (W)	2.1125 17.2625	1 9	2.1125 1.9180	1.1013	NS
5) Closed Question	T TS (W)	227.8125 358.0625	1 9	227.8125 39.7847	5.7261	$p < .05$
6) Open Question	T TS (W)	7.2 321.05	1 9	7.2 35.6722	.2018	NS
7) Restatement	T TS (W)	304.2 283.3	1 9	304.2 31.4777	9.6639	$p < .05$
8) Empathy/Reflection	T TS (W)	15.3125 22.0625	1 9	15.3125 2.451	6.2464	$p < .05$
9) Non-Verbal Referent	T TS (W)	0 0	1 9	0 0	0	
10) Interpretation	T TS (W)	18.05 14.45	1 9	18.05 1.6055	11.2422	$p < .01$
11) Confrontation	T TS (W)	1.0125 11.1125	1 9	1.0125 1.2347	.8200	NS
12) Self-Disclosure	T TS (W)	252.05 631.95	1 9	252.05 70.2166	3.5896	NS
13) Silence	T TS (W)	0 0	1 9	0 0	0	
14) Other	T TS (W)	11.25 94.5	1 9	11.25 10.5	1.0714	NS

However, the pre/post Univariate F ratio for Restatement was 9.6639, significant at the .05 level. This indicates that as a result of training there was a significant increase in the frequency with which trainees used this skill. The pre/post Univariate F ratio of 6.2464 obtained for empathy/reflection was also significant at the .05 level and thus indicates that the STP was successful in promoting trainee growth on this dimension as well. Where closed questions were concerned, the pre/post Univariate F ratio of 5.7261 was significant at the .05 level indicating that the STP leads trainees to rely less on the use of closed questions in the counselling setting. Finally, these pre/post comparisons of trainee function resulted in an unexpected pre/post Univariate F ratio of 11.2422 for interpretation. This value is significant at the .01 level and indicates that, despite the fact that this counselling dimension is not dealt with directly through the STP, there was a significant increase in its usage as a result of training. Thus, in terms of Hypothesis One, for subsection 1a which predicted an increase in the use of minimal encouragers and, subsection 1b which predicted an increase in the use of open questions, the Null Hypothesis failed to be rejected. However, for subsection 1c which predicted an increase in the use of restatement, 1d which predicted an increase in the use of empathy/reflection and, 1e which predicted a decrease in the use of closed questions, the Null Hypothesis can be rejected.

In order to examine Hypothesis Two and Hypothesis Three which were intended to determine the degree to which the counselling skills addressed through the STP were retained over time, the subject population used in this study was randomly divided into two equal groups of 5 S's, group 1 and group 2. Due to the fact that these groups received different treatment at the time of follow-up with group 1 receiving no refresher training while group 2 S's participated in four hours of refresher training, the results of both group's post-training/follow-up data analysis will be reported separately.

Hypothesis Two addressed itself to group 1 S's follow-up performances and, as such the results of this group's data analysis will be reported first. Hypothesis Three addressed itself to group 2 S's follow-up performances and the results of this group's data analysis will be reported secondly. For post/follow-up analysis, performance scores for the five S's in each group were compared via 14 separate (14 dimensions in Hill's system) 2×5 (two conditions post/follow-up, 5 S's in each group) repeated measures analysis of variance F tests. Table 3 presents the Univariate Analysis of Variance results for group 1's post/follow-up comparisons of the frequency of trainee useage of the 14 counsellor dimensions measured by Hill's system.

As before, the order of presentation here will follow the sequence in which the research hypothesis subsections a through e are listed. Thus, the results of the analysis of the frequency of trainee usage of facilitative behaviors addressed through the STP will be presented

first and the results of the analysis pertaining to the detractive behaviors addressed through the STP will be presented secondly.

Examination of Table 3 shows that the post/follow-up comparison of group 1 S function on minimal encourager yielded a Univariate F ratio of .0909 which is not significant at the .05 level. This value indicates that in the period between post-training and follow-up evaluation the frequency of use of minimal encouragers did not vary significantly for group 1 S's. Comparison of group 1 S post/follow-up performances on the open question dimension yielded a Univariate F ratio of .6483 which is not significant at the .05 level. As such it appears that there was no significant difference in group 1 S frequency of use of open questions in the time between post-training and follow-up. Where restatement and empathy/reflection were concerned, post/follow-up comparison of group 1 performance on these dimensions yielded Univariate F ratios of 2.8266 and .5059 respectively. Since both of these values are not significant at the .05 level it would appear that group 1 S usage of these two dimensions did not change significantly from the time of post-training evaluation to follow-up. Where trainee usage of closed questions was concerned, comparison of group 1 post/follow-up performances on this dimension yielded a Univariate F ratio of 0 which is not significant at the .05 level. In fact, this value would seem to indicate that the frequency with which group 1 S's used this dimension was, on the whole, the same at follow-up as

TABLE 3
POST-TRAINING/FOLLOW-UP
UNIVARIATE ANALYSIS OF VARIANCE
FOR THE 14 COUNSELLOR DIMENSIONS MEASURED

47

GROUP 1

Counsellor Dimensions	Source	SS	df	MS	Univariate F Ratio	α .05
1) Minimal Encourager	T TS (W)	2.50 110.00	1 4	2.5 27.5	.0909	NS
2) Approval Reassurance	T TS (W)	62.50 318.75	1 4	62.5 79.686	.7843	NS
3) Information	T TS (W)	4.225 40.15	1 4	4.225 10.038	.4209	NS
4) Advice	T TS (W)	2.5 25.75	1 4	2.5 6.4375	.3883	NS
5) Closed Questions	T TS (W)	0.0 65.75	1 4	0.00 16.3125	0.0	NS
6) Open Questions	T TS (W)	12.1 74.65	1 4	12.1 18.6625	.6484	NS
7) Restatement	T TS (W)	32.4 45.85	1 4	32.4 11.4625	2.8266	NS
8) Empathy/Reflection	T TS (W)	1.6 12.65	1 4	1.6 3.1625	.5059	NS
9) Nonverbal Referent						
10) Interpretation	T TS (W)	2.025 18.35	1 4	2.025 4.5875	.4414	NS
11) Confrontation	T TS (W)	2.5 23.0	1 4	2.5 5.75	.4348	NS
12) Self-Disclosure	T TS (W)	3.025 96.85	1 4	3.025 24.2125	.1249	NS
13) Silence						
14) Other	T TS (W)	0.0 7.75	1 4	0.0 1.9375	0.000	

it was at the time of the post training evaluation. Thus, turning to Hypothesis Two the results of these analysis indicate that for subsection 2a which predicted no change in the use of minimal encouragers, for subsection 2b which predicted no change in the use of open questions for subsection 2c which predicted no change in the use of restatement and, for subsection 2d which predicted no change in the use of empathy/reflection the Null Hypothesis failed to be rejected. Similarly for subsection 2e which predicted no change in the use of closed questions, the results of these analysis indicate that the Null Hypothesis failed to be rejected.

Hypothesis Three, as was mentioned previously, addressed itself to group 2 follow-up performance. This group it will be recalled also consisted of 5 S's but they differed from group 1 S's in that they participated in four hours of refresher training immediately prior to conducting their follow-up interviews.

The post-training/follow-up comparisons for the 5 S's in group 2 entailed 14 separate 2×5 repeated measures analysis of variance F tests. Table 4 presents the Univariate Analysis of Variance results for group 2 post/follow-up analysis. Again, the order of presentation of the results will follow the sequence in which the research hypothesis subsections a through e are listed. Examination of Table 4 shows that the post/follow-up comparisons of group 2 S function on minimal encourager resulted in a Univariate F ratio

TABLE 4

GROUP 2, POST-TRAINING/FOLLOW-UP

49

UNIVARIATE ANALYSIS OF VARIANCE

FOR THE 14 COUNSELLOR DIMENSIONS MEASURED

Counsellor Dimensions	Source	SS	df	MS	Univariate F Ratio	α .05
1) Minimal Encourager	T TS (W)	38.025 185.6	1 4	38.025 46.4	.8915	NS
2) Approval Reassurance	T TS (W)	5.625 229.75	1 4	5.625 57.4375	.0979	NS
3) Information	T TS (W)	.4 12.1	1 4	.4 3.025	.1322	NS
4) Advice	T TS (W)	.225 1.9	1 4	.225 .475	.4737	NS
5) Closed Question	T TS (W)	.225 29.65	1 4	.225 7.4125	3.0354	NS
6) Open Question	T TS (W)	.225 12.15	1 4	.225 3.0375	.07407	NS
7) Restatement	T TS (W)	144.4 156.35	1 4	144.4 39.0875	3.6943	NS
8) Empathy/Reflection	T TS (W)	.4 7.1	1 4	.4 1.775	.2253	NS
9) Nonverbal Referrent						
10) Interpretation	T TS (W)	2.025 4.6	1 4	2.025 1.15	1.7609	NS
11) Confrontation	T TS (W)	5.625 1.5	1 4	5.625 .375	15.00	* $p < .05$
12) Self-Disclosure	T TS (W)	3.025 2.1	1 4	3.025 .525	5.7619	NS
13) Silence						
14) Other	T TS (W)	.625 3.5	1 4	.625 .875	.7143	NS

* significant

of .8195 which is not significant at the .05 level. Thus, involvement in the refresher course prior to follow-up did not lead to any change in the frequency of the use of this skill for group 2 S's. Analysis of group 2 post/follow-up performance with open questions yielded a Univariate F ratio of .07407 which is not significant at the .05 level. As such, it appears that with open questions too there was no significant variance in the frequency of use of this skill as a result of involvement in the refresher course prior to follow-up evaluation. Post/follow-up comparison of group 2 S frequency of useage of restatement and empathy/reflection yielded Univariate F ratios of 3.6942 and .2253 respectively. Both values are not significant at the .05 level and so it appears that where these skills are concerned there was no change in the frequency with which they were used as a function of group 2 S participation in the refresher course. Where the frequency of usage of closed questions is concerned the post/follow-up comparison for group 2 S's yielded a Univariate F ratio of 3.0354 which is not significant at the .05 level. As such it would seem that here again the refresher course did not lead to change in the frequency with which this skill was used. Further examination of Table 4 shows that post/follow-up comparisons of group 2 S's performances results in a Univariate F ration of 15 for confrontation. This value is significant at the .05 level and indicates that in the period between post-training and follow-up evaluation there

was a significant decrease in the frequency with which this dimension was used by group 2 S's. In terms of Hypothesis Three then, the results of the post/follow-up comparisons for group 2 S's indicate that for subsection 3a which predicted no change in the use of minimal encouragers, 3b which predicted no change in the use of open questions, 3c which predicted no change in the use of restatement and, 3d which predicted no change in the use of empathy/reflection, the Null Hypothesis failed to be rejected. Also for subsection 3e which predicted no change in the use of closed questions, the results indicate that the Null Hypothesis failed to be rejected.

Hypothesis Four and Hypothesis Five were forwarded in order to examine whether or not any significant differences existed between group 1 S's and group 2 S's performances at the time of follow-up. These follow-up/follow-up comparisons of group 1 and group 2 performances were again conducted via 14 separate 2 x 5 repeated measures analysis of variance F tests. The 14 here refers to the 14 dimensions measured by Hill's system while the 2 x 5 refers to two groups with five subjects in each group. Table 5 presents the Univariate Analysis of Variance results for the comparison of these two groups. Again Table 5 lists the counselling dimensions measured in the same order that they appear in Hill's system but, since we will be considering Hypothesis Four at this point we will first examine the results of the analysis for the facilitative behaviors addressed

TABLE 5
UNIVARIATE ANALYSIS OF VARIANCE
COMPARING GROUP 1 TO GROUP 2

52

AT FOLLOW-UP ON THE 14 COUNSELOR DIMENSIONS MEASURED

Counsellor Dimensions	Source	SS	df	MS	F	$\alpha .05$
1) Minimal Encourager	T W	105.625 723.6	1 8	105.625 90.45	1.1677	NS
2) Approval Reassurance	T W	105.625 2135.1	1 8	105.625 266.8875	.3958	NS
3) Information	T W	13.225 78.000	1 8	13.225 9.75	1.3564	NS
4) Advice	T W	9.025 22.2	1 8	9.025 2.775	3.2523	NS
5) Closed Question	T W	45.4735 249.7083	1 8	45.435 27.7456	1.6389	NS
6) Open Question	T W	19.6 164.8	1 8	19.6 20.6	.9515	NS
7) Restatement	T W	44.1 112.5	1 8	44.1 14.0625	3.136	NS
8) Empathy/Reflection	T W	.1 16.5	1 8	.1 2.0625	.0484	NS
9) Non-Verbal Referrant						
10) Interpretation	T W	21.025 21.6	1 8	21.025 2.7	7.7870	* $p < .05$ Gr. 1 > Gr. 2
11) Confrontation	T W	9.025 42.2	1 8	9.025 5.275	1.7109	NS
12) Self-Disclosure	T W	46.225 57.9	1 8	46.225 7.2375	6.3869	* $p < .05$ Gr. 1 > Gr. 2
13) Silence	T W					
14) Other	T W	21.025 57.2	1 8	21.025 7.15	2.94056	NS

through the STP. The Univariate F ratio for minimal encourager is 1.1677 which is not significant at the .05 level. As such it would appear that there was no significant difference in the frequency of which group 1 or group 2 S's used minimal encouragers at the time of follow-up. Similarly the Univariate F ratios yielded for open question, restatement, and empathy/reflection were .9514, 3.136, and .0484 respectively, all of which are not significant at the .05 level. Thus, it also seems that there are no significant differences between the two groups in terms of the frequency with which they use these behaviors. Generally then, the analysis indicates that there are no significant differences between the two groups in terms of the frequency with which they use the facilitative behaviors addressed through the STP. Thus, the Null Hypothesis here failed to be rejected.

Finally, Hypothesis Five attempts to determine whether or not there is a significant difference between the S's of both groups in terms of their use of detractive behaviors at the time of follow-up. Closed questions are the only detractive behavior that the STP touches on and examination of Table 5 shows that the Univariate F ratio for closed questions is 1.6389 which is not significant at the .05 level. It therefore appears that there is no significant difference between the two groups in terms of the only detractive behavior addressed through the STP and thus, the Null Hypothesis here failed to be rejected. Further examination of Table 5 indicates that the only dimensions where there was a significant difference between

these two groups at the time of follow-up were on two dimensions not addressed through the STP. The Univariate F ratio that resulted from the comparison of group 1 and 2 S's use of interpretation at the time of follow-up was 7.787, which is significant at the .05 level. Similarly, the Univariate F ratio for self-disclosure was 6.3869, also significant at the .05 level. In both of these instances, the results indicate that at the time of follow-up group 2 S's used significantly fewer of these responses than did group 1 S's.

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 hypothesis 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 determine whether the STP offered at the University of Ottawa leads to trainee growth on the counselling dimensions addressed through the program. Hypothesis One then, investigated the five counselling dimensions addressed through the STP in an effort to establish whether or not the program provided an effective format for stimulating growth on those dimensions. Results of the statistical analysis indicated that significant change did not occur where

minimal encouragers and open questions were concerned but, that there was a significant increase in the frequency with which restatement and empathy/reflection were used. There was also a significant decrease in the frequency with which trainees used closed questions as a function of training. Thus, the Null Hypothesis failed to be rejected for minimal encourager and open question but it was rejected for restatement, empathy/reflection and closed question.

The second aim of this research study was to determine whether gains made through the STP lasted over time. In order to test for retention of skills the S's population was randomly divided into two equal groups for the follow-up phase of the study. Group 1 S's received no refresher training prior to conducting their follow-up interviews while group 2 S's participated in four hours of refresher training prior to their follow-up interviews. Thus, if at follow-up group 1 performance fell off significantly from the level achieved at post-training, this would be indicative of the fact that the existing STP format did not result in lasting change in its trainees. Similarly, if at follow-up group 2 performance levels increased significantly from the level achieved at post-training, the fact that group 2 S's benefited to such an extent from refresher training would also indicate that: 1) the STP format was deficient in that it did not allow enough time for trainees to achieve levels of competence that would result in lasting change or, 2) the STP format was deficient since S's are obviously capable of assimilating more

of the course content at a later time. In either case, if significant gains were made by group 2 S's as a result of their exposure to refresher training, this would speak to the fact that the STP would be more effective if it were of longer duration since it would then allow for more instruction and more practice.

Since Hypothesis Two pertains to group 1 performance at follow-up, it attempted to ascertain whether there was a decrease in skill levels for group 1 S's at follow-up. Results of the statistical analysis indicated that there was no significant change in the frequency with which any of the five counsellor behaviors addressed through the STP were used by group 1 S's at follow-up. Thus, analysis of group 1 performance at follow-up resulted in a failure to reject the Null Hypothesis for minimal encourager, open question, restatement, empathy/reflection and closed question.

Analysis of group 2 data at follow-up also indicated that, despite refresher training prior to follow-up evaluation, there was no significant change in the frequency with which any of the five counsellor behaviors addressed through the STP were used. As such, group 2 S's performances at follow-up also resulted in a failure to reject the Null Hypothesis for minimal encourager, open question, restatement, empathy/reflection, and closed question. However, it was noted that group 2 S's significantly decreased their use of confrontative statements in the period between post-training evaluation and follow-up.

Finally, Hypothesis Four and Hypothesis Five attempted to determine whether there were any performance differences between group 1 and group 2 performance at follow-up on the facilitative behaviors addressed through the STP. Analysis of the data indicated that where frequency of use of these behaviors was concerned there were no significant differences between the two groups at follow-up. Thus, for minimal encourager, open question, restatement, and empathy/reflection the Null Hypothesis failed to be rejected. Hypothesis Five on the other hand, spoke to a follow-up comparison of these two groups in terms of frequency of use of the detractive counsellor behavior addressed through the STP. Here too, analysis of the data indicated that in terms of this behavior no significant differences existed between the two groups at follow-up. Thus, where closed questions were concerned the Null Hypothesis once again failed to be rejected. Interestingly, the only two behaviors that these groups differed significantly in their use of at follow-up, were two behaviors that are not addressed through the STP. Analysis of the follow up data indicated that group 2 S's used significantly fewer self disclosure statements and significantly fewer interpretive statements at follow-up than did group 1 S's. A possible explanation for this finding will be forwarded later in this section.

Briefly then, it can be concluded that the STP was effective in leading to trainee growth on three of its five target behaviors, restatement, empathy/reflection, and closed questions. The program

was not effective in leading to trainee growth in the use of minimal encouragers or open questions. Although not directly addressed through the STP there was also a significant increase in the frequency of use of interpretation as a result of training. Analysis of performances after a four month period indicated that any gains made through the STP were maintained over time. Also, analysis of group 2 follow-up function indicated that the existing STP format was of sufficient duration to allow for the maintenance of any gains made through training. Comparison of group 1 and group 2 level of function at follow-up indicated that, after four months there were no significant differences between the two groups in terms of the frequency with which they used the facilitative or detractive dimensions addressed through the STP despite the fact that group 2 received refresher training immediately prior to follow-up evaluation. However, these follow-up/follow-up comparisons did indicate that group 2 S's used significantly fewer interpretive and self-disclosure statements at follow-up than did group 1 S's.

B) Discussion of Hypothesis One:

The first hypothesis forwarded for this study was concerned with whether or not the STP led to counsellor growth on the five target behaviors addressed through the program. In terms of significant increase in trainee useage of these behaviors the Null Hypothesis was not rejected where minimal encourager and open question

were concerned but, the Null Hypothesis was rejected where restatement, empathy/reflection, and closed question were concerned. Further, the pre-training/post-training comparisons also indicated that, despite the fact that there is no direct training in the use of interpretation through the STP, there was a significant increase in the use of this skill as a result of training. What then do these findings imply about the effectiveness of the STP format?

The primary purpose of the STP is to provide an economical training format that allows trainees to acquire the facilitative skills necessary to conduct helping interviews. In essence the aim of the program is to help trainees learn to listen and, as such, it is hoped that as a result of training trainees will use those behaviors that lead to client openness of self exploration and avoid those behaviors that inhibit this process. Thus, the STP intends for trainees to increase their use of minimal encouragers, open questions, restatement, and empathy/reflection while a decrease in the use of closed questions is viewed as desirable. This being the case then, one possible explanation for the fact that training did not lead to significant trainee growth on the minimal encourager and open question dimensions addressed through the STP is that the STP fell somewhat short of its goals. The lack of significant growth on the minimal encourager dimension is puzzling since one would expect that this skill would be quite easily mastered. However, the fact that significant trainee growth did occur on the more active counsellor

dimensions like empathy/reflection, restatement, and interpretation may provide a possible explanation for this finding. Ehrlich et al 1979 found that "continuing responses and open questions ... seemed to be especially effective for encouraging client self-exploration and openness" (Ehrlich et al 1979, pg. 396) yet, despite the effectiveness of all these dimensions, restatement was the only continuing dimension in this study where significant growth was demonstrated. It seems entirely possible that the restatement dimension was preferred by trainees here because it serves its purpose while allowing the counsellor to participate in the counselling interaction. That is, minimal encouragers are by definition minimal interactions that lead to further client self-exploration while open questions were found to elicit the longest client responses by Ehrlich et al in their 1979 study. For the novice counsellor who is unsure of his skills, the benefits of these two dimensions may be understood but, he or she may be apprehensive to use either one for fear that through these skills they may not be capable of keeping up with the information the client is providing. In short, while use of restatement, open question and minimal encourager all lead to client self-exploration, only restatement allows counsellors to clarify the content of client statements at the same time. Thus, perhaps trainees in this study opted for the use of restatement over minimal encouragers and open questions because use of this dimension better enabled them to keep up with the flow of therapy. Also, it

is entirely possible that the 15 minute counselling interaction used in this study was not of sufficient duration to allow these particular skills to be used to the extent they might in a 45 minute interaction. In any event, it may be reasonable to extend the STP training period from its present four weeks in order to allow trainees to practice using these more difficult skills and thereby become comfortable with them in the counselling setting.

The gains exhibited in terms of significant trainee growth on the empathy/reflection dimension and the significant decrease in trainee usage of closed questions represents important progress for the S's of this study. Recent research (Ehrlich et al 1979) has demonstrated that clients value affect responses such as empathy/reflection and that such responses were useful in establishing trust and rapport. Conversely, the same authors found that clients disliked closed questions and, that the use of this type of response inhibited productive client behavior. Considering that the desired growth occurred on both of these dimensions it appears that the present STP format is sufficient where these two behaviors are concerned.

Finally, the results of this study indicated that significant trainee growth also occurred on the interpretation dimension despite the fact that it was not directly addressed through the STP. Examination of the means calculated for the pre/post analysis of counsellor functioning on this dimension suggests two possible explanations for this occurrence. It appears that the use of this skill occurs at such low levels in trainees prior to instruction that almost any increase in the use of interpretive statements

after training could show up as significant growth on this dimension. Thus, it is possible that the limited instruction that trainees receive around interpretation in the discrimination training phase of empathy training combined with the continued practice allowed through the STP is sufficient to result in significant growth on this dimension. However, this result could also be attributed to the inexperience of these counselling trainees. That is, considering the pressure inherent in conducting a 15 minute, tape recorded interview immediately after having completed a training course, it is possible that the S's in this study used interpretation at post-training in order to satisfy a felt need for closure. Examination of the data also indicates that advice and information statements may have been used to achieve the same ends at pre-training. The fact that use of the advice and information dimensions tended to decrease as a function of training while the use of interpretation increased significantly over the same time might lend some support to this supposition.

Thus, in ~~summary~~ it can be seen that the pre/post comparisons of trainee functioning indicate that the current STP format was successful in leading to desired trainee change on three of the five target behaviors addressed through the program: restatement, empathy/reflection, and closed question. Training also resulted in a significant increase in the use of interpretation regardless of the fact that this skill is not addressed through the STP.

It seems likely that this finding is either due to the fact that even marginal growth on this dimension is significant when compared to pre-training levels of use or, perhaps trainees used this skill more frequently at post-training in an effort to achieve some closure in their interviews. On the other hand, the lack of significant growth on the minimal encourager and open question dimensions possibly represents an important shortcoming of this training package. Research has shown that these are important skills in the counselling setting and it seems possible that they were not used because trainees were more comfortable using skills that allowed them to play a more active role in the counselling interaction. As such, it would likely be beneficial to modify the STP format where these skills are concerned in order that trainees might be more comfortable with their useage.

C) Discussion of Hypothesis Two:

The second Hypothesis forwarded for this study was concerned with whether or not the five S's assigned to group one would retain post-training levels of functioning over the four months between post-training and follow-up assessments. Post/follow-up evaluation of group one S's performance indicated that there was no significant change in skill levels on any of the five target behaviors addressed through the STP. Thus, where group 1 was concerned, the Null Hypothesis failed to be rejected for all five target behaviors addressed through the STP.

The gains that group one showed on the interpretation dimension

at post-training were also maintained over time. Hence, it appears that where significant trainee growth occurred as a result of training, the training effects lasted over time. As such, the results of this study concur with those of a study conducted by McCarthy and her colleagues (1977) where they found, contrary to previously published research, that follow-up skill levels remained higher than pre-training levels. As in the McCarthy (1977) study, the data here indicated that generally skill levels did not remain at post-training levels but that they also did not regress to pre-training levels over this period.

Thus, considering the fact that the gains made through the STP endured over time, one might expect that, if the STP could be modified in such a way that significant growth could occur on the minimal encourager and open question dimensions, these gains may endure over time as well. Generally though, these findings indicate that the STP format is capable of bringing about lasting change on the counselling dimensions addressed through the program.

D) Discussion of Hypothesis Three:

Hypothesis Three was concerned with whether or not the five S's assigned to group two would show increases in their level of functioning at follow-up as a result of participating in the refresher course prior to conducting their follow-up interviews. Evaluation of group two S's performance at follow-up indicated that between post-training and follow-up there was no significant

change on the five counsellor dimensions addressed through the STP for these S's. Thus, the Null Hypothesis failed to be rejected for all of the five target behaviors. As was the case for group one S's, the gains made by group two S's in the use of interpretation were also maintained over the period between post-training and follow-up. The fact that group two level of function did not increase significantly at follow-up as a result of their involvement in the refresher course can be interpreted as meaning that the STP is of significant duration to allow for the retention of those skills where a significant training effect was illustrated through post-training assessment. Group two S's also showed a significant decrease in their usage of confrontation at follow-up. This would seem to indicate that group two S's were more accepting of their client's perspective at follow-up than they were at post-training. It is possible that this change is the result of group two S's participating in the refresher course prior to follow-up assessment. That is, through the refresher course group two S's were provided with the opportunity via group discussion and role playing, to "try on" the course content one more time. Thus, it is likely that when they conducted their follow-up interviews they were more aware of the fact that their role as counsellor was primarily to listen non-judgementally. As such, the significant decrease in their use of confrontation may indicate that, at follow-up group two S's were adopting more of an active listening role than they were at post-training. As was the case with group one S's at follow-up, there were changes in the

rate with which group two S's used various counselling dimensions in the period between post-training and follow-up and these changes would seem to indicate that group two S's did adopt more of a listening approach at follow-up. Appendix 6 illustrates that group two S's tended to increase their use of minimal encouragers at follow-up while they decreased their use of closed questions, restatement, empathy/reflection, and interpretation at that time. Comparison of group one and group two S's showed more generalized decreases in the frequency with which group two S's used the active counsellor dimensions measured in this study and they showed a larger increase in their use of minimal encouragers. Thus, it seems possible that these trends might indicate that although the refresher course did not lead to significant increases in group two S's skill levels, it may have reminded them that their main purpose was to listen to their clients.

In summary, these results appear to indicate that the refresher course did not result in any significant changes in group two trainee's counselling skills. There was also no significant decrease in the training effects that were evident at post-training. Thus the evidence indicates that the current STP format does result in lasting change in those skills where training effects were evidenced at post-training. However, it seems that the refresher course may have led group two S's to adopt more of an active listening approach at follow-up than at post-training.

E) Discussion of Hypothesis Four and Five:

- Hypothesis Four sought to examine whether or not at follow-up there was any significant difference between group one and group two use of the facilitative counsellor dimensions addressed through the STP. Analysis indicated that there was no significant differences between the two groups on any of these dimensions and, as a result, in each case the Null Hypothesis failed to be rejected. Since training resulted in significant growth on only two of the facilitative behaviors addressed through the STP these results were interpreted as indicating that the STP format is an effective one for bringing about lasting change on facilitative dimensions where a significant training effect has been demonstrated. That is, since group two participation in the refresher group did not result in a significant superiority in this group's functioning on these dimensions at follow-up then it was reasoned that the initial gains made as a result of training must have been strong enough to last over time. Thus, if one could modify the STP format in such a way as to bring about significant increase in the usage of minimal encourager and open question dimensions as a function of training, the results cited here and in the discussion of Hypothesis Two and Three indicate that such growth could be expected to endure over time.

Hypothesis Five was concerned with whether there was any significant difference in group one or group two use of closed questions at follow-up. Results of the analysis at follow-up indicated that

no significant difference existed between the two groups on this dimension. As such, here too the Null Hypothesis once again failed to be rejected and it was concluded that the instruction rendered through the existing STP format was of sufficient duration to the result in lasting trainee change on this dimension.

Considering the results of the analysis for Hypothesis Four and Five then, the fact that no significant differences were found between these groups on any of the counselling dimensions addressed through the STP would seem to indicate that participation in the refresher course did not lead to any recognizable differences in group two S's functioning at follow-up. Thus, it would appear that the training effects produced through the STP format are strong enough to endure over time. However, despite these findings there is reason to believe that the refresher course did have an effect on the performance of group two S's at follow-up. It was shown in the discussion of Hypothesis Three that group two usage of confrontation decreased significantly in the period between post-training and follow-up. Since the refresher course was run immediately prior to follow-up, this decrease was attributed to group two participation in that course and, it was interpreted as being indicative of a more active listening approach by group two S's at follow-up. Further to this, the follow-up comparisons of these two groups indicated that group two S's used significantly fewer interpretations and significantly fewer self-disclosures than group

one S's did at this time. Since interpretation and self-disclosure are considered verbally active counsellor dimensions in that they are indicative of the fact that the counsellor is sharing his perceptions and experience, this finding would seem to indicate that group two S's were somewhat less active verbally at follow-up than group one S's. Closer examination of the follow-up data adds weight to this assumption. Generally, the mean values at follow-up indicate that, with the exception of the minimal encourager dimension, in every remaining response category measured group two S's responded less frequently than did group one S's. Thus, while group two S's used more minimal encouragers which are by definition minimal interventions aimed at prompting the client to continue speaking, group one S's used more of every other type of response measured. In particular group one S's were noticeably more active on the information, advice, restatement, and confrontation dimensions. The fact that group one was more active on the information and advice dimensions suggests that these S's were more actively involved in problem solving with their clients than group two S's. Group one activity on the restatement and confrontation dimensions also indicates that these S's were more involved in the counselling interaction and more demanding of their clients than group two S's. Finally, the fact that the total number of responses made by group one S's was noticeably higher than the number made by group two S's at follow-up also points up the fact that group one S's were verbally

more active at this time. (see Appendix 6).

Although much of the evidence cited is speculative in nature, these trends in the data do seem to indicate that at follow-up group two S's were more likely to adopt an active listening stance while group one S's appear to have been more verbally involved in problem solving with their clients. As such, the performance of group one S's at follow-up resembles trainee follow-up behavior in the McCarthy, Danish and D'Angelli (1977) study. These authors found that "trainees tended to return to a more natural conversational helping style at follow-up focusing on rapid problem solving, as indicated by their increased usage of influence, advice and, self-disclosure". (McCarthy et al 1977, pg. 33).

It appears then that, although group two participation in the refresher course did not result in significant performance differences between the two research groups on the counselling dimensions addressed through the STP, involvement in the refresher course may have influenced the manner in which group two S's interacted with their clients at follow-up. As in McCarthy's (1977) study, group one trainees may naturally have moved towards a more "conversational helping style" (McCarthy et al 1977, pg. 33) in the period after training while, in group two S's this process was interrupted when they participated in the refresher course. In this sense the comparison of group one and group two at follow-up may have served to highlight a naturally occurring phenomenon in counselling trainees, the

evolution towards a more personalized helping style. Group two S's were responding in a more constrained form as a result of participating in the refresher course just prior to follow-up. However, for the S's of group one the STP material may have been slightly less defined and, consequently the style of intervention they tended to use was less restricted than that used by group two S's. In short, the STP emphasis is on receptive, listening behavior and, due to their participation in the refresher course group two S's demonstrated more of this behavior at follow-up than group one S's. Group one S's interviews on the other hand were more personalized in that they tended to be more directional in nature with the counsellors playing more active roles in the counselling process.

In summary, the results of the examination of Hypothesis Four and Five indicate that no significant differences existed between group one or group two S's at follow-up despite group two involvement in the refresher course. These results were taken as further evidence of the strength of the STP format in that the training effects from this program not only endured over time but, the program content was internalized to such a degree that retraining after four months time did not lead to marked trainee change on those dimensions addressed through the program. The results of the follow-up phase of this study did seem to highlight a developmental process that other researchers (McCarthy et al 1977) have

noted in counselling trainees. That is, it appears that, although the gains made initially through training do not diminish significantly over time, counsellor trainees tend to naturally move towards more active helping styles over time. This trend was illustrated by the fact that group two S's functioned at significantly higher levels on interpretation and self-disclosure, two counsellor dimensions that are considered to be active in nature.

Summary and Conclusions

The primary aim of this study was to determine whether the STP format was an effective one for leading to trainee growth on the counselling dimensions addressed through the program. Results of the pre-training/post-training comparisons indicated that the existing format was instrumental in leading to significant trainee change on three of the five dimensions addressed: restatement, empathy/reflection and, closed questions. This was considered to be important progress for novice counsellors since these skills are instrumental when it comes to establishing trust and rapport in the counselling situation. The program however, fell somewhat short of its aims where the minimal encourager and open question dimensions were concerned. It was hypothesized that this finding may have been due to a preference on the trainees part to use restatement responses where continuing responses of any type were called for since these responses allow for more counsellor participation. It was reasoned that by adopting an active approach in the counselling



interaction, novice counsellors may be better able to confirm their perceptions and stay abreast of new developments and, thus they may be more comfortable with such an approach. It was also felt that these skills may not have been displayed to a greater extent due to the limitations of the 15 minute interview format used in this study. In any event, the fact that the STP failed to lead to significant trainee growth on these two dimensions was seen as a shortcoming of this program and, on the basis of this finding a re-thinking of the STP format was suggested in order that future trainees might show broader gains in this area. One possible modification might involve extending the present training period to allow for more videotaped practice and feedback around minimal encouragers and open questions. Pre/post comparisons also indicated that significant trainee growth occurred on the interpretation dimension. This dimension is not directly addressed through the STP and, as such the significant increase in its usage at post-training was interpreted as being indicative of a need, on the part of the trainees, to effect some sense of closure on the post-training interviews. It may however, be interesting in future research to determine what types of interpretations are being made by counsellor trainees. Overall then, although this training format may require slight modification it appears to be an effective and economical means whereby trainees can learn the basic fundamentals of counselling.

Secondarily this study sought to determine whether the gains realized as a function of the STP would endure over time. To this end, the subject population was divided into two groups approximately four months after the post-training evaluation. Group one S's received no refresher training prior to follow-up while group

two S's participated in a four hour refresher course immediately prior to follow-up. Thus, if as a result of this manipulation group two S's performed at significantly higher levels on the dimensions addressed through the STP at follow-up it could be concluded that trainees could benefit from an extended training period. On the other hand, if group one S's skill levels decreased significantly in the period between post-training and follow-up it could be concluded that the training effects realized through the STP did not endure over time. Results of the post/follow-up comparisons for group one S's indicated that any gains these S's made as a result of training endured over time and, hence it was concluded that the STP format was effective in bringing about lasting change. The results of the post/follow-up comparisons for group two S's indicated that there were no significant increases in skill levels for this group despite refresher training. Thus, on the basis of these results it was concluded that the STP format is of sufficient duration to bring about lasting change on those dimensions where a significant training effect was demonstrated at post-training. Interestingly though, group two S's showed a significant decrease in the frequency of their use of confrontation at follow-up. This, when considered in light of other trends in the data, seemed to indicate that group two S's were adopting more of an active listening approach at follow-up than were group one S's. As such it appeared that although the refresher course did not result in group two S's

functioning at significantly higher levels at follow-up, it may have reminded these S's that their major role in counselling was to listen and, because of this they were less verbal at follow-up than group one S's. Comparison of both groups follow-up performances strengthened this assumption. The results of this comparison indicated that the two groups did not differ significantly in the frequency with which they used the dimensions addressed through the STP but that group two S's used significantly fewer interpretations and self-disclosures. The data also indicated that group two S's responded less frequently than group one S's (see Appendix 6). Thus, while these results further confirm the conclusion that the STP leads to lasting change on those dimensions where a significant training effect is realized, they also indicate that the refresher course led group two S's to adopt more of an active listening approach than group one S's at follow-up. It was assumed then that these follow-up comparisons illustrated that group one S's were following a natural developmental route towards a move "conversational helping style" (McCarthy et al 1977, pg. 33), while this process was interrupted in group two S's due to their involvement in the refresher course.

Suggestions for Future Research

1. Now that an evaluation of the effectiveness of this training package has been conducted, it may be enlightening to follow a group of trainees through supervised placements and evaluate their

performances via Hill's system in an attempt to establish what changes in function occur as a result of supervision and interaction with real life clients.

2. As is the case in much counselling research, the results of this study may be limited due to the fact that standard clients as opposed to real life clients were used in the study. Gormally and Hill (1974) spoke to this issue when they stated that "volunteer clients are often not motivated to explore their feelings and may seek a personal rather than a helping relationship" (Gormally and Hill 1974). Thus, it may be fruitful in the future to attempt to use real life clients in the evaluative phases of a study such as this.

3. It would be interesting to incorporate the use of a client rating scale into future studies of this sort in order to obtain their evaluations of counsellor effectiveness at the various stages in the training process. D'Augelli and Danish (1976) advocated such an approach when they stated that "a training program must be scrutinized not only in terms of its production of "effective (by its own terms) graduates" but also in terms of these helpers' effects on others" (D'Augelli and Danish 1976). Such an approach would allow future researchers to determine whether clients prefer the counselling approach taken by group one S's at follow up in this study or, whether they prefer the active listening style exhibited by group two S's.

4. Finally, the use of a placebo group would allow for more definitive statements about the effects of training. Gormally and Hill (1974)

suggest that "in the minimally adequate research design a treatment group testing the effects of training and a placebo group controlling non-specific variables should be used" (Gormally and Hill, 1974). Obviously, this is a hard suggestion to follow up on since instructors running courses such as the STP can not afford to randomly give students the differential treatment implied in this approach. However, such an approach could only increase the credibility of the results from studies of this nature.

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78

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APPENDIX 1
MICROCOUNSELLING

APPENDIX 1

Microcounselling

Ivey's microcounselling, unlike Carkhuff's SHRT, is not a theory encompassing a specific approach to therapy. It is essentially a framework, or methodological approach to training that can lend itself to any specialty training program. This approach is founded on four basic propositions. The first of these propositions states that breaking the counselling situation down into specific skills allows trainees to deal with the complex nature of counselling more effectively. It is from this approach of systematically focusing on one skill at a time and allowing the trainee to practice that skill in a real interview setting that the name microcounselling was determined. Ivey feels that this approach is important to training in that it effectively allows trainees to fully learn and experience using one skill at a time and thus, incorporate that skill into their personal repertoire in their own way. He also feels that this process has inherent reinforcing qualities since trainees really feel that they are making progress as they experience themselves mastering the successive skills in the program. Also, it is felt that if the trainees feel successful in the initial stages of training then they will be motivated to master the more difficult skills presented later in training.

The second proposition states that trainees will find it easier

to conceptualize the use of the various skills presented in the program if they are provided the opportunity to see an experienced counsellor demonstrate their useage. This idea is explainable in terms of modeling behavior and, in fact, is not too different from Carkhuff's belief that a training program can not exist without a trainer who can provide "a model for the trainee to identify with and immlute" (Carkhuff, 1972). Thus, trainees in microcounselling are shown videotaped interviews of experienced therapists demonstrating each skill before they are expected to use that skill themselves.

The third proposition underlying this program is based on the belief that trainees could learn a great deal if they were provided with the opportunity to observe themselves in action. It was this belief that lead to the incorporation of videotaping in scaled down interview situations into this training program. This could perhaps be the real forte of microcounselling since the videotape allows for immediate and focused supervisor feedback about the trainees performance. It is this type of feedback in conjunction with the opportunity to practice in a simulated interview setting with volunteer clients that serves to unify the theoretical, facilitative conditions of therapy with recognizable counsellor behaviors. This procedure then, effectively eliminates much of the guesswork often associated with actualizing these behaviors in a real counselling setting since trainees have the opportunity to see themselves using these skills while they simultaneously receive supervisor feedback about their effectiveness.

Finally, the fourth proposition states that counselling trainees could benefit more from real interview sessions being built into the training program. These interviews are real in that the client is a volunteer from outside the training group and not another trainee role playing. Although these are scaled down interviews in that they are five minutes in duration, they do have the benefit of allowing the trainee to experience establishing a rapport with the client as well as allowing him/her the opportunity of focusing in and perhaps gaining some insight into a previously unknown problem.

These four propositions then, provide us with an insight into what Ivey and his colleagues were attempting to accomplish when designing their program. When these ideas were integrated to form the basis of the microcounselling program the result was a "multilevel program of instruction including cue discrimination in the form of video models, written materials, supervisor's comments, operant reinforcement of newly learned behavior with an emphasis on a warm, empathic trainee-supervisor relationship" (Ivey 1976). The strength of the program though, was seen in its incorporation of the use of video tape since, as Ivey states, "seeing oneself on videotape is a powerful and meaningful experience" (IBID).

With the format of microcounselling decided the focus shifted to determining what skills the program would attempt to instill in trainees.

Past research had indicated that beginning counsellors tended

to "spend too much time talking; interrupt the patient; ask closed-ended questions; make long, awkward speeches; and lapse into long, unplanned silences" (Moreland 1971). In short, it appeared that novice counsellors spent too much time conducting the interview and not enough time attending to the client. It was decided that the initial stages of training had to deal with training counsellors how to attend to their clients since attending was considered central to the establishment of client-therapist rapport. To do this attending behavior had to be broken down into teachable behavioral components in order to fit into the microcounselling framework with its emphasis of focusing on single skills. It was decided, on the basis of research findings and through the observation of novice counsellors, that instruction in the use of eye contact, physical posture, and verbal following could greatly increase the counsellor's effectiveness in initial interviews. Further, it was anticipated that these skills could be taught either individually or simultaneously depending on the trainee's level of sophistication.

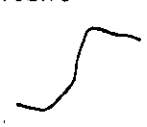
This emphasis on teaching the components determined to contribute to effective attending again reflects the rationale behind the microcounselling program. An attempt was made to begin instruction with skills that are relatively easily mastered in order to give trainees the experience of having made some progress. Also, the most basic skills were presented firstly in order to establish a firm behavioral foundation to which the more complex skills could later be added.

Once these skills are established the focus of training shifts to concentrate on skills that will enable the counsellor to open lines of communication with his client. These skills are seen as extensions of attending behavior since they essentially focus the interview on the clients' needs and thereby provide the counsellor with an understanding of the client's perspective and his needs. Instruction in this phase of training focuses on questioning techniques like open questions and closed questions and deals with their relative merits, how they can be used to open an interview, how they can aid the client in giving specific examples of what he is talking about, and how they can focus the client on his feelings. Trainees are also instructed in the use of minimal encouragers and are informed of their reinforcing qualities and how through their useage the counsellor can prompt his client to take a more active role in the interview while also communicating the fact that he is still attending to, and interested in what the client is saying.

Once it is determined that the trainees understand and are capable of using the basic attending behaviors the focus of training shifts to the more complex attending skills of reflection or summarization of feeling and paraphrasing or summarization of content. Reflection of feeling is essentially the same as Carkhuff's concept of empathic understanding. It involves the counsellor's ability to experience his client's feelings and communicate his understanding of those feelings in such a way that the client senses that the therapist

is "with him". This is considered an important aspect of the counselling process since summarizing the client's feelings allows him to better understand them. The distinction between reflection and summarization of feeling is more of a temporal one. Reflection of feeling refers to communicating to the client his feeling at that moment, whereas, summarization of feeling refers to the counsellor's integration of feelings expressed by his client over a period of time and his subsequent sharing of a global impression about those feelings in an attempt to clarify the issue for the client. This emphasis on feeling and its accurate reflection that we see in microcounselling is based in the same rationale that fostered this focus in Carkhuff's training program. Thus, the two programs share the belief that through understanding a person's feeling we gain an understanding of his problem and that, the communication of our understanding motivates the client to explore his situation more fully thereby giving him the opportunity to achieve an insight and then to act on that insight.

The other two listening skills of paraphrasing and summative paraphrasing focus on the content of the client's statements. These skills are used to clarify confusing content or to help clarify issues for both the client and the counsellor. The difference between the two of these is again a temporal one with the paraphrase being a re-statement of material just offered by the client and the summative paraphrase being a statement that focuses on the essential content



of a number of client statements and ties that content together in such a way as to clarify the content and lead the client into a deeper discussion of the subject.

With the completion of training in attending skills the focus of the program shifts to concentrate on the counsellor skills of self expression. Instruction in this area centers on the expression of feeling as opposed to content, direct mutual communication and interpretation. This part of the program is based in the premise that unless a counsellor is capable of potent, focused interventions there will be little client growth in therapy. Hasse and DiMattia's (1970) finding that training counsellors in the expression of feeling not only resulted in counsellors using feeling in a potent, therapeutic manner but also aided them in discriminating their client's feeling states led to the incorporation of training the expression of feeling and content into the microcounselling program. The difference between these two models of expression is defined in terms of expression of feeling being the counsellor's ability to get in touch with his experience and then put a name to that experience whereas, expression of content refers to the counsellor's ability to organize his thoughts through introspection with the aim of expressing himself more directly and succinctly.

The counsellors skill of direct mutual communication presented in microcounselling is essentially the same as Carkhuff's concept of immediacy. Training in this skill is geared towards providing trainees

with insight into the dynamics of the counselling relationship so that they might share these insights with their clients. Since the manner in which a client interacts with the counsellor is often illustrative of the manner in which he interacts with others outside of the counselling setting, this sharing may provide him with insights that could lead to eventual behavioral change. Because of this, this skill is seen to be very important therapeutically.

The final and most difficult skill presented in this training program is interpretation. Ivey defines interpretation as a "semantic integration of cognitive and affective states which ... attempts to present the essence of the individual as seen from another vantage point" (Ivey, 1971). As such, interpretation is achieved when the therapist views his client's statements and behaviors through his own objective frame of reference and shares that with the client in an effort to show the client himself in another light possibly outlining contradictions between his view of himself and the views of others towards him. Pointing out such contradictions can be very facilitative but it is generally conceded that the skills involved in interpretation are difficult to master. Thus, microcounselling does not profess to produce fully skilled interpreters but to expose its trainees to this skill so that they might further grow into and master it through practice.

Training Procedures

The microcounselling training procedures are relatively standardized in that the same training format is followed for each skill presented in the program. The basic outline of this format is described by Ivey (1971) and will be presented here in abbreviated form. This basic model involves nine steps in which:

- 1) the trainee and volunteer client are shown to a video equipped room where the interview is to take place
- 2) a five minute interview is videotaped
- 3) the client leaves the room to fill out an evaluation form which provides the trainee with feedback from this perspective
- 4) the trainee reads a description of the specific skill to be taught in the microcounselling manual and discusses this skill and his previous session with a supervisor
- 5) the trainee then views videotapes of experts demonstrating this specific skill
- 6) the trainee critically reviews and discusses his initial interview with the supervisor indicating the positive and negative aspects of his performance
- 7) the definition of the skill is reviewed and plans for the next session are made with the supervisor
- 8) the trainee interviews the same client a second time for five minutes
- 9) the supervisor provides feedback and evaluation of the final session

This outline serves to illustrate the important part that videotape plays in the microcounselling program. Another important aspect of this program however, is the use of the microcounselling manual in

conjunction with the viewing of expert video-models demonstrating the various counselling skills. Where the manual provides the trainees with a cognitive understanding of what each skill entails, the video-models provide the trainees with the opportunity to see each skill behaviorally manifested in the counselling setting. Together these two modes of instruction help the trainee conceptualize, then actualize each skill thereby, providing the bridge between theory and practice that is the main aim of microcounselling. Important also is the use of client feedback to provide the trainee with a different perspective on his effectiveness in the sessions.

As in Carkhuff's training model, microcounselling also insists on the trainer/supervisor being a genuine, congruent individual capable of exhibiting the skills he is attempting to instill in his trainees. These two training models then are much alike in their emphasis on a warm, accepting, and supportive training atmosphere where the trainee learns, not only from the materials presented through the course, but also through observation of the trainer.

APPENDIX 2

SYSTEMATIC HUMAN RELATIONS TRAINING (SHRT)

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Systematic Human Relations Training (SHRT)

Extensive reading about the SHRT model confirms the assertion that "this approach is an attempt to translate research and theory into effective practice by focusing on the effective ingredients and process of constructive relationships between human beings" (Carkhuff, 1972).

An understanding of Carkhuff's conception of the psychotherapeutic process provides some insight into the rationale behind the SHRT program. He feels that there are four important, interrelated phases that lead to therapeutic progress. In the first stage of helping, the facilitative phase, the helper uses the responsive skills of empathy, respect, and concreteness in order to communicate to the helper that he has an understanding of his frame of reference and thus, help him to explore his problem. In the second stage, those same responsive skills together with the potent reinforcing quality of the helper's attention and understanding provide the impetus that moves the helper along to higher levels of self-exploration and self-understanding. Eventually, in the third stage of helping, this higher self-understanding will prompt the helper to take some action to rectify his situation and this is when the action-oriented helper skills of genuineness, confrontation, self-disclosure, and immediacy come into play. Through the use of these skills and, because of the reinforcing

quality of his attention and behaviors, the helper becomes an important role model from whom the helpee can learn more effective living skills. Finally, the fourth stage essentially keeps the momentum from the first phases of therapy rolling. Carkhuff states that "often this cycle of exploration, understanding, and action is repeated over and over again. Each time the helper learns to understand his problem more accurately and, therefore, to act more constructively for himself and others" (Carkhuff, 1972).

There are two phases of helping that encapsulate all the four stages described above. The downward or inward phase when the helpee explores and comes to understand his problem, and the action oriented phase when he "translates this understanding into constructive action by searching out and implementing effective courses of action" (Calia, 1974).

Carkhuff feels that the process that occurs in therapy is not too much different from that which occurs in training since, in his eyes, effective people, be they helpers or trainees, "are a function of the quantity and quality of responses which they have in their interpersonal skills repertoire" (Carkhuff, 1972). It appears that this belief was central when Carkhuff designed his training program. Efforts were made to make the program as experiential as possible with the trainees not only learning but experiencing the helping dimensions offered through the program. Also the training program was designed to proceed through the various skills in the sequence

that they would normally occur in therapy. Thus, in the training program as in therapy, growth is the result of the assimilation of a model's more effective helping/living skills through exposure to those skills in a warm, supportive atmosphere.

In the training program the helping skills are systematically taught with the intention of providing the trainee with an understanding of himself and the therapeutic process that will enable him to effectively plan helping procedures. The role of the trainer in this process can not be over emphasized since he is responsible for creating and maintaining the warm, accepting atmosphere conducive to trainee experimentation as well as, for modeling effective helping behaviors and reinforcing trainee attempts to adopt these skills as their own. By looking at the therapeutic model and the training model in this light we see what Carkhuff meant when he stated that "the same skills which make for helping effectiveness make for training effectiveness" (Carkhuff, 1972).

The SHRT program is an experiential-didactic program that attempts to present its trainees with specific, empirically validated, skills in a step-by-step fashion that follows from the sequence in which these skills actually occur in the therapeutic setting. Carkhuff structured his training program in this manner purposely in an attempt to create an experiential atmosphere in training in which trainees can live and experience the various stages of therapy and thereby gain some insight into the therapeutic process. Carkhuff feels that this

experiential aspect is very important to training and, as such, he places a heavy emphasis on the trainer's ability to demonstrate specific skills to his trainees in order that they might experience what it is like to be the receptor of the dimensions involved in therapy. As Carkhuff states "if the training program is focusing upon the discrimination and communication of empathy, the trainee must also have had the experience of the trainer communicating a depth of understanding to the trainee" (Carkhuff, 1972).

Calia outlines the parallel between the therapeutic process and the training process when he states "the developmental progression points clearly to the prepotent nature of the helping dimensions and has implications for training. The trainer moves sequentially from mother-empathy and other responsive dimensions, to those conditions proffered by the more demanding, conditionally caring, and directionful father - genuineness, immediacy, confrontation, and construction action. The trainer offers only as much of these conditions as the trainee can handle responsively and always in conjunction with deeper levels of nourishment and caring" (Calia, 1974). It becomes apparent then that the experiential aspects of training are the responsibility of the trainer in this program, and that there is indeed a heavy emphasis placed on the experiencing of helping skills as a part of training. Carkhuff sees this aspect of the program as being essential and states that "the trainer, then, provides a model for the trainee to identify with and emulate. Without such a person there is no program" (Carkhuff, 1972).

The didactic base of this program grew out of the author's wish to minimize the possible confusion that could arise out of instructing novice counsellors in the use of therapeutic skills that they have never been exposed to prior to training. To make this process more understandable to the trainee Carkhuff operationally defined the skills presented in the course of training as follows:

Conditions that facilitate the helper's efforts to explore and understand himself:

A) Empathy or understanding: is the ability to see the world through the other person's eyes. In helping, it is as if the helper "crawls" inside of the helpee's skin and feels the things the helpee feels, and experiences the world the way the helpee experiences it. The helper not only sees things the way the helpee sees things, but lets the helpee know what he sees, that is, he communicates what he sees to the helpee.

B) Respect, or caring for someone: is the ability to respond to the other person in such a way as to let him know that you care for him and that you believe in his ability to do something about his problem and his life. At the very beginning of helping the helper may not know enough about the helpee to communicate this specifically. As helping continues, the helper will come to know the helpee in specific ways so that he can communicate this respect for the helpee directly and specifically.

C) Concreteness, or being specific: is simply the ability to enable the other person to be specific about the feelings and experience he is talking about. The helper helps the helpee to be specific about the helpee's own experiences and not the experiences of other people. This is particularly critical during the early stages of helping when concreteness helps to develop empathy. At later points the helper may attempt to be concrete in developing the stages of problem solving.

(Carkhuff, 1972).

Beginning training on these dimensions reflects Carkhuff's belief that the first task in helping is to gain insight and understanding into the helpee's situation. This understanding is believed to enable the helpee to put the picture together and then initiate the action-oriented phases that follow. Carkhuff also sees these skills as being fundamental to the establishment of a good helper-helpee relationship which is essential to the therapeutic process and, as such, therapeutic contact is initiated with these skills. The presentation of these skills in the beginning of training then reflects Carkhuff's belief that the training procedure should parallel the therapeutic process as closely as possible in order to provide trainees with an experiential understanding of that process.

The action-oriented conditions of therapy are operationally defined as follows:

D) Genuineness, or being real: is the ability to be real in a relationship with another person. At first the emphasis is more on not being phony. Later the emphasis is on the helper being as real as he can be. That is, he is free to be himself. He is really himself. The only important thing to remember here is that you are still trying to help the other person. So if you have had feelings about the person, it will be more helpful to ask about where these feelings came from rather than to dump them on him. Helping is for the helpee.

E) Confrontation or telling it like it is: part of being oral is to tell the other person just like it is. Confrontation is just telling the other person what you've been learning as you've been listening to him. For example, you see him

doing things differently from the way he is talking and you put it to him. Or you confront him with the reality of a situation that is quite different from the way he's been picturing it. Or you just tell him that you see things a lot differently from the way that he does. Once you confront, you need to follow through and work out the differences between you.

F) Immediacy, or what's really going on between the two of you: is your ability to understand different feelings and experiences that are going on between you and another person. The helpee may be telling the helper something about how he feels about the helper without even knowing it. Often he can't tell the helper directly how he feels about him. The helper must be tuned in on these things so that he can understand the helpee. The helper must tell the helpee what is going on so that the helpee can understand himself. The helper must know where the helpee is coming from.

(Carkhuff, 1972)

The fact that these action-oriented conditions are presented secondarily in training does not mean that they are used in the later phases of therapy to the exclusion of the facilitative conditions. To the contrary, it is Carkhuff's belief that the helper will be more effective when he initiates action in the later phases of helping but, that the facilitative and action-oriented skills must be used in conjunction with one another in order to provide the helpee with the support (facilitative conditions) and the impetus (action-oriented conditions) he needs to take action upon his problems. This sequence of presentation then, serves to

clarify that the initial stages of therapy are geared towards guiding the helpee towards an understanding of his problem that will enable him to plan effective courses of action. The later stages actually deal with the planning of those courses of action.

Training Procedures:

Training begins with the responsive skills of empathy, respect, and concreteness and proceeds to the action-oriented skills of genuineness, confrontation, and immediacy. Instruction in any one of these six skills begins with discrimination training. In this part of training the trainee is presented with an operational definition of the particular skill so that he can conceptualize what is involved in its useage. Group discussion often aids this process so trainees are encouraged to share their ideas and feelings in an attempt to clarify the operational definitions for themselves. Once this process is completed and a consensus is achieved, instruction centres on discrimination training or, identifying the different levels involved in the communication of that skill. Carkhuff feels that "the key to understanding any condition is to set up some kind of midpoint which, if people reach it, means that they are doing enough to help" (Carkhuff, 1972). Instruction then, is geared towards clarifying what a "minimally facilitative" response entails. Once this has been accomplished additive responses (responses above the midpoint) and subtractive responses (those below the midpoint) are discussed. Trainees are instructed that

a response is considered additive when it is judged that it has helped the helpee to explore and understand his situation more fully, and subtractive when the opposite occurs.

Once these preliminary stages of instruction are completed, trainees are given the opportunity to attempt communicating the facilitative skills in response to taped helpee excerpts, and in role-playing situations. The initial aim of these exercises is to provide the trainees with the opportunity of communicating facilitative level, or, level three on Carkhuff's scales. Trainees are given immediate feedback about their performance from the trainer, the other trainees in the group, and the role-play helpee in an effort to shape their counselling skills. Since the underlying intent in using these skills is to establish an interchangeable level of helper response that communicates caring and respect to the helpee, the trainees are rated according to how well they followed the helpee and responded to him in a minimally facilitative manner. The main intent however, of establishing a minimally facilitative level of functioning is to provide the vehicle necessary to allow both the helpee and the helper move to the higher levels of functioning known as the action-oriented levels. Thus, the second step in training centers around instruction in additive understanding immediacy, self-disclosure, genuineness, and confrontation. These are the skills that Carkhuff feels will lead to in depth understanding because they rely on the helper responding

from his own experience and initiating interpretive communications that lead to client self awareness. Training procedures for these skills progress in much the same fashion as did those for the responsive skills. Trainees are allowed to practice these skills by responding to taped excerpts, participating in role plays, and through the supervision of actual helper-helpee sessions. Group feedback in the form of scale ratings of helper function is also used to help the trainees incorporate these skills into their personal skill repertoires. However, ratings are based not only on how well the trainee follows and responds to the helper but also on how well he initiates the communication of experience to the helpee.

Once these steps of training are completed the focus shifts to instruction in developing courses of action that will help the client come to terms with his problem. Carkhuff sees six steps involved in the development of courses of action and lists them as:

- a) Definition and description of problem areas
- b) Definition and description of direction and/or goals dictated by the problem areas
- c) Analysis of the critical dimensions of these directions and/or goals
- d) Consideration of the advantages and disadvantages of the alternative courses
- e) Development of physical, emotional, interpersonal, and intellectual programs for achieving goals
- f) Development of progressive gradations of the programs involved

(Carkhuff, 1972)

After reviewing the six steps involved in planning courses of action trainees are again provided with the opportunity to practice the skills involved in role played diads.

Again, it is apparent when one examines Carkhuff's SHRT program that the author made a concerted effort to have the steps involved in his training program parallel the steps involved in therapy. Thus, the sequential progression from responsive skills to the action-oriented skills, to procedures involved in planning courses of action that occurs in therapy is mirrored in this training program making it perhaps one of the most cohesive programs presently offered.

APPENDIX 3

SYSTEMATIC TRAINING AT THE UNIVERSITY OF OTTAWA

APPENDIX 3

Systematic Training at The University of Ottawa

At the onset of training students are divided into training groups consisting of eight to ten trainees and three trainers. Training occurs four days per week for four weeks and a total training time of 32 hours. Although there is not a heavy emphasis on trainers modeling specific behaviors for their trainees, there is a great deal of trainer participation. Trainers are expected to facilitate group discussion and individual exploration as well as provide instruction in the use of various skills. Trainers also provide focused feedback about trainee interactions and encourage the group members to share their perceptions of those interactions. Thus, the trainer's major roles in this program include sharing their expertise through instruction and focused feedback and, facilitating group process in an effort to produce a non-threatening environment conducive to trainee experimentation.

The first week of instruction focuses on familiarizing the trainees with the attending skills of eye contact, body posture, verbal following and questioning taught in the microcounselling program. Unlike the microcounselling program however, the STP does not use videotape to train for these skills. Instead, for instruction in the use of eye contact and body posture trainees first receive an introduction to the use of eye contact and body posture in the counselling setting and then they are asked to split into pairs and experiment using the specific

skill being presented in an unstructured setting. These unstructured exercises last from one to two minutes after which time the trainees are asked to share their feelings and insights with their partner and then switch roles in order to give each partner a chance to be both sender and recipient. It is felt that this approach in the initial stages of training accomplishes two important things:

1. any tension trainees may feel as a result of having to work with unfamiliar people is dissipated quickly by engaging the trainees in interactions from the start.
2. the program becomes more experiential in that trainees are allowed to experience each skill from both the counsellor's and the client's perspective, hence, they are able to arrive at their own conclusions about the impact they have in the counselling setting. After each partner has had a turn being both the sender and the recipient in these exercises, group discussion of the skill is generated and trainee insights are exchanged with the trainers filling in any pertinent information that may have been overlooked.

After the unstructured exercise and group discussion the trainees split up into pairs to participate in a structured exercise in which one partner role plays the client and the other role plays the counsellor. The trainee in the client role is instructed to send a non-verbal message to his partner through his use of eye contact or body posture, depending on which skill is being presented. These exercises again last for one to two minutes. Upon completion of each exercise the counsellor states what message he received and the client indicates what message he was sending then, the partners

change roles. Again, after each partner has had a chance to be both client and counsellor group discussion is generated in which the trainees share their insights. There is usually one day allotted for training in eye contact and another for training in body posture. The focus of training shifts to the skills of verbal following on the third day.

Training in verbal following is based on the microcounselling outline for training in this skill but, again there is no use of videotape at this time. Trainees are instructed that verbal following means that their interventions follow directly from what the client has said and, that the emphasis is primarily on the cognitive content of the client's message. After discussion of the concept the group is again broken up into smaller groups of two to three trainees with one trainer being assigned to each group. The trainees are then given the opportunity to practice these skills in dyads while the rest of the group observes so that they can provide feedback when each dyad is completed. Every trainee is given the opportunity to role play the client and the counsellor in these dyads in order to give them an experiential understanding of the use of these skills from both the counsellor's and client's perspectives. The trainer's role again is to provide focused feedback and any useful hints he may have about how to use these skills more effectively. Once these exercises have been completed the larger group re-convenes and trainees are encouraged to share their insights and ask any questions they may have about the use of these skills.

The first week of instruction is concluded with instruction in the use of various questioning techniques. The focus of instruction for this segment is on the use of open invitations to talk, open versus closed questions, direct versus indirect questions, as well as the pitfalls of double questions and bombarding. After the trainer has presented the relevant material applying to each of these areas of questioning the trainees are encouraged to clarify the concepts for themselves through group discussion and structured role plays. The role plays are again conducted in smaller groups geared towards giving each trainee the experience of both using and being the recipient of the skills being taught. Focused feedback and group discussion follows each role play. Upon completion of all role plays the larger group is assembled and trainees are encouraged to share insights and questions. Time is then taken to review the concepts and skills presented in the first week of instruction. An attempt is made to help the trainees synthesize these skills and the trainers ensure that any questions or misconceptions are cleared up before the trainees proceed to the second week of training.

In the second week of training, the training focus shifts to the concept of empathy. Training in this area closely parallels that which occurs in Carkhuff's SHRT. First, the concept is operationally defined by way of group discussion and then instruction centers on discrimination training. Trainees are introduced to Carkhuff's empathic understanding scale and are informed that their

training is geared towards having them function at a minimally facilitative level, level three on Carkhuff's scale. They are then given practice rating counsellor responses to audiotaped standard client statements in an effort to help them conceptualize what is involved in empathic responding. Each trainee is encouraged to rate each counsellor response and explain why they gave it the rating they did. This format is effective in generating group participation and, when combined with trainer feedback, provides trainees with a good understanding of what is involved in the communication of empathy. This aspect of empathy training generally takes two days with the remainder of the second week being used to provide the trainees with practice communicating empathy. To do this the trainees again break into smaller groups consisting of three students and a trainer and role play. Everyone is given the opportunity to role play the client and counsellor parts in these groups and the trainees are again encouraged to share insights, problems, or criticisms with the group so that everyone can gain a more in-depth understanding of the concept through discussion and practice.

The final two weeks of instruction attempt to provide the trainees with the opportunity for extensive role playing in which they can work towards integrating all of the skills presented during the first two weeks of training. The trainees volunteer to participate as either client or counsellor in five to ten minute role played dyads in which the client presents a realistic

problem or concern so that the counsellor can experience responding to some real, expressed feeling. All role plays are videotaped and played back upon completion of each session to enable the trainers to provide specific, focused feedback about various aspects of the trainee's performance. The heavy reliance on videotape in this part of the STP makes it much like Ivey's microcounselling, however, the video is not used in conjunction with a skills manual or a focus on a specific skill but, rather, it is used to enable the trainers to be very specific in terms of their feedback about a variety of skills. Upon completion of each role play the two participants are asked to share their perceptions with the group and each other so that everyone can know what their experience of each other was during the role play and what difficulties or feelings they encountered during their participation. The other group members are then asked to share their feelings and perceptions of what occurred during the role play thus providing the participants with peer feedback. Recurrent themes that emerge through this feedback process are summarized and the videotape is then played back in an effort to locate specific examples of any behaviors mentioned. This approach allows the trainee the subjective experience of participation, the objective feedback of his peers and his trainer, and also allows him to see his strengths and weaknesses on videotape. As a result, the trainee can discard those behaviors that others feel detract from his potency as a therapist and retain the ones that are felt to be facilitative.

The trainer's role here is to ensure that feedback is given in a focused manner, to reinforce strong counsellor behaviors, and to make concrete suggestions about how the trainee might attempt to change some of his less facilitative behaviors.

In summary, then, the STP is a four week program of instruction combining aspects of the training programs developed by Carkhuff and Ivey. The first week of instruction borrows content from Ivey's program and concentrates on teaching attending skills, (eye contact, body posture, and verbal following), and techniques of questioning (open versus closed questions, direct versus indirect questions, double questions, bombarding). Training in the second week of this program centers on the concept of empathy and is modeled after Carkhuff's training procedures. Instruction in empathy involves learning Carkhuff's five point Empathic Understanding Scale, learning to differentiate between various levels of responding according to scale definitions, and finally practice in formulating written and verbal responses to standard client statements. The intent of these exercises is to help the trainees identify and function at Carkhuff's third, or, minimally facilitative level.

The final two weeks of instruction are geared towards integrating all the skills the trainees have been taught. Trainees receive instruction in modes of responding, the effects of specific body postures on the client, and how to set the pace of an interview. This section of the program is much like Ivey's in that it

it relies on the extensive use of videotape. During this instruction trainees take turns participating as client and counsellor in the videotape dyads. It is felt that this approach gives each trainee valuable insight into the counselling situation from both the client's and counsellor's perspective.

At each step of the four week training program trainees are provided with peer and supervisor feedback immediately after each of their contributions to enable them to check their performance on newly acquired skills. Thus, everyday group trainees obtain some information about their progress.

APPENDIX A
REFRESHER OUTLINE

APPENDIX 4.

Refresher Outline

Generate general discussion about:

Attending Skills: what do they accomplish

- communicate respect and caring to the client - show the client that you are listening attentively to what he says
- why is this important? - client self respect

Specific Attending Skills:

1. Eye Contact: do's and don'ts
 - don't stare - if you are listening to someone you should look at them
 - also important in that facial expression can tell much about felt emotion - remember exercise from first day of systematic training
2. Body Posture:
 - difference between body posture and body language; body posture being the physical appearance of the body; what that appearance says constitutes body language (ie., is the person composed, agitated, happy, sad - what would you expect to see in each of these cases?)
 - client's body can tell you things about his condition - your body can also tell the client about your condition
 - thus the optimal counsellor posture should be a comfortable, relaxed one - counsellor should also feel free to express himself as he normally does - ie., use of hand movements etc., if this is ordinary.
 - helps maintain secure atmosphere - also client's self respect
 - important for the counsellor to be as congruent as possible - this includes verbal communications as well as non-verbal communications - hard to maintain contact with client if you are working to maintain contact with yourself - why the counsellor should be as natural as possible

3. Verbal Following:

- use of interventions that follow directly from what client says - important since it lets client know that you are listening
- also helps develop the client's area of discussion - aids client's free expression
- also means not jumping from topic to topic asking questions that the counsellor may think are important - take cues from client
- if you run into a dead-end go back to something the client said earlier
- emphasis here is on the cognitive content of the client's message - there is some recognition of feeling here but emphasis is on cognitive aspects
- this accomplishes three things:
 - a) client knows you are with him
 - b) puts client's comments in a concise form he can respond to
 - c) checks counsellor's perception of what client said - are you understanding

Questioning:

1. Open versus Closed Questions:

- basic difference here is that open question puts the "ball back into the client's court" whereas the closed question keeps control of the interview with the person who asks the question
- open question invites the client to expound - closed question asks for facts only - can usually be answered with a yes or no
- open question goes for views, opinions, thoughts and feelings - closed goes for fact (ie., information)
- open question good for rapport since it enables the client to voice his perspectives - gives him room to explore
- closed question may undermine rapport if used too extensively since client is just responding to counsellor - no room to explore
- closed questions are good for getting information - play an important part here - important to be aware of the pros and cons of this type of question and use sparingly
- example: "How do you feel today?" (open question)
"Do you feel okay today?" (closed question)

2. Direct versus Indirect Questions:

- direct question is the type that can be definitely identified as a question
- indirect question asks without seeming to do so - (ie. it could sound like a statement)
- indirect questions make open questions more open
- example: "How do the new braces feel?" (direct)
- "I'd sure like to hear about your new braces." (indirect)
- client can do anything s/he likes with this type of question
- BEWARE OF - Double Questions
- Bombarding
- Questions that contain their own answer

3. Open Invitation to Talk:

- ideally the counsellor would like to start the client talking and then get out of his way and let him go
- this allows you to identify problem areas - also lets you see where the client is "coming from" and then respond to him accordingly to help him explore these areas
- open questions work as well as open invitations to talk

4. Minimal Encouragers:

- once the client has started talking the counsellor will want to stay out of his way but still let him know that he is with him
- minimal encouragers allow us to do this without interrupting the flow of speech - they act as prompts in a sense
- examples: Um-hmm
- So?
- Then?
- Repetition of a few key words
- the important thing here is minimal

Empathy and Reflection of Feeling:

1. Define Empathy:

- experiencing the client's world in his terms - (ie., getting inside the other's skin, shoes)
- communicating this understanding is reflection of feeling and is the counsellor's primary means of initiating self exploration on the part of the client - client self-exploration is central to therapy

2. Discrimination of Empathy:

- scale levels
- we're aiming for level three responses - important thing here is that these responses are essentially interchangeable with the client's statement therefore allows the client to re-experience what he has said and encourages him to extrapolate on that statement
- there will be some reiteration of content but the feeling component is the focus of the statement and is essentially interchangeable
- one and two responses are said to detract or minimize the feeling component of a client's statement
- four and five responses are said to be additive in that they add an interpretive aspect - ie., the counsellor reflects back the feeling but adds an element of his insight to the response - when used properly this can provide the impetus necessary for the client to begin rethinking aspects of his statement
- care should be taken with these responses since if used too early in the interview they can be intimidating (threatening) and destroy rapport
- one and two responses also destroy rapport - they don't communicate attentiveness or the fact that you are with the client - no respect/no rapport

Summary Statements: two types to mention here - one summarizes feeling and the other summarizes content

1. Summarization of Feeling:

- much the same as reflection of feeling but generally a summary statement covers a longer period of time and condenses a broad range of feelings expressed by the client
- functions:
 - a) crystalizes what the client has been talking about - may help client focus on central issues
 - b) provides stimulus for further talk - may be deeper talk when client perceives that you are with him in terms of emotion
 - c) helps clarify things for the counsellor - checks his perceptions
- powerful tool - lets client know that you can understand how he feels - gives you time to integrate specific stated emotions into a global feeling - helps you understand client in depth

- may be possible to progress from selective attention to specific feelings (reflection of feeling) to summary statements at points in the interview - two or three points during the session and at the close of the session
- use reflection of feeling to keep interview moving - (ie., pointing out inconsistencies, keeping the client self-exploration up)
- use summary statements to tie the whole session together

2. Summarization of Content:

- resembles the paraphrase except that again it covers a longer period of time - integrates the cognitive components of client's utterances over a period of time
- functions:
 - a) possibly puts client's statements together in a more meaningful form for him
 - b) may stimulate exploration
 - c) checks counsellor's perception of content
- may be used to:
 - a) structure beginning of interview by summarizing last session
 - b) clarify content for counsellor - especially in cases where the client has done a lot of talking
 - c) to summarize after a client has seemingly said everything of importance on a specific topic
 - d) to check on mutual agreement of facts before progressing to more in-depth procedures
 - e) at the end of an interview to tie together everything that went on
- paraphrases used to keep session moving - for a continual check on content
- paraphrases also used to check out and illustrate discrepancies noted in content
- use of summarization at a few points in the interview - effective if it prompts deeper exploration or helps clarify client's thinking
- timing is important - too early and summary statements lose their effectiveness - too late and it may be impossible to tie all the material together - or client may move on to something new

APPENDIX 5

14 CATEGORY SYSTEM FOR

CLASSIFICATION OF COUNSELLOR RESPONSES

APPENDIX 5

14 Category System for Classification of Counsellor ResponsesMinimal Encourager:

A short phrase which indicates simple agreement, acknowledgement, or understanding. It encourages but does not request the client to continue talking; does not imply approval or disapproval. May be a repetition of key word(s); does not include responses to questions (see information).

Examples: "MmHm", "Go on", "I see."

Approval/Reassurance:

Agrees with, provides emotional support, approval, or reinforcement. May imply sympathy or tend to alleviate anxiety by minimizing client's problems.

Examples: "Everyone feels that way.", "It'll get better.", "Don't worry about it.", "Time cures all."

Information:

Supplied information in the form of data, facts, resources, theory, the counselling process or the counsellor's behavior, the typical outcome of treatment, responsibilities of the counsellor or client, arrangements (time, place, fee, taping, etc.), establishes future contact (other than salutations). Does not include directions for what the client should do (see advice). Answers direct questions.

Examples: "Our time is up in five minutes.", "After talking we'll

decide what services we can offer you.", "I don't know the answer to your question.", "The financial aid office is in the South Administration."

Advice:

Directions or advice that the counsellor suggests for the client, or for the client and counsellor together, either within or outside the counselling session. Not aimed at soliciting verbal material from the client (see Closed or Open Question).

Examples: "Take that test tomorrow.", "I think you would be happier there.", "Practice this relaxation exercise 15 minutes per night.", "Play the part of the man in your dream.", "Please speak more softly.", "Slow down your pace.", "Try and relax."

Closed Question:

Data-gathering inquiries which request a one or two word answer, a "yes" or "no" answer, or a confirmation of the counsellor's previous statement. The possible client responses to this type of inquiry are typically limited and specific. If statements are phrased in the form of a closed question but meet the criteria of another category, put it in the other category.

Examples: "Who teaches the course?", "Did you like it?", "Did you read the book I suggested?", "How old are you?", "Is that alright?", "Did I hear you correctly?".

Open Question

A probe requests a clarification of feelings or an exploration of the situation without purposely limiting the nature of the response to a "yes" or "no" or one or two word response. If statements are phrased in the form of an open question but meet the criteria for another category, put in the other category.

Examples: "What kind of hassles do you have?", "How do you feel about that?", "What is making you tense?", "What were you thinking then?"

Restatement:

A simple repeating or rephrasing of the client's statement(s) (not necessarily just the immediately preceding statements). Typically contains fewer but similar words and is more concrete and clear than the client's message. May be phrased either tentatively or as a statement.

Examples: "You're saying your father doesn't support you anymore.", "So it seems that nobody likes you.", "You say you're flunking out of school."

Reflection:

A repeating or rephrasing of the client's statement, which must contain reference to stated or implied feelings. May be based on previous statements, nonverbal behavior, or knowledge of the total situation. May be phrased either tentatively or as a statement.

Examples: "You're pleased and satisfied with your performance on the exam." "You feel hurt.", "It seems that made you feel uncomfortable."

Nonverbal Referant:

Points out or inquires about aspects of the client's nonverbal behavior, e.g., body posture, voice tone or level, facial expressions, gestures, etc. Does not interpret the meaning of these behaviors.

Examples: "You look like you could cry.", "You're smiling.", "What are you doing with your hands?", "You seem very quiet right now."

Interpretation:

Goes beyond what the client has overtly recognized. Might take one of several forms; might establish connections between seemingly isolated statements or events; might interpret behaviors, feelings, or causal relationships in client's behavior or personality. Usually gives alternative meanings for old behaviors or issues and enables insight and expanded self-awareness. If a statement also meets the criteria for confrontation, put in confrontation.

Examples: "You may be hostile right now because I remind you of your mother.", "I wonder if your difficulties in school are related to your difficulties with your husband?", "It seems to me that your underlying problem is your withdrawal behavior and not your fears of homosexuality.", "When you say that nobody listens to you, I wonder if you're asking if I'll listen to you?", "Since being in front of the class seems to elicit

your inferiority complex, my guess is you had some traumatic experiences in grade school."

Confrontation:

Contains two parts: the first part may be implied rather than stated and refers to some aspect of the client's message of behavior; the second part usually begins with "but" and presents a discrepancy. The discrepancy or contradiction may be between words and behavior, between two things the client stated, between behavior and action, between real and ideal self, between verbal and nonverbal behavior, between fantasy and reality, or between the counsellor's and the client's perceptions.

Examples: "You said that nobody ever listens to you, but you didn't say anything to Susan when she asked how you were feeling.", "You act affectionate, but push him away when he responds.", "You say you're happy but you look sad.", "You come here every week, but you don't talk.", "I would be angry at that, but you said it's okay."

Self Disclosure:

Usually begins with an "I". The counsellor shares his/her own personal experiences and feelings with the client. Note: Not all statements which begin with "I" are self-disclosures; It must have a quality of sharing or disclosing.

Examples: "Right now I feel distant from you.", "I'm not feeling well today, so I may fade in and out.", "I can identify with you because I also had an abortion.", "I like you."

Silence:

A pause of five seconds is considered the counsellor's pause if it: 1) occurs between a client's statement and a counsellor's statement or 2) occurs in the middle of a client's statement (except after a simple acceptance of the counsellor's statement, e.g., "Yes", pause).

Other:

This category includes all of the following:

Friendly Discussion: Unrelated to the client's problems; small talk or salutations, comments about the weather or events.

Examples: "It's a nice day today.", "That's a nice sweater.", "Goodbye."

Criticism: Expressed disapproval or criticism of the client.

Examples: "That's a very naughty thing to do.", "That's stupid to say."

Unclassifiable: Does not fit into any other category; or unclassifiable due to difficulties in transcription, comprehensibility, or incompleteness.

APPENDIX 6

BREAKDOWN OF RESPONSES PER GROUP IN PRE-TRAINING,
POST-TRAINING, FOLLOW-UP CONDITIONS

BREAKDOWN OF RESPINSES PER GROUP IN PRE-TRAINING, POST-TRAINING, FOLLOW-UP CONDITIONS

	Pre-Training				Post-Training				Follow-Up											
	Group 1		Group 2		Group 1		Group 2		Group 1		Group 2									
	S.D.	Range	Mean	%	S.D.	Range	Mean	%	S.D.	Range	Mean	%	S.D.	Range	Mean	%				
Minimal Encourager	4.5	1.5-13	8.9	11.8	6.2	0-14	7.2	8.57	2.95	8-14	10.8	20.2	8.58	2-23	8.2	10.55	10.35	4-30.5	14.7	31.4
Approval Reassurance	5.49	4.5-21	11.75	16.1	17.8	1-43.5	20.7	24.6	9.27	0-22.5	7.7	14.4	22.27	0-54.5	15.7	22.77	6.12	2.5-18	9.2	19.7
Information	4.69	0-11	3.35	5.09	2.94	0-6	2.3	2.73	3.03	0-7	1.7	3.18	4.32	0-11	3.6	4.63	.91	5-2.5	1.3	.02
Advice	1.34	0-4	1.4	1.99	1.69	0-4	1	1.19	1.12	0-2.5	.5	.93	2.35	1-6	2	2.67	.22	0-.5	.2	.002
Closed Question	6.53	2-23.5	16.1	22.2	6.30	7-22	12.4	17.76	3.63	1.5-11.5	6.3	11.8	6.80	5.5-23	12.4	14.41	2.15	4-9	6	12.8
Open Question	7.05	1-25	6.9	9.36	5.93	0-14	8.2	9.76	1.59	1.5-5.5	3.4	6.19	6.03	1-15	5	7.72	2.19	1.5-5	3.7	.06
Restatement	2.48	2-16	6.4	8.81	5.71	5.5-20.5	14.5	17.26	9.35	4.5-27	14.6	26.0	4.94	4-16.5	10.9	11.02	1.92	5-9	7	14.3
Preflection	.416	0-1	.2	.276	2.0	0-5	2.5	2.97	2.38	0-5.5	1.4	2.62	.76	1-3	1.7	2.18	1.88	0-2	1	.02
Non-verbal Referent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interpretation	.94	0-2.5	1.35	2.06	2.40	1-7	3.8	4.52	2.07	0-5	2.7	6.56	1.35	2.5-6	4.7	6.04	1.89	0-4	1.8	.05
Confrontation	1.07	0-3	.6	.825	.74	0-2	.9	1.07	1.41	0-4	2	2.25	3.24	0-7.5	1.9	2.44	0	0	0	0
Self-Disclosure	9.97	1-32.5	11.45	15.8	5.85	1-15	6.5	7.73	2.45	0-6	2	4.12	3.42	2-11	5.4	6.56	1.67	0-4	.9	.02
Silence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	2.78	1-11	3.8	5.57	3.59	1-9.5	4	4.76	.89	0-2	.6	.01	3.67	1-10	4	5.14	.894	0-2	1.1	.02