

INTERNSHIP IN SCHOOL COUNSELLING UNDERTAKEN
AT A ST. JOHN'S HIGH SCHOOL WITH A RESEARCH
COMPONENT STUDYING AN ADOLESCENT
RELATIONSHIPS GROUP

CENTRE FOR NEWFOUNDLAND STUDIES

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**INTERNSHIP IN SCHOOL COUNSELLING UNDERTAKEN AT
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WITH
A RESEARCH COMPONENT STUDYING AN
ADOLESCENT RELATIONSHIPS GROUP**

BY

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ABSTRACT

This internship report consists of three sections. The first section gives an overview of the internship including: rationale, setting, duration, supervision and evaluation, and objectives. The second describes the experiences of the intern at a St. John's High School between April and June 1995 and contains a reflective, critical discussion of the value of the activities in meeting the specific internship objectives. The final section of this report describes a research project conducted during the internship. A fictitious name: *Centre City High School* (or *Centre City*) is used throughout this report in place of the actual name of the high school where the internship was completed, to protect the anonymity of students.

The purpose of the placement component of the internship was to provide practical experiences for the graduate student to develop personal and professional competencies as a school counsellor beyond those of the required practicum in Educational Psychology. Under the supervision of both field and university supervisors, opportunities were provided for the intern to gain further knowledge, experience, and skill in: individual and group counselling, career counselling, consultation, psychoeducational assessment, awareness of community resources applicable to guidance referrals, and conducting site-based research which would be useful in a school guidance program. The intern completed specific activities which were chosen to fulfil each of these general objectives.

The purpose of the research component was for the intern to gain experience in

research which would normally be encountered by a school counsellor at the secondary level. The intern administered a questionnaire designed to elicit students' responses concerning their participation in a seven session Adolescent Relationships Group at Centre City High School. The research report contains a pertinent literature review of the topic, objectives of the program, summary of each session's topic and activities, and feedback from the student participants concerning their experiences in the group. Recommendations are given for counsellors who are interested in conducting similar Adolescent Relationships Groups in their high schools.

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CHAPTER ONE

OVERVIEW OF THE INTERNSHIP

Rationale

The internship is one option available to graduate students in the Educational Psychology program at Memorial University which offers the opportunity to gain additional "hands-on" experience in the school setting. It provides the intern with the preparatory experience of applying and evaluating the various concepts of counselling theory and guidance programming which is the primary focus of the course work throughout the program. As stated in the *Report of the Committee on Graduate Internship Programme: Guidelines and Procedures* (1995), the internship, "...consists of an organized sequence of supervised activities in which interns have the opportunity to exercise professional responsibilities which are associated with the professional role for which they are preparing" (p.1).

The intended purpose of these "supervised activities" is to provide an opportunity for the intern to gain further knowledge of guidance and counselling in circumstances comparable to those in which she will work as a guidance counsellor. It is the career goal of this student to work as a school counsellor in a Newfoundland school, and over the course of her graduate program, the intern has previously completed both pre-practicum and practicum experiences as part of her field experience in school guidance at Centre City High School (September 1994 through to April 1995).

Setting

Centre City High School is a Roman Catholic high school in the centre of St. John's. A total of approximately 1400 male and female students, in grades 9-12, attend the school.

Centre City was chosen by the graduate student as the internship setting for several reasons. First, both the pre-practicum and practicum experiences of the intern's graduate program have been completed at Centre City. This has enabled the intern to participate in the same setting throughout the entire school year which has given her an overview of the professional responsibilities of the school counsellor from September to June.

Second, the intern chose to continue at Centre City because guidance initiatives are most effective when rapport has been well established. The intern's pre-practicum and practicum experiences at Centre City enabled her to build rapport with both her own individual and group clientele, as well as develop a working relationship with members of staff and administration at the school. As this was the first year of the newly structured Educational Psychology program at Memorial, the time period available for internships began in April, 1995. This meant that rapport had already been established at the school and that the intern was able to continue on in a well established role.

Third, continuing on at Centre City High School offered the prospective counsellor the opportunity to maintain her commitment to various initiatives presently underway throughout the school. It allowed her continued participation in all elements of

the guidance program through to the end of the school year.

Duration

The internship began with the school's re-opening after Easter Holidays and extended to the last day of school before summer vacation.

Supervision

Supervision during the internship was provided by both a field supervisor and a university supervisor. Mrs. Joan O'Reilly, counsellor at Centre City High School supervised the intern on a daily basis in the school setting. Mrs. O'Reilly previously provided supervision for both the pre-practicum and practicum experiences of the student's graduate program. Dr. Alan Kenworthy, the university supervisor, is a psychologist in private practice, who had previously taught the intern "Ethical and Legal Issues in Counselling and School Psychology" (6100), a core course of the Educational Psychology program. Dr. Kenworthy worked with the intern on a weekly basis during her internship at Centre City.

The following supervision strategies were followed during the internship. They include supervision by both the field and university supervisors as well as self-monitoring by the intern regarding her progress in achieving the internship objectives.

- I. The intern met each day with the field supervisor for consultation regarding specific case examples as well as self-reflection on overall internship experiences.

- II. The intern met weekly with the university supervisor to review internship experiences and issues related to the professional development of the prospective counsellor.
- III. The intern received professional supervision of individual counselling sessions on six occasions. These were conducted using taped sessions or direct observation by either the field supervisor or university supervisor.
- IV. Supervision was provided by the field supervisor as the intern took a leadership role during two counsellor-parent and two counsellor-teacher consultations.
- V. The field supervisor observed the intern leading one group session of The Adolescent Relationships Group, co-leading a focus-group workshop, and training a group of grade nine students for their peer career facilitator roles at the school.
- VI. The intern maintained regular counselling records of each client as required for student records according to the Roman Catholic School Board's regulations. These were discussed with the field supervisor on a regular basis to receive feedback on progress, and further direction.
- VII. The intern reviewed both the general objectives and specific activities of the internship on a weekly basis. Progress on these objectives was discussed with the university supervisor during a scheduled visit at the school.
- VIII. The intern wrote a self-reflective journal on her learning experiences throughout the internship which was reviewed by the university supervisor.

General Objectives

As stated in the *Report of the Committee on Graduate Internship Programme: Guidelines and Procedures*, (1995) the purpose of the internship includes providing opportunities for:

1. The development of personal and professional competencies for each intern based on his/her needs, previous experiences, and career plans;
2. Practical experiences that will bring into focus the theoretical component of the programme;
3. Practical experiences that will enable the intern and the Faculty to evaluate the intern's professional and personal competencies;
4. The development of research and problem-solving skills appropriate to the needs of the intern and the setting, considering the nature of the placement and the intern's career goals; and
5. Feedback to the Faculty which will serve to inform further programme development (p.1).

Goals and Specific Activities

The intern completed a variety of activities throughout the internship to further develop her professional competencies as a school counsellor. This section of the internship report lists the specific activities which were set as goals to be completed during the internship.

Although each of these planned activities was completed during internship, for many of the objectives, the number of activities completed actually exceeded what had been set as a goal. For example, one activity was for the intern to read at least five articles dealing with specific counselling techniques relevant to the students she counselled. By the end of the internship however, because this was an activity the intern

found particularly enjoyable, the intern had actually read over thirty articles which satisfied meeting this goal. The intern's experience with the different activities of the internship, as well as, a reflective, critical discussion of the value of the activities in meeting the specific objectives is given in Chapter II.

I. General Objective: To develop skills in individual counselling.

- A. Specific Objective: To acquire further knowledge concerning the application of counselling theories.

Activities:

1. Read at least five articles dealing with specific counselling techniques relevant to the students being counselled.
2. Observe at least three one-on-one counselling sessions.

- B. Specific Objective: To further individual counselling skills through participation in individual counselling sessions.

Activities:

1. To maintain an individual counselling caseload of at least five on-going clients, in addition to a variety of short term counselling sessions as time and resources permit.
2. Receive supervision of counselling sessions on at least five occasions by either the Field Supervisor or University Supervisor.

II. General Objective: To develop competence in group counselling techniques

- A. Specific Objective: To gain further knowledge of types of groups, purposes and approaches.

Activities:

1. Read at least five articles dealing with group counselling techniques.
2. Observe at least two peer counselling group sessions.

- B. Specific Objective: To gain further experience in group leadership.

Activities:

1. Continue weekly co-leadership of The Adolescent Relationships Group at Centre City High School.
2. Continue co-leadership of The Focus Group (a group for female students interested in nontraditional career areas).
3. Conduct at least two career counselling group sessions.

III. General Objective: To develop competence in career counselling techniques.

- A. Specific Objective: To gain further knowledge of career counselling approaches and techniques.

Activities:

1. Read at least ten articles dealing with career counselling approaches and techniques.

2. Meet with the school counsellor to discuss the developmental career counselling program at Centre City High School.
3. Meet with the school counsellor to discuss the information and application process for scholarships and awards available to students who are planning to attend post-secondary study.

B. Specific Objective: To gain further experience in career counselling approaches and techniques.

Activities:

1. Participate in at least two career counselling group experiences as in section II.B.3, above.
2. Participate in a career counselling training session for peer career facilitators.
3. Lead a career counselling training session for peer career facilitators.

IV. General Objective: To develop skills in parent and teacher consultation.

A. Specific Objective: To observe counsellor activities in the senior high school.

Activities:

1. To observe two counsellor-teacher consultations.
2. To observe two counsellor-parent consultations.

- B. Specific Objective: To gain experience in parent and teacher consultation.

Activities:

1. To participate in two supervised parent consultations.
2. To participate in two supervised teacher consultations.

- V. General Objective: To become more proficient in the methods of student psychoeducational assessment.

- A. Specific Objective: To use subjective and objective child study procedures in student psychoeducational assessment.

Activities:

1. Record behavioral observations of clients during test situations.
 2. Administer appropriate standardized tests (for example: *Wechsler Intelligence Scale for Children III*; *The Kaufman Test of Educational Achievement*; *Visual Motor Integration Test*; *Benton Visual Retention Test*; *Visual Memory Test*; *Learning Styles Inventory*, *Bender Visual Motor Gestalt Test*, etc.)
 3. Interpret test results, write reports, and provide feedback on each case to appropriate personnel.
- B. Specific Objective: To increase personal resource materials available on psychoeducational assessment.

Activities:

1. Compile psychoeducational assessment material and file by topic for easy accessibility.
2. Read five articles relevant to the assessment/ remediation of a student who has been assessed.

VI. General Objective: To develop an awareness of community resources which are applicable to guidance referrals.

- A. Specific Objective: To obtain information concerning available community resources.

Activities:

1. Discuss with the guidance counsellor procedures used to obtain the services of the special education teachers, school nurse, school tutors, school psychologist, and other resource personnel.
2. Meet with at least three of the above personnel.
3. Visit at least two community organizations/ agencies which provide referral assistance for students.

- B. Specific Objective: To become involved in student cases which will require the assistance of outside resources.

Activities

1. Obtain assistance from community personnel when needed.

2. Refer students to appropriate agencies as needed.

VII. General Objective: To gain experience in conducting site-based research which would be applicable to a school guidance program.

- A. Specific Objective: To obtain background information on adolescent peer relationships.

Activities:

1. Read current literature on relevant topics such as adolescent peer relationships, teen friendships, dating, etc.

- B. Specific Objective: To gain experience in data collection and analysis pertinent to a qualitative research design.

Activities:

1. Develop and administer questionnaires.
2. Follow the Faculty of Education Ethics Review Committee guidelines for research involving human subjects.
3. Write a literature review relevant to the topic studied.
4. Summarize student responses to the questionnaires.
5. Make recommendations for future Adolescent Relationships Groups.

CHAPTER TWO

DISCUSSION OF THE INTERSHIP ACTIVITIES

Goal 1: To Develop Skills In Individual Counselling.

This goal focused on two areas. The first involved acquiring further knowledge concerning the application of counselling skills and techniques. The second focused on skill development through practical counselling experiences. The intern engaged in a variety of activities in each area including reading, observation, workshop participation, and individual counselling. Feedback from supervisors also proved valuable toward realization of this goal.

Reading

The intern read a wide variety of current journal articles on topics which were relevant to the specific needs of individual students on her case load. The readings completed during the internship are listed in Appendix A. This activity helped increase her knowledge of counselling skills and techniques which were applicable to the cases in which she was involved. The intern found this activity very enjoyable. Often, when finding a journal that contained an article which was relevant to a case she was working on, the intern found herself reading several other additional, unrelated articles of interest, before returning the journal to the library. The intern feels that this activity, in addition to increasing her knowledge of counselling skills, has also helped foster her enjoyment of,

and commitment to, reading current research in the counselling field. In the future, the intern plans to subscribe to several journals and feels that regular trips to the periodical section of the library will continue to be an enjoyable hobby.

Also, the intern began to compile a filing system (organized by topic) for the articles she reads. She feels this literature base will prove very useful for personal reference, and provide a basis for a bibliography which can be made available to students, teachers, and parents.

Observation

Observation of four individual counselling cases handled by the field supervisor increased the intern's knowledge of the application of counselling techniques. In several instances, the intern was able to observe the same client for more than one counselling session. This provided the opportunity to observe over progressive sessions. The field supervisor provided time to discuss the sessions with the intern. These discussions proved to be an excellent learning opportunity as the intern was able to discuss her observations, inquire about future directions, and learn relevant ethical responsibilities and school board policies as they related to issues which arose in the counselling sessions..

During the internship, the intern observed three peer counsellor training sessions, as well as, the final practical testing component of the peer counselling program at Centre City High School. The testing involved a role play in which the peer counsellors

demonstrated the counselling skills which they had acquired through their training; one student presented a problem and another student acted as counsellor. This experience provided the intern with an additional demonstration of basic counselling skills. The intern found it valuable to sit back and observe the body language, empathic responses, open ended questions, and other skills demonstrated by the peer counsellors, as it helped her reflect on her own approach in counselling sessions. Throughout the internship, the intern's exposure to both peer counsellor training and the resulting contributions which the peer counselling service makes in the school guidance program, increased the intern's appreciation and commitment to the possibilities of a well-run peer counselling program. In the future, the intern looks forward to insuring that peer counselling is an emphasized component of school guidance.

Workshop

The intern attended a one day workshop at Drug Dependency Services, Southcott Hall, St. John's, entitled; *Fundamental Concepts in Addictions Counselling*. The workshop increased the intern's awareness of substance abuse issues and knowledge of family dynamics pertinent to addictions counselling. Additionally, it gave the intern an opportunity to converse with counselling professionals from other fields such as nursing, social work, and corrections.

Individual Counselling

The intern maintained an individual counselling case load of ten clients. Some of these students had been seeing the intern throughout the year during her pre-practicum and practicum experiences at Holy Heart. The intern's continued participation in the same setting gave her the opportunity to work with several students over a long term basis throughout the entire school year. The intern also met with many students for only one or two sessions on an "as needed" basis. Sessions involved a broad variety of personal, academic, and career concerns.

The structure of the intern's individual counselling schedule varied according to students' needs. For example, during a difficult period for a grade 12 student the intern saw her twice a day for two days, and then once daily for four more days. The frequency of sessions then decreased into once weekly for two more consecutive weeks. In a different situation, the intern saw a student regularly, once a week, throughout the entire internship. The extremely varied schedule of sessions with students, as well as the variety of student needs encountered on a daily basis, are representative of the role of a secondary school counsellor.

Supervision

The intern was supervised by the field supervisor or university supervisor during individual counselling sessions, on six occasions. For each of these sessions the supervisor offered constructive feedback and suggested alternative techniques for future

sessions. This was found by the intern, to be valuable learning experience.

In addition to direct observation, the intern also met on a daily basis with the field supervisor to discuss the progress of various cases and ask for direction when needed. The field supervisor was extremely helpful and acted as a mentor to the intern. The daily meetings with the field supervisor provided the intern with an opportunity to think-through various cases, explore her own observations and feelings toward issues which arose in counselling, examine other possible approaches, and evaluate suggested strategies.

Goal 2: To develop competence in group counselling techniques.

Reading

To help the intern gain further knowledge about different types of groups, and about different group activities designed to help meet student needs, the intern read a wide variety of articles on group counselling techniques (see Appendix A). Reading current literature on group counselling provided the intern with information on a variety of group techniques as well as some creative ideas to use with the groups in which she was involved. The activities and approaches introduced to the intern through this reading assignment, may prove helpful in the intern's efforts to lead future group programs as well.

Observation

During the internship, the intern observed three peer counselling sessions lead by the field supervisor. This was found by the intern to be a valuable learning opportunity because, in addition to observing the role of a group leader in action, the intern also witnessed a program implemented as intended by its authors. (The program was developed by the field supervisor Mrs. Joan O'Reilly and her colleague Mr. Len Hynes.) The intern found it to be an opportunity to observe, in action, the practical application of the course: *The Theory and Practice of Peer Helping Programs* (an elective course offered toward the M.Ed. in Educational Psychology).

The timing of the internship (at the end of the school year) enabled the intern to observe and participate in many academic/career oriented group activities. (Academic and career concerns, such as coping with final exam stress and making post-secondary education decisions, are common issues encountered during this time of the year at the high school level.) Exposure to academic/career related group counselling was found by the intern to be a valuable learning experience to help prepare for her future career. These experiences are described in greater detail in the section of this report entitled: *Goal 3: To develop competence in career counselling techniques.*

Practice

The intern lead one peer counselling session on "value clarification". She used the objectives and activities of the peer counselling program for this topic, and in

consultation with the field supervisor, added an additional activity, "Fallout Shelter", borrowed from Zanzig (1989, p.90.).

During the internship, the intern continued to co-lead a group entitled: The Adolescent Relationships Group, with Ms. Doreen Westera, B.N., M.Sc.N., Associate Professor, School of Nursing (Memorial University of Newfoundland). This group began during the intern's practicum at Centre City High School. The students' perceptions of their experiences in this group is the subject of the intern's research study. It is the focus of the second half of this report, where it is described in detail.

The intern also continued her co-leadership role of a different group, entitled: The Focus Group. The Focus Group involved a variety of topics and activities for female students who were interested in nontraditional career areas. The program grew out of the individual interests of the group leaders and participants and was not based on any known "published" program. It was also named by the group leaders. The leadership role was shared between Mrs. Joan O'Reilly, field supervisor; Ms. Paula Hickey, Mathematics teacher; and the intern. This group had started in October to help address the needs and interests of the students at the school. The intern began her participation in the group as a pre-practicum student and continued her involvement throughout the year.

During her internship at Centre City, the intern lead a "peer career facilitator" training program for a group of interested students, and also delivered group guidance presentations in the Grade 9 classrooms. The intern's roles in each of these guidance initiatives are discussed in greater detail in the discussion of *Goal 3: To develop*

competence in career counselling techniques.

The intern's practical experiences at Centre City have emphasized the important role which group counselling plays in the delivery of a well-rounded guidance program. From the intern's case load, she could easily identify common topics for future group programs. For example, in addition to the many career and academic related concerns of students, attention deficit disorder, low self esteem, anger management, loss, alcoholism, and divorce, were common themes which arose in many counselling sessions. The intern feels that the experience she gained in group counselling during the internship will help her deliver programs to address such issues, in her future role as school counsellor.

The intern's experiences have also increased her appreciation of the time, work, and personnel involved in the development and delivery of an effective group program. For example, although many programs are available commercially, on a wide variety of topics (including the peer counselling training program used at Centre City), each must be adapted to meet specific student interests and needs if they are to be most effective. Also, many other individuals, in addition to the school counsellor, were involved in the various groups. (For example, Ms. Westera, Associate Professor, School of Nursing was co-leader of The Adolescent Relationships Group; Ms. Hickey, Mathematics teacher helped lead The Focus Group; a variety of local professionals participated as guest speakers for The Focus Group sessions; and even the peer counsellors themselves, gave presentations on topics they had researched, during some Peer Counselling training sessions.) The intern has gained an appreciation of the valuable contribution which

others can make in providing effective school guidance services.

Goal 3: To develop competence in career counselling techniques.

Reading

Over the period of the internship the intern read many current journal articles on the topic of career counselling. These readings are listed in Appendix A. The intern feels that the reading of current career literature has increased her background knowledge of the many activities she witnessed at the school on a daily basis.

Observation and Participation

The intern observed and participated in classroom career guidance activities at each grade level (i.e. Grade 9; Level I, Grade 10; Level II, Grade 11; and Level III, Grade 12), as well as, both group and individual sessions for students who were undecided about their post-secondary plans.

During one specific scheduled meeting with the field supervisor, the intern asked questions and took notes concerning the objectives and activities which she had observed at each grade level. This gave the intern the opportunity to learn about setting up a developmental program, including completing a needs assessment, involving parents, and obtaining funding. In the intern's opinion, her observations, experiences, and discussions with the field supervisor concerning the developmental guidance program at Centre City will help her plan and deliver her own proactive guidance program in the future.

The intern observed training sessions for the peer career facilitators on both the *Choices Senior* (ISM Information Systems, 1993) and *Choices Junior* (ISM Information Systems, 1993) computer programs. She also observed and was very impressed with the work the peer career facilitators did with their classmates on a daily basis. Additionally, the intern took a leadership role in the development of a Peer Career Facilitator Program for the grade nine students. This involved the intern giving two Grade 9 classroom career presentations, training two small groups of students as peer facilitators, and then assisting these trained students as they scheduled sessions and guided each of their classmates through the *Choices Junior* (ISM Information Systems, 1993) computer program.

Throughout the internship, the intern assisted students with the materials available in the guidance career resource centre (post-secondary calendars, specific career information packages, personality inventories and checklists, computer programs, etc.). To do this effectively, the intern found it necessary to spend additional time familiarizing herself with the resources available at the high school. (Although she had read about these resources in text books, she had never actually used most of them before.) In the intern's opinion, both of these experiences (learning more about the types of career resources available in a well-stocked career resource library, as well as, learning how to teach students to use the resources) increased her own knowledge and confidence in this area.

The intern met with Mrs. Terry Leonard, a guidance counsellor at Centre City, to discuss the information on scholarships and the application process. At a school the size

of Centre City, this process is very involved. In addition to knowing about a wide variety of scholarships and awards, and passing this information on to eligible students, the school counsellor at Centre City is also responsible for setting up a scholarship committee which contains representatives from each of the academic departments. This meeting gave the intern an overview of the role a school counsellor in a large high school, in helping students obtain academic awards to attend post secondary institutions.

As mentioned in the previous section on group counselling, the intern co-lead a group for girls interested in nontraditional careers entitled: The Focus Group. Throughout the school year the focus group participated in a wide variety of activities involving: *Career Area Interest Checklist* (ISM Information Systems, 1993); *Choices Senior* (ISM Information Systems, 1993) computer program; guided fantasy; guest speaker presentations by professionals in the local community; an activity workshop exploring the early learning experiences of girls, etc.

As this was the first year the school had such a group, the intern gained experience in the initial planning stages, follow-up, and constant evaluation which is involved in beginning a new program. The intern feels that this experience will help her initiate and further refine The Focus Group, as part of her own future career guidance program. In the future, the intern would like to add several other components to the program. These include: job shadowing opportunities, visits to local post-secondary institutions offering courses pertinent to nontraditional career choice, and a hands-on technology component providing a variety of practical labs in which the students

participate in nontraditional activities such as electronics, engineering, mechanics, etc.

Goal 4: To develop skills in parent and teacher consultation.

Reading

Although reading on the topic of consultation was not identified in the initial internship goals, the intern did read a number of current articles on this topic (see Appendix A). The readings provided practical suggestions for consulting with parents, teachers, and other professionals. For example, Dickinson & Bradshaw (1992) identify six occasions commonly encountered by school counsellors and recommend either counselling, consultation, or a combination of the two, as most effective to promote change; Conroy & Mayer (1994) describe three different approaches to improve consultation with parents: multi-week small group sessions, monthly parent nights, and a parent resource library; and Blum (1986) describes seven ways to improve consultation with teachers by building more constructive relationships.

Observation and Participation

The timing of the internship, at the end of the school year, allowed the intern to increase her experience in consultation. The intern observed the field supervisor in many counsellor-teacher and counsellor-parent consultations. These consultations included both small informal meetings, as well as, more detailed case conferences involving student(s), parent(s), teacher(s), school administrator(s), school board official(s), and

others. The intern often participated in the meetings and case conferences and was able to work with the student in response to the recommendations which were made.

The intern also participated in a planning session concerning the students who would be coming to Centre City from a local junior high school in September of 1996. This gave the intern an overview of the role a school counsellor plays in helping with the transition of students from one school to the next.

Throughout the internship the intern gained experience in consultation with students, parents, teachers, administrators, representatives from local groups and organizations (for example: Women in Trades and Technology; Women in Successful Employment; Children and Adults with Attention Deficit Disorder, Drug Dependency Services, Adolescent Health Counselling Centre), and a variety of other professionals (counsellors, social workers, physicians, speech therapist, etc.). The field supervisor observed as the intern lead two counsellor-parent conferences and two counsellor-teacher meetings.

The internship increased the graduate student's experience and confidence in the area of consultation. She gained a greater appreciation of how the old adage "it takes a whole community to raise a child", applies to a school guidance program. To find solutions to the many complex situations which are often encountered in school guidance, creativity and co-operation between a variety of professionals is needed.

Goal 5: To become proficient in the methods of student assessment.Reading

The intern read a variety of articles which were relevant to the assessment and remediation of the students with whom she was working (See Appendix A). In particular, the readings focused on attention deficit hyperactivity disorder, learning disabilities, and dyslexia. The readings offered suggestions useful for working with these students.

Assessment Material Files

As a beginning school counsellor, the intern had very little resource material (handouts, checklists, strategies, personal copies of journal articles, etc.) relevant to psychoeducational assessment. During the internship, she began to compile an assortment of such information, filed by topic, which she found to be a very convenient and valuable personal resource. In her future work as a school counsellor, she endeavours to continue to add to her "materials file" to expand on these resources, and to keep the information current.

Practice

The intern used both subjective and objective methods when doing comprehensive student assessments. The subjective measures included: discussions with students, teachers, and parents; reviewing students' school files; and making behavioural

observations of students in both informal and testing situations. The objective measures included the administration of a variety of standardized assessment instruments including the *Visual Motor Integration Test (VMI)*, *Benton Visual Retention Test*, and the *Bender Visual Motor Gestalt Test*. These were used in conjunction with *The Kaufman Test of Educational Achievement (K-TEA)* and *The Weschler Intelligence Scale for Children (WISC III)*.

The intern wrote reports on the assessments and presented the results in three case conferences involving students, teachers, and parents. Each conference was supervised by the field supervisor. The recommendations given by the intern resulted in program changes for the clients involved.

Throughout the entire assessment process the field supervisor worked with the intern to ensure that school board policy was followed, and that recommendations were tailored to meet individual student needs, and within the resources of the school. Thus, in addition to building the intern's confidence with respect to student assessments, the intern gained experience in the development of practical, individualized programs.

Goal 6: To develop an awareness of school and community resources which are applicable to guidance referrals.

During the internship the intern completed a number of activities to further her awareness of the school and community resources applicable to guidance programming.

School Resources

To obtain information concerning the availability of school resources, the intern discussed, with the field supervisor, the procedures used to access the services of the special education teachers, school tutors, the school nurse, and the school psychologist.

The intern met with the head of the Special Education Department to learn, in greater detail, the services available at Centre City High School for students with special needs. She met with the teacher in charge of the professional tutoring program at the school to learn more about obtaining funding, and setting up such a program, as well as, to gather a more detailed description of how the tutoring program worked. The intern also met with the School Board's speech and language pathologist and Special Services Program Coordinator to gather basic information relevant to several cases she was working on.

Community Resources

To help increase her awareness of community resources applicable to guidance referrals, the intern made several scheduled visits to agencies outside the school. Included, were visits with a counsellor at the Adolescent Health Counselling Centre; a parent volunteer at the local chapter of Children and Adults with Attention Deficit Disorder (CHADD), and with a counsellor at Drug Dependency Services. During these visits the intern obtained much information pertaining to the resources available to students and their families and the procedures for making referrals.

At each of these locations the intern found that she had been previously unaware of the extent of the services which were available. For example:

- I. Drug Dependency Services provides a free library service. This includes a variety of different media (print, videos, cassettes) information on addictions related topics. Information on other topics such as: programs to increase self esteem, skills for working with groups, peer counselling, and speed reading are also available.

- II. Children and Adults with Attention Deficit Disorder (CHADD), in addition to providing a great deal of current literature on attention disorder, has several excellent video based programs which it lends to school counsellors to assist them in their work with children with ADD and ADHD. It also has a parent support group.

- III. The Adolescent Health Counselling Centre provides individual counselling services to adolescents and also offers a variety of group sessions which include a survivors of sexual abuse group and a group on anger management.

During the course of the internship the intern obtained the assistance of a wide variety of school and community resource personnel. Under the guidance of the field supervisor, the intern made referrals to these professionals when required. The intern

found that the referral process is more effective when the counsellor is fully aware of the services available, and that knowing individuals, can make the referral process faster and more efficient. For these reasons, visiting resource services, and networking with other professionals outside the school, is well worth the effort.

Goal 7: To gain experience in conducting site based research which would be applicable to a school guidance program.

To gain experience in conducting site based research which would normally be encountered by a secondary school counsellor, the graduate student completed a research project in the area of adolescent peer relationships. Specifically, the intern administered a specially designed questionnaire to elicit students' feedback concerning their participation in a seven session Adolescent Relationships Group at Centre City High School. The purpose of this study was to gather the student's opinions about: how effective the group was in achieving its objectives, what they learned from their experiences in the group, and recommendations to improve future such groups. Both the Adolescent Relationships Group, and the intern's study, are described in greater detail in Chapter III.

The reason for doing this study was twofold. First, it allowed the intern to gain experience in conducting site based research which would be helpful in her future career as school counsellor. Throughout the intern's classroom teaching career, and prior to the internship component of her graduate program, the intern had never before done a study

of a school program. In the opinion of the intern, the experience she gained from reviewing relevant literature, following ethical guidelines, and collecting, and analyzing data, has helped prepare her for further qualitative study of guidance initiatives in her future role as school counsellor.

Second, it allowed the intern to gather students' feedback and recommendations, so that improvements can be made in future Adolescent Relationships Groups in the internship setting. Perhaps the findings from this study may also be helpful to school counsellors (or school counsellor interns) in other schools, who are interested in setting up similar programs.

CHAPTER III
THE RESEARCH COMPONENT:
STUDENTS' PERCEPTIONS CONCERNING THEIR EXPERIENCES IN
THE ADOLESCENT RELATIONSHIPS GROUP

Introduction

To fulfil the counselling internship requirements for the Master of Education degree in Educational Psychology at Memorial University, the intern must design and examine a site-based research question typical of that commonly encountered by school guidance counsellors. The study conducted sought to gather and examine the feedback from students who participated in the Adolescent Relationships group at Centre City High School during the 1994/1995 school year.

School guidance programs provide a wide variety of services to help address student needs. One component of the guidance program at Centre City High School in St. John's, is the Peer Counselling Program. During her practicum and internship at Centre City in the 1994/95 school year, the intern, and classmate Ms. Doreen Westera developed and delivered a special issues pilot program as an add-on to the school's Peer Counselling Program. The major focus of this program was the dating and friendship relationships of teens and it was titled: The Adolescent Relationships Group. The objectives, schedule, topics, and activities of this group program are described in detail in this chapter of the internship report, under the heading : *The Adolescent Relationships*

Group, (p.38). Because the development of the Adolescent Relationships Group was not the subject of the internship study, (but instead a component of the practicum), the development of similar groups, is not reviewed in the literature review of this report. The Adolescent Relationships Group had already existed and ended prior to beginning the study. Instead, the focus of the literature review is on the legitimacy of school counsellors using simple counsellor developed evaluation methods, such as the questionnaire used in this study, to provide feedback on the various guidance initiatives within their programs.

As with the other components of guidance programs, it is recommended that school counsellors evaluate the various initiatives within peer counselling programs (de Rosenroll, 1989). Student and group leader perceptions of a program's success in meeting objectives; opinions about the various group activities; and feedback and recommendations regarding improvements in future programs, can all be of help to school counsellors in their efforts to deliver an effective guidance program. The limitations of this study are presented on page 47 of this report.

Purpose and Rationale

The purpose of the research component is to gather and examine questionnaire feedback from students who participated in The Adolescent Relationships Group at Centre City High School during the 1994/95 school year. It is hoped that the recommendations which come from this study will be of help in conducting future

Adolescent Relationships Groups (and related units of the Peer Counselling Program) in the internship setting. The findings may also be helpful to guidance counsellors in other Newfoundland schools who are interested in setting up similar programs.

Research Questions

The purpose of this study is to answer the following research questions:

- I. In the opinion of the student participants, how effective was The Adolescent Relationships Group in achieving its objectives?
- II. In the opinion of the student participants, what did they learn from their experiences in the group?
- III. What recommendations for improving future Adolescent Relationships Groups were made by the students who participated in the group?

Literature Review

The primary purpose of program evaluation in school counselling is to provide guidance workers with evidence of their contributions that will allow them to improve an activity or set of activities (Johnson & Whitfield 1991). According to a national study by the Canadian Guidance and Counselling Foundation (Canadian Labour Force Development Board, 1994), most counsellors believe the quality of their service has improved over the past two years. In spite of this belief, most counsellors either do not evaluate their services, or evaluate informally by verbally asking clients if their needs

were met, or by inferring from the clients' words or manner that the guidance service was adequate (Canadian Labour Force Development Board, 1994). In another study which examined the program evaluation efforts of counsellors more closely, Fairchild (1993) found that the most common type of data which is collected by school counsellors is "enumerative". This includes recording the amount of time devoted to providing various services, or keeping track of the frequency with which different guidance activities occur (for example, counting the number of group sessions). Tabulating the number of times an event occurs, does little to ensure that counselling programs are responsive to student needs (Fairchild, 1993).

The shortage of more detailed, objective, and anonymous feedback from clients is apparent in the finding that only 3.6% of secondary school counsellors evaluate their guidance programs by having clients complete a written evaluation form at the end of a counselling service (Canadian Labour Force Development Board, 1994). The Canadian Guidance and Counselling Foundation report describes this lack of evaluation as "worrisome" and asserts that it puts school counselling services in serious jeopardy of erosion as "counsellors have no data to support their contention that they are making a positive impact on the lives of their clients" (Canadian Labour Force Development Board, 1994, p.xvii). Without such evidence, school counsellors risk losing the funding needed to ensure the survival of their services (Gillies, 1993).

Other sources also stress the need for school counsellors to evaluate their programs to improve the quality of their services and to justify and defend those services

which they do provide (Fairchild, 1993, 1994; Gillies, 1993; Hughey, Gysbers, & Starr, 1993; Lee & Workman, 1992; Kline & Vernon, 1986; Wilson, 1985).

Unfortunately, for Canadian secondary school counsellors evaluation is a low priority (Canadian Labour Force Development Board, 1994). This is not surprising, considering some of the many obstacles which have been suggested in the literature (Wilson, 1985; Lee & Workman, 1992; Fairchild, 1993, 1994). Fairchild's (1993) article summarizes the many explanations offered throughout the educational literature to account for school counsellor's lack of evaluation efforts. These include: inadequate training; lack of goals or objectives to evaluate; time constraints; lack of financial and people resources; the perception that such an activity must be complex and difficult; and concerns about potential negative consequences (Fairchild, 1993).

Of these many possible obstacles, "lack of familiarity with methods for obtaining information" and "too time consuming and cumbersome" were identified by school counsellors who were *not* collecting evaluation data, as the two greatest barriers (Fairchild, 1993, p.372). Fairchild (1993), asserts that the *most* significant barrier to school counsellors collecting accountability research is actually "attitudinal" (p.372). This view is supported by Lee and Workman (1992) who found that although school counsellors admit their need to learn more about evaluation, 51% of those surveyed indicated that they would not be interested in taking further training on this topic if it were made available to them. A "salient theme" in counsellors' survey comments was their dislike for research (Lee & Workman, 1992, p.17). Fairchild (1993) says that

counsellor's attitudinal barrier toward research must first be overcome if other obstacles, such as time constraints and lack of familiarity with methods, can be addressed.

Fairchild (1993, 1994) makes several recommendations to promote school counsellor's involvement in evaluation efforts. First, he recommends that school counsellors in training be involved in internship activities which help demystify the process of evaluation and help encourage the view that collecting such data is positive and productive rather than negative and threatening (Fairchild, 1993). Secondly, he gives further direction to school counsellors by recommending that evaluation of counselling services be kept manageable by viewing it as a continuous process which isolates specific services for scrutiny at different times (Fairchild, 1994). Simple, non-threatening evaluation methods applied to select components of the guidance program can become part of an on-going evaluation of guidance services.

In his article on the evaluation of counselling services in a rural elementary school, Fairchild (1994) describes one example of how information can be collected by school counsellors to guide their decision making. Students were asked to complete a brief, one page, 18 item questionnaire, and an 11 item 5-point Likert-type scale was distributed to teachers. Keeping questionnaires short, simple, and focused on the specific information in which the school counsellor is interested, kept this evaluation manageable while also contributing to ongoing accountability efforts. Similarly, Hughey, Gysbers & Starr (1993) assert: "It is important that the forms not be complex and that they take a short time to complete. The key is to ask what you want to know and what will provide

the information you need" (p.35).

Self-report assessment methods developed by the school counsellor (such as checklists, rating scales, and questionnaires) have been criticised as having limited value due to the lack of precision of the instruments (Dougherty & Bryant-Taylor, 1983). These methods have also been criticized because of their inability to provide information about the strength of the relationships among variables or about possible causal influences (Wilson, 1985). In contrast to experimental methods, the subjective nature of counsellor developed questionnaires make interpretation of the results very limited.

Some advantages of these methods have also been suggested. Dougherty and Bryant-Taylor (1983) assert that using self-report assessment instruments such as checklists, rating scales, or questionnaires developed by the school counsellor are "one form of program evaluation that can be performed with or without a colleague skilled in sophisticated research methodology" (p. 131). The relatively simple procedures used to gather and present information are helpful to counsellors who do not have the time to apply more detailed research (Dougherty & Bryant Taylor, 1983). Often, comments gathered from clients can provide more useful information than enumerative data or counsellors' observations alone, and written comments from clients can be very helpful to the school counsellor when support is needed for program expansion (Dougherty & Bryant Taylor, 1983).

The Guidelines for the Development and Delivery of Guidance Services (1988) for Newfoundland and Labrador recommend the use of qualitative methods of data

collection to aid school counsellors in their appraisal of the various components of guidance programs and to assist them in making decisions about improvements. These guidelines suggest the use of questionnaires which provide space for written comments to assess students' satisfaction and perceptions of the effectiveness of particular aspects of a guidance program. Assessing the perceptions of those "involved in the guidance program can provide valuable feedback that can be used to enhance the program" (Hughey, Gysbers, Starr, 1993, p.31) and can help to ensure that the program is responsive to student needs (Fairchild, 1994).

Perhaps the most significant advantage of counsellor developed questionnaires is that they allow counsellors to ask questions of specific individual interest which then enables them to design simple measures for programs at the local level (Dougherty & Bryant-Taylor, 1983). According to Kline and Vernon (1986) counsellors who are able to design activities relevant to specific student populations, can then provide more pertinent and responsive programs. This benefit can be readily illustrated in reference to peer counselling initiatives within school counselling programs.

Peer counselling programs have become a growing component in many Canadian schools (Gougeon, 1989). As they continue to develop and counsellors become more comfortable with basic skill training for peer counsellors, many programs expand to include further sessions in special issues topics such as suicide, grief, death, and family relationships (Gougeon, 1989). Similar to the other initiatives within guidance programs, "the research associated with peer counselling has been slow in its evolution" (de

Rosenroll, 1989 p.75). Canadian leaders in this field indicate that, just as more academic research is necessary, a second level of enquiry, local evaluation, is also needed (Carr, Yanishevski, & de Rosenroll, 1989). Evaluation of these initiatives will help improve, promote and ensure the survival of these programs.

In peer counselling programs the topics for special issues sessions often emerge out of the interests of trainers and peer counsellors and from data gathered in or from the local community (Gougeon, 1989). Because the innovations within peer counselling are "practitioner directed" and "have grown from the grassroots, not the ivory tower" (de Rosenroll, 1989, p.75), the success of these programs has much to do with their ability to be responsive to the specific needs and interests of the participants.

Gillies (1993) describes "relatively simple" data gathering procedures such as counsellor developed questionnaires, interviews, and needs surveys as "grass roots activity aimed at educational improvement" (p. 69). He says that with these data collection methods, the "emphasis is on providing information which has an impact on the school community that leads to action and change" (p. 69). Gilles also states that these procedures enable "the counsellor to evaluate on a simple level individual, group, or program interventions...The information obtained can be readily acted upon so that changes can be made quickly" (p. 72). Counsellors undertaking their own program evaluations using self-developed questionnaires can help ensure that their programs continue to be responsive to situational concerns.

The research contains numerous examples of the types of information which that

can be gathered through the use of counsellor-developed questionnaires. Hughey, Gysbers, and Starr (1993) used questionnaires containing open ended questions to gather clients' feedback on how they had learned about the guidance program; what were clients' perceptions of how the program had helped them; and what were clients' suggestions for improvements. Gougeon (1989) discusses the results of follow-up questionnaires administered to peer counsellors who had participated in special issues sessions. In addition to requesting students' suggestions for improvement, open-ended questions also asked for students' comments on the group exercises used throughout the program including what were the "most useful" and "least useful" parts of the sessions and what group activities should be included in future programs (Gougeon, 1989). Fairchild (1994) used open-ended questions to solicit information regarding students' satisfaction with different components of the counselling program, while teachers were asked to rate their levels of satisfaction by responding to questions containing a 5 point Likert-type scale. Dougherty and Bryant-Taylor (1983) recommend the use of counsellor developed assessments to evaluate how well a program has met its goals and objectives. Tyler (1986) recommends evaluating each objective in terms of whether or not the participant has learned something which is helpful to him or her. He also recommends gathering information on the problems and difficulties encountered during the implementation of a program (Tyler, 1986).

The Adolescent Relationships Group

Over the period of March-May, 1995, eight students (1 male and 7 females) from Centre City High School in St. John's participated in a seven session group which focused on teenage peer relationships. The group was titled: The Adolescent Relationships Group and consisted of ten hours of activities and discussion. This group grew out of the interests of the group leaders and student participants and although some of the activities used in the group sessions came from various sources (and are so referenced), the group itself was based on no known "published" program or source.

The eight students who participated in The Adolescent Relationships Group were all members of the school's Peer Counselling Program. Once a student joins the Peer Counselling Program at Centre City High School, they are "peer counsellors" (in the same way that a student who joins the school hockey team is a school hockey player). They begin their "counselling" work with peers, under the supervision and direction of the school counsellor, while also attending weekly peer counsellor training sessions throughout the year. The Adolescent Relationships Group consisted of students who were members of the school's Peer Counselling Program, who were also interested in becoming members of the Adolescent Relationships Group.

The Adolescent Relationships Group was led by the intern and Ms. Doreen Westera, B.N., M.Sc.N., Associate Professor, School of Nursing, Memorial University.

The general objectives of the group were:

- I. To increase participants' self-awareness with respect to relationship issues.

- II. To increase participants' knowledge about the concepts of friendship, infatuation, love, etc....
- III. To further develop participants' assertive and decision making skills vis-a-vis relationship issues.
- IV. To increase participants' self-confidence in relationship situations.

Each session lasted for one and a half hours, with the exception of the first session which was one hour. Although initially scheduled for seven consecutive weekly sessions, some changes were made in the original schedule to accommodate for school activities, holidays, and participants' scheduling difficulties. The resulting time schedule is shown in Table A and the specific topics of each session are listed in Table B. Both tables are on the following page.

Table A: Time Schedule For The Adolescent Relationships Group

Date	Time (Hours)
Thursday, March 9	1
Wednesday, March 22	1.5
Wednesday, March 29	1.5
Wednesday, April 5	1.5
Wednesday, April 12	1.5
Wednesday, May 10	1.5
Wednesday, May 17	1.5
Total Hours	10

Table B: Schedule of Topics For The Adolescent Relationships Group

Session	Topic
# 1	Orientation to Group
# 2	Love/ Infatuation
# 3	Self-Awareness
# 4	Friendship/ Dating
# 5	Decision Making
# 6	Assertive Behaviour
# 7	Closure

While planning the activities and topics to be addressed in The Adolescent Relationships Group, the group leaders decided to remain open to change. They felt that being flexible would encourage a stronger sense of group ownership amongst the participants and help to ensure that the topics covered were of immediate relevance in the participants' lives.

Because of this approach, a slight change in focus occurred throughout the group. The session topics remained as scheduled (Table B). However, less attention was given to actual training in assertiveness and decision making skills, than had initially been envisioned by the group leaders. Instead, assertiveness and decision making skills were discussed vis-a-vis specific relationship situations which the students brought to the group. This allowed for a greater focus on: knowledge of relationship concepts, self-awareness, listening to self-talk, and acknowledging one's own feelings and values, which emerged as areas of greater student need. Also, the students had already completed detailed units on both assertiveness and decision making skills as part of their weekly peer counselling training sessions. Therefore, the slight change in focus of The Adolescent Relationship Group cut back on repetition.

Appendix B contains a descriptive summary of The Adolescent Relationships Group activities and discussions, for each of the seven group sessions.

Design for Data Collection and Analysis

This study was a retrospective study of the students who had participated in The Adolescent Relationships Group at Centre City High School during the 1994/95 school year. A questionnaire devised by the student intern was used to gather the opinions of group members concerning the topics and activities of the group, as well as, recommendations for future groups of this kind. Personal perceptions of the group's success in meeting its objectives are also examined.

The students were administered a self-report questionnaire in the fourth week following the end of the program. The questionnaire was administered in a classroom setting at the school. It was explained that completion of the questionnaire was voluntary and no student was required to complete a questionnaire if he/she did not want to be involved. It was explained that each student had the right to withdraw at any time without prejudice and that the students' identity on the questionnaire would be anonymous to protect confidentiality. Students were therefore instructed not to sign their name to the questionnaire to encourage open, honest feedback. After completing their questionnaire students placed them in a large brown envelope. The intern collected the envelope after all students had placed their questionnaires inside.

The data from the questionnaire is discussed in descriptive terms, by topic. In conducting the study, the intern followed the Faculty of Education Ethics Review Committee guidelines for research involving human subjects, as well as the Roman Catholic School Board's regulations for research involving students. A copy of the

Faculty of Education Ethics Review Committee letter of approval is found in Appendix E. Copies of consent forms are included in the Appendices (F, G, and H).

Sample

The sample consisted of the eight peer counsellors who participated in The Adolescent Relationships Group at Centre City High School during the 1994/95 school year.

The group members were grade 11 and 12 students from the school's Peer Counselling Program who expressed interest in attending the group. Seven females and one male participated.

Instruments

Under the guidance of the university supervisor; Dr. Alan Kenworthy, the intern devised a questionnaire to gather feedback from the student participants concerning their experiences in The Adolescent Relationships Group. A copy of the questionnaire is included in Appendix F.

The questionnaire consisted of two sections. The first section (Part A) consisted of a series of open-ended questions on topics including: reasons for attending the group, topics which were most relevant, suggested improvements, most and least favoured activities, and recommendations for future groups. In the second section (Part B), a five point Likert rating scale was used to assess student participants' perceptions of the overall

effectiveness of the group in meeting its objectives.

Limitations

This study was limited by the following factors:

- I. The nature of the instrument used. The questionnaire used to gather feedback from The Adolescent Relationship Group participants was devised by the intern under the guidance of her university supervisor. The participants' responses are informal in nature and limited by the questions asked. The questionnaire was designed for this specific task and is not a standardized instrument therefore its validity and reliability are unproven.
- II. The nature of the topic. The topics, activities and overall approach taken throughout The Adolescent Relationship Group program were the result of the unique needs and interests of that particular group of students, as well as the interests of the group leaders. The study of this program focused on the perceptions and opinions of the students involved.
- III. The sample. Since the study was confined to student participants in The Adolescent Relationship Group at Centre City High School, results are generalizable only to the degree that other populations are similar. The study examined the feedback from eight student participants, all who were members of the school's Peer Counselling Program, and who were interested in attending the group. Only one male student was involved in the study. The non-random, self-

report, and bias of the sample used in this study limit the findings in generalizing to other programs and participants.

Results

Interest in The Adolescent Relationships Group

A variety of reasons were given for wanting to participate in the group. Group members indicated several general reasons such as wanting to learn more about friendship and dating, and wanting to get to know the other peer counsellors better. They also indicated specific reasons which included: getting help and support after recently having lost a close peer relationship, learning more about one's own role in building positive relationships, and getting help and advice concerning what to do in specific dating and relationship situations (for both themselves and the other students they encountered through peer counselling).

Most Relevant Topics/Issues

Throughout each of the seven group sessions a wide variety of relationship issues were addressed. The student group members identified the following topics/issues as the ones which they found were the most relevant: dealing with the loss after a dating relationship has ended; confronting a friend who "drops you" after getting involved in a dating relationship; and knowing what to do when a friend or boyfriend/girlfriend does not support your relationship (for example: doesn't listen to you, favours another

relationship over yours, or is controlling).

The students also identified the following group topics as being most relevant to their lives: the importance of listening to and respecting one's own personal self-talk and values on the issues which arise in relationships; the importance of reflecting on the differences and similarities of concepts such as love and infatuation so as to broaden one's perspective on current relationships; learning to express feelings so that others will listen; and learning how to terminate a relationship.

Most Difficult Thing

The group members said that the most difficult thing about the group was being able to open up and express their personal feelings. A variety of reasons were suggested for this including: being unsure that everyone could be trusted; losing continuity (if a group member was absent one week it was difficult to retain a strong group atmosphere and continue a discussion in the next session); knowing that others' opinions would be different from your own and not wanting to sound "stupid"; trying to get into a "discussion mode" after a long day in school; and being the only male.

Effectiveness of the Group in Meeting Its Objectives

The second section of the questionnaire (Part B) asked respondents to rate the overall effectiveness of The Adolescent Relationship Group in meeting its objectives. The group members were asked : "Please select the response which you feel best

describes the overall effectiveness of The Adolescent Relationships Group in meeting its objectives for you, personally": Table C shows the student's ratings of each objective along a five point Likert scale. The numbers given in Table C indicate the number of students who selected a specific rating.

Table C: Group Member Responses

Group Objectives	Not At All	Not Very Much	Somewhat	Much	Very Much
Self-Awareness			2	5	1
Knowledge of Concepts			3	3	2
Assertive and Decision Making Skills		2		3	3
Self-Confidence			2	4	2
Totals	0	2	7	15	8

The questionnaire responses indicate that the students perceived The Adolescent Relationships Group to be most successful in achieving its self-awareness and knowledge objectives, and least effective in promoting the development of assertive and decision making skills. The students' responses to this question are discussed in the **Discussion** section of the report (p.59).

Table C: Group Member Responses

Group Objectives	Not At All	Not Very Much	Somewhat	Much	Very Much
Self-Awareness			2	5	1
Knowledge of Concepts			3	3	2
Assertive and Decision Making Skills		2		3	3
Self-Confidence			2	4	2
Totals	0	2	7	15	8

The questionnaire responses indicate that the students perceived The Adolescent Relationships Group to be most successful in achieving its self-awareness and knowledge objectives, and least effective in promoting the development of assertive and decision making skills. The students' responses to this question are discussed in the **Discussion** section of the report (p.59).

Group Activities

Throughout the seven sessions, the group participated in many different activities. The following were identified by the group members as their most and least favoured activities. Summaries of the participants' explanations for their choices are also given.

I. The activity I liked the most was...

A. Art Activity (painting) on Love and Infatuation

Four of the students identified this activity as the one they liked the most. A variety of reasons were given, and all four students gave more than one reason for liking this activity the best. The reasons they gave include: helping them to explore ideas, express personal feelings, clarify personal values and views, and learn how the opinions of others are similar or different from their own views. In addition to comments which described this activity as encouraging self-reflection, the students' responses also described this activity as promoting creativity, individualization, and complete group involvement. Two students noted that this activity helped them realize that each person's response was acceptable, because no painting was judged as "right" or "wrong".

B. Magic Box

Two students selected this activity because they said it helped them and several other students, realize what they wanted in a particular relationship. (One of these students also selected the Dear Abbey Letter as the activity he/she liked the most. This student said both activities were his/her favourite and he/she couldn't choose one over the other.)

C. Horse Tearing Exercise

Two students said that they enjoyed this activity the most because it was

fun, challenging and allowed them to use their imagination and senses. One of these students said that both the Art Activity (painting) and the Horse Tearing Exercise were his/her favourite.

D. Dear Abbey Letters

Two students indicated that this activity helped to clarify a specific problem they were having in a relationship. One of these respondents credited this activity with helping several of the teenagers realize how alike all the group members were, in their relationship concerns: i.e. similar issues, questions, and problems.

II. The activity I liked the least was...

Three of the group members commented that they enjoyed all of the activities. The other respondents identified the following activities as those which they favoured least.

A. Art Activity (painting) on Love and Infatuation

One student commented that although he/she did not dislike this activity, it was difficult because it "made me think really hard". Another said that he/she had found it difficult to express feelings through a picture and would have preferred just talking.

B. Horse Tearing Exercise

One student said that although he/she enjoyed this activity he/she had found it difficult.

C. Dear Abbey Letter

One student said that he/she found it difficult to relate to the situation which his/her group wrote about in their letter to Dear Abbey.

D. Role Playing: Empty Chair & "The Line"(Lange & Jakubowski, 1979)

One student said that role playing a personal topic had made him/her feel pressured, isolated, and uncomfortable.

What Was Learned?

The group members perceived that their experiences in The Adolescent Relationships Group had taught them many new things about relationships. Their comments on what they had learned on various topics are summarized as follows:

I. Self-awareness with respect to relationship issues

The teens credited their group experiences with teaching them the importance of self-awareness in maintaining healthy relationships. Their responses indicated that the

group had helped them get to know their own personal feelings and examine specific relationships in light of their own values. Two students stated that self-reflection helped them to realize that they were feeling "used" in a particular relationship or that the relationship was not working. Their responses emphasized the perception that not only should they identify their feelings in relationships but should also trust their own values when faced with pressure from others.

II. Knowledge about relationship concepts such as friendship, love, infatuation, etc...

The students' responses indicated that learning about different relationship concepts (i.e., true friendship) helped them to reflect on the components of a "good" relationship and on the quality of their own personal relationships. Several students commented that through their own consideration of the many differences between love and infatuation they were helped to make more informed decisions and felt support for their own personal values.

III. Assertive and decision making skills

Several of the students' responses indicated that asserting their own feelings in relationships and not avoiding decisions (thus allowing them to "pile-up"), were important for both their own happiness as well as for maintaining healthy relationships. Others said that this topic had not been addressed in The Adolescent Relationships Group in the way it had been in their peer counselling training. They noted that The Adolescent

Relationships Group had addressed assertiveness and decision making in specific situations only (and described this as being very helpful to them). No general assertiveness or decision-making skills were taught in The Adolescent Relationships Group.

IV. Self-confidence in relationship situations

The students' responses indicated that although self-confidence was not a topic of any one session, students' level of self-confidence increased over the duration of the program. The importance of not doubting your own values and self, knowing that one's own feelings are legitimate and not allowing others to use you, realizing that one's life is not "over" because a friendship or dating relationship ends, and being proud of who you are in relationships, were all mentioned. One student commented that an increase in self-confidence in relationships situations was perhaps the most important thing learned.

Group Member Suggestions

- I. The questionnaire responses indicated that group sessions should remain at 1.5 hours in length.
- II. Several students suggested increasing the size of the group so that more views and opinions would be discussed.

- III. Students recommended that The Adolescent Relationship Group also be offered to other students who were not members of the Peer Counselling Program. They indicated that other students would enjoy and benefit from the group, as well. Also, they indicated that this would add a greater variety of student opinion to group discussions (which they often encountered among their own friends and in their role as peer counsellors).
- IV. The questionnaire responses, (including the comments of the only male participant) indicated strong interest in involving more male students in the group.
- V. Students recommended increasing the length of the program by adding more sessions. Their suggestions included doubling the length of the program, as well as, meeting weekly for the duration of the entire school year.
- VI. The students' recommendations indicated that the number of group sessions should be increased so topics could be discussed in greater detail and additional topics could be explored. The students indicated their interest in hearing more about how others responded in situations similar to their own. They described this as helping them to broaden their own perspectives and to consider more options. Additional topics which students recommended be addressed in the

group include: date rape, sexual pressure, how to talk openly to a boyfriend/girlfriend about sex, jealousy and control in relationships, dealing with loss after a relationship has ended, dealing with friends who do not spend as much time with you after they get involved in a dating relationship, and terminating a relationship.

- VII. Student feedback on the questionnaire recommended that a more detailed group schedule, containing a description of the session topics and specific activities, be followed in the group, and that they be provided with a copy of this schedule so they could prepare for the upcoming sessions.
- VIII. Student responses recommended that the group should meet each week without breaks between sessions.
- IX. Overall, student feedback indicated a strong preference for "hands-on" activities rather than discussion alone and recommended including more activities in the program. Students described the activities as making the sessions more fun and interesting and as encouraging self-reflection and discussion. Therefore it is suggested that at least one "hands-on" activity be included in each session.
- X. The art activities (love/infatuation painting, and "Horse Tearing Exercise") were

most frequently identified by the students as "most favoured" activities. Therefore, it is recommended that these activities or activities of similar difficulty and purpose be included in future relationship groups.

- XI. Two students identified the role-playing activities in session five as the least favoured. Role-play activities based on fictitious scenarios are recommended because the questionnaire responses indicated that these real life role-plays required a level of self-disclosure with which many of the students were uncomfortable. Perhaps the situations enacted could be invented by the group leaders or students, so that issues common to the students are addressed, without posing a risk to any individual student.

Discussion

The questionnaire responses indicate that the students perceived The Adolescent Relationships Group to be most successful in achieving its self-awareness and knowledge objectives and least effective in promoting the development of assertive and decision making skills. This may be due, as discussed previously, to a slight change in focus which was decided upon by the group co-leaders after the first few sessions. There was no step-by-step training in assertiveness and decision making skills as initially envisioned by the group leaders. This was done so that greater time would be available to focus on self-awareness issues. Not only did self-awareness emerge as a greater need for the

students, but it also cut back on replication of training (training in assertiveness and decision making skills was already included as a component of the Peer Counselling Program). Several students noted that, although decision making skills and assertiveness training were not part of The Adolescent Relationships Group, they described The Adolescent Relationships Group as a great help to them in making decisions and being assertive in specific relationship situations.

The students identified a variety of specific things which they perceived the group members to have learned from their experiences in the Adolescent Relationships Group. The most frequent response was that the group increased students' awareness of the need to examine their own relationship experiences from a wider perspective. The teens in this group seemed to want to hear as much as possible about relationships similar to their own. They were interested in hearing the different opinions of other group members and the group leaders about the options and alternatives which might be available. (For example, how to "break-up" with someone.) They were interested in exploring their own values and feelings in relation to those of the other group members (i.e., "Is my opinion on this topic the same as yours, or different") to come to their own decisions.

Students' initial interest and enthusiasm in becoming members of The Adolescent Relationships Group did not dwindle over the course of the program. The recommendations made by the student participants suggest continuing the group over a much longer period (i.e., full year) to allow for a more indepth discussion of their relationship concerns, as well as, extra time for additional issues which they would also

like to see addressed. Also suggested by the students was the need to make the group available to all the students at the school, and to increase the number of group members in each session so more students could participate and more ideas and topics would be discussed.

The students' continued enthusiasm for such a group, combined with the overall perception that the program was a valuable learning experience for the students, suggest that this guidance initiative is a viable program to continue in the internship setting. This positive student response also suggests that a similar group may be beneficial for students in other Newfoundland high schools, as well.

Final Recommendations

- I. Although students requested that more males be included in the group, it is recommended that informal polling of male students' interest be conducted before engaging in the recruiting of male student members (perhaps the group is not of interest to many male high school students). If a genuine interest does exist, involving a male adult or a senior male peer counsellor as group leader/co-leader may help encourage other males to participate.
- II. As discussed previously, students' questionnaire responses recommended increasing the length of the program so topics could be discussed in greater detail and additional topics could be explored. Inviting professionals from the local

community to give presentations on some group topics or having group members work together to research and give brief presentations on topics of interest are two simple methods counsellors can use to enrich topics covered in the group. Students' "research" could simply involve having them compile a collection of articles from current teen magazines to be used as take-home readings for later group discussion.

- III. Although most students' comments on the questionnaire indicated a strong preference for "hands-on" activities, rather than discussion alone, one student had the opposite preference. Offering choices and alternate activities within sessions is recommended.
- IV. In the final session, the group discussed how their experiences in The Adolescent Relationships Group could be used in their work as peer counsellors. Although not suggested in the questionnaire responses, the intern believes that if the group program was lengthened, opportunity could be provided for the group members to gain beneficial leadership experience. For example, The Adolescent Relationships Group could share general information on relationship topics with other students throughout the school by creating attractive displays on school bulletin boards or leading classroom role plays and discussions for younger students.

- V. If The Adolescent Relationships Group is offered to students who are not involved in the Peer Counselling Program, it is recommended that extra sessions be included to cover training in assertiveness and decision making skills. This is recommended because the student participants in this group seemed to greatly benefit from being able to apply the assertiveness and decision making skills which they had already learned in the Peer Counselling Program, to the specific relationship scenarios which they discussed in The Adolescent Relationships Group.
- VI. If The Adolescent Relationships Group is offered as a special issues program for peer counsellors, it would fit most appropriately in the final term of the school year (as it was in the internship setting), after the peer counsellors have completed their basic skills training (including training in assertiveness and decision making skills).
- VII. These skills may then be applied and practised in the context of the real relationship issues discussed in The Adolescent Relationships Group. Nevertheless, the low-level, self-report assessment method developed by the intern to evaluate The Adolescent Relationships Group was deemed a worthwhile endeavour, in itself. The simple, tailor-made questionnaire focused on questions of specific interest to the intern and enabled her to gather useful feedback from

the group participants on which to base future improvements. Qualitative methods of data collection, such as counsellor developed questionnaires, can help ensure that local programs, such as The Adolescent Relationship Group, continue to be responsive to the needs and interests of the participants.

- VIII. Future assessment of The Adolescent Relationship Group, using different evaluation methods, may provide valuable information for the school counsellor. For example, standardized tests could be used to measure the effects of the various group experiences on variables such as students' level of self-esteem, self-awareness, maturity, decision making, willingness to seek counsel, and perceptions of the school counsellor. Use of standardized instruments, and a pre-post test method to measure these variables, would provide a quantitative measure of some of the changes that result while the program is being implemented. Using a comparison group method (control group) would allow the school counsellor to compare any changes which occur on these variables for The Adolescent Relationships Group, with the control group measures. With this method, any changes found in the measurements are more likely to be attributable to the effects of the program itself, rather than outside variables.

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APPENDICES

Appendix A Bibliography of Reading Material

I. Individual Counselling

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APPENDIX B

Descriptive Summary of Group Sessions

Session One

With the group sitting in a circle, the first session opened with brief introductions from each member. The group leaders then lead a discussion on confidentiality, the right to "pass," that is, to choose not to comment on a particular issue during a group session, and the importance of making a commitment to attend each session. The activity: "Horse-Tearing Exercise" (Shropshire, 1981, p.6), was the focus of the first session. Discussion ensued as the group brainstormed for comparisons between how "tearing the horse" was like starting this new group and like "relationships" in general. Responses such as the following were discussed:

"I didn't know what to expect."

"I was afraid I'd look foolish."

"It would be easier if you had ... a model/ some tools/ experience."

The session closed with the group members suggesting relationship issues which they would like to see addressed in the group. In response to the students' request, the group leaders agreed to extend the length of each session from one hour, to one and a half hours.

Session Two

In session two, the students completed a painting activity in the school art room. This activity was adapted from art therapy techniques recommended by Liebmann (1986). For the warm up, group members sat in a small circle. A variety of large bottles filled with different colours of paint were placed in the centre. The group discussed which colours represented, for them, a variety of concepts such as: Christmas, Easter, childhood, adolescence, adulthood, etc.

The group then moved to the centre of the room where large sheets of paper and painting supplies had been placed on several tables. Each person was asked to paint two pictures. One picture was to symbolically represent their personal understanding of "love" and the other, their perceptions of "infatuation". Group members were instructed to represent their thoughts, ideas, and feelings abstractly, through colour: what they painted was not important. Also, the group was told to work silently and independently.

After a half hour of painting the group walked around the room together as each person described the ideas they had represented in their own paintings. The group then formed a small circle at the side of the room to discuss the similar and different characteristics of "love" and "infatuation" as represented in their paintings. In the discussion the group participants related their ideas to personal knowledge of different types of relationships.

Session Three

In session three, the term: "simile" was explained by one of the group leaders to ensure that group participants knew what it meant. The group was then divided in half to complete an item identification exercise. This exercise was adapted from Silvera's, Trafford's and

Musgrove's: "I Would Like to Be" activity (1988, p.95.).

Both groups were given a dozen common household items (such as: a paper clip, cotton ball, envelope, thumb-tac, piece of tin foil, etc.) and asked to use them to invent creative similes for dating and infatuation. A worksheet was given to each group to record their ideas (see Appendix B). The group co-leaders worked with both groups.

After approximately twenty minutes, the two groups were instructed to merge and form a circle. They were then asked to place all their household items in the centre of their circle. Discussion followed as the similes were shared with the group. The group members agreed, as well as disagreed, with each other's opinions and cited personal relationship experiences to support their own views. Issues such as: what comes first, friendship or dating; how are friendship and dating similar as well as different; and what are the benefits and risks associated with each were discussed in the group. The group members were asked to reflect, over the week, on a current relationship experience, issue, or problem which they would like to discuss in the next session.

Session Four

Session four opened with a brief discussion of the current relationship concerns which the group members had brought with them. The group was then divided into two smaller sections. Each subgroup was asked to incorporate in writing, some of its own current questions/concerns in a fictitious letter to "Dear Abbey". One group wrote a letter about friendship problems, the other wrote about dating concerns.

The two groups then returned and formed a large group circle. The concept of self-talk (one's personal private speech which includes thoughts, feelings, insecurities, etc.) was explained to the group by a co-leader. The group was then asked to listen carefully for possible self-talk as a representative from each group read their Dear Abbey letters aloud to the group.

After each letter was read, the group discussed what they perceived were the concerns and problems in each situation, and brainstormed for the possible self-talk of the fictitious writer. Self-talk such as: "I'm afraid he/she won't like me" and "I feel like I'm being used" were suggested. Discussion continued on concerns about personal relationships which group members had brought to the session. The focus remained on identifying and listening to one's own self-talk in specific situations.

For homework, group members were asked to think of (and remember) a decision they would make during the upcoming week and to think about the decision making process they would follow to arrive at a decision.

Session Five

This session began with a discussion of the different decision making approaches used by group participants during the previous week. One of the group leaders drew a diagram on the board of the decision making process which she had followed. Identifying and listening to one's own self talk, weighing the pros and cons, considering all the alternatives, and asking for help, were stressed as important parts of her decision making process.

Next, a "magic wish box"¹ (an empty box with "magic wish box" written on it) was

¹The origin of this activity is unknown.

introduced to the group. As the box was passed around the group, members described relationship situations they were in, as well as their self-talk about the situation. They then made a wish for something they would like to see change, or an action they would like to take, in that relationship. Both friendship and dating relationships were discussed. Most of the group members asked to take several turns with the "magic wish box".

After completing this activity the group members practised expressing their feelings and wishes (for example: confronting a friend). Several group members role-played what they wanted to say by addressing an empty chair. Others were given the opportunity to role-play by using "The Line" activity (Lange & Jakubowski, 1979, p.108). For this activity the group member who was practising the "confronting" moved along the line from person to person, each time repeating what he/she wanted to say. For each repetition, the group member was encouraged by the group leaders to consider his/her choice of words, tone of voice, and body language so that an assertive rather than a passive or aggressive approach was used.

Session Six

Three relationship scenarios were presented in turn and discussed during session six. After reading each of the three written passages (see Appendix C), the group brainstormed for possible self-talk of the main character. Next, the magic wish box was passed around as each person wished for the goals he/she would like to set for his/her relationships. The group then discussed what options were available for each situation and what actions could be taken to achieve their "magic wishes".

Personal situations, which were similar to the scenarios presented, were also discussed in the group. The focus was on identifying one's self-talk, setting goals, and making decisions by considering all the options available.

Session Seven

This session opened with one of the group leaders giving a brief review of the topics and activities addressed in each of the preceding six group sessions.

Discussion followed on how some of the activities could be used in the students' own work as peer counsellors. Some of the ideas discussed included: encouraging other students to reflect on their own ideas of friendship, love, infatuation, and dating, and compare them to their own relationships; writing fictitious letters about relationship concerns to help examine all the issues; practising identifying and listening to self-talk; making wishes based on your own values; and setting goals based on good decision making skills (which includes seeking advice, learning more about relationships, and considering many alternatives).

In closure, the group members briefly described something which they felt they were taking with them, from their experiences in the group (such as: closer relationships with the other group members and the knowledge that the others faced situations and uncertainties similar to their own). Finally, there were "thank-you's" and "good-bye's".

APPENDIX D

Relationship Scenarios Handout

Situation #1

You have been someone's friend for several years. On Friday nights, you both get together with "the crowd" and cruise up and down Water Street. Often, your friend is reckless when driving. The other passengers laugh and find your friend's driving to be a great deal of fun. Later in the night, everyone goes for pizza and the driving "stories" become the topic of conversation.

You have complained to your friend that you are uncomfortable with the reckless driving, but you are told: "loosen-up, your only young once". Your friend then accuses you of not being on his (or her) "side" when he needs you. He says that he doesn't feel that he can depend on you.

You feel really hurt by this because you consider yourself to be a very good friend. Perhaps your friend is right. He is very popular. Maybe you are taking things too seriously. "Loosening-up" might make you more popular too.

Situation #2

You have been involved in a serious relationship for a year. Many of your friends at school brag about their sexual experiences with people they have dated. You really like your boyfriend (girlfriend) and want to hold onto the relationship. Some of your friends have asked you: "What are you so afraid of?" You are nervous about a party which is coming up and at which you will have plenty of time alone with your boyfriend/girlfriend. Someone suggests that having a drink or two might help you relax and enjoy the party.

Situation #3

You have been dating someone for three months. At first, you were not sure if your boyfriend (girlfriend) liked you as much as you liked them. Over the past month however, your boyfriend has become very jealous. He insists that you spend more time with him, rather than with your other friends. He becomes angry at you very easily, and accuses you of flirting with several of the friends you talk to at school in the hallways. When he gets angry, he sometimes says mean things to you. Later when he calms down he apologizes and tries to make up for what he has said. You know that your boyfriend/girlfriend has a "short fuse". Your thinking: "Perhaps his jealousy shows how much he really cares about me?"

APPENDIX E
Parent/Guardian Consent Form

Dear Parent or Guardian:

I am a graduate student in the school counselling program at Memorial University and am presently completing an internship at Centre City High School. Since March 1995, Doreen Westera (Associate Professor, MUN School of Nursing) and I have co-lead a seven session "Adolescent Relationships Group" at Centre City in which your child _____ has participated.

As part of the research component of my internship program I wish to gather the students' views concerning their experiences in The Adolescent Relationships Group. To do this, I plan to administer a questionnaire to the participants which will take approximately 20-30 minutes to complete. This questionnaire will elicit the students' feedback on such things as: How effective was this group in achieving its objectives?; What did you learn about yourself from the group?; and What are your recommendations future "Relationships" groups?

No student would be required to take part if he/she does not want to be involved, and each has the right to withdraw at any time from the study without prejudice. The student's identity on the questionnaire will be anonymous to encourage open, honest feedback and all data collected will be treated with strict confidentiality. Joan O'Reilly, guidance counsellor at Centre City and Dr. Allen Kenworthy, university supervisor, are supervising my internship and research study. Additionally, Dr. Stephen Norris, Acting Associate Dean, Research and Development can be contacted as a resource person who is not directly involved in the this study.

When my research is completed, I plan to write a summary of The Adolescent Relationships Group program as part of my internship report. This will include a summary of the students' feedback as gathered in the questionnaire. The purpose of the students' evaluation of the program is to help myself and other school counsellors set up effective "Relationships" groups for other high school students in the future. At no time in my report will individuals be identified. This study has received the approval of the Faculty of Education's Ethics Review Committee. The results of my research report will be made available upon request and I plan to make a copy available to each of the students who have participated in the group.

If you are in agreement with having your child participate in the study please sign below. If you have any questions or concerns please do not hesitate to contact me at Centre City, 754-3333.

Thank-you for your consideration of this request.

Yours sincerely,

Christina Brophy
Graduate Student

I _____ (parent/guardian) hereby give permission for my child _____ to complete a questionnaire in a study undertaken by graduate student Christina Brophy. I understand that participation is voluntary and that my child and/or I can withdraw permission at any time. No participants will be identified.

Date

Parent's/Guardian Signature

APPENDIX F
School Consent Form

Mr. R. Farrell
Principal
Centre City High School
St. John's, NF

June 13, 1995

Dear Mr. Farrell:

I am a graduate student in the School Counselling program at Memorial University and am presently completing an internship at Centre City High School. Since March 1995, Doreen Westera (Associate Professor, MUN School of Nursing) and I have co-lead a seven session "Adolescent Relationships Group" at Centre City in which eight (8) of school's students (peer counsellors) have participated.

As part of the research component of my internship program I wish to gather the students' views concerning their experiences in The Adolescent Relationships Group. To do this, I plan to administer a questionnaire to the participants which will take approximately 20-30 minutes to complete. This questionnaire will elicit the students' feedback on such things as: How effective was this group in achieving its objectives?; What did you learn about yourself from the group?; and What are your recommendations for future "Relationships" groups?

No student would be required to take part if he/she does not want to be involved, and each has the right to withdraw at any time from the study without prejudice. The student's identity on the questionnaire will be anonymous to encourage open, honest feedback and all data collected will be treated with strict confidentiality. Joan O'Rielly, guidance counsellor at Centre City and Dr. Allen Kenworthy, university supervisor, are supervising my internship and research study. Additionally, Dr. Stephen Norris, Acting Associate Dean, Research and Development can be contacted as a resource person who is not directly involved in this study.

When my research is completed, I plan to write a summary of The Adolescent Relationships Group program as part of my internship report. This will include a summary of the students' feedback as gathered in the questionnaire. The purpose of the students' evaluation of the program is to help myself and other school counsellors set up effective "Relationships" groups for other high school students in the future. At no time in my report will individuals be identified. This study has received the approval of the Faculty of Education's Ethic Review Committee. The results of my research report will be made available upon request and I plan to make a copy available to each of the students who have participated in the group.

I am requesting your permission to proceed with this study and have enclosed a copy of the student (group member) questionnaire. If you are in agreement with having the students

participate in the study please sign below. If you have any questions or concerns please do not hesitate to contact me at Centre City, 754-1600.

Thank-you for your consideration of this request.

Yours sincerely,

Christina Brophy
Graduate Student

I _____ hereby give permission for the peer counsellors who participated in The Adolescent Relationships Group to complete the attached questionnaire in a study undertaken by graduate student Christina Brophy. I understand that participation is voluntary, and that the students and/or I can withdraw permission at any time. No participants will be identified.

Date

Signature

APPENDIX G
SCHOOL BOARD CONSENT FORM

Ms. Donna McLennon
Program Co-ordinator of Special Services
St. John's Roman Catholic School Board
Belvedere, Bonaventure Avenue
St. John's, NF

June 13, 1995

Dear Ms. McLennon:

I am a graduate student in the School Counselling program at Memorial University and am presently completing an internship at Centre City High School. Since March 1995, Doreen Westera (Associate Professor, MUN School of Nursing) and I have co-lead a seven session Adolescent Relationships Group at Centre City in which eight (8) of the school's students (peer counsellors) have participated.

As part of the research component of my internship program I wish to gather the students' views concerning their experiences in The Adolescent Relationships Group. To do this, I plan to administer a questionnaire to the participants which will take approximately 20-30 minutes to complete. This questionnaire will elicit the students' feedback on such things as: How effective was this group in achieving its objectives?; What did you learn about yourself from the group?; and What are your recommendations for future "Relationships" groups?

No student would be required to take part if he/she does not want to be involved, and each has the right to withdraw at any time from the study without prejudice. The student's identity on the questionnaire will be anonymous to encourage open, honest feedback and all data collected will be treated with strict confidentiality. Joan O'Rielly, guidance counsellor at Centre City and Dr. Allen Kenworthy, university supervisor, are supervising my internship and research study. Additionally, Dr. Stephen Norris, Acting Associate Dean, Research and Development can be contacted as a resource person who is not directly involved in this study.

When my research is completed, I plan to write a summary of The Adolescent Relationships Group program as part of my internship report. This will include a summary of the students' feedback as gathered in the questionnaire. The purpose of the students evaluation of the program is to help myself and other school counsellors set up effective "Relationships" groups for other high school students in the future. At no time in my report will individuals be identified. This study has received the approval of the Faculty of Education's Ethic Review Committee. The results of my research report will be made available upon request and I plan to make a copy available to each of the students who have participated in the group.

I am requesting your permission to proceed with this study and have enclosed a copy of

the student (group member) questionnaire. If you are in agreement with having the students participate in the study please sign below. If you have any questions or concerns please do not hesitate to contact me at Centre City, 754-1600.

Thank-you for your consideration of this request.

Yours sincerely,

Christina Brophy
Graduate Student

I _____ hereby give permission for the peer counsellors who participated in The Adolescent Relationships Group to complete a questionnaire in a study undertaken by graduate student Christina Brophy. I understand that participation is voluntary, and that the students and/or I can withdraw permission at any time. No participants will be identified.

Date

Signature

APPENDIX H
Group Member Questionnaire

The Adolescent Relationships Group
Group Member Questionnaire

PART A

Please answer each of the following questions.

1. The reason(s) I was first interested in becoming a member of The Adolescent Relationships Group was...

2. Throughout the group sessions many relationship topics/issues were addressed. What topic(s) were the most relevant to you?

3. If I were to improve The Adolescent Relationships group I would...

4. The most difficult thing(s) about the group was...

5. Many activities were done throughout the seven sessions:

- a) the activity I liked the most was...

- b) this was my favourite activity because...

- d) the activity I liked the least was...

- e) this was my least favourite activity because...

6. Through your experiences in The Adolescent Relationships Group, what, if anything, did you learn that you didn't know before, on the following topics?

- a) self awareness with respect to relationship issues.

- b) knowledge about relationship concepts such as friendship, dating, infatuation, love, etc...

- c) assertive and decision making skills

- d) self confidence in relationship situations

7. My recommendation(s) for future "Relationships" groups is...

PART B

The following questions are based on the objectives of The Adolescent Relationships Group. Please select the response which you feel best describes the overall effectiveness of the group in meeting its objectives for you, personally. Check only one response in each question:

Objectives:

1. How much do you think the "Relationships" group has increased your self-awareness with respect to relationship issues?
 1. Not at all
 2. Not very much
 3. Somewhat
 4. Much
 5. Very much

2. How much do you think the "Relationships" group has increased your knowledge about the concepts of friendship, dating, infatuation, love, etc.?
 1. Not at all
 2. Not very much
 3. Somewhat
 4. Much
 5. Very much

3. How much do you think the "Relationships" group has helped to develop your assertive and decision making skills vis-a-vis relationship issues?
 1. Not at all
 2. Not very much
 3. Somewhat
 4. Much
 5. Very much

4. How much do you think the "Relationships" group has helped to increase your self confidence in relationship situations?
 1. Not at all
 2. Not very much
 3. Somewhat
 4. Much
 5. Very much



Memorial

University of Newfoundland

Faculty of Education

June 19, 1995

To: Ms. Christina Brophy, c/o Dr. Allen Kenworthy
From: Dr. Walter C. Okshevsky, Chair, Ethics Review Committee
Subject: Internship proposal

The Committee has completed its review of your Internship proposal involving research on adolescent relationships at

... in St. John's. On behalf of the Committee, I am pleased to be able to advise you that your proposal has been approved subject to the following conditions.

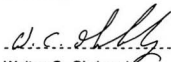
Regarding all Letters of Consent:

1. identify your Supervisor;
2. indicate that subjects have the right to withdraw from the study without prejudice at any time;
3. identify Dr. Stephen Norris, Acting Associate Dean, Research and Development as a resource person who is not directly involved in your study;
4. assure subjects that data to be collected will be treated with strict confidentiality.

Please note that your study also requires Letters of Consent for the Principal of the school and for a representative of the School Board. Please submit these Letters to the Committee at your earliest convenience.

If I may be of any further assistance to you, please do not hesitate to contact me.

Sincerely,



Walter C. Okshevsky

Committee members: Drs. Singh, Seifert, Sharpe, Norris, Okshevsky.

cc: Dr. Stephen Norris, Acting Associate Dean, Research and Development.



Memorial

University of Newfoundland

Faculty of Education

June 27, 1995.

Christine,

Thank you for your submission of the requested letter. On behalf of the Committee, I am pleased to be able to inform you that your proposal has now been fully approved.

I wish you the best of success in your study. And a happy summer!

Walter C. Okshevsky
Chair,
Ethics Review Comm.

Committee members: Dr. Singh, Sharpe, Norris
Seifert, Okshevsky



