

REPORT OF AN INTERNSHIP CONDUCTED AT
THE MEMORIAL UNIVERSITY COUNSELLING CENTRE
INCLUDING A RESEARCH PROJECT: A STUDY OF
THE RELATIONSHIP BETWEEN INITIAL
CLIENT AND COUNSELLOR PERCEPTIONS

CENTRE FOR NEWFOUNDLAND STUDIES

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MICHELLE SHORT, B.A., B.Ed.



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THE RELATIONSHIP BETWEEN INITIAL
CLIENT AND COUNSELLOR PERCEPTIONS

BY

©B. Michelle Short, B.A., B.Ed.

*An internship report submitted to the School of Graduate
Studies in partial fulfillment of the requirements
for the degree of Master of Education*

Faculty of Education
Memorial University of Newfoundland

1991

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ABSTRACT

The undertaking of the internship placement at the University Counselling Centre, Memorial University of Newfoundland, was a valuable learning experience for the intern. During the placement, the intern engaged in individual counselling with 26 clients on a variety of personal, academic, and career concerns. As well, she participated in case conferencing with counselling staff and disseminated academic and career information in the Career Planning Centre. The intern greatly benefitted from the professional supervision provided at the Centre, including participation in Interpersonal Recall Training aimed at enhancing basic counselling skills. The internship experience enabled the intern to build upon and refine her skills as a counsellor.

Conducting an accompanying internship study permitted the intern to pursue her interests in counselling research. This study was conducted with 21 of the intern's clients at the Counselling Centre, upon informed consent of these clients. The intern investigated whether a relationship existed between the intern's and client's perceptions of the initial session. As well, the intern attempted to determine the effect of her counselling on clients in terms of their initial

perceptions and reactions, and reciprocally, the intern's initial perceptions of and reactions to her clients. The study was also designed to measure the relationship between initial client perceptions and client satisfaction. However, insufficient data was collected regarding client satisfaction and thus, this final analysis could not be performed.

The results of the study indicated a significant positive relationship between initial counsellor and client perceptions, as measured by the Counsellor/Client Post-Counselling Form. Also, favorable initial reactions to the intern by her clients, and to clients by the intern, were found. The results of the study suggested counsellor-client agreement regarding perceptions of and reactions to the initial session.

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I would also like to acknowledge the staff of the University Counselling Centre for the warm and supportive manner in which they accommodated me during the internship. I especially wish to thank Mark Leach and Dr. Elizabeth Church for the professional guidance and feedback they provided during supervision.

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CHAPTER 1

INTRODUCTION

Rationale for the Internship

Graduate students completing a Masters degree in Educational Psychology, may choose either a thesis or an internship in order to meet the requirements for the degree. The internship option consists of a thirteen-week placement in an approved professional setting and must be accompanied by a research project appropriate to the setting. The internship was the preferred choice for the writer for a number of reasons:

1. It would permit the intern to gain practical experience in counselling under the direct supervision of professionals.
2. It would enable the intern to obtain exposure to various theoretical approaches and techniques in counselling.
3. It would allow the intern to obtain counselling experience in an alternate professional setting differing from the school system.
4. It would provide the opportunity to conduct a research project focusing on some aspect of the intern's experience in counselling.

Goldfried and Padawer (1982) stress the importance for beginning counsellors to undertake a supervised

internship in order to develop competence: "Thus, the only really effective way to learning the art of psychotherapy is through an apprenticeship undertaken with a skilled clinician" (p. 29).

The Setting

The Counselling Centre at Memorial University of Newfoundland was the site for the internship placement. After contacting the Centre, an interview was arranged between the intern and two of the Centre's staff: Dr. George Hurley, Acting Director, and Dr. Elaine Davis, Associate Professor in Counselling, to discuss the intern's reasons for pursuing an internship at this setting. As a result of the interview, the Centre agreed to place the intern for a thirteen-week period from May 13, 1991 to August 9, 1991. Dr. Norman Garlie, Faculty of Education (Educational Psychology), agreed to assume the role of faculty supervisor. Mr. Mark Leach, Predoctoral Intern at the Centre, was appointed to serve as the on-site supervisor.

The University Counselling Centre was chosen as the site for the internship for the following reasons:

1. The opportunity to participate in case conferencing with other trained professionals.

2. The opportunity to conduct individual counselling with a university student population, a population to which the intern has had very little exposure.
3. The quality of professional supervision provided by the Centre.
4. Access to a faculty supervisor who has a cross-appointment with the Centre and who thus can be fully involved in the supervision process as required.
5. The availability of a full-time placement for the duration of the internship.
6. The quality of learning experiences provided by the services offered at the Centre such as exposure to the Career Planning Centre and Interpersonal Process Recall Training.
7. The relevancy and usefulness of gaining experience in the type of setting in which the intern intends to work.

The University Counselling Centre currently employs six full-time counsellors, one of whom was on leave, during the period of the internship. The counsellors are available to provide counselling on a range of personal, social, academic, and career concerns. Included in the full-time professional staff are also a reading specialist and an administrative assistant. In addition,

on staff during the placement were two predoctoral interns.

As stated in the Counselling Centre Referral and Community Resources Handbook (1990), "the primary function of the Counselling Centre is to help students release, develop, or direct their personal capabilities" (p. 5). In order to satisfy this function, the Centre offers services in four areas: Learning Enhancement Programs, Career Planning Centre, Individual and Group Counselling, and Credentials Service. A description is provided in the Handbook (1990) of the services as follows:

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

2. Career Planning Centre. The Career Planning Centre is a drop-in facility where students may come informally, without appointment, to pursue various kinds of career and educational information. Information available in the Career Planning Centre can help broaden the student's awareness of various career alternatives and can provide detailed information on those alternatives.
3. Individual and Group Counselling. In addition to individualized personal counselling, the Centre offers specialized group and training programs. Programs such as Test Anxiety Management, Relaxation Training, Biofeedback Training, and Assertiveness Training are routinely offered.
4. Credentials Service. The Centre provides a job-search service for students in the Faculty of Education (p. 5-6).

The professional faculty of the University
Counselling Centre is listed below:

- Dr. Elizabeth Church, Assistant Professor in
Counselling
- Dr. Elaine Davis, Associate Professor in
Counselling

Dr. Michael Doyle, Assistant Professor in
Counselling

Dr. John Garland, Associate Professor in
Counselling

Dr. George Hurley, Associate Professor in
Counselling and Acting Director

Mark Leach, Predoctoral Intern

Michael Lindemann, Predoctoral Intern

Lester Marshall, Reading Specialist

Dr. B. M. Schoenberg, Director (on leave)

Wayne Yetman, Administrative Assistant in
Counselling.

Goals for the Internship

The intern's primary objective was to gain further practical experience in the area of counselling and to do so with a population of young adults. In keeping with this purpose, the intern aimed to foster professional growth and knowledge of the helping field. The following goals were designed to meet this objective:

Goal 1: To become familiar with the concerns of a university student population with respect to personal, social, academic, and career domains.

This was accomplished through: a) engaging in individual counselling with 26 clients, b) reading journal articles pertaining to the concerns and psychological symptoms of such a population (see Appendix A for an annotated bibliography), c) disseminating occupational and academic information to students visiting the Career Planning Centre approximately three hours per week.

Goal 2: To gain practical experience in counselling aimed at identifying areas of personal strength and remediating areas of weakness.

This was accomplished by: a) videotaping all sessions with clients who consented to taping, b) critically reviewing videotapes each week and recording personal reactions to sessions in a running log of activities, c) meeting with the intern's field supervisor twice weekly to review segments of tapes, d) meeting with the field and faculty supervisor midway through the internship to discuss the intern's progress, e) meeting with the field supervisor at the close of the internship to discuss the intern's progress over the period of the internship.

Goal 3: To foster personal growth through further development of a personal style of counselling.

This was achieved through Interpersonal Process Recall Training at the Centre, three hours per week, which is designed to enhance basic counselling skills by reviewing tapes, participating in skill building exercises, and applying an interactional model of counselling to one's own counselling experiences.

Goal 4: To participate in case conferencing with other trained professionals.

This goal was accomplished by participating in weekly one-hour case presentations with other staff members. Each week one counsellor at the Centre presented a case of their own while the other counsellors offered feedback and suggestions.

Goal 5: To further develop knowledge of counselling theories and techniques.

This goal was achieved through: a) comprehensive reading in the area of counselling research, theories and techniques (see Appendix A), b) exposure to various theoretical approaches of trained professionals at the Centre by means of case conferencing and discussions.

Goal 6: To administer and interpret standardized tests and inventories.

This was accomplished by: a) self-administering the Strong Campbell Interest Inventory, b) administering and

interpreting tests and inventories to clients such as the Strong Campbell Interest Inventory, Thematic Apperception Test (TAT), Weschler Intelligence Test for Children-Revised (WISC-R), Draw-A-Person Test, Kinetic Family Drawing, and Peabody Individual Achievement Test-Revised (PIAT-R).

Goal 7: To conduct a research project which is compatible with the internship placement and will further the intern's knowledge of her own effectiveness as a counsellor.

This was accomplished by conducting a research project aimed at: a) determining the congruence between the intern's and clients' perceptions of and reactions to the initial counselling session, b) determining the relationship between clients' perceptions of and reactions to the initial counselling session and clients' satisfaction with counselling at termination, c) determining the overall feelings and reactions of clients toward the intern and of the intern toward clients after the initial session, and overall satisfaction of clients with counselling they received. (For a more detailed description of the study, see Chapter III).

Supervision

Supervision of the intern was conducted primarily by a field supervisor and a faculty supervisor. Mark Leach, Predoctoral Intern, at the University Counselling Centre, was appointed by the Centre to act as the intern's field supervisor. Dr. Norman Garlie, Professor, Faculty of Education (Educational Psychology), agreed to act as faculty supervisor. In addition, Dr. Elizabeth Church, of the Centre, supervised the intern with respect to a detailed psychoeducational assessment which the intern conducted.

Supervision was conducted in the following manner:

1. Regular twice weekly one-hour meetings were scheduled with the field supervisor to discuss the intern's progress and concerns, and to critically review segments of counselling tapes.
2. Since the faculty supervisor was unable to attend any of the biweekly meetings between the intern and the field supervisor, the intern and faculty supervisor consulted, both by telephone and in-person, regularly to discuss the intern's progress and concerns.

3. The field and faculty supervisors met with the intern midway through the internship to discuss the intern's progress.
4. The field supervisor was responsible for aiding the intern in the coordination and supervision of activities and responsibilities designed to meet the intern's goals.
5. The faculty supervisor assisted the intern in devising the internship proposal and completing the internship report, and advised the intern with respect to any changes required in both.
6. The field and faculty supervisors reviewed the intern's log of activities and reactions midway through the internship and offered feedback and suggestions.
7. Dr. Elizabeth Church met with the intern for four meetings to discuss and interpret the results of a psychoeducational assessment conducted by the intern. Dr. Church also met with the intern on two occasions for regular supervision while the field supervisor was absent.
8. The field supervisor met with the intern at the close of the internship to discuss her progress over the thirteen-week period and evaluate the extent to which her goals were met.

CHAPTER II

THE INTERNSHIP: A DESCRIPTION OF ACTIVITIES

In this chapter a description of the activities undertaken by the intern during the internship period of May 13, 1991 to August 9, 1991 is presented. The intern maintained a daily log of activities during the internship placement. A summary of these activities, complete with time allocations for each, is found in Table 1.

Orientation Activities

The first week of the internship placement was mainly devoted to orientation activities, in an effort to become familiar with the atmosphere and procedures of the University Counselling Centre.

The intern scheduled individual consultations with counselling staff to introduce herself and become acquainted with them. During these meetings the intern and counsellors exchanged information about themselves. The counsellors discussed with the intern their counselling approach and orientation, background, and duties at the Centre. The counselling staff were quite helpful in answering the intern's questions and offering assistance throughout the placement.

Table 1

Hours Allocated to Internship Activities

Activity	No. of Hours
Orientation Activities	26
Career Planning Centre	49
Individual Counselling	47
Review of Videotapes	23
Testing/Assessment	24
Supervision	36
Interpersonal Process Recall Training	25
Case Conferencing/ Assessment Consultation	14
Research/Reading	99
Workshops	11
Maintaining Log and Case Files	50
Total hours allocated to these activities	404

The intern also familiarized herself with the operation of the Career Planning Centre, intake procedures, referral agencies on campus, and programs and services offered through the Counselling Centre. As

well, the intern took the opportunity to peruse the various reading resources available in the Centre's library and selected some material for reading.

During the orientation week, the intern set up a weekly schedule for activities to be conducted during the internship such as supervision meetings, Interpersonal Process Recall Training, research and reading, duties in the Career Planning Centre, individual counselling, and case conferencing. This schedule was maintained throughout the placement. A total of 26 hours was devoted to orientation during the first week of the internship.

Career Planning Centre

The intern performed the duties of a career information assistant in the Career Planning Centre approximately three hours per week for the thirteen-week period of the internship.

The Career Planning Centre (CPC) is a drop-in facility where students may access various kinds of career and educational information. Information can be obtained at the Career Planning Centre regarding career-planning and guides to various training institutions and programs in Canada, the United States, and Commonwealth

Countries. The Career Planning Centre contains a library of Canadian university and college calendars, books on job hunting and resumé writing, and files and books on various occupations. Students may speak informally to the career information assistants who are ready to advise them.

Time spent in the Career Planning Centre allowed the intern to advise students of all ages with regard to academic regulations, graduate entrance examinations, and various programs of study. In addition, the intern was able to broaden her knowledge regarding such educational and career information.

The intern also participated in the monthly meetings attended by the Career Planning Centre personnel and the counsellors at the Counselling Centre. During these meetings any difficulties encountered by the assistants were discussed and the staff was presented with the new acquisitions of the CPC for their perusal. The total amount of time spent in the Career Planning Centre was 49 hours.

Individual Counselling

During the period of the internship, the intern was available to students for individual counselling

regarding personal, academic, and career concerns. A total of 26 clients were seen by the intern. Of these 26 clients, 19 were females and 7 were males. The nature of presenting concerns of female clients who sought counselling from the intern were as follows: five sought counselling for personal reasons, ten sought counselling for career concerns, and four clients presented with a mixed focus of personal, academic, and career concerns. The nature of presenting concerns of male clients were as follows: three sought counselling for personal reasons, three sought counselling for career concerns, and one male client presented with a mixed focus of personal and academic concerns. The number of sessions for which clients continued in counselling ranged from one counselling session to seven sessions and varied according to sex and presenting concern of clients. A summary of these client characteristics is presented in Table 2.

The intern spent a total of 47 hours engaged in individual counselling sessions with these clients during the internship placement.

Table 2

Summary of Client Characteristics Based on Sex of Client and Presenting Concern

Presenting Concern	Male			Female		
	N	Range of Sessions	Mean # of Sessions	N	Range of Sessions	Mean # of Sessions
Personal	3	1-4	2.33	5	1-3	1.4
Career	3	1-2	1.33	10	1-4	1.7
Academic	0	-	-	0	-	-
Mixed Focus*	1	-	7	4	1-4	1.75

Note. * represents a combination of personal/academic and personal/career concerns.

Review of Videotapes

The intern sought permission of each client to videotape counselling sessions and those who consented were asked to sign a consent form, as per the regulations for interns at the Centre (see Appendix B). Of the 26 clients seen, 17 of these clients consented to taping of their sessions.

The intern critically reviewed all counselling tapes at the Centre. While reviewing tapes, she made notes to be used for discussion purposes in supervision meetings. Reviewing the tapes was quite a helpful exercise for the intern as it allowed her to view herself in a more objective manner and self-evaluate her skills and counselling behavior. As well, it permitted her to observe and monitor changes as she further developed her style and refined her skills over the period of internship.

Testing/Assessment

The intern was given the opportunity to interpret the results of the Strong Campbell Interest Inventory to five career clients after they had been administered the computerized version of the inventory. In addition, the intern administered and interpreted each of the following

assessment inventories: Thematic Apperception Test (TAT), Wechsler Intelligence Scale for Children-Revised (WISC-R), Draw-A-Person Test, Kinetic Family Drawing, and the Peabody Individual Achievement Test-Revised (PIAT-R).

In preparation for the administration and interpretation of these formal and informal tests, the intern read relevant material such as instruction manuals and consulted both with her field supervisor, Mark Leach, and Dr. Elizabeth Church. In addition, the intern self-administered and interpreted the Strong Campbell Interest Inventory in order to familiarize herself with test items and content. Approximately 24 hours was spent administering and interpreting tests.

The intern was also administered the Myers-Briggs Type Indicator (MBTI) and obtained an interpretative report of her results on this personality type inventory. As well, the intern familiarized herself with the content of the Minnesota Multiphasic Personality Inventory (MMPI) and its clinical scales.

Supervision

One-hour meetings were held twice per week with the field supervisor, Mark Leach, for supervision purposes. Each meeting was devoted to reviewing segments of

videotapes and discussing counselling sessions. The intern and her supervisor discussed her counselling style, theoretical orientation and approach, and goals for clients. These meetings were quite beneficial in allowing the intern to critically examine her personal style of counselling and to build upon her skills.

In addition to the twice weekly meetings conducted with the field supervisor, the intern also completed two other assignments. First, the intern submitted a three typed page summary of her views on counselling, including her perspective on the change process, and the counsellor and client's respective roles in counselling. This thought provoking summary was submitted to the field supervisor in the second week of the internship and its preparation allowed the intern to present her views in a concrete and specific manner. Second, in order to familiarize herself with the diagnostic categories of the DSM-III, the intern submitted a written diagnosis of two of her clients to the field supervisor.

During the internship, the intern also met with Dr. Elizabeth Church for six supervision meetings. Four of these meetings were held to discuss and interpret the results of a detailed psychoeducational assessment conducted by the intern. This assessment was conducted at the Centre as part of its Employee Assistance Program.

The remaining two meetings were held as a substitute for regular supervision while the field supervisor was absent. These meetings followed the same format as those held with the field supervisor (e.g., reviewing segments of counselling tapes).

The intern consulted with her faculty supervisor, Dr Norman Garlie, regularly throughout the first half of the internship, particularly with respect to the progress of the internship, the internship report and the research project. Midway through the internship, the intern met with her faculty and field supervisors to discuss her progress during the internship to date. At that time it was agreed that there seemed to be no major problems that would interfere with the intern being able to meet her goals. The field supervisor determined the intern to be progressing at a developmental level appropriate to that of a first year counsellor at this midpoint meeting.

The intern and her field supervisor conducted a summary meeting during the final week of the internship. The goal of this meeting was to evaluate the intern's progress during the thirteen-week placement. At this meeting the intern and her supervisor reviewed the intern's case files and discussed her strengths and weaknesses. Both agreed that the intern had made

definite progress in developing her style and skills, and in meeting her goals for the internship.

Interpersonal Process Recall Training

Interpersonal Process Recall Training (IPR), conducted at the Counselling Centre, is designed to enhance basic counselling and interviewing skills for first year Family Practice residents. The intern participated in this eight week training program under the direction of Dr. George Hurley, for the first four sessions, and Dr. Elizabeth Church, for the remaining four sessions. A total of 25 hours was spent in IPR.

IPR is directed at developing three general sets of skills:

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

we are hearing and the reactions they are engendering in us. (Kagan, Burford, and Garland, 1988, p. 20)

Participating in Interpersonal Process Recall

Training helped the intern build upon her own personal style of counselling. Through viewing videotapes of her own counselling sessions and the tapes of other participants, the intern developed a heightened awareness of her own style and of personal reactions to various types of clients and client concerns. The intern's counselling skills were also enhanced by practicing implementation of interactive-communication skills including: exploratory, affective, and listening responses, and honest labelling. As well, through a live demonstration, the intern became familiar with a nonpharmalogical approach of biofeedback to relaxation and stress management.

Case Conferencing/Assessment Consultation

The intern participated in weekly one-hour case conferences held at the Centre. Each week one counsellor was scheduled to present a case file from their ongoing case load. After presentation, other staff members would offer feedback and suggestions aimed at developing

insight and new directions, if necessary. This experience enabled the intern to heighten her awareness regarding the theoretical orientations of her colleagues at the Centre and how theory influences hypothesis formation and the counselling process.

The intern's scheduled case presentation was July 19, 1991 and she presented two client files from her case load during the one-hour meeting. The intern felt that she greatly benefitted from obtaining different viewpoints and some sound recommendations and feedback. A total of 10 hours was spent in case conferencing with other staff members.

Approximately every two weeks, a one-hour assessment consultation was held for the professional staff at the Centre. The intern participated in these meetings, led by Dr. Mike Doyle, which consisted of reviewing testing materials available at the Centre, being administered the Myers-Briggs Type Indicator (MBTI), and reviewing the results of this personality type inventory. A total of four hours was spent in attendance at the assessment consultations.

Research/Reading

The intern was allocated approximately eight hours per week in which to pursue research and reading interests. This time proved to be very valuable in assisting the intern in the completion of her internship report and research project. As well, it presented the intern ample time to read about such topics as the concerns of university students, sexual abuse, anxiety management training, assertiveness training, marital therapy, and counselling research. The Counselling Centre library proved to be an excellent resource for this purpose, as did materials given to the intern by her field supervisor. An annotated bibliography of books and materials read during the internship is presented in Appendix A.

Workshops

The intern attended four workshops during the period of the internship in an effort to further her professional development. These four workshops included: the Association of Newfoundland Psychologist's (ANP) Spring Conference, a Time Management seminar, a Speed Reading and Comprehension seminar, and a mini-workshop presented by the School Counsellor's Association of

Newfoundland (SCAN). Approximately 11 hours were spent in attendance at these workshops.

The Spring Conference held by the ANP consisted of a series of sessions presented throughout the day on May 17, 1991. Sessions attended were the following: Cognitive-Behavioral Treatment of Pain Control, Group Treatment of Sex Offenders, Systems Theory and Therapy, and Delivering Mental Health Services in the Bay of Islands-St. Georges area. All sessions were presented by professionals working in the field of psychology and counselling. This conference enabled the intern to familiarize herself with various theoretical approaches and some of the exciting research and work of Newfoundland's own professionals in this field.

Both the Time Management seminar and Speed Reading and Comprehension seminar were offered through the Counselling Centre's Learning Enhancement Programs and led by Lester Marshall. The intern was able to further her knowledge regarding these topics and to sample some of the services available at the Centre. She was also able to collect relevant information that will help her in the set-up of similar programs in a school setting.

The fourth workshop which the intern attended was offered by the School Counsellor's Association of Newfoundland. This mini-workshop focused on the topic of

satanic cults and was presented by a detective from the Royal Canadian Mounted Police (RCMP). Much material was available for collection regarding physical and behavioral signals that indicate cult activity, various cults known to be in existence around the globe, and types of activities and rituals conducted by cult organizations.

Maintaining Log and Case Files

During the internship, the intern maintained a written daily log of activities complete with the amount of time devoted to each activity. Reactions to sessions, observations, and questions were noted in the log, which was reviewed by the Faculty Supervisor at the midway point of the placement. After reviewing the log, the Faculty Supervisor returned it to the intern with feedback in the form of comments and suggestions. Maintaining a log of activities was especially helpful in compiling the summary of activities undertaken during the placement for completion of the internship report. It also enabled the intern to reflect upon the experiences gained during the thirteen-week internship.

In keeping with the intake regulations of the Counselling Centre, the intern completed an intake

summary for each client outlining the presenting problem, the counsellor's view of the problem(s), and the recommended constructive action for the client. As well, the intern maintained case file notes on each individual counselling session. A master list of client names, classification of concerns, and dates seen was compiled and submitted to the field supervisor at the close of the placement. In the final week of the internship, the intern summarized her case files, as per the Centre's regulations for case summaries. Much of the last week was spent compiling detailed case summaries, which were reviewed by the field supervisor. A total of 50 hours was spent maintaining the intern's log of activities and writing and maintaining case file reports.

Conclusion

This chapter presented a description of activities undertaken by the intern during the period of the internship placement. As can be seen from this outline, the intern engaged in a variety of activities designed to further her professional growth and competence as a counsellor. The intern feels that she was successful in achieving this aim and in meeting the goals set for the internship.

The placement at the Counselling Centre enabled the intern to work with a population of young adults on a variety of concerns under the direct supervision of other professionals. This experience allowed her to build upon and refine her counselling skills and to become more focused in her theoretical orientation.

As well, the intern benefited from conducting a research project aimed at determining her effectiveness both from her own viewpoint and in comparison to the viewpoints of her clients. It has made the intern more aware of the importance of research in counselling and the need for incorporating research findings into one's approach. The experience gained during the internship has been an excellent way of preparing the intern for her future in the counselling profession.

CHAPTER III

INTERNSHIP STUDY

Introduction

In order to fulfill the requirements of the internship option offered by the graduate program in Educational Psychology, an intern must complete a research project which is relevant to the internship setting. After careful consideration of the types of projects which would be both beneficial in enhancing the intern's knowledge of counselling and appropriate to the setting, the intern decided on a correlational study involving counsellor and client ratings of counselling.

This chapter provides a description of this study, including: purpose, rationale, research questions, limitations, literature review, methodology, analysis, and results and discussion.

Statement of Purpose

The purpose of this study was three fold. First, the researcher aimed to determine whether a relationship existed between the intern's and clients' perceptions of and reactions to the initial counselling session. Second, the researcher planned to determine whether a relationship existed between clients' perceptions of the

initial counselling session and clients' satisfaction with counselling at termination. Third, the researcher aimed to determine the overall feelings and reactions of clients toward the intern and of the intern toward clients after the initial session, and the overall satisfaction of clients with the counselling they received from the intern.

This study was conducted with the intern's clients at the Counselling Centre upon informed consent of these clients. Both the intern and each participating client rated their perceptions of and reactions to the initial session according to a Client and Counsellor Post-Counselling Form adapted for the purposes of the study (CPF; Sheppard, 1978), as shown in Appendix C. Those participating clients, who engaged in counselling for a minimum of three sessions, were asked to rate their satisfaction with counselling at termination according to a Counselling Evaluation Inventory adapted for the purposes of the study (CEI; Linden, Stone & Shertzer, 1965), as shown in Appendix D. The part of the study designed to measure client satisfaction and the relationship between initial client perceptions and client satisfaction met with complications. These complications are discussed in the Limitations section. (For a more detailed description of the instruments and

their adaptation for this study, see Methodology section in this chapter).

Rationale

In approaching evaluation, Carr (1977) suggested two approaches that are available to counsellors. They can use themselves as the main focus of the evaluation or they can focus on evaluating the counselling program. In this study, the intern used herself as the main focus of the evaluation in order to determine self and clients' ratings of perceptions of and reactions to the initial counselling session and clients' ratings of satisfaction with counselling at termination. "Counselors who focus on themselves in the evaluation will be able to develop several kinds of information concerning their own effectiveness" (Carr, 1977, p. 113).

LaCrosse (1980) asserted that every approach to counselling assumes a critical relationship between how the counsellor is perceived and the likelihood of success. Counselling research on social influence variables has steadily increased since Strong (1968) first analyzed counselling as an interpersonal influence process.

Zamostny, Corrigan, and Eggert (1981) defined this interpersonal influence process as "a process that depends on the counselor's ability to influence the client to change" (p. 481). Strong (1968) proposed that interpersonal persuasion can be conceptualized as a two phase process. In the first phase, communicator credibility and attractiveness and audience involvement are enhanced to increase the probability of success of later influence attempts. In the second phase, statements intended to bring about the desired opinion and attitude changes are communicated.

Research is needed to examine whether client satisfaction may be intertwined in the interpersonal influence process (Heppner and Heesacker, 1983). These authors stated that it is unclear if perceptions of counsellor source characteristics are related to client satisfaction with real-life counselling. The study undertaken during the internship was directed toward answering this question by examining whether a relationship existed between clients' perceptions of the counsellor after the initial session and clients' satisfaction with counselling at the close of counselling.

Although a session's impact on the client may be of first interest, the impact on the counsellor and the

extent of counsellor-client agreement about impact are important (Dill-Standiford, Stiles, and Rorer, 1988; Stiles and Snow, 1984). Stiles and Snow stated that "a counselor may make or change treatment plans based on his or her evaluations of sessions and assume that those evaluations accurately reflect the sessions' impact on the client" (p. 4). Further, if the session's impact is not predictable from the counsellor's evaluation, then the counsellor should be aware of this and perhaps use some other measure to judge the probable effectiveness of a treatment strategy.

Stiles and Snow (1984) suggested that studies comparing counsellor and client impact ratings are important for novice counsellors in particular. The authors asserted that "concordance between perspectives is of special interest for counselors-in-training, who are trying to learn their effect on clients" (p. 5). In this study, the intern attempted to investigate the degree of congruence which existed between the intern's and clients' perceptions of the initial session. In addition, the intern attempted to determine the effect of her counselling on clients in terms of their perceptions of the initial interview and their satisfaction with counselling at termination.

In the social influence literature, researchers have pointed to the need for more correlational studies that relate the perceived counsellor attributes to critical process and outcome variables, rather than heavy reliance on experimental designs in laboratory sessions (Zamostny et al., 1981). This correlational study attempted to examine the relationship between counsellor and clients' perceptions and the relationship between clients' ratings at two differing points in counselling.

Gelso and Carter (1985) offered a working definition of the counselling relationship: "the relationship is the feelings and attitudes that counseling participants have toward one another, and the manner in which they are expressed" (p. 159). According to these authors, one component of the therapeutic relationship is a working alliance. Regardless of the duration of counselling, it is important that the alliance is established relatively early if the treatment is to be successful. For very brief interventions, such as up to twelve sessions, it is important that an alliance be established as early as the first session. "If an initial alliance does not occur, it is unlikely that the relationship will develop to the point that positive outcomes are affected" (Gelso and Carter, 1985, p. 165).

Further, Kokotovic and Tracey (1990) found that counsellors and clients can assess the working alliance following the first interview. The positions of both Gelso and Carter (1985) and Kokotovic and Tracey supported the purpose of examining clients' perceptions of the initial counselling session and determining the degree of relationship between these initial perceptions and clients' satisfaction with counselling at termination.

Rating scales are used frequently to quantify various counsellor characteristics as they relate to successful counselling (Scofield and Yoxtheimer, 1983). Studies have used rating scales to examine client perceptions of their counsellor, client satisfaction with counselling outcome, supervisor ratings of counsellors, and client and counsellor ratings of session impact (Dill-Standiford, Stiles, and Rorer, 1988; Heesacker and Heppner, 1983; LaCrosse, 1980; Stiles and Snow, 1984; Thompson and Hill, 1991; Wiggins and Moody, 1983; Zamostny et al., 1981). In this study, two rating scales were adapted and used to obtain counsellor and client ratings. The first scale consisted of two forms: one that was to be completed by the intern and the other that was to be completed by clients in order to assess perceptions of the initial session (CPF; Sheppard, 1978).

The second scale was to be completed by clients after their last session in order to assess client satisfaction (CEI; Linden, Shertzer, and Stone, 1965).

Research Questions

This study attempted to answer the following research questions:

1. Is there a relationship between the counsellor's and clients' perceptions of and reactions to the initial counselling session, as measured by the CPF?
2. Which of the six factors (see Instruments section) accounted for by the CPF, indicate the strongest and weakest relationships between the counsellor's and clients' ratings of the initial session?
3. How do the counsellor's and clients' mean ratings on the six factors of the CPF compare?
4. a) What are the overall feelings and reactions of clients toward the counsellor after the initial session, as measured by the CPF? b) What are the overall feelings and reactions of the counsellor toward clients after the initial session, as measured by the CPF?

5. Is there a positive relationship between clients' ratings of initial sessions on the CPF and their ratings of satisfaction with counselling on the CEI at termination?
6. Which of the three factors on the CEI: counselling climate, counsellor comfort, and client satisfaction, have a stronger relationship to clients' ratings of initial sessions?
7. What is the overall level of satisfaction with counselling according to ratings by clients on the CEI?

Literature Review

The review of the related literature will first consider the characteristics of the interpersonal influence process and the working alliance in counselling. Studies researching clients' and counsellors' perceptions of each other in terms of initial impressions, source characteristics, satisfaction, and premature termination will follow. As well, studies focusing on counsellor-client agreement concerning improvement, working alliance, session impact, and problem definition will be reviewed.

The Interpersonal Influence Process and the Working Alliance

Since Strong (1968) first conceptualized counselling as an interpersonal influence process, the area of social influence in counselling and psychotherapy has become an important recurrent research theme in counselling psychology (Wampold and White, 1985). Strong suggested that interpersonal persuasion involves the following: perceived expertness, trustworthiness, attractiveness, and involvement.

According to Strong (1968), a counsellor is regarded as expert if the client perceives that the counsellor knows what he or she is doing. In other words, expertness is characterized by confidence in one's own theory and procedure. Strong asserted that a counsellor establishes a client's perception of trustworthiness by paying close attention to the client's verbal and nonverbal messages, communicating concern for the client's welfare, and assuring confidentiality.

Attractiveness depends on the counsellor's behavior in the interview, said Strong. Nonpossessive caring, valuing or liking for the client are components. Counsellor attractiveness is enhanced by the counsellor communicating understanding to the client.

The Counsellor Rating Form (CRF; Barak and LaCrosse, 1975) was designed to measure counsellor attractiveness, expertness, and trustworthiness. Corrigan & Schmidt (1983) developed a shortened version from the original 36-item scale of the CRF. The Counselor Rating Form-Short Version (CRF-S) contains 12 items that measure these same three traits. In order to further define these counsellor traits, the items of the CRF-S are presented in Table 3.

The final component of interpersonal persuasion is client involvement. Scanning, focusing, problem elaboration, and accurate empathy enhance client involvement because they require effort on the client's part and increase the perceived importance of the problem (Strong, 1968).

In the process of interpersonal influence the counsellor must be perceived as credible (expert and trustworthy) and attractive in order to increase the likelihood of successful subsequent influence attempts. A study by Bachelor (1987) offered support to Strong's assertions. Bachelor found that the most significant determinants of improvement, as seen by clients, are a positive therapeutic climate and the perceived expertness and trustworthiness of the helper.

Table 3

Counselor Rating Form - Short Version
(CRF-S; Corrigan and Schmidt, 1983)

Scales	Items
Attractiveness	Friendly Likeable Sociable Warm
Expertness	Experienced Expert Prepared Skillful
Trustworthiness	Honest Reliable Sincere Trustworthy

Client change is a result of the psychological impact of the counsellor's remarks on the client (Strong and Matross, 1973). "The strength of client dependence is determined by the degree to which the client sees that the counselor's resources correspond to his needs. Dependence and power reside in the client's perceptions of his needs and the counselor's resources" (p. 27).

Dorn (1984), in a paper on the social influence model, stressed that it is necessary to examine this

model through the counsellor's eyes as well as the clients. For example, he cited a study by Heppner and Heesacker (1982), where clients who were highly motivated were the same clients who perceived their counsellors as highly attractive. In turn, the same counsellors believed that they were most capable of influencing these same clients. Said Dorn, "this reciprocal phenomenon cannot be ignored" (p. 112).

Gelso and Carter (1985), in their review of the literature regarding the counselling relationship, suggested:

it is important that a positive real relationship exist from very early in counseling. The real relationship probably has a strong 'like-dislike' dimension to it, and there are both research and theory to support the importance of counselor as well as client liking. (p. 188)

A similar observation was made nearly a decade earlier by Wills (1978), who asserted that similarity of attitudes, interests, and values is a basic determinant of interpersonal attraction between counsellor and client.

Interpersonal attraction is a variable that has been associated with clients remaining in therapy. For example, Baekeland and Lundwall (1985), in their review

of variables that influence dropping out of treatment, noted that lower dropout rates are associated with therapist liking for the client and with therapist-client similarity.

Gelso and Carter (1985) further asserted that, "the client needs to perceive the counselor genuinely and realistically as feeling positively toward him or her and must likewise feel positively toward the counselor" (p. 189). Such a bond between client and counsellor will help the relationship through difficult times and plays centrally in the outcome of counselling, said these authors.

This bond between counsellor and client is often referred to as the working alliance. Kokotovic and Tracey (1990) have defined the working alliance as "the feeling that both participants care for each other and that they can and will work productively toward a shared goal" (p. 16). These authors reported that counsellors and clients can assess the working alliance following the first interview.

Bordin (1983) attributed power for change in counselling to two factors: the strength of the working alliance between the client and the counselor, and the tasks that are incorporated in that alliance. The working alliance is a collaboration for change, says

Bordin. He has identified three aspects of the alliance: "(1) the mutual agreement and understandings regarding the goals sought in the change process; (2) the tasks of each of the partners; and (3) the bonds between the partners that are necessary to sustain the enterprise" (p. 35).

Marziali (1984) studied the relationship between the therapeutic alliance and outcome. The results indicated the following:

estimates of both the patients' and therapists' positive contributions to the therapeutic alliance are the best predictors of outcome following a course of brief psychotherapy. The association between alliance and outcome can be determined as early as the first and third sessions. (p. 422)

In further support of Marziali's (1984) findings, results of 24 studies relating the quality of the working alliance to therapy outcome were analyzed (Horvath and Symonds, 1991). A moderate but reliable association between good working alliance and positive therapy outcome was found. Overall, clients' assessments of the quality of the working alliance were most predictive of treatment outcomes.

Clients' Perceptions of Counsellors

A number of studies have examined clients' perceptions of counsellors and how they relate to outcome and client satisfaction. LaCrosse (1980) examined initial client perceptions and found that perceived expertness was the single most powerful predictor of outcome among the three variables of expertness, attractiveness, and trustworthiness. Zamostny, Corrigan, and Eggert (1981), in a correlational field study, identified all three of these dimensions underlying clients' perceptions as preintake preferences for counsellor attributes and postintake perceptions of actual counsellors.

Consistent with the results of Zamostny, et al. (1981), were the findings of Heppner and Heesacker (1983), who studied how perceived counsellor source characteristics: expertness, attractiveness, and trustworthiness, relate to client satisfaction with counselling. Their results suggested that client satisfaction with real-life counselling is related to clients' perceptions of these counsellor characteristics. Further, experience level, which should not be confused with expertness, did not affect clients' ratings of perceived characteristics nor did it affect measures of client satisfaction.

Counsellors using positive self-involving statements, (e.g., "I like the effort you have been putting forth here"), have been rated by subjects as more expert, attractive, trustworthy, and appropriate. Positive self-involving statements are those which focus on the here and now of the counselling relationship in a positive manner. Subjects have expressed a greater willingness to see the type of counsellor who uses such positive statements, than counsellors using negative self-involving statements (Anderson and Anderson, 1985; Murphy and Strong, 1972).

Further research regarding counsellors' use of positive self-involving statements has indicated greater satisfaction with the initial interview on behalf of subjects. In addition, subjects rated the counselling climate more favourably when counsellors used positive self-involving statements (Watkins and Schneider, 1989). These authors stated that, "during the initial interview, the support and encouragement offered through the counselor's positive self-involving statements may be especially important because they put clients at ease and allay their anxiety about beginning counseling" (p. 347).

Satisfaction with the intake interview has been found to be the best predictor of continuing in counselling following intake (Kokotovic and Tracey,

1987). In their study, clients' perceptions of counsellor expertness and trustworthiness were related to clients' return following intake, but only to the extent that the correlated with satisfaction. As further support, the findings of McNeill, May, and Lee (1987) suggested that premature termination is linked to both satisfaction and client perceptions of counsellor characteristics. They found that clients who terminated prematurely were significantly less satisfied with counselling services they received and perceived their counsellor as significantly less expert, attractive, and trustworthy.

Some research has attended to the issue of how clients perceive counsellor self-disclosure and its impact on the counselling relationship. In Hendrick's (1988) study of counsellor self-disclosure, it was revealed that clients are very interested in learning a relatively wide range of information about a counsellor. Such information concerns counsellors' training, orientation to therapy, methods of coping with problems and handling interpersonal relationships.

In a subsequent study (Hendrick, 1990), clients expressed interest in learning about a counsellor's personal feelings, interpersonal relationships, professional issues, and successes and failures, but

expressed little interest in a counsellor's attitudes and less about sexual matters.

However, counsellors should not necessarily always disclose simply because clients say they want counsellors to disclose (Hendrick, 1990; Peca-Baker and Friedlander, 1989). Generally clients find self-disclosure and similarity information comforting and strengthening to the therapeutic alliance. Peca-Baker and Friedlander cautioned that these feelings are not unanimous and a minority of clients may feel threatened by the counsellor's disclosure. These authors have advised that the counsellor must be careful to match the disclosure to the client's needs.

In a recent study, Berry and Sips (1991) suggested that clients with low self-esteem who perceive a counsellor as being similar, may also perceive the counsellor as less attractive. They found that the greater the similarity between counsellor and client and the lower the client's self-esteem, the more likely, the client terminated prematurely. Thus, the client whose negative evaluation of self is projected onto the therapists may terminate prematurely.

Another study of the interpersonal influence process, conducted by Heesacker and Heppner (1983), focused on helper expertness, attractiveness and

trustworthiness. The researchers stated: "the three constructs, although interrelated, may be more distinct in the perceptual processes of clients at the beginning of counseling. However, in the later stages of counseling the constructs may become irretrievably intertwined to clients" (p. 185).

Some evidence has been advanced to suggest that clients' perceptions of therapists change little over the course of therapy. Bachelor (1987) found clients' perceptions of their counsellors to be relatively stable throughout 20 sessions. Contrary to these results, Heppner and Heesacker (1982) found that client perceptions of counsellor expertness, attractiveness, and trustworthiness changed over time; some counsellors were perceived as increasing in perceived expertness, attractiveness, and trustworthiness over time, whereas almost an equal number were perceived as significantly decreasing over time. However, LaCrosse (1980) found an increase in clients' ratings of their counsellors from precounselling to postcounselling. The author contended that this could be accounted for by a cognitive consistency model. "A consistency model would predict that clients who gained more would be likely to attribute higher levels of expertness, trustworthiness, and attractiveness to their counselors" (p. 325).

Counsellors' Perceptions of Clients

Counsellor perceptions of the client are as critical to the influence process as are client perceptions of the counsellor. In Wills' (1978) review of the literature concerning counsellors' specific perceptions of clients, he stated that "helpers' perceptions of a given target are consistently less favourable than lay persons' perceptions, irrespective of whether the target person is normal or psychologically impaired" (p. 981). Further, he suggested that counsellors' first session impression of clients develop rapidly and are significantly related to counsellors' impressions at termination.

Brown (1970) studied the relationship between experienced and inexperienced counsellors' first impressions of clients and case outcomes. The study revealed that the pattern of relationships was somewhat different for each. Inexperienced counsellors were more favourable in their first interview impressions and were more satisfied with counselling outcomes. There is evidence to suggest that counsellor first impressions, such as personal liking, are related to selected outcomes, reported Brown. For both experienced and inexperienced counsellors "the index of counselor personal liking for the client was related to counselor

satisfaction with client progress, his techniques, and his perception of client satisfaction" (p. 554).

Counsellors tend to favour young, attractive, verbal, intelligent, and successful (YAVIS) clients (Wills, 1978). A study by Lewis, Davis, Walker, and Jennings (1981) supported this earlier finding. However, certain YAVIS characteristics may have a more potent effect than others on counsellor perceptions. For example, counsellors in the study by Lewis et al. were more attracted to clients who engaged in good in-session verbal behaviors.

Shick Tryon (1989) studied the effects of counsellors' initial intake perceptions of clients on counselling. She found that counsellor dissatisfaction at intake was positively related to premature termination, even when the termination occurred several sessions after intake.

Some research has examined the influence of client characteristics on initial counsellor perceptions. Wachowiak and Diaz (1987) found that the trustworthiness dimensions on the Counsellor Rating Form seemed to incorporate those characteristics that most influence initial counsellor perceptions. Trustworthiness is represented by traits such as confidential, dependable, honest and open, and others. The results suggested that

the further the client was below the counsellor on trustworthiness, the less likely the counsellor was to elect to see the client.

Kokotovic and Tracey (1990) examined the working alliance in the early phase of counselling. Their study found that "clients who were viewed by the counselors as having poor current and past relationships and who expressed hostility tended to have poor working alliances" (p. 20).

Counsellor-Client Agreement

The extent of counsellor-client agreement has been given attention in the research literature. Some studies have focused on agreement regarding counsellors' and clients' rating of their own views, while others have examined counsellors' and clients' understanding of the other's views. Dill-Standiford, Stiles, and Rorer (1988) had this to say regarding the former category of counsellor-client agreement:

Consensus, the type of agreement that has been studied most extensively, is evaluated by comparing counselors' self-ratings with their clients' self-ratings, indicating how similarly counselors and clients think or feel about the aspect of counseling being measured. In

general, correlations measuring consensus have been low, leading some to conclude that counselors do not appreciate their clients' experience. (p. 47)

Bachelor (1987) found some consensus between clients' and therapists' ratings of improvement. When level of agreement between ratings was examined, significant moderate agreement regarding improvement was found.

Both counsellor and client can make valid assessments of the therapeutic alliance (Marziali, 1984). Kokotovic and Tracey (1990) found counsellor-client agreement in the assessment of the working alliance.

Lee, Uhlemann, and Haase (1985) found that the counsellor and client tend to perceive the interview from different perspectives. The data from their study suggested little commonality between counsellors' perceptions of their own nonverbal behaviors and clients' perceptions of those same behaviors. "Generally low correlations between counselor and client ratings suggest that counselors should be aware that counselors' perceptions of their own behavior may be quite different from those of the clients" (p. 186).

Stiles and Snow (1984) attempted to answer the question of how novice counsellors' and clients' session

evaluations of impact are interrelated. Overall, clients rated their sessions as deeper and slightly smoother than did the counsellors. Counsellor ratings about session depth were nearly unrelated to clients' judgements. The authors suggested that for estimating clients' reactions to sessions, novice counsellors might do better to rely on their own degree of comfort and postsession good feelings rather than on their judgements of session depth and value.

In a more recent study (Dill-Standiford et al., 1988), counsellors and clients rated their own views and their understanding of the other's views regarding session impact. Type of agreement and dimension rated were two of the factors found to vary with degree of agreement. Overall, clients in this study rated their sessions as deeper than did their counsellors, and counsellors rated their postsession feelings as slightly more positive and aroused than did their clients. When counsellors and clients rated themselves and predicted the other's ratings, overall they were in accord for the following dimensions: "that the sessions were more deep and smooth than they were shallow or rough; that their mood was more positive and aroused than negative or quiet" (p. 50). When counsellors rated their clients' postsession mood as more positive, their clients' ratings

were found to be positive, as well. Counsellors were able to discriminate those sessions after which their clients felt more positive from those after which they felt less positive. Also, counsellors tended to agree with their clients on which clients had smoother sessions than other clients.

Thompson and Hill (1991) studied therapist ability to identify client-reported reactions, to therapist interventions. Therapists were able to perceive clients' immediate reactions to their interventions 50% of the time. Therapists were fairly accurate at recognizing client reactions as were summarized by three categories. First, therapists recognized clients' therapeutic work reactions such as negative thoughts and new perspectives. Second, therapists recognized supported reactions such as feeling understood by the therapist and feeling relieved. Third, therapists were fairly accurate at recognizing when their interventions produced no reaction in the client. However, challenged and negative reactions of clients (e.g., feeling scared, worse, or confused) proved more difficult for therapists to recognize. Rennie (1985), as cited in Thompson and Hill, suggested that one possible reason for this may be that clients hide these reactions from their therapist. "Practitioners may need to check out their assumptions about how clients are

reacting to them and become more aware of their own reactions when they think the client is reacting negatively to their interventions" (Thompson and Hill, p. 265).

Does counsellor-client agreement relate to client return rate? Krauskopf, Baumgardner, and Mandracchia (1981) conducted a study regarding problem definition agreement and its relationship to return rate. The findings indicated significant differences in return rates after intake interviews. These differences related to counsellor-client agreement on problem definition. Clients returned significantly more often when there was agreement on problem definition as educational, personal, or vocational.

Claiborn, Ward, and Strong (1981) examined the effects of congruence between counsellor interpretations and client beliefs. Clients who received interpretations congruent with their prior beliefs showed greater expectation to change, and a tendency toward greater change and satisfaction with change, than clients who received discrepant interpretations.

Summary

The review of the literature has considered the characteristics of the interpersonal influence process and the working alliance in counselling. Studies were reviewed which examined the importance of counsellor and client perceptions of each other and counsellor-client agreement, particularly initially in counselling. This research related the impact of such perceptions to the working alliance, outcome, and satisfaction with counselling.

The subsequent section of this chapter outlines the methodology of the study. The methodology was devised based upon procedures and measures used in similar studies reviewed in the literature.

Methodology

Subjects

The subjects who participated in this study were university students seeking counselling at the Counselling Centre during spring semester, and/or spring or summer intersession. Upon referral to the intern, clients commencing individual counselling within the second to eleventh week of the spring semester were asked to participate in an anonymous evaluation of counselling

they received from the intern. Informed consent was obtained on a consent form completed by participants (Appendix E). Twenty-two subjects were asked to participate, and twenty-one agreed.

Counsellor

Counselling interviews were conducted by the intern while she engaged in a three month internship placement at the University Counselling Centre. The counsellor, a candidate for the degree of Master of Education (Educational Psychology), was completing her final semester of studies, and had engaged in a pre-practicum and practicum in counselling in the two previous semesters.

Instruments

Two instruments were adapted for use in the study. The first consists of two forms: Counsellor Post-Counselling Form and Client Post-Counselling Form adapted from Sheppard (1978), as supported by G. W. Sheppard (personal communication, May 8, 1991). The second is the Counselling Evaluation Inventory adapted from Linden et al. (1965), as supported by Watkins Jr. and Schneider (1989).

The CPF consists of two forms "designed to assess client and counsellor perceptions of the counselling

experience" (Sheppard, 1978, p. 46). The rating forms consist of 20 straight forward statements describing feelings about and perceptions of the counselling encounter. Each response is recorded on a scale from one to six ranging from strongly disagree to strongly agree. Negatively worded items are weighted in the opposite direction. One item which appeared on both forms: "I was certainly relieved when this session was over" was changed to: "I look forward to talking with this counsellor/client again" upon consultation with G. W. Sheppard (personal communication, May 8, 1991). Sheppard (1978) used the Spearman Brown Formula to calculate split-half reliability resulting in reliability coefficients of .86 and .82 for the Counsellor Post-Counselling Form and Client Post-Counselling Form, respectively. The scale can be broken down into six corresponding factors on each form. These are shown in Table 4.

Included with the Client Post-Counselling Form was a cover page outlining instructions and assuring clients of anonymity (Appendix C).

The adapted CEI consists of 19 Likert items that assess client satisfaction with counselling. Items are rated using a five-point Likert format (1 = always and 5

Table 4

Factors of the Counsellor/Client Post Counselling Form
 (CPF) (Adapted from Sheppard, 1978)

Factors	Counsellor Post- Counselling Form	Client Post- Counselling Form
Factor 1	Counsellor liking for client (Items 1, 3, 18, 19)	Client liking for counsellor (Items 1, 18)
Factor 2	Counsellor desire to see client again (Items 2, 7, 12)	Client desire to see counsellor again (Items 5, 8, 10)
Factor 3	Estimate of client liking for counsellor (Items 4, 9, 15, 16)	Estimate of counsellor liking for client (Items 7, 14)
Factor 4	Counsellor rating of level of understanding felt by client (Items 17, 20)	Client rating of level of understanding felt by counsellor (Items 2, 6)
Factor 5	Counsellor rating of own performance (Items 6, 10, 11)	Client rating of counsellor performance (Items 12, 17, 19, 20)
Factor 6	Counsellor rating of accurate understanding (Items 5, 8, 13)	Client rating of counsellor accurate understanding (Items 11, 13, 15)

= never). Lower CEI subscale scores indicate greater client satisfaction. Through factor analysis, Linden et al. identified three scales: counselling climate, counsellor comfort, and client satisfaction. Retest reliabilities range from .63 to .78 for the three factors and .83 for the total inventory (Linden et al., 1965). These factors are shown in Table 5.

Since two of the original 21 items were concerned with how the counsellor deals with tests and testing, and these were not addressed with all clients, they were deleted (Watkins and Schneider, 1989). Included with the adapted CEI was a cover page outlining instructions and assuring clients of anonymity (Appendix C).

Procedure

Upon approval of the Counselling Centre's staff, the procedure for the study was conducted as follows. All clients referred to the intern within the second to eleventh week of the spring semester were asked to participate in a study designed to evaluate the counselling received from the intern. Clients were informed that this study was being conducted in order to determine the intern's counselling effectiveness, that participation would be optional, and that their rating forms would be coded to ensure anonymity. This assurance

Table 5

Factors of the Counselling Evaluation Inventory (CEI)
(Adapted from Linden et al., 1965)

Factors	Items
Counselling Climate	Items 1, 3, 5, 8, 10, 13, 16, 17, 19
Counselling Comfort	Items 4, 7, 11, 15, 18
Client Satisfaction	Items 6, 9, 12, 14

of anonymity, as well as directions for completing the forms, were further explained on the cover page of the adapted CPF and CEI (see Appendices C and D).

Immediately after each initial session, the intern gave the coded CPF to the clients who had indicated consent, and asked them to read the directions, complete the form in the reception area, and return it to the receptionist before leaving. The intern completed a corresponding CPF with the identical code and returned it to the receptionist immediately after the initial session. The receptionist placed clients' and the intern's completed CPF forms in a file withheld from the intern until the end of the study.

Immediately after each final session with clients participating in the study, who had attended three or more sessions, the intern gave clients the adapted CEI to complete. Again clients were instructed to read the directions, complete the form in the reception area, and return it to the receptionist before leaving.

Clients' Responsibility

1. Those who agreed to participate in the study completed a consent form.
2. Participants completed a CPF (client form) immediately after the initial session and returned it to the receptionist before leaving.
3. Participants completed a CEI immediately after their final session (if client participated in three or more sessions) and returned it to the receptionist before leaving.

Intern's Responsibility

1. Before the commencement of the study, the intern coded the counsellor and client CPF forms and the CEI forms with identical numbers.
2. The intern obtained permission from clients at the beginning of the initial session, explaining the purpose of the study and clients' responsibility, and collected consent forms.

3. The intern gave the coded CPF and CEI forms to participating clients at the end of the initial and final session and instructed them to complete forms in the reception area.
4. The intern completed a CPF (counsellor form) immediately after the initial session, with participating clients, and returned it to the receptionist.
5. The intern recorded the code on the Case Summary Sheet (Appendix F) to ensure that only clients with a minimum of three sessions completed the CEI.
6. The intern collected files containing the coded rating scales upon completion of the study. This procedure was followed in order to eliminate the possibility of bias in knowing clients' ratings during counselling.

Receptionist's Responsibility

1. The receptionist at the Counselling Centre deposited coded CPF and CEI forms into a confidential file.
2. The receptionist held the confidential file of coded rating forms, locked in her desk, until the end of the study.

Limitations of the Study

The following list outlines the limitations of the internship study:

1. A small sample size of 21 clients and one counsellor makes it difficult to generalize findings to other samples, and results in low correlation coefficients.
2. Satisfaction is unknown of those who terminated, either mutually or on their own, prior to three sessions.
3. Satisfaction is unknown of those who terminated of their own accord after three sessions, by not attending the next appointment or not scheduling a subsequent appointment.
4. Correlational methods do not permit one-to-one analysis of the degree of congruence between the initial perceptions of the intern and individual clients.
5. One cannot predict what mediational factors may be influencing client satisfaction between the initial session and termination.
6. Because only one client completed the CEI, designed to measure satisfaction with counselling, the impact of the positive and negative perceptions and

reactions of clients on counselling outcome is unknown.

7. Lack of follow-up measures made it impossible to have premature terminators, who had attended the required number of sessions, complete the satisfaction inventory (CEI).
8. Because only one client completed the CEI, correlations could not be performed between initial client perceptions and client satisfaction.

Analysis

The results of the study were analyzed using both correlational methods and descriptive statistics. Analysis was completed through the use of the Statistical Package for the Social Sciences (SPSS-X). Negatively worded items were reversed in scoring for the purpose of the correlational analysis and presentation of means and standard deviations.

Pearson Product Moment Correlations between counsellor and client's ratings on the adapted CPF were calculated. In addition, correlation coefficients between factor scores for the two corresponding forms of the CPF were computed.

It was intended that a correlation coefficient between clients' ratings on the adapted CPF and adapted CEI also be computed. However, this analysis was unable to be performed since only one client successfully completed the CEI. In addition, correlation coefficients for factor scores on the CEI were to be calculated with clients' ratings on the CPF, but again this analysis was unable to be performed for the same reason. Instead, the mean rating for each of the three factors, as completed by the one client, was calculated.

In a further effort to compare counsellor and clients' ratings on the CPF, means and standard deviations were calculated for each of the corresponding factors on the Counsellor and Client Post-Counselling Forms.

The final analysis involved computing frequencies and percentages of counsellor and client responses for each of the 20 items on both the Counsellor and Client Post-Counselling Forms.

The results of the analyses are presented and discussed in the next section.

Results and Discussion

One purpose of the internship study was to determine whether a relationship existed between the intern's and clients' perceptions of and reactions to the initial counselling session. In order to answer this question, Pearson Product Moment Correlations were performed which compared the ratings of counsellor and clients on the Counsellor/Client Post-Counselling Form. The correlation coefficients are shown in Table 6.

When ratings of all items on the Counsellor and Client Post-Counselling Forms were compared, a significant correlation was revealed between initial counsellor and client perceptions ($r = .389$, $N = 21$, $df = 20$, $p < .05$). Additional correlation coefficients were calculated between the six factors on the corresponding forms of the CPF. (Note: N remains 21 for all r , $df = 20$.) Significant correlations were found between counsellor and clients' ratings of level of understanding felt by the other ($r = .395$, $p < .05$), counsellor and clients' ratings of the counsellor's performance ($r = .437$, $p < .05$), and counsellor and clients' ratings of counsellor accurate understanding ($r = .442$, $p < .05$). Comparisons between these factors produced positive correlation coefficients suggesting that counsellor and clients tended to agree on the

Table 6

Correlations between Counsellor and Client Ratings of
Initial Session on CPF

<u>Factors</u>		Pearson Product Moment Correlation Coefficient
Counsellor Post- Counselling Form	Client Post- Counselling Form	
Counsellor liking for client	Client liking for counsellor	.295
Counsellor desire to see client again	Client desire to see counsellor again	.029
Estimate of client liking for counsellor	Estimate of counsellor liking for client	.131
Counsellor rating of level of understanding felt by client	Client rating of level of understanding felt by counsellor	.395*
Counsellor rating of own performance	Client rating of counsellor performance	.437*
Counsellor rating of accurate understanding	Client rating of counsellor accurate understanding	.442*
CPF (all items)	CPF (all items)	.389*

Note. Those coefficients marked by an asterisk (*) are significant at the .05 level.

dimensions measured. A correlation between counsellor liking for client and client liking for counsellor revealed a positive relationship which did not reach significance until the .10 level ($r = .295$, $N = 21$).

Dill-Standiford et al. (1988) have suggested that knowing the impact a session has on a client is important, as is the extent of counsellor-client agreement about impact. Further, Stiles and Snow (1984) have noted the importance of comparing counsellor and client ratings for novice counsellors in particular. Correlational analysis of the ratings revealed counsellor-client agreement regarding counsellor and clients' perceptions of and reactions to the initial session. In keeping with other studies of counsellor-client agreement regarding various dimensions of counselling, the correlations, although positive, were low (Bachelor, 1987; Dill-Standiford et al., 1988; Kokotovic and Tracey, 1990).

Lee, Uhlemann, and Haase (1985) have cautioned that generally low correlations between counsellor and client ratings suggest that counsellors should be aware that counsellors' perceptions of their own behavior may be quite different from those of their clients. Thompson and Hill (1991) have added that counsellors may need to check out their assumptions about how clients are

reacting to them. The suggestions of these authors appear to be sound, since the correlations are not high enough to assume that counsellor and clients' perceptions are in perfect agreement. What the correlations do suggest, however, is that there does appear to be a positive relationship between initial counsellor and client perceptions and reactions. It should be noted that the sample size was relatively small; a larger sample size might have likely produced larger coefficients.

Correlational analysis revealed that the strongest relationship existed between counsellor rating of accurate understanding and clients' rating of counsellor accurate understanding ($r = .442$, $N = 21$, $p < .05$). An example of an item which comprises this factor on the counsellor's form is "I was seldom in doubt as to what this client was trying to say." A corresponding item on the clients' form is "It seemed that the counsellor understood me even when I didn't express myself very well." The correlation coefficient indicates that the intern and her clients tended to agree about the intern's level of understanding of her clients. One could predict with caution that when the intern felt she was understanding her clients adequately, the clients also felt understood by the intern. According to Strong

(1968), counsellor attractiveness is enhanced by the counsellor communicating understanding to the client. Strong has asserted that attractiveness is an important component of interpersonal persuasion. Dorn (1984) has added that the reciprocal phenomenon in this process cannot be ignored. Dorn has suggested that counsellor power to influence client change is determined by the client's perception of the counsellor's ability to help, and reciprocally, by the counsellor's belief that they are capable of helping the client.

The analysis also revealed that the lowest correlation existed between the counsellor's desire to see the client again and clients' desire to see the counsellor again. The low correlation was not significant, but was positive ($r = .029$, $p > .05$). One may propose that a positive relationship existed between the intern's and client's desire to see each other again, but that one cannot be safely predicted from the other. Clients who reached their goals after one session may have seen no reason for further counselling. This may have been particularly true in the case of clients with career-related concerns who simply needed occupational information pertaining to career interests. The range and mean number of sessions for the intern's male clients with career-related concerns was lower than that of male

clients presenting with personal concerns. This was not true of the intern's female clients (refer to Table 2, p. 17). However, a small sample size makes it difficult to draw firm conclusions. It may be also true that clients hesitant in beginning counselling may have been unsure after the initial session whether they wanted to pursue further counselling. Conversely, the intern looked forward to working with clients with varying presenting concerns as a means to acquire a broad base of experience during the internship placement.

In a further effort to compare counsellor and clients' ratings on the CPF, means and standard deviations were calculated for each of the corresponding factors on the Counsellor and Client Post-Counselling Forms. The scale used to rate responses on the forms ranged from 1 (strongly disagree) to 6 (strongly agree). The means for the intern's ratings, of items corresponding to the six factors on the Counsellor Post-Counselling Form, ranged from 4.59 to 5.00 (Table 7). This indicates that the intern's average responses fell within the descriptive range of slight to moderate agreement on the six factors measured. The means for clients' ratings, of items corresponding to the six factors on the Client Post-Counselling Form, ranged from 4.19 to 5.02 (Table 7). The means indicate that clients'

Table 7

Comparison of Counsellor and Client Ratings on Counsellor/Client Post-Counselling Form (CPF)

Factor (Counsellor Post- Counselling Form)	<u>Counsellor Rating</u>		Factor (Client Post- Counselling Form)	<u>Client Rating</u>	
	X	SD		X	SD
Counsellor liking for client	4.87	1.07	Client liking for counsellor	5.02	1.01
Counsellor desire to see client again	4.59	1.25	Client desire to see counsellor again	4.70	1.01
Estimate of client liking for counsellor	5.00	0.69	Estimate of counsellor liking for client	4.69	1.12
Counsellor rating of level of understanding felt by client	4.91	.75	Client rating of level of understanding felt by counsellor	4.41	1.23
Counsellor rating of own performance	4.83	1.31	Client rating of counsellor performance	5.00	0.75
Counsellor rating of accurate understanding	4.75	1.20	Client rating of counsellor accurate understanding	4.19	0.65

Note. The scale used to rate responses is as follows: 1 = strongly disagree, 2 = moderately disagree, 3 = strongly disagree, 4 = slightly agree, 5 = moderately agree, 6 = strongly agree.

average responses also fell within the descriptive range of slight to moderate agreement.

As can be seen from Table 7, means for each of the factors based on counsellor and clients' ratings are very similar. For example, the intern's mean rating for Factor 1 (Counsellor liking for Client, $\bar{X} = 4.87$) and clients' mean rating for Factor 1 (Client liking for Counsellor, $\bar{X} = 5.02$) suggest that, on the average, the intern liked her clients and clients liked the intern. This result might be considered in terms of Gelso and Carter's (1985) assertion that counselling relationships have a strong like-dislike dimension to them and that it occurs very early on in the relationship. Kokotovic and Tracey (1990) have reported that the working alliance is defined by a feeling that both participants care for each other and that counsellors and clients can assess the working alliance following the first interview. These results seem to be positive in light of the view of some researchers that there exists a relationship between the alliance of counsellor and client and positive therapeutic outcome (Marziali, 1984). It would have been interesting to examine whether counsellor and client liking for each other was maintained throughout therapy. Some studies have shown clients' ratings of their counsellors to be relatively stable throughout 20

sessions (Bachelor, 1987), while others have found an increase in clients' ratings (LaCrosse, 1980), and still other researchers have reported both increases and decreases in clients' ratings of their counsellors over time (Heppner and Heesacker, 1982).

Table 7 also presents mean ratings by the intern and her clients of the intern's performance. Two statements associated with this factor are: "I feel fairly competent about my counselling with this client" (Counsellor Post-Counselling Form) and "I would certainly recommend this counsellor to any friend who needed help" (Client Post-Counselling Form). The intern's mean rating of her own performance, in descriptive terms, fell between slightly agree and moderately agree ($\bar{X} = 4.83$, $SD = 1.31$). The clients' mean rating of the intern's performance indicated moderate agreement with the statements measuring the factor ($\bar{X} = 5.00$, $SD = .75$). The means revealed that both the intern and her clients rated her performance during the initial counselling session, on the average, in a satisfactory manner. Generally, both the intern's and her clients' mean ratings on each of the factors indicated agreement and were positive in nature. No means on any of the six factors measured fell below the range of slight agreement. These results suggest that, on the average,

the intern and her clients rated the dimensions measured in close agreement.

Another of the research questions aimed to determine clients' overall feelings and reactions toward the intern after the initial session. Each of the 20 items on the Client Post-Counselling Form were analyzed in descriptive terms by computing clients' response rates on the items. The findings are summarized in Table 8. Fifteen of the items produced little scatter in clients' ratings, with a maximum of four clients (19.5%) falling on the opposite end of the scale (1 = strongly disagree and 6 = strongly agree).

Some items produced very favorable ratings, as is shown in Table 8. On one item all clients agreed with the statement: "This counsellor really has alot on the ball." Item 19 stated: "I would certainly recommend this counsellor to any friend who needed help." A significant percentage of clients (95.2%) agreed with this statement, while only one client slightly disagreed. In reply to the item: "I had a very warm feeling towards this counsellor", 90.5% of clients indicated agreement. However, two clients disagreed with this statement; one client strongly disagreed and another slightly disagreed.

Clients' positive ratings of the intern in terms of liking for the counsellor, feeling comfortable talking

Table 8

Distribution of Client Responses on Items of the Client Post-Counseling Form

Item	Frequency (N=21)		Percentage Agreement (Clients' Ratings of Counselor)					
	Disagree	Agree	Strongly Disagree	Moder. Disagree	Slightly Disagree	Slightly Agree	Moder. Agree	Strongly Agree
1. I had a very warm feeling towards this counselor.	2	19	4.8%	--	4.8%	23.8%	47.6%	19.0%
*2. This counselor must have realized that she didn't understand me very well.	15	6	33.3%	14.3%	23.8%	23.8%	4.8%	--
*3. There are other people I would feel it much easier to talk to.	18	3	38.1%	33.3%	14.3%	9.5%	4.8%	--
4. I really felt comfortable talking to this counselor.	3	18	--	9.5%	4.8%	9.5%	38.1%	38.1%
5. I look forward to talking with this counselor again.	2	19	--	--	9.5%	14.3%	33.3%	42.9%
*6. At times this counselor seemed confused about what I was trying to say.	14	7	--	28.6%	9.5%	19.0%	9.5%	4.8%
7. I felt that this counselor regards me as a likeable person.	4	17	--	4.8%	14.3%	23.8%	38.1%	19.0%
*8. I see no point in seeing this counselor again.	19	2	57.1%	9.5%	23.8%	4.8%	4.8%	--
9. I wish I had friends who were as understanding as this counselor.	7	14	4.8%	14.3%	14.3%	33.3%	28.6%	4.8%
10. I wish I could spend more time with this counselor.	6	15	4.8%	9.5%	14.3%	42.9%	19.0%	9.5%
11. Many of the things this counselor said just seemed to hit the nail right on the head.	2	19	--	4.8%	4.8%	19.0%	33.3%	38.1%
*12. If I had someone else as a counselor I might find it easier to discuss my feelings.	18	3	42.9%	23.8%	19.0%	9.5%	4.8%	--

Item	Frequency (N=21)		Percentage Agreement (Clients' Ratings of Counsellor)					
	Disagree	Agree	Strongly Disagree	Moder. Disagree	Slightly Disagree	Slightly Agree	Moder. Agree	Strongly Agree
*13. It seemed that the counsellor understood me even when I didn't express myself very well.	4	17	4.8%	--	14.3%	23.8%	38.1%	19.0%
*14. I'm not so sure that this counsellor liked me very much.	19	2	38.1%	28.6%	23.8%	--	9.5%	--
*15. The counsellor often misunderstood what I was trying to say.	18	3	47.6%	33.3%	4.8%	9.5%	4.8%	--
16. It was easier for me to talk with this counsellor than with most other people.	2	19	4.8%	42.9%	42.9%	--	--	9.5%
17. This counsellor really has a lot on the ball.	0	21	--	--	--	38.1%	47.6%	14.3%
*18. I guess I didn't like this counsellor very much.	18	3	71.1%	9.5%	4.8%	14.3%	--	--
19. I would certainly recommend this counsellor to any friend who needed help.	1	20	--	--	4.8%	9.5%	42.9%	42.9%
*20. After the session with this counsellor I'm not sure that counselling can be very helpful.	17	4	66.7%	9.5%	4.8%	9.5%	4.8%	4.8%

Note. The items marked with an asterisk (*) are negatively worded. Percentages are rounded to one place after the decimal point.

with the counsellor, looking forward to talking with the counsellor again, and feeling like the counsellor understood them, are encouraging. Kokotovic and Tracey (1987) found that satisfaction with the intake interview was the best predictor of clients continuing in counselling following intake. Studies examining the effects of client's impressions of their counsellors as

attractive, trustworthy and expert, have pointed to the importance of the initial interview in relation to counselling outcome and satisfaction (LaCrosse, 1980; Zamostny, Corrigan, & Eggert, 1981).

Since clients' impressions of their counsellors seems to be intertwined with both satisfaction with counselling and premature termination (McNeill, May, and Lee, 1987), it is important to examine other client impressions of the intern which were rated differently among clients. For example, there was considerable spread among clients' ratings on the following item: "At times this counsellor seemed confused about what I was trying to say." Seven clients agreed with this statement. However, only one of these strongly agreed. A result such as this one forces the intern to stop and try to examine her counselling behaviors. This result is particularly interesting in light of the ratings of this similar item: "The counsellor often misunderstood what I was trying to say." A large percentage of clients (85.7%) disagreed with this item, with only three clients agreeing. Providing a space for clients to elaborate on their responses on the form or having an independent person conduct personal interviews with clients, would have provided information that was richer concerning clients' perceptions. It might have also provided

answers to why ratings on some statements appear to contradict each other.

Item 20 appeared as: "After the session with this counsellor I'm not sure that counselling can be very helpful." Eighty-one percent of clients disagreed with this statement (66.7% strongly disagreed), but 19.1% of clients agreed. One could speculate as to whether clients who were not sure if counselling could be helpful were reacting as function of the nature of the presenting problem, or as a function of a poor interaction between counsellor and client. The intern found, in her dealings with clients, that some were not sure whether they could be helped initially, but sought counselling because they believed it was their only chance for help. In particular, clients who found it especially difficult to trust others were slower to develop faith in counselling and the counsellor.

Clients' scattered ratings of two items caused the intern some concern. Items 7 and 18 regarded clients' feelings as to whether they felt the counsellor liked them and whether they liked the counsellor, respectively. Eighty-one percent of clients indicated that they "felt that this counsellor regards me as a likeable person." However, 19% of clients disagreed with this statement (see Table 8). On the other hand, when presented with

the statement "I guess I didn't like this counsellor very much", 14.3% of clients agreed. Despite the fact that the percentages are not large, the intern was alerted to these figures for two reasons. First, counsellor and client liking for each other has been reported to play an important role in the development of the working alliance (Gelso and Carter, 1985). Second, the intern was not aware that some clients felt that she did not regard them as likeable. In fact, in response to the statement "I felt that this client saw me as a warm and accepting person" on the intern's Counsellor Post-Counselling Form, the intern indicated 100% agreement with this statement (52.4% moderate agreement), as is shown in Table 9.

The intern was also interested in examining her overall perceptions of and reactions to clients after the initial session. Brown (1970) found that inexperienced counsellors were more favorable in their first interview impressions than experienced counsellors. Further, he reported that there was evidence to suggest that counsellor first impressions, such as personal liking, are related to counsellor satisfaction with client progress, techniques, and counsellor perception of client satisfaction. Counsellor response frequencies and percentages of agreement for each of the 20 items were calculated. The results are summarized in Table 9.

Table 9

**Distribution of Counsellor Responses on Items of the
Counsellor Post-Counselling Form**

Item	Frequency		Percentage Agreement (Counsellor Ratings of Clients)					
	Disagree	Agree	Strongly Disagree	Modor. Disagree	Slightly Disagree	Slightly Agree	Modor. Agree	Strongly Agree
1. I like this client more than most I have had.	5	16	--	4.8%	19.0%	14.3%	38.1%	23.8%
2. I look forward to talking with this client again.	2	19	--	4.8%	4.8%	23.8%	33.3%	33.3%
*3. I couldn't seem to get very interested in this client.	17	4	33.3%	42.9%	4.8%	19.0%	--	--
4. I feel fairly sure that this client would want to see me again if given an opportunity.	1	20	--	4.8%	--	19.0%	38.1%	38.1%
5. I was seldom in doubt as to what this client was trying to say.	5	16	4.8%	9.5%	9.5%	4.8%	28.6%	42.9%
*6. I felt somewhat ineffective with this client.	19	2	57.1%	28.6%	4.8%	--	4.8%	4.8%
7. I would prefer working with this client more than most of the clients I have had.	6	15	--	14.3%	14.3%	23.8%	33.3%	14.3%
*8. It was often difficult for me to understand what this client was trying to say.	17	4	52.4%	19.0%	9.5%	9.5%	9.5%	--
*9. I doubt whether this client saw me as a warm and accepting person.	21	0	28.6%	53.4%	19.0%	--	--	--
10. I found it easier to respond to what this client was saying than with other clients I have had.	4	17	9.5%	4.8%	4.8%	33.3%	23.8%	23.8%
11. I feel fairly competent about my counselling with this client.	2	19	4.8%	--	4.8%	19.0%	23.8%	47.6%
*12. I feel less inclined to work with this client than with others I have worked with.	16	5	47.6%	14.3%	9.5%	19.0%	9.5%	--

Item	Frequency		Percentage Agreement (Counselor Ratings of Clients)					
	Disagree	Agree	Strongly Disagree	Moder. Disagree	Slightly Disagree	Slightly Agree	Moder. Agree	Strongly Agree
13. I found it fairly easy to understand and communicate with this client.	4	17	--	14.3%	4.0%	14.3%	28.6%	38.1%
*14. I was often at a loss as to how to respond to this client.	17	4	47.6%	28.6%	4.0%	9.5%	4.0%	4.0%
*15. I doubt whether this client would want to continue on counselling with me.	20	1	28.6%	47.6%	9.5%	--	4.0%	--
16. I felt that this client saw me as a warm and accepting person.	0	21	--	--	--	28.6%	52.4%	19.0%
17. I think that this client felt that I was doing a good job of understanding him/her.	2	19	--	--	9.5%	23.8%	47.6%	19.0%
*18. I would like to be able to feel more warmth and acceptance toward this client.	18	3	61.9%	14.3%	9.5%	14.3%	--	--
19. I feel that I would like this client socially if I had met him/her first in that capacity.	4	17	--	4.0%	14.3%	19.0%	23.8%	38.1%
*20. The client probably felt that I didn't understand him/her too well.	20	1	28.6%	52.4%	14.3%	4.0%	--	--

Note. The items marked with an asterisk (*) are negatively worded. Percentages are rounded to one place after the decimal point.

Fourteen of the items produced little scatter among the intern's ratings. For example, in response to the statement: "I look forward to talking with this client again", the intern indicated 90.5% agreement. Twice she disagreed with the statement; once to a slight degree and once to a moderate degree. Generally, items that dealt

with: feeling competent and effective with clients, feeling that the client would want to see the counsellor again, finding it easy to communicate with clients and feeling that the client felt understood, were rated positively by the intern. The intern believes that these results accurately reflected her general feelings toward her interactions with clients. She wondered whether her ratings on these items increased in agreement as the internship progressed, since she observed herself growing in confidence and competence as she continued to gain experience with different clients.

There was scatter observed amongst a small number of items on the Counsellor Post-Counselling Form (see Table 9). For example, when rating herself on the item: "I like this client more than most I have had," the intern disagreed slightly and moderately five times. She agreed with the statement for 76.2% of clients. The intern noted, during the study, that she found it difficult to rate this item because of its emphasis on comparing liking to other clients. She felt that if the item had simply read "I like this client," the results would probably show less disagreement with the statement. Shick Tryon (1989) found that counsellor dissatisfaction at intake was positively related to premature termination. The literature suggests that it is

important for counsellors to identify and monitor their feelings toward clients during the initial interview, since their perceptions of clients can impact on counselling outcomes.

Item 3 (Table 9) was stated as follows: "I couldn't seem to get very interested in this client." The intern disagreed with this statement 81% of the time, and slightly agreed for 19% of her clients. Although the intern only agreed with this item for 4 out of 21 clients, she felt it was noteworthy since she believed there was a tendency to find clients with personal concerns more interesting than those with career concerns. This was not necessarily a reflection of disinterest in the client, but more likely a reflection of a tendency to find personal counselling more challenging and interesting than career counselling. Similarly, the intern strongly feels that this explanation was plausible for the response ratings on Item 7 and Item 12. Item 7 read: "I would prefer working with this client more than most of the other clients I have had." The intern showed 71.4% agreement with this statement, and disagreed with the statement for 28.6% of clients. Again, the intern feels that this response rate was more likely related to the type of

concerns clients expressed rather than characteristics of the clients.

Another purpose of the internship study was to determine whether a relationship existed between clients' perceptions of the initial counselling session and clients' satisfaction with counselling at termination. Unfortunately, not enough data was collected to answer this question. The intern had aimed to measure satisfaction at termination, and discriminate it from initial perceptions. It was decided that a minimum of three counselling sessions had to be undertaken by clients who would participate in the second phase of the study. No problems had been anticipated in meeting the requirements of this phase. However, many clients engaged in counselling with the intern for two sessions and then mutually terminated. This was particularly true in the case of clients with career related concerns. These clients did not meet the requirements for participating in the second phase of the study. In some cases, clients had attended three sessions but then failed to schedule or return for a subsequent appointment, and terminated of their own accord. Because this was not a follow-up study, these clients could not be contacted to complete the Counselling Evaluation Inventory.

Only one client successfully completed the second phase of the study designed to measure client satisfaction. As a result, a correlation coefficient could not be computed between initial perceptions on the CPF and client satisfaction on the CEI. Although the results of one client's ratings on the CEI were by no means conclusive, they are presented as follows. Means were calculated for each of the three factors evaluating the counselling received: counselling climate ($\bar{X} = 1.11$), counsellor comfort ($\bar{X} = 1.20$), and client satisfaction ($\bar{X} = 1.75$). These averages are based on a five-point Likert format (1 = always and 5 = never). This client's ratings showed a high degree of satisfaction with counselling received from the intern. However, these results can not be generalized to other clients.

Analysis of the data collected in this study regarding the intern's and clients' initial impressions and reactions to each other produced favorable results. Correlational analysis between counsellor and clients' ratings on the Counsellor/Client Post-Counselling Form revealed a significant relationship. Correlation coefficients computed between the corresponding factors on the forms produced low positive coefficients, three of which reached statistical significance. The significant

low positive relationships represented these corresponding factors: counsellor and clients' ratings of level of understanding felt by the other, counsellor and clients' ratings of the counsellor's performance, counsellor and clients' ratings of counsellor accurate understanding, and counsellor and clients' perceptions of and reactions to the initial counselling session. These results suggested moderate counsellor-client agreement.

Other findings of the internship study revealed the intern's and clients' mean ratings of the initial session fell within the descriptive range of slight to moderate agreement on the statements of the CPF. Counsellor and clients' mean ratings of the initial session on the Counsellor/Client Post-Counselling Form were very similar. Analysis of the 20 items on the CPF by clients' ratings of their counsellor revealed positive ratings of the intern. Such positive ratings included: liking for the counsellor, feeling comfortable with the counsellor, looking forward to talking with the counsellor again, and feeling like the counsellor understood them. Analysis of the intern's ratings of the initial session revealed the most positive reactions on items that dealt with: feeling competent and effective with clients, feeling that clients would want to see the counsellor again,

finding it easy to communicate with clients, and feeling that clients felt understood.

The intern regrets that the results of this second phase of the study were inconclusive, as she was quite interested in learning the effect she had on clients over the duration of counselling. The intern believes that the information and feedback to be gained from such an investigation is a worthwhile venture. She would encourage other novice counsellors to undertake such research with certain possible modifications in the design of the study. Recommendations to this effect are outlined in the next chapter.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

The intern participated in a thirteen-week internship placement at the Memorial University Counselling Centre. During the placement she conducted a research study which was designed to compare counsellor and clients' perceptions of reactions to the initial counselling session.

The internship experience allowed the intern to build upon her counselling skills and increase her confidence in interacting with a variety of clients. The intern engaged in individual counselling with 26 clients on a variety of personal, academic, and career concerns during the placement. She participated in weekly training in Interpersonal Process Recall Training in counselling. As well, she gained experience as a career information assistant in the Career Planning Centre, and she participated in weekly case conferencing with the professional counselling staff at the Counselling Centre. Supervision and video tape review of counselling sessions enabled the intern to critically examine her counselling behaviors, build upon her strengths, and remediate weaknesses. The intern feels that she was successful in meeting her goals outlined for the internship, and would

highly recommend the internship option to other graduate students in Educational Psychology.

The internship study, conducted as a component of the requirements for the internship option, provided a valuable learning experience for the intern. It permitted the intern to conduct research in a topic that was of interest to her. The study was conducted with 21 of the intern's clients at the Counselling Centre, upon informed consent of these clients. The results of the study, designed to compare counsellor and clients' reactions to the initial counselling session, indicated a significant positive relationship between initial counsellor and clients' perceptions, as measured by the Counsellor/Client Post-Counselling Form. Correlation coefficients computed between the corresponding factors on the forms produced low positive coefficients. Three significant relationships were found between these factors: counsellor and clients' ratings of level of understanding felt by the other, counsellor and clients' ratings of the counsellor's performance, and counsellor and clients' ratings of counsellor accurate understanding. This study also enabled the intern to examine clients' initial impressions and reactions to her and reciprocally, the intern's initial impressions and reactions to clients. Generally, the results revealed

favorable initial impressions and reactions to the intern by her clients, and to clients by the intern.

Recommendations

The intern advocates conducting an internship study which complements the internship setting and provides feedback regarding one's own and clients' reactions to counselling. The following recommendations are designed for other interns who may be considering conducting a similar internship study:

1. Investigate the relationship between initial counsellor perceptions and client satisfaction with counselling.
2. Compare ratings of the initial session between clients who returned for subsequent sessions and those who did not.
3. Compare ratings by "appointment keepers" with those who did not schedule an appointment after the initial session, and those who "no showed" for a scheduled appointment.
4. Provide a space on rating forms for additional comments, or have an independent person conduct face-to-face interviews with clients.
5. Consider possible subject response biases that may have been created by having the counsellor-

investigator administer the surveys rather than a neutral third party.

6. Compare client and supervisor ratings of the intern's performance.
7. Investigate whether same sex or opposite sex of counsellor and client dyads influence client perceptions and/or satisfaction.
8. Examine whether there is an increase in positive ratings of self and ratings by clients, as the internship progresses.
9. Investigate whether counsellor's first session impressions are related to counsellor's impressions at termination.
10. Investigate whether initial counsellor ratings of clients are related to premature termination or continuing in counselling.
11. Use follow-up measures, such as mail questionnaires, to determine client satisfaction with counselling such that premature terminators can be included in the analysis.
12. Increase sample size of clients when investigating clients' perceptions and/or satisfaction with counselling in order to enhance generalizability of results and to produce larger correlation coefficients.

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APPENDICES

APPENDIX A

**Annotated Bibliography of Readings
Completed During the Internship**

American Psychiatric Association. (1980). Diagnostic and statistical manual of mental disorders (3rd Ed.). Washington, DC: Author.

This manual is a tool that can be used for diagnosis in clinical practice and research. It enables clinicians to have a common language by which to communicate about various disorders. As well, the DSM-III provides clear descriptions of diagnostic categories. The decision trees in Appendix A are quite helpful in diagnosis.

Baier, J. L., Rosenzweig, M. G., & Whipple, E. G. (1991). Patterns of sexual behavior, coercion, and victimization of university students. Journal of College Student Development, 32, 310-322.

This study was conducted with 702 university students exploring students' level of sexual activity during the six months prior to this study. The results indicated that more than 80% of all the students in the sample were sexually active, and many indicated multiple partners. Freshman reported a higher number of partners than graduate students.

Approximately one-eighth of the heterosexual men, one-fourth of the heterosexual women, and more than one-third of the gay/bisexuals reported that they engaged in sexual activity when they did not want to because they felt coerced to do so.

The authors report that the most significant finding was that more than half of all the acts of sexual coercion and victimization, reported by all students in the sample, occurred to them before they had entered college. This finding reinforces the Ageton (1983) study on sexual assault among adolescents which found that high school students were a high-risk group for sexual assault.

Bass, E., & Davis, L. (1988). The courage to heal. New York: Harper & Row.

This book is a guide for women survivors of child sexual abuse. It is an excellent resource for bibliotherapy as it is written in plain language. The authors begin with a chapter entitled "Taking Stock" and progress through the steps of "The Healing Process." The section which deals with guidelines for counsellors working with sexual abuse survivors was quite helpful.

Dixon, W. A., Heppner, P. P., & Anderson, W. P. (1991).

Problem-solving appraisal, stress, hopelessness, and suicide ideation in a college population. Journal of Counselling Psychology, 38, 51-56.

This interesting report examines the results of two studies investigating the link of problem-solving skills to suicide. The results from both studies suggested that problem-solving appraisal and negative life stress are significant independent predictors of suicide ideation and hopelessness.

Farmer, S. (1989). Adult children of abusive parents.

New York: Ballantine Books.

This book is a healing program for those who have been physically, sexually, or emotionally abused and can be used as bibliotherapy for these clients. It provides insight into the connection between dynamics of familial patterns and interactions in abusive families and present-day difficulties of survivors.

Gelso, C. J., & Johnson, H. J. (Eds.). (1983).

Explorations in time-limited counselling and psychotherapy. New York: Teacher's College Press.

This book contains various studies pertaining to time-limited counselling. Some of the more interesting findings were as follows: (i) therapists' ratings after an initial interview seemed more related to client outcome ratings 18 months after termination than 1 month after ending counselling (Gelso, Mills, & Baron Spiegel, 1983); (ii) three factors seemed especially relevant to success in brief time-limited therapy as measured by therapists' judgements after one session: clients' initial willingness to change (as rated by the therapist), therapists' confidence that the client will profit from the treatment being offered, and therapists' predictions about the extent to which they will enjoy working with the client (Gelso et al., 1983); and (iii) therapists saw more client resistance during the third quarter than in any other of the quarters (Moss Miller et al., 1983).

Goldfried, M. R. (Ed.). (1982). Converging themes in psychotherapy. New York: Springer Publishing Co.

This edited book presents various therapists' views on psychotherapy. One particularly interesting section deals with views on effective principles of psychotherapy by therapists such as

Gerard Eagan and Jerome Frank. As an example, therapists are asked to comment on how they see the therapist-client relationship as contributing to change.

Hansen, J. C. (1984). User's guide for the SVIB-SC11. Palo Alto: Consulting Psychologist's Press.

This manual for the Strong Campbell Interest Inventory outlines the norms, reliability, and validity of the inventory. It includes a step-by-step guide for interpreting the Strong Campbell to career clients. This section is extremely helpful in the beginning stages for counsellors using the inventory.

Hurley, G., & Garland, J. (Eds.). (1988). Introduction to medical interviewing. St. John's: Memorial University of Newfoundland.

This edited book is a guide for Interpersonal Process Recall Training conducted at the Counselling Centre. It includes a chapter on communication skills emphasizing exploratory responses, listening responses, affective responses, and honest labelling in a helpful workbook form for practice.

Jacobson, N. S., & Margolin, G. (1979). Marital therapy. New York: Brunner/Mazel.

The authors of this book view marriage and marital distress from a social learning perspective. A very good guide to the initial interview is included and a description of contingency contracting. In addition, they include a chapter on treatment strategies for a variety of problem areas such as spouse abuse and separation and divorce. Jacobson and Margolin advocate increasing couples' positive exchanges and promoting reinforcement between spouses in their view of marital therapy.

Johnson, R. W., Ellison, R. A., & Heikkinen, C. A. (1989). Psychological symptoms of counseling center clients. Journal of Counseling Psychology, 36, 110-114.

This study reports that of a sample of 1,928 university students counselled during a one-year period, women reported more symptomatology than did men. Among clients seeking help for personal problems, more than one-third showed signs of psychiatric illness. Women were also found to seek counselling much more frequently than men. The authors cite a need for expertise in crisis

intervention and short-term psychotherapy and a thorough knowledge of community mental health resources on the part of counselling centre personnel.

Kell, B. L., & Mueller, W. J. (1966). Impact and change: A study of counseling relationships. Englewood Cliffs: Prentice-Hall.

Although dated, this book is an excellent source which examines the dynamics of change in counselling. As well it addresses the dimensions of a counselling relationship and the impact of client dynamics on the helper.

Lange, A. J., & Jakubowski, P. (1979). Responsible assertive behavior: Cognitive-behavioral procedures for teachers. Champaign: Research Press.

This book is an excellent guide for setting up an assertion training group. It was recommended by Dr. Elaine Davis, who leads the assertiveness group, at the Counselling Centre. Chapter 8 contains recommendations for the development and conduct of assertion training groups from the initial decision to conduct a group to the last contact with the participants. Chapter 13 outlines assessment

procedures used throughout the course of training to determine whether: (1) an individual is a suitable candidate for such a group, (2) progress is being made during training, and (3) assertive behavior has generalized to new situations.

Markwardt, F. C., Jr. (1989). Peabody Individual Achievement Test - Revised Manual. Circle Pines: American Guidance Service.

This manual outlines the procedures for PIAT-R administration, scoring instructions, standardization and norms development. A major criticism of this achievement battery is that starting points on subtests are based on the raw score for the preceding subtest which can be quite problematic, particularly if performance is uneven across subtests.

Schoenberg, B. M. (Ed.) (1978). A handbook and guide for the college and university counseling center. Westport: Greenwood Press.

This book was edited by the director of the MUN Counselling Centre, Dr. Mark Schoenberg. Of particular interest were the chapters on: education and training role of the center, the place of

counseling in the university organization, and the growth and development of counseling centers as institutions.

Suinn, R. M., & Dieffenbacher, J. L. (1988). Anxiety management training. The Counseling Psychologist, 16, 31-49.

The article describes in detail a relaxation based, self control therapy for the treatment of generalized anxiety, phobias, anger, and other stress-related disorders. Also included is a step-by-step guide which provides a treatment plan for eight sessions.

Verhulst, J., & Vijver, F. (1990). Resistance during psychotherapy and behavior therapy. Behavior Modification, 14, 172-187.

These authors studied the phenomenon of resistance and found some interesting results. First, both psychotherapists and behavior therapists agreed that "avoiding" and "fighting" behaviors were the most prominent resistances of clients. Second, therapist behaviors that were more likely to elicit resistance in the client were the more "informative" behaviors, such as asking questions about the nature

and origin of the complaint. Third, analytically oriented therapists reported the occurrence of resistance more frequently.

APPENDIX B



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

University Counselling Centre
Thomson Student Centre

Telex: 016-4101
Tel.: (709) 737-8874

VIDEOTAPE/AUDIOTAPE PERMISSION FORM

I, _____, grant permission to have my counselling sessions at the Memorial University Counselling Centre videotaped/audiotaped. I understand that the tapes will be used solely for the purposes of supervision. That is, the tapes will be viewed only by the counsellor, the counsellor's immediate supervisor(s) or in case conferences at the Centre. I can request that the taping cease at any time and/or that the tapes be erased.

I also understand that refusing to be taped will not affect access to counselling at the Centre.

Signature _____

Witness _____

Date _____

APPENDIX C

This study is designed to evaluate the counselling you receive from the intern.

The attached rating form is coded to ensure that your responses remain anonymous. In addition the counsellor will not have access to the rating forms until after the semester has ended. In no way will the responses indicated on the form be linked to you as a client. Please complete the form as indicated by the directions below and return it to the receptionist before leaving the Centre today.

Directions: During counselling people have many different feelings and reactions toward their counsellor. Your responses to the following statements will help the researcher to understand your feelings and reactions to personal counselling. Your responses will be confidential.

Indicate the response most representative of your present feelings after this initial session. Your feelings may change but express them as you experienced them during this first counselling session.

CLIENT POST-COUNSELLING FORM
(Adapted from Sheppard, 1978)

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Be sure to indicate only one response to each item.

Do not spend too much time on any one item. Try to respond to each statement in terms of your feelings during the counselling session.

- ___ 1. I had a very warm feeling towards this counsellor.
- ___ 2. This counsellor must have realized that she didn't understand me very well.
- ___ 3. There are other people I would feel it much easier to talk to.
- ___ 4. I really felt comfortable talking to this counsellor.
- ___ 5. I look forward to talking with this counsellor again.
- ___ 6. At times this counsellor seemed confused about what I was trying to say.
- ___ 7. I felt that this counsellor regards me as a likeable person.
- ___ 8. I see no point in seeing this counsellor again.
- ___ 9. I wish I had some friends who were as understanding as this counsellor.

- | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
- ____10. I wish I could spend more time with this counsellor.
- ____11. Many of the things this counsellor said just seemed to hit the nail right on the head.
- ____12. If I had someone else as a counsellor I might find it easier to discuss my feelings.
- ____13. It seemed that the counsellor understood me even when I didn't express myself very well.
- ____14. I'm not so sure that this counsellor liked me very much.
- ____15. The counsellor often misunderstood what I was trying to say.
- ____16. It was easier for me to talk with this counsellor than with most other people.
- ____17. This counsellor really has a lot on the ball.
- ____18. I guess I didn't like this counsellor very much.
- ____19. I would certainly recommend this counsellor to any friend who needed help.
- ____20. After the session with this counsellor I'm not sure that counselling can be very helpful.

COUNSELLOR POST-COUNSELLING FORM
(Adapted from Sheppard, 1978)

Indicate the response most representative of your present feelings. Your feelings may change but express your feelings right now at this point in your counselling with this client. There are six possible responses to each item:

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree

Be sure to indicate only one response to each item. Do not spend too much time on any one item. Try to respond to each statement in terms of a comparison with other clients you may have had.

- ____ 1. I like this client more than most I have had.
- ____ 2. I look forward to talking with this client again.
- ____ 3. I couldn't seem to get very interested in this client.
- ____ 4. I feel fairly sure that this client would want to see me again if given an opportunity.
- ____ 5. I was seldom in doubt as to what this client was trying to say.
- ____ 6. I felt somewhat ineffective with this client.
- ____ 7. I would prefer working with this client more than with many of the clients I have had.
- ____ 8. It was often difficult for me to understand what this client was trying to communicate.

- | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|------------------------|----------------------|-------------------|---------------------|-------------------|
| Strongly
Disagree | Moderately
Disagree | Slightly
Disagree | Slightly
Agree | Moderately
Agree | Strongly
Agree |
- ____ 9. I doubt whether this client saw me as a warm and accepting person.
- ____ 10. I found it easier to respond to what this client was saying than with other clients I have had.
- ____ 11. I feel fairly competent about my counselling with this client.
- ____ 12. I feel less inclined to work with this client than with others I have worked with.
- ____ 13. I found it fairly easy to understand and communicate with this client.
- ____ 14. I was often at a loss as to how to respond to this client.
- ____ 15. I doubt whether this client would want to continue in counselling with me.
- ____ 16. I felt that this client saw me as a warm and accepting person.
- ____ 17. I think that this client felt that I was doing a good job of accurately understanding him/her.
- ____ 18. I would like to be able to feel more warmth and acceptance towards this client.
- ____ 19. I feel that I would like this client socially if I had met him/her first in that capacity.
- ____ 20. This client probably felt that I didn't understand him/her too well.

APPENDIX D

This is the second part of the study designed to evaluate the counselling you have received.

The attached rating form is coded to ensure that your responses remain anonymous. In addition, the counsellor will not have access to the rating forms until the study has been completed. In no way will the responses indicated on the form be linked to you as a client. Please complete the form according to the directions below and return it to the receptionist before leaving the Centre today.

Directions: Indicate the response most representative of your feelings and reactions toward your overall experience in counselling.

Thank you for taking the time to participate in this study.

COUNSELLING EVALUATION INVENTORY
(Adapted from Linden, Stone, & Shertzer, 1965)

1	2	3	4	5
Always	Often	Sometimes	Rarely	Never

- ___ 1. I felt the counsellor accepted me as an individual.
- ___ 2. I felt comfortable in my interviews with the counsellor.
- ___ 3. The counsellor acted as though she thought my concerns and problems were important to her.
- ___ 4. The counsellor acted uncertain of herself.
- ___ 5. The counsellor acted cold and distant.
- ___ 6. I felt at ease with this counsellor.
- ___ 7. The counsellor seemed restless while talking to me.
- ___ 8. In our talks, the counsellor acted as if she were better than I.
- ___ 9. The counsellor's comments helped me to see more clearly what I need to do to gain my objectives in life.
- ___ 10. I believe the counsellor had a genuine desire to be of service to me.
- ___ 11. The counsellor was awkward in starting our interviews.
- ___ 12. I felt satisfied as a result of my talks with the counsellor.
- ___ 13. The counsellor was very patient.
- ___ 14. Other students could be helped by talking with counsellor.
- ___ 15. In opening our conversations, the counsellor was relaxed and at ease.

1	2	3	4	5
Always	Often	Sometimes	Rarely	Never

- ____16. I distrusted the counsellor.
- ____17. The counsellor insisted on being right always.
- ____18. The counsellor gave the impression of "feeling at ease."
- ____19. The counsellor acted as if she had a job to do and didn't care how she accomplished it.

APPENDIX E

Consent for Participation in an Evaluative Study

I hereby agree to participate in this study designed to evaluate the counselling I receive from the intern. The data collected will be used to determine the intern's counselling effectiveness. I am aware that I will be required to complete two rating forms: one immediately after the initial session and another immediately after my final counselling session. Each form will take approximately two to five minutes to complete. I have been informed that my participation in this study is voluntary and that my anonymity is assured.

Signed: _____

Date: _____

Witness: _____

APPENDIX F

CASE SUMMARY SHEET

CLIENT: _____ COUNSELLOR: _____

General Presenting Concerns: Academic, Career, PersonalDates Seen:

1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

Tests Taken:Case Summary:

T.Co. T.Cl. T.M.

Date: _____

Signature: _____



