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DEVELOPMENT OF A SYSTEMS APPROACH  
FOR TRAINING IN COUNSELING PSYCHOLOGY

by

Alan Gettis  
L. Donald Long

A dissertation submitted in partial fulfillment  
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Psychology

Approved:

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Dean of Graduate Studies

UTAH STATE UNIVERSITY  
Logan, Utah

1974



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Alan Gettis and L. Donald Long

DEDICATION

To my mother, Betty,  
and my father, George

## ACKNOWLEDGMENTS

I wish to express my heartfelt gratitude to:

The members of my committee, Dr. Marvin Fifield, Dr. Reed Morrill, Dr. Ronald Peterson, Dr. David Stone, and especially to my chairman, Dr. E. Wayne Wright for his guidance and support at all phases of this project.

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Alan Gettis

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
LIST OF FIGURES . . . . .	vii
ABSTRACT . . . . .	viii
 Chapter	
I. INTRODUCTION . . . . .	1
Need for the Study . . . . .	1
Application of the Systems Approach to the present Study . . . . .	5
The R & D Model of Research . . . . .	6
II. REVIEW OF LITERATURE . . . . .	9
Early Research in Counselor Training . . . . .	9
Current Emphasis in Counselor Training . . . . .	12
Simulation Techniques in Counselor Training . . . . .	16
Microcounseling Techniques in Counselor Training . . . . .	18
Innovations in Counselor Training . . . . .	19
The Nature of the Systems Approach . . . . .	20
Recent Research on the Systems Approach . . . . .	27
Application of the Systems Approach to Counselor Training . . . . .	31
III. PROCEDURES . . . . .	34
IV. ANALYSIS AND DISCUSSION OF DATA . . . . .	46
Instructional Unit Analysis . . . . .	46
Summary of Pilot Study Data . . . . .	78
Discussion . . . . .	84
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	91
Recommendations for Further Research . . . . .	93

LITERATURE CITED . . . . .

*Yorter Interpretation* ———→ *ought to think*  
*Reassurance* ———→  
*Probing* <sup>not need to feel</sup> ———→  
*Prescribe* ———→

*Proposition* ought to do

*pre post*

*pre post*

*Bergin*

	Page
APPENDIXES . . . . .	108
Appendix A . . . . .	109
Appendix B . . . . .	116
Appendix C . . . . .	120
Appendix D . . . . .	135
Appendix E . . . . .	140
Appendix F . . . . .	148
Appendix G . . . . .	152
Appendix H . . . . .	158
Appendix I . . . . .	230
Appendix J . . . . .	264
Appendix K . . . . .	266
Appendix L . . . . .	268
VITA . . . . .	270

## LIST OF TABLES

Table	Page
1. Summary of scores on post-meeting reaction sheets re: I felt that the group meeting today was . . . . .	86
2. Summary of scores on post-meeting reaction sheets re: I felt that I learned from the discussion . . . . .	86
3. Summary of scores on the final course rating sheets re: I would rate the course as . . . . .	88

## LIST OF FIGURES

Figure	Page
1. Aspects of the system . . . . .	22
2. System-subsystem relationship . . . . .	23
3. A suprasystem . . . . .	25
4. Input-output and feedback relationships . . . . .	26
5. An overview of structure . . . . .	28
6. An over-all structure of the design of an instructional system . . . . .	29
7. Procedural flow chart . . . . .	35

## ABSTRACT

Development of a Systems Approach  
for Counselor Education

by

Alan Gettis, Doctor of Philosophy  
L. Donald Long, Doctor of Philosophy

Utah State University, 1974

Major Professor: Dr. E. Wayne Wright  
Department: Psychology

The profession of counseling psychology has, for a long time, realized the need for reevaluating and improving traditional methods of training counselors. The major professional demands have been (1) a science-based approach to the training of counselors; and (2) a more experientially oriented approach to the training of counselors. This study represented a developmental effort geared towards the integration of the above two demands.

Seven experientially oriented modular instructional units were developed for use in a counselor education program. Units were developed on (1) what counseling and psychotherapy are; (2) history of counseling and psychotherapy; (3) counselor attitudes; (4) interviewing skills (A); (5) interviewing skills (B); (6) critical incidents in counseling and psychotherapy; and (7) counselor values, and ethical and legal responsibilities in counseling and psychotherapy.

The instructional units adopted a format containing (1) specific learning objectives; (2) descriptions of learning activities; and (3)



evidence of learning or criteria statements for each learning objective. The seven units were put into training manual form. An instructor's manual was also developed to enable any counselor educator to teach the course by familiarizing himself with the manuals.

The modular instructional systems were field tested on a pilot group of nine graduate students in counseling psychology. The pilot group met for six hours of class time each week for ten consecutive weeks. As a result of the field testing, parts of the system were either modified, eliminated, or added.

The study concluded that the systems approach to counselor education is a viable alternative to more traditional methods of counselor education. It is a science-based approach characterized by a high level of accountability, and it offers an efficient and effective method for counselor education.

(270 pages)

## CHAPTER I

### INTRODUCTION

#### Need for the Study

The profession of counseling psychology has, for a long time, recognized the need for re-evaluating and improving traditional methods of training counselors. Although there are a number of differing theories of personality and behavior, upon which training models have been based, traditional methods of counselor training have relied largely upon a set of prescribed sources which have been taught primarily through classroom lecture and discussion. In recent years, however, there has been increasing awareness of the need for greater emphasis on experiential learning of counseling techniques and for greater integration of laboratory and other supervised practicum experiences with the cognitive, theoretical instruction.

Truax, Carkhuff, and Douds (1964) discuss two main approaches to the training of counselors, the didactic approach and the experiential approach. The didactic approach (Thorne, 1950; Wolberg, 1954) is guided by the assumption that traditional educational procedures are effective means of shaping desired therapist behaviors. The experiential approach (Boehm, 1961; Towles, 1962; Rogers, 1957) attempts to create a safe climate where counselor trainees can actively experiment with various ways of "being" in the counseling relationship.

How do we judge the effectiveness of either training approach? How do we hold these approaches accountable with respect to turning out competent counselors? Assessing counselor competence has always been a

problem in counselor education (Engelkes & Roberts, 1970; Joslin, 1965; Schmidt & Strong, 1970; Truax & Lister, 1970).

A weakness of many counselor training programs is their inefficiency. Very little attention is given to identifying the best combination of personnel, methods, and means for presenting a particular topic or unit of instruction (Burks, 1973). Typically, each counselor educator, working alone, does what he thinks is best, which usually means teaching the course the same way he taught it last time. There is minimal use of team effort wherein each professor can perform the function which he does best, i.e., roleplaying, lecturing, demonstrating counseling techniques, writing instructional units, etc. Also, there is a very heavy reliance on conventional modes of instruction, and relatively little use of the tools of educational technology (Winborn, Hinds, & Stewart, 1971).

Most counselor training programs are imprecise, in that they rely heavily, if not exclusively, upon broad, vaguely defined goals for training (Horan, 1972). Goals are seldom translated into specific objectives that are stated in observable and measurable terms. In the absence of clearly defined, measurable objectives, it is difficult to know what the program is intended to accomplish, and, in terms of accountability, whether it has accomplished what it set out to do (Burks, 1973). Hosford & Ryan (1970) address themselves to this issue.

There is a great demand for determining the most efficient and effective counseling and guidance procedure, and it is rather ironic that we in the profession have been slower than society to recognize the need for a science-based approach showing accountability and responsibility for our practices. Although several factors may be responsible for the present

lack of such accountability, probably the main one is that we have been taught to believe in effectiveness in non-quantifiable terms. Also, our programs have been developed not on a set of procedures verified by scientific investigation but on the basis of what we think or hope will result. Thus, there has been little basis for assessing whether a given procedure accomplishes its objective for a given program (p.21).

Burks (1973) has pointed out that most conventional counselor training programs are static. Often, there is little systematic feedback, and, there is no systematic attempt to modify the program on the basis of the findings. Any training program is doomed to irrelevancy without continual feedback and modification.

The problems as cited above have lead counselor training programs toward the implementation of precise but flexible behavioral objectives. Several books have detailed instructions for writing instructional objectives that specify behavioral outcomes as the end products of instruction (Banathy, 1968; DeCecco, 1968; Gagne, 1965; Mager, 1962; Smith, 1964). These books emphasize the importance of defining the outcomes of instruction in terms of observable human performance. In using behavioral objectives, the specific circumstances for the performance of the learner must be stated. It is also necessary to include a criterion of success for evaluating the performance of the learner. In counselor education, the behavioral objective describes: (a) what the counselor trainee will be doing (terminal behavior) when demonstrating his achievement, (b) the conditions under which the terminal behavior is to occur, and (c) a criterion of acceptable performance that indicates when the counselor trainee has successfully demonstrated his achievement (Mager,

1962).

With the current emphasis on educational technology and performance based behavioral objectives, many counselor educators are turning their attention to the systems approach (Hosford & Ryan, 1970; Thoresen, 1969; Yelon, 1969). Horan (1972) states:

Without specifically formulated behavioral goals, the accountability of a counseling curriculum is highly suspect. Hence, the most essential component of the systems approach to counselor education is the identification of training objectives stated in terms of what the counselor candidate will be doing as a result of instruction. Such performance criteria are needed not only to improve the economic efficiency of the training program but also to substantiate the claim that counselor education does, in fact, accomplish what it purports to accomplish (p.163).

Attempts to clearly define the most effective means of training counselors have, thus far, been inconclusive. However, there is considerable agreement in the need for exploring alternative models of training, as well as more objective means of accountability. It has therefore become particularly important to isolate, more specifically, the kinds of knowledge and practical skills needed for effective counseling, and to find better ways of assessing a counselor trainee's acquisition of these skills and his ability to demonstrate them in either simulated or actual counseling situations. Thus, the systems approach to teaching counseling theory and techniques is currently being proposed as a possible alternative to traditional coursework. There are probably no programs, including those based upon systems analysis, that are totally free of shortcomings. However, it seems fair to say that counselor training programs are not performing as well as they could be. It is contended

here that a systems approach to counselor education has the potential to minimize shortcomings and to move counselor training in the direction of greater relevancy and accountability (Burks, 1973).

#### Application of the Systems Approach to the Present Study

Appropriate methods of training, as well as the needs for program evaluation and accountability represent a continuing need and professional interest of most counseling psychology programs today. Many counselor educators are recognizing the need for a science-based approach to the training of counselors, and particularly one which gives increased emphasis to accountability in terms of performance based criteria. The systems approach is therefore being viewed as one feasible alternative to traditional coursework in counselor education programs. The formulation of "high fidelity" training objectives (emphasis on application rather than accumulation of knowledge) stated in terms of what the counselor candidate will be doing as a result of instruction is an intrinsic part of the systems approach (Horan, 1972). The use of specific performance objectives stated in behavioral terms does not mean however that the training need be mechanistic or limited as to its humanistic nature and orientation.

On the other hand, the systems approach forces the counselor educator to specify what he is trying to accomplish in a given course and gives him a more specific measure of what he is and is not accomplishing. For example, behavioral objectives are formulated, learning activities are designed to meet the behavioral objectives, the learning activities

state precisely what the counselor trainee will be expected to do to reach the specific performance objectives, and performance criteria are stated in measurable terms to assess whether the course and/or trainee do in fact accomplish what they are expected to accomplish.

#### The R & D Model of Research

It is possible that this relatively new technique -- the systems approach -- may be an effective method of developing graduate psychology courses. However, there is little direct research evidence available upon which to base a decision regarding the use of the systems approach in counselor education programs. The present dissertation represents a developmental effort related to instructional improvement, i.e., research and development. This particular approach as a doctoral study was undertaken because it was felt that the educational research and development model (R & D) seems to be one of the more promising strategies we now have for improving instructional techniques and, thus, counselor education.

R & D is a process that is used to develop and validate educational products. In basic and applied research, the objective is the search for new knowledge, and the outcome of this search is usually a report that appears in a professional journal. In contrast, the objective of educational R & D is a finished product that can be used effectively in an educational setting. Typically, the product is in the form of textbooks, audio-visual materials, training manuals, etc. The "product" may also be more encompassing, such as a total system of counselor



education (Borg & Gall, 1971). Chase (1969) states, "It is my considered opinion that research and development may make more difference in the improvement of education in this century than anything we have yet tried" (p. ). Borg and others (Borg, Kelley, Langer, & Gall, 1970) state, "Educational R & D seems to provide the needed link to translate the findings of the educational researcher and the innovations of the classroom teacher into processes and products that can bring about real improvements in education. Thus, educational R & D is probably the best educational investment that the nation can make" (p. ).

The steps of the research and development process are usually referred to as "the R & D cycle." The formulation of this sequence of steps is itself considered a major contribution to the field of educational research. Borg & Gall (1971) cite the following as typical steps of the R & D sequence:

1. Develop a set of specific behavioral objectives that the eventual product should achieve. For example, if the product is a new curriculum, the researcher should be able to state what knowledge, skills, and attitudes the student will acquire as a result of following the curriculum.
2. Conduct research or review previous research to discover the deficiencies of current products and to identify approaches that are likely to overcome these deficiencies.
3. Develop a new product to the point where one may reasonably expect that it will accomplish its objectives.
4. Test this product in the setting where it will eventually be used and evaluate its effectiveness in meeting its objectives in this setting.
5. Revise the product on the basis of the field-test results.



6. Repeat steps 4 and 5 until the product's objectives have been achieved or until it has been established that the approach being used will not achieve them.
7. If it is successful, put the product into operational use. This often requires further development and testing of a program to train school personnel in the use of the product (p.31 ).

For purposes of the present study, only the first five steps of the above R & D cycle were completed, with the expectation that further refinement and testing of the product as indicated in steps six and seven will be undertaken in subsequent research by other investigators. The educational product the present authors have developed and validated constitutes a systems approach to the teaching of two introductory courses in counseling psychology, i.e., Principles of Counseling and Psychotherapy, and Practicum in Counseling and Psychotherapy. Both of the courses for which the teaching units were developed and trial tested are graduate courses at Utah State University.

## CHAPTER II

### REVIEW OF LITERATURE

One of psychology's distinguishing characteristics has been its concern with research and the improvement of the training of psychologists. There have always been attempts to provide better and more specific techniques for learning. In addition to general research in learning per se there has been a formal program concerned with the education of psychologists. The American Psychological Association (APA) has, as a standing committee, the Education and Training Board, with special Task Committees reporting on various aspects of training.

Counseling Psychology came into formal recognition as a division of the American Psychological Association in 1954. In 1958, APA published a list of institutions initially accredited by APA for training Counseling Psychologists (Education and Training Board, 1959). Later that same year, the board (1959) reported on the "Role of the master's degree in doctoral training for counseling psychologists." Since that time, training institutions have shown increased interest in upgrading the training of counseling psychologists, and many research efforts have focused on the relevancy and effectiveness of various training programs, as well as on different theories and techniques related to the training and practice of counseling psychologists.

#### Early Research in Counselor Training

Much has been written about how counselors should be trained. Professional associations have appointed special committees to study overall needs and problems of counselor education. The Professional Preparation

and Standards Committee of the American Personnel and Guidance Association (APGA) (Tyler, 1969) issued a policy statement regarding the training of counselors, which stressed the importance of integrating theory with practical application. The APGA statement also emphasized the need for several types of supervised experience: (a) laboratory work, such as practice in administering tests, roleplaying, tape analysis, and the like; (b) practicum, supervision and actual counseling; and (c) internship, a period of paid service in an agency of the kind in which the counselor expects to work.

The 1960's brought considerable research into the processes of counseling and psychotherapy. The results of this research brought about considerable changes in the way counselor educators viewed the training of future therapists and counselors. Rogers (1969) was one of the first to research the actual process of therapy through use of tape recorded interviews, and this approach has, since, led to increased awareness and understanding of a number of important variables in the counseling process.

Subsequently, Krumboltz (1967) and others began to seriously question the status quo in the training of counselors and psychotherapists. What had started out as trickle became a torrent, sweeping away most of our previous notions about training, and Proshansky (1972) is now questioning the very core of current thinking regarding the training of graduate students in counseling and psychotherapy. Proshansky asks, for example, whether we are training researchers or applied scientists, and should their training be different (1972). Similarly, Caple (1972) gives

a current statement of this area of training wherein, he views the entire field of therapeutic psychology undergoing change and being constantly bombarded with radical new ideas, each based on a foundation of research data.

Edward Bordin (Parker, 1968) speaks of the ultimate goal of counselor education as the development of a counselor who above all can respond to another person with insight and empathy. He advocates the use and study of video recorded or audio tape recorded interviews conducted from various theoretical orientations. In the same text, Truax (Parker, 1968) suggested that formal coursework should probably be done away with if we are to educate effective counselors. Truax emphasized reading lists, peer group discussions, periodic examinations, vicarious experiences through the media, and closely supervised counseling experiences.

Rogers' earlier writings (1957) support the notion that it is the personality of the therapist which is basic in counseling, and that academic training and lectures have little, if any influence on the counselor's personality. Rogers believes that personal qualities gained through experience, rather than through intellectual information, are more essential to successful therapeutic outcomes; and he feels that these therapeutic qualities in a counselor must be acquired through an experiential type of training, as opposed to didactic instruction.

Patterson (1959) advocates the introduction of experiential material into cognitive courses. He speaks of using verbatim case transcripts, tape recordings, and sound films to provide vicarious experience. He

emphasizes the use of role-playing among his students, to provide a more direct kind of experience. Patterson feels that there is no substitute for actual practice under supervision in the training of counselors.

Rogers (1957) outlined what he considered to be the "necessary and sufficient conditions for therapeutic personality change." He listed the six essential conditions as: (1) two persons in psychological contact; (2) the client must have incongruence or anxiety; (3) the therapist must be congruent or genuine; (4) the therapist must have unconditional positive regard for the client; (5) the therapist must have empathy for the client; and (6) the client must recognize that the therapist is exhibiting unconditional positive regard and empathy.

#### Current Emphasis in Counselor Training

Rogers' statement on essential therapeutic conditions provided an important stimulus to further research. Subsequent research demonstrated that indeed the counselor's attitude was important. Pierce, Carkhuff, and Berenson (1967) demonstrated that counselor educators affected their students by their own personal ability and effectiveness. Carkhuff and Berenson indicated that since the same elements were at work in the therapy session as between supervisor and the counselor trainee, more training emphasis must focus on the relationship between supervisor and trainee. In effect, an honest therapeutic relationship must be established between trainer and trainee. The research data reported by Carkhuff and Berenson suggest that there are variables at work in every relationship, including supervisor-graduate student and therapist-client, which may

be located, analyzed, and taught as a skill.

The initiation of research into the actual process of the counseling interview has given counselor researchers and educators a tool for better understanding of the critical elements of counseling skills and relationships. As some of these critical elements of counseling and therapy have become better identified and studied by a variety of researchers, new concepts in training of counselors have emerged. As a result, counselor educators have, quite recently, gained many new insights and notions about how to train counselors more quickly and/or more efficiently. (See Hurst & Fenner, 1969 and Payne & Gralinski, 1968). Kell & Mueller (1967) think that the process of counseling is a continual testing of the counselor's adequacy, and the counselor's adequacy is measured by his behavior in the counseling relationship. This also implies that a counselor educator must be willing to put himself and his own adequacy "on the line" by bringing the trainee into his (the trainer's) counseling sessions with clients, rather than merely for the trainer to sit in and supervise the trainee's sessions with clients. In other words, the counselor educator should be expected to model as well as to supervise counseling experiences.

Blocher (1966) states that counselors in training are essentially trying to improve the quality of their interpersonal relationships so that they will be able to facilitate the learning of others in interpersonal relationships. If this is true, then it seems logical to assume that the quality of interpersonal relationship between therapist educator and student is where a large measure of this learning will take

place. That is to say, there is a great similarity between counseling, per se, and the training of counselors.

Truax (in Parker, 1968) believes that "counselor education, like the counseling process itself, can lead on the one hand to positive trainee change or on the other to deteriorative trainee behavior changes, depending upon the actual psychological conditions provided during the training." Earlier, Carkhuff (1966) had proposed as a model, a core of facilitative dimensions in the training of counselors and psychotherapists. In particular, he proposed that experiential training would be more appropriate than didactic instruction since it most closely followed the actual therapeutic relationship. He felt that since imitation was a powerful learning device, the educator should be used as a model for counselor trainees to follow.

Carkhuff's suggested experiential training model would have several helpful effects: (1) the trainee would perhaps become less dogmatic in his thinking and in his relationships with other persons; (2) a close relationship between trainer and trainee could be developed; and (3) the trainee would actually experience therapeutic principles.

Support for this type of training is also found in research reports of Kemp (1962), Ormont (1962), Perrone & Sanborn (1966), Blocher (1966), Chenault (1968), and Gysbers & Moore (1970).

Another training model has been proposed by Spector, Dustin, and George (1971), who feel that the counselor educator is the all-important ingredient in training, in that his training role should: (1) be a goal-setter; (2) facilitate transfer of training; (3) serve as a



therapeutic model; and (4) provide positive reinforcement for appropriate trainee behavior.

Truax (in Parker, 1968) emphasizes the need for a positive therapeutic atmosphere in the training experience itself. In an earlier view, Truax, Carkhuff and Douds (1964) stated that training in counseling and psychotherapy is viewed as a therapeutic process; a learning process which takes place in a particular kind of relationship leading to self-exploration of the trainee. Delaney (1972) also feels that the first task of the training supervisor is to develop a facilitative relationship with the trainee, even before training goals or procedures are instituted. Allen (1967) suggests that the effective counselor is a person who is on relatively good terms with his own emotional experience, implying that the training situation must be a personal growth experience in order for the trainee to develop optimum effectiveness as a practicing counselor.

Important variables in the counseling dimension itself have received increased research attention in recent years. One result is that new approaches to training are being developed specifically for a variety of needed therapeutic skills. Among the specialized techniques emphasized in recent years has been training in group leadership skills (Hill, 1967a; Hill, 1967b). Another major emphasis has been on experiential aspects of training, i.e., supervised practice and experience, to supplement didactic, theoretical instruction (Hill, 1967a; Hill, 1967b; Hackney, 1971; Gysbers & Moore, 1970; and Sundblad & Feinberg, 1972). For example, Hackney (1971) outlines a pre-practicum experience for counselor trainees which is designed to help practicum students (by



modeling and role playing techniques) (1) develop more professional social behaviors; (2) learn to listen; (3) learn to identify feelings; and (4) develop a repertoire of counselor statements.

Carkhuff (1969) listed critical variables in effective counselor training. He felt that programs proving most effective were those concentrating systematically and behaviorally upon the facilitative and action oriented dimensions. In this sense, Carkhuff agrees with Rogers (1971) that action and the facilitative dimensions are of primary importance in the training of counseling psychologists. Rogers also argues that much of the present graduate training in psychology is deleterious to the training of therapists. In fact, he states that many, if not most graduate students need therapy to overcome the dehumanizing effects of their graduate training. He therefore suggests that the educator and the graduate student work closer in a more friendly therapeutic apprenticeship arrangement. Goshen (1971) feels that one measure of the humanizing influence in education is the extent to which communication flows in multiple directions, that is teacher to student, student to teacher, and student to student, as opposed to a one-way informational flow from teacher to student.

#### Simulation Techniques in Counselor Training

Besides being humanizing, counselor education must keep up with modern times and thus be technological. Eisenberg & Delaney (1970) and Eisenberg (1971) cite several references and describe their experiment demonstrating the effectiveness of video simulation techniques in the

training of counselors. Beymer (1969) also reports the use of video tape simulation in counselor training, utilizing specific client responses ranging from typical responses to sexual advances and hostile reactions. Beymer, however, employed coached-clients and actors to take the role of clients, thus providing his students experiential training before exposing them to actual clients seeking therapy. Others have also reported successful results with the use of actors and other coached-clients, role playing, and audio/video simulation techniques.

In general, research studies with these types of simulated situations have significantly increased the skill of practicum students without insuring real clients (McIvaine, 1972; Gilbert & Freehill, 1972). Each of the above researchers see video training and simulation as a useful tool to boost counselor education to new levels of insight and relevance.

Audio simulation, where counselor trainees listen to taped client responses, has also been demonstrated to significantly improve students' empathic responses (Payne, Weiss, & Kapp, 1972). As with video research, audio taped simulation experiences as educational techniques serve to improve counselor training by (1) giving the student wide exposure to a variety of client responses and attitudes that might otherwise take him years to experience; (2) reducing the gap between classroom theory and actual field experiences with "live" counseling cases; and (3) giving the trainee an opportunity to learn of his potential mistakes and correct them without presenting dangers to a real client.

### Microcounseling Techniques in Counselor Training

Another training technique is "microcounseling" as developed by Ivey et al. (1968, 1969, 1973). Ivey and his colleagues developed micro-counseling techniques to train counselor trainees in four basic skill areas: (a) attending behavior; (b) listening skills; (c) sharing skills; and (d) interpreting skills. Microcounseling is a scaled down interviewing situation in which a beginning counselor talks with a volunteer client about real problems. The standard microcounseling paradigm consists of the following steps:

1. Videotaping of a five minute counseling session between a client and trainee.
2. Training
  - a. Written or programmed text describing the single skill being taught in detail.
  - b. Video models of an experienced interviewer demonstrating the particular skill.
  - c. Video feedback in which the trainee views his first session.
  - d. Supervisory participation in discussing the previous video sessions.
3. A second five-minute videotaped counseling session by the trainee.
4. Examination of second videotaped session and recycling entire procedure until skill level becomes proficient.

Microcounseling has been thoroughly researched as a training technique,

not only by Ivey and his colleagues, but by others as well. For example, Boyd (1973) found that subjects gained significantly more in criterion performance, and reached the criterion quicker with microcounseling than did control subjects who received other methods of counseling supervision. Guttman and Haase (1972) found that subjects trained with microcounseling had better retention in several areas of knowledge and skills than those not trained with microcounseling. Even in consultation, microcounseling has reportedly proven to be an effective teaching method (Wittmer & Lister, 1972). In a review of the literature on the topic of microcounseling, Belluci (1972) suggests that this is a superior system for counselor education. DiGiulio and Eshleman (1970) found that seventy-four percent of graduate students polled agreed that microcounseling was an outstanding training media in counselor education.

#### Innovations in Counselor Training

Thayer, Peterson, Carr, and Merz (1972) report the use of a video training tape consisting of a series of "critical incidents" in counseling and psychotherapy. Each of the taped critical incidents varies in length from 35 to 70 seconds, with a 30 second time interval between them to allow the trainee to give a practice response to each incident. The incidents selected by the authors for the training tape ranged from usual therapeutic exchanges to hostile, seductive, and suicidal comments from 35 different volunteers of both sexes, ranging in age from nine to forty-four.

Another innovation in counselor education has been the use of a

small radio receiver placed in the trainee's ear so that only he (and not the client) can hear "in vitro" feedback and suggestions from a training supervisor who observes the session through a one-way window. Use of this instrument, which is called a "Bug-in-the-ear" is reported by Boylston and Tume (1972).

As the number of suggested training innovations and theories has increased, along with the traditional theories and texts of the "great masters" in therapy, it seems apparent that without a definite, systematic training scheme, current trainees might not only be poorly trained, but could easily become quite confused. We must therefore apply current knowledge and materials in a systematic manner. Horan (1972) feels, for example, that without specifically formulated behavioral goals, the accountability of our training programs are suspect. In other words, each training facility should know what its goals of counselor training are, and should, if it wishes to increase its accountability for training, define training goals in terms of behavioral objectives that are measurable. Horan also points out that while the major portion of a counselor's work load may be in one-to-one contacts with clients, our traditional models of training stress the accumulation of knowledge rather than the application of knowledge.

#### The Nature of the Systems Approach

Systems can be defined as deliberately designed synthetic organisms, comprised of interrelated and interacting components which are employed to function in an integrated fashion to attain predetermined purposes

(Banathy, 1968). The three main aspects of systems are purpose, process, and content. To begin with, systems have purpose -- a predetermined purpose. The systems are built from parts or components, and the sum of these is the content of the system. The content of a system is organized for the accomplishment of a specific purpose. The operations and functions in which components are engaged in order to accomplish the purpose of the system add up to the process of the system. The sequence of purpose, process, and content in the system is important, as it implies priorities. Systems can be identified by their purpose. The purpose helps to delineate what has to be done and therefore determines the processes that have to be undertaken. The content (the parts that comprise the system) is selected for its ability to accomplish the processes required in order to achieve the purpose of the system. Figure 1 illustrates the relationship of these three aspects (Banathy, 1968). The predetermined purpose gives direction to the whole system and determines the processes that have to be generated in order to accomplish the purpose. The nature of the processes will suggest the kinds of components that are to be employed and which will make up the content of the system.

A subsystem is a part of a total system. Every subsystem is designed to carry out a specific purpose, the attainment of which is necessary in order to achieve the overall purpose of the system. Figure 2 (Banathy, 1968) illustrates the relationship of subsystems to the system. Systems always operate in the larger context of their environment. This larger context can be referred to as the suprasystem of a

Figure 1

Aspects of the System

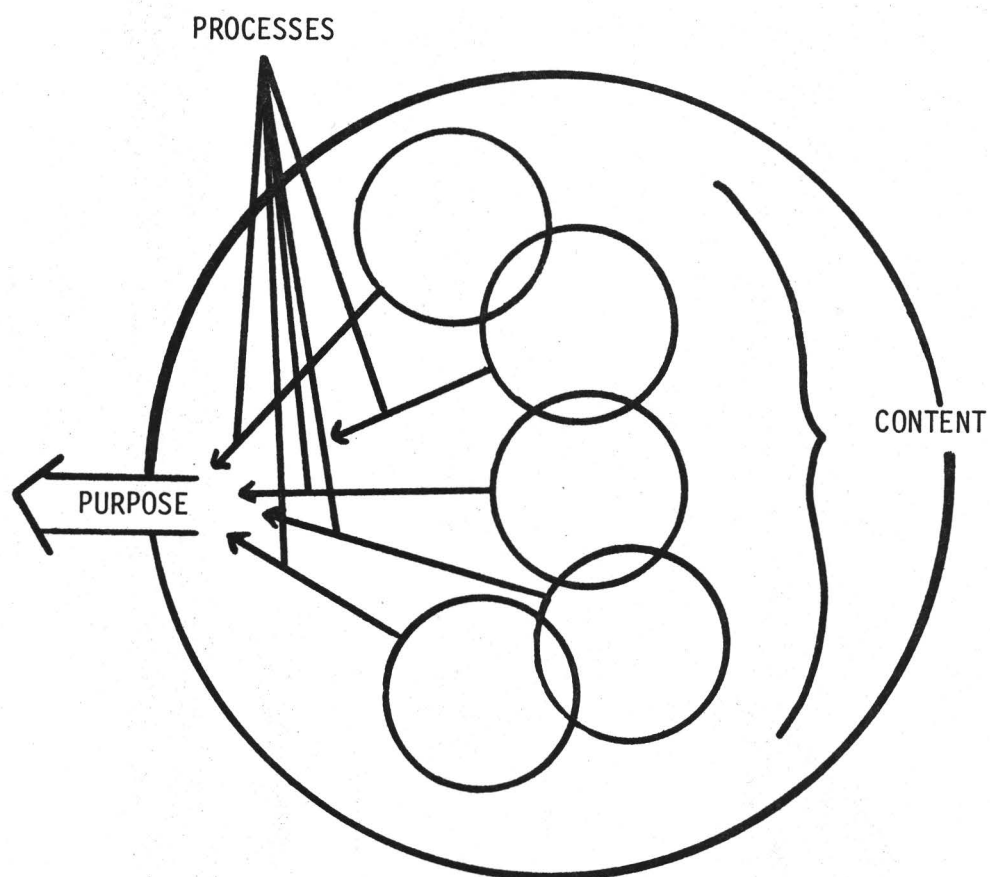
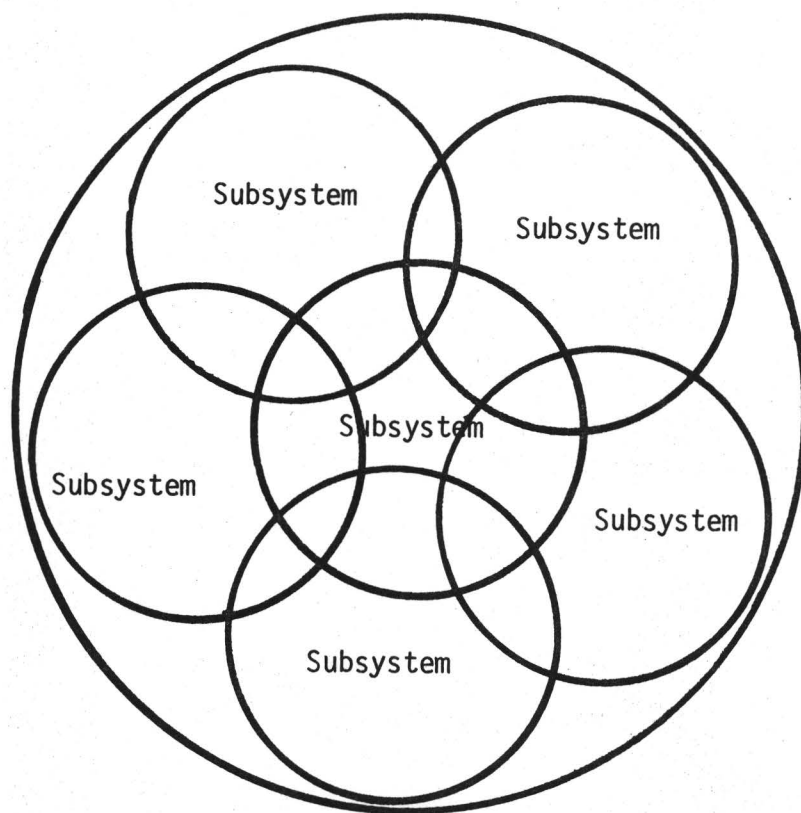


Figure 2

System - Subsystem Relationship





particular system. For example, the larger context of education is society. Therefore, society is the suprasystem of education. The relationship of education to society is depicted in Figure 3 (Banathy, 1968).

The system is surrounded by the suprasystem and interacts with it, and the system receives its input from the suprasystem. For example, from society, education receives its purpose as well as its pupils, personnel, and material resources. The system sends its output into the suprasystem. With respect to education, these outputs include the person who has been educated and the knowledge that has been developed. The environment or suprasystem accepts or rejects the output of a system. Therefore, if a system is to maintain itself, it is essential that it ensure the adequacy of its output. To accomplish this, the system has to provide for a continuous assessment of its output and for a feedback of this assessment into the system. The feedback thus serves as a basis for system adjustment. Figure 4 (Banathy, 1968) depicts the first major adjustment demand that must be satisfied in order for the system to maintain compatibility with its environment.

A system must be sensitive to its environment's changing needs and purposes. The environment creates a system for a purpose. The larger purpose of the environment determines or influences the purpose of its component systems, and the system that must be continuously aware of this larger purpose. The environment or suprasystem is also influenced and affected by the outputs of its systems. For example, the product

Figure 3

A Suprasystem

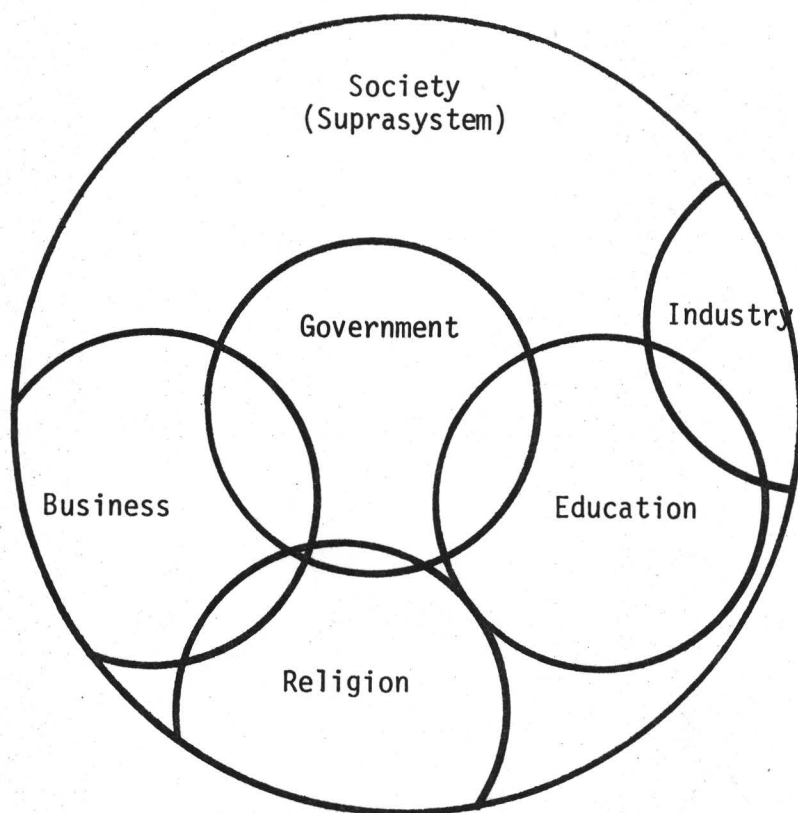
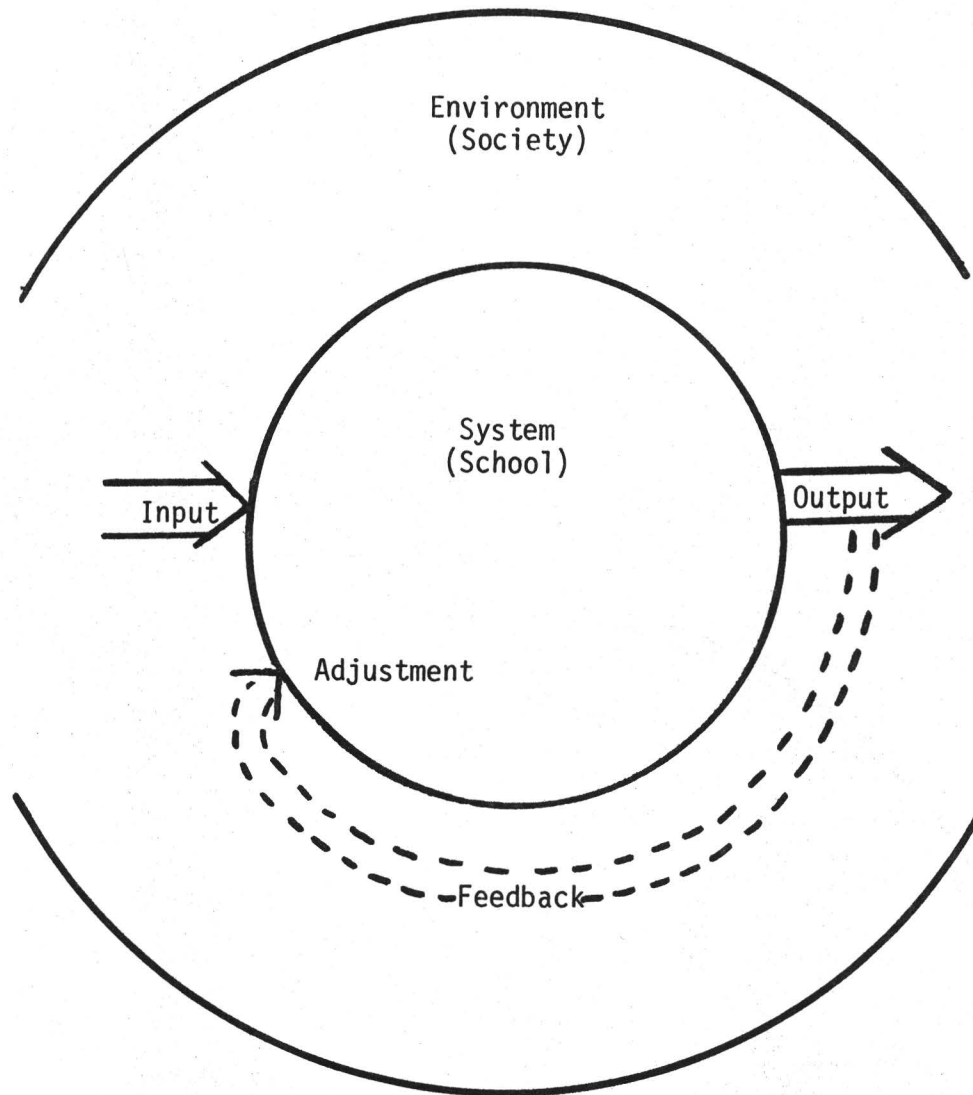


Figure 4

Input-Output and Feedback Relationships



of the system may have much to do with bringing about changes in society. Now, a comprehensive definition of systems can be offered.

Systems are assemblages of parts that are designed and built by man into organized wholes for the attainment of specific purposes. The purpose of a system is realized through processes in which interacting components of the system engage in order to produce a predetermined output. Purpose determines the process required, and the process will imply the kinds of components that will make up the system. A system receives its purpose, its input, its resources, and its constraints from its suprasystem. In order to maintain itself, a system has to produce an output which satisfies the suprasystem (Banathy, 1968) (p. 12 ).

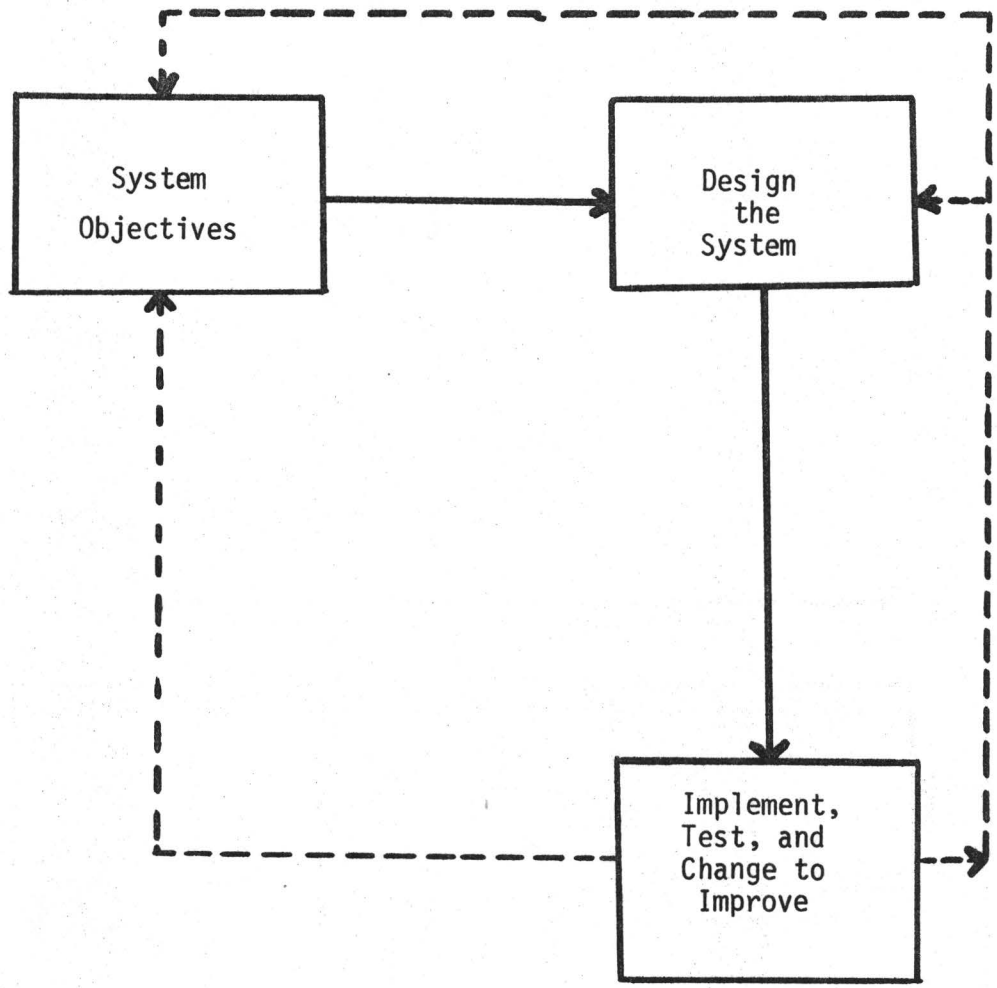
The development of a system for learning is essentially a decision making operation. Decisions have to be made about what should be learned, how, when, where, and by whom; how learning should be evaluated and improved, and what resources should be involved in preparing for, providing for, and evaluating learning. Figure 5 (Banathy, 1968) shows the decision-making structure that provides for the orderly development and change of the system. The system's objectives will determine whatever has to be designed and done to attain system objectives. Then, the design is implemented and the output tested by criterion measures developed on the basis of objective specifications. Findings are looked at in order to measure the extent to which the objectives have been reached. If it is necessary, the system can be redesigned in order to ensure the accomplishments of its objectives (Banathy, 1968). (See Figure 6).

#### Recent Research on the Systems Approach

Many educators are emphasizing the benefits of utilizing a systems

Figure 5

An Overview of Structure



----- Feedback line

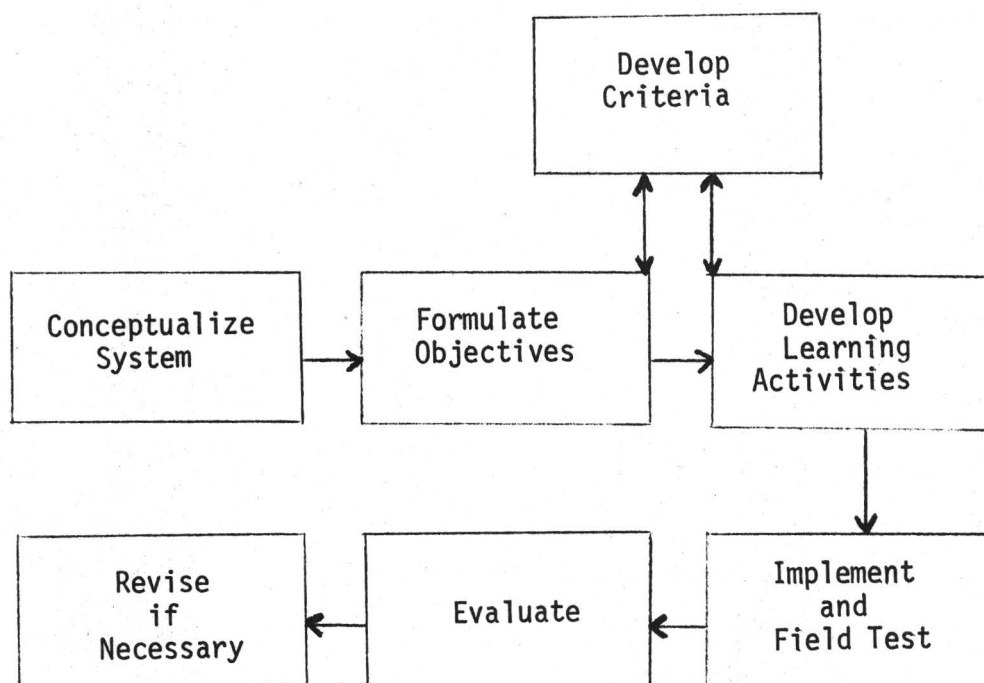


Figure 6. An over-all structure of the design of an instructional system.

approach (Studer, 1971; Chronister, 1971; Braham, 1972; Speagle, 1970; Cutchins, 1970; Elkins, 1970; Bushnell, 1971; Bushnell, 1970; Cutchins & McCrary, 1970; Mowery, 1969; Bushnell, 1969; Fraley, 1972; and Molnar, 1971).

Waina (1969), Landis (1970), and Knirch & Gentry (1971) stress the importance on establishing clear cut goals and objectives, as the system works as a coordinated whole to achieve these goals and objectives. Mager (1962) devotes an entire book to the topic of writing instructional goals in clear, precise terms which are behaviorally stated in measurable terms. He stresses the importance of: (a) identifying the terminal behavior by name; (b) describing the important conditions under which the behavior will be expected to occur; and (c) specifying the criteria of acceptable performances on the part of the learner (Mager, 1962).

Henson (1973) advocates systems characterized by continuous feedback. He believes this is necessary if the system is to be relevant. Prentice (1973), Carpenter (1972), Tuckman & Edwards (1971), and Miller (1970) agree with Henson's emphasis on feedback and relevancy.

The need to evaluate educational courses is stressed by many educators (Rath, 1970; Reid, 1972; and Fogel, 1971). Harnes (1970) discusses five categories of educational improvement resulting from the use of systems approaches: (a) objectives more aligned with goals; (b) increased efficiency; (c) reduced undesirable side-effects; (d) increased reliability; and (e) more objectives accomplished.

The systems approach has been applied to: (a) elementary education (Parker, 1972); (b) scientific literacy (Eiss, 1970); (c) science

education (Purnell, 1973); (d) reading instruction (Brown, 1972); (e) health education (Grimes, 1968); (f) teacher training (Ward, 1969; and Jung, 1972); (g) vocational counseling (Herr & Cramer, 1972); (h) pupil personnel services (Cook, 1973); and (i) a complete community college program (Evans, 1971; and Silagyi & Blanzky, 1972). Other systems applications are reported by Gaskins (1973), Kopstein (1972), Banathy (1969), Koch (1970), and Fantini (1970).

#### Application of the Systems Approach to Counselor Training

Vriend (1969) thinks that counselor education is unscientific and needs to be revised. One possible method for revision is offered by Yelon (1969) who believes that a systems approach to counselor education is tenable and desirable. Thoresen (1969) also believes that the systems approach is the logical route to take if counselor training is to become more relevant and accountable. He advocates systems utilizing man-machine components in a harmonious relationship, and also emphasizes the use of simulation techniques. Thoresen views the systems approach as the "big view" while characterizing other approaches as "piecemeal" approaches that obtain piecemeal results.

Hosford and Ryan (1970) believe that the systems approach offers a solid, scientific approach for accomplishing more effective and efficient counseling programs. They believe that when we know where we are going and how we will get there, then we will know when we have arrived. Horan (1972) indicates the importance of having behavioral objectives in the counseling curriculum. He believes that without specifically



formulated behavioral goals, the accountability of a counseling curriculum is highly suspect. The formulation of training objectives stated in terms of what the learner will know and do as a result of instruction is an intrinsic part of the systems approach.

Jensen (1972) believes that although higher educational researchers produce the new technologies of education, including a wide variety of techniques and systems approaches, these new innovations are not being utilized by the universities. He further foresees the universities being held accountable for this serious lag. Counselor training programs should seriously consider the systems approach as an alternative to more traditional methods of counselor training.

The systems approach can help to clarify instruction and the educational process (Banathy, 1968), and may provide a valuable redirection for counselor education (Spector, Dustin, and George, 1971; Thoresen, 1969; Yelon, 1969). Beck (1967) feels that it is the ethical and moral responsibility of counselor educators to frequently re-evaluate counselor education. Yelon, Thoresen and others have taken the initiative in developing systems approaches to counselor education. Their leads need to be followed up by others who are concerned with improving the training of counselors.

Lest the focus on skill training devices seems too mechanical and calculating to be human, there has also been, as a counter movement, the recognized need for "humanizing" attitudes among counseling psychologists. As early as 1950, Robert Oppenheimer made a passionate plea for psychologists to become conscious of their responsibilities to mankind by being

careful in how they use their knowledge and skills (Oppenheimer, 1950). Gutsch & Rosenblatt (1973) are the latest in a continued line of professionals voicing the same concern today, and they recommend that we might all carefully study some of Martin Buber's philosophy and accept his humanistic concerns about the worth of man, each man in his own right. The writings of Laing (1967), Jourard (1971), & Moustakas (1972) are also replete with a cry for psychologists to become more aware of their relationships with others. They urge psychologists to respect the other person and his right to be an independent, different person than what we or some psychological or social model might suggest for him.

## CHAPTER III

### PROCEDURES

The initial step in designing instructional systems or modular instructional systems or modular instructional units is to formulate developmental procedures. Therefore, the authors designed and outlined a formal procedure as illustrated in the procedural flow chart of Figure 7. To help insure content validity, four counseling staff reviews were included in the developmental procedures. Materials for review and evaluation were sent to Dr. Michael Bertoch, Dr. Reed Morrill, Dr. Elwin Nielsen, and Dr. E. Wayne Wright, all staff members at the Counseling Psychology Department at Utah State University. Many of the following procedural steps were worked out through lengthy group meetings of the authors, Dr. Michael DeBloois, Department of Instructional Development, Mr. Michael Ordway, Department of Instructional Media, Dr. Nielsen and Dr. Wright of Psychology. To this extent, many of their ideas are reflected in the modular units and their development.

The first step in following the developmental procedures was to define the scope of the course for which this study was undertaken. This was done by first looking at the present course outline as developed by Dr. E. Wayne Wright, and reviewing the literature for possible changes. Using the old course as a base, a new course outline was subsequently developed and reviewed with the counseling psychology staff, after which a revised outline was finalized.

The course outline agreed upon called for the development of seven modular instructional units. These were to cover the content areas dealt

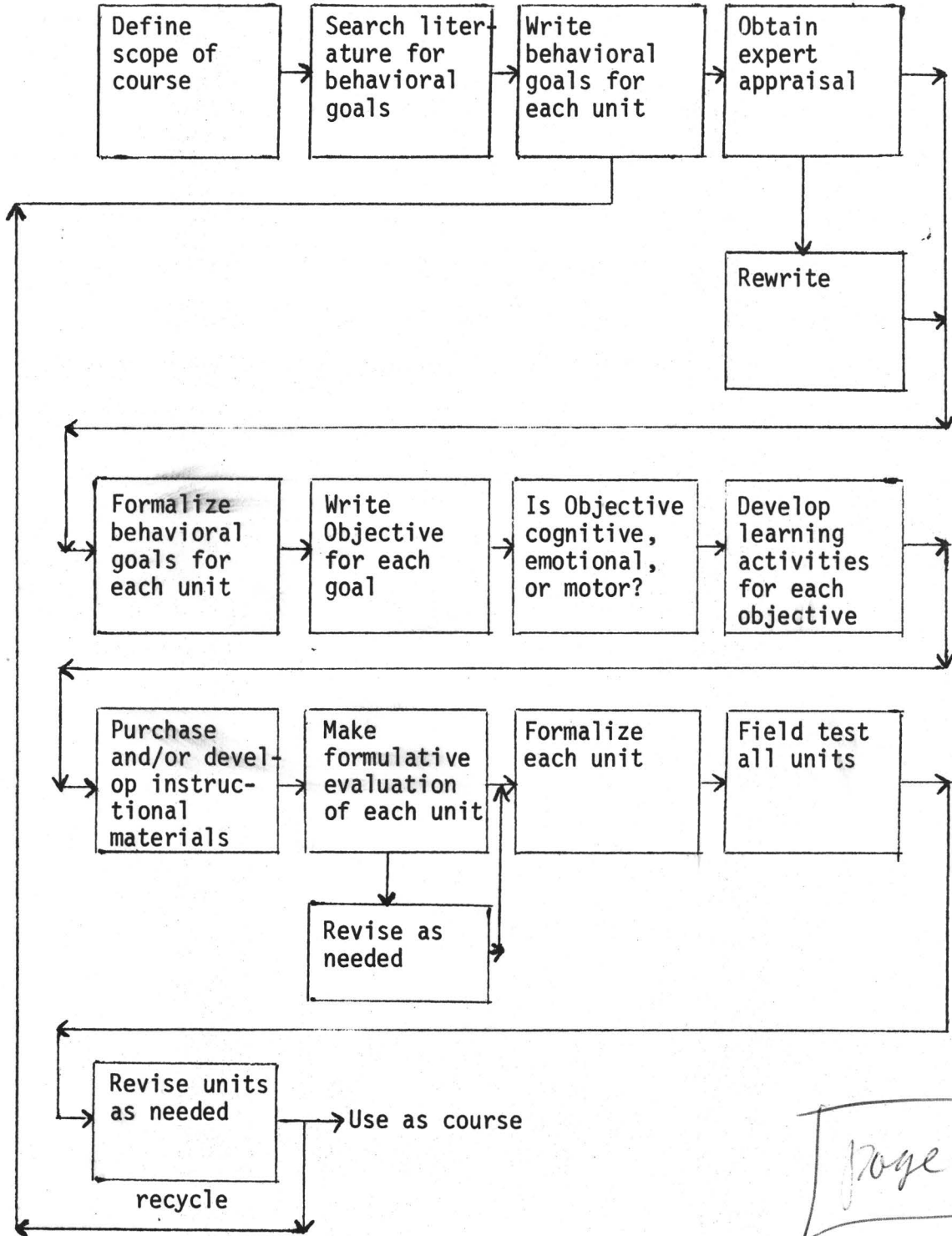
FIGURE 7

Developmental Procedures Flow Chart

*Squand -  
Seems to  
make sense*

*Significant  
areas of counseling*

*Entry  
Literature*



*page 65*

with in the "principles and techniques" course in counseling and psychotherapy, and were also to incorporate, with the theoretical context, experiential activities required in the initial (first quarter) practicum course.

The seven modular units subsequently developed were as follows:

- Unit One:       What is Counseling? What is Psychotherapy?
- Unit Two:       History of Counseling and Psychotherapy.
- Unit Three:     Counselor Attitudes.
- Unit Four:     Interviewing Skills (A).
- Unit Five:     Interviewing Skills (B).
- Unit Six:       Critical Incidents in Counseling and Psychotherapy.
- Unit Seven:    Counselor Values, and Ethical and Legal Responsibilities in Counseling and Psychotherapy.

Once the general content areas were defined and agreed upon by the researchers and staff, the next step was the development of modular goals. This was done by reviewing each content objective of the course outline and defining subgoals which would be consistent with the literature. The subgoals were then arranged in a sequence consistent with the course outline, after which the total set of goals was reviewed again by the counseling staff and a revised set of modular goals was developed.

Next, each module was designed in terms of learning objectives. The modular goals were considered, and learning objectives were stated for each goal under consideration. By asking the question, "What does a student need to know in order to achieve each goal", a hierarchy of necessary substeps to achieve each goal was established. It was then possible to

sequence objectives and to evaluate which objectives would help guide the student toward the goal and which ones would not. All duplicate sub-steps were eliminated at this point.

Now, the question was asked, "What does the student need to do in order to achieve each objective?" Thus, evidence of learning or criterion statements were developed for each learning objective. These statements contained criteria against which the specific competency of the student would be judged.

Learning activities were designed for each learning objective. These activities were oriented towards either the cognitive, affective, or psychomotor domains of learning. The learning objectives and their corresponding learning activities were then sent for staff review.

The next procedural step was to obtain or create supporting materials for the learning activities. Although most of the supporting materials were developed by the authors, a few materials were purchased elsewhere. The purchased materials were:

- (1) An audio tape of a debate between Carl R. Rogers and B. F. Skinner entitled, "Some Issues Concerning the Control of Human Behavior." Since the debate was over two hours in length, only portions of it were used for the learning modules. An excerpted edition of the original tape was therefore developed for the present study.
- (2) Audio tape #544 entitled, "Counselor's Role in Religious Problems", recorded at the APGA Convention in Chicago

on March 29, 1972.

- (3) Audio tape #290 entitled, "Some Ethical, Legal and Moral Dilemmas of Helping Professions", recorded at the APGA Convention in Chicago on March 28, 1972.

The present authors developed various materials specifically for use in the modular instructional units, and these materials, described below, were developed with the help of media specialists associated with the Instructional Improvement Division of the Merrill Library at Utah State University.

- (1) Slide-tape presentation entitled, "What Is Counseling?"

This presentation contains thirty-nine color slides.

Although educationally oriented, the slides also utilize humor by employing the "Peanuts" cartoon characters, with Charly Brown as the central figure. See Appendix A for the transcript of the tape used in this presentation.

- (2) Slide-tape presentation on "The History of Counseling and Psychotherapy." This presentation utilizes both black and white, and color slides. Eleven slides present a brief introduction to some of the major historical influences in the fields of counseling and psychotherapy. See Appendix B for the transcript of the tape used in this presentation.

- (3) Audio tape illustrating various levels of counselor empathy. This tape contains forty excerpts of counselor-

client verbal exchanges. The excerpts illustrate Carkhuff and Martin's (1967) five levels of empathy as described in the modular units. See Appendix C for the transcript of this audio tape.

- (4) Audio tape of client remarks to be used in an exercise on empathy. This tape contains fifty client statements. These client statements serve as stimuli for counselor responses. See Appendix D for the transcript of this audio tape.
- (5) Audio tape illustrating various levels of counselor genuineness. This tape contains sixteen excerpts of counselor-client verbal exchanges. The excerpts illustrate Carkhuff and Martin's (1967) five levels of genuineness as described in the modular units. See Appendix E for the transcript of this tape.
- (6) Audio tape of client remarks to be used in an exercise on genuineness. This tape contains fifty client statements. These statements, in effect, act as stimuli for counselor responses. See Appendix F for the transcript of this audio tape.
- (7) Audio tape illustrating various levels of non-possessive warmth. This tape contains sixteen excerpts of client-counselor verbal exchanges. The excerpts illustrate Carkhuff and Martin's (1967) five levels of non-possessive warmth as described in the modular units. See



Appendix G for the transcript of this audio tape.

- (8) Booklets of reading resources for each unit. The booklets were put together after a search for relevant literature pertaining to each modular unit. There is one booklet of readings for each unit. At present, there are eight complete sets of readings, with each set containing approximately twelve hundred pages. The readings are contained in three-ring binders and thus are flexible. Omissions and additions may be decided upon by the instructor and/or counselor trainees. The use of the reading booklets is explained in the trainee's manual and also in the instructor's manual.
- (9) Training manual of modular units for the counselor trainee. This manual contains all of the modular units required of the counselor trainee for the complete course. The manual contains general instructions, specific learning objectives, learning activities, and precise evidence of learning or criterion statements. See Appendix H for the complete manual of these modular units.
- (10) Instructor's manual to accompany the modular units. The manual contains both general and very specific instructions for use by the project instructor. The use

of all materials and activities are thoroughly explained. The main purpose of the instructor's manual is to enable any counselor educator to teach the course, as developed, by carefully following the manuals. See Appendix I for the instructor's manual.

After all of the instructional materials were prepared, the modular goals, learning objectives, criterion statements, learning activities, and instructional materials were integrated into a tentative training package, as presented in the trainee's and the instructor's manuals. Both manuals, containing the seven modular instructional units, were sent for a counseling staff review and evaluation. After approval by the counseling staff, the training package was prepared in multiple copies for trial testing with a pilot group.

The pilot group was composed of nine graduate students (two females and seven males) in Counseling Psychology at Utah State University. Five of the subjects were doctoral candidates; four were masters degree candidates. One of the seven males was a foreign student from Iran. Eight of the nine students volunteered for the modular instructional units program. The student from Iran was asked to participate in the study, to enable some assessment of the training materials with subjects who have learned English as a second language. All of the subjects of the pilot group were drawn from a population of twenty-three graduate students who had registered for the initial counseling and practicum courses Fall Quarter, 1973.

The pilot testing took place over a ten week period. The class met every Monday and Wednesday from 8:30 - 10:00 a.m., and, every Tuesday from 11:30 a.m. - 2:30 p.m. Thus, there were six hours of class time each week for ten consecutive weeks. Four sets of the reading resources booklets for the program were kept in the classroom. Three additional sets were put on reserve in the university library.

The students provided continuous feedback about the program throughout the pilot testing. Aside from verbal feedback, written feedback was obtained through the use of individual rating forms developed by the authors. All subjects completed a post-meeting reaction sheet after each class meeting (see Appendix J). The uniformity of data provided by these reaction sheets enabled the authors to evaluate the relative value of each class meeting required of the subjects.

Feedback was also obtained regularly with regard to all audio tapes, video tapes, and sound-slide presentations utilized in the program. After using each audio and video tape, slide-sound presentation, etc., subjects filled out a materials reaction sheet (see Appendix K). Data from these reaction sheets enabled the authors to evaluate the assessed worth and contributions of the various instructional materials in terms of the total program.

After completion of each modular instructional unit, all subjects filled out a unit rating form (see Appendix L). In this way, the authors received valuable information concerning each of the units completed.

During the final week of the pilot testing, the total pilot group convened for the express purpose of overall evaluation of the training

course, i.e., suggestions, criticisms, and any other comments with respect to the entire program. Each of the developmental steps discussed above provided for continuous feedback and evaluation, from the program's inception through the completion of pilot testing.

In summary, the overall outline of the entire developmental procedure was as follows:

A. Define Scope of Course

1. Look at present course
2. Review literature for possible changes
3. Define broad general course aims
4. Make up a tentative course outline
5. Obtain counseling staff review
  - a. Send each a copy and a query sheet
  - b. Keep documents of this step
6. Develop revised outline

B. Development of Modular Goals

1. Develop tentative sub-goals consistent with course outline
2. Document goals with references to literature
3. Sort out a developmental sequence in terms of appropriateness to course outline
4. Obtain counseling staff review
  - a. Send each a copy and a goal evaluation query sheet
  - b. Keep documents of this step
5. Develop a list of revised modular goals

C. Design Each Module in Terms of Learning Objectives

1. State goal under consideration
2. State learning objectives for each goal
3. Ask question, "What does student need to know in order to achieve each objective?"
4. Develop a hierarchy of necessary sub-steps to achieve goal
5. Sequence objectives
6. Analyze objectives to determine what is necessary to achieve goal
7. Evaluate objectives
8. Develop all modules to this stage so that duplicate sub-steps can be eliminated before going on

D. Design Learning Activities for Each Learning Objective

1. Prepare learning activities to cover objectives. Key appropriate strategies to domains of learning from objective analysis (cognitive, affective, psychomotor)
2. Obtain staff review
  - a. Send each a copy and query sheet
  - b. Keep documentation of this step

E. Design, Obtain, or Develop Supportive Material for Each Learning Activity

F. Carry Out Formulative Evaluation

1. Staff review of modular units. Ask each to evaluate in terms of:
  - a. clarity

- b. feasibility
  - c. appropriateness
2. Conduct actual course with a pilot sample of students for one full academic quarter, using instructional modules, activities, and materials developed above. Pilot group to be representative of regular graduate students in counseling psychology.
  3. On the basis of pilot testing, evaluate total program as well as individual instructional units, learning activities, instructional materials, etc. and revise as necessary.

## CHAPTER IV

### ANALYSIS AND DISCUSSION OF DATA

The pilot study enabled the authors to assess the feasibility and effectiveness of the modular instructional units and their accompanying learning objectives, learning activities, criteria statements, and instructional materials. The authors had developed too much material for the time limit of one academic quarter. Therefore, some objectives were not realized, in particular the objectives of units four, five, and *especially* seven. The determining factors as to what objectives were not presented to the subjects were the subjective judgements of the authors. These same factors again operated with respect to the decision of what objectives and activities were to be eliminated or modified in the revised instructional units. As a result of the pilot testing, some objectives and activities have been eliminated, added, or modified.

#### Instructional Unit Analysis

Following is an analysis of each instructional unit. For each unit, the learning objectives (LO's), a brief summary of the learning activities (LA's), and a discussion of the pilot test results will be presented.

1. Unit One:      What is Counseling?   What is Psychotherapy?
  - 1-A   LO:        The counselor trainee will examine himself as a potential counselor, and, will demonstrate entry skills in counseling.
    - LA's:   (a) Video tape interview with a client;
    - (b) Presentation by counseling staff on Examining Yourself as a Potential Counselor.
- Discussion:      The subjects and the speakers suggested that more

time be allowed for the presentations of the counseling staff members. Therefore, the activity was modified to allow additional time for each presentation.

1-B LO's: The counselor trainee will (a) discuss alternative definitions of counseling including outcome and process definitions; (b) give an acceptable definition of counseling; and (c) distinguish counseling from other helping relationships.

LA's: (a) Slide-sound presentation on What Is Counseling?; (b) readings followed by a 1-2 page paper.

Discussion: The authors decided to omit the Learning Through Discussion book from the required readings. This subjective decision is reflected in the revised modular units.

Results of Pilot Study: The unit was covered in its entirety. The majority of the comments pertaining to the unit were positive. Several subjects thought too much time was spent on this unit. However, the authors felt that this cognitively oriented unit served as an effective warm-up or "ice-breaker" for the



more experientially oriented units, i.e., unit three. The initial videotaping activity and the presentation by counseling staff members were deemed to be the most valuable activities in the judgement of the authors and the subjects. Although two of the subjects believed the readings to be redundant, the authors decided to keep all of the required readings in the unit. In general, the reactions to the slide-sound presentation were quite favorable. All the objectives of the unit were met by all the subjects.

2. Unit Two: History of Counseling and Psychotherapy
- 2-A LO's: The counselor trainee will (a) list the major contributions of vocational guidance, psychology, social work, and medicine/psychiatry to the foundations of counseling/psychotherapy; and (b) trace the near full circle counseling has taken regarding vocational counseling.
- LA: (a) Slide-sound presentation on History of Counseling and Psychotherapy; (b) readings and group discussion.
- Discussion: The above activities were fully covered during

the pilot testing. They were retained for use in the revised modular instructional units.

2-B LO: The counselor trainee will discriminate between purposes and goals of various types of interviews.

LA: Lecture related to the above objective.

Discussion: The lecture which was to be given by Dr. E. Wayne Wright of Psychology never took place due to scheduling problems. Thus, the objective was not covered nor achieved during pilot testing. However, the objective and related activity have been retained in the revised units.

2-C LO: The counselor trainee will synthesize where counseling/psychotherapy are at: medical model vs. others.

LA's: (a) Readings; (b) Tape of Rogers-Skinner debate followed by a group discussion.

Discussion: The authors and subjects agreed that the tape was too lengthy. Therefore, the tape was excerpted for use in the revised units.

Results of Pilot Study: The entire unit was covered except for learning objective 2-B. The majority of the comments pertaining to the unit were positive. Again, several subjects thought too

much time was spent on this unit. However, the authors again felt that this cognitively oriented unit served as an effective warm-up or "ice-breaker" for the more experientially oriented units, i.e., units three and six. Units one and two gave the subjects a chance to get to know each other in a safe, non-threatening atmosphere. These units helped to foster subsequent risk-taking and active participation in the more threatening experiential units. The unit was retained essentially in its original form for the revised modular instructional units. All of the objectives of the unit that were covered were achieved by all of the subjects.

3. Unit Three: Counselor Attitudes

3-A L0: The counselor trainee will know what empathy is and why it is important to the counseling relationship.

LA's: (a) Readings followed by a 1-2 page paper.

Discussion: Based on pilot testing, the above objective and activity were deemed appropriate for use in the revised modular instructional units.

3-B L0: The counselor trainee will learn to recognize

and discriminate between various levels (1-5) of empathic responses, according to the interpersonal functioning scale.

LA: Audio tape play with group discussion.

Discussion: The subjects rated this activity very positively. The objective and its related activity were retained for the revised units.

3-C LO's: The counselor trainee will (a) accept the client's feelings without passing judgement on them; (b) appreciate the impossibility of understanding the client's reaction patterns from the standpoint of common sense; (c) try to put himself in the client's position in order to see things from his point of view; (d) ask himself, "What is the client feeling right now?", "What does he see in his world?"; (e) not react mechanically by simply reflecting the client's words. He will respond to underlying meanings and feelings of the client rather than just to his words; (f) reflect the client's content, feelings, and experiences; and (g) demonstrate appropriate tone and timing of verbal responses.

LA's: (a) Responding to an audio tape of client statements; (b) two role playing activities; (c) an

actual counseling experience.

Discussion: These activities were very highly rated. The subjects seemed to thoroughly enjoy the stimulus-response audio tape, and, in fact, requested more of this activity. The role playing activities were very popular with the subjects and were retained in the revised units. The actual counseling experience was moved to a later part of the unit (3-L-c) and was revised so as to include video taping of the session with a subsequent review of the video tape. The subjects' requests for more video tape activities dictated the above revisions.

3-D L0: The counselor trainee will know what genuineness is and why it is important to the counseling relationship.

LA: Readings followed by a 1-2 page paper.

Discussion: Based on pilot testing, the above objective and activity were deemed appropriate for use in the revised instructional units.

3-E L0: The counselor trainee will learn to recognize and discriminate between various levels (1-5) of counselor genuineness according to the interpersonal functioning scale.

- LA: Audio tape play with group discussion.
- Discussion: The objective and activity were fully covered during pilot testing, and, were retained for use in the revised units.
- 3-F LO's: The counselor trainee will (a) recognize and respond to his own feelings within a therapeutic context; (b) share feelings with the client; volunteer personal information about himself which is related to the client and/or the client's problems, i.e., "I get pretty up-tight in those kinds of situations myself," or, "I'm really happy that things are going so well for you", etc.; (c) recognize the importance of honesty, and, use discretion when expressing personal feelings to the client; (d) be certain that his facial expressions and mannerisms do not belie his verbal expressions; and (e) be certain that his behavior and words correspond with his attitude.
- LA's: (a) Responding to an audio tape of client statements; (b) two role playing activities; (c) an actual counseling experience.
- Discussion: The audio tape and role playing activities again were very highly rated by the subjects, and, were

retained in the revised units. The actual counseling experience was moved to a later part of the unit (3-L-c) and was revised so as to include video taping of the session with a subsequent review of the video tape. The revision was dictated by subject requests for more video taping.

3-G L0: The counselor trainee will know what non-possessive warmth and positive regard are, and, why they are important to the counseling relationship.

LA: Readings followed by a 1-2 page paper.

Discussion: Based on pilot testing, the above objective and activity were deemed appropriate for use in the revised modular instructional units.

3-H L0: The counselor trainee will learn to recognize and discriminate between various levels of counselor non-possessive warmth and respect (1-5) according to the interpersonal functioning scale.

LA: Audio tape play with group discussion.

Discussion: The subjects rated this activity very positively. The objective and its related activity were retained in the revised instructional units.

3-I L0: The counselor trainee will respect the client's appointed time.

3-J L0: The counselor trainee will realize that the reactions of the client toward the counselor-- such as awe, reverence, hostility, etc., often have little to do with the counselor as a real person.

LA: The two objectives listed above did not have specific learning activities connected to them. The objectives were retained in the revised units.

3-K L0: The counselor trainee will demonstrate social amenities.

LA: An actual counseling session.

Discussion: Based on pilot testing, the above objective and activity were deemed appropriate for use in the revised modular instructional units.

3-L L0's: The counselor trainee will (a) respect a client's right to be wrong; (b) value the client as an individual; (c) perceive beyond the client's surface behavior; (d) not react defensively; (e) touch the client physically if he deems it appropriate; and (f) evidence appropriate verbal and/or physical responses that communicate non-possessive warmth and positive regard.

LA's: (a) Two role playing activities; (b) an actual counseling experience.



Discussion: Again, the role playing activities were very highly rated, and, were retained in the revised units. The actual counseling experience was modified to include video taping and a subsequent review of the video tapes. The authors and the subjects all deemed the video taping activity to be very valuable and it was written in to the revised units.

Results of Pilot Study: The unit was covered in its entirety. All of the objectives of the unit were achieved by all of the subjects. The subjects particularly enjoyed the experiential orientation of the unit. The overwhelming majority of the comments pertaining to the unit were highly positive. The authors and the subjects considered this to be the best instructional unit. Based on the recommendations of the subjects, a new learning objective and two related learning activities were added to the unit. These additions which are reflected in the revised units are as follows:

3-M L0: The counselor trainee will engage in an on-going therapeutic experience.

LA's: (a) The counselor trainee will counsel a fellow trainee one hour per week for six consecutive weeks.

These sessions will be audio taped. Reciprocal dyads will not be used. If counselor trainee A counsels trainee B, trainee B will counsel someone other than trainee A, i.e., trainee C or D. Critique sessions of the audio tapes can be scheduled (this is optional) with a project instructor. (b) This is an optional activity. The counselor trainee will take part in an encounter type group focusing on personal exploration. The group will meet at least once weekly for the duration of the academic quarter. At the discretion of the group, it may or may not be continued thereafter.

These new activities were thought by the authors to be both educational and therapeutic. They may also provide the trainee with a sense of progression through the therapeutic process.

4. Unit Four: Interviewing Skills (A)
- 4-A LO: The counselor trainee will learn how to greet the client; greet client warmly, by name, and express hospitality.
- LA's: (a) Viewing a video tape of greetings; (b) Group discussion; (c) Round robin role playing trios.
- Discussion: The video tape viewing and the group discussion

were not realized. The authors decided that these activities were not necessary in order for the subjects to achieve the related learning objective. Thus, these activities were not covered, and, were eliminated in the revised units. The role playing activity enabled the subjects to achieve the learning objective, and, this activity has been retained in the revised units.

4-B LO's: The counselor trainee will (a) make a smooth transition from greeting the client to beginning the initial session without undue casual conversation; and (b) demonstrate several satisfactory ways of opening the initial interview.

LA's: (a) Viewing of a video tape; (b) round robin role playing trios.

Discussion: The objective and its related activity were not covered during pilot testing. The authors had developed too much material for the academic quarter, and, eliminated material from the units based on their subjective decisions. The authors chose not to cover the above objective and thus its related activity. It was decided that the viewing of the video tape was not necessary for achievement of the learning objective, and, this activity was eliminated in the revised units.

- 4-C LO: The counselor trainee will discover techniques for handling initial resistance.
- LA: An actual counseling session.
- Discussion: The authors chose not to cover the above objective and activity due to lack of adequate time. However, this material was retained in the revised units.
- 4-D LO's: The counselor trainee will (a) know ways of getting the client out of the office on time; and (b) be able to demonstrate closure techniques.
- LA's: (a) Viewing a video tape; (b) a 1-2 page paper; and (c) role playing.
- Discussion: The authors, due to a lack of sufficient time, chose not to cover the above objective and activities. The video tape activity and the role playing activity have been eliminated in the revised units (due to time limit considerations). A very brief lecture/group discussion has been added as an activity, and, the 1-2 page paper was retained in the revised units.
- 4-E LO: The counselor trainee will know any essential differences between initial vs. subsequent interviews with regard to opening and closing skills.
- LA: (a) Viewing a video tape with a subsequent group discussion.

- Discussion: Again, due to time limit considerations, the activity has been rewritten in the revised units to reflect the manner in which the objective was actually met during the pilot testing. The video tape viewing was eliminated, and, the activity was revised to a brief group discussion.
- 4-F L0: The counselor trainee will role play typical differences in counselor and client responses (verbal and non-verbal) between openings and closings in the initial vs. the nth session.
- LA: Round robin role playing.
- Discussion: The authors chose not to cover the above objective (due to insufficient time). It has been eliminated in the revised units.
- 4-G L0: The counselor trainee will recognize that non-attendance is anti-therapeutic.
- LA: An individual interview with the instructor.
- Discussion: The authors, again, due to time limit considerations, chose not to cover the above objective and its related activity. However, with the shortened revised program, it is believed that the activity can be covered. Therefore, it has been retained in the revised instructional units.
- 4-H L0's: The counselor trainee will (a) observe the client's gait, posture, facial expressions, gestures, and

mannerisms; (b) check himself for inappropriate scowling, frowning, yawning, clock watching, foot tapping, etc.; (c) assume a relaxed postural position appropriate to the emotions and/or position of the client; (d) nod his head up and down from time to time; (e) frequently use vocalizations such as "uh-huh", "yes", and "I see"; and (f) frequently reflect the feelings and/or statements of the client.

LA's: (a) Readings followed by a group discussion; (b) an actual counseling interview; and (c) another actual counseling interview.

Discussion: Again, due to time limit considerations, the second counseling interview was eliminated in the revised units and also was eliminated during pilot testing. The above objectives can be achieved without the activity that was eliminated.

4-I LO's: The counselor trainee will (a) recognize internal vs. external content in taped interviews; and (b) get the client to deal more with internal content and feelings and less with external content and feelings.

LA's: (a) Viewing a slide-sound presentation; (b) listening to an audio tape; (c) role playing; (d) readings.

Discussion: Due to a lack of sufficient time, the authors chose not to cover the above objectives and their related activities. The sound-slide and audio tape presentations have been eliminated in the revised modular instructional units. The role playing activity was retained in the revised units, but was slightly modified.

4-J LO: The counselor trainee will guide the discussion so that the client will discuss personally relevant experiences in specific concrete terms.

LA's: (a) Viewing a slide-sound presentation; (b) readings; and (c) role playing.

Discussion: Due to a lack of sufficient time, the authors chose not to cover the above objective and its related activities. The slide-sound presentation has been eliminated in the revised units. The readings have been retained. The role playing activity has been slightly modified as is reflected in the revised instructional units.

4-K LO's: The counselor trainee will (a) model the use of active "I" statements; and (b) confront the client with requests to give specific and present feelings.

LA's: (a) Viewing a slide-sound presentation; (b) role playing.

Discussion: Due to a lack of sufficient time, the authors chose not to cover the above objective and the related activities. The slide-sound presentation has been eliminated in the revised units. The role playing activity has been slightly modified as is reflected in the revised modular units.

4-L LO: The counselor trainee will know the difference in counselor behavior regarding structuring, types of responses, concreteness and specificity, internal vs. external content, and here and now vs. there and then between initial and subsequent interviews.

LA's: (a) Readings; (b) listening to an audio tape; and (c) role playing.

Discussion: Again, due to lack of sufficient time, the authors chose not to cover the above objective and the related activities. The authors also chose to eliminate the above material from the revised units.

4-M LO's: The counselor trainee will (a) understand the value of structuring; (b) know areas that require structuring; (c) know the principles guiding the setting of limits; (d) understand the dangers involved in lack of structuring; and (e) differentiate implicit vs. formal structuring.

LA's: (a) Viewing a slide-sound presentation; (b) readings.



Discussion: The slide-sound presentation has been eliminated in the revised units. During pilot testing, the subjects achieved the objective by engaging in only the reading activity. The reading activity has been retained in the revised units.

4-N LO: The counselor trainee will apply the principles of structuring in an actual counseling session.

LA: An actual counseling session.

Discussion: Due to a lack of sufficient time, the authors chose not to cover the above objective and the related activity. The authors also chose to eliminate the above material from the revised units.

Results of Pilot Study: The authors had developed too much material for use in the academic quarter. Realizing this, they had to make choices as to what material should or should not be presented. The decisions as to what material to omit, etc. were subjective choices by the authors. In effect, the authors asked themselves, "What objectives and activities are most important for the subjects to be exposed to?" Unit four contained much of the material the authors chose to eliminate. Only four of the units fourteen objectives were actually

covered during the pilot testing. In essence, the unit has been rewritten in a somewhat abbreviated version in hopes of enabling it to be covered, along with the other six units, in one academic quarter. It should be emphasized that the authors believe the revised unit four, although much briefer, to be a more economic and efficient unit. The bulk of this unit's material, which was originally developed for the pilot study, was deemed to be too lengthy and unnecessary.

5. Unit Five: Interviewing Skills (B)
- 5-A LO: The counselor trainee will know the following types of counselor responses: paraphrasing; clarifying; perception checking; indirect leading; direct leading; focusing, questioning; reflecting feelings; reflecting experience; reflecting content; summarizing; confronting; interpreting; advice giving; disengagement; paradigmatic.
- LA's: (a) Readings; (b) a written paper.
- Discussion: Based on pilot testing, the above objective and the related activities were deemed appropriate for use in the revised modular instructional units.

5-B LO: The counselor trainee will apply the various types of counselor responses in simulated counseling interviews.

LA: Round robin role playing.

Discussion: Based on pilot testing, the above objective and the related activity were deemed appropriate for use in the revised modular instructional units.

5-C LO: The counselor trainee will recognize that client expectations may be an important aspect of the counseling relationship that is in need of exploration.

LA: Readings.

Discussion: Feedback from the pilot group indicated that several of the readings overlapped considerably. Therefore, the activity was modified slightly in the revised units in order to give the students a choice between the various readings.

5-D LO's: The counselor trainee will (a) inquire into the client's expectations with respect to counseling/psychotherapy; (b) discuss the client's unrealistic expectations, and, help to set reasonable expectations; and (c) engage in an expectation setting negotiation.

LA: Role playing.

Discussion: Due to a lack of sufficient time, the authors chose not to cover the above objective and the related activity. However, with the shortened revised program, it is believed that the activity could be covered. Therefore, it has been retained in the revised units.

5-E LO: The counselor trainee will recognize that the client's chief complaint may not be the most important problem for which he needs help, even though the client may look upon it as the most crippling.

LA's: (a) Readings; (b) quiz.

Discussion: Based on pilot testing, the above objective and the related activity were deemed appropriate for use in the revised instructional units.

5-F LO: The counselor trainee will realize the importance of exploring the client's motivation for counseling, and, the client's level of anxiety.

LA's: (a) Readings; (b) quiz.

Discussion: Based on pilot testing, the above objective and the related activity were deemed appropriate for use in the revised instructional units.

5-G LO's: The counselor trainee will (a) determine why the client is seeking counseling (Why are you here?)

(b) determine why the client has selected you to come to (Why are you here?); (c) determine the precipitating factors bringing the client in for counseling (Why are you here now?); and (d) assess the client's motivation for counseling and anxiety level.

LA: Role playing.

Discussion: The authors, due to time limit considerations, chose not to cover the above objective and the related activity during pilot testing. The role playing activity was slightly modified for use in the revised units.

5-H LO: The counselor trainee will experience a poorly motivated client.

LA: Round robin role playing.

Discussion: Again, the authors, due to insufficient time, had to choose not to cover certain objectives and activities. Thus, the above objective and the related activity were not covered during pilot testing. The role playing activity was slightly modified for use in the revised units.

5-I LO's: The counselor trainee will (a) realize that client silence may mean a number of different things; (b) know several techniques for handling client silences.

- LA's: (a) Readings; (b) quiz.
- Discussion: Based on pilot testing, the above objectives and the related activities were deemed appropriate for retention in the revised modular instructional units.
- 5-J LO's: The counselor trainee will (a) allow silence to persist; resist compulsion to break silence; develop a tolerance for silence in the counseling session; and (b) only break client silences by initiating a comment about the silence.
- LA: Role playing.
- Discussion: The role playing activity was slightly modified for use in the revised units (because of time limit considerations).
- 5-K LO: The counselor trainee will identify (if possible) the reason behind the client's silence, i.e., fear, hostility, reflection, etc.
- LA: Role playing.
- Discussion: Due to time limit considerations, the role playing activity was slightly modified for use in the revised units.
- 5-L LO: The counselor trainee will recognize the non-verbal communication of the client during the client's silence.
- LA: Viewing a video tape.

**Discussion:** The authors chose not to cover the above objective and the related activity. Due to time limit considerations, the above material was eliminated in the revised modular units.

**5-M LO's:** The counselor trainee will (a) indicate appropriate and inappropriate timing for obtaining and/or presenting information to the client; and (b) know the basic sources of information (primary and secondary) and discuss the benefits and limitations of each.

**LA:** Readings with a subsequent group discussion.

**Discussion:** The authors, due to insufficient time to cover all objectives and activities, chose not to cover the above objective and the related activity during pilot testing. However, the above material was retained in the revised units.

**Results of Pilot Study:** As a result of developing too much material for use in one academic quarter, the authors had to choose not to cover certain material during pilot testing. Thus, the authors chose to cover only eight of the unit's thirteen objectives during the pilot testing. Of the eight objectives covered, all were achieved by all of the subjects. The unit was somewhat shortened as reflected in the revised

units. It is hoped that the revised unit five and the other six revised units can be covered in one academic quarter. Again, it should be emphasized that the author believe the revised unit five, although much briefer, to be a more economic and efficient unit. Much of the unit's original material was deemed to be too lengthy and unnecessary.

6. Unit Six: Critical Incidents in Counseling and Psychotherapy
- 6-A LO's: The counselor trainee will (a) define resistance; (b) discuss the phenomenon of resistance; (c) discuss the major types of resistance; (d) realize the necessity of dealing with resistance; and (e) discuss the major methods of handling resistance.
- LA's: Readings with a subsequent lecture/group discussion.
- Discussion: The above objectives and activities received rather low ratings by subjects during the pilot study. Most of the subjects thought the material to be boring or unimportant. The authors disagreed and retained the material in the revised units.
- 6-B LO's: The counselor trainee will (a) define transference; (b) define countertransference; (c) discuss methods for handling transference; and (d) discuss methods for handling countertransference.



- LA's: Readings with a subsequent lecture/group discussion.
- Discussion: The above objectives and activities received rather low ratings by subjects during the pilot study. Most of the subjects thought the material to be boring or unimportant. The authors disagreed and retained the material in the revised units.
- 6-C LO: The counselor trainee will understand the concepts of client hostility, dependency, and seduction.
- LA: Lecture/group discussion.
- Discussion: Based on pilot testing, the above objective and the related activity were retained in the revised modular instructional units.
- 6-D LO's: The counselor trainee will effectively deal with client (a) hostility; (b) dependency; and (c) seduction.
- LA's: (a) Two role playing activities; and (b) three actual counseling experiences.
- Discussion: The above material was rated very highly by the pilot group. The role playing activities have been retained in the revised units. Due to time limit considerations, the actual counseling experience activity was rewritten in the revised units to reflect the manner in which the activity was actually conducted during the pilot testing.

The pilot subjects frequently requested more video taping experiences, and, the modified activity as written in the revised units reflects those requests.

6-E LO: The counselor trainee will be familiar with important issues with respect to dealing with suicidal clients.

LA: Readings followed by a lecture/group discussion.

Discussion: Based on pilot testing, the above material was deemed appropriate for the revised instructional units.

6-F LO: The counselor trainee will effectively deal with a suicidal client.

LA's: (a) Two role playing activities; and (b) an actual counseling experience.

Discussion: Again, the actual counseling experience was modified in the revised units so as to include video taping and a subsequent critique. This revision was based on the many requests by the pilot group subjects for more video taping of actual counseling sessions. The two role playing activities were retained in the revised units.

6-G LO's: The counselor trainee will (a) not react defensively; and (b) effectively deal with questions with respect to counselor age, sex, competency, etc.

LA's: (a) Readings; and (b) round robin role playing.

Discussion: Based on pilot testing, the above objectives and the related activities were deemed appropriate for the revised modular instructional units.

6-H LO's: The counselor trainee will (a) be familiar with literature on referring clients; and (b) realize that some clients will need to be referred.

LA: Readings followed by a one page paper.

Discussion: Based on pilot testing, the above objectives and the related activities were deemed appropriate for the revised modular instructional units.

6-I LO's: The counselor trainee will (a) understand the differences in termination issues between long term vs. short term therapy, and, between premature vs. planned termination; and (b) identify important counselor/client behaviors regarding planning for and termination of counseling/therapy upon completion of agreed goals.

LA: Readings followed by a group discussion.

Discussion: Based on pilot testing, the above objectives and the related activities were retained in the revised instructional units.

Results of Pilot Study: Unit six was covered completely during the pilot testing. All of the objectives of the unit were achieved by all of the subjects in

the pilot group. In general, the unit was rated very positively. The most desirable parts of the unit, as rated by the pilot group, were the video taping and role playing activities. The least desirable parts, again, as rated by the pilot group, were the group discussions on resistance, transference, and countertransference. The authors deemed unit six to be an effective and important unit, and, believe that the revised unit six, with the two new video taping activities, will provide future students with many valuable experiences.

7. Unit Seven: Counselor Values and Ethical and Legal Responsibilities in Counseling and Psychotherapy

7-A LO's: The counselor trainee will (a) know what "values" are; (b) be familiar with his own values; and (c) know relevant issues regarding the place of counselor/client values in the treatment process.

LA's: (a) Readings; (b) listening to an audio tape followed by a group discussion; (c) writing two three page papers; and (d) listening to another audio tape.

7-B LO's: The counselor trainee will (a) know what ethics are; (b) know issues (including multiple loyalties and

responsibilities) dealing with personal ethics, professional ethics, and institutional ethics; and (c) be familiar with the APA and APGA codes of ethics.

LA's: (a) Readings followed by a group discussion; and (b) a one to three page paper.

7-C LO: The counselor trainee will demonstrate his knowledge of ethical behavior in professional practice.

LA: Analysis of written briefs involving ethical concerns.

7-D LO's: The counselor trainee will (a) be aware of a program of liability insurance; (b) know any unique legal/ethical implications in working with minors; (c) know any differences in legal and ethical implications for different settings, i.e., private practice, public agency, institutional settings, etc.; and (d) know the counselor/therapist's responsibility re: liability, malpractice, libel, slander, and priveleged communication.

LA's: (a) Readings; (b) listening to an audio tape followed by a group discussion.

7-E LO: The counselor trainee will be aware of relevant professional associations for counselors and psychologists and will consider the role of professional affiliation in one's own goals re:

professionalism.

LA: Readings followed by a one page paper.

Results of Pilot Study: Unit seven is a relatively brief unit. However, due to insufficient time, the unit was not even touched upon during the pilot testing. Consequently, none of the objectives of the unit were achieved by any members of the pilot group. The authors felt that unit seven should be included in the revised units. It is hoped that on account of changes in the other six units, there would be time for completion of unit seven and the other units within one academic quarter. Thus, the original unit seven was retained in the revised modular instructional units.

### Summary of Pilot Study Data

Following is a summary of pilot study data, indicating the number of subjects who achieved criterion for each learning objective in the course, and a brief statement (remarks) of the researchers' assessment and/or action taken regarding subsequent revisions in learning objectives or activities indicated by the pilot study.

<u>Learning Objectives</u>	<u>Subjects Achieving Criterion</u>	<u>Remarks</u>
1-A	9	Two learning activities completed. One activity modified as reflected in the instructor's manual.
1-B	9	Two learning activities completed. One activity modified as reflected in the revised modular units. One student did not achieve the objective on the first opportunity, but did achieve mastery on his second opportunity.
2-A	9	Two learning activities completed. Adequate material for the system.
2-B	0	This objective was not achieved due to difficulty in scheduling the related learning activity.
2-C	9	The audio tapes for the activity were too lengthy and were later excerpted for the revised units. All students demonstrated on-task behavior.
3-A	9	Seven students achieved this objective on the first opportunity. Two students achieved mastery on their second opportunity.
3-B	9	All students demonstrated on-task behavior. Adequate material for system.
3-C	9	Three experientially oriented learning activities completed. Three students

<u>Learning Objectives</u>	<u>Subjects Achieving Criterion</u>	<u>Remarks</u>
		needed additional opportunities to achieve mastery. Several students requested more of the same activities. Adequate material for system.
3-D	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity.
3-E	9	All students demonstrated on-task behavior. Adequate material for system.
3-F	9	Three experientially oriented learning activities completed. One activity omitted as reflected in revised units. All students demonstrated on-task behavior.
3-G	9	Three students needed a second opportunity to achieve mastery of this objective.
3-H	9	All students demonstrated on-task behavior. Adequate material for the system.
3-I	9	Adequate material.
3-J	9	Adequate material.
3-K	9	Adequate material.
3-L	9	Three original learning activities with one new activity as reflected in revised units. One student needed a second opportunity to achieve mastery of the objectives.
4-A	9	Two of the three learning activities have been eliminated in the revised units. All students demonstrated on-task behavior.



<u>Learning Objectives</u>	<u>Students Achieving Criterion</u>	<u>Remarks</u>
4-B	0	This objective was not covered due to lack of time. One of the two activities has been eliminated in the revised units.
4-C	0	This objective was not covered due to lack of time.
4-D	0	This objective was not covered due to lack of time. One of the two learning activities has been eliminated in the revised units while the other activity has been modified.
4-E	9	The learning activity has been completely rewritten for the revised units. All students demonstrated on-task behavior.
4-F	0	This objective was not covered due to lack of time. It has been eliminated in the revised units.
4-G	0	This objective was not covered due to lack of time.
4-H	9	One of the three learning activities has been eliminated in the revised units. All students demonstrated on-task behavior.
4-I	0	This objective was not covered due to lack of time. Two of the related learning activities have been eliminated in the revised units. One activity has been modified.
4-J	0	This objective was not covered due to lack of time. One of the related learning activities has been eliminated in the revised units. One activity has been modified.
4-K	0	This objective was not covered due to lack of time. One of the related

<u>Learning Objectives</u>	<u>Students Achieving Criterion</u>	<u>Remarks</u>
		Learning activities has been eliminated in the revised units. One activity has been modified.
4-L	0	This objective was not covered due to lack of time. This objective and three related learning activities have been eliminated from the revised units.
4-M	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity. One of the two learning activities has been eliminated from the revised units.
4-N	0	This objective was not covered due to lack of time. The objective and the related learning activity have been eliminated from the revised units.
5-A	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity. Adequate material for the system.
5-B	9	All students demonstrated on-task behavior. Adequate material for the system.
5-C	9	All students demonstrated on-task behavior. The related learning activity has been modified as reflected in the revised units.
5-D	0	This objective was not covered due to lack of time.
5-E	9	All students demonstrated on-task behavior. Adequate material for the system.
5-F	9	One student did not achieve the objec-

<u>Learning Objectives</u>	<u>Students Achieving Criterion</u>	<u>Remarks</u>
		tive on his first opportunity, but did achieve mastery on his second opportunity. Adequate material for the system.
5-G, and 5-H	0	These objectives were not covered due to lack of time. Their related learning activities has been modified as reflected in the revised units.
5-I	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity. Adequate material for the system.
5-J	9	All students demonstrated on-task behavior. The related learning activity has been modified as reflected in the revised units.
5-K	9	All students demonstrated on-task behavior. The related learning activity has been modified as reflected in the revised units.
5-L	0	This objective was not covered due to lack of time. The objective and its related learning activity have been eliminated from the revised units.
5-M	0	This objective was not covered due to lack of time.
6-A	9	Adequate material for the system.
6-B	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity. Adequate material for the system.
6-C	9	Adequate material for the system.

<u>Learning Objectives</u>	<u>Students Achieving Criterion</u>	<u>Remarks</u>
6-D	9	All students demonstrated on-task behavior. One of the three experientially oriented learning activities has been modified as reflected in the revised units.
6-E	9	Adequate material for the system.
6-F	9	All students demonstrated on-task behavior. One of the three experientially oriented learning activities has been modified as reflected in the revised units.
6-G	9	Adequate material for the system.
6-H	9	Adequate material for the system.
6-I	9	One student did not achieve the objective on his first opportunity, but did achieve mastery on his second opportunity. Adequate material for the system.
7-A	0	This objective was not covered due to lack of time.
7-B	0	This objective was not covered due to lack of time.
7-C	0	This objective was not covered due to lack of time.
7-D	0	This objective was not covered due to lack of time.
7-E	0	This objective was not covered due to lack of time.

### Discussion

Learning objectives state exactly what the counselor trainee is expected to know or perform as a result of his instruction and experiences. Learning activities give brief descriptions of the activities that the counselor trainee will take part in related to particular learning objectives. For each learning objective, there is a criterion statement which contains the criteria against which the specific competency will be judged. The most striking finding with respect to the data is that all criteria were met on those objectives that were covered during the pilot testing. The explanation is that if a subject failed to achieve a given competency, he was given additional training opportunities and was encouraged to try again to demonstrate his competency. Failure to achieve an acceptable competency merely meant delay in completion of the subject's activities rather than removal or failure of the subject.

The authors had developed too much material for the time limit of one academic quarter. Therefore, some objectives were not realized, in particular the objectives of units four, five, and seven. Objectives and learning activities were eliminated from pilot testing based simply on the subjective discretion of the authors. Realizing there was not enough time to cover all of the material which was developed for the program, the authors had to choose to cover the objectives and activities they deemed to be most important for the subjects to be exposed to.

Analysis of each of the learning objectives covered in the study indicates that most objectives were achieved on each student's first

attempt. However, some students did require second attempts in order to achieve mastery over some objectives. The fact that all the students achieved all the objectives attempted is a function of the program's allowing enough time for sufficient attempts to achieve mastery level. The data listing also shows that some objectives and activities have been eliminated, added, or modified as a result of the pilot testing. The revised instructional units appear in Appendix of this dissertation. The authors have written the revised units realizing the academic quarter time restriction. Thus, the revised units are considerably shorter than the original instructional units. However, the authors believe that only quantity and not quality has been eliminated. The revised units are more economical and efficient and even more experientially oriented than were the original units.

Data analysis of the post meeting reaction sheets seemingly indicates that the students enjoyed the program and learned quite a bit from it (see Tables 1 and 2). This is in accord with the authors' subjective feelings that the program was definitely successful, enjoyable, and a valuable learning experience for the students.

Some unanticipated data may also be important in looking at the success of the program. For example, the subjects formed an extremely cohesive group. During the ten weeks of field testing, there were only two absences. All of the subjects took part in an optional self-exploration group which met weekly at the University Counseling Center, and they are currently continuing the group into the new academic quarter although

it is not connected to any course and they receive no credit for it. Eight of the nine subjects volunteered to help one of the staff members of the psychology department in group activities that he was conducting on campus. Another subjective observation by the authors was that group members frequently socialized together and seemingly had a sense of esprit de corps.

Table 1

SUMMARY OF SCORES ON POST MEETING REACTION SHEETS  
RE: I FELT THAT THE GROUP MEETING TODAY WAS:

	EXCELLENT(4)	GOOD(3)	AVERAGE(2)	NOT SO GOOD(1)	BAD(0)
N	43	49	7	3	2
N(X)	172	147	14	3	0
$\bar{X}$ score = 3.23					

Table 2

SUMMARY OF SCORES ON POST MEETING REACTION SHEETS  
RE: I FELT THAT I LEARNED FROM THE DISCUSSION:

	VERY MUCH(4)	QUITE A BIT(3)	SOME(2)	LITTLE(1)	NOT AT ALL(0)
N	30	54	15	4	1
N(X)	120	162	30	4	0
$\bar{X}$ score = 3.03					

Anecdotal data were taken from the final course evaluations which were turned in by the subjects. All of the subjects gave favorable comments concerning the program. Although there were some suggestions for

revision, there were no negative comments.

Following are the comments of the eight subjects who chose to write in comments (it was an optional section):

1. The molding of theory and techniques with various role playing activities helped lessen the shock of transition from the classroom to the clinic by giving the student feedback on his handling of different situations closely approximating those found in genuine counseling settings.
2. The first implementation of a new course always falls short of its potential; however, I feel that this course was very successful in promoting the learning of both principles and techniques in counseling by utilizing constant self and peer evaluation in actually using these techniques. This practical orientation is of utmost importance in turning out counselors.
3. Extensive use of role playing allowed us to practice what we were learning, not just carry it around in our heads.
4. I think the course facilitated rapid cohesion in the group.
5. I learned a great deal from the course and felt that the practicum was especially helpful in understanding ways of implementing theory into therapy. I felt that more video taping would have helped. Also, more slide-tape presentations would have been useful.
6. The course was very valuable and was far superior to other classes and practicums I have taken.
7. The course is especially strong in developing basic counseling skills. The course structure provides freedom within which the potentialities of the counselor can develop. The size of the class and the intensity of the material presented developed sincere commitments and personal involvement to a degree which I have not seen equalled. An effective use of the entailed course models to the learning counselor - empathy, warmth, acceptance of his worth and freedom to learn - the necessities of a good counselor. I'd like to see written into the course a democratic method of deciding how long and to what extent each section of



the course would be utilized. It would allow the class as individuals to ascertain their individual needs.

- 8. This was the most meaningful course I've ever taken. The course was exciting, interesting, and enjoyable. I found the method of learning experientially much superior to the traditional lecture or seminar. As a result of the emphasis upon learning through experience, I gained a great deal of confidence in my counseling ability.

Data analysis of the final course rating sheets seemingly indicate that the subjects thought the course to be excellent and worthwhile (see Table 3).

Table 3

SUMMARY OF SCORES ON THE FINAL COURSE RATING SHEETS  
RE: I WOULD RATE THE COURSE AS:

	EXCELLENT(4)	GOOD(3)	FAIR(2)	POOR(1)
N	8	1	0	0
N(X)	32	3	0	0

$\bar{X}$  score = 3.88

It is interesting to note that all learning objectives attempted were achieved. The question must be raised, however, as to whether the criteria for achievement were taxing enough or at an appropriate level of difficulty. Very early in the development of the modular instructional units, the authors realized a dilemma. On the one hand we needed strict specificity of criteria for achievement. On the other hand, as psychologists, we were very committed to flexibility and non-mechanistic operations. The dilemma which emerged in trial testing was that the

*On the one hand we needed strict specificity of criteria for achievement. On the other hand, as*

*criteria for achievement*

the element of subjectivity was evident even within the rather objective criteria set up in the program. For example, one evidence of learning, or criterion statement says, "The counselor trainee will achieve at least a level of three on the empathy scale of the Interpersonal Functioning Scale as judged by two independent raters." Thus, it is quite obvious that although the criterion was specific, it called for a subjective judgement on the part of the raters. The judgements of the professionals or the project instructors are part of the process of determining whether students do or do not achieve criterion. To that extent there is definitely an element of the arbitrary, or subjectiveness, built into the system. The alternative would be to move towards a more rigid system, characterized by only objective specificity of criteria without professional judgement involved. The authors thought this to be rather untenable and undesirable with respect to training in counseling and psychotherapy. In essence, the modular instructional units have given a more systematic scheme to one area of coursework which, heretofore, has been primarily subjective in nature. Certainly, parts of the system's criterion for achievement are completely objective. However, where subjective elements must come into play, it is a rather systematic subjective element. Realizing the dilemma involved in developing criteria for achievement, the present authors chose to also allow for the judgements of project instructors in the system.

Counseling and psychotherapy, in practice, require affective as well as cognitive skills on the part of the practitioner. When developing

a training program in these areas, it is therefore very valuable to provide a system for subjective elements, and, it is just as important to insure a non-mechanistically oriented system. The authors' choice of criteria for achievement enabled them to develop an experientially oriented systems approach to the training of counselors.

Perhaps the fact that all objectives attempted were achieved is thus primarily a function of the judgement of the present authors. We feel that the criteria for achievement is at an appropriate difficulty level. The fact that all objectives attempted were achieved is felt primarily to be a function of allowing sufficient time for the students to retake any or all activities related to any learning objective.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The profession of counseling psychology has, for a long time, realized the need for re-evaluating and improving traditional methods of training counselors. The major professional recommendations have been for a more scientifically-based approach to counselor training and for greater emphasis on experientially oriented training. The present study represented a developmental effort geared towards the integration of the above two recommendations.

With the current emphasis on educational technology and performance-based behavioral objectives, the present study attempted to develop modular instructional systems for use in a counselor education program. Seven instructional units were developed to comprise the system. These instructional units adopted a format containing the following: (1) specific learning objectives, which stated exactly what the counselor trainee was expected to know or perform as a result of his instruction and experiences; (2) detailed learning activities related to each of the learning objectives; and (3) evidence of learning, or criterion statements, for each learning objective. The seven units were written in detail in a student training manual, and an instructor's manual was also developed to enable any counselor educator to teach the course by familiarizing himself with both of the prepared manuals.

The modular instructional systems were field tested on a pilot group of nine graduate students in counseling psychology at Utah State University, Fall Quarter, 1973. The pilot group met for six hours of

class time each week for ten consecutive weeks, during which time all class meetings, instructional presentations, training materials, and other training activities were evaluated and rated by means of trainee reaction sheets requested of the pilot subjects following each meeting. Data from the developmental evaluations were used at the end of the field testing period to assess the overall course, as well as to modify individual training units as indicated by the field testing experience.

The authors had developed too much material for the time limit of one academic quarter. Therefore, some objectives were not realized, in particular the objectives of units four, five, and seven. Realizing there was not enough time to cover all of the material which was developed for the program, the authors had to subjectively choose to cover the objectives and activities they deemed to be most important for the pilot group to be exposed to.

All of the learning objectives attempted by the subjects were achieved. The authors believe that this result is a function of allowing sufficient time for subjects to retake any or all activities related to any learning objective.

Data analysis of post-meeting reaction sheets and final course rating sheets seemingly indicate that the students enjoyed the program and learned quite a bit from it (see Tables 1, 2, and 3). This is in accord with anecdotal data and the authors' subjective feelings that the program was definitely successful, enjoyable, and a valuable learning experience for the subjects.

As a result of the field testing, parts of the system were either

modified, eliminated, or added. The revised modular instructional units are shorter in length and are more experientially oriented than were the original units. The authors have written the revised units while keeping in mind the time restriction of one academic quarter.

The present study was designed to cover only five of the seven steps in the R & D research cycle outlined by Borg, et al. (1971) (see page of the present study). The findings presented here are thus tentative. However, experience with the field testing, discussed above, indicated that the systems approach to counselor education is indeed a viable alternative to more-traditional methods of counselor education. The systems approach provided for a science-based training model, characterized by a high level of accountability. Thus, the approach demonstrated specifically what the students knew, had learned, or did not know with regard to the content and objectives of the counselor training units developed for this study. At the same time, experiential activities programmed into the system assured that the program did not become mechanistic. It is felt that the systems developed for the present study offer an efficient and effective method for counselor education.

#### Recommendations for Further Research

As indicated above, the present authors' research and development did not extend to a second field testing of the training materials developed for the present study. The original modular instructional units and the original instructor's manual have been revised on the basis of field testing with a pilot sample only. It is recommended therefore that

steps six and seven of Borg's (1971) R & D cycle be conducted by future researchers. This would provide even further refinement and development of the present modular instructional systems. Thus, it is recommended that the revised product as reflected in the appendix of this dissertation be field tested again with a larger sample and revised until all the system's objectives have been achieved. At that point, it is recommended the instructional systems be put into operational use as a regular graduate course in counselor education.

Because of the success of the modular instructional systems developed for the present study, it is recommended that other current graduate courses in psychology be considered for adaptation to the system's approach.

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Interviewing Skills  
Empathy  
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APPENDIXES

APPENDIX A

Transcript of Tape Used In Slide-Tape  
Presentation on "What is Counseling?"

Transcript of the Tape Created for Use  
in the Slide/Tape Presentation on

"WHAT IS COUNSELING?"

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\*What is counseling? Is it advise giving? Is it directing one into jobs? Does it deal with emotions? \*Does it deal primarily with outcomes or does it deal with a process? The answers to these questions will vary depending on whom you choose to ask. But it is a vital set of questions particularly for those of you planning on becoming a counselor and are here to start training for this career.

\*This presentation is designed to give you some direction which will help you arrive at a definition of counseling that will satisfy not only your supervisors but yourself as well. Your personal definition of counseling is going to influence how you counsel, what type of job and the type of setting you select to work in after finishing your graduate training.

\*First of all, you must separate counseling from other endeavors, such as teaching, psychotherapy, and marriage counseling, if indeed it can be separated. \*Your first task will be to research the literature for distinguishing features of counseling. You will find a specific bibliography in your syllabus directing you to a variety of papers, books, and articles.

\*Secondly you must decide for yourself whether your concern in counseling is primarily on the outcome or on the process itself; you must

come up with two definitions in each area; that is, two definitions using outcomes and two using processes.

\*Now let's go back and cover these in detail. How do we separate counseling from therapy? They both serve to help people know more about life and themselves. They are helping professions which are similar in many ways. What then are the distinguishing features of each? \*This is one of those murkey questions which may defy any attempt at clarification, but here is one interpretation. \*The first difference is in training. Clinicians or therapists are trained in psychodynamics and psychopathology while counseling psychologists emphasize educational psychology and role problems.

A second differentiation factor is the focus on the intervention. \*Clinical emphasis examines intra-personal conflicts where the meat of the sessions deals with such factors as ambivalence, conflicts of needs, guilt, anxiety, depression and confusion \* whereas guidance and counseling emphasize inter-personal conflicts. Role problems, such as marital problems, family adjustment, educational and vocational adjustment are of prime concern to the counselor.

\*Thirdly, there are differences in anxiety level of the client. In therapy one deals with chronic anxiety and severe psychoapthology. \*In counseling he deals with acute anxiety, as, should I get a divorce and feel guilty or stay married and be miserable. While the guidance counselor deals with a client with minimal anxiety.

\*A fourth differentiating factor is the goal of the intervention. In therapy the goal is integration of the intra-personal conflicts and/or



the restructuring of the self or ego. \*The goal in counseling is competence in roles as described by the "problem," alternatives, attitudes, relationships and self understanding. \*The guidance counselor emphasizes development, orientation and information on an external level with little bond between counselor and client.

\*There they are - all in neat little cubbyholes. But wait a minute, "What about vocational guidance in therapy and a threat of suicide in vocational guidance?" The little neat cubbyholes are not so neat. The lines of demarcation blur. Remember, we are talking about usual and that is a harried term when it comes to talking about human behavior. \*Also remember, one of the best measures of success in graduate training in psychology is tolerance of ambiguity.

Now, counseling and teaching, how do they differ? \*First of all a counselor almost generally takes a natural unit, one person, one family, and works intensively with them. The teacher takes a number of pupils of one age or one grade and teaches them a selected subject.

\*Second, the teacher brings the subject matter to the setting and introduces it to the pupils while in counseling the client or clients bring in the "topic" for discussion.

\*Third, in counseling, the client and his role is the center of attention while in teaching the focus is on the subject matter assigned to that particular class.

\*Finally, counseling is a personal venture and no two ventures are alike while teaching is more impersonal and the subject matter is usually very similar.

\*Of course, we realize a really great teacher often does a lot of counseling, has intimate contact with his pupils, and is therapeutic in general and a good counselor teaches content whenever appropriate.

So far in our discussion we have been talking about a common cluster of skills for helping professions, each profession emphasizing different skills or combinations of these skills. \*This is true in therapy, counseling, guidance and teaching - they are all helping professions and as a result are more alike than different. But it is important to recognize a point of emphasis for each.

\*We can now turn our attention to defining counseling in terms of either process or outcomes. That is to say counseling may be defined as a process, a way of dealing with certain inter-personal problems in a specific specified manner or it may be defined in terms of what the outcome is.

\*This concern over process or outcome actually permeates all of psychotherapy dividing the SR or outcome theories from the SOR or process theories. But this argument goes even deeper than psychology, it divided philosophy, education, and the other social sciences. A bibliography will be given you which will help you explore the highways and the biways of this question.

Let's throw out some tidbits. \*On the outcome side we have the dictums "the end justifies the means," "if it works, use it," and "situational ethics." What do they mean? There are thousands of pages of arguments supporting these statements. \*On the other side we hear,

"it's not what you do but how you do it," and "do it with love." These statements are hard to argue with. However, some critics consider process emphasis because process is difficult to quantify.

\*Thinking men have vacilated on this issue for centuries and will probably continue on for many more. We have in the recent past been concerned with logical positivism and outcome theoretical position. \* However, starting with the second world war the pendulum has been swinging the other way. This has been the main thrust of existentialism and humanism. For instance, in psychology note the uprising over Jenses' paper on Negro IQ's, his position was an outcome one. \*The uproar was a process rebellion, they were concerned with why do we use an IQ and not cover the differences found in IQ levels. \*Many outcome people fall back on Hitler's program against the Jews stating that Hitler was using an outcome, improvement of the Aryan race, as justification for what he was doing. Note that he also sterilized many retarded persons. The process people feel that if we stick to outcomes then the Negro, the poor, the disadvantaged, could also be the victims of a new program. To expand on this view, read Soul on Ice by Eldridge Cleaver.

\*An entire quarter could be used to illustrate this subject alone, but right now narrow it down to \* the definition of counseling and try to write two definitions of counseling and try to write two definitions using outcomes and two using process. Please try to look fairly at both sides until you understand all they stand for before you personally take sides. \*Don't take a side in hope of pleasing the department; it isn't worth your while.

Once you take sides on this issue it becomes hard to change, especially when you have invested a lot of time and yourself into it.

\*Okay, now from here you will read from the bibliography and be prepared to discuss issues at the next meeting. In the immediate future you will be required to write an acceptable definition of counseling and summarize the differences between counseling and other helping relationships.

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\* = Presentation of Slide

APPENDIX B

Transcript of Tape Used In Slide Tape Presentation  
on "The History of Counseling and Psychotherapy"

Transcript of the Tape Created for Use in the  
Slide/Tape Presentation on the

HISTORY OF COUNSELING AND PSYCHOTHERAPY

\*

\*Although counseling has been with us informally throughout the centuries, the formalized field of counseling and guidance had its origins around the turn of the Twentieth Century. Frank Parsons became known as the Father of Guidance. \*In 1906, his book entitled, "Choosing a Vocation," was published. Guidance was then an after school activity that centered around finding jobs. Counseling was really simply vocational guidance.

Slowly, however, counseling seemed to merge with the psychometrics movement. \*The late 1930's brought into prominence the "Minnesota Point of View" as expounded by Williamson and Darley. The high unemployment rate of the 1930's influenced counseling to stress proper job placement. The traits of the counselee were matched with the particular factors of the job.

\*Meanwhile, in Europe, Sigmund Freud had developed an elaborate and comprehensive form of therapy called psychoanalysis. With many scholarly Europeans coming to the United States to escape wartime pressures, Freud's views began to emerge in America.

\*The early 1940's brought the influence and ideas of Carl Rogers into counseling and psychotherapy. Rogers was disenchanted with the formulations of the pigeon-holing Parson and the deterministic and negativistic Freud. His client centered non-directive counseling went beyond

vocational guidance to deal heavily with personality, emotions, and the self.

World War II saw counseling and psychotherapy begin to emerge as a clinical profession. \*G.I.s and Veterans had many "clinical" problems to deal with. Veterans hospitals flourished - medicine was no longer the only clinical profession.

With counseling emerging in its own right, various counseling theories came into conflict. \*One of the main issues in counseling was directive vs. non-directive. Rogers and B. F. Skinner debated the issues of the control of human behavior, and, freedom of choice vs. determinism.

\*The late 1950's witnessed the beginning of the quest for outer space. Russia took the lead in the "race for space" with "Sputnik." The counselors in the United States were now concerned with identifying able students for the sciences. Thus, counseling focused on the advantaged.

\*More recently, during the 1960's and 1970's, counseling has focused on the "disadvantaged" and programs like those sponsored by U.S. Government.

Most recently, the group human potential movement has been booming. \*Although the group movement in counseling and psychotherapy has been widely abused, sensitivity and encounter type groups have enabled the counselor-therapist to touch all aspects of society including industry, religion, and education.

The history of counseling and psychotherapy is still very much evolving. One can only guess what our future directions shall be. Perhaps we are moving towards a species wide theory of counseling - perhaps

not, that is for posterity to determine.

\* = Presentation of Slide



APPENDIX C

Transcript of Audiotape Illustrating Various  
Levels of Counselor Empathy

Transcript of the Tape Created for Illustrating Various Levels  
of Empathy

Narrator: This tape contains excerpts illustrating various levels of empathic responses on the part of the counselor.

#1 Client: I'm just so under it all. I don't know if I've got the strength or the will to get up again.

Counselor: You're just so far down, you don't know if you can make it anymore.

Client: Yes, I don't know if I can do it.

Narrator: This is an illustration of a level three response in empathy that may be considered minimally facilitative. In actuality, the therapist's response is one that may be considered interchangeable with that of the client. Here the therapist has communicated that he is with but not beyond the client. He is turned in on the client's wavelength but he adds nothing more. He does not facilitate the client's movement to a deeper level except insofar as he has understood the previous level. The level three empathic response may be considered a reflection of what is known or knowable - that is - it is the best response of an interchangeable nature which the therapist can relate to the client's response.

#2 Client: I'm so overwhelmed. I don't know if I can make it now or ever. I don't even know if it's worth saying anymore to anyone.

Counselor: Sounds like life's not worth struggling for anymore, not even with me.

Client: I'm alone and I'm terribly frightened.

Counselor: I'm with you.

Narrator: This is an example of at least a level three empathic response on the part of the counselor. The therapist anticipates the client here and shares something of himself to make it possible for the client to move to deeper levels of exploration and experiencing.

#3 Client: Sometimes I get so depressed I just don't know what to do with myself.

Counselor: Everyone feels that way once in awhile.

Client: Yes, but, but this time I'm really -- I'm really as low as I think I can ever get.

Counselor: You know you don't have to stay this way all the time.

Client: Yes, but somehow I get the feeling that you don't want to hear what's really bothering me.

Counselor: Sure I do, but everyone has his ups and downs. Maybe you can tell me about your ups and downs, what experiences you've had.

Client: Well, I guess it's true that, that at sometimes I feel better than at others -- uh, but sometimes I'm way up and then sometimes I hit the bottom.

Narrator: This is an example of a level two response. The counselor shows some awareness of the client's obvious surface feelings but really responds to something other than what the client is expressing. The therapist makes generalizations of the client's experience which leave the client himself out of the picture. He does not really communicate facilitative levels of empathy and respect in his not so subtle attempt to shape the client's responses to be congruent with his experience. In response the client appears confused over whether to continue or not. Finally, he does, but in doing so he explores himself very cautiously in a very abstract fashion.

#4 Client: Sometimes I get so depressed, I don't know where I'm going.

Counselor: Well, you know it's around exam time and lots of kids get feeling a little down this time of year.

Client: Yeah, but this has nothing to do with exams. That's not even bothering me.

Counselor: You mean none of the exams are bothering you. Surely one of them must be bothering you.

Client: Well, I'm having a little trouble with French this semester but it's really nothing to get worried about. I think I'm doing fairly well in it. That's not really what's bugging me so much.

Counselor: Well, lots of students have trouble in French, especially here at this school.

Client: Well, I don't know, I got an A in French last semester and I think even if I goof up the exam terribly I shouldn't get

less than a C -- but uh, if you say that's what is bothering me, maybe it is. I don't know what to think.

Narrator: This is an example of a level one response. The counselor shows no awareness of the client's obvious feelings and he detracts significantly from the communications of the client. Here we see that the therapist is responding only from his own preconceived frame of reference which almost totally excludes that of the client. In so doing he communicates very low levels of empathy and genuine respect and is unable to make concrete the client's difficulty in any way. The client momentarily entertains the therapist's persistent argument - for that is what it is - but he does not explore himself in problem areas that are important to him.

#5 Client: I get so mad at my supervisor! I try to come up with some new ideas and he knocks me down. He's just a bunch of sour grapes.

Counselor: Wow, he really sounds like a real bastard.

Client: That's it! That's just what we call him. Oh, sometimes I could, uh, uh, I don't know what I'd do.

Counselor: Boy, you could really let him have it. You could just cut loose.

Client: Yeah, sometimes I dream about what I'd do to him, but I can't, damn it! He's got the power of life and death over me.

Counselor: And he'd use it, huh?

Client: Yeah, I guess he would.

Counselor: I guess, I guess I've been hit like that myself and maybe in different ways. Maybe you can let me know about your situation -- what's happened here?

Client: Well, for instance, the other day at work I came up with an idea that everyone thought was great. It would've saved hundreds, maybe thousands of hours of work, and he cut me to ribbons in front of everybody. He just can't stand to have anyone better than he is. He made me feel like a nothing, a nobody, just dirt.

Narrator: This is an example of a level four response. The counselor feeds back the feelings of the client noticeably enriched at a level deeper than the client could express them. Here we

see that the therapist is right with the client. He quickly grasps where he is and sees the world through his eyes, and, in some ways adds to his initial responses, making it possible for him to get his full feelings out.

#6 Client: He acts like he's doing it for me, but I don't know.

Counselor: There are no shoulds or shouldn'ts with parents. You don't have to bow down to them. You don't owe them a damn thing. Your birth was an accident.

Client: But I feel bad about not going along with them.

Counselor: Go ahead and do it whether they like it or not.

Client: But I don't know if I want to do it.

Counselor: Well, just do it anyway.

Narrator: This is an example of a level one response where the counselor detracts significantly from the communications of the client. The direction which is imposed openly by the therapist seems rather premature. Here the therapist's activities act to stimulate the client's reactions. We cannot help but wonder whether such premature direction does not come more out of the therapist's needs than of serving the benefit of his client.

#7 Client: When I left home my mother didn't even say goodbye.

Counselor: Hmm, not even a goodbye at a time when goodbyes were called for?

Narrator: This is an example of a level three response where the counselor accurately reflects the client's expressed feelings.

#8 Client: When I left home my mother didn't even say goodbye.

Counselor: And I guess you felt like she should have. You felt - she sort of left you feeling alone and a little hurt that she couldn't even say goodbye.

Narrator: This is an example of a level four response where the empathic therapist responds to the whole message including the non-verbal message of the client.

#9 Client: When I left home my mother didn't even say goodbye.

Counselor: Well, maybe she was in a bad mood.

Narrator: This is an example of a non-empathic response that showed no awareness of the client's feelings -- a level one response.

#10 Client: I feel as though my mother is always watching me and criticizing what I do. It gets me all stirred up inside. I try not to let that happen but there are just times when I feel her eagle eye on me that I just boil inwardly.

Counselor: O.K., so if I understand you correctly, it sounds like you feel pretty resentful towards her criticism, is that right?

Narrator: Here, we see that the accurate reflection, the attitude and tone of the therapist probably will help the client in further expression. This is an example of a level three minimally facilitative response.

#11 Client: I feel as if my mother is always watching me and criticizing what I do. It gets me all stirred up inside. I try not to let that happen but there are just times when I feel her eagle eye on me that I just boil inwardly.

Counselor: Wow, it sounds like you not only resent her criticism but you get mighty angry at her when you sense that she has her old eagle eye on you.

Narrator: This is an example of a level four response.

#12 Client: I feel as if my mother is always watching me and criticizing what I do. It gets me all stirred up inside. I try not to let that happen but there are just times when I feel her eagle eye on me that I just boil inwardly.

Counselor: Oh, she couldn't be always watching you. I'll bet you're just imagining it a lot of the time.

Narrator: This is an example of a level one response.

#13 Client: I think I'll throw you in the lake. I'd like to cut you up. You think people like you but they don't. You think you can attract women but you can't. I wish you were dead.

Counselor: You detest me! And, you'd really like to get rid of me!

Narrator: This is a level three response where the counselor accurately reflects the client's expressed feelings. However, he does not go beyond the feelings of the client.

#14 Client: My dad offered me the money for school. One part of me

wants to take it but another part of me says, you don't need his money.

Counselor: Pretty damn confusing, huh?

Client: Yeah, if I only knew what to do.

Counselor: It would be so much nicer if the two parts of you could agree on what to do.

Client: Yeah, I get so mixed up. Sometimes I don't even feel like going back to school.

Counselor: Mmhh. It sure would be nice not to have to make that decision about you dad's money.

Narrator: These are at least level three, possibly level four responses.

#15 Client: I guess maybe I haven't got the guts or the strength to kill myself. And if someone else would just relieve me of the responsibility, or, I would be in an accident -- I just don't want to live.

Counselor: So at the present time things look so black to you that you can't see much point in living. Just no point in going on.

Narrator: This is a level three response.

#16 Client: Like I told him they found that I couldn't have children. And he says don't worry about it. I can't help but worry about it. I've always loved children. As long as I can remember I always loved children. And no matter how much I talk to you or talk to myself, I still can't convince myself -- convince myself that I can make a life with my husband without children.

Counselor: So not only must you worry about not having children for yourself, because you don't know if you can live without children, but now you don't even know if your relationship with him can survive without children either.

Client: Almost as if like if I knew I could never have children then I couldn't find anything really worth living for, because anybody else's children could never take the place of having my own children. I really think this is what disturbs me.

Counselor: So you feel that if you can't get fulfillment of the love you need from a child of your own, out of your own body, then maybe it's just not worth going on.



Narrator: The counselor in this situation is right with the client. His empathic responses are at least level four.

#17 Client: Like I told him they found that I couldn't have children. And he says don't worry about it. I can't help but worry about it. I've always loved children. As long as I can remember I always loved children. And no matter how much I talk to you or talk to myself, I still can't convince myself -- convince myself that I can make a life with my husband without children.

Counselor: Oh, don't worry Mrs. Davis. I'm certain that everything will work out for the best.

Narrator: In this situation the counselor has significantly detracted from the communications of the client. His false reassurances show no awareness of the client's obvious feelings and concerns -- a level one response.

#18 Client: It's almost as if, well, like if I knew I could never have children then I couldn't find anything really worth living for -- because anyone else's children could never take the place of having my own children. I think this is what really disturbs me.

Counselor: Well, I'm sure that you can learn to love an adopted child if you just give yourself a chance.

Narrator: At best this is a level two response.

#19 Client: I know there's something ugly in my husband but I don't like to face it. He uses people, even his mother and me.

Counselor: Even those people closest to him.

Client: I don't want to really face it, but I know it's true. And I know he won't change. I know we can't ever . . .

Counselor: It hurts so much to think of losing him.

Narrator: These are level four responses.

#20 Client: I know there's something ugly in my husband but I don't like to face it. He uses people, even his mother and me.

Counselor: It sounds like your husband probably will never change.

Narrator: This is a level two response. Although the counselor may have some awareness of the client's obvious feelings he responds to



something other than what the client is expressing.

#21 Client: I don't want to really face it but I know it's true. I know he won't change. I know we can't ever . . .

Counselor: So you really have your doubts whether the two of you can make it together.

Narrator: This is a level three response where the counselor accurately reflects the client's expressed feelings but does not show understanding of the client's deeper feelings.

#22 Client: I'm queer. I knew I was and then I let him suck me.

Counselor: So someone sucked you off and that makes you queer.

Client: Yeah, I knew I was and now this.

Counselor: You worried about it, but now this makes it final.

Narrator: The counselor responds empathically at level three.

#23 Client: And then in another sense I thought, well, maybe its just something I have to go through alone.

Counselor: Maybe it's just hopeless to wish that I could really be in a relationship with anybody. Maybe I have to be alone.

Client: And it's really a frightening kind of loneliness because I don't know who could be with you, and it seems rather . . .

Counselor: Is this what you're saying? Could anyone be with you in fear or in a loneliness like that?

Client: (Weeps)

Counselor: It just really cuts so deep.

Client: I don't know. Is it just something you really have to be intensely alone in, and, well I just feel that way this week -- dreadfully, just dreadfully all by myself sort of thing.

Counselor: Mmhh. Just a feeling as if you're so terribly alone in the universe almost, and, whether anyone can help you don't know.

Client: I guess basically there would be a part of it you would have to do alone. I mean you couldn't take someone else along in some of the feelings, and yet it would be a comfort I guess not to be alone.

Counselor: Yeah, it surely would be nice if you could take someone with you a good deal of the way into your feelings of loneliness and fear.

Client: I guess I just have.

Counselor: Maybe that's what you're feeling right this minute.

Narrator: This is most likely an example of level five where the counselor is fully tuned in on the client's wavelength at all levels. Here they can readily explore all untouched regions together.

#24 Client: Well, I don't trust men particularly. This is kind of ridiculous but I've really got this thing going about queers because I've had so many run-ins with them. And, getting to know an older man, I'm always kind of half worried about well, is this guy a homo and putting the make on me or what? And you know, in your case I'm sure you know I don't think it's so. It's just something I got and I don't know.

Counselor: So when I said that I wanted to make you a real person in my life - that I really wanted to know you, well to you it had sort of an overtone of maybe I'm really trying to queer you, and that's about all there is to it.

Client: (Laughs) Yeah, well you know. And I can't help it. It's just a thing I get inside me and it really bugs me because sometimes I think I got -- you know -- bad homosexual tendencies and this bothers me too.

Counselor: Mmhh. So, you're not sure again whether this reaction is always in the other or maybe in you. Where is the darn thing is what worries the hell out of you sometimes I guess.

Narrator: These counselor responses were at least level four, possibly level five depending on the relationship over a period of time. It's very difficult to tell from the brief excerpt whether the counselor is fully tuned in on all wavelengths of the client at all levels. But, at any rate, the responses were at least level four.

#25 Client: You know, a lot of times I just get the feeling that people feel I'm a worthless piece of shit -- and that I'm no good to anybody in this whole world.

Counselor: Mmhh. I don't know whether this will help or not, but I would just like to say that I think I can understand pretty well what it's like to feel that you're no damn good to anybody. Because, there was a time when, well when I felt that way about myself. And I know it can be really rough.

Narrator: Again, this is at least a level four, possibly a level five response.

#26 Client: You know, I just don't give a damn anymore about what happens to me. I just really don't care. I feel like I'm on the bottom. There's no place to go and to hell with life.

Counselor: Hmm. So I guess that's why you want to go - because you really don't care about yourself. You just don't care what happens. And, I guess I'd like to say I care. I care about you and I care what happens to you.

Narrator: Once more, this is at least a level four and possibly a level five response by the counselor.

#27 Client: I want to be an engineer. But, I just can't drive myself for four long years without her. I just can't do it.

Counselor: So you'd like to be an engineer but you'd also like to get married.

Narrator: This is a level three response.

#28 Client: I want to be an engineer. But, I just can't drive myself for four long years without her.

Counselor: It's just such a long grind without her that, well, you wouldn't be able to live without her for four years.

Narrator: This most likely a level four response on the part of the counselor, where the client is encouraged to explore deeper levels.

#29 Client: I want to be an engineer. But, I just can't drive myself for four long years without her. I just can't do it.

Counselor: So you don't think you can make it as an engineer.

Narrator: This is a level two response where the counselor does show some limited awareness of the client's obvious surface feelings but responds to something other than what the client is truly expressing.

#30 Client: I just can't see myself as an accountant sitting at a desk all day.

Counselor: You don't think you'd like the idea of having to balance budgets, and making profit and loss statements day in and day out.

Narrator: This is a level two response where the counselor shows some limited awareness of the client's feelings. It's obvious that the client did not say all that the counselor did. The counselor has read a great deal into his statement.

#31 Client: I just can't see myself as an accountant sitting at a desk all day.

Counselor: Sounds like you don't really care for indoor work.

Narrator: This is at best a level two response. The counselor is responding more from his frame of reference rather than from the client's frame of reference.

#32 Client: I just can't see myself as an accountant sitting at a desk all day.

Counselor: So, it's really difficult for you to imagine your sitting at the same desk for the entire day.

Narrator: This is an accurate reflection of a level three response.

#33 Client: I just seem to be shy with girls. I just can't be friendly.

Counselor: Aha, this inferiority complex seems to be extremely active in these heterosexual relations.

Narrator: The intellectual counselor has offered a level one response completely ignoring the feelings of the client.

#34 Client: I just seem to be shy with girls. I just can't be friendly.

Counselor: Oh sure you can. It's easy. All you have to do is give it the old college try.

Narrator: This is a level one response.

#35 Client: I just seem to be shy with girls. I just can't be friendly.

Counselor: Sounds like although you'd like to be friendly with girls, it seems kind of impossible because of your shyness.

Narrator: This is a level four response where the counselor accurately reflects the client's feelings and allows him to explore them at a deeper level.

#36 Client: Gee, I can't wait to get out of school. I can hardly contain myself until this semester is over so I can start on my career. I just know, I just know that I'm going somewhere!

I just have that feeling.

Counselor: Boy, it sure would be nice to finish up with the semester, huh?

Client: Yeah, but I'm really excited about the future too -- not just getting out of school.

Counselor: Well, most of us get excited about the end of the school year. Especially that last June. School is all over.

Client: Yeah, I guess it would be nice to finish but uh . . .

Counselor: Ah, you remember that nice feeling when there's no classes. Remember that saying, no more pencils, no more books, . . .

Client: Yeah, and no more teacher's dirty looks.

Narrator: The generalizations which the therapist makes on the basis of his experience do not incorporate the client's experience. He doesn't communicate the levels of facilitative conditions necessary for the client to become involved in effective therapeutic process movement. The counselor's responses were at best level two.

#37 Client: I just can't wait to get out of school. I'm so excited! I just want to get out and get started on my career. I know I'm going places.

Counselor: What's the matter? Don't you like school?

Client: It's not really that. It's just that the future is exciting and school is just a means to an end -- and I want to get there.

Counselor: Well, you know it's not easy for someone to come to another person in the position of authority and tell them about the things they don't like about school.

Client: I guess not for some people, but, uh, that's never been a problem for me.

Counselor: Yeah, it's pretty easy to say it's not me. It's always the other fellow. I don't know. I just don't know about this!

Narrator: The therapist's responses are level one. His preconceived formulations totally exclude the client. He communicates little understanding and respect for the client's ability to grapple with his own experience. The process deteriorates

into a verbal argument with the client finally asking himself whether or not he wants to continue in the relationship.

#38 Client: I just get so mad at my supervisor. He's just a bunch of old sour grapes. Everytime I come up with a creative idea, he cuts me down.

Counselor: Well, I don't know. You know there's got to be some conflicts between supervisor and employee once in awhile.

Client: Yeah, I guess so, but he's really nasty too! He's just a mean old thing!

Counselor: Well, you know sometimes supervisors have to be this way. I guess we have to try a little harder to understand them.

Client: Yeah, I can understand that but I've never had any trouble in the past. And, it seems that everybody has trouble with him. It just can't be that the world is wrong and he's right.

Counselor: Yeah, well maybe some people don't have the trouble with him that you do. What does the trouble mean to you anyway? What does the word trouble mean to you anyway?

Client: Well, it's just when there's a strain between people -- when they fight all the time and don't seem to agree on things.

Narrator: While the therapist seems to want to be helpful, the client finds himself reacting to his phenomenology rather than developing his own. So the therapist offers low levels of conditions and the client does not become involved in constructive process movement. At best, the counselor's responses are level two.

#39 Client: Oh, I get so mad at my supervisor. Everytime I come up with a creative idea he just cuts me to ribbons. He's just a bunch of old sour grapes.

Counselor: Yeah, I guess you get angry at a lot of people.

Client: Well, no, not really -- just at irrational authority.

Counselor: Yeah, but don't you find irrational authority everywhere?

Client: No! No! I don't think so. I came in here angry and I think I had a right to be angry. But you, you don't seem to understand it.

Counselor: Well, that's all I'm trying to do, simply try and understand you here. Lots of people define angry differently. How do you define it?

Narrator: The therapist is very inaccurate in his grasp of the client's world. Rather, his communications appear to reflect his own distorted experience. He communicates negative regard and is incongruent in a destructive fashion. His responses are level one.

#40 Client: Like part of me is still gone and I have to find that part. And, I think that I can get a hold of it except I don't want to lose control over myself again. I don't want to get too emotional.

Counselor: So you feel that in trying to get back your other self you might get overwhelmed by emotion again. That, maybe coming back together might be too much for you, too much to control.

Narrator: These accurate reflections on the part of the counselor are level three responses.

APPENDIX D

Transcript of Audio Tape of Client Statements  
for use in the Exercise on Empathy



Transcript of the Tape Created for Exercise on Empathy

1. I'm so afraid of guys. Whenever a guy approaches me I just clam up.
2. It's just terrible living without her. It's so lonely.
3. I don't feel like talking anymore. It's useless. So why bother?
4. My boss is constantly criticizing me. It's like in his eye I can't do anything right.
5. Last night I was really bothered by a wet dream I had which involved a little 7-year old girl who looked like my little daughter.
6. I just feel so all alone. I have no one. I guess I'm just weak. You don't like me either do you?
7. I hate my father. And there's no reason for it. It makes me feel awful because it's a sin to hate your father.
8. I've really been feeling down the past couple of weeks. I don't even feel like getting out of bed.
9. Sometimes I think what's the use of going on, there's nothing to look forward to.
10. I hate this place and everybody in it. It makes me so damn mad that I have to stay here.
11. I'd like to move but we can't afford it. I spend so much money on useless things and I don't know why. It really keeps us in the poorhouse.
12. I can't relax around girls. When I'm around them I get so uptight I never say the right thing.
13. My wife just doesn't understand. It's incredible. I can explain it 50 times and she still doesn't understand. (Sigh)
14. I'm 18-years old and my father won't let me stay out past 11 o'clock. He'll never trust me.
15. It's going to be great to finish school next month. Wow, just to be out on my own, making it by myself.
16. I can't seem to study. If I don't get with it I'll flunk out and wow would that blow my father's mind.

17. My teacher's just a bunch of sour grapes. No one can please him no matter what.
18. I like to be with Robert but I like being with Nancy too. Does that mean I'm a homosexual. It's really confusing.
19. My roommate comes on so strong it scares me. She's such an overwhelming person.
20. I hope I'm not pregnant again. Little Tommy just got out of diapers and what a job that was.
21. Just because I'm divorced, every guy I meet thinks about nothing but sex, sex, sex.
22. I just feel stupid. Whenever I'm with a group I can't think of anything to contribute to the conversation.
23. If I could only be good at something. The only thing I can do good is screw.
24. I'm fat, ugly, and dumb. Why would anyone want me?
25. Every morning I think, ok now if I want to produce enough at work not to get fired, I better take the speed, so I do.
26. I really am flipping out. I'm hopeless. It must go back to a warped psychosexual development early in life. We'll never get at it.
27. Whenever I stutter, I wonder if they're thinking I'm inferior or helpless or what.
28. I feel so good about it. What a great opportunity for me. I'm glad I'll be able to go.
29. It's like there's been a wall between us for years, but now we're at the point where we don't care anymore.
30. My mother keeps calling me the black sheep of the family. I'd like to give her the black eye of the family.
31. I have to get up at 5 o'clock every morning to drive him to the station. It's two lousy blocks away, but I have to drive him every day, even when I'm not feeling well.
32. All these doctors are alike. It doesn't matter if you've got a cold or cancer. Take two aspirins, get some rest and check with me tomorrow. Ooohh. I could scream.

33. She's turning him against the rest of the family and there's nothing we can do about it.
34. I practically put him through college single-handedly and he doesn't even invite me to his graduation.
35. It's frightening to be so all alone. No one nearby. No one to count on. Just no one!
36. I broke down in front of JoAnne. I cried like a baby. I wasn't a man. I was a baby. How can I face her again?
37. I used to masturbate about everyday but I got scared I was gonna hurt myself somehow, so I cut down. It makes me feel good but right after I feel bad, I worry if it's safe.
38. If it wasn't for my boy, I think I'd just like to shoot myself.
39. There's nothing there. I just feel like I'm some kind of a mechanical toy or something.
40. My dad offered me the money for school. One part of me wants to take it but another part of me says, you don't need his money.
41. I just don't understand. One minute she tells me to do this, and the next minute to do that.
42. Her remark really cut me. I never expected it from her - my best friend.
43. She's the greatest! I really made a good choice. And the hard thing to believe is she loves me.
44. It seems like we've been talking for years now. Is this really doing any good?
45. I want to impress him but we're going horseback riding and I'm deathly scared of horses.
46. Everyone says the coach must have something against me. I'm better than 90% of the guys on the team but he never plays me.
47. When I hear them laughing I think they're laughing about me and then I start wondering whether my fly's open or my shirts dirty or my hairs sticking up or what.
48. I just can't face the sergeant and his chicken shit details unless I'm stoned.

49. I never called her again. She said she had a good time. But, I think the only reason she went out with me is because she felt sorry for me.
50. School's a drag. Living home's a drag. I feel trapped. I need some room to breathe.

APPENDIX E

Transcript of the Audiotape Illustrating Various  
Levels of Counselor Genuineness

Transcript of the Tape Created for Illustrating  
Various Levels of Counselor Genuineness

Narrator: This tape contains excerpts illustrating various levels of counselor genuineness.

#1 Client: I seem to always annoy people, and because of it they don't like me. I even sense that I'm annoying you and you don't like me. Is that so?

Counselor: (Sounds annoyed) No! You're not annoying me. I like you although that's really not important here. Anyhow, you're not annoying me.

Narrator: Here we have an instance of the counselor sounding annoyed yet denying that he feels annoyed. Either the counselor is consciously lying or he is speaking in a manner clearly unrelated to his feelings. This is a level one response.

#2 Counselor: We've spent several sessions together now and I think I have some feeling for who you are.

Client: Well, I've really appreciated your understanding. You have been very helpful.

Counselor: Well, not exactly. Are you familiar with the details of the referral?

Client: Well, I didn't get along with Dr. Smith and I guess I still have problems with other people.

Counselor: Joanne, you were labelled a psychopath. Do you understand what that means?

Client: Yeah, I guess so. Like criminal or something.

Counselor: Well sort of, but for you it means the way you manipulate everyone without concern for their welfare.

Client: I guess that's what I did with Dr. Smith.

Counselor: And others, and it's what you'd like to do with me.

Client: Alright, alright!

Counselor: But I'm different.

Client: I can't believe that I matter that much to you. I know you're different but I can't help acting that way. I can't help it.

Narrator: This is an example of a level four response. The counselor responds sincerely with many of his own feelings. He uses all responses constructively, whether they are positive or negative.

#3 Client: You really turn me on. I'd really like to have sex with you. Do you find that an interesting proposition?

Counselor: Well, actually I find it to be father transference really having little if anything to do with me.

Narrator: Here the counselor is speaking in a manner probably slightly unrelated to his feelings. He seems to be acting a role. This is most likely a level two response.

#4 Client: Sometimes I just get so depressed, I really, I don't know what to do.

Counselor: Sounds like sometimes you feel like you're never going to get up again.

Client: Right, I just don't know what to do with myself. What am I going to do?

Counselor: Well, I guess in some ways that I've had the same kind of experience that you're talking about. I guess there have been points where I've found life kind of hopeless. But I've found that being able to talk with someone about this, to talk about some of the specifics involved has been very helpful to me.

Client: But how is that going to solve my problem? My father hates me, and he punishes me, and he doesn't trust me. He won't even let me marry the fellow that I want to marry. He says he's no good.

Narrator: This is an example of a level three response. The counselor does seem to make appropriate, sincere responses but shows no real emotional involvement with the client. The counselor does attempt to communicate understanding and respect in a genuine fashion, and also attempts in a moderately self-disclosing manner to lead the client into a more specific discussion of her difficulties, which she does.

#5 Client: I don't know. I just don't know. I'm the sickest person around. I actually thought about having sex with my son. Oh God, am I sick -- sick! Oh God, what's wrong with me?

Counselor: Those thoughts are horrible horrible for you to even think

about -- I can tell. But you know I used to worry about having sex with my mother.

Client: Are you serious?

Counselor: Yeah.

Client: What happened to you? Was it the devil?

Counselor: No. It was me. I thought of sex with my mother in my own mind, and nobody put it there. I thought of it and it worried me. It really worried me alot.

Narrator: This is an example of a level five response. The counselor is freely and deeply himself with the client. He uses all responses as to open further areas of exploration for both himself and the client.

#6 Client: Damn it! I feel like smashing something. I might even smash that damn recorder of yours.

Counselor: You will not! That is my recorder and you just can't go around breaking other people's property whenever you're upset.

Narrator: Although the counselor may be speaking in a manner related to his feelings, his genuine expression is used for destructive purposes and this is a level one response.

#7 Client: Have you looked at my records?

Counselor: No, I haven't.

Client: Aren't you going to?

Counselor: I guess I don't care what others say about you but only what I feel about you here.

Client: Don't tell me I've finally met someone who really wants to know me?

Counselor: I guess maybe you have.

Client: You know you're the first doctor I've talked to who would answer my questions. The other doctors, they just ask questions but they don't bother answering you.

Counselor: Yeah, I know what you mean. They want you to be personal with them, but like what they think is none of your business.



Client: You realize I still find it hard to talk because I still think of you as a doctor.

Counselor: I know, but I forgot way back. It may take you a little while.

Narrator: This is an example of at least a level four response.

#8 Client: I'll tell you what most doctors do. Most doctors act like they're real superior. But you, you make me feel superior -- not big or anything -- but you make me feel like a human being. You make me feel, oh, I don't know.

Counselor: Mmhh. Maybe you sense that I really do feel that way about you and about myself, that we're just two people struggling to find a way for ourselves and for others - and that's all.

Narrator: Although it is very difficult to rate this response out of context, it is probably a level five response where the counselor is freely and deeply himself with the client.

#9 Client: You look extra tired today, are you?

Counselor: Well, I am kind of tired today but I don't think it will effect our therapy session.

Narrator: This is most likely a level three response. The therapist has made an appropriate, sincere response but without showing any real involvement with the client.

#10 Client: May I call you Bill rather than Dr. Evans?

Counselor: Please call me whatever name you feel most comfortable calling me.

Narrator: Again, this is a level three response. The counselor makes an appropriate sincere response.

#11 Client: I'll die without some hope. I can't give him up. Now I feel like smashing something. It's a good thing I'm not on the ward or I would.

Counselor: I don't value property.

Client: I might smash that recorder. I might smash you too! Give you a black eye.

Counselor: It would go away.

Client: But it would hurt!

Counselor: I wouldn't mind.

Client: Oh, I don't know where to turn, but there must be some way for me.

Counselor: Well, maybe you could find another hope and another dream. I have to leave now but you might just want to stay here until you feel ready to return to the ward. Remember, I arranged it so that you can reach me should you want to talk.

Narrator: Here the therapist is freely and deeply himself with the client. He uses all responses to open a further area of exploration for both himself and the client -- a level five response.

#12 Client: Do you think I'm attractive?

Counselor: Yes, I think you're quite attractive, but why do you ask?

Narrator: This is an example of a level three response.

#13 Client: I'm just worthless. Nobody gives a damn about me.

Counselor: I don't know whether this will help or not, but I'd like to say that I think I can understand pretty well what it's like to feel that you're no damn good to anybody -- because there was a time when I felt that way about myself, and I know it can be really rough.

Narrator: This is most likely a level five response.

#14 Client: You -- you're a dirty seducer!

Counselor: It's worse than that, isn't it?

Client: Yes -- a homo. You're a dirty homosexual! Well, I don't know, maybe I want to seduce you.

Counselor: You want to make a connection in some way?

Client: (Weeps) I never could love anyone. They wouldn't let my love in and now I have no outlet for my feelings.

Counselor: Except now, with me.

Client: Maybe you're strong enough to accept it.

Counselor: You want my strength, my potency. You want so much to be able to live, to act, to love.

Narrator: During the previous session, in a moment of panic for the client, the therapist had reached out both of his hands to hold the shaking hands of the client. The exchange you just heard took place in a following session when the client was now distant from the earlier experience, and denouncing the therapist. Here we see that the therapist is not defensive and is unafraid to enter forbidden areas. The client seems able to express himself fully, and together they are able to arrive at the meaning behind the impulses. This is a very difficult exchange to take out of context. It is at least a level three but possibly all the way up to a level five exchange.

#15 Counselor: John, you really want to destroy our relationship here.

Client: It's more than that.

Counselor: You want to kill me?

Client: No, not really . . .

Counselor: John! You want to kill me!

Client: Yes! I want to kill you! I know you haven't earned it but I want to kill you -- maybe for everyone I hate.

Counselor: No. That's too easy.

Client: All I know is that I want to kill you.

Counselor: Well you can't!

Client: I can! I can! One way or another I will. So I can't take you this way but I'll find another. I'll fail you. I'll lead you astray. You'll think I'm improving but I'll fail. I'll be your failure case. You'll be responsible.

Counselor: You'll do anything you have to, to undermine me, to destroy me, even something that hurts you?

Client: Yes! Yes!

Counselor: If you can in some way defeat me, you won't have to change your way of living, right? So you do stupid things to protect a stupid way of living, and that's stupid.

Client: Oh, I want to change. I do. I can't help it. I can't help it! God, I've been wrong to hurt you.

Counselor: John, you had to find out whether you could take me. If you could, I couldn't help you, and I can.

Narrator: Here, it is almost as if the client in his attack is saying overwhelm me and give me hope. The therapist responds firmly to the client's desperate attempts to threaten the therapist and defend his way of living--but most importantly, he responds to the client's deepest need to lose in this encounter and win in his life. He confronts the client with what the client is doing but reassures him that there is hope. This is at least a level four exchange, possibly a level five.

#16 Client: I'm never sure where I stand with anyone.

Counselor: I guess that applies here as well, right Jim?

Client: Yes, I guess it does. I've been thinking of bringing it up. I guess I was afraid to learn that you too would give me some meaningless bunch of words.

Counselor: You're telling me you're not sure you trust me enough to go further, even though we have shared a great deal.

Client: I guess I was sure you might think I way crazy. Earlier I felt I might shock you.

Counselor: Well look, at this moment I experience this. Whatever Jim fears most doesn't cause me any anxiety. I'm not sure I can get it all into words, but your impulses don't scare me, and I trust that. I feel good with you, Jim. When our meetings are over, I don't feel drained of energy. Damn it, you have your own strength! Give it a chance for crying out loud -- then you'll know!

Narrator: These exchanges are at least level four.

APPENDIX F

Transcript of the Audiotape of Client Statements  
for use in the Exercise on Genuineness

Transcript of the Tape Created for the Genuineness Exercise

1. You seem annoyed with with me, are you?
2. When I walked in today, I got the feeling you weren't glad to see me.
3. It's easy for you to say. It must be nice not to have any problems.
4. I really like you very much and I enjoy our sessions each week.
5. I think what I'd really enjoy is to go to bed with you.
6. Do you feel differently towards me now that you know I'm a homosexual?
7. You seem so far away from me, like you don't want me to know you.
8. You look extra tired today, are you?
9. Most doctors act like they're superior, but you, you're different.
10. Can I call you Bill rather than Dr. Evans?
11. When you smiled, I wondered if you were really happy to see me.
12. Have you ever felt confused sexually like I do?
13. You're rather short also. Have you ever been bothered by it?
14. Do you feel the wall between us?
15. You never criticize anything I say. Is that part of your job?
16. You probably wouldn't see me if I couldn't pay each week.
17. Do you mind if I eat my lunch here since it is my lunch hour and this is the only time I can come?
18. I'll bet you never lose your temper.
19. I thought therapists were supposed to be indifferent and stonefaced.
20. You've got such a warm smile. I really like to see you smile.
21. I wonder what it would be like to sit in your chair.
22. If I feel down during the week, can I call you at home?

23. Do you think I'm attractive?
24. I get the feeling you don't want to be bothered listening to my problems today.
25. You've looked at your watch 3 times in the past 5 minutes. Are you that anxious to get rid of me?
26. Have you ever been sexually involved with any of your patients?
27. You won't let me down, will you?
28. Promise me I'll get better soon.
29. You're a poor excuse for a therapist. You're lousy.
30. I feel like punching you right in the mouth.
31. I feel like smashing something -- like that ash tray or glass.
32. No one would care if I killed myself.
33. You're paid to care about me. That's the only reason you care.
34. I feel so all alone.
35. Oh God, How I need an understanding shoulder to cry on.
36. I feel like everyone I meet is scared of me, including you (in husky male voice).
37. I brought you a little gift for Christmas.
38. You look like the type of person who'd like classical music.
39. I can't explain it but I don't trust you.
40. It's do difficult for me to tell you some things about me.
41. Have you ever felt like you hated your mother or father?
42. I want to be able to trust you.
43. Some of the moments between us are priceless. I feel like you really care about me.
44. You never tell me anything about you or your personal life.
45. I think you enjoy my calling you doctor even though I know your name

is David.

46. Are you listening to anything that I'm saying?
47. About 90% of the time, you just sit there and nod your head. Who are you? Are you a robot or a human?
48. I feel something between us. Do you?
49. When I'm not complaining, you seem to like me more.
50. You seem depressed today.



APPENDIX G

Transcript of the Audiotape Illustrating Various  
Levels of Counselor Non-possessive Warmth

Transcript of the Tape Created for Illustrating  
Various Levels of Counselor Non-Possessive Warmth

Narrator: This tape contains excerpts illustrating various levels of non-possessive warmth, caring, and positive regard.

#1 Client: I really can't wait to get out of school. I just want to get out, get started, and be on my way. I know I'm going to make it one of these days.

Counselor: Hey, you sound like you're really going somewhere.

Client: Yep, I'm going to make it big. I just know it. I just have that feeling!

Counselor: Wow, sky's the limit, huh?

Client: The future looks so darn bright. I just want to get out of school and get into what I want to be doing. I'm so happy. I can't wait for the semester to be over.

Counselor: Boy, I can remember that feeling. It's really a great feeling. Maybe you can spell out the possibilities and any other things we can fruitfully consider here.

Client: O.K., Soon as I get out of school Im' going to go into fashion designing and the only thing is I have several different possibilities in different areas, and I don't really know which one I'm going to take.

Narrator: This is an example of a level three response. The counselor has shown a definite respect and concern for the client's feelings, experiences, and potentials. In many ways the counselor has conveyed warmth and caring in a sincere manner to the client.

#2 Client: I just can't wait to get out of school. I'm so excited. I just want to get out and get started on my career. I know I'm going places.

Counselor: What's the matter? Don't you like school?

Client: It's not really that. It's just that the future is exciting. School is just a means to an end and I want to get there.

Counselor: Well, you know it's not easy for someone to come to another person in the position of authority and tell them about the things they don't like about school.

Client: I guess not for some people but that's never been a problem for me.

Counselor: Yeah, it's pretty easy to say, it's not me. It's always the other fellow. I don't know. I just don't know about this.

Narrator: This is an example of a level one response. The counselor is rather unfriendly and inconsiderate in relating to the client. He shows a complete lack of respect for the client's feelings, experiences, and potentials. He communicates little understanding or respect for the client's ability to grapple with his own experience. The process deteriorates into a verbal argument.

#3 Client: I'm never sure where I stand with anyone.

Counselor: I guess that applies here as well, right Jim?

Client: Yes, I guess it does. I've been thinking of bringing it up. I guess I was afraid to learn that you too would give me some meaningless bunch of words.

Counselor: You're telling me you're not sure you trust me enough to go further, even though we have shared a great deal.

Client: I guess I was sure you might think I was crazy. Earlier I felt I might shock you.

Counselor: Well look, at this moment I experience this. Whatever Jim fears most doesn't cause me any anxiety. I'm not sure I can get it all into words, but your impulses don't scare me, and I trust that. I feel good with you Jim. When our meetings are over, I don't feel drained of energy. Damn it, you have your own strength! Give it a chance for crying out loud -- then you'll know!

Narrator: Although it is difficult to rate this passage out of context, it is at least a level four response where the counselor is showing a very deep respect and concern for the client. His responses do indicate definite emotional warmth and caring.

#4 Client: Yes, so I don't see why I should waste your time coming in twice a week. I'm not worth it. What do you think?

Counselor: Well, I think it's up to you Gil. It isn't wasting my time. I'd be glad to see you whenever you come, but it's how you feel about it. If you don't want to come twice a week, or, if you do want to come twice a week; once a week - it's up to you.

Narrator: This is an example of a level three response.

#5 Client: Yes, so I don't see why I should waste your time coming in twice a week. I'm not worth it. What do you think?

Counselor: Well, that's got to be your decision Gil. But, I guess I want you to know that you're not wasting my time. I like you and I like seeing you whether it's once a week or twice a week. I'll be glad to see you whenever you come. It's up to you.

Narrator: This is an example of a level four response.

#6 Client: Yes, so I don't see why I should waste your time coming in twice a week. I'm not worth it. What do you think?

Counselor: Well, you're going to have to decide when to come in Gil. I really can't make that decision for you.

Narrator: This is an example of a level two response where the counselor shows little respect for the client's feelings. He may be friendly and considerate, but his friendliness is rather mechanical and he does not convey sincere warmth, caring, or respect.

#7 Client: Yes, so I don't see why I should waste your time coming in twice a week. I'm not worth it. What do you think?

Counselor: (Angrily) It's important that you come in at least twice a week. I don't know what has come over you, but I better see you more often until we can work this out.

Narrator: This is an example of a level one response. The counselor is noticeably upset and is inconsiderate in relating to the client. He shows a complete lack of respect for the client's feelings and experiences.

#8 Client: Nobody gives a damn about me and my life. I just want to run away and forget the whole thing. Nobody would even miss me.

Counselor: I guess that's why you want to go -- because you really don't care about yourself. You just don't care what happens. Well, I guess I'd just like to say that I care. I care about you and I care about what happens to you.

Narrator: This is most likely a level five response where the counselor shows the very deepest respect and caring for the client. His responses indicate intense but nonpossessive emotional warmth

and caring. He is most likely fully committed to the client's value as an individual.

#9 Client: I think emotionally I'm dying for sexual intercourse but I don't do anything about it. The think I want is to have sexual intercourse with you. I don't dare ask you because I'm afraid you'd be non-directive.

Counselor: You have this awful tension and want so much to have relations with me.

Client: Can't we do something about it? This tension is awful. Will you relieve the tension? Can you give me a direct answer? I think it might help both of us.

Counselor: Well, the answer would be no. I can understand how desperately you feel, but I wouldn't be willing to do that.

Client: Well, I think that helps me. It's only when I'm upset that I'm like this. You have strength and it gives me strength.

Narrator: This is a level three response.

#10 Client: I think emotionally I'm dying for sexual intercourse but I don't do anything about it. The thing I want is to have sexual intercourse with you. I don't dare ask you because I'm afraid you'd be non-directive. Can't we do something about it? This tension is awful. Would you give me a direct answer? I think it might help both of us.

Counselor: The erotic transference that you're talking about would only serve as resistance to treatment. We must work through this resistance rather than submit to it.

Narrator: This is a level two response.

#11 Client: I think emotionally I'm dying for sexual intercourse, but I don't do anything about it. The thing I want is to have sexual intercourse with you. I don't dare ask you because I'm afraid you'd be non-directive. Can't we do something about it? This tension is awful. Would you relieve the tension? Can you give me a direct answer? I think it might help both of us.

Counselor: This is unthinkable. If I had sexual intercourse with every female patient who wanted it, I'd have little time for anything else.

Narrator: This is an example of a level one response.

#12 Client: Can't we do something about this? The tension is really getting me. Can you tell me what to do? It might help both of us.

Counselor: Well, I can understand how desperately you feel, but I've found that there are certain answers that only the individual can give himself. By working together, I think we can arrive at some answers for you.

Narrator: This is a level three response.

#13 Client: Can't we do something about this? The tension is really getting me. Can you tell me what to do? It might help both of us.

Counselor: No. It's not my job to tell you what to do. You'll have to decide for yourself.

Narrator: This is a level two response.

#14 Client: No one cares one iota for me. No one likes me. Why should they?

Counselor: Oh, stop feeling sorry for yourself. You don't really feel that way and you know it.

Narrator: This is a level one response.

#15 Client: No one cares one iota for me. No one likes me. Why should they?

Counselor: Oh, come on now -- you couldn't be that unlikable.

Narrator: This is a level two response.

#16 Client: No one cares one iota for me. No one likes me. Why should they?

Counselor: You feel so unlikable -- like it's impossible for anyone to like you or to be concerned about you. Well, even though I realize that you feel this way, I'd like to tell you that I like you and I'm concerned about your welfare.

Narrator: This is at least a level four response.

APPENDIX H

Modular Instructional Units for Psychology 620  
and Psychology 635

MODULAR UNITS

for

PSYCHOLOGY 620/PSYCHOLOGY 635

Principles of Counseling and Psychotherapy

Practicum in Counseling and Psychotherapy



## GENERAL INSTRUCTIONS TO STUDENT

Psychology 620, Principles of Counseling and Psychotherapy, and Psychology 635, Initial Practicum are being combined into a modular instructional unit approach. There are seven modular units. The modules are designed to produce accountability in these counseling courses. There are learning objectives, learning activities, and evidence of learnings.

Learning Objectives state exactly what the counselor trainee is expected to know or perform as a result of his instruction and experiences. The objectives may be cognitive, affective, or motor. For example, the counselor trainee will know several techniques for dealing with client silences.

Learning Activities give brief descriptions of the activities the counselor trainee will take part in related to particular learning objectives. Learning activities may involve readings, group discussions, audio and video tapes, role playing, and actual counselor-client experiences. For example, the counselor trainee will view a video tape of a client silence. Although the client is not communicating verbally, he will communicate several messages non-verbally. The counselor trainee will write down all non-verbal communications that he tunes into.

A modular instructional system is by no means synonymous with only cognitive learning. In fact, the emphasis in these units is on experiential learning activities as opposed to didactic activities.

The Evidence of Learning is a criterion statement for each learning objective. It contains the criteria against which the

specific competency will be judged. For example, the counselor trainee will correctly list at least five non-verbal signs displayed in the video tape.

If a trainee fails to achieve a given competency in the judgement of the project instructors he will be given additional training ~~opportunities~~ <sup>opportunities</sup> and will be encouraged to try again to demonstrate his competency. Failure to achieve an acceptable competency level merely means delay in completion of the activities rather than removal or failure of the counselor trainee.

In those learning activities involving readings, if it says, "Reading Resources are:" the counselor trainee is not required to read each and every resource. He can choose any or all of the readings, as long as he reads enough to meet the evidence of learning connected with the related learning objectives. If the activity is stated, "The counselor trainee will read the following material. . .," the trainee will then read every resource listed.

Forms to be used for written assignments will be provided for every learning activity requiring the counselor trainee to hand in written work. Peer rating forms will be provided for appropriate activities. The trainee will provide feedback to the project instructors by filling out a unit rating form after completion of each unit. Post-meeting reaction sheets and materials reaction sheets will also be turned in.

The numbering system provides a sense of order to the program. The actual numbers (1, 2, 3, 4, 5, 6, or 7) refer to the number of the modular unit. The capital letters (A, B, C, D, etc.) refer to the order of the learning objectives for each unit. The lower case letters (a, b, c, d, etc.) refer to the learning activities for each learning objective. For example, 3-B-a refers to the first learning activity (a)

dealing with the second learning objective (B) in unit three (3); 6-D-c refers to the sixth unit (6), the fourth learning objective (D), the third learning activity under that objective (c); and 1-A-b refers to the second learning activity (b) dealing with the first learning objective (A) in unit one (1).

Numbers (1, 2, 3, 4, etc.) = Units

Capital Letters (A, B, C, D, etc.) = Learning Objectives

Lower Case Letters (a, b, c, d, etc.) = Learning Activities

The project instructors hope to help you develop your potentials as psychologists and as human beings. In turn, they hope you will help them to reach their potentials. Please offer any suggestions, criticisms, encouragement, etc. to the instructors at any time - this type of feedback is warmly welcomed.

UNIT ONE

What is Counseling?

What is Psychotherapy?

Unit 1: What is Counseling? What is Psychotherapy?

Rationale. Before you can adequately function as a counselor, you must know what counseling is and what it is not. How does counseling differ from teaching; guidance; psychotherapy? It is important for the counselor trainee to formulate his own definition of what counseling is, and, to consider the goals of counseling.

Goal of Unit. To be able to know what counseling is and is not. To examine one's self as a potential counselor.

1-A. Learning Objectives. The counselor trainee will examine himself as a potential counselor, and, will demonstrate entry skills in counseling.

1-A-a. Learning Activity. The counselor trainee will have a video-tape interview with a client. We want to find out your present skills (entry skills) in counseling. Therefore, you will interview a client now. We are not giving you any instructions but will video-tape the session for future reference.

Evidence of Learning. The project instructor will note that the trainee conducted a video-taped interview.

1-A-b. Learning Activity. The counselor trainee will attend a presentation by the Counseling staff on Examining Yourself as a Potential Counselor. Upon completion of the presentation, the trainees will take part in a free discussion. They will complete a post-meeting reaction sheet.

Evidence of Learning. It will be noted by the project instructors that the trainees did indeed complete the preceding learning activity.

1-B. Learning Objectives. The counselor trainee will: (1) discuss alternative definitions of counseling including outcome and process definitions, (2) give an acceptable definition of counseling, and (3) distinguish counseling from other helping relationships.

1-B-a. Learning Activity. The counselor trainee will view a slide-sound presentation on What is Counseling.

Evidence of Learning. The trainee will turn in a materials reaction sheet dealing with the slide-sound presentation.

1-B-b. Learning Activity. The counselor trainee will read about counseling.

He will read the following:

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 10-15.

The Work of the Counselor, Tyler, pp. 9-10, 13, 20.

Beyond Counseling and Therapy, Carkhuff and Berenson, pp. 217-218.

Therapeutic Psychology, Brammer and Shostrom, pp. 6-8, 59.

Counseling and Psychotherapy: Training and Supervision, Hendrickson and Kruse, pp. 3-12.

The Technique of Psychotherapy (Part I), Wolberg, pp. 41-43.

Counseling and Psychotherapy: Theory and Practice, Patterson, pp. 3-12.

~~The trainee will also read the LTD (Learning Through Discussion) booklet. He will take part in a brief training period on the use of the LTD format.~~ Upon completion of this, the class will break into groups of a maximum of nine and a minimum of five in each group for the purpose of discussing, "What is Counseling?"

Evidence of Learning. The trainee will fill out a post-meeting reaction sheet. By the next class meeting, he will hand in a 1-2 page paper on "What Counseling Is." This paper will be judged "satisfactory" by the project instructor. A "satisfactory" paper must include: an acceptable definition of counseling and ~~two~~ <sup>one</sup> ~~one~~ <sup>definition</sup> using outcomes and ~~two~~ using process; a summary of the distinguishing elements of counseling.

UNIT TWO

History of Counseling  
and Psychotherapy



## Unit 2: History of Counseling and Psychotherapy

Rationale. It is important to know how counseling got to be the discipline it is today. From what sources did it grow? What impact did medicine, psychiatry, psychology, social work, and vocational guidance have on the profession of counseling? To know the road that has been travelled in the past may be of help to present and future travellers. (The counselor trainee will view a very brief slide-sound presentation re: the rationale of the unit.)

Goal of Unit. To know the roots of counseling and psychotherapy.

2-A. Learning Objectives. The ~~counselor~~<sup>counselor</sup> trainee will: (1) list the major contributions of vocational guidance, psychology, social work, and medicine/psychiatry to the foundations of counseling/psychotherapy; and (2) trace the near full circle counseling has taken. *regarding vocational counseling.*

2-A-a. Learning Activity. The counselor trainee will read the following:

The Work of the Counselor, Tyler, pp. 10-13.

Persuasion and Healing, Frank, pp. 3-6.

Super Article, pp 3-9.

Thorne Article, pp 18-23

The trainee will take part in a group discussion related to the history of counseling.

Evidence of Learning. It will be noted that the trainee participated in the discussion and also filled out a post-meeting reaction sheet.

2-B. Learning Objectives. The counselor trainee will discriminate between purposes and goals of various types of interviews.

2-B-a. Learning Activity. The counselor trainee will attend a lecture related to the above learning objective.

Evidence of Learning. The project instructor will note that the trainee did attend the lecture. The counselor trainee will fill out a post-meeting reaction sheet with respect to the lecture.

2-C. Learning Objective. The counselor trainee will synthesize where counseling/psychotherapy are at: medical model vs. others.

2-C-a. Learning Activity. The counselor trainee will read:

Abnormal Psychology and Modern Life, James Coleman, pp. 45-75, 82-85.

Value Orientations in Counseling and Psychotherapy, Lowe, pp. 53-72.

The counselor trainee will listen to tapes of the Rogers-Skinner debate.

Upon completion of the above activities, the counselor trainee will take part in a group discussion dealing with where counseling and psychotherapy are at.

Evidence of Learning. It will be noted that the counselor trainee has taken part in the learning activities, and, has filled out a post-meeting reaction sheet and a materials reaction sheet.

UNIT THREE

**Counselor Attitudes**

### Unit 3: Counselor Attitudes

Rationale. The relationship is probably the most important aspect of counseling and psychotherapy. In recent years, techniques have been superseded in theory by the feeling tones that lie behind them. Technique has become less stringent in order to allow expression of an important dynamic - the attitudes of the ~~counselor~~ <sup>counselor</sup>. The greatest part of therapeutic effectiveness can be accounted for independently of the counselor's theoretical orientation and technique.

There are identifiable counseling relationship conditions which are facilitative to client growth as well as those which are antithetical to the development of the client. For the purposes of this training, facilitative ~~counseling~~ <sup>counseling</sup> dimensions are identified as:

Empathy  
 Genuineness (Congruence)  
~~Non-Possessive Warmth~~, Caring, Respect  
 Non-Possessive Warmth,

Goals of Unit. Facilitative counselor attitudes will be developed. The counselor's attitudes will be therapeutic to the client. The counselor will understand the importance of empathy, genuineness, non-possessive warmth, and positive regard to the therapeutic relationship.

## Empathy

Goal. The counselor will experience an empathic understanding of the client's world and be able to communicate this understanding to the client.

3-A. Learning Objective. The counselor will know what empathy is and why it is important to the counseling relationship.

3-A-a. Learning Activity. The counselor will read about the concept of empathy in counseling and psychotherapy.

Reading Resources are:

The Helping Relationship: Process and Skills, Brammer, Chapters 1-4.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 88, 94-96, 230, 234-237.

Beyond Counseling and Therapy, Carkhuff and Berenson, pp. 26-27.

The Technique of Psychotherapy: Part I, Wolberg, pp. 390, 583.

The Work of the Counselor, Tyler, pp. 36-37.

Therapeutic Psychology, Brammer and Shostrom, pp. 161-165.

Persuasion and Healing (revised edition), Frank, pp. 324-328.

The Transparent Self, Jourard, pp. vii-ix, 36-38.

On Becoming A Person, Rogers, Chapters 2, 3, 4, 18.

Person to Person: The Problem of Being Human, Rogers and Stevens, pp. 89-113.

The Helping Interview, Benjamin, pp. 49-53.

Client-Centered Therapy, Rogers, pp. 28-29.

Counseling and Psychotherapy: Theory and Practice, Patterson, pp. 170-172.

Learning-Based Client-Centered Therapy, Martin, pp. 83-85.

Empathy in Counseling, Buchheimer.

The counselor trainee will write a 1-2 page paper on what empathy is, and, why empathy is important in the therapeutic relationship.

Evidence of Learning. The counselor trainee must achieve a rating of "Satisfactory" on his paper (as rated by project instructor). A satisfactory paper will contain an acceptable definition of empathy, at least two examples of empathic counselor remarks, and a discussion of the role empathy plays in the therapeutic relationship.

3-B. Learning Objective. The counselor trainee will learn to recognize and discriminate between various levels (1-5) of empathic responses, according to the interpersonal functioning scale.

3-B-a. Learning Activity. The trainee will be didactically taught (lecture and group discussion) the various levels of empathic functioning according to the interpersonal functioning scale. He will be presented with taped excerpts of counseling and psychotherapy sessions that illustrate various levels of empathic functioning.

Evidence of Learning. The counselor trainee will take part in a group discussion relating to the taped excerpts. This participation will be documented by the project instructor. The trainee will also fill out a post-meeting reaction sheet, and a materials reaction sheet.

3-C. Learning Objectives. The counselor trainee will: (1) accept the client's feelings without passing judgement on them, (2) appreciate the impossibility of understanding the client's reaction patterns from the standpoint of common sense, (3) try to put himself in the client's position in order to see things from his point of view, (4) ask himself, "What is the client feeling right now?" "How does he see his problem?" "What does he see in his world?", (5) not react mechanically by simply reflecting the client's words. He will

## EMPATHY

## Interpersonal Functioning Scale

Highest Level

5

The counselor is fully tuned in on the client's wavelengths at all levels. They can readily explore all untouched regions together.

4

The counselor feeds back the feelings of the client noticeably enriched at a level deeper than the client could express them.

3

The counselor accurately reflects the client's expressed surface feelings, but does not show understanding of the client's deeper feelings.

2

The counselor shows some awareness of the client's obvious surface feelings, but responds to something other than what the client is expressing.

Lowest Level

1

The counselor shows no awareness of the client's obvious feelings. The counselor detracts significantly from the communications of the client. The counselor is bored, disinterested, or prejudiced.

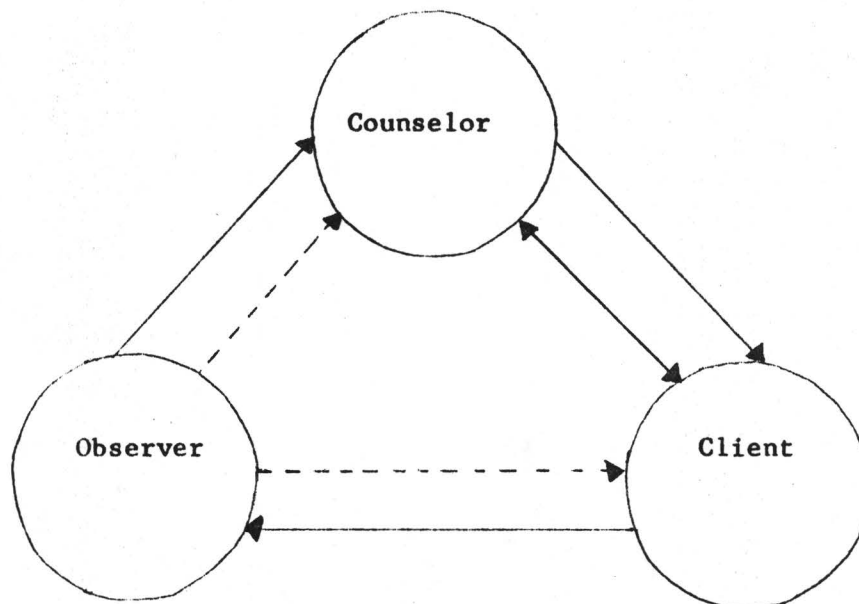
respond to underlying meanings and feelings of the client rather than just to his words, (6) reflect the client's content, feelings, and experiences, and (7) demonstrate appropriate tone and timing of verbal responses.

3-C-a. Learning Activity. The group of counselor trainees is presented with a series of tape recorded client statements. The counselor trainee will listen to the statements and will then be asked to reformulate the essential communication both in terms of feeling and in content of that communication. This will be done by having the project instructor periodically stop the tape recording and randomly point to a trainee who verbally ~~response~~ **responds**.

Evidence of Learning. The counselor trainee's peers will rate his responses according to the interpersonal functioning scale. Responses must be rated at level three or higher. ~~Peer rating forms will be used.~~ The trainee will also fill out a materials reaction sheet and a post-meeting reaction sheet.

3-C-b. Learning Activity. Round robin role playing trios will be utilized. One trainee takes the role of a client and tries to ~~become~~ **become** that person as much as possible. Although the actual problem is artificial, ~~the~~ **the** simulated client tries to make it as real as possible, even to taking a problem from his own experience. Another trainee simulates the role of the counselor while a third trainee is an observer of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (focusing on the empathy of the counselor). Then, the whole process is repeated two more times with trio members changing roles. This process is illustrated below:





Evidence of Learning. Observation by project instructor of activity.

Each counselor trainee must assume all three roles in the round robin exercise. The project instructor will check off that the counselor trainee has in ~~fact~~ <sup>fact</sup> done so. ~~Role playing rating sheets will be used.~~

3-C-c. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a client role. One of the group members simulates the role of the client. The absent "counselors" are brought in one at a time to conduct counseling sessions with the simulated client. Both the client and the group members provide feedback to the counselor. The project instructor will also provide feedback to the counselor trainee.

Evidence of Learning. The counselor trainee must achieve at least a level three on empathy of the interpersonal functioning scale (based on an average of the ratings by his peers). ~~Peer rating forms will be used.~~ The trainee will also turn in a post-meeting reaction sheet.

### Genuineness (Congruence)

Goal. The counselor will demonstrate genuineness and congruence.

3-D. Learning Objective. The counselor trainee will know what genuineness is and why it is important to the counseling relationship.

3-D-a. Learning Activity. The counselor trainee will read about the concept of genuineness in counseling and psychotherapy.

Reading Resources are:

The Helping Relationship: Process and Skills, Brammer, pp. 32-33.

Beyond Counseling and Therapy, Carkhuff and Berenson, pp. 28-29.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 87, 236-237.

The Work of the Counselor, Tyler, pp. 37-38.

The Transparent Self, Jourard, Chapters 15, 16, 17.

On Becoming A Person, Rogers, pp. 48-51, 61-62, 264.

Sources of Gain in Counseling and Psychotherapy, Berenson and Carkhuff, pp. 75-76.

Learning-Based Client-Centered Therapy, Martin, p. 94.

The Helping Interview, Benjamin, pp. 8, 54-55.

Counseling and Guidance: A Summary View, Adams, pp. 153-163, 194-198.

The Silent Language of Psychotherapy, Beier, pp. 33-35.

The counselor trainee will write a 1-2 page paper on what genuineness is, and why genuineness is important in ~~the~~ therapeutic relationships.

Evidence of Learning. The counselor trainee must achieve a rating of satisfactory on his paper (as rated by project instructor). A satisfactory paper will contain an acceptable definition of genuineness, two synonyms

for genuineness, and a discussion of whether counselor genuineness is necessary in a therapeutic relationship.

3-E. Learning Objective. The counselor trainee will learn to recognize and discriminate between various levels (1-5) of counselor genuineness according to the interpersonal functioning scale.

3-E-a. Learning Activity. The counselor trainee will be didactically taught (lecture and group discussion) the various levels of counselor genuineness according to the interpersonal functioning scale. He will be presented with taped excerpts of counseling and psychotherapy sessions that illustrate various levels of counselor genuineness.

Evidence of Learning. The counselor trainee will take part in a group discussion relating to the taped excerpts. This participation will be documented by the project instructor. The trainee will fill out a post-meeting reaction sheet and a materials reaction sheet.

3-F. Learning Objectives. The counselor trainee will: (1) recognize and respond to his own feelings within a therapeutic context, (2) share feelings with the client; volunteer personal information about himself which is related to the client and/or the client's problems i.e., "I get pretty up-tight in those kinds of situations myself," or "I'm really happy that things are going so well for you," etc., (3) recognize the importance of honesty, and, use discretion when expressing personal feelings to the client, (4) be certain that his facial expressions and mannerisms do not belie his verbal expressions, and (5) be certain that his behavior and words correspond with his attitude.

## GENUINENESS

## Interpersonal Functioning Scale

Highest Level 5	<p>The counselor is freely and deeply himself with the client. He uses all responses as to open a further area of exploration for both himself and the client.</p>
4	<p>The counselor responds sincerely with many of his own feelings, and uses all responses constructively whether they are positive or negative.</p>
3	<p>The counselor seems to make appropriate, sincere responses, but shows no real involvement with the client.</p>
2	<p>The counselor either speaks in a manner slightly unrelated to his feelings, or, he can't use his negative genuine expressions constructively - he acts a role.</p>
Lowest Level 1	<p>The counselor either speaks in a manner clearly unrelated to his feelings, or, his genuine expressions are used only for destructive purposes.</p>

3-F-a. Learning Activity. The group of counselor trainees is presented with a series of tape recorded client statements. The project instructor will periodically stop the tape and point to a trainee. The trainee will respond genuinely to the statement of the client (verbal response).

Evidence of Learning. The counselor trainee's peers will rate his responses according to the interpersonal functioning scale. Responses must be rated at level three or higher. ~~Peer rating forms will be used.~~ The trainee will also fill out a materials reaction sheet and a post-meeting reaction sheet.

3-F-b. Learning Activity. Round robin role playing trios will be utilized. One trainee takes the role of a client and tries to become that person as much as possible. Although the actual problem is artificial, the simulated client tries to make it as real as possible, even to taking a problem from his own experience. Another trainee simulates the role of the counselor while a third trainee is an observer of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (focusing on the genuineness of the counselor). Then, the whole process is repeated two more times with trio members changing roles.

Evidence of Learning. Observation by project instructor of activity. Each counselor trainee must assume all three roles in the round robin exercise. The project instructor will check off that the counselor trainee has in fact done so. ~~Role playing rating sheets will be used.~~

3-F-c. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a

client role. One of the group members simulates the role of the client. The absent "counselors" are brought in one at a time to conduct counseling sessions with the simulated client. Both the client and the group members provide feedback to the counselor. The project instructor will also provide feedback to the counselor trainee.

Evidence of Learning. The counselor trainee must achieve at least a level three on the genuineness scale of the interpersonal functioning scale (based on an average of the ratings by his peers). The trainee will fill out a post-meeting reaction sheet.

### Non-Possessive Warmth, Caring, and Respect

Goals. The counselor will show respect and regard for the client.

The counselor will convey warmth and concern without getting involved in emotional entanglements.

3-G. Learning Objective. The counselor will know <sup>what</sup> ~~what~~ non-possessive warmth and positive regard are, and, why they are important to the counseling relationship.

3-G-a. Learning Activity. The counselor will read about the concepts of non-possessive warmth and positive regard in counseling and psychotherapy.

Reading Resources are:

The Helping Relationship: Process and Skills, Brammer, pp. 31-34.

Beyond Counseling and Therapy, Carkhuff and Berenson, pp. 27-28.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 87-89, 230.

Counseling and Guidance: A Summary View, Adams, pp. 130-140.

Therapeutic Psychology, Brammer and Shostrom, p. 165.

On Becoming A Person, Rogers, pp. 52, 60-66, 283.

Interpersonal Psychotherapy, Burton, pp. 58-59.

The Helping Interview, Benjamin, pp. 5-8, 17-19, 37-43.

Learning-Based Client-Centered Therapy, Martin, pp. 90-94.

Client-Centered Therapy, Rogers, pp. 19-22.

Existential Man: The Challenge of Psychotherapy, Johnson, pp. 37-43, 51-82.

The counselor trainee will write a 1-2 page paper on what non-possessive warmth and positive regard are, and, why they are important in the therapeutic relationship.

Evidence of Learning. The counselor trainee must achieve a rating of satisfactory on his paper (as rated by project instructor). A satisfactory paper will contain acceptable definitions of non-possessive warmth and positive regard, a discussion of the role of warmth and regard in the therapeutic relationship, and some comments on the readings from Johnson's "Existential Man: The Challenge of Psychotherapy."

3-H. Learning Objective. The counselor trainee will learn to recognize and discriminate between various levels of counselor non-possessive warmth and respect (1-5) according to the interpersonal functioning scale.

3-H-a. Learning Activity. The counselor trainee will be didactically taught (lecture and group discussion) the various levels of counselor functioning with respect to non-possessive warmth and respect according to the interpersonal functioning scale. He will be presented with taped <sup>excerpts</sup> ~~excerpts~~ of counseling and psychotherapy sessions that ~~illustrate~~ illustrate various levels of functioning.

Evidence of Learning. The counselor trainee will take part in a group discussion relating to the taped excerpts. This participation will be documented by the project instructor. The trainee will fill out a materials reaction sheet and a post-meeting reaction sheet.

3-I. Learning Objective. The counselor will respect the client's appointed time.

Evidence of Learning. The counselor will indicate that this objective is important.



## NON-POSSESSIVE WARMTH, CARING, AND RESPECT

## Interpersonal Functioning Scale

Highest Level

5

The counselor shows the very deepest respect and caring for the client. His responses indicate intense but non-possessive emotional warmth and caring. He is fully committed to the client's value as an individual.

4

The counselor shows a very deep respect and concern for the client. His responses indicate definite emotional warmth and caring. This enables the client to feel free to be himself and to feel his value as an individual.

3

In many ways the counselor shows a definite respect and concern for the client's feelings, experience, and potentials. In many ways the counselor conveys warmth and caring in a sincere way to the client.

2

The counselor shows little respect for the client's feelings, experiences, and potentials. He may be friendly and considerate, but his friendliness, etc. seem mechanical and do not convey sincere warmth, caring, and respect.

Lowest Level

1

The counselor is unfriendly and inconsiderate in relating to the client. The counselor shows a complete lack of respect for the client's feelings, experiences, and potentials.

3-J. Learning Objective. The counselor trainee will realize that the reactions of the client toward the counselor - such as awe, reverence, hostility, etc., often have little to do with the counselor as a real person.

Evidence of Learning. The counselor trainee will indicate that this objective is important.

3-K. Learning Objective. The counselor will demonstrate social amenities.

3-K-a. Learning Activity. The counselor trainee will conduct a counseling interview with an actual client. He will be observed by a project instructor.

Evidence of Learning. The trainee will demonstrate social amenities to the satisfaction of the project instructor who observes him.

3-L. Learning Objectives. The counselor-trainee will: (1) respect a client's right to be wrong, (2) value the client as an individual, (3) perceive beyond the client's surface behavior, (4) not react defensively, (5) touch the client physically if he deems it appropriate, and (6) evidence appropriate verbal and/or physical responses that communicate non-possessive warmth and <sup>positive</sup>~~positive~~ regard.

3-L-a. Learning Activity. Round robin role playing trios will be utilized. One trainee takes the role of a client and tries to become that person as much as possible. Although the actual problem is artificial, the simulated client tries to make it as real as possible, even to taking a problem from his own experience. Another trainee simulates the role of the counselor while a third trainee is an observer

of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (focusing on the counselor's giving of non-possessive warmth and positive regard). Then, the whole process is repeated two more times with trio members changing roles.

Evidence of Learning. Observation by project instructor of activity. Each counselor trainee must assume all three roles in the round robin exercise. The project instructor will check off that the counselor trainee has in fact done so. Role playing rating sheets will be used.

3-L-b. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a client role. One of the group members is chosen to simulate the role of the client. The absent "counselors" are brought in one at a time to conduct counseling sessions with the simulated client. The client, group members, and project instructor will provide feedback to the counselor trainee.

Evidence of Learning. The counselor trainee must achieve at least a level of three on the non-possessive warmth, caring, and respect scale of the interpersonal functioning scale (based on an average of the ratings by his peers). ~~Rating forms will be used.~~ The trainee will also fill out a post-meeting reaction sheet.

3-L-c. Learning Activity. An actual counseling experience. The counselor trainee will counsel a "live" client (under the supervision of the project instructors.) *The counseling session will be videotaped.*

Evidence of Learning. The counselor trainee will achieve at least a level of three on the "non-possessive warmth, caring, and respect" scale of the interpersonal functioning scale (as judged by two independent raters.) (Raters are project instructors or counseling psychology staff members.) He will also achieve at least a level of three on the empathy and genuineness scales of the interpersonal functioning scale.

3-L-d. Learning Activity. The videotapes from the previous learning activity (3-L-c) will be reviewed and critiqued by all the counselor trainees and by the project instructors.

Evidence of Learning. Documentation of the trainee's participation in the activity.

3-M. Learning Objective. The counselor trainee will engage in an on-going therapeutic experience.

3-M-a. Learning Activity. The counselor trainee will counsel a fellow trainee one hour per week for six consecutive weeks. These sessions will be audio taped. Reciprocal dyads will not be used. If counselor trainee A counsels trainee B, trainee B will counsel someone other than trainee A, i.e., trainee C or D. Critique sessions of the audio tapes can be scheduled (this is optional) with a project instructor.

Evidence of Learning. Verification of participation in the activity by the counselor trainee. The trainee must be counseled by one trainee for six sessions, and, he must counsel a different trainee for six sessions.

3-M-b. Learning Activity. (This is an optional activity.) The counselor trainee will take part in an encounter type group focusing on personal

exploration. The group will meet at least once weekly for the duration of the academic quarter. At the discretion of the group, it may or may not be continued thereafter.

Evidence of Learning. No evidence is required since this activity is optional. It is a highly recommended but not a mandatory activity.

UNIT FOUR

**Interviewing Skills (A)**

## Unit 4: Interviewing Skills

Rationale:

~~Rationale:~~ The relationship between counselor and client is of ultimate <sup>importance</sup> ~~importance~~ in counseling and psychotherapy. Interviewing skills may not be beneficial if a negative counselor-client relationship exists. However, interviewing skills are important and these "techniques" have their place in the therapeutic relationship. The counselor does use interviewing skills to help the client understand himself and <sup>his</sup> environment and to reach decisions for effective behavior. These interviewing skills involve the counselor's sensitivity and adequacy in receiving communication from the client as well as his skill in communicating with the client.

For purposes of this training, interviewing skills (A) will deal with:

greeting the client

opening the initial interview

closing the initial interview

opening and closing subsequent interviews

attending behavior

external vs. internal content

concreteness

structuring

~~directing the flow~~

here and now

Goal of Unit. The counselor trainee will acquire beginning interviewing skills.

## Greeting the Client

Goal . To know how to greet the client.

4-A. Learning Objective. The counselor trainee will learn how to greet the client; greet client warmly, by name, and express hospitality.

4-A-a. Learning Activity. Round robin role playing trios. The class will divide into groups of three. One trainee takes the role of a client coming in for his initial interview. Another trainee simulates the role of the counselor while a third trainee is the observer of the process. The counselor should attempt several different approaches of greeting the client. After continuing in their roles for about five minutes, the three trainees stop and discuss the experience (focusing on the greetings of the counselor). Then, the whole process is repeated two more times with trio members changing roles until each role has been played by each trainee.

Evidence of Learning. Documentation by the project instructor of the trainee's participation in the activity.



## Opening the Initial Session

Goal. To know how to open an initial interview.

- 4-B. Learning Objectives. The counselor trainee will: (1) make a smooth transition from greeting the client to beginning the initial session without undue casual conversation, and (3) demonstrate several satisfactory ways of opening the initial interview.
- 4-B-a. Learning Activity. Round robin role playing trios focusing on making a smooth transition from greeting the client to beginning the initial session, and, demonstrating satisfactory openings of the initial interview. (See 3-C-b for lengthier explanation of round robin role playing exercise.

Evidence of Learning. Documentation by the project instructor of the trainee's participation in the activity.

- 4-C. Learning Objective. The counselor trainee will discover techniques for handling initial resistance.
- 4-C-a. Learning Activity. The counselor trainee will interview an actual client. This interview will stop after approximately ten minutes. The trainee will leave the room and discuss the preceding interview with the instructor. Then, he will resume the interview, but will now have a "bug in the ear" to receive immediate feedback from the instructor. The interview will stop after approximately ten minutes.

Evidence of Learning. The counselor trainee will adequately handle the client's initial resistance as judged by the project instructor.

### Closing the Initial Interview

Goal. The counselor trainee will know how to close an initial interview.

4-D. Learning Objectives. The counselor trainee will: (1) know ways of getting the client out of the office on time, and (2) be able to demonstrate closure techniques.

4-D-a. Learning Activity. The counselor trainee will take part in a fifteen minute lecture/group discussion related to the above objectives.

Evidence of Learning. The trainee will write a 1-2 page paper related to the above objectives. This paper will be judged "satisfactory" by the project instructor. A satisfactory paper will include a discussion of: important areas to be covered in closing an initial interview; setting up subsequent interviews; the importance of closing the session on time; methods of closing an interview with a "gabby" client without offending him; closing "one-short" sessions.

## Opening and Closing Subsequent Interviews

Goal. To know how to open and close subsequent interviews.

4-E. Learning Objective. The counselor trainee will know any essential differences between initial vs. subsequent interviews with regard to opening and closing skills.

4-E-a. Learning Activity. The counselor trainee will take part in a brief (10-15 minutes) group discussion related to the above objective.

Evidence of Learning. Documentation by project instructors of attendance and participation of trainee in the above activity. The trainee will turn in a post-meeting reaction sheet.

### Attending Behavior

Goal. To physically and verbally attend to the client; to make the client feel like the center of attraction.

4-F.

~~4-F.~~ Learning Objective. The counselor trainee will recognize that non-attendance is anti-therapeutic.

4-F-a.

~~4-F-a.~~ Learning Activity. The trainee will have an interview with the project instructor. The trainee will discuss either a personal problem or his progress in the course to date. When all trainees have done this, they will take part in a group discussion dealing with attending and non-attending behavior.

Evidence of Learning. Documentation by project instructor of completion of the activity. The trainee will turn in a post-meeting reaction sheet.

4-G.

~~4-G.~~ Learning Objective. The counselor trainee will: (1) observe the client's gait, posture, facial expressions, gestures, and mannerisms, (2) check himself for inappropriate ~~scowling~~ <sup>scowling</sup>, frowning, yawning, clock watching, foot tapping, etc., (3) assume a relaxed postural position appropriate to the emotions and/or position of the client, (4) nod his head up and down from time to time, (5) frequently use vocalizations such as "un-huh," "yes," and ~~I~~ <sup>I</sup> see," and (6) frequently reflect the feelings and/or statements of the client.

4-G-a.

~~4-G-a.~~ Learning Activity. The counselor trainee will read the following:

The Helping Relationship: Process and Skills, Brammer, pp. 82-84.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 260-263.

The Technique of Psychotherapy, Part I, Wolberg, pp. 409-410.

The trainee will then take part in a small group discussion related to the above learning objectives.

Evidence of Learning. Documentation by the project instructor of the counselor trainee's attendance and participation in the activity.

The trainee will hand in a post-meeting reaction sheet.

- 4-G-b. Learning Activity. The counselor trainee will conduct an interview with a "live" client. This interview will be observed by a project instructor. Upon completion of the interview, the trainee and instructor will discuss the experience focusing on the attending behavior of the counselor.

Evidence of Learning. Documentation by the instructor of the trainee's participation in the activity. The trainee must achieve 90% on the attending skills checklist.

External vs. Internal Content; Concreteness; and Here and Now.

4-I. Learning Objectives. The counselor trainee will: (1) understand the concepts of internal vs. external content; (2) know that internal content is generally more helpful for productive movement in counseling/psychotherapy than is external content; (3) guide the discussion so that the client will discuss personally relevant experiences in specific concrete terms; (4) model the use of active "I" statements, and (5) confront the client with requests for specific and present feelings.

4-I-a. Learning Activity. The counselor trainee will read:

Therapeutic Psychology, Brammer and Shastrom, pp. 162-164.

Beyond Counseling and Therapy, Carkhuff and Berenson, pp. 6-7, 29-30.

The Helping Relationship: Process and Skills, Brammer, pp. 34-35.

The trainee will take notes on his readings. The notes will be turned in to the project instructor.

Evidence of Learning. Documentation and acceptance of notes by the project instructor.

4-I-b. Learning Activity. Round robin role playing trios. The focus should be on internal content, concreteness, and the here and now. For a lengthier discussion of the mechanics of round robin role playing, see 3-C-6.

Evidence of Learning. Documentation by the project instructor of the trainee's participation in the activity.

## Structuring

Goal. To consider the nature, limits, and goals of the counseling process.

4.J. Learning Objectives. The counselor trainee will: (1) understand the value of structuring, (2) know areas that require structuring, (3) know the principles guiding the setting of limits, (4) understand the dangers involved in lack of structuring, and (5) differentiate implicit vs. formal structuring.

4-J-a. Learning Activity. The counselor trainee will do the following readings re: structuring.

The Helping Relationship: Process and Skills, Brammer, pp. 59-62.

Therapeutic Psychology, Brammer and Shostrom, pp. 183-189.

The Technique of Psychotherapy (Part I), Wolberg, pp. 594-612.

The trainee will take notes on his readings. These will be turned in to the project instructor.

Evidence of Learning. The trainee's notes must be "satisfactory" as deemed by the instructor. Satisfactory notes will include an acceptable definition of structuring, a discussion of implicit vs. formal structuring, a discussion of dangers involved in lack of structuring, and a discussion of principles guiding the setting of limits.

UNIT FIVE

Interviewing Skills (B)



## Unit 5: Interviewing Skills (B)

Rationale. The relationship between counselor and client is of ultimate importance in counseling and psychotherapy. Interviewing skills may not be beneficial if a negative counselor-client relationship exists. However, interviewing skills are important and these "techniques" have their place in the therapeutic relationship. The counselor does use interviewing skills to help the client understand himself and the environment and to reach decisions for effective behavior. These interviewing skills involve the counselor's sensitivity and adequacy in receiving communication from the client as well as his skill in communicating with the client.

For purposes of this training, interviewing skills (B) will deal with:

- Types of Counselor Responses
- Client Expectations
- Client Motivation
- Presenting Problem Vs. Real Problem
- Client Silences
- Use of Information

Goal of Unit. The counselor trainee will acquire certain necessary interviewing skills.

## Types of Counselor Responses

Goal. The counselor will learn a repertoire of response techniques. These techniques will promote an understanding of self and others.

### 5-A. Learning Objective

The counselor will know the following types of counselor responses:

Paraphrasing

Clarifying

Perception Checking

Indirect Leading

Direct Leading

Focusing

Questioning

Reflecting Feelings

Reflecting Experience

Reflecting Content

Summarizing

Confronting

Interpret<sup>ng</sup>~~ing~~

Advice Giving

Disengagement

Paradigmatic

5-A-a. Learning Activity. The counselor will read about types of counselor responses. Reading resources are:

The Helping Relationship: Process and Skills, Brammer, Chapter 6.

The Helping Interview, Benjamin, Chapters 5 and 7.

The Technique of Psychotherapy (Part I), Wolberg, pp. 427-433.

Therapeutic Psychology, Brammer and Shostrom, pp. 174-181, 194-196, chapter 9.

The Silent Language of Psychotherapy, Beier, pp. 50-63.

Fundamentals of Psychotherapy, Holland, pp. 242-246.

Interpersonal <sup>Psychotherapy</sup> ~~Psychoterapy~~, Burton, pp. 85-91, 95-97.

Key Concepts in Psychotherapy, Singer, Chapter 9.

Learning-Based Client-Centered Therapy, Martin, pp. 120-123, 116-118, 81.

The counselor trainee will write a paper describing and giving examples of the various types of counselor responses.

Evidence of Learning. The counselor trainee's descriptions and examples will be judged acceptable by a project instructor. An acceptable paper will include at least a dozen types of counselor responses with examples of each.

5-B. Learning Objective. The counselor trainee will apply the various types of counselor responses in simulated counseling interviews.

5-B-a. Learning Activity. The counselor trainees will form round robin trios to practice the types of counselor responses via role playing. One trainee will simulate the role of a client. Another trainee will be the counselor and a third trainee will <sup>be</sup> an observer of the process. Roles will be reversed until each counselor trainee practices all sixteen types of counselor responses in his role as counselor.

Evidence of Learning. The counselor trainee will practice each type of response until the other two members of his round robin role playing trio are satisfied with his usage of that particular type of response.

## Client Expectations

Goal. The counselor trainee will explore the expectations of the client (feelings, fantasies, etc.) with respect to counseling and/or psychotherapy.

5-C. Learning Objective. The counselor trainee will recognize that client expectations may be an important aspect of the counseling relationship that is ~~needed~~ <sup>in need</sup> of exploration.

5-C-a. Learning Activity. The counselor trainee will read ~~the following~~ material pertaining to client expectations, Reading resources are:  
Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 185-195.  
The Work of the Counselor, Tyler, pp. 53-58.  
The Technique of Psychotherapy, Wolberg, Chapter 32.  
Key Concepts in Psychotherapy, Singer, Chapter 5.  
The Silent Language of Psychotherapy, Beier, pp. 120-124.

Evidence of Learning. The counselor trainee will indicate that he recognizes the importance of the concept of client expectations.

5-D. Learning Objectives. The counselor will: (1) inquire into the client's expectations with respect to counseling/psychotherapy, (2) discuss the client's unrealistic expectations and help to set reasonable expectations, and (3) engage in an expectation setting negotiation.

5-D-a. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a client role. The client role will relate to unrealistic expectations

of the counseling/psychotherapy relationship. One of the group members will be chosen to simulate the client role. The "absent" counselors are brought in one at a time to conduct counseling sessions focusing on expectation setting negotiations with the simulated client. The client, group members, and project instructor will provide feedback to the counselor trainee.

Evidence of Learning. The counselor trainee will participate in the role of counselor in the simulated counseling exercise. It will be so noted by the project instructor. The trainee will fill out a post-meeting reaction sheet.

### Presenting Problem Vs. Real Problem

Goal. The counselor will recognize that the client's presenting problem may not truly be the main problem.

5-E. Learning Objective. The counselor will recognize that the client's chief complaint may not be the most important problem for which he needs help, even though the client may look upon it as the most crippling.

5-E-a. Learning Activity. The counselor trainee will read the following material related to the above objective:

The Psychiatric Interview in Clinical Practice, MacKinnon and Michels, pp. 128-129, 320.

The Technique of Psychotherapy (Part I), Wolberg, pp. 460-461.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 201-202.

Evidence of Learning. The counselor trainee will write the goal statement on a written quiz.

## Client Motivation

Goal. The counselor trainee will assess the client's motivation for counseling and determine the client's level of anxiety.

5-F. Learning Objective. The counselor trainee will realize the importance of exploring the client's motivation for counseling, and, the client's level of anxiety.

5-F-a. Learning Activity. The counselor trainee will read the following material related to the above objective:

The Technique of Psychotherapy (Part I), Wolberg, pp. 484-485, 499-500.

Interpersonal Psychotherapy, Burton, pp. 29-30.

Evidence of Learning. The counselor trainee will write the goal statement on a written quiz.

5-G. Learning Objectives. The counselor will: (1) determine why the client is seeking counseling (Why are you here?), (2) determine why the client has selected you to come to (Why are you here?), (3) determine the precipitating factors bringing the client in for counseling (Why are you here now?), (4) assess a client's motivation for counseling and anxiety level, and (5) experience a poorly motivated client.

5-G-a. Learning Activity. Round robin role playing trios will be utilized. One trainee will take the part of a poorly motivated client. Another trainee will be the counselor, and, the third trainee will be an observer. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (with the counselor focusing on feelings associated with the experience as frustration, anger, etc.). Then, the whole process is repeated two more times with trio members changing roles.

Evidence of Learning. The counselor trainee will give an oral report of feelings associated with his role playing experiences. He will also turn in a post meeting reaction sheet.



## Silence

Goal. The counselor will tune in and understand the reason behind the client's silence.

5-H.

~~5-I.~~

Learning Objectives. The counselor will realize that client silence may mean a number of different things. The counselor will know several techniques for handling client silence.

5-H-a.

~~5-I.~~

Learning Activity. The counselor trainee will read the following material related to the above objectives:

The Helping Relationship: Process and Skills, Brammer, pp. 62-63.

The Helping Interview, Benjamin, pp. 25-28, 102, 11-112.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 260-263.

Therapeutic Psychology, Brammer and Shostrom, pp. 189-194.

The Technique of Psychotherapy (Part I), Wolberg, pp. 112-115.

Interpersonal Psychotherapy, Burton, pp. 62-65, 91-93.

The counselor will list (on a written quiz) five possible meanings of client silence, and three possible techniques for dealing with the client's silence.

Evidence of Learning. The counselor must correctly list at least four meanings of client silence, and, at least two techniques for dealing with the client's silence.

5-I.

~~5-J.~~

Learning Objectives. The counselor trainee will: (1) allow silence to persist, resist compulsion to break silence, develop a tolerance for silence in the counseling session, and (2) only break client silences by initiating a comment about the silence.

5-I-a. Learning Activity. Round robin role playing trios will be utilized.

The client role will specifically relate to a client silence for a particular reason. For a lengthier discussion of mechanics of round robin role playing, see 3-C-b.

Evidence of Learning. Observation by the project instructor of the activity. The trainee must assume all three roles. Post-meeting reaction sheet will be filled out.

5-J. Learning Objective. The counselor trainee will identify (if possible) the reason behind the client's silence, i.e., fear, hostility, reflection, etc.

5-J-a. Learning Activity. Same as previous learning activity.

Evidence of Learning. The counselor trainee will give a self-report (to the group) of his mental processes which took place during the client's silence, focusing on possible psychodynamics relating to the silence.

Use of Information (Tests, Occupational Information, Etc.)

Goal. The counselor trainee will understand the basic concepts in presentation and interpretation of relevant information, i.e., test data, occupational information, school records, reports of others, etc.

5-K.

~~5-K.~~ Learning Objective. The counselor trainee will: (1) indicate appropriate and inappropriate timing for obtaining and/or presenting information to the client, and (2) know the basic sources of information (primary and secondary) and discuss the benefits and limitations of each.

5-K-a.

~~5-K-a.~~ Learning Activity. The counselor trainee will read about the use of information in counseling. He will then take part in a group discussion/lecture session focusing on the above learning objectives.

Reading resources are:

Therapeutic Psychology, Brammer and Shostrom, Chapter 10.

The Work of the Counselor, Tyler, Chapters 6-8.

Counseling: Theory and Process, Hansen, Stevic, and Warner, Chapters 12 and 13.

Using Tests in Counseling, Goldman.

Career Information in Counseling and Teaching, Isaacson.

Counseling and Guidance: A Summary View, Adams, pp. 285-295, 362-364.

Evidence of Learning. The counselor trainee will have taken part in the group discussion (as documented by the project instructor).

A post-meeting reaction sheet will also be turned in.

UNIT SIX

Critical Incidents in  
Counseling and Psychotherapy

## Unit 6: Critical Incidents in Counseling and Psychotherapy

Unit Goal. The counselor trainee shall be prepared to recognize and deal effectively with critical issues and incidents which may arise during the course of counseling/psychotherapy.

Rationale. Sometimes it seems that counseling/psychotherapy deals with one critical incident after another. These issues and incidents are not rare phenomena but rather are typical of the psychotherapeutic process. For purposes of this training, "critical incidents" include not only emergencies but many difficult situations that typically arise:

- handling hostility, dependency, seduction
- dealing with resistance
- dealing with transference/countertransference
- dealing with suicidal client
- determination of need for referral
- issues involving termination

Exposure to and practice in dealing with these difficult issues and critical incidents will hopefully be extremely valuable to the counselor trainee and thus to his future clients.

## Resistance

Goal. The counselor trainee will understand the concept of resistance and know methods for dealing with resistance.

6-A. Learning Objectives. The counselor trainee will: (1) define resistance, (2) discuss the phenomenon of resistance, (3) discuss the major types of resistance, (4) realize the necessity of dealing with resistance, (5) discuss the major methods of handling resistance.

6-A-a. Learning Activity. The counselor trainee will read about the phenomenon of resistance. Reading resources are:

The Helping Relationship, Brammer, pp. 56-57.

Therapeutic Psychology, Brammer and Shostrom, pp. 229-239.

The Technique of Psychotherapy (Part II), Wolberg, pp. 722-748.

The Psychiatric Interview in Clinical Practice, MacKinnon and Michels, pp. 16-25.

Key Concepts in Psychotherapy, Singer, Chapter 10.

The counselor trainee will take notes on his readings and will also take notes on a lecture/group discussion related to the above learning objectives.

Evidence of Learning. The counselor trainee's notes will be analyzed by the project instructor and must be deemed satisfactory. Satisfactory notes will include an acceptable definition of resistance, a discussion of the major types of resistance, and a discussion of how to deal with client resistance.

### Transference/Countertransference

Goal. The counselor trainee will understand the concepts of transference and countertransference and know methods for handling them.

6-B. Learning Objectives. The counselor trainee will: (1) define transference, (2) define countertransference, (3) discuss methods for handling transference, and (4) discuss methods for handling countertransference.

6-B-a. Learning Activity. The counselor trainee will read about the phenomena of transference and countertransference. Reading resources are:

The Helping Relationship, Brammer, pp. 64-66.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 243-249.

Therapeutic Psychology, Brammer and Shostrom, pp. 209-229.

The Technique of Psychotherapy (Part I), Wolberg, pp. 665-668, 738-740, 749-756.

The Psychiatric Interview in Clinical Practice, MacKinnon and Michels, pp. 11-16.

Key Concepts in Psychotherapy, Singer, Chapters 11 and 12.

Learning-Based Client-Centered Therapy, Martin, pp. 95-96.

Client-Centered Therapy, Rogers, pp. 197-218.

The counselor trainee will take notes on his readings. He will take part in and take notes on a lecture/group discussion related to the above learning objectives.

Evidence of Learning. The counselor trainee's notes will be analyzed by the project instructor and must be deemed satisfactory. Satisfactory notes will include definitions of transference and countertransference and a discussion of methods for dealing with transference and countertransference.

Handling Difficult Counseling/Psychotherapy Situations  
(Hostility, Dependency, Seduction)

Goal. The counselor trainee will be able to effectively handle various difficult counseling/psychotherapy situations.

6-C. Learning Objective. The counselor trainee will understand the concepts of client hostility, dependency, and seduction.

6-C-a. Learning Activity. The counselor trainee will take part in and take notes on a lecture/group discussion dealing with the above learning objective.

Evidence of Learning. The counselor trainee's notes will be analyzed by the project instructor and must be deemed satisfactory. Satisfactory notes will include at least three references each to the ways in which client hostility, dependency, and seduction are manifested.

6-D. Learning Objective. The counselor trainee will effectively deal with client hostility. The counselor trainee will effectively deal with client dependency. The counselor trainee will effectively deal with client seduction.

6-D-a. Learning Activity. Round robin role playing trios will be utilized. A trainee will first take the role of a hostile client and try to become that person as much as possible. Another trainee simulates the role of the counselor while a third trainee is an observer of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (focusing on the manner in which the counselor dealt with the hostile client). Then, the whole process is repeated two more times with trio members changing roles. After all the members of the trio have assumed all three roles



with respect to hostility, the entire round robin role playing process is repeated again and again - to enable the counselor trainees to do simulated counseling with dependent and seductive clients.

Evidence of Learning. Observation of activity by the project instructor. Each counselor trainee will get a chance to counsel a hostile client, a dependent client, and a seductive client. It will be so noted by the project instructor.

6-D-b. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a client role dealing with hostility, dependency, or seduction. One of the group members will be chosen to simulate the client role. The absent counselors are brought in one at a time to conduct counseling sessions with the simulated client. The client, group members, and project instructor will provide feedback to the counselor.

Evidence of Learning. The counselor trainee's handling of the situation will be judged adequate by the project instructor and client. The trainee will fill out a post-meeting reaction sheet.

6-D-c. Learning Activity. An actual counseling experience of handling a difficult situation. The counselor trainee will take part in an actual counseling session. This session will be video taped. The video-tapes will be reviewed and critiqued by all the trainees and project instructors.

Evidence of Learning. The counselor trainee must handle the difficult situations satisfactory according to the ratings of the other trainees and the project instructors.

### Suicidal Tendencies and/or Threats

Goal. The counselor trainee will be able to effectively deal with a suicidal client.

6-E. Learning Objective. The counselor trainee will be familiar with important issues with respect to dealing with suicidal clients.

6-E-a. Learning Activity. The counselor trainee will read the following material related to the above learning objective:

The Technique of Psychotherapy (Part II), Wolberg, pp. 931-935.

The Transparent Self, Jourard, Chapter 11.

The Psychiatric Interview in Clinical Practice, MacKinnon and Michels, pp. 2-5-209.

Interpersonal Psychotherapy, Burton, pp. 66-67.

The counselor trainee will take part in and take notes on a lecture/group discussion dealing with the above learning objective.

Evidence of Learning. Documentation of attendance and notes by the project instructor. The trainee will fill out a post-meeting reaction sheet.

6-F. Learning Objective. The counselor trainee will effectively deal with a suicidal client.

6-F-a. Learning Activity. Round robin role playing trios will be utilized. One trainee takes the role of a suicidal client and tries to become that person as much as possible. Another trainee simulates the role of the counselor while a third trainee is an observer of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience (focusing on the counselor's dealings with the suicidal client). Then, the whole process is repeated two more times with trio members changing roles.

Evidence of Learning. Observation by project instructor of the activity. Each counselor trainee must assume all three roles in the round robin exercise. The project instructor will check off that the counselor trainee has in fact done so.

- 6-F-b. Learning Activity. All the counselor trainees will be present in a room. Three of them will leave the room while the group develops a client role pertaining to a suicidal client. One of the group members is chosen to simulate the role of the client. The absent "counselors" are brought in one at a time to conduct counseling sessions with the simulated client. The client, group members, and project instructor will provide feedback to the counselor trainee.

Evidence of Learning. The counselor trainee's counseling must be judged "acceptable" by the client and the project instructor. "Acceptable" counseling will represent the counselor's dealing effectively with the suicidal client.

- 6-F-c. Learning Activity. An actual counseling experience. The counselor trainee will counsel a "live" client (under the supervision of the project instructors). The counseling session will be videotaped. The video tapes will be reviewed and critiqued in class. Feedback will be given by the trainees and the project instructors.

Evidence of Learning. The counselor trainee's counseling will be judged "acceptable" by the other trainees and the project instructors.

Questions With Respect to Counselor Age, Sex, Competency, Etc.

Goal. The counselor trainee will effectively handle client questions re: his age, sex, and competencies.

6-G. Learning Objectives. The counselor trainee will: (1) <sup>not</sup>~~note~~ react defensively, (2) effectively deal with questions with respect to counselor age, sex, competency, etc.

6-G-a. Learning Activity. The counselor trainee will read the following material related to the above learning objectives:

The Technique of Psychotherapy (Part I), Wolberg, pp. 454-456.

He will then take part in round robin role playing activities. One trainee will take the role of a <sup>client</sup>~~client~~ who is concerned with either the age, sex, or competency of the counselor. Another trainee will simulate the role of the counselor while a third trainee is an observer of the process. After continuing in their roles for about ten minutes, the three trainees stop and discuss the experience. Then, the whole process is repeated two more times with trio members changing roles.

Evidence of Learning. Observation of activity by the project instructor. Each counselor trainee will assume all three roles in the round robin trio. It will be so noted by the project instructor. ~~Role playing rating sheets will be used.~~

### Determination of Need for Referral

Goal. The counselor trainee will understand the process of referring clients.

6-H. Learning Objective. The counselor trainee will: (1) be familiar with literature on referring clients, and (3) realize that some clients will need to be referred.

6-H-a. Learning Activity. The counselor trainee will read the following material related to the above learning objectives:

The Technique of Psychotherapy (Part I), Wolberg, pp. 514-516, 519-524.

The Helping Relationship, Brammer, pp. 131-132.

Therapeutic Psychology, Brammer and Shostrom, pp. 124-125.

Interpersonal Psychotherapy, Burton, pp. 114-115.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 290-293.

The counselor trainee will write a one page paper dealing with the referral of clients.

Evidence of Learning. The counselor trainee will achieve a rating of "satisfactory" on his paper. A satisfactory paper will include a discussion of why some clients need to be referred and a discussion of how to appropriately refer clients.

## Issues Re: Termination

Goal. The counselor trainee will know the issues related to termination of the therapeutic relationship.

6-I. Learning Objectives. The counselor trainee will: (1) understand the differences in termination issues between long term vs. short term therapy, and, between premature vs. planned termination, and (2) identify important counselor/client behaviors regarding planning for and termination of counseling/therapy upon completion of agreed goals.

6-I-a. Learning Activity. The counselor trainee will read the following material related to the above learning objectives:

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 285-290.

Therapeutic Psychology, Brammer and Shostrom, pp. 204-208.

The Technique of Psychotherapy (Part II), Wolberg, Chapters 49 and 50.

Interpersonal Psychotherapy, Burton, Chapter 11.

The counselor trainee will take part in and take notes on a lecture/group discussion dealing with the above learning objectives.

Evidence of Learning. The counselor trainee's notes will be analyzed by the project instructor and must be deemed satisfactory. Satisfactory notes will include a discussion of differences in termination issues between long term vs. short term therapy, and, between premature vs. planned termination.

UNIT SEVEN

Counselor Values and Ethical and Legal Responsibilities

In Counseling and Psychotherapy

Unit 7: Counselor Values and Ethical and Legal Responsibilities in  
Counseling and Psychotherapy

Unit Goals. The counselor trainee will be aware of his own value orientation and understand relevant issues <sup>regarding</sup> ~~regarding~~ the place of counselor/client values in the treatment process.

The counselor trainee will understand and demonstrate professional, ethical, and legal behavior.

Rationale. As counseling and psychotherapy become a more pervasive aspect of contemporary society, the issues related to ethics, legalities, and values in therapy will become more critical. When great numbers of persons practice a particular profession, the probability of questionable activity is increased. And, when some members of the profession are seen to act in less than desirable ways, the entire profession loses. For this purpose, codes of ethics have been created for the major professional counseling groups - i.e., American Personnel and Guidance Association and American Psychological Association. It is of vital importance that the counselor/therapist have an understanding of values, ethics, and legalities.



## Values

Goal. The counselor will be aware of his own value orientation and, he will understand relevant issues regarding the place of counselor/client values in the treatment process.

7-A. Learning Objectives. The counselor trainee will: (1) know what "values" are, (2) be familiar with his own values, and (3) know relevant issues regarding the place of counselor/client values in the treatment process.

7-A-a. Learning Activity. The counselor trainee will read the following material:

Therapeutic Psychology, Brammer and Shostrom, pp. 380-407.

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 375-385.

Value Orientations in Counseling and Psychotherapy, Lowe, pp. 273-279.

He will ~~then~~ take notes on his readings. He will then take part in a group discussion related to the above learning objectives.

Evidence of Learning. Documentation by the project instructor of the trainee's attendance and participation. The counselor trainee will also hand in a post-meeting reaction sheet.

7-A-b. Learning Activity. The counselor trainee will write two separate papers (approximately three pages each). Paper #1 will be a discussion of his own values. Paper #2 will be a discussion of relevant issues regarding the place of counselor/client values in the therapeutic process.

Evidence of Learning. The papers must be deemed "satisfactory" by the project instructor. A satisfactory paper #1 will include an acceptable definition of values and a personal exploration of one's own values. A satisfactory paper #2 will include a discussion of whether the counselor should reveal his values; whether the counselor should impose his values; whether the counselor should respect differing values, etc.

7-A-c. Learning Activity. The counselor trainee will listen to an audio-tape entitled, "Counselor's Role in Religious Problems."

Evidence of Learning. Documentation by the project instructor of the trainee's attendance. The trainee will hand in a materials reaction sheet.

## Ethics

Goal. To understand and demonstrate ethical behavior in professional practice.

7-B. Learning Objectives. The counselor trainee will: (1) know what ethics are, (2) know issues (including multiple loyalties and responsibilities) dealing with personal ethics, professional ethics, and institutional ethics, and (3) be familiar with the APA <sup>and</sup> APGA codes of ethics.

7-B-a. Learning Activity. The counselor trainee will read the following material:

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 367-369.

Therapeutic Psychology, Brammer and Shostrom, pp. 152-155.

APA and APGA Codes of Ethics.

He will take notes on his readings. He will then take part in a group discussion dealing with the above learning objectives.

Evidence of Learning. Documentation by the project instructor of the trainee's participation in the activity. The counselor trainee will also turn in a post-meeting reaction sheet.

7-B-b. Learning Activity. The counselor trainee will write a paper (under three pages) on ethics.

Evidence of Learning. The paper must be rated "satisfactory" by the project instructor. A satisfactory paper will include: a discussion of personal, professional, and institutional ethics; brief comments on at least ten major areas dealt with in the code of ethics.

7-C. Learning Objective. The counselor trainee will demonstrate his knowledge of ethical behavior in professional practice.

7-C-a. Learning Activity. The counselor trainee will be given written briefs of hypothetical situations involving relevant ethical concerns. The student will ~~analyze~~ <sup>analyze</sup> the situations given, list the main issues involved, and indicate (in writing) how to deal ethically with each situation.

Evidence of Learning. Papers must be deemed acceptable by the project instructor. Acceptable papers will evidence ethical actions on the part of the counselor (according to APA/APGA codes of ethics).

## Legal Responsibilities

Goal. To know the legal implications of counseling and psychotherapy.

7-D. Learning Objectives. The counselor trainee will: (1) be aware of a program of liability insurance, (2) know any unique legal/ethical implications in working with minors, (3) know any differences in legal and ethical implications for different settings, i.e., private practice, public agency, institutional settings, etc., and (4) know the counselor/therapist's responsibility re: liability, malpractice, libel, slander, and privileged communication.

7-D-a. Learning Activity. The counselor trainee will read the following material:

Counseling: Theory and Process, Hansen, Stevic, and Warner, pp. 369-374.

Value Orientations in Counseling and Psychotherapy, Lowe, pp. 238-246.

He will take notes on his readings. Then, he will listen to the audio-tape entitled, "Some Ethical, Legal, and Moral Dilemmas of the Helping Professions." He will then take part in a group discussion related to the above learning objectives.

Evidence of Learning. Documentation by the project instructor of the trainee's attendance at and participation in activity. The trainee will turn in a post-meeting reaction sheet and a materials reaction sheet.

## Professionalism

Goal. The counselor trainee will be aware of relevant professional associations for counselors and psychologists and will consider the role of professional affiliation in one's own goals re: professionalism.

7-E. Learning Objective. Same as goal statement.

7-E-a. Learning Activity. The counselor trainee will read the following material:

Therapeutic Psychology, Brammer and Shostrom, pp. 13-18.

Existential Man: The Challenge of Psychotherapy, Johnson, pp. 83-96.

He will then write a one page paper dealing with his thoughts and feelings about professional affiliation and professionalism.

Evidence of Learning. The trainee's paper must be deemed "acceptable" by the project instructor. An acceptable paper will include a discussion of "why" or "why not" the trainee intends to join a professional association, and, the trainee's thoughts on professionalism.

APPENDIX I

Instructor's Manual

INSTRUCTOR'S MANUAL  
TO MODULAR UNITS FOR  
PSYCHOLOGY 620/PSYCHOLOGY 635  
PRINCIPLES OF COUNSELING AND PSYCHOTHERAPY  
AND PRACTICUM IN COUNSELING AND PSYCHOTHERAPY

~~Alan G. Pettis~~  
~~7-23-2008~~



## GENERAL COMMENTS

Psychology 620 and Psychology 635 have been integrated into seven modular instructional units. The emphasis is on experiential learning although cognitive material is not neglected. Hopefully, the units are clearly written and for the most part self-explanatory. However, several general comments will be offered in hopes of even further clarification.

The units contain precise learning or performance objectives. They state exactly what the counselor trainee is expected to know or perform as a result of his instruction and experiences. The objectives may be cognitive, affective, or motor. For example, "The counselor trainee will know several techniques for dealing with client silences."

Following every learning objective, learning activities are stated. They give clear descriptions of the activities the counselor trainee will take part in related to particular learning objectives. These learning activities may involve readings, lectures, group discussions, audio tapes, video tapes, role playing, and actual counselor-client experiences. For example, "The counselor trainee will view a video tape of a client silence: Although the client is not communicating verbally, he will communicate several messages non-verbally. The counselor trainee will write down all non-verbal communications that he tunes in to."

Following every learning activity is an evidence of learning statement. This is a criterion statement for each learning objective. It contains the criteria against which the specific competency will be judged. For example, "The counselor trainee will correctly list at least five non-verbal signs displayed in the video tape." The evidence of learning for many activities is simply that the counselor trainee

did indeed take part in the activity and it will be so noted by the instructor.

If a trainee fails to achieve a given competency, he will be given additional training opportunities and will be encouraged to try again to demonstrate his competency. Failure to achieve an acceptable competency level should merely mean delay in completion of the activities rather than removal ~~or~~ failure of the counselor trainee.

It should be noted that although these units are precise and system-oriented, they are neither mechanistic nor limited as to their humanistic orientation.

The following comments will be numbered in roman numerals to make it easier to refer to them if it is so indicated:

- I. The instructor is seen as a model and relates interpersonally to his students as he does to his clients. He should communicate high levels of empathy, genuineness, and non-possessive warmth, caring, and respect to the trainees themselves. The general principle which seems to apply here is that if the climate of the teaching situation and the relationship between the instructor and the counselor trainee are similar to the climate and relationship ~~which~~ <sup>ship</sup> which exist in therapy, then the trainee will begin to acquire a knowledge in his viscera of what the therapeutic experience is. The instructor's attitudes should hopefully nurture feelings of safety and freedom in the trainee which ~~promote~~ <sup>promote</sup> openness to experience, risk taking, and a cultivation of individuality.
- II. Readings for each unit have been compiled and put into unit reading booklets. There is one booklet of readings for each unit. These readings are flexible. Omissions and additions may be decided upon

by the instructor and/or the ~~trainees~~ <sup>trainees</sup>. In those learning activities involving readings, if it says, "Reading resources are:" the counselor trainee is not required to read each and every resource. He can choose any or all of the readings as long as he reads enough to satisfy the evidence of learning statement connected with the related learning objectives. If the learning activity involving readings is stated, "The counselor trainee will read the following material. . .," it is then expected that he will read every resource that is listed.

- III. Forms to be used for written assignments will be provided for every learning activity requiring the counselor trainee to hand in written work. This will provide a uniformity of paper type and size that will hopefully aid the instructor in his dealings with these papers. Several forms have also been devised to enable the instructor to get valuable feedback (i.e., unit rating forms; post-meeting reaction sheets; and materials reaction sheets). It is precisely stated within the text of the units when these forms should be used. (Copies of these forms are in the appendix of this manual).
- IV. The numbering system provides a sense of order to the program. The actual numbers (1, 2, 3, 4, 5, 6, or 7) refer to the number of the modular unit. The capital letters (A, B, C, D, etc.) refer to the order of the learning objectives for each unit. For example 4-B refers to the second learning objective in the fourth unit; and, 3-E refers to the fifth learning objective in the third unit. The lower case letters (a, b, c, d, etc.) refer to the order of the learning activities for each learning objective.

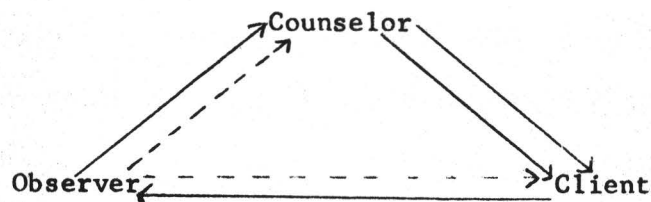
For example, 3-B-a refers to the first learning activity (a) dealing with the second learning objective (B) in unit three (3); 6-D-c refers to the sixth unit (6), the fourth learning objective (D), the third learning activity under that objective (c). 1-A-b refers to the second learning activity (b) dealing with the first learning objective (A) in unit one (1).

Numbers (1, 2, 3, 4, 5, 6, <sup>or</sup> 7) = Units.

Capital Letters (A, B, C, D, etc.) = Learning Objectives.

Lower Case Letters (a, b, c, d, etc.) = Learning Activities.

- V. Round robin role playing trios are frequently used. These role playing activities allow intense involvement without the risks and complexities of real life situations. Many of these new counselors-to-be may have never role played before and the procedure should be explained to them. One trainee will take the role of a client and try to become that person as much as possible. Although the actual problem is artificial, he should be encouraged to make it as real as possible, even to taking a problem from his own experience. Another trainee will simulate the role of a counselor while a third trainee <sup>is</sup> an observer of the process. After continuing in their roles for a set amount of time, the three trainees should stop and discuss the experience. Then, the whole process should be repeated two more times with trio members changing roles. This process is illustrated below:



It is recommended that the trainees do not stay in the same round robin trio throughout all the units. The instructor should urge the trainees to seek as many different role playing partners as possible.

- VI. A variation on the role playing method that is frequently used in the units is the "three out" activity. Here, three counselor trainees leave the room while the group develops a client role. One of the group members is chosen to simulate the role of the client. Then the absent "counselors" are brought in one at a time to conduct counseling sessions with the simulated client. One advantage of this method is that the group has several styles of counseling to compare, and the feedback from the simulated client to the three counselors is most often a powerful educational experience for all.
- VII. The actual counseling experiences may be with a coached client or with a "real client." Some specific learning activities require coached clients and it will be so indicated. The values of this kind of experiential learning are very great, but there are some limitations. It is a high risk activity for the beginning counselor trainee. He may end the experience in a heap of frustration and humiliation, or at worst, with no feelings. However, he may feel the exhilaration flowing from discovery of new resources and skills not hitherto realized. <sup>There</sup> ~~These~~ is an ethical question about assigning a naive counselor trainee to a real client struggling with real problems. This issue is resolved somewhat by the presence of an experienced instructor and fellow trainees who provide support as well as critical feedback to the trainee. An ongoing working arrangement has

been implemented with Ron Ross and Pat Hansen of the Speech Department at Utah State University. They will make available their speech students as coached clients for the counselor trainees. Whenever their students are used as coached clients, the counseling sessions will be videotaped. These videotapes will be available to the students and professors of the Speech Department as well as to the counselor trainees and project instructors.

## SPECIFIC COMMENTS

UNIT ONE: What is counseling? What is psychotherapy?

This unit is directed at introducing the trainee to the fields of counseling and psychotherapy. Before he can adequately function as a counselor, he must know what counseling is and what it is not. How does counseling differ from teaching or guidance? Are counseling and psychotherapy the same, or, are they different? It is important for the trainee to formulate his own definition of what counseling is, and, to consider the goals of counseling and psychotherapy.

Learning activities needing comment upon:

1-A-a This first videotape interview of the student is important as it will give us an estimate of his entry skills. This will allow us to evaluate the effectiveness of our program by comparing this initial video tape with latter tapes. In this light, there are several concerns. The student should not be made anxious by thinking this is an evaluation that will be reflected in a grade. Perhaps, a general comment to the class of either receiving an "A" or "I" may help alleviate anxiety. This "entry skills" interview should last fifteen to twenty minutes. The student should simply be told that he is to interview a client, and, that he should stop after about fifteen minutes. ~~If the student is not through in twenty minutes,~~ **The project instructor** ~~he~~ should coach the client to question the trainee about his youth and his competency, to become rather silent; and then to go on to talk of a problem related to living at home with his/her parents.

1-A-b For this activity, the various counseling psychology staff members each discuss their personal growth as counselors/therapists. The staff members should also discuss characteristics which they deem

important for counselors. This activity has a very personal quality. It will allow the new counselor trainees to meet and get a somewhat personal glimpse of the counseling staff members. **Each staff member should be given 45 minutes.**

1-B-a For this activity, the instructor will need:

1. slide projector
2. cassette recorder
3. audio tape and slides entitled "What is counseling?"

#### UNIT TWO: History of Counseling and Psychotherapy

This unit examines the roots of counseling and psychotherapy. Also, a brief look at various schools of psychological thought is presented. Besides getting an historical overview, the student becomes aware of important issues regarding the nature of man, freedom of choice, etc.

Learning activities needing comment upon:

Rationale activity: The instructor will need:

1. slide projector
2. cassette recorder
3. tape and slides on "History of Counseling and Psychotherapy"

2-C-a The instructor will need:

1. cassette recorder
2. audio tapes on the Rogers-Skinner debate.

#### UNIT THREE: Counselor Attitudes

This unit stresses the fact that the relationship is probably the most important aspect of counseling and psychotherapy. In recent years,



techniques have been superseded in theory by the feeling tones that lie behind them. Technique has become less stringent in order to allow expression of an important dynamic -- the attitudes of the counselor. The greatest part of therapeutic effectiveness can be accounted for independently of the counselor's theoretical orientation and technique.

The instructor should now re-read roman numeral I of this manual.

Learning activities needing comment upon:

3-B-a First, the trainees are taught the differences between levels 1,2,3,4, and 5 with regard to empathy as illustrated in the Interpersonal Functioning Scale (scale is in appendix of this manual). They are taught to distinguish between the various levels of empathic responses for a two-fold purpose. First of all, it helps them to learn what empathy is and is not. Secondly, they will be using the Interpersonal Functioning Scale in various other activities throughout the unit.

For this same activity the instructor will need:

1. cassette recorder
2. audio tape for illustrating empathy

The audio tape illustrating empathic responses contains forty excerpts evidencing the various levels (1-5) of empathic functioning. After each counselor-client segment, the tape should be stopped and the excerpt should be discussed with or among the group of trainees. Then, the tape should be started again to find out the commentator's remarks and rating with respect to the excerpt. The commentator's ratings are by no means to be considered the ultimate. The group may decide on a different rating than that of the commentator. At any rate, the discussion in arriving

at a decision should prove very valuable.

3-C-a For this activity the instructor will need:

1. cassette recorder
2. audio tape of client statements for the empathy exercise.

The audio tape of client statements for the empathy exercise contains fifty client responses. The tape should be stopped after each client statement and the instructor should then point to a trainee who is expected to respond empathically to the client statement. The instructor should choose students in a random fashion. Hopefully, this will keep the trainees alert and should keep them responding inwardly to every client statement whether they are called on or not.

3-C-b See roman numeral V of this manual.

3-C-c See roman numeral VI of this manual.

~~3-C-d See roman numeral VII of this manual.~~

3-E-a This activity is similar to 3-B-a which was previously elaborated upon. For this activity the instructor will need:

1. cassette recorder
2. audio tape for illustrating genuineness

This audio tape contains sixteen excerpts illustrating the various levels (1-5) of counselor genuineness. The procedure in using the tape is the same as that in activity 3-B-a.

The scale to be used for this activity is in the appendix of this manual.

3-F-a For this activity the instructor will need:

1. cassette recorder
2. audio tape of client statements  
for the genuineness exercise.

This tape contains fifty client statements to which the counselor trainee is expected to respond genuinely. The procedure in using the tape is the same as that in activity 3-C-a.

3-Ha. For this activity the instructor will need:

1. cassette recorder
2. audio tape illustrating levels  
of non-possessive warmth.

The audio tape contains sixteen counselor-client excerpts illustrating various levels of non-possessive warmth. Procedure for this activity is the same as that in activity 3-B-a.

The scale to be used for this activity is in the appendix of this manual.

3-Ka. The instructor need not schedule an interview specifically to satisfy the criterion connected with this activity. For activity 3-L-c or later "actual client" activities, the behaviors connected with the evidence of learning for this activity can be noted.

3-L-c. The client for this activity can be either a coached client or a "real client. See roman numeral VII.

3-L-d. For this activity the instructor will need:

1. video tape recorder
2. video tapes from 3-L-c

3-M-a. This activity is both educational and therapeutic. It also provides the trainee with a sense of progression through the therapeutic process.

3-M-b. Optional activity. Should be encouraged. Use counseling center group leader. Project instructors optional.

#### UNIT FOUR: Interviewing Skills (A)

This unit focuses on some necessary interviewing skills. These "techniques" do have their place in the therapeutic relationship. The counselor trainee will use these skills to help the client to understand himself and the environment and to reach decisions for effective behavior. These interviewing skills involve the counselor's sensitivity and adequacy in receiving communication from the client as well as his skill in communicating with the client. It should be emphasized that most likely, interviewing skills are not enough. As unit three conveyed, the relationship between counselor and client is of ultimate importance in counseling and psychotherapy. However, these skills or techniques do not imply a mechanistic frame of reference or a distant counselor-client relationship. Counselor attitudes as empathy, genuineness, and nonpossessive warmth are not necessarily antithetical to interviewing techniques and skills.

Interviewing Skills (A) deals with:

greeting the client

opening and closing initial and subsequent interviews

attending behavior

external vs. interval content

concreteness

structuring

here and now

Learning activities needing comment upon:

4-A-a. Each counselor trainee should arrive at the use of a greeting or greetings that he feels comfortable with (without alienating the client).

4-C-a. The client should be a coached client who is instructed to try and resist getting into the interview proper per se, but tries to stay at the level of casual conversation.

The second part of this activity calls for the "bug in the ear" device which allows the instructor to give feedback to the trainee while the client interview is in progress.

4-F-a. This activity is intended to get the trainee to experience non-attendance during an interview and thus realize the importance of attending behavior. When the student begins to discuss his problem or course progress, the instructor should not attend well to him. The trainee may become frustrated, angry, etc. and it is up to the instructor to use his professional judgement as to when he should end the interview and discuss the experience with the trainee.

4-G-b. This should be a ten minute interview with either an actual client or a coached client. After the interview, the instructor should discuss the experience with the trainee (focusing on attending behavior). See appendix for the Attending Skills Checklist.

**UNIT FIVE: Interviewing Skills (B)**

This unit deals with necessary interviewing skills other than those dealt with in unit four. Specifically, this unit deals with skills related to:

- types of counselor responses
- client expectations
- client motivation
- presenting problem vs. real problem
- client silences
- use of information

Learning activities needing comment upon:

5-A-a. See roman numeral II in this manual.

5-B-a. This activity will be very time consuming activity. Its importance justifies its length. The counselor trainee will receive practice in using sixteen types of counselor responses. Indeed this is quite a large repertoire of response techniques. It is expected that the beginning counselor will eventually choose to use those types of responses that he deems to be useful for him. The round robin role playing trios will hopefully provide "safe" practice while giving the trainee an opportunity to experiment with the many types of counselor responses.

5-E-a. A copy of the quiz is in the appendix of this manual. It is

5-F-a. not intended to be a difficult quiz. Its purpose is to simply

5-H-a. make certain the trainee can meet the criteria associated with

the learning objectives of 5-E, 5-F, and 5-H. Please see Evidence of Learning statements connected to those three learning activities.

5-J-a. The trainee should orally give a report of what was going on inside himself during the silence: How was he feeling; what was he thinking; what dynamics did he suspect, etc. The project instructor should provide feedback to the trainee.

#### UNIT SIX: Critical Incidents in Counseling and Psychotherapy

Although this unit is called "critical incidents", it's essential for the trainee to realize that "critical" is not synonymous with "rare" or "uncommon". The critical incidents dealt with are by no means isolated phenomena. They are critical in the sense of being crucial to the process and/or outcomes of counseling and psychotherapy. This unit will specifically deal with:

resistance

transference

counter-transference

handling hostility; dependency; seduction

dealing with the suicidal client

determination of need for referral

issues involving termination

Exposure to and practice in dealing with these difficult issues will hopefully be extremely valuable to the counselor trainee and thus to his future clients.

Learning activities needing comment upon:

6-A-a. Regardless of the instructor's or the trainee's particular

6-B-a. school of thought, he should be familiar with the concepts and issues involved in resistance, transference, and countertransference.

These are cornerstone psychotherapeutic concepts. In these activities, it is not required that the trainee read all of the listed references under these three concepts. However, he must read sufficiently in order to satisfy the evidence of learning for the related objectives.

See roman numeral II of this manual.

6-C-a. For this activity, the instructor must be prepared to discuss various ways client hostility; dependency; and, seduction manifest themselves in the therapeutic relationship.

6-D-a. If the trainee does eventually become a counselor/psychotherapist,

6-D-b. it will not be very long before he experiences hostile, dependent, and/or seductive clients. The heavy emphasis these activities place on experiential learning should provide valuable exposure and practice in dealing with these types of clients.

6-D-c. This activity calls for coached clients. This is to insure that the client to be seen will in fact be either:

1. hostile
2. dependent
3. seductive

It is expected that the instructor provide the clients with the necessary coaching for each client role to be simulated. Each interview should last from ten to fifteen minutes.



For the critiquing the instructor will need:

1. video tape recorder
2. video tapes from this activity.

6-F-a. Probably every client is potentially a suicide risk. These

6-F-b. extensive role playing activities will provide much practice in dealing with suicidal clients. This can literally be a life and death matter. It is hopeful that these activities may help the future counselor to be less frightened when actually dealing with his first "real" suicidal client.

6-F-c. It is advisable to use a coached client. See roman numeral VII of this manual. The instructor is responsible for coaching the "suicidal" client. For the critiquing part of this activity the instructor will need:

1. video tape recorder
2. video tapes from this activity.

6-G-a. Most of the counselor trainees will be in their early or mid-twenties. Some will be female. Virtually all will be inexperienced. It may be a common phenomenon that their clients questions them with regard to either the counselor's age, sex, and/or competency. A source of great initial resistance is the client's disappointment in the counselor. The client may have a stereotype in mind of the kind of individual he wants as a counselor. The counselor should be prepared to handle these client disappointments and concerns in a therapeutic manner. This activity provides practice in achieving this objective.

6-I-a. The instructor should be prepared to discuss the issues as

stated in 6-I of the regular class manual.

UNIT SEVEN: Counselor Values, And Ethical and Legal Responsibilities  
in Counseling and Psychotherapy

This is a short but important unit that covers material too often neglected in introductory counseling courses. Counseling and psychotherapy have become a more pervasive aspect of contemporary society, and, the issues related to values, ethics, and legalities in therapy have become more critical.

Learning activities needed comment upon:

7-A-c. For this activity the instructor will need:

1. cassette recorder
2. audio tape re: "Counselor's Role in Religious Problems"

7-C-a. The written briefs are in the appendix of this manual. Briefs are flexible and new ones can be added by the instructor. See Ethics in Counseling by Harley Christiansen, University of Arizona Press, 1972 for a discussion of these and other problem situations.

7-D-a. For this activity the instructor will need:

1. cassette recorder
2. audio tape re: "Some Ethical, Legal, and Moral Dilemmas of the Helping Professions"

APPENDIX

## Table of Contents:

- I. Empathy Scale of Interpersonal Functioning Scale. For unit three learning activities.
- II. Genuineness Scale of Interpersonal Functioning Scale. For unit three learning activities.
- III. Non-Possessive Warmth Scale of Interpersonal Functioning Scale. For unit three learning activities.
- IV. Attending Skills Checklist. For learning activity 4-H-c.
- V. Quiz with re: (5-E) 5-E-a; (5-F) 5-F-a; ~~5-H-a~~. **5-H-a**.
- VI.-XIII. Briefs for learning activity 7-C-a.
- XIV. on. Forms for use with modular units.

## EMPATHY

## Interpersonal Functioning Scale

Highest Level 5	<p>The counselor is fully tuned in on the client's wavelengths at all levels. They can readily explore all untouched regions together.</p>
4	<p>The counselor feeds back the feelings of the client noticeably enriched at a level deeper than the client could express them.</p>
3	<p>The counselor accurately reflects the client's expressed surface feelings, but does not show understanding of the client's deeper feelings.</p>
2	<p>The counselor shows some awareness of the client's obvious surface feelings, but responds to something other than what the client is expressing.</p>
Lowest Level 1	<p>The counselor shows no awareness of the client's obvious feelings. The counselor detracts significantly from the communications of the client. The counselor is bored, disinterested, or prejudiced.</p>

## GENUINENESS

## Interpersonal Functioning Scale

Highest Level  
5

The counselor is freely and deeply himself with the client.  
He uses all responses as to open a further area of exploration  
for both himself and the client.

4

The counselor responds sincerely with many of his own feelings,  
and uses all responses constructively whether they are positive  
or negative.

3

The counselor seems to make appropriate, sincere responses, but  
shows no real involvement with the client.

2

The counselor either speaks in a manner slightly unrelated  
to his feelings, or, he can't use his negative genuine  
expressions constructively - he acts a role.

Lowest Level  
1

The counselor either speaks in a manner clearly unrelated  
to his feelings, or, his genuine expressions are used only  
for destructive purposes.

## NON-POSSESSIVE WARMTH, CARING, AND RESPECT

## Interpersonal Functioning Scale

Highest Level

5

The counselor shows the very deepest respect and caring for the client. His responses indicate intense but non-possessive emotional warmth and caring. He is fully committed to the client's value as an individual.

4

The counselor shows a very deep respect and concern for the client. His responses indicate definite emotional warmth and caring. This enables the client to feel free to be himself and to feel his value as an individual.

3

In many ways the counselor shows a definite respect and concern for the client's feelings, experience, and potentials. In many ways the counselor conveys warmth and caring in a sincere way to the client.

2

The counselor shows little respect for the client's feelings, experiences, and potentials. He may be friendly and considerate, but his friendliness, etc. seem mechanical and do not convey sincere warmth, caring, and respect.

Lowest Level

1

The counselor is unfriendly and inconsiderate in relating to the client. The counselor shows a complete lack of respect for the client's feelings, experiences, and potentials.

Attending Skills Check ListName of counselor trainee:Name of observer:

	<u>Satisfactory</u>	<u>Unsatisfactory</u>
eye contact		
appropriate posture		
non-verbal attending		
client focal point		
frequent "hms" and "uh-huhs", etc.		
nodding of head		
reflections		
clarifications		
paraphrasing		
maintains eye contact during silences		
foot tapping		
clock watching		
concerned attitude		
congruence re: attending behaviors		
other: _____		
% age of talk		

Comments:

Quiz covering objectives 5-E; 5-F; 5-H

Name of counselor trainee: \_\_\_\_\_

1. What is important for the counselor to recognize concerning the client's chief complaint?
  
2. The counselor should assess the client's \_\_\_\_\_ for counseling and determine the client's level of \_\_\_\_\_ .
  
3. Five possible meanings of a client silence are:
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  
4. Briefly state three possible ways of dealing with a client silence.
  - 1.
  - 2.
  - 3.



Brief #1

A counselor, as a result of his interviews, discovers that several of his high school counselees are deeply involved in the use of LSD, amphetamines, and other "hard" drugs. He quietly seeks medical and psychological consultation about several of these counselees, but does not inform their parents or the police. The parents of one of his counselees suddenly discover that their son is on drugs. He tells them that the counselor knew it all of the time. These parents then get together with several other parents who have children in the counselor's school and demand, with the threat of legal action, that the counselor reveal the names of all of the other student drug users.

1. What are the main issues involved?
2. How would you deal with the situation?

Brief #2

A psychotherapist notices that a fellow therapist has been very depressed since the death of his wife. There are indications that the depression is interfering with the therapist's effectiveness on the job.

1. What are the main issues involved?
2. How would you handle the situation?

Brief #3

A new college student is not aware of the one-way vision mirrors and video-taping equipment used in the college counseling center. The counselor arranges to have the interview videotaped, but does not tell the client

until after the interview is completed. The client is very surprised.

1. What are the main issues involved?
2. Was the counselor's action correct?
3. How would you have handled the situation?

Brief #4

A client tells his therapist that he is in deep conflict with his parents and that he is planning to run away from home. He says that he has saved \$300, has his suitcase packed, and is going to leave for San Francisco in about two days.

1. What are the main issues involved?
2. How would you deal with the situation?

Brief #5

A therapist is asked to testify in an insurance company dispute involving his client. The client does not want the therapist to testify. Under oath, the therapist firmly refuses to testify about his interviews with his client on the grounds that the client had a privileged communication with him and that the confidentiality of the therapeutic interview cannot be violated. He is held to be in contempt of court. He is given a short jail term and is fined.

1. What are the main issues involved?
2. Was his action correct?
3. How would you have handled the situation?

Brief #6

A high school sophomore who has seen her counselor for several interviews says her father gets drunk a few times a week and becomes vicious. She says, "Last week he hit Billy (her seven year old brother) so hard that he knocked out three of his teeth." She adds that her father has frequently threatened to hit her but has not done so. However, he has struck her mother and her two younger brothers on several occasions. She says that her father told her not to tell anyone about it or he'd really hurt her. She asks the counselor to tell no one about it.

1. What are the main issues involved?
2. How would you handle the situation?

Brief #7

A social worker who is working for a city agency telephones a psychotherapist and requests detailed background information on a client. Because the social worker is a "professional", the therapist mails a package to the social worker which contains progress notes and a psychological testing report. A few days later his client comes in and says angrily, "Why did you tell her everything about me? It's none of her business. That was a hell of a thing for you to do."

1. What are the main issues involved?
2. Was the therapist's action correct?
3. How would you have handled the situation?

Brief #8

A mother phones her son's counselor and asks his help. She says, "We have been having arguments at home. He just is not himself any more. We can't do a thing with him. He trusts you. Would you please call him in and talk to him?" The counselor does have an interview with the boy. The next day the boy's mother calls the counselor and says, "I'm glad you could see him. What did he have to say for himself?"

1. What are the main issues involved ?
2. How would you deal with the situation ?

Form to be Used for All Written Assignments

Name of Counselor Trainee: \_\_\_\_\_

Topic of Assignment: \_\_\_\_\_

Text of Notes and/or Paper: \_\_\_\_\_

Materials Reaction Sheet

Topic of Tape, Etc.:

Positive/Negative Comments:

Suggestions for Revision/Improvement:

Name of Counselor Trainee:

## POSTMEETING REACTION SHEET

(PMRS)

## I. REACTIONS TO GROUP MEETING

Name: \_\_\_\_\_

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

Instructions: Mark an X on the line above your response to the following questions.

1. I felt that the group meeting today was:

Excellent	Good	Average	Not So Good	Bad

2. I felt that my participation in the group was:

Very Good	Good	Average	Not Very Good	Bad

3. My feelings during the meeting were mainly:

Very Enjoyable	Pleasant	So-So	Unpleasant	Quite Unpleasant

4. I felt that I learned from the discussion:

Very Much	Quite a Bit	Some	Little	Not at All

Remarks:

## Unit Rating Form

Please check the appropriate boxes and offer any other additional information.

	Poor	Fair	Good	Excellent
The learning objectives were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sequencing of objectives was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The audio-tapes were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The video-tapes were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning criteria were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions:

Criticisms:



APPENDIX J

Post-Meeting Reaction Sheet

## POSTMEETING REACTION SHEET

(PMRS)

## I. REACTIONS TO GROUP MEETING

Name: \_\_\_\_\_

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

Instructions: Mark an X on the line above your response to the following questions.

1. I felt that the group meeting today was:

_____	_____	_____	_____	_____
Excellent	Good	Average	Not So Good	Bad

2. I felt that my participation in the group was:

_____	_____	_____	_____	_____
Very Good	Good	Average	Not Very Good	Bad

3. My feelings during the meeting were mainly:

_____	_____	_____	_____	_____
Very Enjoyable	Pleasant	So-So	Unpleasant	Quite Unpleasant

4. I felt that I learned from the discussion:

_____	_____	_____	_____	_____
Very Much	Quite a Bit	Some	Little	Not at All

Remarks:

APPENDIX K  
Materials Reaction Sheet

**Materials Reaction Sheet**

**Topic of Tape, Etc.:**

**Positive/Negative Comments:**

**Suggestions for Revision/Improvement:**

**Name of Counselor Trainee:**

APPENDIX L

Unit Rating Form

## Unit Rating Form

Please check the appropriate boxes and offer any other additional information.

	Poor	Fair	Good	Excellent
The learning objectives were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sequencing of objectives was:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning activities were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The audio-tapes were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The video-tapes were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning criteria were:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions:

Criticisms:

## VITA

Alan Gettis

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Major Field: Psychology

## Biographical Information:

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Education: Attended elementary schools in New Jersey; graduated from Bloomfield High School in 1962; received the Bachelor of Arts degree from Fairleigh Dickinson University, Rutherford, New Jersey, with a major in psychology in 1967; completed requirements for the Master of Arts degree, with a major in psychology, at Central Michigan University in 1968; did graduate work in psychology at the New School for Social Research, New York City, 1968-1969 and 1971.

Professional Experience: 1973 to present, teaching assistant in psychology, Utah State University; 1973-1974, internship at Utah State University Counseling Center; 1971-1972, school psychologist, New York City Board of Education; 1971-1972, psychotherapist, Brooklyn Center for Psychotherapy; 1971-1972, psychotherapist, New Jersey Center for Psychotherapy; 1971-1972, psychotherapist, Behavioral Consultants of Syosset Medical Center, Syosset, New York; 1969-1970, psychologist, William Beaumont General Hospital, El Paso, Texas; 1968, caseworker, Passaic County Welfare Board, Passaic, New Jersey.