A REPORT OF A COUNSELLING INTERNSHIP AT AN
ALTERNATIVE SCHOOL SETTING WITH A
SELF-EVALUATIVE STUDY OF COUNSELLOR SKILLS,
INTENTIONS, AND RESPONSES TO NEGATIVE
CLIENT REACTIONS

ROCHE L. COLLINS

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SCHOOL SETTING WITH A SELF-EVALUATIVE STUDY OF COUNSELLOR
SKILLS, INTENTIONS, AND RESPONSES TO NEGATIVE CLIENT
REACTIONS

by

Roche L. Collins, B.A.(Ed.), civ. B.Th., eccl. B.Th.

A report submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Memorial University of Newfoundland

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ABSTRACT

This Report describes an internship conducted at *Skills for Youth*, 63 Patrick Street, St. John's, Nfld. during the period from April 25, 1994 to June 24, 1994. The intern is a candidate for the M.Ed. degree in School Counselling at Memorial University of Newfoundland.

Chapter 1 describes why an internship project was chosen by the candidate and the University's regulations which govern such a project. Chapter 2 describes the internship setting and the reasons for its selection. Chapter 3 details the goals which were set for the internship, and the major professional activities undertaken to accomplish these goals. Chapter 4 presents a description of a self-evaluative study of the intern's counselling skills which was undertaken during the period of the internship. The intern studied his use, in counselling, of various verbal response modes, his intentions, and the effectiveness of his responses to client negative reactions. Chapter 5 concludes the Report with recommendations for future internship projects.

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CHAPTER 1

INTRODUCTION

The Choice of An Internship

At Memorial University of Newfoundland, candidates for the M.Ed. degree in School Counselling are required to complete ten graduate credit courses, as well as a non-credit group course in personal and professional growth and development. Students must then elect to complete either a thesis or a full-time, professional internship of at least eight weeks duration.

This candidate chose to do an internship. The choice was governed largely by two considerations. Firstly, the candidate subscribes to the theory of *learning by doing*. He firmly believes that guided learning through *hands-on experience* is a powerful way of developing new skills and broadening one's professional knowledge base. He would contend that an internship, conducted under professional supervision, is clearly suited to this experiential model of learning. Secondly, since a research component is a required part of the internship programme, the candidate believes that most of the benefits that would be derived from writing a thesis are also secured within an internship. The internship, then, was viewed by this intern as being able to provide a very comprehensive and effective learning experience.

Regulations Governing an Internship

An internship in the M.Ed. programme at Memorial University is governed by the following regulations:

1. The internship commences only after a satisfactory performance is achieved in an approved practicum.

2. The internship commences only after successful completion of all course work (including practicum) required for the degree program as they are defined in the University Calendar.

3. First consideration is given to candidates who have had little experience in the working milieu which they will enter.

4. Interested students must submit and have approved by the university a formal internship proposal, including among other points, a statement of professional goals and expectations for the internship.

5. An intern must be enrolled full-time during the time of the internship. The intern may not receive reimbursement for services rendered during the internship but will be eligible for fellowships and assistantships as provided by university regulations.

Supervision

Supervision of the intern is the shared responsibility of the university and the receiving school or institution.

Field Supervisor

The selection of field supervisors is made by the university in consultation with the receiving school board or institution. Field supervisors must meet the following criteria:

(i) Hold a Master's Degree or its equivalent appropriate to the work of the intern; or equivalent and appropriate experiences as determined by the university.

(ii) Have a minimum of 2 years experience in the field or its equivalent as determined by the university.

(iii) Be involved full time in the placement setting.

(iv) Have sufficient time, as determined by the university, to consult regularly with the graduate student.

The Field Supervisor for this internship was:

Ms. Donna McLennon, B.Sc., M.Ed.
Coordinator Guidance/Therapy Services
R.C. School Board for St. John's
Belvedere, Bonaventure Ave.,
St. John's, Newfoundland
A1C 3Z4

University Supervisor

The requirements and responsibilities of the University supervisors are:

(i) The Supervisor should be professionally trained in the area of guidance and counselling and indicate an interest in counsellor training.

(ii) The supervisor should have sufficient time to consult regularly with the intern.

(iii) The supervisor is responsible, in consultation with the field supervisor, for directing the preparation and evaluation of the report on intern activities.

(iv) The faculty member is permitted to supervise no more than one intern during a semester in which he has full-time teaching responsibilities.

The University Supervisor for this internship was:

Dr. Glenn Sheppard
Faculty of Education
Memorial University of Newfoundland
St. John's, Newfoundland
A1B 3X8

Evaluation

The university regulations governing the evaluation of an internship are as follows:

1. A proposal for the internship is prepared by the applicant prior to approval of the internship. It is approved by a committee consisting of the university and field supervisors, and an additional member of the Faculty of Education (not to be the intern's advisor).

2. <u>Interim Report</u>.

    a) The progress of the intern is evaluated midway through the planned internship period by the supervising committee (1 above).

    b) The committee must prepare a written report describing the intern's progress in each area of concern, and the recommendations made to the intern at that time. This report is retained and submitted as an appendix of the intern's final report.

3. <u>Final Report</u>.

    a) The supervising committee prepares a final report describing the progress made towards achievement of the internship goals.

    b) The committee makes recommendation to the university regarding their satisfaction with the work of the intern.

        (i) If the report is positive, the intern may submit the internship report.

        (ii) If the report is negative, the intern is asked either to continue or to terminate the internship on the further recommendation of the committee.

  c) The final report of the committee is kept in the Graduate School confidential files.

4. <u>Internship Report</u>

  a) An internship report is prepared by the intern and evaluated according to the regulations of the university.

  b) The internship report is prepared under the direction of the university supervisor.

  c) The internship report includes two areas:

        (i) A statement of the internship objectives, rationale, and a thorough literature review; a description of the internship activities, along with their evaluation; a self-evaluation of attainments, together with supporting evidence.

        (ii) A report of the situation-based research problem which was developed, carried out and evaluated during the course of the internship.

CHAPTER 2

THE INTERNSHIP SITE

Description of the Setting

This internship was conducted from April 25, 1994 to June 24, 1994. The intern assumed the role of full-time counsellor in the *Skills for Youth* programme, which is located at 63 Patrick Street in St. John's, Newfoundland. This programme, which will be described in detail shortly, represents an educational alternative for students in the St. John's area who have experienced difficulty in the regular public school system.

In addition to his work with *Skills for Youth*, the intern attended a two and one-half day workshop called **ENGAGE**, a career development and learning-to-learn programme for youth which is part of the national "Stay-in-School" training initiative. Furthermore, the intern provided counselling to three students enrolled in the *Skills for Success* programme which also operates at the Patrick Street location under the same administration as the *Skills for Youth* programme. This additional counselling service was sought by the students and approved by the administration.

Skills for Youth/Skills for Success - A History

The *Skills for Success* programme has operated since February 1984 under the administration of Ms. Eileen Young. *Skills for Success* is a job entry/academic upgrading

programme for school dropouts that is sponsored by the Irish Christian Brothers and is funded by the federal government. Participants range in age from 17 to 30 years old. All of these students are school dropouts who, because of academic, social, and life skills deficits, lack readiness for entry into the job market.

While administrating the *Skills for Success* programme, Ms. Young began receiving numerous requests for entry into the programme from individuals under school leaving age. In response to these requests and with further funding from the federal government, she created an alternate academic programme for junior high school students who are classified as at-risk students. This additional programme is referred to as *Skills for Youth*.

For the purposes of the *Skills for Youth* programme, at-risk students are operationally defined as students who are at risk of failure in school due to academic, behavioral, and/or emotional problems. Most of these students have already dropped out of school, if not physically through chronic absenteeism, then psychologically. Academically, these students range in achievement anywhere from the grade 2 level to grade equivalencies well above average for their age group. Any lag (academic, behavioral, and/or emotional) is deemed to be the result of environmental factors. Because the students are so varied academically,

behaviorally, and emotionally, an Individual Education Program (IEP) is developed and implemented for each student.

The *Skills for Youth* program was first offered in the 1992-93 school year. Along with the administrator, two teachers and a secretary are employed there. The programme draws its regular enrollment of 16 students, aged 13-15 years, from the Roman Catholic School Board and the Avalon Consolidated School Board in St. John's, Newfoundland.

Students who enter the *Skills for Youth* programme do so with the understanding that their placement there is for one year only. The emphasis is to build on primary academic skills and to re-integrate the students into the regular system. To facilitate this re-integration, students are kept on the registers of the referring schools. Continuous liaison is maintained with both the referring schools and the schools which will be receiving these students in the upcoming academic year. Most students return to their previous school; however, on occasion a student may be integrated into a school other than the school which had referred him/her.

Skills for Youth, in its first year of operation, enjoyed tremendous success. The programme was evaluated very favorably by both the personnel delivering the programme and by the school boards' personnel responsible for supervision. However, funding for the programme was withdrawn at the end of the first year by the federal

government. Recognizing the value and potential of the programme, the two school boards involved assumed responsibility for securing funding for the 1993-94 school year. Indications are that this funding will continue into the 1994-95 school year as well.

The school boards' decision to secure funding for the programme is in keeping with the spirit of a report presented to the Government of Newfoundland and Labrador in September 1991. The Roman Catholic School Board for St. John's and the Avalon Consolidated School Board, together with the Conception Bay South Integrated School Board, the Seventh Day Adventist School Board, and the Pentecostal Assemblies School Board prepared a document entitled Services for Behaviorally-at-Risk Students (1991). This document strongly asserted, and demonstrated, the need for a continuum of services in the Province which could more effectively meet the educational needs of such at-risk students. Most, but not all, of the students in the *Skills for Youth* programme fit under the umbrella of what the school boards' document called "behaviorally-at-risk" students.

Rationale for Choice of Setting

Skills for Youth was deemed, by the intern and his supervisors, to have the potential to provide a very rich internship experience. Given the type of students enrolled in the *Skills for Youth* programme, it was expected that there would be ample opportunity for the intern to engage in individual counselling as well as many other activities associated with the professional role of school counsellor. In many respects, the intern would be counselling students from the school system who have the most difficult presenting problems. This experience would help improve the intern's confidence in his ability to meet the demands associated with individual counselling which he will face in the regular school system. In addition to providing individual counselling services, the intern was expected to gain experience in planning and implementing educational programs for "at-risk" students, and in helping prepare them for the transition back to the regular school system. The *Skills for Youth* programme would also provide the intern with the opportunity to work in a collaborative/consultative way with the many different community and government agencies who are professionally involved with these students.

As will be demonstrated in the remainder of this Report, all of these expectations for the internship were more than adequately met.

CHAPTER 3

GOALS AND ACTIVITIES

Internship Goals

The goals which were set by the intern to be achieved during the period of this internship are listed below:

Goal 1

To gain an increased understanding of the personal, social, and academic concerns of at-risk students and to learn effective ways of dealing with the needs of this specific population.

This goal was achieved through (a) individual counselling, (b) discussion and collaboration with other professionals who were dealing with these students, (c) observation of the students at the setting, and (d) a study of relevant literature.

Goal 2

To improve the intern's knowledge of, and ability to perform, effective individual counselling.

This goal was achieved in several ways. First of all, the site offered numerous opportunities for individual counselling and this practice alone helped the intern to hone his c ... lling skills. Secondly, the research component of the internship consisted primarily of the intern's self-evaluation of his individual counselling

competency. He videotaped eleven (11) sessions of counselling during his term at Patrick Street. These tapes were subjected to a systematic, thorough analysis, and the results were used in a formative and summative manner to help the intern improve his counselling performance. (More will be said about this project in the research component of this paper). Finally, the intern's individual counselling skills were also developed through his application of ideas found in an ongoing review of the relevant literature.

Goal 3

To increase the intern's knowledge of the range of community agencies which are involved in the lives of young people (particularly at-risk youth), and to understand their mandates and resources.

This goal was accomplished through the intern's daily activities at Patrick Street which involved him with other community agencies and/or professional personnel. These included Social Services (foster care, youth corrections, and child protection services) as well as receiving agencies such as:

a) the T.I. Murphy Center, which is operated through the province's Department of Education and provides regular high school courses to potential drop outs,

b) the R.E.A.D.Y. Center, which is operated through the province's Department of Social Services and offers academic

upgrading for individuals who are receiving financial assistance through that Department,

c) Emmanuel House, which is owned and operated by the United Church of Canada and which offers professional counselling and treatment programs for adults who have experienced a variety of problems in their lives ... problems such as physical, sexual and emotional abuse; psychiatric difficulties; conflict with the law; alcohol and substance abuse; marital/family breakdown; and the lack of opportunity for education or job preparation,

d) the Adolescent Health Counselling Center, which is operated by the provincial government and which offers professional counselling, individual and group, for adolescents who have experienced the same type of problems as the clientele served by Emmanuel House, and

e) Tutors Unlimited, which is privately owned and operated and which offers students one-on-one academic tutoring.

The intern also had to consult, and liase, with professional counsellors who were in private practice.

Goal 4

To learn how to function effectively with other agencies in a collaborative/consultative way.

This goal is a corollary of Goal 3 and was accomplished in much the same manner.

Goal 5

To gain experience with developing, and implementing, Individualized Educational Programs (IEP's) in accordance with the provincial guidelines that are outlined in the Special Education Policy Manual (1992).

This goal was accomplished by working together with the teachers in the *Skills for Youth* programme who are continually evaluating and re-designing IEP's. The intern assisted in this process and supplemented their work through informal consultation with the teachers about the students' immediate and future educational needs. This same goal was further accomplished through the intern's participation in formal Case Conferences regarding individual students and Placement Conferences dealing with groups of students. The intern also intervened with students to help implement their IEP's through application of behavior management techniques, communication skills upgrading, and so forth.

Goal 6

To gain knowledge of the full range of services available to youth through the Special Services Division, Department of Education.

Services such as programming for challenging needs, home tutoring, special transportation, and student assistant programs are available and are being utilized by the Roman

Catholic School Board. In some cases, these services have been made available to students at *Skills for Youth*. The intern's daily activities gave him access to, and knowledge of, these and other programs which are available through the Department of Education and the Department of Social Services of the Government of Newfoundland and Labrador.

Goal 7

To broaden the intern's resource and referral base as a professional counsellor.

This goal was accomplished through the intern's daily contact with a large number of professionals who work in many and varied capacities. These professionals now serve as contacts for the intern and increased his readiness to work effectively and efficiently in his future work as a guidance counsellor in rural Newfoundland.

Goal 8

To gain experience in helping students prepare for a major transition in their lives.

The students in the *Skills for Youth* programme were finishing their studies at that setting during the period of this internship. Consequently, they needed to be prepared for the transition to the regular school setting in September 1994, or to another receiving agency. The students needed help in bringing healthy closure to their

experience in *Skills for Youth* and in preparing for re-integration into the mainstream. The intern assisted in this process through individual counselling and through accompanying some students on a visit to their receiving school/agency.

Description of Major Professional Activities

Preparing for, carrying out, and reporting on this internship involved the intern in a wide range of professional activities. These are described in some detail here in order to give the reader a sense of the breadth and the depth of this internship experience. See Table 1 for the estimated time spent in some of these activities.

Research

As part of this internship project, research was carried out for two separate purposes. Firstly, a thorough literature review was conducted by the intern **before** the internship period began in order to establish the purpose and methodologies of the study to be undertaken during the period of the internship. The References section of this Report attests to the amount of reading which was done at that time. Secondly, research was conducted by the intern **during** the period of the internship to help him broaden his understanding of, and deal more effectively with, the issues presented by his clientele in counselling sessions. A list of these readings is included in Appendix A.

Table 1

Hours Allocated to Internship Activities

Component	No. of hours
Individual Counselling	66
Research	80
Review of Videotapes	35
In-take Interviews	5
Case Conferences	10
Placement Conferences	5
Inservice	20
Visits to Receiving Institutions	5
Supervision	15
Overall	241

Individual Counselling

The major focus of this internship was on the provision of individual counselling, and a substantial amount of the intern's time was devoted to this activity. The counselling centered primarily, but not exclusively, around personal issues. Many of the clients were in trouble with the law; that is, they were either on probation, in open custody, or in closed custody. Some of them presented with major problems such as being in, or surviving from, abusive situations (sexual, physical, and/or emotional). Others reported having suicide ideation. Still others presented with such issues as anger control, school phobias, relationship problems, sexual orientation, excessive use of alcohol/drugs, and HIV infection. Some career and/or academic concerns were dealt with as well, but these were infrequent and usually secondary to the client's presenting problem. See Table 2 for a summary of the number of clients seen, the frequency of their counselling sessions, and the length of their period of counselling.

Table 2

Client Interviews

Client Number	Session Dates (1994)	Number of Sessions
1	April 25; May 02, 04, 05	4
2	April 25; May 26	2
3	April 25	1
4	April 27; May 11, 18, 25; June 03, 08, 14	7
5	April 27; June 09	2
6	April 28; May 02	2
7	May 02, June 09	2
8	May 02, 09	2
9	May 03, 04, 10, 25; June 01, 07, 09, 16	8
10	May 03, 06	2
11	May 04, 09, 16; June 02, 15	5
12	May 05; June 09	2
13	May 06	1
14	May 09	1
15	May 10	1
16	May 18, 19, 25; June 01, 07, 21	6
17	May 12, 17, 18, 24, 30; June 02, 06, 09	8
18	May 19, 30; June 06	3
19	May 24	1
20	May 30, 31; June 07, 15, 17	5
21	June 08	1
Overall		66

Review of Videotapes

As part of the research component of this internship, eleven of the intern's counselling sessions were videotaped. Within 24 hours of each taping, the intern would review the tape along with the client to collect information regarding client negative reactions during the session. The intern would review the tape a second time by himself to collect data regarding his counselling skills and his counselling intentions. This information was then used as the data base upon which the research component of this internship was developed.

In-take Interviews

During the period of the internship, *Skills for Youth* accepted 10 new students, in addition to their regular case load of 16 students, into their programme for an 8-week period. The intern participated in 4 of the in-take interviews, along with the administrator of the *Skills for Youth* programme and the student being interviewed. Other participants in the interviews, and these varied from one occasion to the next, included personnel such as the parents (guardians) of the student, social workers, apartment caregivers, guidance counsellors and administrators of the referring schools, school board coordinators, and the teachers from the *Skills for Youth* programme.

Case Conferences

The intern participated in 8 case conferences regarding individual students. Six of these conferences were convened to deal with planning for students who were not measuring up to the expectations of the *Skills for Youth* programme. These conferences led to the creation of a contract which was then signed by the *Skills for Youth* staff and by the student. The contract outlined the services which the staff would provide the student, the behaviors expected of the student, and the logical consequences (positive or negative) which would result should the student follow, or break, the contract.

The intern participated in 2 other case conferences, both of which dealt with the re-integration of the students concerned into the regular school system. The personnel in attendance at all of these conferences was similar to those listed for the in-take interviews above.

Placement Conferences

The intern participated in 2 placement conferences. These conferences were attended by the intern, the teaching staff of *Skills for Youth*, and the school board's program coordinator(s). The first of these meetings dealt with planning for all of the students at *Skills for Youth* from the Avalon Consolidated School Board, and the second

meeting dealt with planning for all of the students from the Roman Catholic School Board. The primary purpose of these meetings was to determine each student's level of functioning, both academically and behaviorally, and to assess the options that were available for re-integrating these students back into the regular school system. Assessing the options included looking at which schools, and which programs within these schools, might be best suited to each individual student. The options would be prioritized and subsequently presented to the student for consideration and selection at a case conference.

Inservice

The intern participated in a two and one-half day workshop called **ENGAGE**, a career development and learning-to-learn programme for youth which is part of the national "Stay-in-School" initiative. This workshop took place from May 26, 1994 to May 28, 1994 and was attended by counsellors and coordinators from schools, school boards, community colleges, Human Resources Development, YM/YWCA, and the Department of Education. The purpose of the workshop was to train those in attendance (i.e. trainers) in the skills needed to conduct an **ENGAGE** workshop. These trainers are now expected to go to their respective communities to train youth facilitators who will then present the workshop to youth. Participation by youth in the workshop will

presumably help enable them to take control of their own learning and to better manage their careers. The intern found this workshop to be enlightening and it increased his confidence in his ability to provide informed, effective career counselling.

Visits to Receiving Institutions

The intern accompanied three clients on visits to the institutions which will be receiving them upon their completion of the *Skills for Youth/Skills for Success* programme. These visits were made to Booth Memorial High School, Beaconsfield Junior High School, and Emmanuel House. The visits were intended to help the clients make their transition into these institutions by acquainting them with the physical buildings, the programs offered there, and the professionals who provide the services.

Supervision

The intern met with one or both of his field supervisor and his university supervisor during each week of the internship period. During these meetings, one of which was the required mid-internship supervisory committee meeting, the progress of the internship was discussed. Discussion tended to center around (a) the extent to which the intended goals of the internship were being met, and (b) the status of the ongoing research project. Also, given the fact that

the intern was spending a significant amount of his time
providing personal counselling on difficult issues,
considerable attention was given by the supervisors to
helping the intern process what was happening to him,
emotionally, as a result of these counselling sessions.
This approach to supervision is in keeping with the British
Association of Counselling's ethical requirement that
counsellors have available to them supervision and/or
consultation opportunities when they are providing
counselling services (British Association for Counselling,
1990).

Other Activities

The intern was involved in many other counsellor-
related activities during the period of his internship other
than those major activities which are described above. It
would be impractical to try to name all of these activities
or to provide the specific time devoted to each of them.
These other activities included such things as the intern's
(a) socializing with the students during extracurricular
events (e.g. bowling, watching movies, and so forth), (b)
building relationships with the students through classroom
visits and helping them with their school work, (c) making
and receiving telephone calls, (d) making notes and filing,
(e) consulting with teachers, administrators, guidance
counsellors, and other professionals, (f) attending staff

socials, and (g) attending an Open House on addictions sponsored by St. James United Church on Elizabeth Avenue.

THE RESEARCH COMPONENT

Introduction

As part of the internship in the counsellor education program at Memorial University, the intern is required to undertake a research project related to his/her field of work and appropriate to the setting where the internship is conducted. The intern conducted the following study to meet this requirement.

Purpose

The study conducted during this internship was self-evaluative in nature and involved the intern in a careful analysis of video recorded samples of his counselling behavior. The three primary objectives of the study were:

(i) to identify, reflect on, and increase the intern's repertoire of observable skills in counselling,

(ii) to identify and reflect on the intern's counselling intentions, and to determine any pattern or direction which might be evident in these intentions during counselling sessions, and

(iii) to assess the effectiveness of the intern's subsequent responses to clients when the client has a negative reaction during a counselling session.

Rationale

The ultimate goal of any counsellor education program is to provide candidates with the knowledge and skills which they will need in order to become professional counsellors. Upon successful completion of their course requirements, candidates are deemed to have attained at least the minimum level of knowledge and skill development that is required for counselling. Evaluation, in this formal stage of counsellor education, is conducted, for the most part, by the professors who teach the courses.

However, knowledge and skill development, and the evaluation of it, need not (indeed, should not) stop there. Counselling is a complex process, and the counsellor needs to continually expand on his/her knowledge base and to improve his/her skills in the delivery of counselling services. Dyer & Vriend (1975) state that all committed counsellors are constantly engaged in increasing their number of skills and upgrading their performance in different skill areas. Clients deserve, and have a right to demand, the best service possible. It is incumbent upon the counsellor to provide that service.

The study being reported stems from the intern's committment to this process of self-improvement as a counsellor. As indicated by the statement of purpose, the intern stepped back in a reflective way (a) to examine the processes that were taking place in the counselling

situation, and (b) to evaluate his role in it. Stepping back to ask the question, "What is going on here?", is an important task of the scientifically oriented professional (Hurley, 1988). Inevitably, for the counsellor, this reflective process will result in a greater understanding of, and proficiency in, the practice of counselling.

The intern's undertaking to evaluate himself in the counselling situation is supported by Kagan (1980) who maintains that "people are the best authority on their own dynamics and the best interpreter of their own experience" (pp. 279-280). Furthermore, evidence exists which supports the view that graduate student trainees are accurate self-evaluators (Dowling, 1984).

Research Questions

The following research questions were posed for this study:

1. What were the typical verbal responses exhibited by the intern in individual counselling sessions, as categorized by the Counsellor Response Taxonomy (Riteff, 1989)?

2. Were there any changes in the intern's verbal responses from session to session as the intern continued counselling the same client?

3. Were there any response modes which the intern did not exhibit?

4. What were the typical counselling intentions of the intern in counselling sessions, as categorized by the Counselor Intention Scale (Hill & O'Grady, 1985)?

5. Were there any changes in the intern's counselling intentions from session to session as the intern continued counselling the same client?

6. How effectively did the intern respond to a client's negative reaction in counselling when the intern was aware of the negative reaction?

7. How effectively did the intern respond to a client's negative reaction in counselling when the intern was not aware of the negative reaction?

8. What type(s) of counsellor responses typically appeased client's negative reactions?

Literature Review

We are in need of an epistemology of practice. What is the kind of knowing
in which competent practitioners engage? (Schon, 1983; p. viii).

The British Association for Counseling defines
counselling as follows:

> Counseling is the skilled and principled use of
> relationship to facilitate self-knowledge, emotional
> acceptance and growth, and the optimal development of
> personal resources. The overall aim is to provide an
> opportunity to work towards living more satisfyingly
> and resourcefully. Counseling relationships will vary
> according to need but may be concerned with
> developmental issues, addressing and resolving specific
> problems, making decisions, coping with crisis,
> developing personal insights and knowledge, working
> through feelings of inner conflict or improving
> relationships with others.
>
> The counsellor's role is to facilitate the
> client's work in ways that respect the client's values,
> personal resources and capacity for self-determination.
> (British Association for Counselling, n.d.).

At the very least then, counselling is readily seen as a
complex process of human interaction.

The evolution of counselling as a profession has
witnessed the emergence of numerous approaches to
counselling which have their foundations in different

schools of psychology. These approaches include the psychoanalytic, existential, person-centered, behavior, and rational-emotive therapies, to name but a few. Compilations of the many and varied approaches can be found in many texts (e.g. Braswell & Seay, 1984; Kutash & Wolf, 1986; Belkin, 1987; Burke, 1989; Corey, 1991). New or reformulated approaches, which tend to be less theoretical and more skills based, continually emerge (e.g. Carkhuff, 1969; Kagan, 1980; Ivey, 1983; Burke, 1989; Egan, 1994; Gazda, Asbury, Balzer, Childers, & Walters, 1991). Given the variety of approaches to counselling, and the diversity of the theories which support them, most counsellors tend to adopt an eclectic approach (Norcross & Prochaska, 1988). Despite the divergence, there is comfort in knowing that, no matter what school or approach to counselling is being used, the ultimate goal is to help clients to manage their own lives more effectively (Egan, 1994). In that, we have a common thread.

The quest for common threads, or themes, in counselling is one that has gained some impetus in recent years (Goldfried, 1982; Erskine & Moursund, 1988), but it is not a new one. The foundation for this quest was laid, perhaps, by Carl Rogers who, in the 1950's, maintained that there are six necessary and sufficient conditions for personality changes to occur in counselling. In a 1987 work, he summarized the conditions as follows:

1. Two persons are in psychological contact.

2. The first, whom we shall term the client, is experiencing incongruency.

3. The second person, whom we shall term the therapist, is congruent or integrated in the relationship.

4. The therapist experiences unconditional positive regard or real caring for the client.

5. The therapist experiences an empathic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client.

6. The communication to the client of the therapist's empathic understanding and unconditional positive regard is to a minimal degree achieved (pp. 39-41).

However, despite the perceived importance of the facilitative conditions posited by Rogers, research evidence suggest that these conditions may not be sufficient to produce client change (Mitchell, Bozart, & Krauft, 1977; Parloff, Waskow, & Wolfe, 1978; Lambert, DeJulio, & Stein, 1978). A more comprehensive set of variables affecting therapeutic outcomes would include therapist techniques, client variables, therapist variables, the therapeutic relationship (with a Rogerian base), and external factors (Hill, 1989). This broader perspective would be more in keeping with the perspective found in current literature.

The therapeutic process, then, is necessarily a complex one. Hill and O'Grady (1985) aptly, and succinctly, describe the typical processes which are likely to take place during a counselling session. Summarily, the therapist integrates an enormous amount of data from global

variables (such as the presenting problem, the setting, and so forth) and from immediate variables (such as behavioral observations and personal reactions). Based upon experience and training, the therapist will develop these data into counselling intentions which are then translated into interventions. After each intervention, the client responds, providing new data and stimulating further intentions and interventions on the part of the therapist. An interactive, reciprocal, and cyclic pattern develops and continues.

Clearly, both overt and covert processes are taking place in the counselling session (Hill, 1992). There are observable counsellor interventions and client responses. But there are also unobservable processes such as counsellor intentions and internal client reactions. In other words, the counselling session is comprised of cognitions, feelings, and behaviors on the part of both therapist and client. Empirical studies ought to pay attention to all three of these and attempt to further understand the nature of their interaction (Kelly, Hall, & Miller, 1989).

It is into this web of complex human interaction that the new counsellor is thrust. In preparation for the demands that await them, professional trainees must acquire competencies within two distinct realms of knowledge (Bernard & Goodyear, 1992). The first includes the knowledge which derives from formal theories and

observations; the second is the knowledge and skills accrued through the professional experiences of practitioners. Egan (1994) posits that the latter realm of knowledge and skill forms an essential part of a practical curriculum for helper (i.e. counsellor) development.

Corey (1991) contends the need for counsellors to incorporate a wide range of responses into their therapeutic style. Ivey (1983) goes further to advocate that the counsellor's repertoire of skills should be expanded to the point that the counsellor can generate an almost infinite number of responses to any client statement with a predicted result in client behavior. The importance of therapist skills and the need for their continued development well beyond that attained to meet minimum training requirements is further highlighted by Gazda, Asbury, Balzer, Childers, & Walters, (1991).

> As skills they are dimensions of our being with people that can be assessed, that permit identification of strengths and deficits, and that with practice we can enhance, building on our strengths and gradually eliminating our deficits. The process of learning to be an effective helper requires, more than anything else a willingness to examine oneself interpersonally without threat ... and to persevere in training. (p. 10).

The importance, and the effectiveness, of the many and varied skills which counsellors bring to the counselling situation is attracting considerable attention in the area of counselling research (e.g. Paca-Baker & Friedlander, 1987; Larrabee, M.J., 1982; Feldman, Strong, & Danser, 1982; Shoham-Salomon, Avner, & Neeman, 1989; Stiles, Shapiro, & Firth-Cozens, 1988). Some therapist techniques, such as interpretation and self-disclosure, are identified as important skills in virtually all studies of counselling behaviors.

The importance of, and advocacy for, continued professional development through skill acquisition and reflective practice, and the growing body of literature supporting the effectiveness of certain therapist techniques, provide the context within which the intern conducted the study being reported here. It is from this perspective that the intern examined his typical verbal behaviors in counselling sessions with a view toward expanding and refining them. Barkham & Shapiro (1986) posit that a promising approach to the analysis of verbal behaviors involves their classification into verbal response modes (VRM's). Over 30 such classification systems have now been developed (Hill, 1989), and the intern adopted one of these to classify and to analyze his verbal behaviors. A classification system was used to classify the type, and frequency, of his verbal responses in counselling sessions.

Secondly, in addition to studying his behavioral techniques, the intern examined his cognitions during counselling sessions. More specifically, the intern identified and examined his intentions that were associated with particular interventions which he made during counselling sessions. In recent decades, a clear emphasis on cognitions and cognitive processes has emerged in some approaches to counselling psychology (e.g. Ellis, 1977; Meichenbaum, 1977; Beck, 1986). Cognitivists maintain that there is a causal interactive relationship between thoughts and overt behavior which is fundamental to a full understanding of behavior and how it is acquired (Safran & Greenberg, 1982; Martin, 1984; Lazarus, 1984; Gardner, 1985). Counsellor intentions fall under the umbrella of cognitions, and Kelly Hall, & Miller (1989) found that it is clearly desirable for counsellors to know what their intentions are in order to facilitate positive therapeutic outcome for clients. The study of counsellor intentions undertaken by the intern is in keeping with current research in counselling.

Finally, the intern examined the effectiveness of his responses to clients when clients experienced a negative reaction in the counselling situation. This part of the research delved into the third dimension of the counselling process, the affective domain. As Corey (1991) points out, proficiency in counselling requires effectiveness in dealing

with all three of the behavioral, cognitive, and affective processes. In a recent, extensive review of the research on therapist techniques, Hill (1992) advised that more research is needed on how therapists can intervene when they are aware of negative client reactions. This piece of research represents a small, but significant, step toward answering that need.

In conclusion then, it is readily apparent that, in recent years, there is increased advocacy that professional counsellors adopt a "reflective practitioner" approach as a means of enhancing their continued professional development. Essential to such an approach is the acquisition by counsellors of the skills, knowledge, and self-awareness necessary for ongoing self-analysis of, and reflection on, their counselling practices. The study being reported here is consistent with both this conceptualization of self-directed professional development and its implications for the novice counsellor, in particular.

Methodology

Participants

The intern originally intended to videotape five consecutive counselling sessions with each of two clients from the *Skills for Youth* programme, for a total of ten videotaped sessions. However, one of the two clients originally selected discontinued counselling after the first session. Another client was then selected from the *Skills for Success* programme to participate in the study. Hence, eleven videotapes were made, and the results of all eleven are included in this Report. The two clients selected from the *Skills for Youth* programme were 14 year old males; the client selected from the *Skills for Success* programme was a 20 year old male.

Selection Procedure

Clients were selected for the study in the following manner. The intern explained the purpose and design of the study to each new client who indicated a desire to continue in counselling for a minimum of five more sessions. Of those who were interested in participating in the study, the intern, in consultation with his field supervisor, selected those clients who appeared to have the maturity and dependability to accurately execute the tasks that were to be required of them.

Consent

A client consent form for participation in the study was obtained from all three client participants (See Appendix B). For the two participants from the *Skills for Youth* programme, two other consent forms were also obtained. First, parental consent was obtained for having the student participate in the study (See Appendix C). Second, since each of these two clients were registered with the Roman Catholic School Board for St. John's, it was necessary to obtain permission for videotaping their counselling sessions. This permission was obtained from these clients and their parents in accordance with the regulations for videotaping that are set by the school board. A copy of these regulations, and the consent form used, are included in Appendix D.

<div align="center">

Instruments

</div>

Definition

For the purposes of this study, a counsellor verbal response unit was defined as everything that the counsellor (intern) said between two client speech acts.

Helpfulness Rating Scale

The clients used a helpfulness rating scale which was designed by Elliott, Barker, Caskey, and Pistrang (1982). This is a 7-point bipolar Likert scale which allows the

client to rate counsellor responses from "extremely hindering" [1] to "extremely helpful" [7] (see Appendix E). This particular scale is considered to be an improvement upon the unipolar helpfulness rating scales used in earlier studies (Strupp, Hadley, & Gomez-Schwartz, 1977). These scales tended to bias clients because clients were not able to give hindering ratings.

Counsellor Response Taxonomy

The intern categorized his response modes according to the taxonomy developed by Glenda Riteff (1989). Essentially, Riteff added three new categories (i.e. listening response, positive feedback, and future planning) to the taxonomy created by Egan (1984). Egan had included eight response categories: empathy, probes, confrontation, self-disclosure, immediacy, information giving, advanced empathy, and summarizing. With the additions made by Riteff, the taxonomy now consists of eleven verbal response categories which are described in Appendix F.

The intern chose to use this taxonomy for two principal reasons. First, the taxonomy is quite comprehensive and the intern felt that it should account for all verbal responses made by him. Second, the taxonomy is based largely on Gerard Egan's (1984) taxonomy - one with which the intern is quite familiar. As part of his counsellor education program, the intern became very familiar with Egan's model

for counselling and uses that model extensively to inform his practice.

The actual form which the intern used to tally his responses is included in Appendix G.

Counselor Intention Scale

The Hill and O'Grady Counselor Intention Scale was used by the intern in this study. This scale has been used by counsellors from a wide variety of theoretical orientations. It is seen to have face validity, and to be inclusive of the range of counsellor intentions. It consists of 19 categories with minimal overlap between them. These are: set limits, get information, give information, support, focus, clarify, hope, cathars, cognitions, behaviours, self-control, feelings, insight, change, reinforce change, resistance, challenge relationships, and therapist needs (see Appendix H).

The actual form which the intern used to tally his intentions is included in Appendix I.

Procedures

Each of the 11 video tapes was analyzed by the intern and the client according to the following procedure.

1. Within 24 hours of each videotaped counselling session, the intern and the client sat to review the tape. The client was told that, when watching the tape, he was to

identify those moments during the counselling session when he experienced a negative reaction. The intern would explain (or re-explain) to the client what that meant. That is, the intern explained to the client that a client negative reaction refers to those moments during the session when the client began to experience, or experienced an increase in, any negative feeling(s) or thought(s) associated with anger, fear, anxiety, boredom, confusion, disappointment, frustration, guilt, hurt, inferiority, loneliness, rejection, repulsion, sadness, embarrassment, and so forth. The tape was then played and, once the client identified a negative reaction, the tape was stopped. The intern noted whether or not he had been aware of the negative reaction. The tape was restarted, and the intern's first verbal response unit after the client-identified negative reaction was played. The tape was stopped again, and the client was asked, "When I said that, did it hinder or help you?". The client was then asked to rate the response unit on the Helpfulness Rating Scale. The intern also classified that particular response unit according to the Counsellor Response Taxonomy. The form used by the intern throughout this procedure is included in Appendix J.

Clients were remunerated at the rate of $12.00 for each videotape that they reviewed.

2. Within 24 hours of the counselling session the tape was reviewed a second time by the intern. The intern

categorized each counsellor response unit according to the Counsellor Response Taxonomy. Some response units, especially longer ones, were assigned to more than one response category. Furthermore, the intern identified the intention(s) associated with each of the above response units in accordance with the Hill and O'Grady Counselor Intention Scale. Again, any given response unit could be assigned to more than one intention category.

Results and Analysis

The foregoing study had three distinct components. These included an examination of (a) the counsellor's verbal response modes, (b) the counsellor's intentions, and (c) the effectiveness of the counsellor's responses to client negative reactions. Data on each of these three components was collected and analyzed separately.

Counsellor Verbal Response Modes

In accordance with the procedures outlined above, the intern reviewed the videotapes of his counselling sessions and classified each of his verbal response units according to the taxonomy developed by Riteff (1989). The raw data collected through this procedure is presented in Table 3. Each number in the table represents the actual number of verbal response units which the counsellor assigned, in whole or in part, to each response category for a particular client in a particular session. It is stated that the responses are assigned "in whole or in part" because, as indicated in the procedure, some response units, especially longer ones, were assigned to more than one category.

A Preliminary Analysis

A preliminary analysis of these results indicates that, in three separate counselling sessions, the counsellor exhibited a significantly high number (i.e. near two

Table 3

Distribution of Counsellor Verbal Responses Across Eleven Counselling Sessions - Raw Data

Responses	C1 S1	C1 S2	C1 S3	C1 S4	C1 S5	C2 S1	C2 S2	C2 S3	C2 S4	C2 S5	C3 S1
B. EMPATHY*	11	11	06	15	04	04	09	05	06	10	05
PROBES											
Open Ques.	18	14	34	21	17	21	10	18	20	14	24
Closed Ques.	36	38	41	60	33	49	41	42	56	42	43
Min. Prmpt.	74	84	43	67	28	21	46	21	103	26	49
ADV. EMPATHY											
Ex. Implied	00	00	00	00	00	00	02	00	00	00	01
Id. Themes	00	00	00	00	00	00	00	00	00	00	00
Con. Islands	00	00	00	00	00	00	02	00	00	00	00
Draw Concls.	00	00	00	00	00	00	00	00	00	00	00
Less to more	00	00	00	01	00	00	03	00	00	00	00
CONFRONTATION											
Discrepancies	01	01	03	04	00	04	01	01	02	01	07
Distortions	00	00	00	00	00	02	01	00	00	00	00
Exps. & Behs.	00	02	02	02	00	01	02	01	04	01	01
Games...	00	00	00	01	00	00	00	00	00	00	00
Excuses											
Complacency	00	00	00	00	02	02	00	01	00	00	00
Rat'ization	00	00	00	00	00	02	01	00	00	00	00
Pro'ination	00	01	00	00	00	00	00	00	00	01	00
Pass...buck	00	00	00	00	00	00	00	00	00	00	00
Feedback	00	04	01	01	01	00	01	00	12	00	03
Interpret.	11	08	08	09	14	10	06	14	11	18	07
SELF-DISC.	01	01	00	00	00	01	01	09	03	02	03
IMMEDIACY	02	01	03	08	02	09	10	04	04	23	20
SUMMARIZING											
Understand	00	00	01	00	00	00	00	00	01	00	00
Beginning	00	00	00	00	02	02	00	00	00	00	01
Sessions...	00	00	00	00	00	00	00	00	00	00	01
Client Stuck	00	00	00	00	04	00	00	00	04	04	00
INF. GIVING	07	13	09	06	07	04	09	15	09	12	15
LISTENING	09	09	07	11	11	16	02	10	08	11	02
POS. FEED.	05	02	03	02	02	07	04	03	07	01	01
FUTURE PLAN.	00	07	05	02	03	05	03	06	04	04	02

Note. C = Client; S = Session. Hence, for example, C1S1 means Client 1, Session 1.
* For complete response names, see Appendix G.

standard deviations above the mean) of responses in a particular category. These were (1) 103 Minimal Prompts with Client 2 in Session 4, (2) 23 Immediacy responses with Client 2 in Session 5, and (3) 20 Immediacy responses with Client 3 in Session 1. The intern considered it important to search for, and provide, possible explanations for these seeming anomalies.

Firstly, the extremely high number of Minimal Prompts with Client 2 in Session 4 appears to have resulted from the intern's sitting back and having the client talk extensively about some events (unrelated to the client's presenting problem) that were going on in the client's life. The intern's purpose was to build more rapport with the client who was reluctant to get into the more difficult issue(s). Secondly, the high numbers of Immediacy responses with Client 2 in Session 5 and with Client 3 in Session 1 seem to have explanations which are similar to each other. In both cases, the clients were clearly experiencing some difficulty with the counselling process - Client 2 was uncomfortable with the "empty-chair technique" being suggested by the intern, and Client 3 was finding it difficult to open up about himself and his presenting problem in his first counselling session. The intern spent some time exploring with these clients what they were thinking and feeling during those moments when they were experiencing discomfor. - hence, the increased numbers of Immediacy responses. The

intern concluded that singular, unusually high response rates such as the three just discussed can be explained within the context of the particular session in which they occur.

Table 3 also reveals that the intern did not have any responses recorded in the subcategories of (i) Advanced Empathy, Identifying Themes, (ii) Advanced Empathy, Helping Clients Draw Conclusions from Premises, and (iii) Confrontation, Passing the Buck. Again, the intern thought it important to search for, and provide, possible explanations for these unexpected results.

One possible explanation is that the occasion to use these particular subcategories of responses did not occur during the counselling sessions. For example, the intern did not detect that either of his clients were "passing the buck". Furthermore, the intern may not have "identified themes" or "helped clients draw conclusions from premises" because the use of such Advanced Empathy may require a depth of knowledge about clients and their presenting problems which, perhaps, the intern did not have. However, the intern realizes that all three of these subcategories are part of his repertoire of response modes because he could recall having used them with other clients who did not participate in the study. Notwithstanding the explanations provided, the intern is somewhat concerned about the overall low frequency of Advanced Empathy responses throughout his

counselling sessions, and this concern will be discussed in greater detail later (see pp. 57-58).

In response to Research Question number 3, then, "Are there any response modes which the intern does not exhibit?", the intern notes that three subcategories of responses were not manifested by him in the counselling sessions included in this study. However, the intern recalls having used these response modes with other clients, and he realizes that these modes are indeed part of his repertoire of responses, albeit infrequently used.

Data Re-Organization

Further analysis of the results presented in Table 3 indicates that a very large percentage of the intern's responses in each counselling session falls under the category of Minimal Prompts. Despite the high numbers, these prompts seemed quite natural to the flow of conversation during counselling sessions, and during the videotape review of them.

However, the intern believes that Minimal Prompts are significantly different from other verbal response modes in a qualitative sense. For example, three consecutive "uh huh" responses (i.e. minimal prompts) are clearly different, qualitatively, from a statement of Advanced Empathy such as, "Mary, you've told me that you blush easily when people look at you, that you don't like meeting new people, that you

don't even like going where there's a lot of people - for example, on a bus. I have a hunch that somehow you think that, when people look at you, they can see something that you don't want them to see". The intern's conviction that Minimal Prompts are qualitatively different from other response modes is supported by Hill and O'Grady's (1985) choice to exclude them from responses which have intention. Consequently, Minimal Prompts will be excluded from futher analysis in this Report.

Also, besides excluding Minimal Prompts, the intern thought it useful to subsume the subcategories of responses into their major categories for the purpose of further analysis. The very low numbers of responses in some subcategories, alluded to earlier in this section of the Report, necessitate this adjustment. The intern believes that the low numbers are to be expected given the very specific nature of some of the subcategories and the fact that the study was being conducted, for the most part, with two clients. For example, it is quite likely that neither of the two clients often demonstrated "playing games", "passing the buck", or "procrastinating". Hence, there would be no call for the intern to "confront" those particular behaviors. It would seem to be more helpful, at this point, to look at the intern's response rate at the level of major categories.

When the Minimal Prompts are removed and the subcategories are subsumed within their corresponding major categories, a condensed picture of counsellor verbal responses emerges (See Table 4). Each number in the table represents the actual number of verbal response units which the intern assigned, in whole or in part, to each category. Again, the reader is reminded that some response units, especially longer ones, were assigned to more than one category. This explains why column totals, if calculated, would exceed the total response units for a session.

An analysis of Table 4 indicates clearly that the most frequent verbal response mode exhibited by the intern was Probes. However, in order to meaningfully and accurately interpret the data, it is necessary to correct for the different amounts of talking (from 68 to 131 responses) in the different sessions. Consequently, the numbers need to be changed from frequency counts to the proportions of responses which belonged to each category in each session (See Table 5).

A Closer Analysis

An analysis of Table 5 provides the answer to research question number 1, "What are the typical verbal responses exhibited by the intern in individual counselling sessions, as categorized by the Counsellor Response Taxonomy (Riteff, 1989)?". It is clear that the greatest proportion of the

Table 4

Distribution of Counsellor Verbal Responses Across Eleven
Counselling Sessions - Condensed Version

Responses	C1 S1	C1 S2	C1 S3	C1 S4	C1 S5	C2 S1	C2 S2	C2 S3	C2 S4	C2 S5	C3 S1
B. Empathy*	11	11	06	15	04	04	09	05	06	10	05
Probes**	54	52	75	81	50	70	51	60	76	56	67
Adv. Empathy	00	00	00	01	00	00	07	00	00	00	01
Confrontation	12	16	14	17	17	21	12	17	29	21	18
Self-Disc.	01	01	00	00	00	01	01	09	03	02	03
Immediacy	02	01	03	08	02	09	10	04	04	23	20
Summarizing	00	00	01	00	06	02	00	00	05	04	02
Inf. Giving	07	13	09	06	07	04	09	15	09	12	15
Listening	09	09	07	11	11	16	03	10	08	11	02
Pos. Feed.	05	02	03	02	02	07	04	03	07	01	01
Future Plan.	00	07	05	02	03	05	03	06	04	04	02
Overall	87	85	101	119	68	91	100	92	131	103	98

Note. C = Client; S = Session. Hence, for example, C1S1 means Client 1, Session 1.
*For complete response names, see Appendix G.
*Minimal Prompts excluded

Table 5

Proportion of Counsellor Verbal Responses Across Eleven Counselling Sessions[***]

Responses	C1 S1	C1 S2	C1 S3	C1 S4	C1 S5	C2 S1	C2 S2	C2 S3	C2 S4	C2 S5	C3 S1	X
B. Empathy[*]	13	13	06	13	06	04	09	05	05	10	05	08
Probes[**]	62	61	74	68	74	77	51	65	58	54	68	65
A. Empathy	00	00	00	01	00	00	07	00	00	00	01	01
Confront.	14	19	14	14	25	23	12	19	22	20	18	18
Self-Disc.	01	01	00	00	00	01	01	10	02	02	03	02
Immediacy	02	01	03	07	03	10	10	04	03	22	20	08
Summary	00	00	01	00	09	02	00	00	04	04	02	02
Inf. Giv.	08	15	09	05	10	04	09	16	07	12	15	10
Listen.	10	11	07	09	16	18	03	11	06	11	02	09
P. Feed.	06	02	03	02	03	08	04	03	05	01	01	04
Fut. Pl.	00	08	05	02	04	06	03	07	03	04	02	04

Note. C = Client; S = Session. Hence, for example, C1S1 means Client 1, Session 1.
[*] For complete response names, see Appendix G.
[**] Minimal Prompts excluded
[***] Each number in this table represents the percentage of verbal response units which the counsellor assigned, in whole or in part, to each response category for each counselling session.

intern's counselling responses (approximately 65%) belonged, in whole or in part, to the Probes category. The next highest proportion of responses belonged, in order, to the Confrontation (18%), Information Giving (10%), Listening Response (9%), Basic Empathy (8%), and Immediacy (8%) response categories. These results are consistent with the findings of other studies (e.g. Hill, 1989: Riteff, 1989) in terms of the types of counselling behaviors most typically exhibited by counsellors.

However, the proportion of the intern's responses which were Probes (65%) is somewhat high, and when the intern first became aware of the high frequency of probes in his sessions, he asked his clients how they felt about it. Both clients who were participating in the study at that time indicated that they had no problem with the questioning and that they even found it to be helpful. This feedback suggests to the intern that his use of probes did not give his counselling sessions the character of an interrogation, and that he was not badgering his clients. Nevertheless, the intern believes that his use of probes is still excessive and that he ought to be less directive in his counselling. A decreased use of probes should allow the direction of his counselling sessions to become more client-driven, thereby permitting his clients to move the sessions in a direction which is more in keeping with their wants and needs.

On the other hand, the intern notes the <u>low</u> proportion of responses that he exhibited in the category of Advanced Empathy (1%). This rate of response is two to three percentage points lower than that reported by Riteff (1989), and it is lower than the intern expected. Possible explanations for the low rate of Advanced Empathy responses are:

1. The intern may have exhibited some Advanced Empathy responses during the sessions which he failed to tally on his record sheet (i.e. an error in procedure).

2. The clients were bringing new issues to each counselling session which did not clearly link with issues from previous sessions. Hence, it was difficult for the intern to make the kinds of links which are necessary before a statement of Advanced Empathy could be made.

3. Similar to number 2 above, a greater number of counselling sessions would possibly be needed before the intern would gain the insights necessary before making statements of Advanced Empathy.

Although some or all of these explanations may apply, the intern remains uncertain of the actual cause of his low rate of responses in the Advanced Empathy category. However, the interns's heightened awareness that this deficit exists, combined with his concern that his use of Probes is somewhat excessive, will undoubtedly guide, and possibly

significantly contribute to, his approach to the counselling process in the future.

The intern also notes the low proportion of responses which he exhibited in the categories of Self-Disclosure (2%) and Summarizing (2%). However, these low rates seem consistent with the findings of other studies (Hill, 1989; Riteff, 1989).

Research question number 2 also pertained to counsellor verbal response modes. It reads, "Are there any changes in the intern's verbal responses from session to session as the intern continues counselling the same client?". An analysis of the data in Table 5 does not reveal any such change. This, too, is somewhat surprising. For example, the intern had originally anticipated that, as he continued counselling the same client, the number of Probes would decrease and the number of Advanced Empathy responses would increase. He thought that this would naturally happen as he got to know his clients better. The intern, upon reflection on his counselling sessions, concluded that the anticipated change in responses did not take place because, as mentioned earlier, the clients were bringing new issues to their sessions each day. Hence, the sessions tended to take on the character of five first sessions rather than much of an evolving nature. The hypothesis that change would take place could only be adequately tested, perhaps, if the study were extended over a longer period of time.

Counsellor Intentions

The intern also reviewed the videotapes of his counselling sessions and identified the intention(s) associated with each of his verbal response units. The raw data collected through this procedure is presented in Table 6. Each number in the table represents the actual number of verbal response units which the counsellor assigned, in whole or in part, to each intention category for a particular client in a particular session. It is stated that the responses are assigned "in whole or in part" because, as indicated in the procedure, some response units, especially longer ones, were assigned to more than one intention category.

A Preliminary Analysis

Similar to what was seen in the foregoing analysis of Counsellor Verbal Response modes, a preliminary analysis of Counsellor Intentions reveals some numbers which deviate greatly from the norm in a particular intention category. These include (i) 30 Cathart intentions in Session 4 with Client 1, and (ii) 20 Behaviors intentions and 14 Self-Control intentions with Client 1 in Session 3. Again, the intern believes that singular, unusually high numbers such as these may be accounted for in terms of the purpose and content of particular counselling sessions. Firstly, the 30

Table 6

Distribution of Counsellor Intentions Across Eleven Counselling Sessions

Intentions	C1 S1	C1 S2	C1 S3	C1 S4	C1 S5	C2 S1	C2 S2	C2 S3	C2 S4	C2 S5	C3 S1
Set Limits	01	02	01	09	02	12	07	05	02	08	02
Get Info.[*]	36	37	43	40	18	40	47	39	73	28	48
Give Info.	07	13	09	06	07	05	09	15	08	12	14
Support	26	26	27	32	14	20	41	37	59	42	15
Focus	01	01	02	00	00	05	01	00	00	01	02
Clarify	10	10	09	23	13	04	06	11	08	15	04
Hope	00	03	10	00	02	01	00	03	00	00	01
Cathart	01	01	02	30	16	00	05	00	04	19	00
Cognitions	09	06	10	10	04	12	04	09	04	11	08
Behaviors	03	02	20	06	02	01	02	03	09	05	01
Self-control	00	00	14	01	01	00	00	00	00	04	01
Feelings	07	06	07	17	15	15	04	06	10	06	05
Insight	13	03	03	08	13	10	06	13	09	07	09
Change	00	00	00	00	01	02	00	01	03	01	00
Reinf. Change	00	00	00	00	00	00	00	00	02	00	00
Resistance	00	00	00	00	00	00	00	00	00	02	06
Challenge	01	09	03	08	03	08	06	05	05	02	10
Relationship	00	01	00	00	02	03	00	02	06	00	00
Ther. Needs	02	01	02	01	09	03	03	03	00	05	00
Overall	87	85	101	119	68	91	100	92	131	103	98

Note. C = Client; S = Session. Hence, for example, C1S1 means Client 1, Session 1.
[*]For complete names of the intentions, see Appendix H.

Cathart intentions occurred during a session in which the intern's primary objective was to help the client let go. of some pent-up emotions. Secondly, the 20 Behaviors intentions and the 14 Self-Control intentions took place during a session in which the intern was helping the client (a) to explore behaviors in which he had recently engaged when he was experiencing suicide ideation, and (b) to recognize the extent to which he had, or could have, control over these behaviors.

Data Re-Organization

Again, as was the case when analyzing Counsellor Verbal Responses, in order to meaningfully and accurately interpret the data collected on Counsellor Intentions, it is necessary to correct for the impact that the different amounts of talking (from 68 to 131 responses) in the different sessions would have on the numbers of intentions. Consequently, the numbers for each intention need to be changed from frequency counts to the proportions (percentage) of responses which were assigned to each intention category in each session (See Table 7).

A Closer Analysis

The fourth Research Question posed by the intern was, "What are the typical counselling intentions of the intern in counselling sessions, as categorized by the Counsellor

Table 7

Proportion of Counsellor Intentions Across Eleven Counselling Sessions[***]

Intentions	C1 S1	C1 S2	C1 S3	C1 S4	C1 S5	C2 S1	C2 S2	C2 S3	C2 S4	C2 S5	C3 S1	X
Set Limits	01	02	01	08	03	13	07	05	02	08	02	05
Get Info.[*]	41	44	43	34	27	44	47	42	56	27	50	42
Give Info.	08	15	09	05	10	06	09	16	06	12	14	10
Support	30	31	27	27	21	22	41	40	45	41	15	31
Focus	01	01	02	00	00	06	01	00	00	01	02	01
Clarify	12	12	09	19	19	04	06	12	06	15	04	11
Hope	00	04	10	00	03	01	00	03	00	00	01	02
Cathart	01	01	02	25	24	00	05	00	03	18	00	07
Cognitions	10	07	10	08	06	13	04	10	03	11	08	08
Behaviors	03	02	20	05	03	01	02	03	07	05	01	05
Self-control	00	00	14	01	02	00	00	00	00	04	01	02
Feelings	08	07	07	14	22	17	04	07	08	06	05	09
Insight	15	04	03	07	19	11	06	14	07	07	09	09
Change	00	00	00	00	02	02	00	01	02	01	00	01
Re. Change	00	00	00	00	00	00	00	00	02	00	00	00
Resistance	00	00	00	00	00	00	00	00	00	02	06	01
Challenge	01	11	03	07	04	09	06	05	04	02	10	06
Relationship	00	01	00	00	03	03	00	02	05	00	00	01
Ther. Needs	02	01	02	01	13	03	03	03	00	05	00	03

Note. C = Client. S = Session. Hence, for example, C1S1 means Client 1, Session 1.
[*]For complete names of the intentions, see Appendix H.
[***]Each number in this table represents the percentage of verbal response units which the counsellor assigned, in whole or in part, to each intention category for each counselling session.

Intention Scale (Hill and O'Grady, 1985)?". The results reported in Table 7 indicate that the intern's most frequent intentions were Get Information (42%), Support (31%), and Clarify (11%).

The intern's emphasis on getting information is consistent with his following Egan's (1994) approach to effective helping. The clients participating in the study tended to bring new issues to each counselling session, and these issues were precipitated by recent happenings in their rather eventful lives. In order for the intern to understand what was taking place in the clients' lives, it was necessary to get information from them - to have them "tell their story", to use the language of Egan's model. The intern's high rating on the intention category, Clarify, is also a reflection of the intern's desire to get a clear picture of what was happening in the clients' lives. However, the intern's frequent use of the Get Information intention, besides being consistent with his following Egan's model, is also undoubtedly related to his high rate of probing which was discussed earlier. Hill and O'Grady (1985) have found that the most likely therapist verbal responses used to Get Information are Probes, the Closed Question and the Open Question. Therefore, as the intern works to decrease his use of Probes, the proportion of Get Information intentions will probably decrease as well.

The intern's high rating in the Support category is consistent with his Rogerian-based belief that a good relationship between the counsellor and client is a necessary precondition to effective counselling. The intern found himself to be quite attentive to the quality of his relationship with his clients when in counselling and made a conscious effort to maintain and/or build on that relationship. The intern's relatively high rating on the Basic Empathy verbal response category also demonstrates his adherence to the Rogerian school of thought where the expression of empathy is considered an integral part of relationship building. Furthermore, the low proportion of intentions in the Relationship category (1%) indicates that the intern experienced himself as being successful in achieving his objective of developing, and maintaining, a good relationship with his clients. The reader is reminded that this particular intention (i.e. Relationship) is invoked only when the counsellor senses a rift developing in the relationship (see Appendix H).

The results presented in Table 7 also reveal that all three of Feelings (9%), Cognitions (8%), and Behaviors (5%) were given a considerable, and almost equal, amount of attention by the intern. The intern was not surprised that, of the three, Behaviors received the least amount of attention because the intern is not drawn to the behavioral model of counselling. The intern would have expected a

higher rating for Cognitions, however, because of his adherence to the Adlerian principle that the way we think affects the way we feel which, in turn, affects what we do. Hence, dealing with thinking patterns first would facilitate changes in feeling and behaving.

Since the ultimate goal of counselling, as indicated in the Literature Review section of this Report, is to help clients manage their lives more effectively, the intern would have expected to have had a higher rating given to the Change (1%) and Reinforce Change (0%) categories. However, although change and its reinforcement is an overall and pervasive goal of counselling, the intern realized that Change was seldom the focus of intention during specific counselling interventions. As Hill and O'Grady (1985) suggest to users of their Intention Scale, "you should indicate your intentions only for (an) immediate intervention, rather than report global strategies for the entire session" (p. 8).

Research Question Number 5 reads, "Are there any changes in the intern's counselling intentions from session to session as the intern continues counselling the same client?". As with counsellor response modes, the results indicate that the intern did not exhibit any significant changes in intentions as counselling sessions progressed with the same client. Again, the intern attributes the lack of change to the fact that the clients tended to bring new

issues to each counselling session. As a result, the pattern of intentions throughout the sessions tended to remain the same. Whether or not this attribution on the part of the intern is accurate remains uncertain. The fact that there was no observable change in the intern's intentions, or response modes, from session to session is a reality with which the intern must continue to struggle. A deeper, or clearer, understanding may emerge over time and further inform the intern's practice of counselling.

Counsellor Responses to Client Negative Reactions

The raw data collected for the third component of this research project is presented in Table 8. An analysis of this data shows that the intern's success rate in recognizing client negative reactions <u>increased significantly</u> with Client 1. The intern was aware of only 56% of the first nine negative reactions of Client 1; whereas he was aware of 89% of the last nine negative reactions. With Client 2, the intern's success rate <u>decreased slightly</u>. The intern was aware of 80% of the first 10 negative reactions of Client 2; whereas he was aware of 70% of the last ten negative reactions. The intern discovered that whether or not he was aware of a client negative reaction depended largely on whether or not the client was maintaining eye contact with him at the time of the negative reaction.

Table 8

Distribution of Client Negative Reactions Across Eleven Counselling Sessions

Client # Sess. #	Negative Reaction #	Counsellor Aware (Y/N)	Intervention Classification	Client Rating
C1S1	1	N	Probe	6
C1S1	2	N	Probe	6
C1S1	3	N	Listening/Probe	6
C1S1	4	N	Confrontation*	7
C1S2	1	Y	Probe	5
C1S2	2	Y	Basic Empathy	6
C1S3	3	Y	Immediacy	6
C1S3	4	Y	Basic Empathy	6
C1S3	5	Y	Probe	5
C1S4	1	N	Probe	5
C1S4	2	Y	Probe/Immediacy	6
C1S4	3	N	Giving Feedback	6
C1S4	4	Y	Basic Empathy	6
C1S4	5	Y	Probe	5
C1S5	1	Y	Confront./Probe	4
C1S5	2	Y	Confrontation	5
C1S5	3	Y	Probe	5
C1S5	4	Y	Immediacy	4
C1S5	5	Y	Probe	5
C2S1	1	N	Probe	4
C2S1	2	Y	Basic Empathy	4
C2S1	3	Y	Probe	5
C2S1	4	Y	Confrontation	6
C2S1	5	Y	Probe	5
C2S1	6	N	Confrontation	4
C2S2	1	Y	Probe	4
C2S2	2	Y	Probe	4
C2S2	3	Y	Basic Empathy	4
C2S2	4	Y	Confront./Self Disc.	6
C2S2	5	N	Probe	4
C2S2	6	Y	Probe	4
C2S2	7	N	Probe	4
C2S3	1	Y	Probe	4
C2S3	2	Y	Confront./Self Disc.	4
C2S4	1	Y	Basic Empathy	4
C2S4	2	N	Confrontation	4
C2S4	3	Y	Listening Response	4
C2S5	1	Y	Listening Response	3
C2S5	2	Y	B. Emp'y/Self Disc.	4
C3S1	3	N	Probe	4

Note. C = Client; S = Session. Hence, for example. C1S1 means Client 1, Session 1. Also, Y = Yes; N = No.
*All. but one. Confrontation response belong to the Interpretation subcategory of Riteff's (1989) taxonomy.

A second observation about the raw data is that Client 2 tended to settle into a pattern of giving a rating of 4 to most of the intern's counselling interventions; that is, the client appeared to develop a response set. This was suspected by the intern because he felt that the client was losing interest in performing his tasks in the study and that, consequently, he was decreasing his effort giving the ratings. The intern did not discuss this with the client, however, because he felt that to do so would definitely bias the ratings. Hence, the data will have to be analyzed as presented.

To help answer Research Questions 6 and 7, "How effectively does the intern respond to a client's negative reaction in counselling when the intern is (is not) aware of the negative reaction?", Table 9 is presented. Each number in the table represents the average helpfulness rating which each client gave to the intern's counselling interventions, either when the intern was aware of the client's negative reaction, or when he was not aware of the negative reaction. The combined, or overall, average ratings are also provided. Recall that, on the Helpfulness Rating Scale, scores of 5, 6, and 7 represent increasing ratings of helpfulness; a score of 7 represents a neutral rating; and scores of 3, 2, and 1 (in that order) indicate that the client experiences the counsellor interventions as increasingly hindering (see Appendix E).

Table 9

Means of Client Helpfulness Ratings When the Counsellor Is (Is Not) Aware of Client Negative Reactions.

Client	Counsellor Aware of Negative Reaction	Counsellor Not Aware of Negative Reaction
C1	5.2	6.0
C2	4.4	4.0
C3	-	4.0
Overall	4.8	5.0

Note. C = Client

The results recorded in Table 9 indicate, somewhat surprisingly, that the clients tended to give nearly the same helpfulness rating to the intern's responses to their negative reactions whether or not he was aware of them (4.8 when the intern was aware of the negative reaction, and 5.0 when he was not aware). These ratings would suggest, in answer to Research Questions 6 and 7, that the intern's responses to client negative reactions, whether or not he is aware of them, are generally experienced by clients as "slightly helpful".

In order to respond to Research Question number 8, "What type(s) of counsellor responses typically appease client negative reactions?", Table 10 is presented. To calculate the means in this table, when a rating was given to a multiple response (e.g. a Listening Response/Probe combination was given a rating of 6), each component of the response was give the same rating (e.g. in the example just cited, the Listening Response was given a rating of 6 and the Probe response was given a rating of 6). In answer to Research Question number 8, then, and again somewhat surprisingly, all types of responses tend to be minimally helpful, and the range of helpfulness between the most helpful (Immediacy, 5.3) and the least helpful (Listening Response, 4.3) is relatively small.

The intern has given considerable thought to what may have caused the unexpected answers to Research Questions 6,

Table 10

Means of Client Helpfulness Ratings of Various Counsellor Response Modes

Responses	C1	C2	C3	Overall
Basic Empathy	6.0	4.3	–	5.0
Probes	5.2	4.3	4.0	4.8
Confrontation	5.5	4.8	–	5.1
Self Disclosure	–	4.7	–	4.7
Immediacy	5.3	–	–	5.3
Listening Response	6.0	3.5	–	4.3

7, and 8 in light of what actually took place during the counselling sessions. Based upon this reflection, he hypothesizes that client ratings of the helpfulness of various counsellor interventions may be affected more by the client's readiness and willingness to receive counselling than it is by counsellor awareness of any negative reactions or by any particular type of counsellor response. For example, Client 1 in Session 1 was very eager to engage in counselling and gave high ratings to all types of counsellor responses. On the other hand, Client 2 in Sessions 3 and 4 was somewhat unmotivated in, and apathetic toward, the counselling, and he tended to assign neutral ratings to the various counsellor interventions.

However, the intern realizes that caution must be exercised when drawing conclusions from this component of the research because the data base is so small. For example, the helpfulness rating for Immediacy, 5.3, is based on only 3 uses of that response. The most frequently used response type after a negative reaction was Probes, and there were only 21 uses of that response mode.

Evaluative Considerations Re Instruments and Procedures

To begin, the intern found the process of reviewing the counselling session videotapes with his clients to be very helpful. Not only did this process facil tate the gathering of data for the research project, but it so provided the

opportunity for both the counsellor and the client to get clarification from each other about significant interactions which took place during the counselling session. For example, during the videotape reviews, it was commonplace for the client to ask questions such as, "What did you mean when you said ... ?", or for the intern to ask, "How did you feel when I ... ?". The clarifications obtained through these discussions seemed helpful to the client sometimes, and at other times it provided the intern with valuable insights about his counselling strategies. For example, during a counselling session in which client catharsis was a major counsellor intention, the intern felt uncomfortable with a rather lengthy period of silence and he believed that the client probably felt the same way. During the review of the session, the intern asked the client how he had felt about the silence, and the intern was surprised to find out the client was quite comfortable with it. As a result, the intern felt more comfortable with silences in subsequent sessions.

On the down side, a second aspect of the research which needs to be addressed is the difficulty which the intern encountered with the use of Riteff's (1989) taxonomy of verbal responses. First of all, the intern experienced difficulty when trying to assign some responses to the categories provided. Particularly difficult to assign were responses involving advice-giving, simple encouragement, and

instructions. The difficulty was due in large part to the limiting definitions of the response categories as these are outlined in Appendix F. Secondly, the intern disagrees with the inclusion of Giving Feedback and Interpretation in the Confrontation category. Confrontation carries with it a certain negative connotation which befits all the other Challenging subcategories but not the Giving Feedback and Interpretation subcategories. Thirdly, there exists an obvious, and unnecessary, overlap between the Giving Feedback subcategory and the Positive Feedback category.

A final aspect of the research which ought to be highlighted is the two-fold problem which the intern encountered with Minimal Prompts. First of all, as indicated earlier in this Report, the intern found it necessary to cull out the Minimal Prompts from his data in order to facilitate a more accurate assessment of his research results. Secondly, prior to the analysis and when collecting the data from the videotapes, the intern found that noting and tallying the minimal prompts was distracting, and it interfered with his ability to concentrate on the more meaningful interactions that were taking place.

Conclusions

This comprehensive study of the intern's verbal response modes, intentions, and responses to client negative

reactions has been quite valuable for the intern. As a result of the study and as evidenced by the foregoing Results and Analysis, the intern has gained a great deal of insight into his overall counselling behaviors and cognitions, and their effectiveness as determined by his clients. These insights have provided the intern with confidence in his ability to provide individual counselling, a confidence which has greatly increased because of the internship experience. Also, the intern has gained valuable insight into, and experience with, procedures which will enable him to continue in the practice of self-reflection and self-evaluation in his counselling career.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Summary

This counselling internship was undertaken at *Skills for Youth*, which is an alternative education setting for behaviorally at risk students in the St. John's area. Half the students at the setting are registered with the Roman Catholic School Board for St. John's, and half are registered with the Avalon Consolidated School Board.

During the internship, the intern engaged in many and varied professional activities which included (a) providing individual counselling, (b) doing research, (c) participating in case conferences and placement conferences, (d) helping clients make the transition to receiving institutions through liaison with, and visits to, these institutions, (e) collaborating and consulting with other professionals, (f) participating in an ENGAGE workshop, and (g) receiving professional supervision on a regular basis from a university, and a field, supervisor.

The internship has provided the intern with a tremendous learning experience. It serves as a valuable supplement to the course work already completed by the intern as part of the master's program in educational psychology. The intern can now assume the role of School Counsellor with increased competence and confidence.

Recommendations

To those who enroll in the M.Ed. programme in School Counselling at Memorial University, the intern makes the following recommendations.

1. Serious consideration ought to be given to the valuable practical experience which may be obtained through a professionally supervised internship.

2. Potential interns ought to choose an internship setting which most closely approximates the type of setting where they expect to be employed.

3. Potential interns ought to choose an internship setting which provides experience in those skill or knowledge areas where they feel the greatest deficit.

4. Potential interns might consider the benefits to be accrued from engaging in a self-evaluative study similar to the study described in this Report.

5. To any potential intern who intends to replicate this study, in whole or in part, the following recommendations are made:

> (i) To refine procedures and facilitate the analysis of data, Minimal Prompts ought to be excluded from the taxonomy of counsellor Verbal Response Modes.

> (ii) To make the process of categorizing counsellor Verbal Response Modes easier without jeopardizing the integrity of the study,

consideration ought to be given to the use of a different Verbal Response Taxonomy, such as that used by Hill (1989).

(iii) To promote greater confidence in the use of a taxonomy of counsellor verbal response modes, consideration ought to be given to working with an independent rater prior to, or early in, the internship

(iv) To permit more confident conclusions regarding client negative reactions in the third part of the study, a larger data base ought to be obtained.

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APPENDIX A

Readings

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APPENDIX B

<u>**STUDENT CONSENT FORM**</u>

Dear Student:

I am a graduate student in the Faculty of Education at Memorial University. My supervisor is Dr. Glenn Sheppard. As part of my counselling internship in the Skills for Youth programme, I will be conducting a research study which is designed to help me further develop and improve my counselling skills. I am you to take part in this study.

Your participation will consist of having five of your counselling sessions with me videotaped. Within 24 hours of each videotaped counselling session, you will sit with me to (a) review the videotape of the session, (b) identify moments during the session when you had negative thoughts or feelings, and (c) rate how well I responded to those negative thoughts or feelings. It will take approximately one hour of your time to view each videotape, for a total of five hours altogether. You will be paid at the rate of $12.00 per hour for time spent reviewing the videotapes.

All information gathered in this study is strictly confidential and at no time will you be identified. No person, other than you and I, will be permitted to view the videotapes, and the videotapes will be erased when the research study is completed. Participation is voluntary and you may withdraw at any time. This study has received the approval of the Faculty of Education's Ethics Review Committee and the Administrator of the Skills for Youth programme. The results of my research will be made available to you upon request.

If you agree to participate in this study please sign below and return one copy to me. The other is for you. If you have any questions or concerns please do not hesitate to contact me. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development, Memorial University.

I would appreciate it if you would please return this sheet to me by _____.

Thank you for your consideration of this request.

Yours sincerely,

Roche Collins

I _____ (student) hereby agree to take part in a study of counselling skills being undertaken by Mr. Roche Collins. I understand that my participation is entirely voluntary and that I can withdraw at any time. All information is strictly confidential and I will not be Identified.

_____   _____
Date   Student's Signature

APPENDIX C

PARENT/GUARDIAN CONSENT FORM

Dear Parent or Guardian:

I am a graduate student in the Faculty of Education at Memorial University. My supervisor is Dr. Glenn Sheppard. As part of my counselling internship in the Skills for Youth programme, I will be conducting a research study which is designed to help me further develop and improve my counselling skills. I am requesting your permission for your child to take part in this study.

Your child's participation will consist of having five of his/her counselling sessions with me videotaped. Within 24 hours of each videotaped counselling session, your child will sit with me to (a) review the videotape of the session, (b) identify moments during the session when s/he had negative thoughts or feelings, and (c) rate how well I responded to those negative thoughts or feelings. It will take approximately one hour of your child's time to view each videotape, for a total of five hours altogether. Your child will be paid at the rate of $12.00 per hour for time spent reviewing the videotapes.

All information gathered in this study is strictly confidential and at no time will your child be identified. No person, other than your child and I, will be permitted to view the videotapes, and the videotapes will be erased when the research study is completed. Participation is voluntary and you may withdraw your child at any time. This study has received the approval of the Faculty of Education's Ethics Review Committee and the Administrator of the Skills for Youth programme. The results of my research will be made available to you upon request.

If you are in agreement with having your child participate in this study please sign below and return one copy to me. The other is for you. If you have any questions or concerns please do not hesitate to contact me at Skills for Youth, 722-3430. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. Patricia Canning, Associate Dean, Research and Development, Memorial University.

I would appreciate it if you would please return this sheet to me by _____.

Thank you for your consideration of this request.

Yours sincerely,

_____

Roche Collins

I _____ (parent/guardian) hereby give permission for my child _____ to take part in a study of counselling skills being undertaken by Mr. Roche Collins. I understand that participation is entirely voluntary and that my child and/or I can withdraw permission at any time. All information is strictly confidential and no individual will be identified.

_____   _____
Date   Parent's/Guardian's Signature

APPENDIX D

ROMAN CATHOLIC SCHOOL BOARD FOR ST. JOHN'S

GUIDELINES

**RE: STUDENT COUNSELLORS IN SCHOOL SETTING
VIDEO/AUDIO TAPING**

STATEMENT OF POLICY

To facilitate the evaluation of university students engaged in practicuum placements in our schools, the use of media equipment has been found to provide one of the best means of capturing students in action. Videotaping, in particular, allows the student supervisor to assess the student without having to actually be on site, and to process the situation along with the student, thus providing a forum for feedback and discussion.

The Roman Catholic School Board recognizes the necessity and value of providing university students and their supervisors with the opportunity to assess the degree to which such students are meeting their course objectives, and developing skills appropriate for working with our school children.

The School Board also recognizes it responsibilities in protecting the rights and privacy of its children and their parents, especially in situations which may be considered personal and of a confidential nature, or which might prove embarrassing to the child or parent.

The guidelines which govern the use of media equipment for the purpose of evaluating university students must therefore be liberal enough to make the exercise a valuable one for the practicing student, but must be sufficiently structured to protect the rights of our students and parents.

2

Procedures

Videotaping:

1. *Children who are under the age of sixteen (16) must have a signed parent permission form completed before videotaping can be carried out (sample forms attached). It is the responsibility of the practicing student, along with the school based supervisor, to meet with the parent(s) to explain the purpose of taping and to gain* **informed consent.**

   While the Board recognizes that students over the age of sixteen (16) can give their own consent for procedures such as these, we will not permit this to take place with such students within the jurisdiction of the school unless the parents also provide signed, informed consent.

2. *During the videotaping, only the practicing student will be filmed.*

3. *Should any identifying information be disclosed by a child during taping, the practicing student is responsible for erasing such information immediately following the taping session.*

4. *The child/children must be made aware of the purpose for videotaping and who will subsequently view the tape. This should be done by the practicing student.*

5. *The child/children's first name(s) only should be used during the session.*

6. *All videotapes made by the practicing student must remain in the school building in a locked cabinet.*

7. *All videotapes made by the practicing student must be viewed by that person, the university supervisor, or school based supervisor within the school building, under circumstances of complete privacy.*

8. *All videotapes made by the practicing student must be erased by the university supervisor immediately after viewing/evaluation of the contents is completed.*

9. *All erased tapes must be passed from the university supervisor to the school based supervisor who is responsible for ensuring that the tape is erased.*

10. *No third party (e.g. a cameral person) will be permitted to be present during videotaping by a practicing student.*

11. *Under no circumstances should videotaping of counselling sessions by practicing students take place without the regular school counsellor being available in the school building.*

Audiotaping:

Audiotaping, although seldom used, must follow those guidelines listed in numbers 1, 3, 4, 5, 6, 7, 8 and 9 (substituting the word audiotape for videotape).

Summary

Areas of Responsibility

Practicing Student

1. To meet with parent(s)/guardian(s) at school or in their home to explain the purpose for taping their child/children and to gain informed written consent to do so. This is to be done along with the school based supervisor.

2. To explain the purpose of taping to the child/children involved and to outline who will subsequently view/hear the tape.

3. To ensure that only the practicing student appears on the videotape.

4. To erase any identifying information which a child may disclose during taping immediately after taping session.

5. To ensure that all tapes are passed to the school based supervisor so that they can be viewed by him/her prior to sharing with the university supervisor and so that safe storage can be guaranteed.

6. To view/listen to the tape with only him/herself and/or the school based supervisor present.

School Principal

1. *To ensure that all practicing students, university supervisors and school based supervisors are given a copy of the guidelines and understand the intent and responsibilities as outlined.*

2. *To provide a locked cabinet for storing tapes which are in use.*

3. *To provide adequate, private space for the viewing/listening of tapes by practicing students, university supervisors, and school based supervisors.*

School Based Supervisor

1. To meet with parent(s)/guardians(s) at school or in their home to explain the purpose for taping their child/children and to gain informed written consent to do so. This is to be done along with the practicing student.

2. To ensure that a locked cabinet is provided for storage of tapes.

3. To view/listen to any tapes with only him/herself and/or student counsellor present and to determine the suitability for sharing with the university supervisor.

4. To ensure that any tapes made by the practicing student are totally erased once the university supervisor has completed viewing/listening to them.

<u>University Supervisor</u>

1. To view/listen to any tapes made by the practicing student in the presence of the student counsellor and/or the school based supervisor only, after permission has been granted by the school based supervisor.

2. To erase any tapes made by the practicing student immediately after viewing and evaluation of the contents has been completed.

3. To pass along all erased tapes to the school based supervisor.

Roman Catholic School Board for St. John's

Belvedere, 67 Bonaventure Avenue
St. John's, Newfoundland
A1C 3Z4
Telephone: 709-753-8530   Fax: 709-753-8407

FORM 10

CONSENT FORM FOR VIDEO/AUDIO TAPING

1. I consent to the video/audio taping of _____
   (Name of Student)

   by _____
   (Name of Person to Conduct Taping Session/Student Counsellor)

2. The nature and purpose of the taping session and its intended benefits

   have all been explained to me by _____.
   (Name of School Based Supervisor/
   School Counsellor/Educational Therapist)

3. I understand that the video/audio tape made by the Student Counsellor
   will be erased immediately after the viewing/evaluation of the contents is
   completed.

_____   _____
Signature of School Counsellor/Therapist   *(Signature of Consenting Party)*

                              _____
                              (Relationship to Student)

                              _____
                              (Date)

APPENDIX E

101

COUNSELLOR INTERVENTIONS
Client Rating Form

Client's Name: _____   Date:_____
Session Number:_____

During the counselling session which you are now reviewing, you may have experienced some negative thoughts or feelings; that is, you possibly had some negative reactions. For each negative reaction, check to see how the counsellor responded to you. Then rate the counsellor responses on the following scales.

Negative Reaction Number _____

I would rate the counsellor response to this negative reaction as follows:

1	2	3	4	5	6	7
Extremely Hindering	Moderately Hindering	Slightly Hindering	Neutral	Slightly Helpful	Moderately Helpful	Extremely Helpful

---

Negative Reaction Number _____

I would rate the counsellor response to this negative reaction as follows:

1	2	3	4	5	6	7
Extremely Hindering	Moderately Hindering	Slightly Hindering	Neutral	Slightly Helpful	Moderately Helpful	Extremely Helpful

---

Negative Reaction Number _____

I would rate the counsellor response to this negative reaction as follows:

1	2	3	4	5	6	7
Extremely Hindering	Moderately Hindering	Slightly Hindering	Neutral	Slightly Helpful	Moderately Helpful	Extremely Helpful

APPENDIX F

TAXONOMY

1. **Basic Empathy**
   The ability to appropriately communicate an accurate understanding of the client's feelings and of the thoughts, experiences, and behaviours which may be associated with those feelings.

   Examples:
   "You feel annoyed with yourself because you didn't even reach the simple goals you set for yourself."

   "You feel angry with me because I keep pushing all the responsibility on to you."

2. **Probes**
   Counsellor responses which are intended to prompt clients to talk about and to identify more specifically and concretely their experiences, feelings, thoughts and behaviours.

   Such responses can be expressed as open-ended questions, closed questions, accents, minimal prompts, statements, or requests.

   Examples:
   a) Open-ended question
   Counsellor: "What else can you tell me about these anxiety attacks?"

   b) Statement
   Counsellor: "You say there is a great deal of mutuality in the relationship. I'm curious about a number of things. For instance, how you get in touch with each other. What you do when you're together. Things like that."

   c) Closed question - questions that can be answered with a yes, a no, or a very short response.
   Counsellor: "Of all the problems we discussed, which bothers you the most?"

   d) Accent - A one or two word restatement that focuses or brings attention to a preceding client response.
   Client: "At the end of the day with the kids and dinner and cleaning up I'm bushed."

   Counsellor: "Bushed?"

e) Minimal Prompts - This includes such things as "uh-huh", "mmm", "yes", "I see", "oh", and the like, which often serve as reinforcers or prompts and lead the client into further exploration.

Client: "There are a lot of things I don't like about this school."

Counsellor: "Uh-huh."

Client: "For instance, the food is lousy."

3. **Advanced Empathy**
    Means putting into appropriate words the feelings, thoughts, behaviours, experiences which are expressed only in an indirect or implicit way by the client.

Advanced Empathy - Can be communicated in a number of different ways:

a) Expressing what is only Implied
    In the following example, the client a battered woman, is not coming to grips with her problem situation because she is attempting to sweep some important feelings about herself under the rug. She is talking about her husband:

Example:
    Client: "You know ... usually he's all right. It's only when I do the kinds of things that get under his skin ... It's when I mess up. That's the only thing I see ... But when he's so violent ..."

    Counsellor: "Karen, when you talk, you sound so down on yourself all the time. Sometimes you talk almost as if you deserved what you get ... I'm wondering how much you like yourself."

    Client: "I ... I never thought of anything like that before ... I've always been a bit down on myself, I guess."

b) <u>Identifying Themes</u>
     This includes helping clients identify and
     explore behavioral and emotional themes in problem
     situations.

Example:
     Counsellor: "As I listen, this though is beginning
     to strike me. In growing up you've seemed to
     learn one lesson well, and that is, 'I am not a
     fully worthwhile human being.' You seem to say
     this to yourself at work, in your relationships
     with your friends, and even when you're alone with
     yourself."

     Client: "No one's 'fully worthwhile' but no,
     you're right, I can get pretty down on myself."

c) <u>Connecting Islands</u>
     This means that the counsellor attempts to
     help the client link together problems that may be
     related:

Example:
     The   following   client   talks   about   being
     progressively more anxious and tired in recent
     weeks. Later he talks abut getting ready for his
     marriage in a few months and about deadlines for
     turning in papers for current courses.   Still
     later, he talks about his need to succeed, to
     compete, and to meet the expectations of his
     parents and grandparents.

     Counsellor: "John, it could be that your growing
     fatigue and anxiety have relatively simple
     explanations. One, you are really working very
     hard.   Two, competing as hard as you do and
     striving for excellence have to take their
     physical and emotional toll. And three, the
     emotional drain involved in getting ready for
     marriage can be enormous. Maybe it could be more
     useful to look at these factors before digging
     around for deeper causes."

d) <u>Helping Clients Draw Conclusions From Premises</u>

Example:
> Client: "I really don't thing I can take my boss'
> abuse any longer. I don't think she really knows
> what she's doing. She thinks she's doing me a
> favour by pointing out what I do wrong all the
> time. I like the work and I'd like to stay, but,
> well I just don't know."

> Counsellor: "The alternatives, then, are limited.
> One, is to stay on the job and just take. But you
> feel this has become too painful. Another is to
> talk with your boss directly about this whole
> destructive relationship. A third is to start
> thinking about changing jobs, even though you like
> the work there. We really haven't talked about
> the second possibility."

e) <u>From The Less to the More</u>
> If clients are not clear about some issue or
> if they speak guardedly, the helper needs to speak
> directly, clearly, and openly.

Example:
> A client might ramble touching on sexual issues
> lightly as he moves along. The counsellor helps
> him face those issues more squarely.

> Counsellor: "John, you have alluded to sexual
> concerns a few times in passing. My guess is that
> sex is a pretty touchy issue for you to deal with,
> but it also seems like a pretty important one."

4. **Confrontation**
   - is a verbal response in which the counsellor describes discrepancies, conflicts and mixed messages apparent in the client's feelings, thoughts, and actions.
   Confrontation focuses on the discrepancies, distortions, evasions, games, tricks, excuse making, and smoke screens in which clients involve themselves, but that keep them mired in their problem situations.

a) <u>Challenging Discrepancies</u>
   Confrontation can zero in on discrepancies between what clients think or feel or say, and between what they say and what they do, between their views of themselves and the views others have of them, between what they are and what they wish to be, between their expressed values and their actual behaviours.

Example:
   Counsellor: "Evita, when we arranged this meeting you talked vaguely about 'serious family problems', but it seems that neither you nor I think that what we've talked about so far is that serious. I'm not sure whether there's more and if there is, what might be keeping you from talking about it."

b) <u>Challenging Distortions</u>
   Some clients cannot face the world as it is, and therefore distort it in various ways.

Example:
   Counsellor: "Eric, every time we begin to talk about your sexual behaviour, you bring your brother up."

   Client: "That's where it all began!"

   Counsellor: "Your brother's not around anymore ... tell me what Eric wants. But tell me straight."

   Client: " want people to leave me alone."

   Counsellor: "I don't believe it because I don't think you believe it ... Be straight with yourself."

   Client: "I want some one person to care about me. But that's deep down inside me. What I seem to

want up front is to punish people and make them punish me."

c) <u>Challenging Self-Defeating Internal Experiences and Behaviours</u>

Example:
 Client: "I've decided not to apply for that job."

 Counsellor: "How come?"

 Client: "Well, it's not exactly what I want."

 Counsellor: "That's quite a change from last week. It sounded then as if it was just what you wanted."

 Client: "Well, I've thought it over." (Pause)

 Counsellor: "I've got a hunch based on what we've learned about your style: I think you've been saying something like this to yourself. 'I like the job, but I don't think I'm good enough for it. If I try it, I might fall flat on my face and that would be awful. So I'll stick to what I've got, even though I don't like it very much.' Any truth in any of that?"

 Client: "Maybe more than I want to admit."

d) <u>Challenging Games, Tricks, and Smoke Screens</u>
 The following client has just begun to explore a sensitive area: how he manipulates an older brother into coming to his aid financially. He takes financial risks because he knows he can talk his brother into bailing him out.

Example:
 Client: "I really like what you've been doing in these sessions. It feels good to be with such a strong person."

 Counsellor: "Thanks. I think that it's important that we respect each other here. And perhaps that's the issue with your brother - respect."

e) <u>Challenging Excuses</u>

Examples:
   a) Complacency - "It won't happen to me." Clients
   fail to realize the seriousness of a situation.

   b) Rationalization - Clients cling to unwarranted
   assumptions or distort information.   "It can't
   happen to me", or "It's really not that bad".

   c) Procrastination - Client: "Nothing needs to be
   done now."

   d) Passing the buck - Client: "I'm not the one
   who needs to act."

f) <u>Giving Feedback</u>
      Giving   Clients   feedback   is   a   way   of
   influencing them to change their behaviour to more
   productive patterns. It may also take the form of
   giving   the   client   specific   praise   or
   reinforcement.

g) <u>Interpretation</u>
      Counsellor provides an interpretation to the
   client intended to help him or her develop a new
   perspective   on   their   feelings,   experiences,
   behaviours, and thoughts.

5. **Self-Disclosure**
      Helper   self-disclosure   has   two   principal
   functions: Modeling and the development of new
   perspectives and new directions for action.

1. It can be a form of modeling, a way of both showing
   clients how to disclose themselves and encouraging
   them to do so.

2. Counsellor self-disclosure can help clients develop
   the kinds of new perspectives that are needed for
   goal setting and help them see the need for action.

6. **Immediacy or Direct Mutual Talk**
   - refers to the counsellor's ability to discuss with client's what is happening between them in the here and now of any given transaction.

   Example:
   Counsellor: "I'd like to stop a moment and take a look at what's happening right now between you and me."

   Client: "I'm not sure what you mean."

   Counsellor: "Well, our conversation today started out quite lively and now it seems rather subdued. I've noticed that :he muscles in my shoulders have become tense and that I feel a little flushed. I sometimes tense up that way when I feel I might have said something wrong."

7. **Summarizing**
   Used to help clients explore their problem situations in a more focused and concrete way. A number of goals can be achieved by the use of summarizing: "warming up" the client, focusing scattered thoughts and feelings, bringing the discussion of a particular theme to a close, and prompting the client to explore a theme more thoroughly.

   Example:
   Counsellor: "Let's see how all these pieces fit together. Overall you see yourself on the way to becoming an effective helper, but besides your obvious strengths, you see some weaknesses: Your strengths include being an enthusiastic learner, caring deeply about others and being good at the basic communication skills. And yet you bog down when it comes to inviting clients to challenge themselves. You feel uncomfortable in, well, intruding into others' lives. You're somewhat fearful of saying things that might make clients feel uncomfortable. At that point you feel tied up in yourself and sometimes you retreat back into exploring the same problem over again. Is this a fair picture?"

   Trainee: "That's it. I keep telling myself I'm intruding. And I keep telling myself that it's awful for the client to feel discomfort.

a) <u>Summary which helps the client understand himself more fully and see the need for action</u>.

Example:

Counsellor: "Let's take a look at what we've seen so far. You're down - not just a normal slump; this time it's hanging on. You worry about your health, but you check out all right physically, so that seems to be more a symptom than a cause of your depression. There are some unresolved issues in your life. One that you seem to be stressing is the fact that your recent change of job has meant you don't see much of your old friends anymore. Since you're single, you don't find that easy. Another issue - one you find painful and embarrassing - is your struggle to stay young. You don't like facing the fact that you're getting older. A third issue is the way you - to use your own word - overinvest yourself in work, so much so that when you finish a long-term project your life is suddenly empty. That is, a number of factors in your lifestyle seem to contribute to your depression."

Client: "It's painful to hear it all that badly, but that about sums it up. I've suspected I've got some screwed-up values, but I haven't wanted to stop long enough to take a look at them. Maybe the time has come. I'm hurting enough."

b) <u>At the beginning of a new session</u>.

Example:

Counsellor: "Last week you talked about your loneliness and your fears of dying. You mentioned how these feelings are particularly intense in the evening and on weekends. You also talked quite a bit on how much you depended on your wife and how much you defined yourself through your job. At the end of the session you were discussing your feelings about being too old to do anything about all of this. I'm wondering if this is how you saw our last session and whether you want to add anything to it?"

c) <u>Sessions that are going nowhere</u>.

Example:
>Counsellor: "I'm not sure where we're headed here. Here's what I think I do understand. You're angry because your probation officer made you come see me. You feel it's a waste of time talking to me because I'm Black and you feel that we can't do much for you here. Talking about your problems doesn't make any sense when the whole system's got you boxed in."
>
>Client: "You got it. Where do we go from here?"

d) <u>When a client gets stuck</u>.

Example:
>Counsellor: "It's hard to pull all of this together. You feel you don't really have much more to say about your relationship with your father."
>
>Client: "Yeah, that's about where it stands."

8. **Information - Giving**
>This includes both giving information and correcting misinformation.

Example:
>If a couple is trying to decide whether to stay together or to separate, information concerning the pitfalls involved in each alternative may significantly clarify the decision.

9. **Listening Response**
>A rephrasing of the content of the client's message.

Example:
>Client: "Everything is humdrum. There's nothing new going on, nothing exciting. All my friends are away. I wish I had some money to do something different."
>
>Counsellor: "With your friends gone and no money around, there is nothing for you to do right now."

10. **Positive Feedback**

Counsellor responses which are intended to portray some positive aspect or attribute about the client. Enhancing statements offer positive reinforcements to clients and must be sincere, deserved, and accurate in order to be effective.

Example:
Counsellor: "It's great to see how well you're handling this situation. You really seem to be putting a lot of work into this plan."

11. **Future Planning**

A response which reflects the counsellor's understanding of the client and is intended to help the client see the need for change and action through an objective framework. This type of response includes more counsellor-generated data and perceptions.

Examples:
Counsellor: "Let's think of the steps you need to take to get from where you are now to where you want to be."

Counsellor: "So one thing we need to do is to look at ways you can develop skills and know-how to manage these feelings so they don't get the best of you."

APPENDIX G

SKILLS TAXONOMY
Individual Counselling

Student's Name: _____   Date:_____
Session Number: _____

Overall Tally of Response Units _____.

_____.

_____.

_____ (Total = __).

Skill   Tally   Total

BASIC EMPATHY _____.

PROBES

  OPEN QUESTIONS _____.

  CLOSED QUESTIONS _____.

  MINIMAL PROMPTS _____.

ADVANCED EMPATHY

  EXPRESSING WHAT IS ONLY IMPLIED _____.

  IDENTIFYING THEMES _____.

  CONNECTING ISLANDS _____.

  HELPING CLIENTS DRAW CONCLUSIONS FROM PREMISES _____.

  FROM THE LESS TO THE MORE _____.

CONFRONTATION

  CHALLENGING DISCREPANCIES _____.

  CHALLENGING DISTORTIONS _____.

  CHALLENGING SELF-DEFEATING INTERNAL EXPERIENCES AND BEHAVIOURS ___.

  CHALLENGING GAMES, TRICKS, AND SMOKE SCREENS _____.

  CHALLENGING EXCUSES

      Complacency _____.

      Rationalization _____.

      Procrastination _____.

      Passing the buck _____.

  GIVING FEEDBACK _____.

  INTERPRETATION _____.

SELF-DISCLOSURE _____.

IMMEDIACY OR DIRECT MUTUAL TALK _____.

SUMMARIZING

  HELPING THE CLIENT UNDERSTAND HIMSELF AND SEE NEED FOR ACTION ___.

  AT THE BEGINNING OF A NEW SESSION _____.

  SESSIONS THAT ARE GOING NOWHERE _____.

  WHEN A CLIENT GETS STUCK _____.

INFORMATION - GIVING _____.

LISTENING RESPONSE _____.

POSITIVE FEEDBACK _____.

FUTURE PLANNING _____.

APPENDIX H

COUNSELLOR INTENTIONS

Instructions

To judge intentions, the therapist should review the tape within 24 hours so that the session is as fresh and vivid in memory as possible. The therapist should stop the tape after each therapist turn (everything the therapist says between two client speech acts, excluding minimal phrases) and indicate as many intentions as applied for that turn. You should strive to remember exactly what was going through your mind right at the time of the intervention and be as honest as possible in reporting what you were actually thinking. Remember that there are no right and wrong answers; the purpose is simply to uncover what you planned to do at that moment. Also remember that you should indicate your intentions only for the immediate intervention, rather than report global strategies for the entire session. Note that not every phrase in the definition for each intention needs to fit to judge that the intention applies. In general, the therapist should choose those intentions that best apply, even if all the phrasing is not exactly applicable to the current situation or does not fit the way he or she would say it.

Intentions

1. **Set limits**: to structure, make arrangements, establish goals and objectives of treatment, outline methods to attain goals, correct expectations about treatment, or establish rules or parameters of relationship (e.g., time, fees, cancellation policies, homework).
2. **Get information**: To find out specific facts about history, client functioning, future plans, and so on.
3. **Give information**: To educate, give facts, correct misperceptions or misinformation, give reasons for therapist's behaviour or procedures.
4. **Support**: To provide a warm supportive, empathic environment; increase trust and rapport and build relationship; help client feel accepted, understood, comfortable, reassured, and less anxious; help establish a person-to-person relationship.
5. **Focus**: To help client get back on the track, change subject, channel or structure the discussion if he or she is unable to begin or has been diffuse or rambling.
6. **Clarify**: To provide or solicit more elaboration, emphasis, or specification when client or therapist has been vague, incomplete, confusing, contradictory, or inaudible.

7. **Hope:** To convey the expectation that change is possible and likely to occur, convey that the therapist will be able to help the client, restore morale, build up the client's confidence to make changes

8. **Cathart:** To promote relief from tension or unhappy feelings, allow the client a chance to let go or talk through feelings and problems.

9. **Cognitions:** To identify maladaptive, illogical, or irrational thoughts or attitudes (e.g., "I must be perfect").

10. **Behaviors:** To identify and give feedback about the client's inappropriate or maladaptive behaviors and/or their consequences, do a behavioral analysis, point out games.

11. **Self-control:** To encourage client to own or gain a sense of mastery or control over his or her own thoughts, feelings, behaviors, or impulses; help client become more appropriately internal rather than inappropriately external in taking responsibility for his or her role.

12. **Feelings:** To identify, intensity, and/or enable acceptance of feelings; encourage or provoke the client to become aware of or deepen underlying or hidden feelings or affect or experience feelings at a deeper level.

13. **Insight:** To encourage understanding of the underlying reasons, dynamics, assumptions, or unconscious motivations for cognitions, behaviors, attitudes, or feelings. May include an understanding of client's reactions to others' behaviors.

14. **Change:** To build and develop new and more adaptive skills, behaviors, or cognitions in dealing with self and others. May be to instill new, more adaptive assumptive models, frameworks, explanations, or conceptualizations. May be to give an assessment or option about client functioning that will help client see self in new way.

15. **Reinforce change:** To give positive reinforcement or feedback about behavioral, cognitive, or affective attempts at change to enhance the probability that the change will be continued or maintained; encourage risk taking and new ways of behaving.

16. **Resistance:** To overcome obstacle to change or progress. May discuss failure to adhere to therapeutic procedures, either in pas or to prevent possibility of such failure in future.

17. **Challenge:** To jolt the client out of a present state; shake up current beliefs or feelings; test validity, adequacy, reality, or appropriateness of beliefs, thoughts, feelings, or behaviors; help client question the necessity of maintaining old patterns.

18. **Relationship:** To resolve problems as they arise in the relationship in order to build or maintain a smooth

working alliance; heal ruptures in the alliance; deal with dependency issues appropriate to stage in treatment; uncover and resolve distortions in client's thinking about the relationship that are based on past experiences rather than current reality.

19. **Therapist needs**: To protect, relieve, or defend the therapist; alleviate anxiety. May try unduly to persuade, argue, or feel good or superior at the expense of the client.

APPENDIX I

COUNSELLOR INTENTIONS
Individual Counselling

Student's Name: _____ Date: _____
Session Number: _____

Intention	Tally	Total
1. Set limits		.
2. Get information		.
3. Give information		.
4. Support		.
5. Focus		.
6. Clarify		.
7. Hope		.
8. Cathart		.
9. Cognitions		.
10. Behaviors		.
11. Self-control		.
12. Feelings		.
13. Insight		.
14. Change		.
15. Reinforce change		.
16. Resistance		.
17. Challenge		.
18. Relationship		.
19. Therapist needs		.

APPENDIX J

COUNSELLOR INTERVENTIONS
FOLLOWING
CLIENT'S NEGATIVE REACTIONS

Counselor Awareness & Classification Form

Student's Name: _____   Date: _____
Session Number: _____

Negative Reaction Number	Counsellor Aware of Client's Negative Reaction (Y/N)	Intervention Classification	Client Rating

NB. The Client Rating(s) will be transfered to this sheet from the Client Rating Form(s) to facilitate the handling of data.