

A REPORT OF A COUNSELLING INTERNSHIP  
CONDUCTED AT THE MEMORIAL UNIVERSITY  
COUNSELLING CENTRE

CENTRE FOR NEWFOUNDLAND STUDIES

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A Report of a Counselling Internship  
Conducted at the Memorial University  
Counselling Centre

Research Component:

An Exploratory Look at Career Indecision Through the  
Career Planning Centre of Memorial University: Contextual,  
Demographic Relationships and Subtypes

By

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FOR

THE LATE

PATRICIA (PETRIE) ASCHE

BEAUTICIAN

&

VOCATIONAL INSTRUCTOR

## ABSTRACT

This document contains a report of a Master's level counselling internship conducted at the Memorial University Counselling Centre in partial fulfillment of a Master's of Education program in Educational Psychology. The internship was of 12 weeks duration and ran from May 9, to August 5, 1994.

Chapter 1 discusses the internship option and rationale, outlines the internship goals, and describes the internship setting. Supervision and evaluation of the intern are also outlined along with confidentiality issues and ethical considerations.

Chapter 2 deals with the actual counselling and professional activities conducted during the internship. It describes the individual counselling conducted, including concerns of clients and issues addressed. Specific counselling sessions are highlighted to provide insight into the intern's growth and development. Other related activities reviewed include medical interviewing skills training, Career Planning Centre involvement, and internship related readings.

Chapter 3 presents the intern's research into Career Indecision. The first section includes the purpose, rationale,

definitions, significance of previous findings, hypotheses and research questions, limitations, delimitations, and a literature review. The methodology section outlines the sample, instrumentation, procedure, analysis, consents, and safeguards. The data were analyzed in an empirical and descriptive fashion, and described career indecision as related to various contextual and demographic factors. The results were further analyzed, using two popular subtypes of career indecision, namely that of the undecided and indecisive career clients.

Results consistently found that the Career Planning Centre service was related to lower career indecision scores. In analyzing subtypes, a significant difference was found in the identified uncertain group when they received individual career counselling at the MUN Counselling Centre; however, this service was related to higher indecision scores. The descriptive analysis suggested two underlying causes of career indecision, which were in the areas of employment availability and program availability and eligibility. These factors were given the descriptor of Market Driven Indecision. Recommendations were made for both Memorial University Counselling Centre Services and future research into the area of career indecision.

## ACKNOWLEDGEMENTS

A document of this nature marks the end on one journey and the beginning of another. With physical travel, one meets many individuals who leave impressions, alter the duration and course, aid, abet, and enrich the journey. Invariably, they combine to make the trip possible and memorable. Such is also the case with the mental meanderings necessary to complete the Master's journey. There are many persons who have contributed to the enclosed document in many different ways. I would like to take this opportunity to identify some of the contributors.

I would like to express my heartfelt thanks to all of the faculty and staff of the Memorial University Counselling Centre for a rich and unique learning experience. Each and every individual went out of his/her way to make me feel as though I had always been a part of the team. One can read publications about ethical standards and practices, but at the MUN Counselling Centre, one experiences the highest degree of ethical conduct on a daily basis. My field supervisors, Dr. Elaine Davis, and Dr. George Hurley, represented operational definitions of professional psychologists. I remain humbled, yet motivated and encouraged. They have taken a raw product and made it presentable for market.

I have been moulded by many teaching professors in both graduate and undergraduate studies, and the vast majority I salute. Two bear special mention because of their contribution to this end product. Dr. Glenn Sheppard provided me with supportive direction as an undergraduate, and as a graduate student, instilled the individual and group counselling skills which remain with me each and every day. Dr. Leroy (Lee) Klas volunteered to become my academic supervisor at a time when volunteers were hard to find. He has guided and shaped this document in many imaginative ways. My assuredness in the proof of this document lies directly with Lee's ability to screen, analyze, and streamline even the most "jumpy" storylines. I will also never forget that it was Dr. Lee Klas who initially provided me with the opportunity to enter the M.Ed. program when others were less confident. Many thanks.

In the preparation of this document, I would like to recognize the assistance and guidance of Mr. Gerry White, Research Assistant, for fitting me into his overworked time schedule, and for letting me ramble. I would also like to acknowledge Dr. Hassan Khalili of the Waterford Hospital, Psychology Dept., who not only provided me with an opportunity to work, but gave me time whenever I needed it to consult with sources both inside and outside of the workplace. Last, and most, I would like to thank my best friend, companion, mate, and confidante, Sonja Lee (Sammy) Frew, who was not only responsible for inputting, formatting, and organizing this document, but virtually every paper and manuscript presented during

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"What we think, or what we know, or what we believe is, in the end, of little consequence .... The only consequence is what we do." John Ruskin

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## CHAPTER ONE - INTRODUCTION

### Internship Option

One of the program options available for graduate students pursuing the Master's degree in Educational Psychology at Memorial University of Newfoundland is the carrying out of a counselling internship. The internship consists of an eight to twelve-week placement in an approved setting and is intended to permit the intern to gain further practical experience and professional focus. In addition to the wide assortment of professional activities in which interns are typically expected to participate, they are required to conduct, during the internship period, a research study appropriate, in terms of content and scope, to such a placement. The study must be integrated into the internship experience and must provide an opportunity for interns to systematically examine, to a limited extent, some aspect of their professional activity.

The purpose of the internship is to provide an extension of the practicum and to develop a flexible program that provides:

1. For the development of competencies for each intern based on his/her needs, previous experiences, and future vocational plans.

2. For practical experiences that will bring into focus the theoretical training received during the formal part of the program.
3. For practical experiences that will enable the intern and the department to evaluate the intern's ability to effectively work in his/her chosen field.
4. Opportunities for the intern to evaluate his/her personal behavior modalities and work toward making any necessary changes.
5. For feedback from the internship setting to the department regarding strengths and weaknesses of its students so that program improvements can be implemented.
6. For the development of research and problem-solving skills appropriate to the needs of the student and the setting, considering the nature of his/her placement and vocational plans. (Internship Programme Handout, 1975, p. 2)

## Rationale

The internship option, with a placement at the MUN Counselling Centre, was selected for the following reasons:

1. It would allow the intern to work with specialized counselling professionals, most of whom hold Ph.D's.
2. It would provide an opportunity to implement and further develop skills learned in the academic program, under close professional supervision.
3. Close supervision would allow fairly immediate feedback on the strengths and weaknesses of the counselling intern and his counselling skills and process.
4. The MUN Counselling Centre would provide a ready setting for research projects.
5. The MUN Counselling Centre is an approved and nationally accredited internship setting.



### Internship Goals and Objectives

The main goal for the internship was to gain further practical experience and professional focus in counselling, in order to enhance the personal and professional growth and development of the intern. This was accomplished by meeting the following objectives:

1. To learn new and further develop existing individual counselling skills through exposure to the concerns of university students.
2. To enhance knowledge of processes and procedures of brief therapy and engage in practical application, if possible.
3. To become familiar with career counselling methods and practices, including the various career assessment tools.
4. To gain exposure to the Career Planning Centre and become familiar with the information available, in order to enhance career counselling skills.
5. To explore current developments in community counselling services and the biopsychosocial approach to personal adjustment.



6. To become familiar with the medical interviewing process and the Interpersonal Process Recall learning methods.
7. To gather information from the administration and interpretation of the Career Decision Scale (CDS), necessary for completion of the research component of the internship placement.
8. To conduct a small-scale research project, at a level consistent with what a practicing professional in such a setting might engage.

#### Internship Setting

Interviews were held by the University Counselling Centre, and a Master's level internship for the Spring semester 1994 was offered to and accepted by the intern, on the basis of mutual interests, skills, and professional goals (Appendix A). Through the joint support of Dr. Lee Klas, Program Chair of Educational Psychology Graduate Programs, and Dr. George Hurley, Associate Professor and Acting Training Director of the University Counselling Centre, the internship placement was set for twelve weeks commencing May 9, 1994 to August 15, 1994.

The following issues were considered before choosing the internship setting (Internship Programme, 1975, p. 2):

1. The quality of professional supervision available at the Centre.
2. The quality of learning opportunities and experiences likely to be available at the Centre.
3. The relevancy to, and usefulness of, such experiences in the actual setting in which the intern ultimately expects to work.
4. The availability of time for full-time involvement of the intern for a minimum of twelve consecutive weeks.
5. Availability of a qualified field supervisor on-site.
6. Ready access to a faculty supervisor during the internship period.

A description of the services available outlined in the Memorial University Counselling Centre Referral and Community Resources Handbook (1994) are as follows:

The primary function of the Counselling Centre is to help students release, develop, or direct their

personal capabilities. Through individualized personal counselling and a wide range of group programs, professional faculty at the Centre, with the assistance of supervised interns and practicum students from the various counsellor training programs on campus, help students to develop their own unique resources (p. 5).

**Learning Enhancement Programs.** The Centre offers a number of short courses and structured workshops in which students learn to apply general strategies for handling university-level work more effectively. Specifically, these programs provide training in organizational techniques to comprehend study materials and, later, to recall the materials for essays, class presentations, and tests. Programs routinely offered include, Speed Reading and Comprehension, Organizing Ideas for Term Papers and Essays, and Oral Communication (p. 5).

**Career Planning Centre.** The CPC is a drop-in facility where students may come informally, without appointment, to peruse various kinds of career and educational information. Information available in the CPC can help broaden the student's awareness of various career alternatives and can provide detailed information on those alternatives (p. 5).

**Individual and Group Counselling.** In addition to individualized personal counselling, the Centre offers specialized group and training programs. For example, the intellectual and personal growth of many students is blocked by such phenomena as fear of testing situation, continued high levels of cognitive and physical arousal, fear of asserting oneself, and other debilitating concerns. Such difficulties may be dealt with on either an individual or group basis depending upon the student's wishes. Therefore, programs such as Test Anxiety Management, Relaxation Training, Biofeedback Training, and Assertiveness Training are routinely offered (p. 6).

**Credentials Service.** The centre provides a job-search services for students in the Faculty of Education. The Counselling Centre Credentials Service holds all relevant employment documents in a central file. Copies are then sent to prospective employers at the student's request. This service is currently offered only to students interested in obtaining teaching positions; plans are in place to expand to include students in other faculties when funding becomes available (p. 6).

**Summary.** The facilities are open Monday through Friday, 9 a.m. to 5 p.m. All services are free to students and, upon the approval of the director, to faculty and staff. Appointments can be made in person or by telephone (737-8874) (p. 6).

Faculty and Staff of the MUN Counselling Centre are as follows:

Elizabeth Church, Ph.D., Associate Professor in Counselling

Ted Ciesinski, Pre-doctorial Intern

Elaine Davis, Ph.D., Associate Professor in Counselling

Michael Doyle, Ed.D., Associate Professor in Counselling

Sandra Dupont, M.Sc., Lecturer in Counselling

Roberta Dwyer, Intermediate Secretary

John Garland, Ph.D., Associate Professor in Counselling

George Hurley, Ph.D., Director and Associate Professor in  
Counselling

Kathleen Kenny - Intermediate Clerk<sup>1</sup>-Steno

Lester Marshall, B.Sc., Reading Specialist

Mark Schoenberg, Ed.D., Professor Emeritus

Wayne Yetman, Administrative Assistant in Counselling

## Supervision and Evaluation of the Intern

The responsibility for the supervision of the intern was to be shared by the Divisions of Educational Psychology (Faculty of Education Supervisor) and the Memorial University Counselling Centre (Field Supervisor).

The Field Supervisor had the following responsibilities:

1. To consult with the intern and Department Supervisor during the period when the internship proposal was being developed.
2. To have primary responsibility for the on-going supervision of the intern's counselling activities and in conjunction with the Training Director at the Centre, for the coordination of all the intern's professional activities conducted at the Counselling Centre.
3. To facilitate the intern's access to appropriate professional opportunities and to the professional personnel at the Centre essential to a full and successful internship experience.
4. To arrange for other Centre faculty to serve in an adjunct supervisory capacity to the intern where the professional activities are especially relevant to their particular areas

of expertise at the Centre.

5. To meet with the intern and the Department Supervisor midway through the internship period to assess the intern's progress and determine any changes in the internship as needed.
6. To meet with the Department Supervisor at the conclusion of the internship to conclude a summative and process evaluation of the intern and the internship (Appendix B).

The Departmental Faculty Supervisor was responsible for assisting the intern in the preparation of the internship proposal and in making the many decisions associated with this process. He also collaborated and consulted with Counselling Centre faculty during the period and was available throughout the internship for consultation with the intern and the internship supervisor, as needed. He also consulted with the field supervisor to ascertain a summative evaluation of the intern and the internship, which was held in August, 1994.

**Supervisors:**

Faculty of Education Supervisor - Dr. Lee Klas

Field Supervisors - Dr. Elaine Davis and Dr. George Hurley



## Confidentiality and Ethical Considerations

The intern understands that he is bound by the same confidentiality and ethical guidelines which are set for all university Counselling Centre personnel. The intern is further aware of and bound by the confidentiality and ethical guidelines as set out by his current membership in The Association of Newfoundland Psychologists (ANP), Canadian Psychological Association (CPA), and the Canadian Guidance and Counselling Association (CGCA). Also, for the research component of the proposal, the intern is aware of and bound by the Ethical Guidelines for Research Involving Human Subjects (Appendix C).



## CHAPTER TWO - INTERNSHIP ACTIVITIES

### Individual Counselling

The focus of the MUN Counselling Centre is on short term therapy for students with problems in personal, academic, and/or career areas. Sessions are about 50 minutes in duration, and generally there is only one scheduled session per week. The counsellor, in consultation with the client, determines the optimal number of sessions.

All sessions are confidential. However, the release of confidential materials is required in situations of suspected current child abuse, of potential harm to the client or others, and where the court may subpoena records. If the counsellor thinks that it would be useful to discuss a client's progress or situation with another professional (eg. physician), this would be done only after consultation with the client and written consent.

All referrals are managed by the front office administrative staff of Kathleen Kenny or Roberta (Bobbie) Dwyer. Appointments are scheduled by the front office staff and the counsellor is notified when the client has arrived. The client is then met by the assigned counsellor in the front office and escorted to the audio-visual room or the counsellor's private office, depending

upon the client's preference. In general, all clients were escorted to the taping (audio-visual) room initially, and their preference was elicited as to taping versus not taping the sessions. Only two clients did not want their sessions taped, after the purpose of the taping was explained to them.

Instructions given to the clients in this regard included that the tapes were used for instructional/learning purposes only, the counsellor's supervisor would be the only person to have access to the tapes, and that all tapes would be erased. All individuals were shown and requested to read and sign a consent form for the purposes of taping. All persons willing to be taped were accommodated, except on rare occasions when the room was being used for priority purposes. The tapes themselves were reviewed by:

1. Counsellor - The intern often reviewed tapes to pick up on information missed during the first interaction and to assess counselling techniques and strategies applied. The review was also valuable in identifying areas of possible intervention which were missed during the session.
2. Supervisor and Counsellor - During supervision (two hours per week) the assigned supervisor and the intern used the tapes as instructional tools. Either Dr. George Hurley, or Dr. Elaine Davis used their considerable expertise in evaluating the counsellor/client interactions, building upon

the positive aspects and providing remedial suggestions for the areas earmarked for improvement. These supervisory sessions proved invaluable, as feedback was available shortly after the individual sessions were held, allowing for accurate recall and assessment.

3. Interpersonal Recall-Medical Interviewing - Once a week for eight weeks, sessional tapes were shown in a shared forum with medical interns from the Health Sciences Centre. This allowed the medical interns to observe more indepth counselling and psychotherapy sessions and provided the counselling intern with first hand observation of clinical interviewing skills and techniques.

#### Clients and Concerns

A total of 18 individual clients were seen for a total of 59 individual sessions. Of the 18 individuals, six were male and twelve were female. Frequency of client's sessions were as follows:

- \* Five clients attended one session only
- \* Seven clients attended two sessions each
- \* One client was seen three times
- \* Three clients were seen five times

- \* One client was seen ten times
- \* One client was seen twelve times.

Termination categorization was as follows:

- \* Terminated by mutual consent - ten clients
- \* Terminated by client - two clients
- \* Terminated by counsellor - six clients

Concerns fell into the three broad classifications of personal, academic, and career. Of the 18 clients seen, eight presented career concerns, while ten presented an array of personal issues. There were no strict academic issues dealt with, as these matters are generally referred to Mr. Lester Marshall, especially during the summer months.

#### Career Concerns

The career concerns were usually centered around issues of (Gibson & Mitchell, 1980):

1. **Career Development** - That aspect of one's total development that emphasizes learning about, preparation for, entry into, and progression in the world of work (p. 308).

2. **Career Education** - Those planned for educational experiences that facilitate a person's career development and preparation for the world of work. The totality of experiences through which one learns about and prepares for engaging in work as part of a way of living (p. 308).
3. **Career Guidance** - Those activities carried out by counsellors for the purpose of stimulating and facilitating career development in persons over their working lifetimes. These activities include assistance in career planning, decision making, and adjustment (p. 308).
4. **Occupational Information** - Data concerning training and related educational programs, careers, career patterns, and employment trends, and opportunities (p. 308).

Typically, in exploring career issues clients were encouraged to complete the Strong Interest Inventory (1985), The Self Directed Search (Holland, 1986), or in the case of students with little or no work experience, The Destiny Career Planning Manual (McClure, 1990). Quite often, clients were encouraged to complete both the Strong and the Self Directed Search. This combination seemed to reinforce understanding of the Holland Codes, which are used in both the Strong Interest Inventory and the Self Directed Search. Detailed interpretations of the Strong Inventory were given on an individual basis and the results of

the Self Directed Search were often compared to enhance the validity of the identified Holland Codes. Clients were then taken to the Career Planning Centre and shown how to use the Holland Occupational Code and other related resources. Career Planning Centre staff were often used for consultation and referral as per specific material requests.

### Personal Concerns

Clients' personal concerns will not be discussed in detail to ensure client/counsellor confidentiality bond. However, in general, presenting concerns fell into a mixed array, including issues of:

- Free Floating anxiety
- Stress management
- Assertiveness
- Anger management
- Relationship concerns
- Alcohol and drug use, abuse, and dependence
- Parental problems
- Financial stressors
- Sexual harrassment
- General anxiety and phobias
- other situational and developmental problems.

Personal concerns differ from career concerns in that a set sequence of career guidance activities could be applied across a wide variety of individuals, regardless of how their career concerns were presented. Personal issues, however, vary from individual to individual in both presentation and typology. The intern found that if he tried to approach a presenting concern (eg. anxiety) in a manner similar to a previous presentation, the client often became quite confused, very quickly. Everyone is individual in nature and kind. While it is acceptable to use the same therapeutic tools to address similar concerns, one's approach or method must be adapted and molded to meet the individual's needs. This was probably the most powerful lesson in counselling/psychotherapy which the intern personally experienced at the Counselling Centre.

A second related lesson of vital importance is that clients will generally tell you if they are not pleased with the direction one is heading, or the approach one is taking. To illustrate this point, one client the intern was seeing on a regular basis originally presented concerns of free floating anxiety and related issues of anger control. A brief therapy model (described subsequent to this section), using a combination of client centered and cognitive behavioral techniques (homework, journal, etc.), was utilized. Most of the session interactions involved a lot of client exploration, with reflection and summarization provided by the counsellor. During the working



stage of the model (fifth or sixth session) the intern changed the approach and took on a more educational/authoritative role in describing stress management techniques and exploring Hans Selye's model of stress. Most of this interaction was counsellor directive, with minimal feedback from the client; the session ended before we could discuss/evaluate the session. As the intern was writing up the session summary, he reflected on the client's verbal behavior and realized that she was not her normal self. The following week, when the client returned, the intern asked her how she felt about the previous week's session and was quite surprised when she told him that she did not like the session, and told him why. She explained that she enjoyed the earlier sessions because it gave her a chance to talk and unload the "baggage" she was carrying around. However, the intern took up the entire previous session by "lecturing" to her, she didn't have a chance to unload, and thus did not find that session as gratifying.

This same client related another powerful insight. The intern had been struggling with wanting to see results -- wanting to make this person's life immensely better -- to find a cure. She must have sensed this and said, "You know, I don't expect miracles. That's not why I'm here. I just want to gain a little understanding of why I am like I am and to get my problem into a manageable range." This revelation opened up a whole new realm as to what success is and how it is measured. Following the Law



of Parsimony (Schultz & Schultz, 1992), in its simplest form, the lesson here is that the client is often in the best position to assess whether the counselling process is a successful one or not.

One of the first clients was a lesson in humility. One personal objective of the intern was to develop and put into practice a complete therapeutic "tool chest". The intern wanted to use some stress management techniques, such as progressive relaxation, and some cognitive techniques such as guided imagery and assertiveness training in the form of role plays. The problem was that in naive novice exuberance, the intern tried to use them all on the same client in a single session. That client did not return; (s)he must have been overwhelmed by "therapeutic overload". Sometimes the best lessons come from one's mistakes, and this was a lesson which will never be lost.

Two experiences of which the intern was particularly proud of and grateful for involved parental control and sexual harassment. (1) The parental control element came into play with one of the long term clients (12 sessions) whose choice in partners went against her parents' wishes. The parents wanted to "meet the counsellor", together with the client, to try and "reason" with her concerning this matter. Although a counselling session of this type is not under the mandate of the MUN Counselling Centre, the intern felt that some good would come

from such a meeting. The field supervisor at that time, Dr. Elaine Davis, gave the go ahead and established professional guidelines, including the necessity to inform the participants that the intern was not a trained family therapist and (to the parents) that he could not reveal any information gained through the established client/therapist relationship. This turned out to be a challenge, as the intern often had to reiterate his position of confidentiality to both the parents and the client, because either the parents wanted information or the client wanted him to back up her statements. It became obvious quite early in the interaction that both parties were firmly entrenched in their positions and that neither "side" was listening to the other. They could hear one another, but there was little or no communication in the true sense of the word. Using skills originally developed in union/management bargaining and mediation, the intern remained neutral and tried to establish if there was any common ground between the two sides. The intern worked at identifying areas of possible negotiation, where one party would concede if the other would relinquish part of its own position. Neither party would change the perceptions or beliefs. At first glance, this may seem to have been fruitless, but in fact, a lot was accomplished in this meeting. For one, as a counsellor, the intern was provided with a rich practical training ground for assessment, observation, and interaction. He was able to identify their covert and overt operating agendas and to diffuse possible volatile exchanges before they started. The

intern became aware of the need to keep the parties constantly moving from area to area, point to point, in order to avoid a "locking of horns", which would be inevitable had they been able to get tied up on any one issue.

The intern wanted the parents to see that the client could carry on a rational conversation, explain her position, and do so without becoming emotionally embroiled. This was especially important, as the parents had expressed doubts as to the client's ability to make cognitively sound decisions without becoming emotionally entangled. Prior to this meeting, the client had not been able to do so because of becoming emotionally "hooked". However, in this session the client had established herself quite well, verbalizing her position and validating her decision-making process. This provided the client with immense peace of mind and confidence with her decision and decision-making process.

The parents, while dissappointed at the outcome, had the opportunity to observe their child speaking in an adult, competent, confident manner without emotionally clouding the issue. At the same time, the parents' fears that their child was seeing a "rookie", inexperienced counsellor were put to rest. Both parents openly expressed their confidence in the intern's ability and even went on to offer financial consideration for future counselling services. This offer, of course, was declined graciously but the intern thanked them for their confidence and

genuine generosity.

(2) The second situation involved the intern's first experience with a client who had been a victim of date rape and active stalking. With this client, the services of the university's Sexual Harassment Officer, Ms. Novalee Coates-Drover were sought out, after consultation with the field supervisor (Dr. Elaine Davis). The client was textbook typical in many regards, including the feeling that she may have done something to encourage the sexual advances and not wanting any harm to come to the other party. In consultation with Ms. Coates-Drover, the intern was able to provide direction and support for the client as she went through both the legal and emotional challenges involved with the process of filing protective charges. The knowledge and experience gathered through these interactions will be invaluable in dealing with similar client concerns in the future.

With all the clients presenting personal concerns, the intern employed a brief therapy model adapted from the University of Utah Counselling Centre (See Appendix D).

## Medical Interviewing

During the internship, the intern participated in an introductory course on medical interviewing skills. This course was eight weeks in duration and sessions were once a week for two and one half hours. The sessions were hosted by Dr. George Hurley and Dr. Elaine Davis (four sessions hosted by each). The other participants in the training group were first and second year medical students and residents from Memorial University's School of Medicine. The learning method employed in the course is a modification of Interpersonal Process Recall (IPR) developed by Dr. Norman Kagan and his colleagues (Introduction to Medical Interviewing, Hurley and Garland, 1988). The course is directed at developing three general sets of skills. These are as follows:

1. The ability to understand clearly what a person is saying - overtly and covertly - on both the cognitive and affective levels.
2. The ability to better recognize and label the impact another person is having on us.
3. The ability to share the understandings we develop with those with whom we are communicating. That is, when it is appropriate to do so, to be able to tell others the things

we are hearing and the reactions they are engendering in us.

(Hurley & Garland, 1988, p. iv)

The essence of this course is to acquire interviewing skills and to open doors of discovery about yourself in relation to other people. We hope this will stimulate you to continue to learn more about yourself as you become a caregiver in your profession. Frustrations and roadblocks to your development will occur. As well, this course will uncover or reveal a number of issues for each participant. Some will be personally challenging and will feel left unresolved or unfinished for you. If you would like to pursue further any personal or professional issues, consult with your course instructor. (Hurley & Garland, 1988, p. iv)

The intern attended the IPR training sessions with two different groups of medical residents. The first four sessions were spent with Dr. Hurley and four residents while the final four sessions were spent with Dr. Davis and three medical residents. The topics covered included the following:

1. Ethical and Professional Issues in the Patient/Physician Relationship.

2. A Dynamic Model of Interviewing: Negotiating Change Through the "Inter-view".
3. Communication Skills for Medical Interviewing: Empathic Foundations.

The topics were discussed in a group seminar format with either Dr. Hurley or Dr. Davis acting as facilitator. Role playing was exercised, along with practicing responses to given hypothetical statements and situations. Both of these methods were highly interactive and performance based, which greatly enhanced the theoretical material presented by the facilitators. Another aspect of the training involved interactive tapes in which the viewers listened to a situation and had time to discuss various responses before the taped response was given. This allowed the learner to evaluate his/her response in light of the correct response given by the therapist in the video. In addition, each week the medical residents and the intern were encouraged to bring along taped interviews and sessions of their own interactions with patients or clients. Participants took turns playing session tapes while presenting their own cognitive and affective views of the interpersonal interactions. This was a highly interesting experience which provided insight into not only the cognitive, affective, and behavioral elements of one's own statements/actions, but also how one interacts with the clients. Analysis of the overt and covert personal agendas was



of particular interest and greatly enhanced personal insight and awareness.

### Career Planning Centre

For two hours each Monday, the intern provided staff services at the Career Planning Centre, which is a Counselling Centre service. The CPC is a drop-in facility where students may come informally, without appointment, to peruse various kinds of career and educational information. Information available in the CPC can help broaden the student's awareness of various career alternatives and can provide detailed information on those alternatives. Other information includes:

- a) general career planning materials;
- b) job-hunting, resume writing, and interviewing materials;
- c) descriptions of qualifications needed and entrance requirements for various areas;
- d) guides to different programs of study available in Canada, the United States, and the Commonwealth countries; and
- e) a complete collection of Canadian university and college calendars. (Counselling Centre Referral and Community Resource Handbook, 1994, pp. 5-6).

The information gained from the experiences of working at the CPC allowed the intern to provide clearer directions to his career counselling clients. By knowing "what you were referring to", as a counsellor, one becomes much more confident in decisions and one's clients become acutely aware of that confidence.

The CPC was also the location for the internship research study on career decision-making. It provided the intern with a convenient physical location (across from his office) to access the university population, as dozens of individuals visited the CPC on a daily basis. The subject of the research study is taken up in detail further in this report.

#### Summary of Internship Activities and Readings

A weekly summary of activities, including readings, was kept to ensure set objectives were met. The following summary is representative of activities performed and readings accomplished. A complete listing of readings referred to as "health psychology or community psychology", is given in Appendix E.

Week of May 9-13/94

1. Reviewed and interpreted personal administration of the Self Directed Search and accompanying booklets, The Occupations Finder and You and Your Career.

2. Reviewed and interpreted self-administration of the Destiny Career Planning Manual.
3. Completed computerized self administration of the Career Assessment Inventory.
4. Reviewed True Colours.
5. Took part in first of eight-three hour training sessions in Medical Interviewing, with first and second year medical residents.
6. Completed orientation to the MUN Counselling Centre and the Career Planning Centre.
7. Completed, analyzed and reviewed The Strong Interest Inventory, and Strong Vocational Interest Blank Profile Report.
8. Read the Human Resource Study of the Canadian Community Colleges and Institutes Sector, 1993.
9. Reviewed the book entitled Current Developments in Health Psychology (1990), by Bennet, Weinman and Spurgeon.

Week of May 16 - 20

1. Viewed training film on Strong Campbell Interest Inventory, "Individual Interpretation" (1981).
2. Completed Myers-Briggs Type Indicator... " A set of questions for finding out how you like to look at things and to go about deciding things. The questions are not important in themselves but your preferences are, because these preferences make people different in a lot of valuable ways-interested in different things, good at different things, and likely to enjoy and succeed in different kinds of work." (Briggs-Myers, 1977, p. 1).
3. Reviewed and interpreted personal narrative report of the Myers-Briggs Type Indicator (MBTI).
4. Read article: Lifetypes-Find out who you really are. (Hirsh, S & Kummerow, J., July 1990).
5. Prepared letters regarding research project for: Career Planning Centre Staff; Counselling Centre Staff and Release Form - Career Decision Making Research.
6. Revised Career Decision Scale to include research questions:
  - \* Was there a counsellor at your (high) school?
  - \* Did you receive any career counselling there?

\* What is your major? Year?

\* Is this the first time you have used the Career Planning Centre?

\* If no, how many times have you used it before?  
(approximate)

7. Started reading book entitled "The Practice of Brief Psychotherapy" (S. Garfield. 1989).
8. Started reading text "Counselling Ethics Casebook" William Schulz. Canadian Guidance and Counselling Association (1994).
9. Started reading book entitled "Impact and Change: A Study of Counselling Relationships" (B. Kell & W. Mueller, 1966).
10. Attended second session of medical interviewing techniques.
11. Two hours training and familiarization with the Career Planning Centre.
12. Attended Career Planning Centre Meeting on duties and responsibilities of staff.

Week of May 22 - 27

1. Read "Counselling Ethics Casebook."
2. Read "Impact and Change".
3. Read "Career Decision Manual".
4. Attended IPR session #3.
5. Three clients, three sessions.
6. Attended seminar at Travellers' Inn entitled " TREATMENT OPTIONS FOR THE EATING DISORDERS" organized by the Association of Newfoundland Psychologists (May 27/94).
7. Worked at Career Planning Centre for 2 hours.

Week of May 30 - June 3

1. Started to read "CAREER COUNSELLING TECHNIQUES" .
2. Read "Counselling Ethics Casebook".
3. Read "Impact and Change".
4. Read several articles from "Health Psychology" file.

5. Saw three clients, three sessions.
6. Attended IPR session # 4.
7. Worked at the Career Planning Centre for two hours.
8. Attended CPC meeting # 2.
9. Research three hours.

Week of June 6 - 10

1. Worked at the Career Planning Centre for two hours.
2. Attended IPR session # 5, last session with this group.
3. Finished "Impact and Change".
4. Finished "Counselling Ethics Casebook".
5. Started book entitled "Dynamic Assessment in Couple Therapy", (Hiebert, William J., Gillespie, Joseph P. and Stahmann, Robert F., 1993).
6. Finished reading "The Practice of Brief Psychotherapy" (S. Garfield, 1989).



7. Completed proposal for ethics committee, and passed it into the chair for approval.
8. Research three hours.
9. Saw two clients, two sessions.

Week of June 13 - 17

1. Worked at the Career Planning Centre for two hours.
2. Attended Colloquium by Doctoral candidate Peter Cornish, "Understanding The Profeminist Male Experience".
3. Attended meeting with Doctoral candidate Peter Cornish and Pre-doctoral candidate Ted Ciesinski to discuss counselling orientation and other issues.
4. Read and reviewed "Eclectic Brief Psychotherapy Program" from the University of Utah.
5. Read article "Brief Psychotherapy".
6. Read article "The Case of Julie: An Eclectic Time-Limited Therapy Perspective" Burlingame, Gary M., Fuhrman, Addie, and Paul, Stephen C.

7. Read article " Commentary: Advantages and Drawbacks of Generic Eclectism", by Messer, Stanley B.
8. Read "CAREER COUNSELLING TECHNIQUES", Brown, D. and Brooks, L., (1991).
9. Saw two clients on two occasions.
10. Supervision, two hours.
11. Research, four hours.
12. Continued to read book entitled "Dynamic Assessment in Couple Therapy".

Week of June 20 - 24

1. Revised the consent form for research project, and spent five hours on research.
2. Prepared survey forms by attaching appropriate labels.
3. Saw five clients for one session each.
4. Read the following articles:  
\*Suinn, Richard M. (1990). Overview of anxiety management training from Anxiety Management Training- A Behavior

Therapy, Plenum Press, New York.

\*Suinn, Richard M. (1990). Intense emotions from Anxiety Management Training- A Behavior Therapy, Plenum Press, New York.

\*Dolliver, R. H. and Nelson, R.E. (Sept., 1975). Assumptions regarding vocational counselling. The Vocational Guidance Quarterly, 24, 12-19.

5. Read several articles from the health psychology file.
6. Read more of the book entitled "CAREER COUNSELLING TECHNIQUES".

Week of June 27-July 1

1. Worked at the Career Planning Centre for two hours.
2. Saw five clients for seven sessions.
3. Met and consulted with Novalee Coates-Drover, Sexual Harassment Officer for Memorial University.
4. Attended bi-weekly Career Planning Centre meetings, and presented materials concerning Career Decision Making Research.

5. Met with faculty on Career Decision Making Research to go over alternative approaches to collecting data because of the slower than average number of individuals coming in to the Centre for individual career counselling. Tentative decision made to collect all data from the Career Planning Centre.
6. Reviewed Time Management Program offered from the centre by Mr. Lester Marshall. Could not sit in on sessions because several personal clients were attending.
7. Spent seven hours on research.

Week of July 4-8

1. Worked at the Career Planning Centre for two hours.
2. Saw five clients for a total of six sessions.
3. Attended IPR session with Dr. Davis and a new group of medical interns.
4. Two hours supervision with new supervisor, Dr. Davis.
5. Began reading new book Cognitive Therapy of Substance Abuse by Beck, Aaron T., Wright, Fred D., Newman. Cory F. and Liese, Bruce S. (1993).

6. Engaged in research for clients for four hours, and personal research for seven hours.

Week of July 11-15

1. Worked at the Career Planning Centre for two hours.
2. Saw seven clients for a total of 10 sessions.
3. Attended IPR session with Dr Davis and new group.
4. Two hours supervision with Dr Davis.
5. Read new book Cognitive Therapy of Substance Abuse.
6. Engaged in research for clients for two hours, and personal research for five.

Week of July 18-22

1. Worked at the Career Planning Centre for two hours.
2. Saw five clients for a total of 6 sessions.
3. Attended IPR session with Dr Davis and new group.
4. Two hours supervision with Dr Davis.

5. Read further into Cognitive Therapy of Substance Abuse.
6. Engaged in research for clients for one hour, and personal research for seven hours.

Week of July 25-29

1. Worked at the Career Planning Centre for two hours.
2. Saw eleven clients for a total of 11 sessions.
3. Worked on client files, wrote case summaries on clients who terminated therapy.
4. Two hours supervision with Dr Davis.
5. Read another chapter from book Cognitive Therapy of Substance Abuse.
6. Engaged in research for clients for two hours, and personal research for three hours.
7. Met with academic supervisor, Dr. Lee Klas and field supervisor, Dr. Elaine Davis, to go over internship evaluation.

Week of August 1-5

1. Worked at the Career Planning Centre for two hours.
2. Saw two clients for a total of two sessions.
3. Worked on client files, writing case summaries on the remainder of clients who terminated therapy.
4. Worked on analyzing data for research project seven hours.
5. Read another chapter from book Cognitive Therapy of Substance Abuse.
6. Took time to thank faculty and staff of the centre for the rich learning experience enjoyed over the past twelve weeks.
7. Met with academic supervisor, Dr. Lee Klas and field supervisor, Dr. Elaine Davis to go over internship evaluation.



## CHAPTER THREE - RESEARCH COMPONENT

### Statement of Purpose

The purpose of this study was to measure career indecision of student volunteers at the Career Planning Centre (CPC), using the Career Decision Scale (CDS developed by Osipow, Carney, Winer, Yanico & Koschier, 1976). A post hoc analysis was used to measure the effects of Counselling Centre services, demographics, and related contextual factors on the levels of career indecision. A further analysis was performed to identify specific subgroups of career indecision including (1) career undecided and (2) career indecisive individuals.

### Definitions

Because the literature is inconsistent with terminology relating to career education and career indecision and frequently interchanges descriptors and labels, it is necessary to define these terms, operationally, as they were used in this study.

**Career Indecision** - is derived from the rationale that a number of problems and barriers exist to prevent people from reaching decision regarding closure to educational and vocational decision. In this study, career indecision is both the state of not being decided on a career and the trait as measured by the

score from the associated scale items of the Career Decision Scale (Osipow et al., 1976).

**Career Undecided** - This refers to the group of individuals who are seen as "developmentally normal and have merely delayed a career decision in order to gather more information on themselves, the world of work, or the decision making process" (Kaplan & Brown, 1987, p. 148). In this study, it will also refer to the persons who score below the 85th percentile on the Career Decision Scale as identified by the Osipow (1980) manual.

**Career Indecisive** - This refers to the group of individuals suffering from chronic indecision, possibly related to underlying psychological factors which require more intensive treatments and who usually do not respond to career counselling techniques of a developmental nature (Hartman, Fuqua & Hartman, 1983). In this study it will also be used to describe the persons who score at or above the 85th percentile of the Career Decision Scale, as identified by the Osipow (1980) manual.

**Career Decision Scale** - This is a survey instrument which "provides an estimate of career indecision and its antecedents as well as an outcome measure for determining the effects of interventions relevant to career choice or career development", (Osipow, 1980, p. 4). The abbreviated term, CDS, will be used throughout this document to refer to the Career Decision Scale.

**Career Planning Centre** - This refers to a service offered by the Memorial University Counselling Centre. "The Career Planning Centre (CPC) is a drop-in facility where students may come informally, without appointment, to peruse various kinds of career and educational information. If a student needs more in-depth career counselling, he/she can obtain it by making an appointment with a counsellor, via the main counselling centre office," (Counselling Centre Referral and Community Resources Handbook, 1992, p. 5). Throughout this document the abbreviated term, CPC, will be used to denote both the service and the physical site.

**Counselling Centre** - A term used to denote the full range of services offered by the Memorial University Counselling Centre and the physical location on the third floor of the Thomson Student Centre.

**Career Counselling** - "... an interpersonal process designed to assist individuals with career development problems. Career development is that process of choosing, entering, adjusting to and advancing in an occupation. It is a lifelong psychological process that interacts dynamically with other life roles. Career problems include, but are not limited to, career indecision and undecidedness, work performance, stress and adjustment, incongruence of the person and the work environment, and inadequate or unsatisfactory integration of life roles with other

life roles" (Brown & Brooks, 1991, p. 5).

### History of and Rationale for the Area Under Study

Research on career decision making has been of interest for a number of years, but interest in studying career decision making constructs became increasingly popular only in the early 1980's (Chartrand & Camp, 1991). Career decision making was the third most frequently investigated Career Development construct between 1971-1990, behind Career Maturity and Occupational Choice. Within the realm of career decision making, the three influential approaches have been: (1) the developmental approach, in which career decision making is described in terms of a series of developmental stages; (2) research on decision making models that are based on classical decision theories; and (3) the approach of identifying and differentiating individual differences in career decision making (Chartrand & Camp, 1991). It is within this third approach that the rationale for this study was developed. Efforts to identify and differentiate career indecision were enhanced by the development of the CDS (Osipow, et al., 1976); this instrument was the most frequently used measure of career indecision by articles published in the Journal of Vocational Behavior between 1971 and 1990 (Chartrand & Camp, 1991).

"Career indecision is widespread. It is estimated that 18% to 50% of college students are undecided" as to career choice (Gordon, 1981, as cited in Sepich, 1987, p. 9). Interest in the career undecided student population has increased, resulting in part from the following emerging trends:

- (1) "Incidence of vocational indecision among high school and college students has been increasing" (Lunneborg, 1975-1976, as cited in Taylor, 1982, p. 318).
- (2) "Undecided students seeking help with vocational decisions comprise a large part of the clientele of most university counselling centres" (Hartman, 1973 as cited in Taylor, 1982, p. 318).
- (3) The growing realization of and emphasis on the existence of subtypes of career undecided and the substantial variance across individuals presenting the problem of career indecisiveness, demanding alternative case conceptualizations and interventions (Newman, Fuqua, & Seaworth, 1989).

Persons who are uncertain as to an occupational direction can be classified as either career undecided or career indecisive. Career undecided persons "are seen as developmentally normal and have merely delayed a career decision

in order to gather more information about themselves, occupations, or the process of career decision-making" (Solomon, 1982, as cited in Kaplan & Brown, 1987, p. 148). This is in contrast to career indecisive individuals who "are unable to make occupational decisions despite the availability of career related data" (Goodstein, 1972, as cited in Kaplan & Brown, 1987, p. 148). This inherent inability to make a career decision is often related to underlying psychological dysfunction (Hartman, Fuqua, & Hartman, 1983). As such, career indecisive individuals are more difficult to counsel and may require different interventions and longer treatment (Holland & Holland, 1977).

There is a growing body of evidence to suggest that career indecisiveness is a complex and multidimensional phenomenon related to various psychological constructs (Newman, Fuqua, & Seaworth, 1989). Matre and Cooper (1984) proposed two primary dimensions or continua along which indecision may occur in career decision-making. One dimension is developmental and refers to the transitory level of indecision that accompanies all decision-making tasks, a "state of undecidedness or decidedness" (p. 637). The second dimension, a "trait of decisiveness-indecisiveness" (p. 637) refers to a more chronic, pervasive problem when involved in decision-making (Matre & Cooper, 1984).

One of the psychological constructs associated with indecisiveness is locus of control (Taylor, 1982; Hartman, Fuqua

& Jenkins, 1986; Fuqua, Blum & Hartman, 1988). This construct describes the extent to which persons attribute the occurrence of environmental events to internal factors such as ability, skill and effort or to external factors such as luck, chance, or fate (Rotter, 1954, as cited in Taylor, 1982). Individuals who believe they have little control over their own fate are said to have an external locus of control and generally attribute their circumstances to environmental events. These individuals have shown to be highly indecisive in their decision-making abilities. This concept has particular significance to Newfoundland.

According to an article in The Evening Telegram, December, 1993 (Craig Westcott), the official unemployment rate from Statistics Canada for Newfoundland was 20.6 percent. Yet, to get a more accurate picture of the real unemployment rate, one has to examine the numbers more closely. According to census information, Newfoundland's workforce (excluding full time university and college students) is approximately 203,000. This figure does not include the 89,194 able-bodied individuals collecting unemployment insurance benefits (Human Resource Development - CEIC), the 29,100 persons receiving assistance through or associated with the Northern Cod package and/or failed fishery, or the 10,000 able-bodied individuals collecting welfare (Department of Social Services). Therefore, the number of people capable of work but without jobs, numbers approximately 128,294 for an unofficial unemployment rate of 63 percent. If you couple



this heavy percentage of unemployed persons with the constant media messages of doom and gloom, the unstable union/management collective bargaining atmosphere, and the government deficit cutback talks, you have a very pervasive, chronic/acute negative employment environment. This "state" of unemployment doom and gloom has no clear beginning, and no end in sight. There has always been high chronic unemployment, and for many people the fishery is no more; thus, "state" and "trait" no longer have clear boundaries. Given this situation, it stands to reason that the number of career undecided should be high, and the indecisive persons will be largely representative of this population. Thus, these indecisive individuals will probably not respond to the traditional forms of career counselling such as, interest inventories, aptitude testing, and exploring educational-occupational alternatives (Hartman, Fuqua, & Hartman, 1983; Fuqua & Hartman, 1983; Kaplan & Brown, 1987).

Early research in this area has been provided by John L. Holland of Johns Hopkins University and Joan E. Holland of Iowa State University. Considerable contributions have come from Bruce W. Hartman, assistant professor, School of Education, Seton Hall University, South Orange, New Jersey, Dale R. Fuqua, associate professor in the Department of Human Resource Development at the University of North Dakota, Grand Forks, Paul Hartman, educational consultant, Wheaton, Illinois, Stewart Cooper, counselling psychologist, University of Missouri - Rolla,

Karen M. Taylor, Counselling and Consultation Service, Ohio State University, Samuel Osipow, Ohio State University, Jody L. Newman, Department of Counsellor Education and Counselling Psychology, Western Michigan University, Kalamazoo, Michigan, and Timothy Seaworth, counsellor, Counselling Centre, University of North Dakota, Grand Forks. Other contributing authors are listed in the reference section.

### Significance of Findings

The findings of Taylor, 1982, have implications for vocational counselling intervention aimed at helping the undecided student: "Defining a homogeneous group of vocationally undecided students has not been fruitful; thus, defining a single intervention strategy would yield only partial results" (p. 327). The counsellor should make an initial assessment to help the client identify the sources (antecedents) of his/her indecision by exploring certain hypotheses about the undecided student, such as feeling of control over life decisions.

The principal argument forwarded by Fuqua and Hartman (1983) is that there is a large body of chronically undecided students who are not adequately treated by general career interventions. For this group, career indecision is only symptomatic of an underlying psychological problem. "Those clients who are

indecisive will need psychological help with their personal 'emotive' development and general decision-making skills both prior to and in addition to vocational information and testing" (Matre & Cooper, 1984, p. 639).

Career counsellors "need to understand that clients suffering career indecision may also have high trait indecisiveness and may be experiencing interpersonal discomfort in the form of submissive tendencies, passivity, and an acute need for social acceptance ... It seems advisable, if not necessary, to address the interpersonal dimension in the assessment of the client who presents career indecision." (Cooper, Fuqua & Hartman, 1984, p. 356).

The single conclusion purported from a 1986 study by Hartman, Fuqua and Jenkins, using the CDS, related to the complexity of the career indecision construct. They pointed to the mounting research evidence which indicates that career indecision is a complex, multidimensional construct and that "research ought to be aimed at identifying and explaining career indecision types and toward examining the role of different facets in defining the construct" (Hartman, Fuqua & Jenkins, 1986, p. 147).

Bergin, 1971 (as cited in Sepich, 1987) stated that "goals of counselling should be uniquely tailored to each client" (p.

19). Similarly, Sepich (1987) claims that career indecision interventions should be tailored to the form of indecision that the person appears to have. Thus, proper assessment of the nature of the indecision itself is a must for career counselling.

Fuqua, Blum, and Hartman (1988) suggested that the total group of student clients who present themselves as having career indecision is a heterogeneous one. Many clients who display career indecision will also be experiencing multiple problems, some of which will be more serious in nature. Treatment plans in such cases should be highly individualized, with traditional career interventions incorporated in combination with personal and social intervention approaches (Fuqua, Blum & Hartman, 1988).

The implications of high career indecision for the Memorial University Counselling Centre services are far reaching, as the career indecisive individual presents more serious problems often related to underlying psychological dysfunction (Hartman, Fuqua & Hartman, 1983) and are resistant to traditional forms of career development. In the career development process it is important to identify, as early as possible, which services are effective and if the subtypes of career indecision - the undecided and indecisive react differently to these same services. In addition, because of Newfoundland's unique socioeconomic structure, there may be other identifiable subgroups of career indecision which can be identified through the CDS. Through

exploration of the level of indecision surveyed, the characteristics and make up of the sample and how they react to the present services, evaluations can be made as to allocation of counselling resources. If it works, enhance and enlarge it, and if it isn't working, let's look at why and change it is a statement of significance which would apply to this study.

### Hypotheses and Research Questions

This research project was conducted on the basis of a post hoc analysis. Information was gathered and data analyzed in order to generate various hypotheses related to the construct of career indecision as it was measured in the survey sample. In order to generate this database, besides the questions contained in the CDS itself, several other questions were investigated. Several of these questions were designed to measure the effects of Counselling Centre services, several others to investigate demographics and contextual factors (year of study, etc.), and to compare to norms provided in the CDS manual (Osipow, 1980). Still others were asked to provide information in order to eliminate confounds. The hypotheses, questions asked, and rationale for each are given as follows:

1. The Career Decision Scale will be used to measure career indecision for all participants in the study. \*\*\*To

establish indecision levels.

2. The nature of the participants' background will be established through responses to various specific research questions which are stated as follows:
  - a. Is this the first time you have used the Career Planning Centre? (YES/NO) \*\*\*To evaluate the service.
  - b. If no, how many times have you used it before (approximate) \_\_\_\_\_ \*\*\*To evaluate the service.
  - c. Have you ever received individual career counselling (via appointment) at the Memorial University Counselling Centre? (YES/NO) \*\*\*To evaluate the service
  - d. (i) Was there a Counsellor at your high school? (YES/NO) \*\*\*To clarify d(ii).  
 (ii) Did you receive any career counselling there? (YES/NO) \*\*\*To provide general information and to eliminate this confound from question #3 by two-way analysis.
  - e. What year are you currently in? \_\_\_\_\_ \*\*\*To provide contextual information and comparison to norming tables in the CDS manual.
  - f. What is your major? \_\_\_\_\_ \*\*\* To provide contextual information and comparison to norming tables in the CDS manual.
  - g. What is your age? \_\_\_\_\_ \*\*\* To provide contextual information and comparison to norming tables in the CDS manual.
  - h. What is your gender? (M/F) \*\*\* To provide contextual information and comparison to norming tables in the CDS manual.
3. These background factors will be investigated as to their relationship to career indecision.

4. The subgroups of Career Undecided and Career Indecisive will be identified.
5. The background factors will be investigated as to their relationship to the identified subgroups.
6. New hypotheses will be generated from the descriptive findings.

#### Limitations

The sample population of this study was comprised of university students seeking career assistance at the MUN Career Planning Centre, and may not generalize to further populations. The measures were taken in the Spring/Summer term and this population may substantially vary in demographics (age, university year, work experience, etc.) from students attending Fall and Winter semesters. Students seeking career assistance at the university Counselling Centre may vary in psychological make-up from students who do not seek career counselling. Finally, the duration of this study will be limited to the 12 weeks of the Spring/Summer semester.



### Delimitations

This study did not directly address the various psychological constructs found to be related to the indecisive individual. However, known constructs such as anxiety (Kaplan & Brown, 1987), self-efficacy (Taylor & Popma, 1990), locus of control and fear of success (Taylor, 1982) and lack of identity (Holland & Holland, 1977) may be referred to and will be discussed in the Summary and Recommendations section of this report.

### Review of the Literature

Holland and Holland (1977) compared decided and undecided students on a number of variables, using the Life Plans Inventory. One of the scales used, "the Anomy Scale, had moderate positive relations with intolerance of ambiguity, rigidity, lack of self confidence, passivity, anxiety, disorganization, as well as other variables" (p. 413). Because the concept of anomy had "ambiguous and conflicting connotations" (p. 413), Holland relabelled the speculative syndrome as the indecisive disposition. This indecisive disposition, a forerunner of the indecisiveness trait, was seen as "the outcome of a life history in which a person failed to acquire the necessary cultural involvement, self confidence, tolerance for

ambiguity, sense of identity, self and environmental knowledge to cope with vocational decision-making as well as with other problems" (Holland & Holland, 1977, p. 413).

Holland and Holland (1977) sampled 1005 high school juniors and 692 college juniors, and found that those having this indecisive disposition were not likely to be helped by conventional treatments of career choice such as tests, workshops, counselling, vocational decision-making training, and occupational information. "These indecisive people suffer from a complex cluster of maladaptive attitudes and coping behaviours that are not amenable to brief vocationally oriented treatments" (p. 413). Holland (1977) pointed out that counsellors could identify indecisive students by using the Career Decision Scale developed by Osipow et al., 1976 (Holland & Holland, 1977).

Taylor (1982) used the Career Decision Scale (CDS; Osipow et al., 1976) to investigate personality constructs of locus of control and fear of success as being related to vocational indecision among certain groups of students. Taylor pointed to "the existence of conflicting and inconclusive research findings" (p. 319) and suggested they may, in part, be due to the assumption by researchers that the causes of indecision are similar for all undecided students. Undecided individuals are sometimes assumed to represent a homogeneous population; however, Taylor pointed out that the causes and/or correlates of

vocational indecision may be different for different individuals. Taylor used mean scores of the CDS to differentiate decided from undecided, but did not identify the indecisive from the undecided. However, her findings supported earlier research that found that those suffering from career indecision were not a homogenous group, and pointed to the need for further analysis to separate the two groups. She concluded by saying "...defining a single intervention strategy would seem to yield at best partial results. The results of this study suggest that the use of individual difference variables in the conceptualization of vocational interventions may lead to more effective treatment strategies" (Taylor, 1982, p. 327).

Hartman, Fuqua, and Hartman (1983) stated that career indecision may take either a developmental or a more chronic form. In its developmental form, indecision "represents a natural developmental process that may be facilitated by interest testing, self exploration, and exposure to career information" (p. 103). Chronic indecision, on the other hand, "represents a more serious problem often related to underlying psychological dysfunction, requires more intensive, long-term treatment and can persist for many years" (p. 103). The purpose of their 1983 study was to test the validity of the Career Decision Scale (Osipow, Carney, Winer, Yanico & Koschier, 1976) in identifying chronic career indecision during the high school years. To accomplish this, a group of high school seniors was administered the CDS,

and supplementary follow-up data on decision status were gathered three years later. The overall percentage of correct classifications using discriminations from the CDS scores was 89.55%. Results indicated the chronically indecisive client seemed more likely to "drop out of school, develop more serious psychological problems, or at the least, select a relatively unsatisfactory career due to external pressure or default decision-making" (Hartman et al., 1983, p. 104). The results indicated that CDS scores can be used in a practical way to aid in the identification of the more chronic-ally career indecisive students while they are still in high school. Thus, the pressing need to obtain diagnostic procedures for identifying the chronic client becomes apparent.

Fuqua and Hartman (1983) pressed for differential diagnosis and treatment of career indecision. They acknowledged the tendency to think of career indecision as a routine developmental task and not as a complex multidimensional psychological disorder. They conceptualized the career decision-making problem as coming from three general perspectives: (1) developmental tasks, (2) acute situational reaction, (3) chronic psychological concerns each requiring distinct treatments. With developmental career indecision, the task "is to facilitate a natural developmental process involving self exploration, exposure to career alternatives, and effective decision-making" (p. 28). Acute situational indecision results directly from environmental

stressors and indirectly from an ineffective reaction to the environment. The focus of treatment in this case "remains on the environmental stressor and the students' response to it, with treatment involving individual counselling of a problem solving nature" (p. 29). Chronic career indecision is best characterized by "underlying psychological dysfunction and requires longer term personal/emotional counselling" (Fuqua & Hartman, 1983, p. 29).

In a 1984 study, Cooper, Fuqua and Hartman found evidence to support the hypothesis that trait indecisiveness is related to vocational uncertainty and interpersonal characteristics. Further, the results supported the contention of Hartman and Fuqua (1983) that career indecision "is a complex behavioral-psychological state that involves a component of trait indecisiveness as well as vocational uncertainty" (as cited in Cooper, Fuqua & Hartman, 1984, p. 355).

Osipow and Reed (1985) investigated another 2 x 2 dimensional typology of decision-making put forward by Johnson, 1978 (as cited in Osipow & Reed, 1985) to describe and understand college student decision-making. One dimension was called "spontaneous vs. systematic" (p. 369) and the other was called "internal vs. external" (p. 369). Using the Johnson Decision-Making Inventory (1983) and the Career Decision Scale (1976), the authors found that "the most undecided were spontaneous external, followed by spontaneous internal, systematic external and

systematic internal who were the least undecided" (Osipow & Reed, 1985, p. 369).

In a 1986 study using the CDS, Cooper found results which "support Matre and Cooper's (1984) hypothesis that career indecision and personal indecisiveness are often present in young persons experiencing vocational decision-making difficulties" (p. 41). This study also found that career indecision and personal indecisiveness seemed to be independent (Cooper, 1986).

Even when counsellors have focused on the decision-making stage, they may have been doing so with chronically undecided individuals. Authors such as Holland and Holland 1977 (as cited in Sepich, 1987) have cautioned that "these persons are not responsive to brief career decision-making interventions" (p. 20). Sepich goes on to say that "conflicting findings reported in the literature may be a reflection of the nonspecificity of the type of career indecision" (Sepich, 1987, p. 20).

Fuqua, Blum, and Hartman (1988) looked at the possibility that different types of career undecided students exist. They performed a cluster analysis on five related variables that had been consistently found to be interrelated in studies of career indecision - state anxiety, trait anxiety, locus of control, identity, and career indecision. The CDS (Osipow et al., 1976) was used as the measure of career indecision. They identified



four groups with increasing levels of the identified variables. "The indecision expressed by groups three and four could be characterized as more chronic in nature" (p. 370), and less likely to be responsive to developmental aspects of career counselling. They suggest that "extensive assessment across broad areas of functioning (eg. psychological, social, cognitive, affective) should be conducted whenever a client presents a history of chronic career indecision" (p. 371) and that "practising counsellors who are aware of the confusion regarding the nature of career indecision should avoid stereotype responses to career undecided clients" (Fuqua, Blum, & Hartman, 1988, p. 371).

Newman, Fuqua, and Seaworth (1989) looked at implications for diagnosis and treatment of the multiple subtypes of career indecision. They concluded that the individualization of career counselling intervention represents an important and necessary paradigm shift for the profession. The fundamental change required in the individualization of career counselling would consist of thorough assessment of each individual client presenting career indecision. The assessment would include "intensive and extensive assessment of the clients' social, psychological, and career status" (p. 36). Intervention would be tailored to the results of the assessment and would involve a broad range of issues. This would not represent a replacement for generic developmental models, but rather act as a supplement



to them.

Taylor and Popma (1990) used the Career Decision Scale to assess vocational indecision in examining the relationship among career decision-making self efficacy, career salience, and locus of control. They found a moderately strong relationship between career decision-making, self efficacy, and vocational indecision and that levels of self efficacy are significantly predictive of career indecision. This provided evidence that "knowing a student's level of efficacy with regard to career decision-making tasks may aid in providing appropriate career intervention" (Taylor & Popma, 1990, p. 29).

#### Method

#### Sample

To investigate the research questions, a sample of 50 undergraduate university students seeking career advice at the CPC during the Spring/Summer term of 1994 were given the Career Decision Scale (CDS; Osipow et al., 1976). To be eligible, the person had to be either a student in the Spring/Summer term, or had to have been a student in the Winter term. As the CDS had not previously indicated gender differences (Osipow, 1980), there were no attempts to screen an equal number of males or females.

The post hoc analysis revealed a fairly even split, with 24 males and 26 females.

### Instrument

#### Description

The diagnostic screen for identifying the populations to be employed in this study was the Career Decision Scale. Studies that have employed the CDS to assess indecision include: Taylor (1982); Hartman, Fuqua, and Hartman (1983); Osipow and Reed (1985); Hartman, Fuqua, and Jenkins (1986); Cooper (1986); Kaplan and Brown (1987); Fuqua, Newman and Seaworth (1988); Fuqua, Blum, and Hartman (1988); and Taylor and Popma (1990).

The Career Decision Scale is designed to identify barriers to effective development. The original form of the CDS consisted of 16 items, representing consequences of career indecision. More recently, two certainty items (1 & 2) and an open ended question (19) related to career certainty have been added to the scale. Responses are obtained using a four point Likert scale with response alternatives ranging from like me (scored 4) to not like me (scored 1). Items 1 and 2 measure the extent to which a respondent endorses statements reflecting a definite choice of an educational major (item 1) and a career alternative (item 2). The composite of the scores on items 1 and 2 is an index of vocational/educational decidedness. The summation of items 3

through 18 provides an index of vocational indecision. Potential indecision scores range from 16 to 64, with higher scores indicating indecisiveness. In addition, the front cover of the CDS was modified to include the research questions outlined earlier in this report. This was accomplished via stick-on labels with pretyped questions. No instructions were altered, and the only identifying feature eliminated from the report was the name section. See Appendix F for sample report.

### Reliability

The reliability of the CDS has been demonstrated to be satisfactory, with test-retest reliability reports ranging from .70 to .90 (Osipow, 1980). Test-retest reliability coefficients of the CDS for two samples of college students over a two week test-retest period were found to be .90 and .81 (Osipow, Carney & Barak, as cited in Taylor & Popma, 1990). In this study, a reliability check was performed on the item means, item variances, inter-item variances and inter-item covariances. The scale (ALPHA) reliability analysis revealed a very high inter-item reliability, with an ALPHA of .89.

### Validity

The validity of the CDS has been examined directly or indirectly in a number of studies and has been generally

considered acceptable. The CDS manual (Osipow, 1980) deals extensively with specific evidence of the validity of the scale. Representative studies on the validity of the CDS reported that:

These studies generally fall into four major methodological approaches: group comparisons and correlations with instruments measuring the construct of indecision, treatment studies, relationships with other personality variables of interest, and relationships with demographic variables. In summary, these studies have supported the validity of the Career Decision Scale. Representative studies for each of these categories are described next (p. 8)

#### **Group Comparisons and Correlations with other Instruments.**

Slaney(1980) examined the Career Decision Scale scores of 232 male and female college students based on their responses to the Occupational Alternatives Question. Subjects either had a first choice and no alternative, a first choice plus alternatives, no first choice with alternatives, or neither a first choice nor alternatives. He found that the Career Decision Scale clearly differentiated subjects who had a first choice from those who had a first choice and some alternatives

and also differentiated both of those groups from subjects who had no first choice (p. 8).

Westbrook, Simonson, and Arcia (1978) found that the Career Decision Scale correlated more highly with the Attitude Scale of the Career Maturity Inventory (CMI, Crites, 1973) than it did with various scholastic aptitude measures. They concluded that the CMI Attitude Scale and the Career Decision Scale have more in common with each other than they do with other instruments. A significant relationship between the CMI and the Career Decision Scale was also found in a treatment study by Lange (1980) (p. 8).

In a survey of college students, Limburg (1980) tested a number of hypotheses about career decision and indecision. She found that the Career Decision Scale differentiated decided and undecided students. She also found that subjects who sought assistance at a Career Centre or through career planning classes scored higher on the CDS (reflecting greater career indecision) than non-seekers (p. 8).

Additional studies in this category include Niece and Bradley (1979), Jones (1978), Hartman, Fuqua, and Hartman (1983) and Taylor and Betz (1983).

### **Treatment Studies and Measures.**

In an early series of studies, Osipow, Carney and Barak (1976) examined the Career Decision Scale's responsiveness to various career counselling interventions. A number of comparisons were made of groups for which there were pre- and post-test scores with varying intervening activities. The results provided support for the hypothesis that groups exposed to treatment for vocational indecision would be less undecided than before treatment. Lower post-test scores were found for treatment groups than for groups not treated. The series of studies thus indicated the potential sensitivity of the instrument for identifying changes brought about through interventions designed to reduce career indecision (p. 8).

Taylor (1979a) examined the effects of a residential career exploration program on the level of college students' career "decidedness", employing the CDS as a treatment measure. Pre- and post-test measures over a period of eight months revealed: a significant difference between a residential career planning group and a group of randomly housed students prior to treatment; a significant decrease in indecision scores for the treatment group following

treatment; and no difference in scores between groups on follow-up (pp. 8-9).

Sutera (1977) used the CDS in conjunction with other measures to gauge the impact of a residential career planning program. Students living in the co-educational living setting were exposed to career planning classes which met weekly for an hour and a half in small discussion groups. Topics covered over the 16 week period included the history and personal meanings of work, work values and personal life styles, concepts of effective career decision making, career development as a life-long process, the structure of the world of work, assessment of personal characteristics, gathering occupational information, and job search strategies. Comparisons of pre- and post-scores revealed significant changes in indecision scores (p. 9).

Additional references for this category include Osipow and Reed (1985), Hartman, Fuqua, Blum and Hartman (1985), Fuqua and Hartman (1983), Hartman, Fuqua and Jenkins (1986), Illfelder (1980) and Lowe (1981) (p. 9).



### **Relationships with Other Personality Variables.**

Cellini (1978) found that vocational indecision, as measured by the CDS, differed as a function of locus of control. He predicted that high levels of indecision were associated with external locus of control. The results supported the hypothesis. Externally oriented individuals scored significantly higher than internally oriented individuals on the Need for Structure factor of the Career Decision Scale. As an interesting side finding, Cellini also reported that no significant correlations were found between the Career Decision Scale and occupational interest differentiation scores. He had predicted that such correlations would exist, on the assumption that people with undifferentiated profiles would lack direction in selecting a vocation and, thus, would obtain high Indecision scores. However, it appears that specificity of interest is not related to indecision (p.9).

Taylor (1979b) attempted to study vocational indecision from a framework integrating several psychological constructs, such as fear of success and locus of control. Her sample consisted of female and male undergraduate introductory psychology students at

a major university. All subjects completed the Zuckerman and Allison Fear of Success Scale, the Rotter Locus of Control Scale, and the Career Decision Scale (p. 9).

She found that vocational indecision, fear of success, and locus of control are relatively related. As vocational indecision increases, so does fear of success and external locus of control. The hypothesis that vocational indecision varies as a function of fear of success, with undecided students being more fearful than decided students, was supported. The hypothesis that vocational *decision* (italics added) varies as a function of locus of control, external being more decided than internal, was also supported. It should be noted that no causal relationships, however, can be inferred from these data (p. 9).

#### **Relationships with Demographic Variables.**

Two studies (Niece & Bradley, 1979; Osipow, 1978) reported significant age differences on the Career Decision Scale, with older students showing greater decidedness. Other studies, however, have failed to find significant age differences (Hartman, 1980; Limburg, 1980). Studies finding age differences,

however, may in fact be confounding this factor with grade level. While the two factors are correlated, studies by Osipow (1978) and Crites (1973) suggest that decision-making tasks are more related to grade level demands than to age (p. 10).

The inconsistency in age findings also extends to sex differences. Several investigators have found evidence of significant sex differences, suggesting either less indecision for males (Gordon & Osipow, 1976a; Westbrook, Cutts, Madison, & Arcia, 1980) or for females (Taylor, 1979a). Other reports show no difference (Cellini, 1978; Limburg, 1980; Niece & Bradley, 1979; Osipow, Carney & Barak, 1976; Sutura, 1977). A single study has addressed the issue of ethnic difference, finding greater indecision in blacks than in whites (Westbrook, Cutts, Madison, & Arcia, 1980) (p. 10).

While the normative data for college students do not reveal significant age, grade, or sex differences, the trends obviously parallel the findings with high school students. In summary, the findings on the influence of age, grade, and sex on Career Decision Scale scores are equivocal. From a conservative standpoint, it is not possible to rule out the

potential significance in these variables. (Osipow, 1980, p. 10).

### Procedure

Career Planning Centre faculty and staff were briefed on the survey form, eligibility of respondents, and the procedure to be employed. All prospective respondents were told that participation was voluntary and that their identity would be protected. Each person who agreed to take part in the study was required to read a description of the proposed research and sign a consent form. A detailed description of the procedural steps is as follows (See Appendix G for original):

1. Establish whether prospective respondent is currently enrolled at the university or was a full time student in the Winter term and had undergraduate status.
2. Ask if they are willing to take 15 minutes to participate in a study concerning career decision-making.
3. If no, thank them. If yes, have respondent read page one and sign page two of the consent form with a CPC staff member as witness (respondent may keep page one of consent form).

4. Administer CDS in presence of respondent and answer any questions fielded where possible/applicable.
5. Collect the CDS survey form and ensure that it is completed with pertinent information. In addition, collect page two of the consent form. Thank respondent.
6. Place completed CDS in one file folder and page two of the consent form in another to ensure anonymity of respondent.
7. Intern will pick up questionnaires from the preceding day each morning.

### Analysis

Total scores on the CDS were calculated for all participants in the study. The scores measured certainty (items 1 & 2) and indecision (items 3 - 18). For this study, only the indecision scale scores were analyzed. SPSS for MS Windows Release 6.1 was used to conduct the analysis. One-way interactions were conducted on the research questions, with single ANOVAS (analysis of variance) to investigate statistical significance. In addition, two-way ANOVAS were performed on select research questions to determine extra information regarding significance of two-way interactions. The indecision scale scores were

further divided into career undecided and indecisive typologies. This was accomplished using those scores below the 85th percentile for the undecided and those equal to or above the 85th percentile for the indecisive (Osipow, 1980). The cutting scores are consistent with the postulate that increasing scores on the CDS correspond to increasing difficulty in decision making. Therefore, the typology of developmentally undecided and chronically indecisive corresponds to below the 85th percentile and equal to or above the 85th percentile, respectively. Finally, a descriptive analysis was performed on item 19, the open-ended question, to substantiate the empirical findings and to provide other information- rich data.

#### Consents, Safeguards, and Related Material

The research was undertaken with the understanding that the researcher would be bound by the same confidentiality and ethical guidelines set for all university Counselling Centre faculty. In addition, the researcher was aware of and bound by "The Ethical Guidelines for Research Involving Human Subjects", set out by the Ethics Committee - Faculty of Education, Memorial University of Newfoundland. Please see Appendix H for consents and Appendix I for Certificate of Approval - Research Component.

## CHAPTER FOUR - RESULTS: RESEARCH COMPONENT

## One Way Analysis of Variance

An Alpha level of .05 was used for all statistical tests unless otherwise indicated.

Question 1: Is this the first time you have used the Career Planning Centre?

TABLE 3.1: PREVIOUS USE OF THE CPC AND MEAN INDECISION SCORE

<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
Yes	11	33.64	9.16	2.76
No	39	27.36	8.15	1.31
Total	50	28.74	8.69	1.23

Of the fifty people surveyed, thirty-nine had used the Career Planning Centre (CPC) before, for a mean indecision score of 27.36. Eleven persons were using the CPC for the first time and their mean score of 33.64 was significantly higher ( $F(1,48)=4.82$ ,  $p=.03$ ) than that of persons with previous



exposure. The variability as represented by the standard deviation was higher for the first time users (9.1) as compared to those who had used the CPC before (8.15). The effect of using the CPC or not was the only statistically significant difference shown by the one way analysis; it will be explored further in two way interactions.

Question 2: If this is not the first time you have used the Career Planning Centre, how many times have you used it before?

TABLE 3.2: FREQUENCY OF USE OF THE CPC AND MEAN INDECISION SCORE

<u>Times Used</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
1	3	23.33	8.74	5.04
2	8	26.00	5.34	1.89
3	7	27.57	8.81	3.33
5	8	30.63	10.82	3.83
6>	13	27.00	7.84	2.18
Total	39	27.36	8.15	1.31

The indecision mean score tends to increase as usage of the CPC increases, until persons use the service six or more times, at which time the mean indecision score decreases to 27.00. The highest variability in scores was experienced by persons using the CPC five times ( $SD = 10.82$ ), while the lowest was experienced by those using the Centre twice. ANOVA revealed no significance ( $F(4,34)=0.54, p=.71$ ).

Question 3: Have you ever received individual career counselling (via appointment) at the Memorial University Counselling Centre?

TABLE 3.3: INDIVIDUAL CAREER COUNSELLING AT MUN AND MEAN INDECISION SCORE.

<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
Yes	8	32.00	5.58	1.97
No	38	28.18	9.23	1.50
Total	46	28.85	8.78	1.29

The results here are somewhat surprising, as the mean score for those receiving individual career counselling ( $M=32.00$ ) is higher than those who did not receive any career counselling

( $M=28.18$ ) at the university counselling centre. This indicates that those receiving individual counselling have greater indecision than those who do not; however, the difference was not significant ( $F(1,44)=1.26$ ,  $p=.27$ ). The people who received counselling were more homogeneous ( $SD=5.58$ ) than those who did not ( $SD=9.23$ ). Perhaps, initially, such counselling opens up new options and creates greater indecision--that should solidify after a while as Table 3.2 suggests.

Question 4: Was there a counsellor at your high school?

TABLE 3.4: COUNSELLOR AT HIGH SCHOOL AND MEAN INDECISION SCORES

<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
Yes	41	29.44	7.91	1.23
No	9	25.56	11.67	3.89
Total	50	28.74	8.69	1.22

Of the 50 people surveyed, 41 had a counsellor at their high school. These persons had an indecision mean of 29.44 compared to 25.56 for the nine persons who did not have a counsellor present at the school. The variability within scores was higher

for the non-counsellor group ( $SD=11.68$ ), as compared to the counsellor present group ( $SD=7.91$ ). ANOVA revealed no significant differences between the groups ( $F(1,48)=1.49$ ,  $p=.23$ ).

Question 5: Did you receive any career counselling there (high school)?

TABLE 3.5: CAREER COUNSELLING AT HIGH SCHOOL AND MEAN INDECISION SCORE

<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
Yes	21	28.57	8.38	1.83
No	29	28.86	9.06	1.68
Total	50	28.74	8.69	1.23

Twenty-one persons received career counselling at school (of 41 with counsellors available from previous question). The mean indecision score for this group (28.57) was very similar to the mean for the group who did not receive any career counselling (28.86). Variability, as measured by the standard deviation, was also quite similar (8.38 - 9.06). These results were not significantly different, ( $F(1,48)=0.01$ ,  $p=.91$ ).

Question 6:      What year are you currently in?

TABLE 3.6:      MEAN INDECISION SCORE BY UNIVERSITY YEAR

<u>Year</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
1st	4	28.00	.82	.41
2nd	8	27.00	7.89	2.79
3rd	9	30.00	10.54	3.51
4th>	29	28.83	9.12	1.69
Total	50	28.74	8.69	1.23

The group surveyed was largely comprised of persons in their fourth year and beyond. Mean indecision scores for both third years (30.00) and fourth years and beyond (28.83) were greater than first years (28.00) and second years (27.00). Variability was also higher with third (10.54) and fourth years (9.12) as compared to first (.82) and second (7.89). One could argue that the longer one is in university, the more information one is exposed to and therefore the harder the decision-making process. This indecision peaks in third year ( $\bar{M}=30.00$ ) and falls in fourth year and beyond ( $\bar{M}=28.83$ ), as persons become more comfortable with their career choice. None of these differences were statistically significant, ( $F(3,46)=0.21$ ,  $p=.89$ ).

Question 7:      What is your age?

TABLE 3.7:      MEAN INDECISION SCORE BY AGE GROUP

<u>Age Group</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
19-20	15	28.07	8.04	2.08
21-23	22	30.00	9.17	1.95
24+	13	27.38	8.99	2.49
Total	50	28.74	8.69	1.23

With this variable, one sees the mean indecision score to be highest for the 21-23 year old range ( $\bar{M}=30.00$ ), while the lowest indecision is registered by the oldest students in the 24 and older group ( $\bar{M}=27.38$ ). There were no large discrepancies in variability and there were no significant differences ( $F(2,47)=0.42$ ,  $p=.66$ ).

Question 8: GenderTABLE 3.8: MEAN INDECISION SCORE BY GENDER

<u>Gender</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>SE</u>
Male	24	28.75	8.00	1.63
Female	26	28.73	9.45	1.85
Total	50	28.74	8.69	1.23

The sample was evenly split, with 24 males and 26 females. The mean indecision scores were virtually indistinguishable, at 28.75 and 28.73. This is consistent with the literature. There was no statistical difference of a significant nature ( $F(1,48)=0.00$ ,  $p=.99$ ).

## Two Way Analysis of Variance

In all cases, the dependent variable is the indecision scale mean score, while the independent variables are the various contextual and demographic items. Various combinations were analyzed, based on items identified as important through the literature search and discussions with field supervisors and research assistant, Gerry White.



TABLE 3.9: THE EFFECTS OF USING THE CPC AND RECEIVING  
INDIVIDUAL CAREER COUNSELLING AT MUN ON INDECISION  
SCORE

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Have you ever received individual career counselling (via appointment) at the MUN Counselling Centre?			
Is this the first time you have used the Career Planning Centre?	YES	YES $\bar{M}=0$ $n=0$	NO $\bar{M}=33.64$ $n=11$
	NO	$\bar{M}=32.00$ $n=8$	$\bar{M}=25.96$ $n=27$

---

There were no subjects surveyed who received individual career counselling at MUN and who had never used the Career Planning Centre before. There were eleven subjects who had never received individual career counselling and who had never before used the CPC, with a mean of (33.64). There were eight subjects who received career counselling at MUN and had used the CPC before, with a mean of (32.00) on the indecision scale. There were 27 subjects who had used the CPC before, but did not receive individual career counselling at MUN, with a mean of 25.96. The main effects were significant  $F=.02$ , and suggests that the Career Planning Centre plays a significant role in lowering career indecision, much more than that of individual career counselling or a combination of the two - counselling and using the Career

Planning Centre.

TABLE 3.10: THE EFFECTS OF RECEIVING CAREER COUNSELLING AT HIGH SCHOOL AND INDIVIDUAL CAREER COUNSELLING AT MUN ON INDECISION SCORE

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Have you ever received individual career counselling (via appointment) at the MUN Counselling Centre?			
		YES	NO
Have you ever received career counselling at your high school?	YES	$\bar{M}=31.2$ $n=5$	$\bar{M}=28.33$ $n=15$
	NO	$\bar{M}=33.33$ $n=3$	$\bar{M}=28.05$ $n=23$

---

The group that received individual career counselling at both MUN and their high school ( $n=5$ ) had a mean indecision score of 31.2. The group that received counselling at their high school but did not receive individual career counselling at MUN ( $n=15$ ) had a mean indecision score of 28.33. The group ( $n=23$ ) that did not receive counselling at school or university showed the lowest indecision mean score of 28.05, whereas the group ( $n=3$ ) who did not receive counselling at school but did receive counselling at MUN showed the highest indecision score (33.33). Neither the main effects nor the interactions were statistically

significant.

TABLE 3.11: THE EFFECTS OF USING THE CPC AND RECEIVING CAREER COUNSELLING AT HIGH SCHOOL ON INDECISION SCORES

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		Have you ever received career counselling at your high school?	
		YES	NO
Is this the first time you have used the Career Planning Centre?	YES	$\bar{M}=36.33$ $n=3$	$\bar{M}=32.63$ $n=8$
	NO	$\bar{M}=27.28$ $n=18$	$\bar{M}=27.43$ $n=21$

---

The three people who received career counselling at school and were first time users of the CPC scored 36.33. Eight persons who had never received career counselling at school and had never used the CPC before scored 32.63. Eighteen persons who received career counselling at school and had used the CPC before had a mean score of 27.28, representing the lowest mean indecision score, as one might predict. The second lowest indecision score of 27.43 was registered by the twenty-one persons who had never received career counselling at school but had used the CPC before.

Although the two way interactions were not statistically significant ( $F=.55$ ), it is important to note that both groups which used the CPC before had much lower indecision scale scores,

regardless of receiving career counselling at school or not.

TABLE 3.12: THE EFFECTS OF USING THE CPC AND GENDER ON INDECISION SCORES

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		Gender	
		MALE	FEMALE
Is this the first time you have used the CPC?	YES	M=33.00 n=5	M=34.17 n=6
	NO	M=27.63 n=19	M=27.10 n=20

---

Five males who used the CPC for the first time had an indecision mean score of 33.00. Six females who were using the CPC for the first time had a mean of 34.17. Nineteen males who had used the CPC before scored a mean of 27.63. Twenty females who used the CPC before scored a mean indecision scale score of 27.10.

There was no main effect difference of significance ( $F=.11$ ); in addition, there was no significant difference between performance of males and females ( $F=.95$ ). However, there was a significant difference between using the CPC for the first time or not ( $F=.04$ ). This again points to a relationship between using the Career Planning Centre and lower indecision scale scores.

TABLE 3.13: THE EFFECTS OF RECEIVING INDIVIDUAL CAREER COUNSELLING AT MUN AND AGE GROUPS ON INDECISION SCORE

		Age		
		19-20	21-23	24+
Received individual career counselling (via appointment) at MUN	YES	$\bar{M}=31.67$ $\bar{n}=3$	$\bar{M}=30.00$ $\bar{n}=3$	$\bar{M}=35.50$ $\bar{n}=2$
	NO	$\bar{M}=27.17$ $\bar{n}=12$	$\bar{M}=29.94$ $\bar{n}=16$	$\bar{M}=26.60$ $\bar{n}=10$

All three age groups who received individual career counselling at MUN had higher mean indecision scale scores than those who did not. The highest group is the 24+ group, who received individual career counselling ( $\bar{n}=2$ ) with a mean score of 35.50. However, caution should be applied in interpreting these scores because of the low number of subjects in each group. The persons who did not receive career counselling comprised a larger sample and offered mean scores of 27.17 (19-20 yrs), 29.94 (21-23 yrs), and 26.60 (24+ yrs). None of the interactions or main effects were determined to be statistically significant.

TABLE 3.14: THE EFFECTS OF RECEIVING INDIVIDUAL CAREER COUNSELLING AT MUN AND GENDER ON INDECISION SCORE

		Gender	
		MALE	FEMALE
Received individual career counselling (via appointment) at MUN	YES	$\bar{M}=33.33$ $n=3$	$\bar{M}=31.20$ $n=5$
	NO	$\bar{M}=28.67$ $n=18$	$\bar{M}=27.75$ $n=20$

The three males who received individual career counselling at MUN had the highest mean indecision scale score of 33.33. The five females who received individual career counselling at MUN had the next highest mean indecision score of 31.20. These were both higher than those who did not receive career counselling at MUN. The 18 males who did not receive individual counselling averaged 28.67 on the indecision scale, while the 20 females who did not receive individual career counselling at MUN averaged 27.75.

Neither the main effects nor the two way interactions were statistically significant. There were no significant differences between males and females who had seen a counsellor. This again highlights the intriguing aspect of career counselling producing a higher indecision scale score, unless linked to a visit to the CPC.

TABLE 3.15: THE EFFECTS OF UNIVERSITY YEAR AND USING THE CPC  
ON INDECISION SCORE

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Current Year:	First time using the Career Planning Centre.	
	YES	NO
Freshman (1st)	$\bar{M}=28.50$ $\bar{n}=2$	$\bar{M}=27.50$ $\bar{n}=2$
Sophomore (2nd)	$\bar{M}=30.00$ $\bar{n}=1$	$\bar{M}=26.57$ $\bar{n}=7$
Junior (3rd)	$\bar{M}=34.50$ $\bar{n}=2$	$\bar{M}=29.14$ $\bar{n}=7$
Senior (4th +)	$\bar{M}=35.67$ $\bar{n}=6$	$\bar{M}=27.04$ $\bar{n}=23$

---

The mean indecision score for freshmen as first time users was 28.5, compared to a mean of 27.5 for freshmen who had used the Centre previously. Sophmores who were using the CPC for the first time had an average score of 30.00, as compared to 26.57 for sophmores who used the CPC before. This trend continues for third year students, where first time users had a mean score of 34.50, as compared to 29.14 for those who used the CPC previously. The final group completes the trend, with first time using seniors scoring a mean of 35.67, while seniors who have used the service before scored much lower, showing a mean of 27.04.



While neither the main effects ( $F=.29$ ) or the two way interactions ( $F=.85$ ) were statistically significant, the one way analysis of using the Career Planning Centre more than once was again statistically significant ( $F=.04$ ). Thus, while year attended was not significant, using the CPC was. Each mean score in each year of attendance was lower for the persons who were not using the Career Planning Centre for the first time.

TABLE 3.16: THE EFFECTS OF UNIVERSITY YEAR AND INDIVIDUAL CAREER COUNSELLING AT MUN ON INDECISION SCORE

Current Year:	Individual Career Counselling at MUN via Appointment.	
	YES	NO
Freshman (1st)	$\bar{M}=27.00$ $n=1$	$\bar{M}=28.33$ $n=3$
Sophomore (2nd)	$\bar{M}=42.00$ $n=1$	$\bar{M}=24.86$ $n=7$
Junior (3rd)	$\bar{M}=39.00$ $n=1$	$\bar{M}=29.25$ $n=8$
Senior (4th +)	$\bar{M}=29.60$ $n=5$	$\bar{M}=28.90$ $n=20$

The first year student who received career counselling at MUN had a mean indecision score of 27.00, as compared to 28.33 for those first year students who did not receive counselling. This is the only incidence in this analysis where the group receiving counselling scored lower on indecision than the group

receiving no counselling. The second year mean score of 42.00 for the person receiving counselling is higher than the 24.86 mean score of those who did not receive counselling. The third year mean of 39.00 for the person receiving counselling is much higher than the group mean of 29.25. The closest comparison rests with the group comprised of fourth year (and greater) students, where those receiving counselling had a mean of 29.60, slightly higher than the group mean of 28.90 for those who did not receive any career counselling.

Neither the main effects, individual analysis or two-way interactions showed any evidence of statistical significance. In addition, these results should be viewed with caution because of the small numbers in the groups receiving individual counselling. In any event, the trend is interesting.

TABLE 3.17: THE EFFECTS OF GENDER AND RECEIVING CAREER COUNSELLING AT HIGH SCHOOL ON INDECISION SCORE

Gender	Received Career Counselling at School	
	YES	NO
MALE	$\bar{M}=28.33$ $n=9$	$\bar{M}=29.00$ $n=15$
FEMALE	$\bar{M}=28.75$ $n=12$	$\bar{M}=28.71$ $n=14$

A quick observation reveals all mean scores to be within 0.67 of each other. Nine males received career counselling at high school, with a mean indecision score of 28.33, while the fifteen males who did not receive any career counselling at high school had a mean of 29.00. Twelve females receiving career counselling at high school scored a mean of 28.75, while the fourteen females who did not receive counselling at school score a similar mean of 28.71.

Not surprisingly, none of the analysis of variance proved to be of any significance statistically.

TABLE 3.18: THE EFFECTS OF UNIVERSITY YEAR AND GENDER ON INDECISION SCORE

---

	Gender	
	MALE	FEMALE
Current Year:		
Freshman (1st)	$\bar{M}=27.67$ $n=3$	$\bar{M}=29.00$ $n=1$
Sophomore (2nd)	$\bar{M}=28.80$ $n=5$	$\bar{M}=24.00$ $n=3$
Junior (3rd)	$\bar{M}=37.50$ $n=4$	$\bar{M}=24.60$ $n=5$
Senior (4th +)	$\bar{M}=26.08$ $n=12$	$\bar{M}=30.76$ $n=17$

---

This comparison yields a variety of results, with females higher in year one (one female), males higher in years two and three, and females again higher in year four. After the first year, it would seem that the males suffer from greater indecision during their second and third years, while females have a greater difficulty with career indecision in their fourth level and beyond. This could be related to the fear of success mentioned in Taylor (1982). ANOVA did not reveal any statistical significance with the two way interactions or the main effects.

#### Undecided vs. Indecisive

In keeping with the literature review and the Osipow manual, a further analysis was performed on two identified sub groups, using the indecision scale of the CDS. The groups are identified as those persons scoring below the 85th percentile (undecided) and those scoring at or above the 85th percentile (indecisive). In keeping with the literature findings, those persons identified as undecided (below 85th percentile) are more likely to respond to traditional methods of career counselling, while those subjects identified as falling in the indecisive range ( $\geq 85$ th percentile) are not likely to respond because of other underlying psychological problems.

Of the fifty persons surveyed, 33 were found to score below

the 85th percentile, representing 66% of the sample. The remaining 17 were identified as indecisive, representing 34% of the entire group surveyed. One way ANOVAS were performed using an ALPHA level of .05 unless otherwise indicated.

Question 1: Is this the first time you have used the Career Planning Centre?

TABLE 3.19: THE EFFECTS OF USING THE CPC ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	6	27.17	4.07
NO	27	23.00	5.32
TOTAL	33	23.76	5.31
INDECISIVE			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	5	41.40	7.13
NO	12	37.17	3.35
TOTAL	17	38.41	4.94

In both the uncertain and indecisive groups, the mean

indecision score falls after using the Career Planning Centre service. The uncertain group falls from a 27.17 mean score to 23.00, while the indecisive falls from 41.4 to 37.17. There is very little variability in scores within the uncertain group, while the variability in the indecisive group falls from a SD of 7.13 for first time users to a SD of 3.35 for persons who have used the service before. Analysis of variance did not reveal any statistically significant differences.

Question 2: If no, how many times have you used it before?  
(Approximate).

TABLE 3.20: THE EFFECTS OF FREQUENCY OF USAGE OF THE CPC ON  
UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Usage</u>	<u>n</u>	<u>M</u>	<u>SD</u>
ONE	2	18.50	3.54
TWO	7	25.14	5.15
THREE	5	23.40	6.35
FIVE (*)	4	21.50	6.56
SIX >	9	22.78	4.89
TOTAL	27	23.00	5.32

## INDECISIVE

<u>Usage</u>	<u>n</u>	<u>M</u>	<u>SD</u>
ONE	1	33.00	-
TWO	1	32.00	-
THREE	2	38.00	-
FIVE (*)	4	39.75	2.87
SIX >	4	36.50	2.89
TOTAL	12	37.17	3.35

(\* There was no one who had used the CPC four times)

The uncertain group, for the most part, lowers its mean indecision score after using the Career Planning Centre more than twice. The lowest mean score was derived from using the CPC once, while the highest was from using the CPC twice. ANOVA revealed no significant differences.

In contrast, the indecisive group, for the most part, seemed to increase its indecision with usage. ANOVA revealed no significant differences within this group in usage of the CPC.



Question 3: Have you ever received individual career counselling (via appointment) at the Memorial University Counselling Centre?

TABLE 3.21: THE EFFECTS OF RECEIVING INDIVIDUAL COUNSELLING AT MUN ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	5	28.60	1.67
NO	26	23.12	5.42
TOTAL	31	24.00	5.39
INDECISIVE			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	3	37.67	5.13
NO	12	39.17	5.25
TOTAL	15	38.87	5.08

In looking at the uncertain group, the mean indecision score increases when persons received individual career counselling. The mean goes from 23.12 to 28.60, after receiving individual

career counselling. This represents a significant difference,  $F=.03$  at the .05 level. The indecisive group mean fell with counselling from 39.17 to 37.67, although this was not significant. In keeping with the literature research, one would expect that career counselling would make a difference with the uncertain group, but not in the direction indicated here. Scores would be expected to fall, not rise. The results of the indecisive group are consistent with the literature, in that no amount of career counselling is expected to make a significant difference.

Question 4: Did you receive any career counselling at your high school?

TABLE 3.22: THE EFFECT OF RECEIVING CAREER COUNSELLING AT HIGH SCHOOL ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	13	23.15	5.37
NO	20	24.15	5.38
TOTAL	33	23.76	5.31

---

INDECISIVE			
<u>Response</u>	<u>n</u>	<u>M</u>	<u>SD</u>
YES	8	37.38	2.83
NO	9	39.33	6.30
TOTAL	17	38.41	4.94

---

In both group analyses, the mean indecision scores fell with career counselling at the high school level. The uncertain mean fell from 24.15 to 23.15, while the indecisive mean fell from 39.33 to 37.38. The variability within the uncertain group was virtually identical, while the indecisive SD fell from 6.30 to 2.83. None of these differences were statistically significant.

Question 5: What year are you currently in?

TABLE 3.23: THE EFFECT OF UNIVERSITY YEAR ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Year</u>	<u>n</u>	<u>M</u>	<u>SD</u>
1ST	4	28.00	0.82
2ND	7	24.86	5.46
3RD	4	20.05	7.05
4TH>	18	23.11	5.11
TOTAL	33	23.76	5.31
INDECISIVE			
<u>Year</u>	<u>n</u>	<u>M</u>	<u>SD</u>
1ST	0	-	-
2ND	1	42.00	-
3RD	5	38.20	3.27
4TH >	11	38.18	5.78
TOTAL	17	38.41	4.94

For the most part (exception fourth year), the uncertain group indecision mean fell as persons progressed through university. The mean indecision score for this group fell from 28.00 in first year to 20.05 in third year of study. Variability was lowest in year one, with a SD of 0.82. None of these figures were statistically significant.

The indecisive group also experienced a trend of falling indecision scores as the time in university increased; however, this trend was not statistically significant.

Question 6: What is your age?

TABLE 3.24: THE EFFECT OF AGE ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Age Group</u>	<u>n</u>	<u>M</u>	<u>SD</u>
19-20	11	24.45	5.70
21-23	13	24.08	5.30
24+	9	22.44	5.25
TOTAL	33	23.76	5.31

INDECISIVE			
<u>Age Group</u>	<u>n</u>	<u>M</u>	<u>SD</u>
19-20	4	38.00	3.74
21-23	9	38.56	6.24
24+	4	38.50	3.42
TOTAL	17	38.41	4.94

In the uncertain group, age played a minor role in mean indecision scores, with the trend of falling scores as the group age increased. The mean indecision score went from 24.45 to 22.44 for the 24+ age group. Variability was fairly consistent and there was no evidence of statistical significance.

The mean indecision scores of the indecisive group hovered around the 38.00 mark, with the most variability experienced by the 21-23 age group (SD=6.24). Again, nothing was determined to be statistically significant.

Question 7: GenderTABLE 3.25: THE EFFECT OF GENDER ON UNCERTAIN AND INDECISIVE SUBGROUPS

UNCERTAIN			
<u>Gender</u>	<u>n</u>	<u>M</u>	<u>SD</u>
MALE	17	24.65	5.28
FEMALE	16	22.81	5.36
TOTAL	33	23.76	5.32
INDECISIVE			
<u>Gender</u>	<u>n</u>	<u>M</u>	<u>SD</u>
MALE	7	38.71	2.75
FEMALE	10	38.20	6.18
TOTAL	17	38.41	4.94

In the uncertain group, males had a slightly higher mean (24.65) than females (22.81), with variability very similar. These figures were not statistically significant. A review of



the indecisive means reveals a similar result, with both means falling around the overall mean of 38.41. Males had less variability ( $SD=2.75$ ) in score than females ( $SD=6.18$ ). Again, there were no significant differences statistically.

#### Item 19, Open Ended Question

Item 19 on the Career Decision Scale is an open ended question which provides the student with an opportunity to clarify or expand on prior items. It is stated as follows:

"None of the above items describe me. The following would describe me better: (write your response below)."

For norming and comparison purposes, the university year the student is currently in can be identified as follows:

1st year-Freshmen

2nd year-Sophomore

3rd year-Junior

4th year and above-Senior

The responses are recorded as follows, and are verbatim.

"I know what I want to do, and I have a few other things in mind if I can't do that, but almost all of my preparation is toward my first choice." (20 year old

male, 4th year Political Science)

Ind- 26, 56%

"I have already declared a major and will graduate next year. I have narrowed my choices down to education or administration." (20 year old female, 4th year History)

Ind- 29, 80%

"I know what I wish to major in (even though I was torn between two difficult things) but I always wonder if I should have taken the other option. The major I have selected is good but I don't know what I'll do with it. It is a very discouraging time for becoming employed." (20 year old male, 3rd year Physics)

Ind- 38, 91%

"I am a hardworking individual and I plan on pursuing a career in physiotherapy or nursing. I would like to work in the medical field since I have personal satisfaction in helping others." (19 year old female, 3rd year Biology)

Ind- 33, 85%

"There are many areas of study that interest me but I find I am choosing only ones that can lead to a job when I graduate and therefore, I feel I am missing out

on other learning experiences because these areas are not regarded as having job potential. The difficulty is not in finding something that interests me but rather something that will employ me, and this has proven difficult indeed." (20 year old male, 3rd year Biology)

Ind- 31, 74%

"There are a lot of things I am interested in. I have a hard time pinpointing the one that I like the most. That's my major problem in choosing what my career will be." (20 year old male, 1st year, undecided)

Ind- 27, 48%

"I am a person who takes the time to analyze and think things over to the point so I know what I am going to do with my life (career wise). I am a (sic) ambitious person who will try all aspects to get what I want." (21 year old female, 3rd year English)

Ind- 18, 21%

"I have decided, through taking various courses in high school & university, the career of my choice and I am following through with that at the present time. There has been no hesitation and I am certain I will be happy with my career choice beyond graduation." (19 year old female, 3rd year Primary Education).

Ind- 17, 16%

"I want a BSW degree but the fact of being turned down by universities I apply to discourages me. I wish I could have it now, at this point in my life, because waiting makes me anxious. I know I will work hard until I get it, even if it means leaving my home province." (20 year old female, 3rd year sociology-social work).

Ind- 39, 92%

"I have known that I have wanted to become a lawyer since the age of 12. Have always obtained the marks necessary to reach that goal & hopefully will continue to do so. Though doing 'useless' degrees at the moment I hope to end up with a very useful and practical degree in law." (20 year old female, 4th year Political Science and History).

Ind- 20, 38%

"I'm interested in several areas, all of which are equally appealing, so I would kind of like to try them all. The availability of jobs in certain areas will probably be one of the determining factors in my career decision." (21 year old female, 4th year French)

Ind- 27, 75%

"Although I am positive in my career choice the opportunities that are available to students who have just graduated are limited therefore I feel there should be more programs and other incentives for students who have made that choice." (24 year old female, 5th year Psychology-Sociology)

Ind- 16, 12%

"I want to do everything. I want to fly airplanes, I want to teach history, I want to travel, I want to work in government, the French Foreign Legion, learn to speak Hebrew, drive a big ol' (sic) truck, play the banjo in a rag time band, become a brain surgeon, and build picnic tables on the week-end. Maybe that's why I'm working on 4 undergraduate degrees at the same time. I figure it's going to take me 3 or 4 hunred (sic) years to get it all done. The only thing I don't wanna (sic) do is to be a puppeteer. I got no interest in Ernie and Bert. And I don't wanna (sic) be no dancer, neither. I wouldn't mind being a lumberjack, though. Or a bullfighter..." (27 year old male, 5th year Statistics).

Ind- 19, 21%

"I am currently finishing the last course for a B.A. I have retail experience, I don,t want to work retail, I

am also a seamstress, at which I work part time, but have come to realize it will not be my career. I have many interests, but am somewhat limited I believe by a B.A. with English/history as major & minor." (27 year old female, 5th year English).

Ind- 40, 96%

"I've decided on a career and feel more comfortable with it. However it wasn't easy to find enough info. (sic) and qualified help. So I had to rely mostly on myself. To have a special test would be very helpful for me." (29 year old male, 1st year General Studies).

ind- 28, 52%

"I know what I want to do, my major is right for it, however due to current entry restrictions on my career choice, it is not attainable for me, so what now??? Get more education? Take a menial job and wait? Try and develop a new career goal? Who knows???" (24 year old male, 6th year B.A./B.Comm.).

Ind- 34, 86%

"I know what I want to do, however, it will take a while to become established in this profession, so I need to find something to do in the meantime. This is what confuses me." (21 year old male, 4th year

History).

Ind- 31, 80%

"I am completing a B.Comm along with a B.A.in Economics. I am quite comfortable with this decision but I'm not exactly sure which area in this field that I would like to pursue. However, I feel that with a little more knowledge and experience in this area, my decision will be easily made." (22 year old male, 4th year Business-Economics).

Ind- 22, 36%

"I am currently completing an honours degree in Biology. My main concern now is starting a master's program, I may have to leave Newfoundland and that is a concern because I'm not sure which university is better and whether or not I will get a good supervisor. I know what field I am interested in - wildlife conservation-environmental impact assessment on wildlife and I have a project (master's) ready to go but a university has not been selected. I know I want to complete a master's degree but I wonder how much further I have to go after that. I want a career job that I enjoy but these days there are so many uncertainties with respect to getting a job after years of study." (22 year old female, 5th year Biology).



Ind- 20, 38%

"I was uncertain until recently about the direction which I wish to take with my career. I have decided that I will further my studies in a field which I have already completed a major in. Yet, I cannot say that I feel totally secure, due in large part that there is still no guarantee that I will gain employment once I have completed my studies." (22 year old male, 5th year Economics).

Ind- 30, 74%

"Eager to enter graduate work or employment in general but also hesitant and slightly nervous that I won't succeed." (24 year old female, 5th year Psychology).

Ind- 29, 80%

"I decided to change university programs before I waste any more time at something I don't want to do." (21 year old male, 3rd year Engineering).

Ind- 39, 92%

"I'm an average well spoken student who is interested in other people. I am also very sarcastic and opinionated. I have known which career I would pursue as my lifetime work since entering university." (30

year old male, 5th year Religion).

Ind- 19, 21%

"I do not have the finances to enter my career choice, or program of study, so I must consider alternative plans. Geographical location stifles (sic) my career decision, therefore career choices can be limited." (24 year old female, 6th year Theatre-Arts-History-English).

Ind- 25, 70%

## Discussion of Results

### Open Ended Question

Of the 50 people surveyed, 24 persons (48%) answered the open-ended question. This question provided a wide range of descriptive reasons for career indecision and offered new insights into the thought process of the sample. Two well identified reasons for career indecision coming from this analysis are in the areas of employment availability and program availability and eligibility.

### Employment Availability

"There are many areas of study that interest me but I find I am choosing only ones that can lead to a job when I graduate and therefore, I feel I am missing out on other learning experiences because these areas are not regarded as having job potential. The difficulty is not in finding something that interests me but rather something that will employ me, and this has proven difficult indeed." (20 year old male, 3rd year Biology)

This statement clearly indicates the reason for this young man's career indecision and is consistent with the rationale for this study. As earlier identified, the poor employment prospects and current media exposure of employment doom and gloom have a profound effect on career indecision. For these individuals, as identified in the sample and described by their own statement, the perceived availability of employment stands as the largest contributor to their level of career indecision. Therefore, as the literature indicates, these persons may not fall under the category of developmentally undecided, or undecided due to psychological reasons.

Under the developmental model, the premise is that the person cannot make a career choice because they have not been provided with enough information on the world of work

(occupations), university programs, and/or the link between the two. Supposedly, by exposing these individuals to the Strong-Campbell Interest Inventory, course descriptions and required skills development, their career indecision can be lowered. Obviously, for the persons who do not think there are any jobs available or for whom there are no jobs available, developmental techniques will not have the desired effect of lowering indecision.

Example:

"Although I am positive in my career choice, the opportunities that are available to students who have just graduated are limited, therefore, I feel that there should be more programs and other incentives for students who have made that choice." (24 year old female, 5th year Psychology-Sociology).

The category of being chronically indecisive due to psychological reasons such as anxiety, fear of success, etc. may be used to describe individuals who cannot make up their minds because of these reasons. In other words, because of poor coping mechanisms, a person's state or trait anxiety is so high (s)he cannot make a career decision until these issues are addressed. This explanation could be explored if a survey instrument could document the anxiety and correlate it with high career indecision; however, in many of the sample cases, the persons

have made a choice; but they cannot pursue it because of labour market conditions.

Example:

"I was uncertain until recently about the direction which I wish to take with my career. I have decided that I will further my studies in a field which I have already completed a major in. Yet, I cannot say that I feel totally secure due in large part that there is still no guarantee that I will gain employment once I have completed my studies." (22 year old male, 5th year Economics)

Program Availability and Eligibility

"I want a BSW degree but the fact of being turned down by universities I apply to discourages me. I wish I could have it now, at this point in my life, because waiting makes me anxious. I know I will work hard until I get it, even if it means leaving my home province." (20 year old female, 3rd year Sociology-Social Work)

The second reason described as contributing to the level of indecision is explained by the foregoing statement from a 20 year

old, third year, sociology student who wanted to get into the School of Social Work. This young lady knows what she wants to do and will leave the province if necessary to get into the field of social work, yet her indecision score is at the 92nd percentile, in the chronically indecisive range according to the CDS manual (Osipow, 1980). Without the explanatory note from Item 19, this woman would be labelled chronically career indecisive and likely to suffer from an underlying psychological dysfunction as per Fuqua and Hartman (1983). However, the open-ended question clarifies this and we can surmise that this is not the case. This person knows what she wants, but she is prohibited from doing it.

Evidence of this can be again seen from the following comment:

"I know what I want to do, my major is right for it, however due to current entry restrictions on my career choice, it is not attainable for me, so what now??? Get more education? Take a menial job and wait? Try to develop a new career goal? Who knows??? (24 year old male, 6th year B.A., B.Comm)

According to the CDS manual (Osipow, 1980), this 24 year old male, scoring at the 86th percentile on the indecision scale, would be classified as highly indecisive - chronic in nature. As with the previous young woman, this performance would be

suggestive of an underlying psychological disorder. Yet, we know that this man has explicitly indicated that his major is right, but because of current entry restrictions on his career choice, it is unattainable. The intern remembers this man, who was provided individual career counselling and was absolutely certain of his career choice. He wanted to get into the Canadian Armed Forces, or the Royal Canadian Mounted Police, and if there ever was a person who was suited for these structured roles, this person was. The Strong Inventory (1985) identified this man as an extreme Realistic Theme, rugged, robust, practical, physically strong, and identified people in the military occupations as those to which he had the most similar interests. This man was a powerfully built young man with a crew cut and a strong desire to wear a uniform. The problem lies in the fact that he is a white, educated, English speaking, able bodied, and male; currently these characteristics put him near the bottom of the eligibility list for entrance into those occupations (Interview, Sgt. Keith Thorne, CM SSA, Canadian Air Force).

"I have known that I have wanted to become a lawyer since the age of 12. Have always obtained the marks necessary to reach that goal and hopefully will continue to do so. Through doing useless degrees at the moment I hope to end up with a very useful and practical degree in law." (20 year old female, 4th year Political Science, History)



This was a person to whom the intern spoke in the CPC; she was waiting to get accepted into law school. Her indecision scale score was at the 38th percentile, putting her into the developmentally undecided range, yet she had a very definite career goal and was simply taking more courses to boost up her grade point average. Her average was already in the vicinity of 85% (subjective) and she had enough courses to graduate, but because she could not get into a law school, she was doing courses until she became accepted. This person is not undecided... frustrated maybe, but not career undecided.

### Other

Other contributing reasons to career indecision which can be hypothesized from the question 19 answers are given as follows:

"I know what I want to do, however, it will take a while to become established in this profession, so I need to find something to do in the meantime. This is what confuses me." (21 year old male, 4th year History)

Persons know what they want to do but realize that it will be some time before they can become self supporting in their chosen profession.

"Eager to enter graduate work or employment in general but also hesitant and slightly nervous that I won't succeed." (24 year old female, 5th year Psychology)

This person is hesitant because of a shortage of self confidence.

"I do not have the finances to enter my career choice, or program of study, so I must consider alternative plans. Geographical location stifles my career decision, therefore career choices can be limited." (24 year old female, 6th year Theatre Arts, History, English)

This person identifies two contributing factors to career indecision.

- \*Financial shortages

- \*Inability to change geographic location.

### Empirical Results

#### Counselling Centre Services and Contextual Factors

In discussing the empirical results, counselling centre services, contextual factors, and demographics as revealed by the

one-way and two-way analysis of variance will be reviewed. In addition, the effects of the same variables on the identified subgroups of undecided and indecisive students will be studied.

One-way analysis of variance revealed one significant effect from the Memorial University Counselling Centre services; this was the practice of using the Career Planning Centre. There was a significant difference between the group of clients who had never used the CPC and those who had, resulting in lower career indecision for persons who used the CPC on previous occasions. The CPC service seems to have a positive effect in helping persons become more comfortable with their career choice. One possible explanation for this was put forward by Kerr (1982) as the setting itself. She studied the effects of three different career counselling environments on client perceptions of the environment and client behavior. Her results indicated that the career resource centre (analogous with CPC) was perceived in a more positive manner and was associated with a higher proportion of clients returning for career exploration than a professional office or interview room (Kerr, 1982).

A description of the resource centre used in the University of Missouri Counselling Centre (Kerr, 1982) is as follows:

The resource centre was actually one corner of an open work area in the Career Planning and Placement Centre,

a unit of Counselling Services. The space was furnished with tables and chairs, many information racks, bookcases, and an attractive carpet. The walls were covered with bulletin boards and colorful posters relevant to vocational exploration. The racks and bookcases contained occupational information pamphlets and college catalogues...(p. 212).

This is quite similar to the setting of the CPC at the Memorial University Counselling Centre Services, where this study was conducted, and therefore, analogous conclusions can be suggested. In the Kerr (1982) study, the clients found that the professional counsellor's office was intimidating, had a stigma attached and would probably be more conducive to personal counselling than career counselling. It was felt that the counsellor's office, because of the stigma attached, would discourage vocational clients. In this regard, the effects of the setting on clients' comfort and resulting motivation to return for further career exploration are interrelated.

The previous result could also be related to the effects of receiving individual career counselling via appointment at the university counselling centre. This factor revealed an interesting trend, in that those clients who received individual counselling had higher mean indecision scores than those who did not. Although this factor was not statistically significant, it

does warrant discussion because of its implications to the counselling service. For example, what is the most important contributing component here, the setting, client, or service? From this exploratory research study, this cannot be determined, but in keeping with the other findings of this study and the literature, each of these three components deserves mention. If the setting creates a significant impact on client choice, then one could reason that only more chronically indecisive clients, those with problems of a personal nature, would be seeking individual help. This is because the stigma would have a less pronounced effect on these clients who possibly feel that their inability to choose a career cannot be overcome through their own means. Thus, the persons presenting for career counselling would be more resistant to standard career counselling. Barak, and Friedkes (1982) hypothesized that career indecision affected career counselling effectiveness and those undergraduates who experienced "personal conflict" (p. 120) gained the least from the process.

Another mediating factor contributing to this result, as mentioned, would be the counselling service itself. One of the standard approaches to career counselling at the MUN Counselling Centre, and the one employed by the intern, consisted of an intake interview, homework assignment of the Self Directed Search (Holland, 1985), Strong Inventory and explanation and tour of the Career Planning Centre. The effect of this information may be

one of increasing indecision because of the heightened awareness of occupations and interests never before explored. Thus, the client who came in with one or two unexplored questions may leave the process with ten or twelve new questions and/or doubts about their original tentative career choices. This phenomenon was explored in a study by Healey and Mourtou (1984), who tested the hypothesis that an abbreviated Self-Directed Search (SDS) would increase self estimated career knowledge and decision making of students. What they found was that both self estimates of career knowledge and career decision-making decreased after the intervention. They proposed several reasons why self estimates decreased, including that "review of the SDS may have pointed out issues related to career that the students had not considered and juxtaposing their fit for different work environments through scoring the SDS may have led students to question whether they had considered enough facets of work in their past decision making or recognizing that more occupations than they thought fit their personalities" (p. 60). With this in mind, one possible reason for the higher indecision scores after individual career counselling could be the fact that new possibilities have come into the client's conscious awareness, prompting heightened career exploration possibilities. In this sense, a higher indecision score could be indicative of heightened career exploration and an added awareness of possibilities. This can be tied in with the variable which explored how many times the clients used the CPC before. This variable analysis did not show

any significant statistical differences, but did offer a trend. In this case, mean indecision scores steadily increased with usage until clients visited the CPC five times. After that, six times or more, showed a mean indecision score decline. It has often been said that education, when it is effective, raises more questions than it answers. As more information is provided, more questions are proposed, until a person has gathered enough information to begin to feel comfortable enough to initiate the decision-making process. The author proposes that this is what could be happening at the CPC and would go along with explaining the significantly lower overall indecision scores for persons who have used the Centre before and the higher indecision scores for those clients receiving individual career counselling. Further proposals, including the possible improvement of services, will be examined in the Summary and Recommendation section of this report.

### Demographics

Age. While there were no significant differences in indecision scores with the three age groups, the eldest grouping (24+) had the lowest mean indecision score of 27.38, with the middle group (21-23) showing the largest mean of 30.00. The same argument used previously could be applied here; that is, as students get their first university exposure, they have tentative career choices with which they become increasingly uncomfortable



as they experience more and have to process more information (usually between the ages of 21-23). Once they have accumulated enough information about their knowledge of self and person-environment fit, they become more comfortable with their decisions and experience a reduction of indecision. This satiation phenomenon will be discussed again, when year of study is discussed.

The norming table results in the Career Decision Scale Manual (Osipow, 1980) may help in clarifying this matter. The mean indecision score in the Osipow manual for ages 19-20 was 26.41, while the corresponding age group mean for the present study was 28.07. For the 21-22 age group, the Osipow manual showed a mean indecision score of 25.32, as compared to 30.00 for the present study, while the 24+ group registered as 25.31 in the Osipow manual and 27.38 in the current study. The manual means for ages 19 and 20 were averaged, as well as the 21 and 22 group. The manual final grouping was 23+, while the study final grouping was 24+. Here one sees a different perspective, with the manual norms showing steadily declining indecision scores as the students aged. However, the most striking feature of this comparison is the consistently higher indecision scores registered by the students polled in this study. To offer a partial explanation of this difference, one can revisit the rationale for the research in which it was proposed that because of the negative economic times, students at Memorial would be

expected to show high levels of career indecision. Using the CDS manual provides an opportunity to validate that rationale, as the scores are indeed higher in each age group.

The nonsignificant results here are consistent with the literature, which presents a mixed picture. Two studies, Niece and Bradley, 1979 and Osipow, 1978 (as cited in CDS Manual - Osipow, 1980) reported significant age differences on the CDS, with older students showing lower indecision scores. Other studies such as Hartman, 1980 and Limburg, 1980 (as cited in Osipow, 1980) failed to find any significant effects of age on indecision scores.

Year of Study. There were no significant differences found in this study in relation to year of study; however, the highest indecision scores were registered by third year students. If one postulates that most students in their third year of study are somewhere in the 21-23 year age group, and that first and second year students fall in the 19-20 year group, one can see some similarities with age indecision scores. The norming tables in the CDS manual show first and second year students having mean indecision scores of 27.50 compared to 28.07 for the study mean (ages 19-20). For third year students, the manual mean is listed as 30.00, equivalent to the study mean of 30.00 (ages 21-23). Fourth year students and beyond show a manual mean of 28.83 as compared to 27.38 for the current study (ages 24+). Again, the

same hypothesis can be proposed, that of satiation of information in the third year (21-23 years), allowing students to become more comfortable with their decision making.

If one were to compare this study's results with the normative results from the CDS manual (Osipow, 1980), one could observe the following: CDS manual first 28.38, second 28.75, third 25.90, and fourth 25.14, while corresponding study means were identified as, first 28.00, second 27.00, third 30.00, and fourth 28.83. Here one can see the normative data for college students (Osipow, 1980) in a continuous downward trend, with steadily lower mean indecision scores as one progresses in college or university. As shown previously, this study's results show a peak indecision score at third year. It is interesting to note that the first and second year groups in this study had lower mean indecision scores than the normative data for college students from the Osipow manual (1980), while third and fourth year groups in this study had higher mean indecision scores when compared with the manual. It should also be noted, of course, that the sample in the manual represents student/employment circumstances of the 1970's, not those of the 1990's, as this study represents.

Gender. The mean indecision scores in this study for males and females were virtually indistinguishable, separated by a .02 difference. As reported earlier, investigations into sex

differences have been inconsistent, with reports showing either less indecision in males (Gordon and Osipow, 1976A as cited in Osipow, 1980) or for females (Taylor, 1979A as cited in Osipow, 1980). A number of other reports show no difference at all, including: Cellini, 1978; Limburg, 1980; and Sutera, 1977 (as cited in Osipow, 1980). In fact, since the Career Decision Scale has not indicated gender differences, the accompanying manual (Osipow, 1980) suggests that responses for males and females need not be separately analyzed.

In keeping with the previous discussion on age and university year, the indecision means identified in this study were again higher than the norming groups identified in the Osipow (1980) manual. The male indecision mean for this study was 28.75 as compared to 26.83 for the CDS manual mean, while the study female mean was 28.73, compared to 26.88 for the CDS manual female mean. Consistent with the rationale, indecision scores were found to be higher in this study than established norms from the Osipow manual norming group.

#### Two-way Interactions

Two-way interactions were analyzed to determine if there were any specific combinations which would add further clarification or new information as to Counselling Centre services. In addition, by performing this type of analysis, certain confounds

could be eliminated or isolated to provide a clearer picture of effects. This was the main reason for including the question which looked at whether the clients had received individual counselling in high school. However, when this was analyzed, the two-way interactions revealed no new significant effects. In fact, none of the two-way interactions yielded anything of significance; therefore, discussion will be limited, as most salient points were covered in the previous discussion on the one-way interactions.

Throughout the analysis, the only significant results were found in the main effects of having used the CPC before. In all cases, having used the CPC resulted in significantly lower indecision scores, regardless of which other variable it was paired with. This is in stark contrast to the Limburg, 1980 study (as cited in Osipow, 1980) involving college students, in which she found that subjects who sought assistance at a career centre or through career planning classes scored higher on the Career Decision Scale, reflecting greater career indecision than non-seekers.

#### Indecisive Subtypes: Indecisive and Undecided

The literature review highlighted the popular identification and distinction of various subtypes of career indecision. Two of the more popular classifications of career indecision were career

undecided and career indecisive. Career undecided persons are seen as developmentally normal and have merely delayed a career decision in order to gather more information about themselves, occupations, or the process of career decision making, (Solomone, 1982). In addition, Holland and Holland (1977) noted that "a large proportion of undecided students are doing what intelligent adults do - delaying some decision until reality arrives" (p. 412). This is in contrast to career indecisive individuals who "are unable to make occupational decisions despite the availability of career related data," (Goodstein, 1972 as cited in Kaplan & Brown, 1987, p. 148). This inherent inability to make a career decision is often related to "underlying psychological dysfunction" (Hartman, Fuqua & Hartman, 1983, p. 103). As such, career indecisive individuals are more difficult to counsel and may require different interventions and longer treatment terms (Holland & Holland, 1977).

The CDS manual (Osipow, 1980) used scores at the 85th percentile or greater to identify indecisive persons, while those scoring below the 85th percentile were identified as undecided. These same cut off points were employed to subdivide the indecision scale into undecided and indecisive groupings, the results of which were presented in the previous section. In this section, both empirical and descriptive results are of interest.



With the identified undecided group the first result which stands out is the insignificance of having used the Career Planning Centre. Prior to the subtype analysis, this variable was one of the only significant effects observed at the .05 level. However, this effect does reach significance at the .10 level and holds to the theoretical rationale behind the label of "developmentally undecided". In this case, exposing students to the CPC did lead to lower career indecision. In keeping with the indecisive disposition, "... such people should be especially difficult to help because they suffer from a complex cluster of maladaptive attitudes and coping behaviors," (Holland & Holland, 1977, p. 413); the identified indecisive group did not respond to visiting the Career Planning Centre to any significant degree.

Receiving individual career counselling at the MUN Counselling Centre did make a significant difference to the undecided group; however, it was in the opposite direction from what would normally be predicted. Here, the persons who received career counselling recorded significantly higher indecision scores than those who did not; this group, the developmental group, should have responded as per the previous research. Possible reasons for this could be as previously mentioned, the ineffectiveness of the standard two session approach to career counselling, the setting itself, the type of individual seeking counselling, or some other unexplained and unrecognized factor. Barak and Friedkes (1982) hypothesized that career indecision



affected career counselling effectiveness. Their subjects, university undergraduates, went through a standard counselling process. They found that clients who "lack structure" gained the most from treatment, while clients who "perceived external barriers" and who experienced "personal conflict" gained the least (p. 120). Their categories were formed by grouping several of the individual CDS questions associated with each description and applying an intervention. Although this type of analysis is outside the scope of this research, further study in this regard could provide interesting results.

The group identified as indecisive did not respond in a significant fashion to individual counselling, as expected from the literature descriptions; however, in this subgroup the mean indecision score was lower for those individuals receiving career counselling. This represents somewhat of a paradox and presents a mixed picture. In addition, neither the undecided nor indecisive groups responded in any significant way to career interventions offered at the high school level. This information should be guarded in its interpretation, as one has no idea of the types of interventions offered these students. Neither year, age, nor gender offered any new information to the existing interpretations.

It would be interesting at this point to include reasons for being either undecided or indecisive as proposed by various

researchers in describing the two groups. Then the descriptions from the open-ended question will be analyzed and separated into undecided or indecisive (using the 85th percentile cut off) categories and compared to the findings of the various studies.

Undecided reasons could include the following: "Bright students who have not chosen a specific vocation may be delaying that choice because they are capable of doing many things and therefore, have many more alternatives open to them." (Baird, 1968 as cited in Solomone, 1982, p. 497).

Study Example:

"There are many areas of study that interest me but I find I am choosing only ones that can lead to a job when I graduate and therefore, I feel I am missing out on other learning experiences because these areas are not regarded as having job potential. The difficulty is not in finding something that interests me but rather something that will employ me, and this has proven difficult indeed." (20 year old male, 3rd year Biology)

Indecision 74th percentile

Students "may have a complex and creative outlook about the world of work" (Holland and Nichols, 1964, as cited in Solomone, 1982, p. 497).

Study Example:

"There are a lot of things I am interested in. I have a hard time pinpointing the one that I like the most. That's my major problem in choosing what my career will be. (20 year old female, first year no major)

Indecision 48th percentile

"Besides having many capabilities, some students have many varied interests or have interests that have not yet crystallized, their interests may continue to shift as new experiences occur". (Solomone, 1982, p. 497).

Study Example:

"I'm interested in several areas, all of which are equally appealing, so I would kind of like to try them all. The availability of jobs in certain areas will probably be one of the determining factors in my career decision." (21 year old female, 4th year French)

Indecision 75th percentile

"Students may recognize that they need more information about various occupations, job demands, educational requirements, and so on." (Solomone, 1982, p. 497).

Study Example:

"I've decided on a career and feel more comfortable with it. However it wasn't easy to find enough info. and qualified help. So I had to rely mostly on myself. To have a special test would be very helpful for me."  
(29 year old male, 1st year General Studies)

Indecision 52nd percentile

"A recognition that there is a need for information about how to decide on a vocational choice may cause choice delay."  
(Solomone, 1982, p. 497).

Study Example:

"I know what I want to do, and I have a few other things in mind if I can't do that, but almost all of my preparation is toward my first choice." (20 year old male, 4th year Political Science)

Indecision 56th percentile

"An uncertainty about one's vocational aspirations and goals and about the type of work environment in which one will prosper may cause hesitation about making a vocational choice."  
(Solomone, 1982, p. 497).

Study Example:

"I'm interested in several areas, all of which are equally appealing, so I would like to try them all. The availability of jobs in certain areas will probably be one of the determining factors in my career decision." (21 year old female, 4th year French)

Indecision 75th percentile

"Students may be uncertain about the economic practicality of a long considered vocational goal and may wish to reconsider the plan." (Solomone, 1982, p. 497).

Study Example:

"I know what I want to do, however, it will take a while to become established in this profession, so I need to find something to do in the meantime. This is what confuses me." (21 year old male, 4th year History)

Indecision 80th percentile

Indecisive reasons could include the following: In the Holland and Holland study of 1977, "the indecisive disposition" (p. 413) was not separated from the undecided category but their description was very fitting to the indecisive category and is given as follows:

the indecisive dispositions .... is seen as the outcome of a life history in which a person has failed to acquire the necessary cultured involvement, self confidence, tolerance for ambiguity, sense of identity, self and environmental knowledge to cope with vocational decision-making as well as with other common problems. Such people should be especially difficult to help because they suffer from a complex cluster of maladaptive attitudes and coping behaviors. (Holland & Holland, 1977, p. 413).

#### Study Examples:

"I know what I wish to major in (even though I was torn between two difficult things) but I always wonder if I should have taken the other option. The major I have selected is good but I don't know what I'll do with it. It is a very discouraging time for becoming employed."  
(20 year old male, 3rd year Physics)

Indecision 91st percentile

"I decided to change university programs before I waste any more time at something I don't want to do." (21 year old male, 3rd year Engineering)

Indecision 92nd percentile

Another reason put forward by Munley, 1977 (as cited in Solomone, 1982) is that:

"Persons without a clear sense of identity may not just be undecided about vocational goals, but, instead, may not understand who they are or how they fit into society. Thus, such individuals may well be unable to make vocational or life decisions." (p. 497)

#### Study Example:

"I am currently finishing the last course for a B.A. I have retail experience, I don't want to work retail, I'm also a seamstress, at which I work part time, but have come to realize it will not be my career. I have many interests, but am somewhat limited I believe by a B.A. with English/History as major and minor." (27 year old female, 5th year English)

Indecision 96th percentile

Goodstein (as cited in Solomone, 1982) brought out the role of anxiety in his 1965 study and described the indecisive person as follows:

"For the indecisive person ... Goodstein hypothesized anxiety as an antecedent to the decision making process and thus a major etiological factor with which counsellors must deal. Although there has been sufficient opportunity for indecisive individuals to



acquire self and environmental information, having to make a vocational decision arouses so much anxiety that they become immobilized and are unable to decide." (p. 498).

#### Study Example:

"I want a BSW degree but the fact of being turned down by universities I apply to discourages me. I wish I could have it now, at this point in my life, because waiting makes me anxious. I know I will work hard until I get it, even if it means leaving my home province." (20 year old female, 3rd year Sociology/Social Work)

Indecision 92nd percentile

The preceeding discussion on the undecided and indecisive client, supplemented with examples from previous studies and the present study, highlights the necessity for alternate and individualistic methods of career counselling, career education, and exploration. The present study not only provided examples of the indecisive and undecided client but has also provided reasons for career indecision which may be categorized under a different descriptor. These persons have elements of both the indecisive and undecided client, but are suffereing from *market driven indecision* (italics added). The major reasons for market driven career indecision were summarized earlier in the open-ended

question analysis and include: employment availability, university program availability for those careers in demand, and occupation entrance eligibility as determined by government human resource policy to protect and enhance the employability of minorities.

The final chapter of this report will summarize the internship and its activities and the findings of the research study, formulate hypotheses and make recommendations for both the Memorial University Counselling Centre as per services, and for future investigations into the area of career indecision.

## CHAPTER FIVE - SUMMARY &amp; RECOMMENDATIONS

## Summary

The results of the internship study on career indecision revealed some interesting findings. First, the CPC service had a significant impact on career indecision as it was associated with lower scale scores. Second, individual career counselling, both at the secondary level and the MUN Counselling Centre, was not indicative of lower career indecision. In fact, persons receiving individual career counselling at the MUN Counselling Centre were found to be highly uncertain about their occupational futures, and in many cases, were identified as chronically indecisive. Third, the sub-analysis of indecision scale scores, using the popular categories of undecided or indecisive, revealed that 34% of the sample could be classified as having the indecisive label (Osipow, 1980). Thus, these people could be identified as being chronic in nature, whose career indecision is best characterized by underlying psychological dysfunctions requiring "longer term personal/emotional counselling" (Fuqua & Hartman, 1983). The fourth major finding came from the descriptive analysis, as revealed in the open ended question of the CDS. This finding revealed that many of the students in the sample knew what occupations they wanted to pursue, but suffered from career indecision because of employment availability, program availability, and/or lack of occupation and program

eligibility. In the previous discussion, career indecision resulting from these external forces was given the label "market driven indecision". These forces are a result of current conditions in the labour market, which are driven by: economic sources of supply and demand; political decisions which determine eligibility to government controlled agencies (ie. R.C.M.P., Armed Forces); funding approval; and socially backed eligibility decisions which include demands for minority representation. These social, political, and economic forces have interacted to produce a psychological and philosophical climate which is not conducive to career decision-making and the standard approach to career counselling. Thus, the decision-making process is constrained by a contextual factor referred to in the literature as the ZEITGEIST, the spirit or intellectual climate of the times (Schultz & Schultz, 1992). Therefore, as counsellors, what we are dealing with are not just career issues, but personal and political issues as well. They are inextricably interwoven. Based on these findings, recommendations will be suggested from the perspective of the Counselling Centre services and future research into career indecision.

#### Counselling Centre Services Recommendations

From a counselling center service perspective, two suggestions might be considered, which include expansion of the

Career Planning Centre service and modifications within the delivery of the individual career counselling procedure.

### Career Planning Centre

Kerr (1982) suggested that the career planning centre setting encouraged a much more favourable response from students involved with the career development process. She suggested that the "stigma associated with going to the counsellor's office" (p. 217) could discourage a large number of vocational clients. Indeed, the present research suggested that the CPC setting at Memorial has a positive influence on indecision scores. With this in mind, the following ideas could be explored to expand the CPC service:

#### 1. Career Decision-Making Classes

Classes or seminars in problem-solving approaches and decision-making models applied to career decision-making could be offered to students through advertising media at the CPC. These courses could be offered in group format, as are the Learning Enhancement Programs that are currently conducted by Mr. Lester Marshall. Olson, McWhirter, and Horan (1990) suggest a decision-making model applied to career counselling, which includes four points. They are: (1) conceptualization of the problem; (2) enlargement of response alternatives; (3) identification of

discriminative stimuli and (4) response selection (p. 110). This type of information could clarify some of the issues surrounding career decision-making and enhance the decision to seek individual counselling by eliminating or reducing the stigma attached to counselling.

## 2. Labour Market Data

Provincial, federal, and possibly global information regarding career and occupational areas in demand could be made available through the CPC. This information is available on a monthly basis from the local Human Resource Development (HRD) office, formerly Canada Employment and Immigration Centre (CEIC). In addition, local HRD employees could offer information seminars through the CPC location. This point is especially pertinent now that the MUN student employment services have been relocated to another physical location on campus.

## 3. Physical Expansion

The existing CPC is located in a very small section of the MUN Counselling Centre. With the recent departure of some student employment services (HRD), there now exists room for enlargement of the facility. An expanded facility would increase the efficiency of an already proven effective service.

### Career Counselling Service

Recommendations designed to enhance career counselling services include: professional development for counsellors, career counselling in group format, and the integration of career and personal counselling.

#### 1. Professional Development for Counsellors

Bailey, Bruce, Rotter, and Sampson (1992) conducted research in the Improved Career Decision Making (ICDM) program, developed by the National Occupational Information Coordinating Committee in the United States. This program is a comprehensive introduction to the use of career information in the counselling process. It is a competency-based model that "is designed to help counsellors increase their knowledge and use of labor market information in career counselling" (Lloyd, 1990, p.1 as cited in Bailey, Bruce, Rotter, & Sampson, 1992). The authors describe a national survey of adult workers, conducted by the Gallop organization which revealed striking results of the need for systematic approaches to career decision-making. Some of the results concluded that, "44% said that not enough attention was devoted to providing help to students in choosing careers", and that "25% of adults revealed that career information was not available when they were making career decisions" (p. 146). The recommendations generated from the survey included greater access



to career information and the need for more professional assistance with career choice (Bailey, Bruch, Rotter, & Sampson, 1992).

The need exists for continuous professional development in career counselling education. This is especially so for counsellors who are isolated by virtue of geographic location, professional function, and designation. For example, the professional counsellors at the MUN Counselling Centre have little or no opportunity to avail of professional development programs unless they leave the island. A program such as the Improved Career Decision Making (ICDM), modified to reflect Canadian labour market conditions, would be of great benefit to the professional development of career counsellors. A brief description of the ICDM given in Bailey et. al., (1992) is as follows:

The Improved Career Decision Making (ICDM) program developed by the National Occupational Information coordinating Committee (NOICC) is a competency-based model that "is designed to help counselors increase their knowledge and use of labour market information in career counseling" (Lloyd, 1990, p.1). The program takes about 2 days to complete and includes large-group, small-group, and individual activities. The following topics are included: (a) overview of ICDM; (b) the changing workplace; (c) changing information; (d) changing decision making; (e) changing

career counseling; (f) labor market information; (g) labor market concepts; (h) classification systems/resources; (i) action planning; (j) federal, state, and local labor market information; (k) career information delivery systems; (l) decision-making matrix; (m) special needs; (n) group counseling video activity; and (o) action planning activity. The use of case studies and video presentations enriches the program. (p.147)

## 2. Career Counselling in Group Format

Throughout this study, it has been highlighted that the career indecisive client is different from the career undecided client, and may require a different approach to be successful in career decision-making. Butcher (1982) proposed that the indecisive client would benefit from a group counselling format. She points out that many approaches to career counselling fall short because "First, by focusing primarily on individual counselling, current models...are often limited in their usefulness. In many instances, schools, agencies, and industry do not have the trained personnel or the time to provide individualized career planning services... A second limitation of current models is that while they may specify using intervention strategies for indecisive versus undecided clients, they present no clear mechanism linking these strategies. This

perpetuates an illusory dichotomy between personal and career issues..." (p. 202).

To overcome these limitations, Butcher proposed a three stage process model for group career counselling which would overcome the stated limitations and yield advantages as follows:

First, the dichotomy between intervention strategies for indecisive and undecided career clients is removed. The group process model allows the client to develop a healthy self-concept (the task of indecisive clients) and subsequently to implement that self-concept in a rational, decision making process (the focus for resolving indecision).

Second, group process approximates both the content and context of the world of work more closely than other forms of intervention. Clients are being themselves with other people in a social situation, rather than being isolated in individual counselling or a passive recipient of instruction and guidance.

A third advantage of the group process model is its emphasis on the individual as a responsible, active member. Each individual becomes an active contributor to the group's dynamics. The focus for indecisive clients thus shifts from external to internal control as they recognize their option

and responsibility to interact with others. (p. 204)

The model which Butcher has adopted is one modeled from Gazda. The three stages include: the exploration stage which focuses on increasing self-knowledge, establishing trust, and encouragement of risk taking; the transition stage which fosters reality testing and accurate self-assessment; and the action stage, which integrates the group as a working unit with members supporting one another (Butcher, 1982). For a pictorial presentation see Appendix J.

### 3. Integration of Career and Personal Counselling

The MUN Counselling Centre currently separates counselling issues into academic, career, and personal categories. There is room for overlap in personal and career counselling, partly due in nature to the use of the Holland codes in the Self Directed Search and the Strong Inventory, which are currently used in the career counselling process. Both of these instruments look at personality types (ie. realistic, social, investigative, enterprising, conventional, artistic) as being integral components. In essence, the instruments are designed to measure and interpret personal interests as they relate to certain occupations and the world of work. However, both the literature and the current research points to the necessity of building on this process of integrating career and personal counselling.

Indeed, this study highlighted the fact that current career counselling techniques, for whatever reasons, were not associated with lower career indecision. It also pointed out that a large percentage of the sample was career indecisive by nature, and may be resistant to standard career counselling techniques.

Donald Super (1993) alludes to the fact that pure dichotomies are rare and that career counselling is a part of situational counselling. He concludes that there are "essentially two kinds of counselling, situational and personal, that these are actually not a dichotomy but a continuum, and that the best counsellors are those who have sufficient training and flexibility to help a counselee deal with whatever combination of developmental and adjustment problems he or she confronts" (p. 136).

Betz and Corning (1993) argue that "career and personal counselling should not be viewed as different types of counselling because... the holistic philosophy of counselling emphasizes helping whole persons whose lives contain many important and meaningful roles ... and that there are numerous commonalities in the career and personal counselling process" (p.137). The authors point to various sources which describe the main ingredients of career counselling (ie. good communication and relationship building) as being interchangeable with the characteristics of personal counselling. In support of the

inseparability of career and personal counselling, they pose the question, "How many of us ... would easily sustain loss of, or failure in, our career without some threat to our level of self-esteem, life satisfaction, and psychological well being?" (p. 140-141).

Krumboltz (1993) is another proponent of the inseparability of career and personal counselling. The thrust of his argument is that "...career problems have a strong emotional component. Career indecision and procrastination may be better interpreted as zetophobia, the fear of career exploration" (p. 143). Examples of stated career problems which have underlying psychological, personal, and emotional components include:

- Locus of Control: Who is in charge of my career?
- Career Direction: If I am in charge, in what direction should I start?
- Career Obstacles: How can I hope to achieve my career goals when I face so many obstacles?
- Job Search Knowledge: How do I go about finding the kind of job I think I would like?
- Job Search Motivation: How can I keep looking for a job in the face of real and potential rejection? (Krumboltz, 1993, p. 144)

The intern remembers examples of these emotionally laden problems from the survey sample (open ended questions), and in many cases, indecision was very high. These problems are not often solved by standard career education techniques because they address knowledge deficits, not psychological problems. Indeed, Krumboltz sums this up nicely by saying, "we (counselors) have typically treated career problems as skill deficits or cognitive gaps. We have tended to overlook the tremendous anxiety associated with these decisions" (p. 145).

Davidson and Gilbert (1993) believe that what we do is firmly embeded in who we are as individuals. They echo the previous researchers by arguing that, "... career counselling with adults is the exploration of personal identity and meaning, both of which are fundamental to an individual's survival, well-being, and family life-style" (p. 149). The value one associates with oneself in our society is co-dependent with what one does occupationally. For many people, this co-dependence can produce huge emotional problems when career objectives are perceived to be unreachable. This perception of inadequacy is often magnified in a province such as Newfoundland, where career opportunities are limited by labour market conditions and socio-political boundaries.



### Recommendations: Future Research

Quite possibly, one of the most important distinctions a career counsellor can make involves the realization that the undecided client is, in a lot of cases, quite distinct from the indecisive client. While this may seem a trivial matter of word play at first glance, it is not and the implications for successful career counselling are indeed far reaching. Future research in this area should revolve around the identification and measurement of the psychological factors associated with the indecisive client.

"Some of the most convincing evidence of the complexity of career indecision is drawn from empirical studies of factors that relate to career indecision" (Fuqua, Blum & Hartman, 1988, p. 365).

Before any treatment direction can be determined, it is necessary to identify the underlying or presenting problems. This is the case in any counselling situation, whether it be career related or otherwise. Career indecisiveness is a multidimensional problem comprised of many variables and related to "serious psychological problems including situational and characteristic anxiety, self perceptual problems, and externalized attribution" (Fuqua & Hartman, 1983, p. 28). Solomone, 1982 as cited in Fuqua and Hartman, 1983, described the

type of person who fails to benefit from the traditional developmental approach as "an individual who has personal qualities that will not allow him or her to make a decision" (p. 28). He used the indecisive label to establish 12 characteristics associated with this type of person. Factors explored by researchers which have shown to be related to indecisiveness include: anxiety (Fuqua, Newman & Seaworth, 1988; Fuqua & Hartman, 1983; Newman, Fuqua & Seaworth, 1989; Kaplan & Brown, 1987); self efficacy (Taylor & Popma, 1990; Sepich, 1987); locus of control (Taylor, 1982; Hartman, Fuqua & Jenkins, 1986; Fuqua, Blum & Hartman, 1988); fear of success (Taylor 1982) and lack of identity (Holland & Holland, 1977; Fuqua, Blum & Hartman, 1988).

### **Anxiety**

Kaplan and Brown (1987) explored the role of anxiety and found that "a career indecisive client's anxiety may be either an important antecedent or an important consequence" (p. 161). Fuqua, Newman and Seaworth (1988) tried to distinguish between state and trait anxiety to find if they related differently to indecision and indecisiveness. Trait anxiety is a personality variable and is associated with chronic worry and pervasive concern, while state anxiety is a temporary condition of arousal that is triggered by a specific situation (Rathus & Nevid, 1992). Fuqua et al. (1988) found evidence to support a relationship

between trait anxiety and the more chronic form of indecisiveness, while state anxiety was found to be associated with the more developmental form of being career undecided. Newman, Fuqua and Seaworth (1989) pointed to the existence of different theoretical models relating career indecision and anxiety and reminded the reader that cause and effect has never been established.

### **Self-Efficacy**

Taylor and Popma (1990) explored the relationship between self efficacy and several other variables in decision-making and vocational indecision. They found a "moderately strong relationship between career decision-making self-efficacy and vocational indecision," and that "levels of self-efficacy are significantly predictive of career indecision" (p. 29). This finding indicates that persons with lower levels of confidence in their ability to accomplish specific skills and activities necessary for career decision-making experience higher levels of vocational indecision. In this study, higher levels of vocational indecision were indicative of the more chronic pervasive form of career indecisiveness. Their results confirmed earlier findings and suggests that knowing a person's level of efficacy may aid in providing appropriate career interventions.

Sepich (1987), in a review of the correlates and measurements of career indecision, reported the earlier findings of Taylor and Betz, 1983, as cited in Sepich, 1987, who found that "increasing levels of career indecision were strongly related to decreasing levels of self-efficacy" (p. 12).

### **Locus of Control**

Locus of control as defined by Rotter, 1954 and cited in Taylor, 1982, is explained as a psychological construct which describes the extent to which persons attribute the occurrence of environmental events to internal factors such as ability, skill, and effort and to external factors such as luck, chance, or fate.

Taylor (1982) proposed that persons with an internal locus of control will tend to be more decided (for some types of people), while persons with an external locus of control would experience higher degrees of indecision. Although Taylor did not specifically separate the undecided from the indecisive, she did point out that the causes of vocational indecision are different for different individuals. She found that the undecided subjects of her study were more external in their locus of control than the decided subjects and that the external orientation may lead to vocational indecision, since these individuals may conclude that activities important in career decision-making may be a waste of time. "Activities such as occupational information seeking, learning more about one's interests and aptitudes, and

exploring various educational/occupational alternatives may be perceived by an external individual as irrelevant to a career choice which is largely determined by chance, luck, or fate" (Taylor, 1982, p. 326). Further empirical evidence of the relationship between the construct of locus of control and indecisiveness has been provided by Hartman, Fuqua and Jenkins (1986) and Fuqua, Blum, and Hartman (1988).

### **Fear of Success**

A second personality construct explored in the Taylor (1982) study involved fear of success. Originally named "motive to avoid success" by Horner 1969 (as cited in Taylor, 1982), this construct is described as "an enduring personality motive causing individuals to avoid situations in which they could be successful because of negative consequences such success could engender" (p. 320). Findings indicated that vocationally undecided persons were more fearful of success than their decided counterparts. This study did not, however, differentiate between undecided and indecisive subtypes, but simply explored career indecision. This is a curious construct and should be further explored.

### **Lack of Identity**

An early study by Holland and Holland (1977) pointed to the confusing and conflicting outcomes from studies of that time

involving decided and undecided high school and college students. This was probably because studies of the time did little to differentiate the indecisive from the undecided student. Implications from the Holland and Holland (1977) study involved the identification of "a complex but consistent cluster of personal traits, attitudes and skills" (p. 412) related to indecision. Included were: interpersonal incompetency, lack of self confidence, lack of involvement, poor decision-making skills, and an unclear and shifting identity. The main finding of this study included the suggestion that students who characterize themselves as "decided" or "undecided" differ in terms of their sense of identity, with the undecided showing higher levels of identity diffusion. Holland and Holland (1977) labelled undecided persons with lack of identity and the other previously identified personality traits as having the "indecisive disposition" (p. 413). He further proposed that these persons would not respond to traditional treatments of career counselling such as workshops, occupational information, and vocational decision-making training because of their indecisive disposition. In a later study, Fuqua, Blum and Hartman (1988) also found evidence supporting the lack of identity trait in highly indecisive individuals.

### Summary & Implications for Career Counselling

To summarize the preceding discussion, three main points or implications for further research involving career counselling come to the forefront. The first issue deals with the finding that the career undecided are not a homogeneous group, but are comprised of an undecided group faced with developmental issues, and an indecisive group characterized by various psychological dysfunctions. Secondly, if this is the case, career counsellors must be aware of this finding and must use some sort of proven screening procedure to separate and identify the more chronic indecisive from the developmentally undecided. Thirdly, once these individuals have been identified, different courses of treatment must be applied to each type, with the indecisive group requiring further assessment and analysis to determine treatment outcomes.

Raising the awareness of career counsellors to the fact that the career undecided are comprised of two distinct groups is an educational issue and can be communicated through different media. Finding and using the most appropriate screening tool to separate the indecisive and further subcategorize and assess the many underlying psychological constructs is a much more demanding task.



While the implication that there is an exact screening tool for each task remains a romantic one, there appears to be some valid and reliable instruments available for research. The Career Decision Scale (CDS; Osipow, Clarke, Carney, Winer, Yanico & Koschier, 1976) has been widely used as a measure of indecision, with identified subscales (Osipow, 1980) used to assess career indecisiveness. Anxiety, both state and trait, have been measured using the State-Trait Anxiety Inventory (Spielberger, Gorsuch & Lushene, 1970 - as cited in Fuqua et al., 1988). Self Efficacy in career decision-making has been measured by the Career Decision-Making Self Efficacy Scale (Taylor & Betz, 1983 -as cited in Taylor & Popma, 1990). The Rotter Internal-External (I-E) Scale has been used to measure locus of control (Rotter, 1966 - as cited in Taylor, 1982). Fear of success has been measured using the Fear of Success Scale (Zuckerman & Allison, 1976 - as cited in Taylor, 1982). Lack of identity or shifting self perception has been measured by the Identity Scale (Holland, Gottfredson, & Nafziger, 1975 - as cited in Fuqua et al., 1988).

All of this brings us to the third aforementioned implication - that of differential treatment. It should now become obvious that a single blanket treatment for career indecision will meet with, at best, mixed results. The use of a unidimensional model based on the decided-undecided theoretical model may also result in outcome confusion (Matre & Cooper,

1984). At a time in our economic history, when the only constant is change, the career counsellor must be constantly aware of the fact that differential diagnosis and treatment of career indecision (Fuqua & Hartman, 1983) is a reasonable and justified approach to career counselling.

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Sgt. Keith Thorne, CM SSA, Canadian Air Force.



## APPENDICES

## APPENDIX A

## MASTER'S LEVEL INTERNSHIP OFFER



# Memorial

University of Newfoundland

University Counselling Centre  
Thomson Student Centre

February 10, 1994

Mr. Hans P. Asche  
P. O. Box 5131  
St. John's, NF  
A1C 5V5

Dear Hans:

Thank you for interviewing with us regarding a master's-level internship for this Spring semester, 1994.

We feel that your interests, skills and professional goals match well with our master's-level internship program at the University Counselling Centre. We would therefore like to offer you this training opportunity.

Please feel free to call if you have any questions. We look forward to your reply in this matter.

Sincerely,

George Hurley, PhD  
Associate Professor  
and Acting Training Director

GH/rkd  
CC: Dr. Klas

## APPENDIX B

## INTERN EVALUATION



# Memorial

University of Newfoundland

University Counselling Centre  
Thomson Student Centre

July 25, 1994

TO: Dr. Lee Klas  
Professor, Department of Educational Psychology

FROM: Dr. Elaine Davis  
Associate Professor in Counselling

SUBJECT: Intern Evaluation - Mr. Hans Asche

---

Supervision of Mr. Asche during Spring Semester has been a patchwork affair (as it usually is in the summer). George Hurley started the semester with Hans and I took over at the beginning of July. I have no written evaluation from George to include here, but verbally he told me Hans was "doing great". If you desire a written evaluation from George, he can be contacted in August.

When I took over the supervision, I was immediately impressed by Han's maturity and expertise with clients. He seemed to need very little in the way of critique, but was eager to receive suggestions. His case load has included fourteen clients, about half of whom had career planning concerns. The clients who presented with personal problems were quite varied which was helpful in allowing Hans to test his skills.

Two of the latter group have required counselling throughout the semester, thus providing him with an opportunity to experience some longer term clients. One of these involved one session with the client and her parents (at the client's request). Although that session was difficult and involved some confrontation, Hans was not intimidated and, in my opinion, handled the situation with tact and aplomb.

As I believe is true of many beginning counsellors, Hans seemed to have a tendency to feel he needed to help the client solve all presenting problems. On the other hand, he seemed reluctant, at times, to propose skill-building activities to clients, thinking that to be overly directive. However, even during the month I have supervised him, I think he has improved in these regards.

Some involvement in the Career Planning Centre (CPC) is required for all practicum students and interns; thus Hans has regularly spent two hours per week in the CPC and attended the weekly CPC meetings. His interactions with staff, student workers, and CPC users has been professional and courteous, at all times.

In sum, I believe Hans has the makings of becoming an excellent counsellor. It has been a joy to work with him.

— —  
Sincerely,

*Elaine Davis.*

Elaine Davis, PhD  
Associate Professor in Counselling

ED/kk

cc: Hans Asche

## COUNSELOR EVALUATION FORM (Evaluator)

Counselor Hans Asche Evaluator E. DavisInterview No. \_\_\_\_\_ Client's first name \_\_\_\_\_ Date July 25, 1997Circle pertinent items by rating 1 (low achievement) to 7 (high achievement).  
If not pertinent, circle N/A.Relationship

- |  |   |   |   |   |   |     |     |     |
|--|---|---|---|---|---|-----|-----|-----|
| 1. Shows warm, genuine regard for client vs. being cool, distant, aloof.                               | 1 | 2 | 3 | 4 | 5 | 6   | (7) | N/A |
| 2. Shows accurate, empathic understanding of client vs. inaccurate understanding vs. misunderstanding. | 1 | 2 | 3 | 4 | 5 | (6) | 7   | N/A |
| 3. Communicates with openness, self-disclosure vs. inappropriate self-disclosure vs. defensiveness.    | 1 | 2 | 3 | 4 | 5 | 6   | (7) | N/A |

Counselor Verbal/Nonverbal Behavior

- |   |   |   |   |   |   |     |     |     |
|---|---|---|---|---|---|-----|-----|-----|
| 1. Strives toward understanding by reflecting, clarifying and questioning vs. making quick judgements or lecturing. | 1 | 2 | 3 | 4 | 5 | 6   | (7) | N/A |
| 2. Listens to clients vs. allows clients to ramble vs. counselor talking too much.                                  | 1 | 2 | 3 | 4 | 5 | (6) | 7   | N/A |
| 3. Supportive and encouraging to client vs. quick, inappropriate confrontation or denial of feelings.               | 1 | 2 | 3 | 4 | 5 | 6   | (7) | N/A |
| 4. Appropriate nonverbal behavior congruent with verbal behavior vs. incongruent nonverbal behavior.                | 1 | 2 | 3 | 4 | 5 | 6   | (7) | N/A |

Exploring the Problem

- |   |   |   |   |   |   |     |   |     |
|---|---|---|---|---|---|-----|---|-----|
| 1. Accurately and quickly responds to important affect vs. missing affect, or excessively attending to cognition/content. | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 2. Moves toward concrete description of presenting problem vs. abstraction, or uncussed exploration.                      | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |
| 3. Achieves a clear, concise understanding of problem vs. a vague, general statement.                                     | 1 | 2 | 3 | 4 | 5 | (6) | 7 | N/A |



## APPENDIX C

ETHICAL GUIDELINES FOR RESEARCH  
INVOLVING HUMAN SUBJECTS

## Ethical Guidelines for Research Involving Human Subjects

### Informed Consent

Informed consent by all subjects is required before research can be undertaken. There are four elements necessary for consent to be free and informed: disclosure of information; comprehension of information; competency to consent; and voluntarism of consent.

Written consent is normally required. Any setting aside of this requirement must be justified.

### Elements of Consent Form

The following information should be included in the consent form, not necessarily in the same order. It should be written in a simple direct style using terms and language which can be understood by the prospective subject. This information should be discussed with the subject as well whenever possible. A copy of this information should be left with the subject.

1. Identities of the researcher(s) and, when applicable, identities of thesis supervisor and the university.
2. A statement of the general purpose of the study.
3. A description of the procedure(s) involving the subject including purpose, nature, frequency, and duration.
4. A comprehensive description of any physical risks which may result such as side effects, discomforts and inconveniences, and psychological risks or discomforts which might result from participation.
5. A description of any recording devices to be used.
6. A statement of confidentiality.
7. A statement on the availability of the research results to the subjects or, when applicable, to parents.
8. Details of any scheme of remuneration.
9. An explicit statement that participation is completely voluntary and that the subject has the right to withdraw from the study without prejudice at any time and/or refrain from answering whatever questions he or she prefers to omit.

10. A statement informing subjects that the study meets the ethical guidelines of the Faculty and University.
11. Participants should be apprised of their rights to inquire about the research and have recourse to a resource person outside the research group.
12. A concluding statement in the first person summarizing the information the subject has received, the consent given and incorporating the subject's signature and date. This statement should appear at the bottom of the consent form.
13. If subjects are minors, parental consent is required. If a guardian is consenting for a minor, then the minor must be named and the guardian's capacity given.
14. If a substitute decision-maker is giving consent for a subject incapable of consent, the consent must be drafted to indicate the relationship to the subject and the rationale for giving consent.
15. If an institution (e.g., school, business, residence) is involved, signed consent must be obtained from the institution and indicated in the subject consent form. This does not negate the researchers' responsibility to obtain parental/guardian consent when applicable.

### Deception of Subjects

Where it is necessary to withhold or to misrepresent significant facts in informing subjects, such deception must be expressly justified by the researcher in the protocol. In particular, the protocol must demonstrate the following:

1. that the deception is indispensable to the effectiveness of the project and that reasonable alternative investigative methods are unsatisfactory.
2. that subjects will be fully informed in person by a member of the research project of all elements of the programme which were withheld or misrepresented to them as soon as possible after subject participation in the project has been completed.
3. that subjects, upon being informed of the true purpose of the research study, have the right to withdraw their representation in the research data.

### Privacy of Subjects

1. The subjects must be assured that their anonymity will be protected and that all records of their participation in a research project will be kept confidential unless written permission from the subject(s) for release is obtained.
2. Since concepts of privacy vary, the question of invasion of privacy should be looked at from the point of view of those being studied.
3. Obtaining access to institutional records should respect the individual's rights to confidentiality and anonymity.
4. The privacy of third parties must be maintained.
5. In those cases where deception is not deemed essential, concealed recording devices such as one-way mirrors, concealed cameras, and concealed microphones may not be used unless the subjects (or their legal guardians) have been informed in advance that such devices may be used and that they may be among the subjects so observed. The subjects (or their legal guardians) must have agreed to participate in the research with this understanding.
6. Methods of recording behaviour which produce a permanent record of any kind which inherently reveals individuals' identity (e.g., TV/video camera, tape recording) may not be used unless the subjects (or legal guardians) are informed in advance that such methods may be used and that they may be among the subjects so recorded. Where subjects have been so recorded they must be given the opportunity to call for erasure of such recordings when their participation is complete. Such recordings may not be disclosed to persons other than the immediate researcher(s) without the written consent of the subjects (or legal guardians) nor may such recordings or derivatives (e.g., photographs) be included in a manuscript submitted for publication without the written consent of the subjects (or their legal guardians).
7. The unobtrusive observation of behaviour in clearly public places should not ordinarily be regarded as a violation of privacy. However, when such observations produce a permanent record of a kind which inherently reveals an individual's identity, then such recordings may not be disclosed to persons other than the immediate researchers without the written consent of the subjects (or legal guardians) nor

may such recordings or derivatives be included in a manuscript submitted for publication without the written consent of the subjects (or their legal guardians).

#### Anonymity of Subjects and Confidentiality of Data

1. Except where the subjects or legal guardians have consented otherwise in writing, the subjects' anonymity will be strictly protected and all data collected will remain absolutely confidential. Where the subjects have given written consent, information may be disclosed only within the strict limits of the terms of the consent.
2. The responsibility is on the researcher to describe positive measures to be taken to preserve the anonymity of the research subjects, both in the published results of the project, and in the records retained by the researcher.
3. Where confidential data will be stored for possible re-use, the method of recording and storing the data must be strictly designed to confer anonymity of the subjects.
4. All research assistants and persons having access to confidential data must be briefed by the researcher on the duty to observe the rules of anonymity and confidentiality.

It is the responsibility of the researcher to recognize that such concepts as privacy, confidentiality and consent vary from culture to culture. Researchers should be aware of their own culture biases which may affect the cultural sensibilities of their subjects.

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## APPENDIX D

UNIVERSITY OF UTAH - ECLECTIC BRIEF  
PSYCHOTHERAPY PROGRAM



## **Eclectic Brief Psychotherapy Program**

### **Intake**

#### **Objectives:**

1. To assess client problem and characteristics and determine appropriateness of brief therapy.
2. To share the rationale for client suitability to brief therapy and create an expectation for brief treatment.

### **1st Session - Exploration and Assessment**

- A. Interview client
- B. Complete Intake Form and Brief Therapy Selection Form
- C. Refer to Brief Psychotherapy if appropriate
  1. Create expectation for preferred brief treatment.
  2. Notify client as to when he/she will be contacted by brief therapist.

### **Stage 1**

#### **Objectives:**

1. To describe and set the therapist and client therapeutic roles in brief psychotherapy.
2. To create an atmosphere conducive to openness, engagement and reciprocity.
3. To focus on problem(s) and further specify therapy objectives and outcome.

### **2nd Session - Role Description, Rapport Building, and Problem Specification**

- A. Therapist review client problem area from intake interview and the current effects and arrives at a common understanding with client.
- B. Therapist gives explicit statement regarding brief psychotherapy and length of treatment. Therapy will consist of \_\_\_\_ (specify 1-8), 50 minute sessions.

Given the types of problems (specify) you are experiencing and your personal characteristics (specify), you appear to be very

well suited for brief counselling. You should be able to successfully learn how to resolve your chief concerns through brief therapy.

C. Therapist provides orientation as to brief therapy process and expectations:

1. I will tend to actively participate, offering support, exploring areas of interest, supplying guidance and formulating plans of action with you.
2. You too will need to be actively involved in all of your sessions. You will probably need to carry out some of the solutions we come up with outside the sessions. You may also try out and practice some new skills and attitudes.
3. From your previous experience or understanding of counseling, do the things we are discussing match your expectations?
4. What concerns do you have about counseling generally or what I have explained?

D. Therapist will direct the client by focusing on the current problems and understanding the following three areas:

1. Therapy will focus chiefly on your current problems and will attempt to accomplish 3 goals:
  - a. remove symptoms (specify)
  - b. reestablish emotional equilibrium (specify)
  - c. develop an understanding of the current problems and increase future coping (specify)
2. Is there anything else you would like to add to this that would be helpful in fully understanding your concern at this time?
3. As we look at your problem, are there any ways that it can be analyzed in terms of component parts, such as, "What are some of the specific issues that make this difficult for you to solve?"
4. What do you think are some of your strengths and assets that you already possess that can be used to deal

effectively with this problem?

5. What kinds of things to you think you are going to need to acquire or learn as part of your counseling to effectively solve this problem?
  6. As you think about your concern, what part of it causes the most difficulty in day-to-day functioning?
- D. After a review of anticipated goals, mutual agreement is to be reached. Are we in agreement that we will work together in brief counseling to mutually solve your problems?
- E. Therapist and client determine fee.
- F. Client and therapist complete the "Target Complaint" and "Symptom Checklist".

## Stage 2

### Objectives:

1. To provide a context within which a client is prompted to expand his/her thinking and understanding of self in new and useful ways through specific activities and strategies provided by the therapist. Enhanced understanding of self, problems, and the environment will lead to effective action.
2. To facilitate client arrival at a commitment for change and to being the process of problem solving specific solutions to identified problems.

## 3rd Session - Enhanced Self-Understanding and Anticipated Action

- A. Therapist and client mutually explore problem area to enhance understanding and etiology (contingent on therapist theoretical orientation).
- B. Therapist and client take the enhanced understanding and insight and relate to anticipated action.

#### 4th Session - Action Planning

- A. Therapist reviews where they are in the therapeutic process.
- B. Therapist and client continue exploration of the focus on problems.
- C. Therapist and client decide what they want to happen, the order in which they want to accomplish it, and how they are going to accomplish it, by:
  - 1. Formulating a plan of action
  - 2. Problem solving
- D. Therapist provides:
  - 1. Support and guidance in achieving change in client environment.
  - 2. Guided tasks.
  - 3. Support in experimentation with new roles.
  - 4. Support and insight in seeking alternative behaviors.

#### Stage 3

##### Objectives:

- 1. To review therapeutic progress.
- 2. To identify and share insight resulting from client's action.
- 3. To problem solve regarding new behaviors, attitudes or actions.

## 5th Session - Active Coping

- A. Therapist reviews where they are in therapeutic process.
- B. Reviews with client what has happened during the week:
  - 1. Identify unexpected situations or results
  - 2. Make a decision as to whether or not they are going to work on those or put them aside.
- C. Client identifies new ideas and insights during the week.
- D. Continues problem solving, experimenting with new behavior and roles, and clarifying insight.

E. Processes problem-solving and dialogue. The following statements may be useful:

1. Are there any aspects of our interaction together that seem to contain some of the issues that you are working on?
2. Recalling our last session, what do you feel was most helpful as you are attempting to resolve your concern?
3. I am wondering if there is anything specific that you could do before our next meeting that would be helpful?

#### 6th Session - Active Coping

- A. Continue same as session 5
- B. We have three sessions left for which we have contracted. In reviewing our list of target complaints, let's see if we are "on target" in terms of what we need to accomplish or do we need to refocus?

#### 7th Session - Active Coping

- A. Continue same as session 5
- B. We have two sessions left for which we have contracted. Let's review our target complaints and see if we are progressing.

#### Stage 4

Objectives:

1. To provide closure to the therapeutic experience.
2. To review therapeutic goals and progress and relate to client's future functioning.

#### 8th Session - Pre-termination

- A. Therapist reviews process to this point.
- B. Therapist and client discuss what has transpired in the therapeutic process and relate to future.
- C. Therapist identifies that there are two sessions left and determines focus for finishing.
- D. Continue with active coping process.

## 9th Session - Termination

- A. Therapist reviews therapeutic process.
- B. Client recognizes there is still work to do.
- C. Therapist provides support for increased independent coping.
- D. Client discusses anticipated potential stresses.
- E. Therapist and client determine strategies for dealing with increased independence.
- F. Discuss what they have done by determining:
  - 1. Met expectations?
  - 2. What happened here that helped the most?
  - 3. What client did that helped the most?
- G. Therapist and client complete "Target Complaint" and "Symptom Checklist". Client completes "Satisfaction Questionnaire".
- H. Inform client of follow-up procedure and enlist compliance.

\*\*ARE YOU GOING TO HAVE THIS AS AN APPENDIX?\*\*



## APPENDIX E

HEALTH AND COMMUNITY PSYCHOLOGY  
READING LIST

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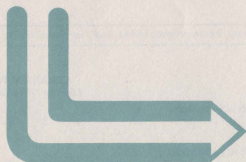
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## APPENDIX F

## CAREER DECISION SCALE



# CAREER DECISION SCALE

## THIRD REVISION (1976)

by Samuel H. Osipow, Clarke G. Carney, Jane Winer,  
Barbara Yanico, and Maryanne Koschier

NAME \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_

CLASS/GRADE \_\_\_\_\_ SEX \_\_\_\_\_

This questionnaire contains some statements that people commonly make about their educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or an educational choice by *circling* the appropriate number on the answer sheet. An example is given below:

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
I am excited about graduating and going to work.	4	3	2	1

If you are excited about going to work and feel no hesitation about it you would circle "4" to indicate that the description is exactly the way you feel. If the item is very close, but not exactly the way you feel — for example, you're generally excited about going to work after you graduate, but are experiencing some minor concerns about it — you would circle the number "3." You would circle "2" if the item describes you in some ways, but in general it is more unlike than like your feelings; for example, if you are generally more concerned than excited about work after graduation. Finally, you would circle "1" if the item does not describe your feelings at all; that is, you are experiencing a great deal of concern and no excitement about graduation and work.

Please be sure to give only *one* response to each item and answer *every* item.

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REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

	CIRCLE ANSWER			
	Like Me		Not Like Me	
1. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
2. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
3. If I had the skills or the opportunity, I know I would be a _____ but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however.	4	3	2	1
4. Several careers have equal appeal to me. I'm having a difficult time deciding among them.	4	3	2	1
5. I know I will have to go to work eventually, but none of the careers I know about appeal to me.	4	3	2	1
6. I'd like to be a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself.	4	3	2	1
7. Until now, I haven't given much thought to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and I don't have enough information to make a career decision right now.	4	3	2	1
8. I feel discouraged because everything about choosing a career seems so "iffy" and uncertain; I feel discouraged, so much so that I'd like to put off making a decision for the time being.	4	3	2	1
9. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers.	4	3	2	1
10. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me.	4	3	2	1
11. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue.	4	3	2	1
12. I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me.	4	3	2	1



REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

CIRCLE ANSWER  
Like Me Not Like Me

13. I can't make a career choice right now because I don't know what my abilities are. 4 3 2 1
14. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities. 4 3 2 1
15. So many things interest me and I know I have the ability to do well regardless of what career I choose. It's hard for me to find just one thing that I would want as a career. 4 3 2 1
16. I have decided on a career, but I'm not certain how to go about implementing my choice. What do I need to become a \_\_\_\_\_ anyway? 4 3 2 1
17. I need more information about what different occupations are like before I can make a career decision. 4 3 2 1
18. I think I know what to major in, but I feel I need some additional support for it as a choice for myself. 4 3 2 1
19. None of the above items describe me. The following would describe me better: (write your response below).

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	Total 1-2	Total 3-18	Normative Group	% ile
Cer				
Ind				

## APPENDIX G

CAREER PLANNING CENTRE STAFF  
PROCEDURE FOR CDS ADMINISTRATION

July 7, 1994

TO: Career Planning Centre Staff

FROM: Hans P. Asche, B.A., B.Voc.Ed.  
M.Ed. Candidate Educational Psychology

SUBJECT: Career Decision Making Research

---

I am writing to request your assistance in obtaining respondents for a study I am conducting at the University Counselling Centre regarding career decision making amongst students using the Career Planning Centre.

To investigate the research topic I am looking for 50 respondents (male or female) to complete a survey instrument and answer related questions (on a front cover). The survey instrument is the Career Decision Scale (CDS: Osipow, Clarke, Carney, Winer, Yanico, & Koschier, 1976) which consists of 18 items using a four point likert scale, one open ended question, and front cover questions. The scale takes approximately 15 minutes to complete and is fairly self explanatory. Attached, please find a consent form which must be signed by all respondents willing to partake in the study.

- 1) Establish whether prospective respondent is currently enrolled at the university, or was a full time student in the winter term and had undergraduate status.
- 2) Ask if they are willing to take 15 minutes to participate in a study concerning career decision making.
- 3) If no thank them; if yes, have respondent read page one and sign page two of the consent form with a CPC staff member as witness (respondent may keep page one of consent form).
- 4) Administer CDS in presence of respondent and answer any questions fielded where possible/applicable.
- 5) Collect the CDS survey form and ensure that it is completed with pertinent information. In addition, collect page two of the consent form. Thank respondent.
- 6) Place completed CDS in one file folder and page two of the consent form in another to ensure anonaminy of the respondent.
- 7) Intern will pick up questionnaires from the preceding day each morning.

Thank you for your time and attention.

## APPENDIX H

CONSENT FORM FOR CAREER DECISION-MAKING  
RESEARCH



CONSENT FORM  
CAREER DECISION-MAKING RESEARCH

Dear Prospective Participant:

Hi, my name is Hans Asche. I am a graduate student at Memorial completing an internship at the Memorial University Counselling Centre as part of a Masters Program in Educational Psychology. As part of my internship, I am conducting research in the area of career decision-making and am seeking your assistance in this process.

This research study proposes to identify the career indecisive individuals from amongst the career undecided who are seeking assistance at the MUN Counselling Centre by using the Career Decision Scale (CDS: Osipow, Clarke, Carney, Winer, Yanico & Koschier, 1976). The main purpose of this descriptive self-report research will be to identify correlates of indecisive/undecided individuals with regard to counselling centre services. The Career Decision Scale consists of 19 items, 18 of which involve responses obtained using a four-point likert scale with response alternatives ranging from "like me" to "not like me", while the last item (19) is an open-ended question. The survey instrument takes approximately fifteen (15) minutes to complete.

All information gathered in this study is strictly confidential and at no time will individuals be identified. In addition, no information on past visits to the Centre which may be held by the Centre will be accessed for the purpose of this study. Participation is voluntary and refusal to participate will in no way affect your ability to receive career assistance at the Counselling Centre. This study has received the approval of the Faculty of Education's Ethics Review Committee. The results of this research will be made available to you upon request.

If you are in agreement with participating in this study, please sign the attached sheet (page 2). If you have any questions or concerns, please do not hesitate to contact myself, or my supervisor Dr. Elaine Davis, at the MUN Counselling Centre - 737-8874. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development, 737-3402. Thank you for your consideration of this request.

Yours sincerely,

Hans P. Asche



# Memorial

University of Newfoundland

Page 2 of 2

University Counselling Centre  
Thomson Student Centre

I, \_\_\_\_\_, agree to take part in this study on Career Decision-Making and understand that the information is for research purposes only and also understand that any/all identifying information will be kept confidential and only generalized results will be included in the final summary report. In addition, I understand that the sole source of information for the study is the "Career Decision Scale".

Participant: \_\_\_\_\_

Witness: \_\_\_\_\_

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

Would you like to see a summary of the results of this study?

YES / NO

If yes, indicate your mailing address below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX I

CERTIFICATE OF APPROVAL - RESEARCH  
COMPONENT



**FACULTY OF EDUCATION**

**Memorial University of Newfoundland**

**Faculty Committee for Ethical Review of  
Research Involving Human Subjects**

**Certificate of Approval**

---

Investigator: *Mr. Hans P. Asche*

Investigator's Workplace: *Faculty of Education, MUN*

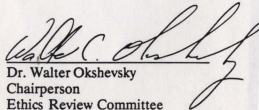
Supervisor: *Dr. Leroy D. Klas*

Title of Research: *"Identification of the career indecisive from  
the career undecided and related correlates at*

Approval Date: *the Memorial University Counselling Centre. An  
28/06/94 Internship project."*

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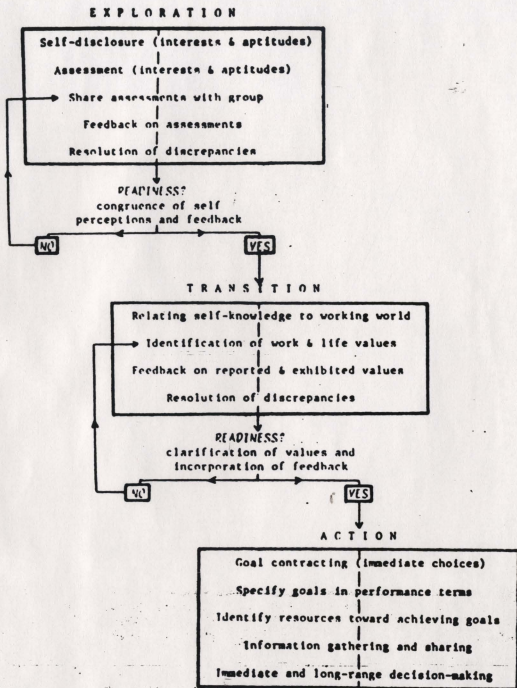
The Ethics Review Committee has reviewed the protocol and procedures as described in this research proposal and we conclude that they conform to the University's guidelines for research involving human subjects.

  
Dr. Walter Okshevsky  
Chairperson  
Ethics Review Committee

Members: Dr. Walter Okshevsky  
Dr. Tim Seifert  
Dr. Dennis Sharpe  
Dr. Amarjit Singh  
Dr. Patricia Canning

## APPENDIX J

A GROUP PROCESS CAREER COUNSELLING  
MODEL



**FIGURE 1**

**A Group Process Career Counseling Model**



