

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

CENTRE FOR NEWFOUNDLAND STUDIES

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



by

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

Department of Educational Psychology
Memorial University of Newfoundland

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ABSTRACT

This report describes an internship completed at the Counselling Centre, Memorial University, May 9 - August 5, 1988. It includes a comprehensive report of the goals and professional activities of the intern during the internship period. In addition, it presents a detailed discussion of an evaluation study conducted during that period.

Chapter I provides the rationale for the internship, a description of the setting, goals of the internship and it describes supervision and evaluation of the intern. Chapter II gives a comprehensive report of the intern's professional activities according to the goals outlined in an internship proposal submitted to the Department of Educational Psychology, Memorial University, April, 1988. Chapter III presents the systematic study which consisted of a set of evaluative procedures designed to provide a detailed analysis of the intern's counselling. This study has been successful in advancing the intern's ability to describe, to understand, and to evaluate her counselling behaviour. Chapter IV concludes the report with a set of recommendations.

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I would like to express sincere appreciation and gratitude to Dr. Glenn Sheppard, my departmental supervisor, for his relentless support and encouragement throughout the internship period and during the writing of this report. His constant guidance and supervision made the completion of this report possible.

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CHAPTER I

INTRODUCTION

One of the program options available for graduate students pursuing the master's degree in Educational Psychology at Memorial University of Newfoundland is participation in a counselling internship. In addition to the wide range of professional activities in which interns are typically expected to engage they are also required to conduct, during the internship period, a research study deemed appropriate to such a field placement. The study must be integrated into the internship experience and provide an opportunity for interns to systematically examine some aspect of their professional service. The internship consists of a twelve-week placement in an approved professional setting and is intended to permit the intern to gain further practical experience.

The following criteria were developed by the Department of Educational Psychology to establish the appropriateness and implementation of this program:

1. It commences only after a satisfactory performance is achieved in an approved practicum.
2. It commences only after successful completion of all course work (including practicum) required for the degree program as they are defined in the University Calendar.
3. First consideration will be given to candidates who have had little experience in the working milieu which they will enter.
4. Interested students must submit and have approved by the Department a formal internship proposal, including among other points, a statement of

professional goals and expectations for the internship.

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

The internship was considered most appropriate by this intern for the following reasons:

1. It would allow the intern to gain practical experience in counselling and to apply theoretical concepts learned during the formal part of the program.
2. The internship would provide opportunities for the intern to receive direct professional supervision in both individual and group counselling and in many of the other professional activities associated with an active university counselling centre.
3. The intern was interested in working with other professionals and being exposed to a variety of counselling approaches and other human development activities.
4. The intern would be given the opportunity to broaden her knowledge about the counselling profession so that she is better able to direct her future career development.
5. Much of the intern's practical experience has been as a teacher and counsellor with adolescents. The internship would provide exposure to a very diverse young adult population.

6. The internship would provide the opportunity for an evaluation study which would enable the intern to describe, understand, and evaluate her counselling behaviours.

The Setting

The Counselling Centre at Memorial University of Newfoundland was chosen for the internship setting. Through the joint support of Dr. Glenn Sheppard, Head, Department of Educational Psychology, and Dr. George Hurley, Training Director, University Counselling Centre, the Centre agreed to the placement of the intern for twelve consecutive weeks, May 9, 1988 to August 5, 1988. There was confidence that sufficient opportunity would be provided to meet all the internship objectives including the requirements for a research component.

The following issues were considered before choosing the internship setting:

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

The Counselling Centre has five full-time counsellors who are readily available to assist clients with their personal, social, academic, and career concerns.

A description of the services available are outlined in the Counselling Centre Referral and Community Resources Handbook (1987) as follows:

Through individualized personal counselling and a wide range of group programs, professional faculty at the Centre - with the assistance of supervised interns and practicum students from the various counsellor training programs on campus - help students to develop their own unique resources. To accomplish this goal, the counselling services offered are:

1. **Learning Enhancement Programs** - The Centre offers courses and structured workshops in which students learn to apply general strategies for handling university-level work more effectively. Programs routinely offered include: Speed Reading and Comprehension, Organizing Ideas for Term Papers and Essays, and Oral Communication.
2. **Career Planning Centre** - The Centre serves as a drop-in area where students may come to pursue various kinds of career and education information.
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. Other behaviour-oriented programs include: (e.g. Smoker's Clinic, Weight Control), as well as growth groups in areas such as Personal Growth, Sexuality, and Yoga.

4. **Credentials Service** - The Centre provides students in the Faculty of Education with a job-search service to assist them in gaining employment (p. 6).

The Professional faculty of the Memorial University Counselling Centre include:

Elizabeth Church, M.A., Assistant Professor

Elaine Davis, Ph.D., Associate Professor and Counselling Psychologist

John Garland, Ph.D., Associate Professor

George Hurley, Ph.D., Associate Professor and Training Director

Lester Marshall, B.Sc., Reading Assistant

B. Mark Schoenberg, Ed.D., Professor and Director

Internship Goals

The main objective for the internship was to gain further practical experience which would enhance the professional growth and development of the intern. A list of goals were identified to meet this objective.

Goal 1: To develop an increased awareness of the personal, social and academic concerns of university students and to learn effective ways of dealing with the needs of this specific population.

This was accomplished through video-taping counselling sessions with individual clients (see Table I). It also entailed seeking the expertise of professional counsellors at the Centre and reviewing the literature regarding concerns of university students.

Goal 2: To improve the intern's ability to perform effective individual counselling and to further develop knowledge of counselling theories and techniques.

This was accomplished through (a) video-taping individual counselling sessions, (b) the critical review and analysis by the intern of all counselling tapes and recording the insights gained from each review, (c) weekly supervision with the intern's field supervisor to view and discuss counselling sessions, and (d) extensive reading in the area of counselling theories and techniques.

Goal 3: To become familiar with and participate in the training program in counselling skills for first year family practice residents.

This was accomplished through participation in a counselling skills training session one morning each week for eight weeks. The training program was taught by Dr. George Hurley to residents in the family practice medical program at the School of Medicine, Memorial University of Newfoundland (For a complete description of this program, see Chapter 2).

Goal 4: To become familiar with the services of a career planning centre.

The intern spent five hours per week in the career planning centre for a total of 65 hours throughout the internship.

Goal 5: To become familiar with the administration and interpretation of psychological tests.

This was accomplished through (a) instruction by the intern's field supervisor, (b) administration and interpretation of the Strong Campbell Interest Inventory, and (c) the Self-Directed Search.

Goal 6: To select and use in a systematic way, a number of procedures and measures appropriate to a thorough analysis of the intern's counselling behavior; and through such an analysis to further the intern's ability to describe, understand, and evaluate her counselling.

This goal was accomplished by carrying out a research project during the internship period. Ten individual sessions with clients were video-taped and subjected to a self-analysis as well as an analysis by an independent evaluator. (This is further explained in the research component of this report).

Goal 7: To travel to Charlottetown, Prince Edward Island, June 1-4, 1988, to attend the National Conference of the Canadian Guidance & Counselling Association.

The intern participated in this conference entitled "Changing Tides" and attended the various sessions relevant to Counselling in the 80's. (For a complete description, see Chapter 2).

Supervision and Evaluation of Intern

The responsibility for the supervision of the intern was shared by the Department of Educational Psychology and the Memorial University Counselling Centre.

The Field Supervisor had the following responsibilities:

- (i) to consult with the intern and her Department Supervisor during the period when the internship proposal was being developed;
- (ii) to have primary responsibility for the on-going supervision of the intern's counselling activities and in conjunction with the training Director at the Centre, for the coordination of all the intern's professional activities

conducted at the Counselling Centre;

- (iii) to facilitate the intern's access to appropriate professional opportunities and to the professional personnel at the Centre essential to a full and successful internship experience;
- (iv) to arrange for other Centre faculty to serve in an adjunct supervisory capacity to the intern where her professional activities were especially relevant to their particular areas of expertise at the Centre;
- (v) to meet with the intern, and the Department Supervisor midway through the internship period to assess the intern's progress and determine any changes in the internship as needed;
- (vi) to meet with the Department Supervisor at the conclusion of the internship to conclude a summative and process evaluation of the intern and her internship.

Departmental Supervisor

The Departmental Supervisor was responsible for assisting the intern in the preparation of her internship proposal and in making the many decisions associated with this process. He also collaborated and consulted with Counselling Centre faculty during the period and was available throughout the internship for consultation with the intern and her internship supervisor as the need arose. He convened a meeting of the intern and her field supervisor, in June, 1988, and reviewed the intern's progress. He also consulted with the field supervisor to ascertain a summative evaluation of the intern and her internship in August, 1988.

Supervisors

Department Supervisor: Glenn Sheppard, B.Ed. (MUN), M.Ed., C.A.G.S., Ed.D. (Boston).

Field Supervisor: Elizabeth Church, M.A. (Toronto).

Independent Evaluator: George Hurley, B.A. (Colorado College), Ph.D. (Missouri).

Some basic principles regarding counselling supervision were proposed by Dr. Glenn Sheppard in the following statement:

The systematic evaluation of a counsellor intern poses a real challenge to supervisors and, at times may appear to be a formidable task. Very few adequate procedures or instruments have yet been developed to comprehensively evaluate the wide range of professional activities which should accompany a rich and growthful internship experience. Furthermore, in assisting the intern to develop and experiment with an effective, personal style of helping, it is essential that skills which, at first, may feel mechanical and appear to be awkwardly performed, become integrated and possessed by the intern as a functional, comfortable, and effective aspect of her counselling behaviour. Evaluation, then, must be sufficiently flexible to permit and encourage the development of a personalized professional style with demonstrative effectiveness. (G.W. Sheppard, personal communication, May, 1988)

Supervision and Evaluation were conducted in the following manner:

1. Regular weekly meetings were held with the Field Supervisor to discuss progress in the setting, to critique counselling performance and related professional activities, and to discuss concerns the intern may be experiencing;
2. Video tapes of individual counselling sessions were submitted to a Counselling Centre Faculty member, who served as an independent evaluator. He followed a particular evaluation protocol designed to fulfill the requirements of the intern's evaluation project;

3. At midpoint in the internship, the field supervisor met with the departmental supervisor and the intern to assess the intern's progress;
4. Supervision was also carried out by other professional faculty members of the Counselling Centre as it related to the intern's involvement in specific or general professional activities relevant to their areas of expertise.

CHAPTER II

DESCRIPTION OF ACTIVITIES

This section of the Report describes the activities carried out by the intern for the internship period May 9 to August 9, 1988. There is a detailed account of all the major professional activities engaged in during the internship including the amount of time devoted to each (see Table 1).

Individual Counselling

During the internship a substantial amount of time was devoted to personal, academic, and career counselling. Although each client sought counselling for his/her own unique reasons, the general focus of these client concerns can be categorized as follows: eleven were personal, ten had career related concerns and two individuals needed academic counselling (see Table 2).

Interpersonal Process Recall Training

The intern participated in a counselling skills training course developed for Family Practice residents in the Faculty of Medicine, Memorial University of Newfoundland. Three residency students, along with the intern, met with the training director, Dr. George Hurley, three hours each Wednesday for eight consecutive weeks.

This program was based on Norman Kagan's (1980) Interpersonal Process Recall (IPR) approach to counselling skills development. IPR training approaches the training of counselling skills by first teaching trainees to become cognitively

Table 1**Hours Allocated to Internship Activities**

Component	No. of hours
Career Planning Centre	65
Review of Video Tapes	80
Individual Counselling	60
Supervision	34
Interpersonal Process Recall Training	27
Individual Testing	20
Case Conferencing	8
Research	60
Total hours allocated to these activities	354

Table 2**Client Interviews**

Clients	Client Concerns	Session Dates (1988)
1	Personal	May 12
		May 19
		June 13
		June 29
		July 8
		July 15
		July 22
2	Personal	May 16
3	Personal	May 17
4	Personal	May 17
5	Personal	May 18
		May 25
		June 9
6	Career	May 25
7	Personal	June 6
		June 14
		June 28
		July 19

(table continues)

Clients	Client Concerns	Session Dates (1988)
8	Personal	June 6
		June 13
		June 24
		July 5
		July 14
		August 21
9	Personal	June 7
		June 14
		June 30
		July 19
		August 2
10	Career	June 8
11	Career	June 9
		July 6
12	Personal	June 10
		June 17
		June 24
		July 4
		July 12
		July 18

(table continues)

Clients	Client Concerns	Session Dates (1988)
		July 25
		August 2
13	Personal	June 15
14	Personal	June 15
15	Career	June 28
		July 20
16	Career	June 28
		July 19
17	Career	June 30
		July 21
		July 28
18	Personal	July 5
19	Academic	July 6
20	Academic	July 7
21	Career	July 8
		July 20
22	Career	July 15
		July 27
23	Career	July 27
24	Career	August 4

aware of important interview information emanating from all aspects of the interview situation, including underlying messages, hidden agendas and the like. Second, the trainee is provided with appropriate skills training so that the information can be employed in therapeutically useful ways (Garland, 1980, p. 57).

The goal of the Wednesday morning training session was to firmly anchor residents in the notion of physician and patient as mutually active parties operating on an egalitarian basis (Hurley, 1986, p. 43). Participants spent six mornings on listening skills, affect simulation, and individual and mutual recall. Two sessions were devoted to video tape reviews of ongoing clients seen by the residents and the intern which were subjected to discussion and evaluation by group members. Finally, one morning was spent familiarizing participants with a number of non-pharmacological approaches to relaxation and stress management (e.g., biofeedback and passive relaxation).

Through participation in the IPR training program, the intern realized the importance of: a) the ability to clearly understand what another person is saying - overtly and covertly - on both the cognitive and affective levels, b) the ability to be better able to recognize and label the impact another person is having on us, and c) 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.

Case Conference

The intern had responsibility for preparing and presenting a case conference regarding one of her clients. This presentation was made to the professional staff

at the Centre and approximately eight hours were spent in preparing and presenting this case.

This experience provided an opportunity for the intern to express her knowledge of counselling theories and skills. In addition, feedback received during the conference from professional members at the Centre helped the intern to gain new insights regarding her counselling orientation. Most importantly, it enabled the intern to become more aware of the varying theoretical perspectives held by the professional members at the Centre and how these theoretical assumptions influence the interpretation of client data and the counselling process.

A predominant theme which emanated from this conference was that an eclectic approach toward psychotherapy is most beneficial to successful therapy.

Career Planning

During the twelve weeks of the internship, the intern spent 65 hours in the Career Planning Centre. This is a drop-in centre designed to help students gather information relevant to educational and career goals.

Student exploration in the Centre can serve to broaden career awareness and can provide detailed information on educational and career alternatives. Other information includes: a) general career planning materials, b) job-hunting, resume writing, and interviewing materials, c) descriptions of qualifications needed and entrance requirements for various careers, d) guides to different programs of study available in Canada, the United States, and the Commonwealth countries, and e) a complete collection of Canadian university and college calendars (Counselling Centre Referral and Community Resources Handbook, 1987, p. 5). Counsellors and student

paraprofessionals are available at all times to help students locate appropriate materials.

The first four week : served as an orientation period when the intern worked with an experienced member of the Centre. This introduced the intern to the various processes and tasks associated with the collection, organization, and use of career related information. It also exposed her to information search procedures used with a university student clientele.

This experience enabled the intern to become more knowledgeable about the wide range of post-secondary institutions throughout Canada and various parts of the world. It also allowed her to become aware of university entrance tests, employment opportunities for university graduates, audio-visual tapes of various careers, and related literature for career preparation.

The intern also participated in each of the monthly meetings held by the members of the Career Planning Centre. The purpose of these meetings was to report on the operation of the Centre and to become familiar with recent materials relevant to career planning.

Supervision

The intern spent two hours each week with her field supervisor, Ms. Elizabeth Church. During this time video-tapes of individual counselling sessions were reviewed and discussed. Much feedback was given to the intern in terms of her counselling behaviour and valuable information was obtained in assessing her personal style and professional orientation. Specifically, those skills which initially seemed very mechanical for the intern become more relaxed and resulted in much

more effective counselling behaviour. Overall, this experience enabled the intern to develop more confidence and comfort in her ability to counsel.

The intern also met regularly with the department supervisor, Dr. Glenn Sheppard, throughout the internship. The purpose of these meetings was to discuss both the progress of the internship and research project.

Two meetings involving the field and departmental supervisors were held, one at mid-term and one at the end of the internship, to discuss the intern's progress. A total of 34 hours was spent in supervision and supervisory consultation.

Reading

The intern read widely throughout the internship period. Specifically, this included, but was not restricted to, reading in the following areas; study skills strategies, anxiety and stress management, family counselling, sexuality, obesity, and assertiveness training. For a complete list of books and articles read throughout the internship, see Appendix A.

This was an ongoing activity throughout the internship. Much of the reading was relevant to the concerns expressed by individual clients of the intern. Other materials read pertained to particular services offered by individual counsellors at the Centre.

Access to the Counselling Centre library was readily available for this purpose. The library contains periodicals (newspapers, magazines, journals), reference books, audio/video tapes, and other related materials in the area of counselling.

Testing

The intern administered the following tests: The Self-Directed Search (administered 2 times) and the Strong Campbell Interest Inventory (administered 10 times). In preparation for the administration and interpretation of these tests, the intern consulted with her field supervisor and read material relevant to these tests. Approximately 20 hours was spent in formal testing.

Review of Videotapes

The intern established and maintained a schedule during the internship for daily review of her video-taped counselling sessions. 21 individual counselling sessions were videotaped with 15 different clients.

In seeking client permission to have counselling sessions with the intern video-taped, the intern adhered to procedures outlined by the Counselling Centre. Specifically, the informed consent of each client referred to the intern for counselling was sought by means of a consent form which briefed the client on the uses to which the video-tape would be subjected. See Appendix B for a copy of this form.

A condition set by the Centre was that all video-tapes obtained remain in the Counselling Centre at all times. Both the intern and the independent evaluator, Dr. George Hurley, Director of Professional Training at the Centre, did their video analysis there.

Video-taping counselling sessions was most beneficial because it increased the intern's skills at self-evaluation and enhanced her ability to critically analyze her counselling behaviour. Within twenty-four hours of each video-tape, the intern applied the Hill and O'Grady Counsellor Intention Scale (1985). This required the

stopping of the tape after each counsellor response and the intern identifying the intention(s) associated with the intervention. See Appendix C for a description of this scale.

This proved to be fruitful in that the intern was able to reflect on her counselling behaviour and thus gain new insights about her counselling style. More specifically, the intern was able to monitor changes which occurred throughout the thirteen-week period.

Since the research component of this internship was dedicated to a self-evaluation of the intern's counselling ability, this aspect of the internship was considered most important. Approximately 80 hours were spent privately reviewing video tapes. Those reviews were directed by the use of instruments and protocols for critical analysis which are described in detail in Chapter 3 of this Report.

National Conference of the Canadian Guidance Counselling Association

Participation in the National Conference of the Canadian Guidance Association, June 1-4, 1988, in Prince Edward Island, was viewed by the intern as a means of enhancing her professional development. Its theme "Changing Tides" dealt with issues evidently prevalent in our ever-changing society. Some of these issues included: Children and Stress, Suicide and Depression, Family Violence, Incest, Children of Separated/Divorced Parents, and many other current topics.

The intern participated in the following workshops: Victims of Circumstances (Battered Women), Children of Separated/Divorced Parents, Hurried Children - Stressed Children, and Family Therapy.

The Conference certainly provided the impetus for the intern to continue to learn about these issues since they may become an integral part of her future work as a counsellor.

Conclusion

This Chapter has presented an overall description of the internship and the professional activities of the intern during this period. The intern feels confident that each of the seven major internship goals were met successfully. Through the expertise of the professional members at the Counselling Centre, my knowledge of counselling has been greatly enhanced. This experience has further enabled me to become more aware of my counselling skills and has heightened my sense of the importance of continual self-evaluation and of counselling research. It has also increased my competency to engage in such professional activities.

Overall, the internship has been most beneficial to my professional growth and development. Undoubtedly, much of my experience at the Centre has prepared me for my future career as a professional counsellor.

CHAPTER III

EVALUATION STUDY

Introduction

To fulfill the requirements for the internship in the counselling program at Memorial University of Newfoundland one must undertake a research project appropriate to the particular internship setting. Recently, there has been a prevalent attitude in counselling psychology that counsellors should be more involved in a variety of self-evaluative processes. Since this was compatible with the intern's interests a program was developed and implemented for a systematic analysis and evaluation of the intern's counselling behaviour throughout the period of the internship. This chapter will present the purpose, rationale, literature review, methodology, and the analysis and results of this systematic study.

Statement of Purpose

The purpose of this study was to advance the intern's ability to describe, to understand, and to evaluate her counselling behaviours with clients throughout a twelve-week internship. This systematic analysis involved a comprehensive self-review of selected video-taped counselling sessions, as well as an analysis by an independent evaluator, on a number of counselling dimensions. Specifically, each of ten such counselling sessions were reviewed by the intern and an independent evaluator and her counselling behaviour was categorized, by both, according to a taxonomy of counselling behaviour developed for this study. The skills of empathy and probing were identified for particular attention. These were rated qualitatively

by both the intern and the independent evaluator according to rating scales adopted for this purpose. In addition, the intern's expression of intentionality was assessed by the self-administration for each taped counselling session of a counselling intention scale.

Rationale

The primary goal in programs for the preparation of professional counsellors and for the internships typically associated with such programs is the development of effective counsellors. It would seem necessary, therefore, that the counsellor trainee be evaluated in some systematic manner during these experiences. According to Rogers, the aim of such training programs should be "to develop individuals who have an independent and open attitude toward their own therapy and continually work towards revising their approach to the individuals with whom they are working in such a way that their approach results in more constructive and effective help" (Rogers, as cited in Marshall and Kurtz, 1982, p. 542).

Counsellors who focus on themselves will be able to develop several kinds of information concerning their own effectiveness. According to Carr (1977), the counsellor is a critical focus of counsellor evaluation since he/she is in a position to consider the following questions: Am I an effective helper? How effective am I with particular problems? What factors influence my effectiveness? What are my strong areas, my weak areas? It was these questions which provided the impetus for the intern to consider such a systematic analysis of her counselling during the internship period.

As a prerequisite to continual professional growth, it is necessary that the

counsellor develop the capacity for reflecting on her counselling experiences. Since the internship was dedicated, in part, to providing opportunities for the trainee to examine her counselling abilities, it seemed logical that the intern engage in a self-evaluation process. Such an evaluation would lead the counsellor to a fuller understanding of her counselling and to an improved ability to describe and evaluate her counselling performance.

During the past decade or so there has been a proliferation of skill-based counselling models, each with specific counsellor skills behaviorally defined within some systematic development and utilization framework (Carkhuff and Anthony, 1979; Ivey and Matthews, 1984; Kagan, 1984; and Egan, 1986). One such model which is multidimensional and seems to be more comprehensive than most, is the skill-based-problem management approach developed by Gerard Egan (1984).

In addition to the identification of a wide range of counselling skills, Egan also defines a number of stages through which successful counselling is likely to progress. Egan (1984) stated that "the problem solving framework becomes the principal instrument of a systematic and integrative eclecticism" (p. 149). Mahoney and Arnkoff (1978) recognized the value of such an approach when they stated:

Among the cognitive learning therapies it is our opinion that the problem-solving perspective may ultimately yield the most encouraging clinical results ... they encompass both the cognitive restructuring and the coping skills therapies not to mention a wide range of non-cognitive perspectives (p. 709).

Thus, Egan's developmental model provides a framework for describing counselling behaviour and processes. Furthermore, this systematic training model

approach had been the training model used in the intern's graduate counselling program. Consequently, the skills, stages, and processes as identified by Egan were likely to be evident in the intern's counselling behaviour.

The concept of counsellor intentionality as a potentially significant variable has recently emerged in counselling research and in contemporary counselling models and training programs (Ivey, 1983; Ivey and Autier, 1978; Purkey, Schmidt and McBrien, 1982).

Counsellor intentions can be defined as a counsellor's rationale for selecting a specific behaviour, response mode, technique, or intervention to use with a client at any given moment within a counselling session. Intentions represent what the therapist wants to accomplish through his or her behaviour within the session (Hill and O'Grady, 1985). According to Ivey (1983), "the intentional individual has more than one action, thought, or behaviour to choose from in responding to changing life situations" (p. 3).

Those who attribute such importance to counsellor intentionality are quite consistent with those who believe that cognition and cognitive processes are critical to an understanding of all human behaviours. Exploration of counsellor intentions may prove very fruitful to a counsellor's self-understanding, as well as providing insights into counselling generally (Lecomte, 1988).

A primary assumption of those who advance the significance of cognitive processes in counselling is that such internal processes mediate in the dynamic interaction between client behaviour on the one hand and counsellor response on the other.

Consequently, a procedure was included in this study to enable the intern to identify her counselling intentions during each of the counselling sessions which were subjected to analysis. This was expected to further advance her understanding of her counselling behaviour.

Research Questions

The following research questions were developed for this systematic study:

1. What were the typical counselling behaviours exhibited by the intern during first and second sessions with clients?
2. What kinds of changes occurred in the intern's counselling behaviour throughout the period of the thirteen week internship?
3. What were the typical counselling intentions of the intern as determined by her self-administration of the Hill and O'Grady Counselling Intention Scale?
4. What kinds of changes occurred in intentionality as identified by the intern throughout the period of the internship?
5. What was the quality of the intern's use of the skills primary empathy and probing?
6. What was the degree of congruence between the intern's rating of her use of the skills of primary empathy and probing and the ratings of those skills by an independent evaluator?

Literature Review

One of the primary goals of counsellor training programs is to produce competent and effective counsellors. Historically, there has been a lack of

systematic evaluation of counsellors in training and a lack of appreciation of the individual process of self-evaluation. A study of the literature reveals that discussions of clinical self-evaluation have largely been restricted to descriptions of evaluative techniques, with little concern for the psychological gestalt or framework of the counsellor's perceptions within which a self-evaluative technique is applied (Eldridge, 1983). Matarrazo (1966) noted that while there were numerous attempts by psychologists to improve the teaching of psychotherapy, only a handful of these could be called research efforts designed to answer the question whether student behaviours were evaluated or altered.

More recently much attention has been directed towards the importance of clinical self-evaluation, particularly in internship settings. According to APA accreditation standards as stated in criterion VII-BC, "interns should be actively involved in evaluating their own experiences ..." (APA, 1986, p. 23). Holloway and Roehike (1987) in their article "Internship: The Applied Training of a Counselling Psychologist", have also expressed the need for counsellor self-evaluation as an important factor in overall professional development.

The dissatisfaction with the quality and quantity of research in counselling psychology, both during training and practice, is a central concern expressed in a recent issue of The Counselling Psychologist (1986) dedicated to the theme "Research Training in Counselling Psychology".

One of the proposals made by Howard in his contribution to this Issue, was that counsellors might be well served by research methodologies more suited, in his view, to the daily experiences of counselling practice. In particular, he presents

Martin's model for historical explanations as one such approach. In this model, the three dimensions of "agent's relevant intention, 'situational motivations' and the deed performed" (p. 70) are seen as interactive and it is this interaction between those factors which is believed to be essential to an understanding of human actions. This intentions/actions perspective, it is argued, is particularly useful for counsellors since counselling is characterized by skillful actions based, presumably, on the covert judgements or intentions of the counsellor.

This active agent model described by Howard is also consistent with the 'personal scientist' approach advocated by some cognitive theorists (Meichenbaum, 1985). This title is intended to capture the notion that counselling practitioners ought to be engaged in a careful and reflective analysis of their counselling behaviour, paying systematic attention to both their help intended behaviours, as well as to the intentions associated with such overt and observable acts.

According to Eldridge (1983) self-evaluation of clinical counselling constitutes the relationship among the feelings, thoughts, and behaviours through which the clinician gathers and analyzes facts about personal competence and capability. Therefore, through this process one is better able to describe and understand his/her counselling behaviours.

Rogers (1980) refers to the effective counsellor as one who is able to discover personal meaning in his/her counselling and consequently establish his/her own orientation to therapy. Coombs, Avila and Purkey (1978) state: "Any information will affect a person's behaviour only in the degree to which he has discovered its personal meaning for him" (p. 56). Thus, it becomes apparent that the counsellor

who engages in a self-evaluation process will be better able to understand and assess her counselling abilities.

A prevalent attitude among researchers in the social sciences has been toward the limitations of research methodologies based upon the assumptions of the physical, or natural sciences in the study of distinctively human experience (Bickhard, Cooper and Mace, 1985; Brewster-Smith, 1982; Duke, 1986; Faulconer and Williams, 1985; Rogers, 1980; Sullivan, 1984). Critics do not deny the relevance and power of traditional research approaches derived from physical sciences but they are beginning to articulate the need for a more qualitative or naturalistic approach as being of particular relevance in the context of counselling research (Gelso, 1979, 1985; Howard, 1983, 1984, 1985; Lecomte, Dumont and Zingle, 1981; Lucas, 1985; Peavy, 1982). Proshansky (1981) has provided some insight in this regard:

The model that was borrowed from the physical and natural sciences is not only a perfectly sound one, but it has and will continue to have a critical and significant role to play in certain fields or problem areas of psychology. However, so much of its value depends on how, when, and for what kind of problem it is used that the problem is not the model but what psychologists have done with it. We not only misuse it, but we overuse it, above all, we have allowed it to overshadow, if not completely obscure, our view of what a science must do in its creative as well as its empirical endeavours in the search for a cumulative basis of knowledge (p. 8).

This naturalistic, qualitative research orientation is receiving more widespread acceptance (Denton, 1981; Douglas and Moustakas, 1985; Elmore, 1984; Hinemann and Shontz, 1985; Smith, 1981) and published examples of counselling-related

qualitative research are appearing with much regularity (Borgen and Amundson, 1985; Hill, Carter and O'Farrell, 1983; Katz, 1983).

The phenomenological perspective is recently receiving much attention within the framework of qualitative research approaches.

In light of its particular relevance to counselling related definitions, phenomenology may be best described as follows:

Phenomenology as a method in psychology, thus seeks to disclose and elucidate the phenomena of behaviour as they manifest themselves in their perceived immediacy. The human scientist, in this fundamental phase of his research, must thoughtfully penetrate his concrete lived perception of behaviour and describe this behaviour in its immediate disclosure. It is precisely the phenomenological method which allows him to penetrate to the structures of human behaviour (Van Kaam, 1966, p. 15).

Within this phenomenological framework, the personal experience of the researcher constitutes a legitimate, necessary and meaning-enhancing dimension of the qualitative data base. Some very noteworthy counselling-related research has been done from this perspective which conveys a sense of both the power of the phenomenological approach in a counselling context and the practicalities involved in conducting phenomenological inquiry (Borgen and Amundson, 1985; Gratton, 1973; Van Kaam, 1959; Wertz, 1985). As is evident from this, the counsellor's involvement in this type of research requires a readiness and willingness to grow as a person. Van Hestern (1986) stressed the importance of human science researchers, including those in the field of counselling, to coordinate their efforts through the open sharing of their research experiences and findings and place more

emphasis upon networking among institutions with relatively established human science thrusts and those just beginning to move in this direction. Consequently, the zeitgeist in the field of counselling is a move toward achieving a methodological balance that is directed toward a human science perspective. Such qualitative approaches will play a crucial role in developing a research methodology unique to counselling as a discipline (Friesen, 1983).

During the past two decades there has been a very pervasive emphasis in psychology on the role of cognition and cognitive processes in human behaviour (Bandura, 1986; Mahoney, 1985). This attention to the importance of such covert events and their relationship to overt human behaviour has generated considerable research and practical application in counselling psychology (Beck, 1985; Ellis, 1977; Martin and Hiebert, 1985; Meichenbaum, 1977).

The premise which is central to a cognitive perspective is that cognitive processes mediate in the acquisition and regulation of human behaviour. This causal interactive relationship between thoughts and overt behaviour is seen as fundamental to a full understanding of behaviour and how it is acquired (Gardner, 1985; Lazarus, 1984; Martin, 1984; Safran and Greenberg, 1982).

If thought processes serve a critical mediational role in human functioning, then it is a crucial principle to guide not only our understanding of client behaviour in counselling but the behaviour of the counsellor as well. In fact, those critics of a strictly skill-based training approach make precisely this point. For example, Hirsch and Stone (1982) reason that there must be a strong interactive relationship between the counsellor's skill development and underlying attitudes and beliefs.

This dynamic link between beliefs, perceptions and other cognitions of the counsellor was also emphasized by Mahon and Altmann (1977) in their note of caution about the use of a narrow skills training approach.

In this context, the study of intentions may be considered as a type of research more representative in describing and understanding counsellors' experiences (Allain and Lecomte, 1988). Contemporary research reviews have indicated that the concept of intentionality may be related to counselling processes and counsellor performance. As Ivey (1969, 1983) proposed, intentionality may be a construct that helps bridge the gap between process and outcome. Elliot (1979, as cited in Hill and O'Grady, 1985), in his findings regarding counsellor intentions, noted that counsellor behaviours which were intended to guide or influence clients were the most often perceived counsellor intentions. Hill and O'Grady (1985) in similar studies reported that counsellors used more of the behaviours intended to focus and those meant to attend to feelings and less of those intended for support or to get information. In addition, they also found that the intentional counsellor is better able to select those therapeutic interventions to be used with a particular client. In effect, this relates to Ivey's (1983) description of intentionality as it applies to the practice of counselling. He defined it as a process of "acting with a sense of capability and deciding from a range of alternative actions. The intentional individual has more than one action, thought or behaviour to choose from in responding to changing life situations" (p. 3).

Other authors have also considered intentionality as a more accessible way to study the cognitive processes of the therapist in counselling (Goldfreid, 1980;

Gottman and Markman, 1978; Martin, 1984; Schmidt, 1984). Evidently, the identification and description of counsellor characteristics continues to be a research topic of importance, particularly as related to counselling processes and counsellor performance. In conjunction with this, the concept of intentionality certainly provides impetus for future research.

A number of skill-based models have been developed for use with counsellors in training as a way of describing and analyzing discrete units of counsellor behaviour. Skill training is presented in such programs as Ivey's (1971) Microcounselling, Kagan's (1975) Interpersonal Process Recall and Wanish and Haver's (1973) Helping Skills Program.

Counsellors need a conceptual framework that enables them to borrow ideas, methods, and techniques systematically from all theories, schools, and approaches and integrate them into their own theory and practice of helping (Brabeck and Welfel, 1985). Egan's (1984) problem-management model, a cognitive-behavioural approach to counselling, provides the conceptual framework for an integrative or systematic eclecticism. Held (1984) saw the problem-solving treatment sequence - assessment, goal setting, intervention, and evaluation - as central to what she calls strategic eclecticism. Thus, the problem-management model presented by Egan presents a framework for helping clients develop realistic and self-enhancing degrees of agency and self-efficacy (Egan, 1986).

It would appear, then, that there has been a strong advocacy in counselling psychology in recent years for increased research and for further use of qualitative approaches. Evidently, this may be more relevant to helping the individual

practitioner to systematically seek meaning from the counselling experience. There has also been a contemporary and concurrent emphasis on the development of skill-based counselling systems and a focus on the importance of counsellor covert activity as captured by such concepts as counsellor intentionality and counsellor intentions. These various developments taken together provide a timely opportunity for the creative use of those ideas for a more critical and systematic evaluation of counselling and counsellors.

Methodology

The intern selected for analysis in this study 10 video-tapes chosen as follows:

- (a) 6 video-tapes of a first counselling session with each of 6 different clients were selected throughout the internship.
- (b) 4 second session tapes were chosen from the six clients selected for (a) above.

Ethical Considerations

In seeking client permission to have counselling sessions with the intern video-taped, the intern adhered to procedures outlined by the Counselling Centre. Specifically, the informed consent of each client referred to the intern for counselling was sought by means of a consent form which briefed the client on the uses to which the video-tape would be subjected.

A condition set by the Centre was that all video-tapes so obtained would remain in the Counselling Centre at all times. Both the intern and the independent evaluator, Dr. George Hurley, Director of Professional Training at the Centre, did

their video analysis there.

Procedures

Each of the 10 video-tapes were analyzed as follows:

Intern's Responsibilities

- (i) The intern, within 24 hours of video recording a counselling session, reviewed the tape and self-administered the Hill and O'Grady Counsellor Intention Scale. This required the stopping of the tape after each counsellor response and the intern's identification of the intention(s) associated with the intervention.
- (ii) The tape was reviewed a second time and each counsellor response was categorized within the response taxonomy developed for this study from the skill-based problem management approach advocated by Egan (1984).
- (iii) All counsellor responses identified in (ii) above as reflecting the skills of empathy and probing were evaluated qualitatively by a rating scale developed for each.

Independent Evaluator's Responsibility

The independent evaluator reviewed five of the ten tapes. Clients I, III, and V were chosen from first counselling sessions. Clients II and IV were selected from second session tapes. These tapes were analyzed as follows:

1. The independent evaluator reviewed these selected tapes and categorized each counsellor response within the response taxonomy developed for this study.

2. The independent evaluator reviewed all the responses identified by the intern as reflecting the specific skills of Primary Empathy and Probing and evaluated them qualitatively on the same rating scale used by the intern.

Instruments

Counsellor Taxonomy

A taxonomy was developed for this study based on Gerard Egan's (1984) problem-management model, a cognitive behavioural approach to counselling. It was chosen because it advocates a systematic skills approach as a basis for counsellor education and presents an eclectic developmental model for training therapists in such basic skills as responding to clients' self-explorations and helping clients translate their learnings into action.

The taxonomy consists of eleven response categories: empathy, probes, confrontation, positive feedback, self-disclosure, immediacy, information giving, advanced empathy, summarizing, listening response, and future planning. A number of sub-skills were identified for confrontation, summarizing, probes, and advanced empathy (Appendix D). On a transcript each counsellor response was judged as belonging to one of the 11 categories.

It should be noted that it was necessary to include those skills listed as listening response, positive feedback, and future planning to the taxonomy. These skills, not identified as part of the Egan model, were found to be evident in the intern's counselling behaviour during the initial stages of counselling.

Counsellor Intention Scale

The Hill and O'Grady Counsellor Intention Scale (1985) consists of 19 nominal, mutually exclusive categories for judging counsellor verbal behaviour: set limits, get information, give information, support, focus, clarify, hope, catharsis, cognitions, behaviour, self-control, feelings, insight, change, reinforce change, resistance, challenge relationships, and therapist needs (Appendix C). The written system consists of a definition for each category. On a transcript, each counsellor response unit was judged as belonging in one of the 19 categories.

A Scale for the Measurement of Accurate Empathy

Evaluation of counsellor accurate empathy was achieved by using the scale for the Measurement of Accurate Empathy (Carkhuff, 1967). This is a 5-point scale designed to measure empathic understanding, ranging from a low level designated as stage 1, through to a high level at stage 5 (Appendix E). At low levels of empathy the counsellor is not in the client's frame of reference and his responses are irrelevant to the feelings and perceptions of the client. At a highly facilitative level, the therapist goes beyond the words of or even expressed feelings of the client to the implications of his/her statements. He is still responding to the client and not intruding his own feelings or perceptions.

A Scale for the Measurement of Probing

Evaluation of counsellor probing was achieved by developing a scale for the measurement of accurate probing. This is a 5-point Likert scale which was based on Egan's operational definition of this behaviour with the most modest manifestation of probing being point 1 and a response which had all the attributes

of an appropriate probe was placed at point 5. This type of scaling is consistent with scales used by Carkhuff and others for the rating of counselling skills (Appendix F).

Analysis and Results

The purpose of this study was to conduct an intensive analysis of the intern's counselling using both objective and subjective data. A taxonomy of counselling skills and a counsellor intentions scale were used in conjunction with several rating scales to describe, understand, and evaluate the intern's counselling behaviour. After each video-taped counselling session particular observations were recorded to help the intern identify and monitor any changes in her counselling behaviour throughout the internship period.

The taxonomy of counselling skills designed for this study was based on a model of counselling developed by Gerard Egan which was used in the intern's training program. Prior to its implementation it was necessary to work with the model to determine its adequacy for use in the internship. This was accomplished during the first two weeks of the internship where initial counselling sessions were selected and the taxonomy of counselling skills was applied. It was found that while much of the Egan model did accommodate the intern's counselling behaviour, it became apparent that specific additions were necessary. Table 3 provides the category of responses according to the Egan model in conjunction with those responses labelled as Listening Response, Positive Feedback, and Future Planning found to be evident in the intern's counselling behaviour (see Appendix D).

Table 3 includes sessions which were rated by both the independent evaluator

Table 3

Distribution of Counselor Behaviors Across 10 Counseling Sessions

Counselive Tendency	Client I			Client II			Client V			Client VI			Client III			Client IV		
	Session 1		Session 2	Session 3		Session 2	Session 1		Session 2	Session 1		Session 1	Session 1		Session 1	Session 1		Session 1
	Independent	Later		Independent	Later		Independent	Later		Independent	Later		Independent	Later		Independent	Later	
Listening Behavior	14	12.8	9.3	10.7	9.6	11.5	20.3	18.6	12.5	10	15	15	19.4	18	14.9	23	20.5	
Empathy	16.7	14	14.8	14.9	19.2	17.2	16.9	16.9	17.9	15	15	15	12.5	9.7	14.9	11	11	
Probes	29.5	31	37	46.2	42.3	46.2	30.5	30.5	25	27.5	31.9	31.9	29.2	29.2	32	41	41	
Confrontation	15.4	9	5.6	8.5	9.7	5.8	11.9	8.5	7	7.5	10	10	20.8	18	10.6	6.8	5.5	
Self-disclosure	0	1.3	0	0	3.8	1.8	0	1	0	2.5	1.5	1.5	0	2.8	0	2.7	4.1	
Immediacy	3.8	1.4	1.9	2.1	0	0	3.4	3.4	1.8	0	2	2	2.8	4.2	2	0	0	
Information Giving	5	3.8	1.7	4.3	0	0	0	2	7	10	3.5	2.8	2.8	4.3	4	2.7		
Future Planning	3.8	3.8	5.6	4.3	1.9	0	3.4	3.4	5.4	10	3.8	2.8	2.8	6.4	3.4	1.4		
Abstract Inquiry	3.8	5	5.6	4.3	5.8	5.8	3.4	5	7	5	4.6	4.2	2.8	6.4	2.7	2.7		
Summarizing	3.8	2.6	5.6	4.3	1.9	5.8	6.8	6.8	5.4	5	4.4	1.4	1.4	2	4	4		
Positive Feedback	3.8	9	9.3	4.3	1.9	1.8	3.4	3.4	8.9	7.5	5	4.2	5.6	6.4	2.7	2.7		

Note: All figures are based on the proportion of each response category to the total number of responses in each session. Higher numbers indicate a greater relative frequency of occurrence.

and the intern. A statistical analysis of the ratings showed no significant difference in these two sets of ratings. The greatest frequency of counselling behaviours were those responses labelled as Listening Response, Empathy, Probes, and Confrontation with probes being the most frequent in all sessions (see Appendix D). Very little change was recorded by both the intern and the independent evaluator in the frequency of counsellor responses throughout the internship period. The consistent occurrence of those responses listed above may be accounted for by the fact that only first and second sessions with clients were selected for evaluative purposes. The response category labelled as self-disclosure occurred less often than any other response within the taxonomy mainly because of the nature of the data generated in first and second sessions with clients. It may be that self-disclosure is less appropriate in a first or second counselling session since a rapport needs to be established and premature self-disclosure may be threatening to the client.

The use of this taxonomy provided much insight into the intern's counselling behaviour. Labelling each response according to a specific taxonomy enabled her to determine those skills which were most prevalent in her counselling behaviour. Furthermore, it enabled her to discern those skills which needed to be developed. For example, it was noted that during beginning sessions the intern was somewhat concerned with gathering information as a way of establishing rapport with clients. Much time was spent on issues which were not particularly relevant to the problem at hand. This early attempt at building rapport through information gathering was due to a lack of confidence in the intern's ability to maintain a therapeutic relationship with the client. As the intern became more aware of her counselling

behaviours less time was spent focusing on gathering information as a way of establishing rapport. Building a therapeutic relationship with a client developed naturally as exposure to various clients increased.

During the analysis of rapport building sessions early in the internship it was noted that the intern focused on the client's experiences with much less attention to client behaviours, feelings, and cognitions. As this became more evident, the intern became much more conscious of listening for client responses in all these four domains. Consequently, the intern has improved in her ability to identify these components in what the client is saying and her responses are more likely to range across all of these elements. It has also enhanced her capacity to discriminate among these behaviours including an increased ability to do so during the analysis of each tape which followed.

The application of the Hill and O'Grady Counsellor Intention Scale (1985) provided much insight into the intern's counselling behaviour. After each counselling session the intern administered this scale within twenty-four hours to determine the typical counselling intentions most evident in her counselling. Table 4 presents the distribution of those intentions as they occurred across ten counselling sessions.

The typical counselling intentions of the intern found to be most evident in first and second sessions with clients were those labelled as support, getting information, giving information, cognitions, insight, feelings, and challenge with support occurring most frequently (see Appendix C). It may be noted that the frequency of support and cognitions remained relatively consistent across the ten

Table 4

Distribution of Counsellor Intentions Across Ten Counselling Sessions

Intentions	Sessions		C.I		C.II		C.III		C.IV		C.V		C.VI		M	S.D.
	#1	#2	#1	#2	#1	#2	#1	#2	#1	#2	#1	#2	#1	#2		
Set Limits	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Get Information	23	13	21	17	28	23	14	17	14	20	19	5				
Give Information	26	7	0	10	0	6	8	0	7	18	6	6				
Support	30	20	26	23	24	26	16	22	20	13	22	5				
Focus	1	4	2	2	0	2	1	3	2	0	2	1				
Clarify	0	4	6	4	1	6	12	7	4	5	5	3				
Hope	4	4	2	4	0	4	0	0	4	0	2	2				
Cathart	0	0	0	0	0	0	0	0	0	0	0	0				
Cognitions	0	9	23	14	17	11	11	10	14	13	12	6				
Behaviours	4	4	9	0	4	6	3	0	5	8	4	3				
Self-control	0	0	4	0	0	0	0	2	0	0	.6	1				
Feelings	9	11	6	10	4	4	21	9	13	8	9	5				
Insight	9	13	11	12	7	6	3	12	11	8	9	3				
Change	12	1	0	2	1	2	3	5	4	5	3	3				
Reinforce Change	5	1	0	2	8	4	3	7	4	0	3	3				
Resistance	0	0	0	0	0	0	0	0	0	0	0	0				
Challenge	4	9	4	12	17	4	21	7	13	5	10	6				
Relationship	0	0	0	0	0	0	0	0	0	0	0	0				
Therapist Needs	0	0	0	0	0	0	0	0	0	0	0	0				

Note: C. refers to Client.

sessions. The frequency of giving information, gathering information, and challenge varied across sessions. Table 4 shows that giving information occurred less often across sessions with the exception of client 6, session 1. This may be accounted for by the fact that this session focused on career counselling when the client was seeking information regarding university programs.

The desire for getting information appeared to be less prevalent with clients in second sessions. The intern observed that during first sessions particularly in the initial part of the internship, there was a need to take responsibility for directing the counselling session. This inability to allow the client more freedom in leading the session resulted in the intern obtaining much irrelevant data. As the intern worked with more clients, the need to manage each counselling session decreased. It became evident in those sessions where the client was given more leeway to lead were more productive in terms of dealing with the presenting issue.

The use of challenge also occurred more frequently in second sessions with clients. It is the intern's view that counsellors should be prudent in their challenging of clients. It certainly requires the establishment of a rapport and the development of a counselling alliance. Research does suggest that confrontation is often overused by novice counsellors (Egan, 1986).

The self-administration of the Hill and O'Grady Counsellor Intentional Scale enabled the intern to reflect upon her counselling style and to critically analyze her intentions with clients. The use of counsellor intentions in this internship shows promise as another important element in the examination of counselling behaviour. It goes beyond the mere identification of responses and acknowledges the

importance of the counsellor's cognitive and metacognitive processes. In general, it further acknowledges the complexity of counselling behaviour and the interrelatedness of the domains of thinking, feeling, and doing in counselling.

Egan suggests that some counselling skills are multifaceted and therefore he further classified certain counselling behaviours into categories. Probing, confrontation, summarizing, and advanced empathy are the four such skills in the Egan taxonomy (see Table 3).

Table 5 depicts the frequency of probes according to types of probes across ten sessions. The type of probe occurring most frequently was open-ended questioning. The intern's application of open-ended questions tended to increase across sessions. It may also be noted that the use of closed questions tended to decrease. The use of minimal prompts remained constant throughout with accents occurring in only two sessions.

Early in the counselling experience of the internship it was evident that more closed questions were employed. As the intern's ability to pose appropriate open-ended questions steadily improved, the use of closed questions decreased. It became apparent that the use of open-ended questions served to promote more clients self-exploration and tended to generate more meaningful counselling data.

Table 6 portrays the qualitative ratings of probes by both the independent evaluator and the intern across 5 counselling sessions. An analysis of variance indicated no significant difference in ratings of the probes between both raters. There was more variability in the ratings of client 1 than in any of the subsequent sessions. It does seem that both raters became more congruent in their ratings as

Table 5

Frequency of Probes by Intern and Independent Evaluator According to Types of Probe

Sessions	Open-ended Questions		Closed Questions		Minimal Prompts		Accents	
	Ind.Rat.	Intern	Ind.Rat.	Intern	Ind.Rat.	Intern	Ind.Rat.	Intern
Client I								
Session 1	18	18	8	5				
Ind.Rat.&Intern								
Session 2								
Intern		14		4		2		
Client II								
Session 1		13		2		2		
Intern								
Session 2	13	13			3	3		
Ind.Rat.&Intern								
Client III								
Session 1	13	13	5	4	3			
Ind.Rat.&Intern								
Client IV								
Session 1		12		2				
Intern								
Session 2	22	20	2	2	2	1		2
Ind.Rat.&Intern								
Client V								
Session 1	14	14	3	2	1	1		
Ind.Rater&Intern								
Session 2		9		2		1		2
Intern								
Client VI								
Session 1		7		1				3
Intern								

Note: Ind.Rat. refers to Independent Rater

Table 6

Rating of Probes by Independent Rater and Intern Across
5 Counselling Session

Client I Session 1		Client II Session 2		Client III Session 1		Client IV Session 2		Client V Session 1	
Ind.	Intern	Ind.	Intern	Ind.	Intern	Ind.	Intern	Ind.	Intern
3	3	3	3	3	3	3	4	3	3
4	3	3	4	4	4	3	4	4	4
3	3	3	3	3	3	4	4	3	3
4	4	4	4	3	4	4	4	3	3
3	2	4	4	2	3	4	4	3	3
2	1	2	3	3	4	4	4	4	3
2	1	2	3	3	4	4	3	5	5
4	4	3	5	4	5	3	3	4	5
4	4	3	4	4	4	4	4	3	3
3	-	3	3	3	-	5	5	4	5
2	3	4	4	2	3	3	3	3	4
3	4	4	4	4	2	3	5	4	5
3	3	2	3	3	-	3	-	3	-
3	4	3	3	2	-	4	4	4	4
3	3	2	3	3	4	3	3	5	4
3	3	3	4	3	-	3	2	3	4
4	3			3	5	2	1	5	5
3	3			3	4	2	3	3	4
2	2			4	4	3	3		
3	3			3	4	4	5		
3	2			3	3	3	3		
2	2					3	3		
3	3					3	2		
4	-					4	4		
3	-					4	5		
3						4	4		
Mean =	3	2.8	3	3.6	3	3.5	3.4	3.6	3.7

Overall Mean = 3.3

Note: Ind. Rater refers to Independent Rater

the internship progressed. This may be because the intern was learning to apply the rating scale more appropriately. Certainly, the intern's subjective assessment is that as she became more familiar with the task she became more efficient and confident in her ratings of this behaviour.

The use of the measurement scale for probing caused some anxiety for the intern during its initial use. It took considerable time to accurately label probes according to categories developed for this purpose. In addition, deciding on a specific rating for each was most challenging. As the intern became more familiar with the taxonomy and the rating scale, assigning a rating was conducted more accurately and with relative ease.

A 5-point likert scale was developed for the qualitative rating of primary empathy. Table 7 displays the ratings of empathy by the independent evaluator and the intern across 5 counselling sessions. An analysis of variance indicated no significant difference between the ratings of both raters.

Carkhuff (1979) has reported that many practising counsellors average no more than a rating of 2.5 on evaluation of their empathic behaviour. The overall average of 3.3 on the empathy rating scale in this study was most satisfactory for the intern.

The use of empathy was consistent across sessions but it also occurred relatively frequently (see Table 3). This was anticipated by the intern since empathy is regarded by many theorists as one of the more substantial and generic therapeutic behaviours in counselling.

Table 7

Rating of Empathy by Independent Rater and Intern Across
5 Counselling Sessions

Client I Session 1		Client II Session 2		Client III Session 1		Client IV Session 2		Client V Session 1	
Ind.	Intern	Ind.	Intern	Ind.	Intern	Ind.	Intern	Ind.	Intern
Rater	Intern	Rater	Intern	Rater	Intern	Rater	Intern	Rater	Intern
2	3	4	3	3	3	4	3	3	4
3	2	4	3	3	2	4	3	3	4
4	4	3	3	3	2	5	4	3	3
3	3	4	4	4	3	3	3	4	3
4	3	5	3	4	4	4	4	3	3
3	3	4	3	4	5	3	3	3	4
3	3	4	3	3	4	4	4	4	4
2	3	3	3	4		4	3	4	4
3	2	3	2	4				4	3
2	2	5	4					3	4
3	4								
4									
3									
Mean = 3	2.9	3.9	3	3.6	3.3	3.9	3.4	3.4	3.5

Overall Mean = 3.3

Note: Ind. Rater refers to Independent Rater

It was the intern's observation that as she became more familiar with the measurement scale for empathy, the task of assigning a rating was less difficult. Furthermore, the intern became much more natural in her counselling style in terms of her usage of primary empathy. The intern also views the skill of primary empathy as necessary to establishing a therapeutic relationship with clients.

Each of the skills of confrontation, advanced empathy, and summarizing can be expressed in the counsellor's behaviour in a number of ways. In fact, Egan has operationally defined subcategories for each of these skills and these are presented in the taxonomy used in this internship (see Appendix D).

The types of confrontation found to be most prevalent in first and second sessions with clients were those labelled as challenging self-defeating internal experiences and behaviours, giving feedback, and challenging discrepancies. Table 8 displays the frequency of confrontation by the independent evaluator and the intern.

Those types of confrontation as listed above occurred mainly due to the nature of sessions with clients. The intern viewed the usage of these skills as a way of encouraging the client to figure out how to change his/her thoughts, feelings, and actions. It is apparent that the skill of confrontation in counselling can only be effective once an initial assessment of the presenting problem has been considered. Obviously, this generally seems to happen at the beginning of initial counselling sessions.

It was the intern's observation that the skill of confrontation does not often occur in the early part of sessions with clients. In the beginning of a session, the

Table 8

Frequency of Confrontation by Intern and Independent Evaluator According to
Types of Confrontation

Sessions	Types of Confrontation									
	Challenging Discrepancies		Challenging Distortions		Challenging Games, Tricks & Snake Screens		Challenging Excuses		Giving Feedback	
	Ind.	Inter.	Ind.	Inter.	Ind.	Inter.	Ind.	Inter.	Ind.	Inter.
Client I										
Session 1	3	2							3	2
Ind. Rater & Intern							1			
Session 2									1	
Intern										
Client II										
Session 1										
Ind. Rater & Intern										
Session 2	2	1	1					2	2	2
Ind. Rater & Intern										
Client III										
Session 1	3	1	3	2	9				1	11
Ind. Rater & Intern										
Client IV										
Session 1									1	
Ind. Rater & Intern										
Session 2	1	2	2		3					
Ind. Rater & Intern										
Client V										
Session 1	3								2	2
Ind. Rater & Intern										
Session 2	2							2	2	1
Intern										
Client VI										
Session 1								1		2
Intern										

Note: Ind. Rater refers to Independent Rater

counsellor is concerned with what the client reveals. Usually this is a process of obtaining information and getting clarification. As the problem issue becomes evident and clearer, the counsellor may use the skill of confrontation to promote client awareness of specific issues. This requires active therapeutic work on the part of the counsellor and appears to occur in the latter part of sessions with clients.

Table 9 displays the frequency of the intern's use of summarizing according to types of summarizing. The category of summarizing found to be most evident in the intern's counselling was labelled as, helps client understand himself more fully and see need for action. It became apparent to the intern that it was often necessary to summarize at various intervals during a counselling session what the client had expressed in order for that to move the counselling session forward. This was particularly appropriate to do so in sessions where the client had a tendency to ramble about matters not directly related to the problem issue. Also, once a client problem had been fully explored an appropriate summarization tended to serve as a marker to move to generating and examining courses of action.

The skill of advanced empathy was classified according to five categories. Table 10 displays the frequency of advanced empathy by the independent evaluator and the intern according to types of advanced empathy. The categories which were most frequent in the intern's counselling behaviours were that of helping clients draw conclusions from premises and going from the less to the more.

The intern's view is that advanced empathy is an important skill in counselling that requires much insight on the part of the counsellor. The intern found that as she became exposed to various clients it became easier to apply the

Table 9

Frequency of Summarizing by Intern and Independent Evaluator According to Types of Summarizing

Sessions	Types of Summarizing							
	Helps client understand himself more fully and see need for action		At the beginning of a new session		Sessions that are going nowhere		When a client gets stuck	
	Ind.		Ind.		Ind.		Ind.	
	Rater	Intern	Rater	Intern	Rater	Intern	Rater	Intern
Client I								
Session 1	3	2						
Ind. Rater & Intern								
Session 2		1		1				1
Intern								
Client II								
Session 1	1							
Intern								
Session 2		2	1	1				
Ind. Rater & Intern								
Client III								
Session 1	1	1						
Ind. Rater & Intern								
Client IV								
Session 1		1						
Intern								
Session 2	2	2	1	1				
Ind. Rater & Intern								
Client V								
Session 1	3	3					1	1
Ind. Rater & Intern								
Session 2		2		1				
Intern								
Client VI								
Session 1		2						
Intern								

Note: Ind. Rater refers to Independent Rater

Table 10

Frequency of Advanced Empathy by Intern and Independent Evaluator According to Types of Advanced Empathy

Sessions	Types of Advanced Empathy									
	Expressing what is implied		Connecting Islands		Identifying Themes		Helping Clients draw conclusions from Premises		Going From the Less to the More	
	Ind. Rater	Intern	Ind. Rater	Intern	Ind. Rater	Intern	Ind. Rater	Intern	Ind. Rater	Intern
Client I										
Session 1							1	2	2	2
Ind. Rater & Intern										
Session 2								3		
Intern										
Client II										
Session 1						1	1			
Intern										
Session 2					1		3	2		1
Ind. Rater & Intern										
Client III										
Session 1			1				1	1	1	1
Ind. Rater & Intern										
Client IV										
Session 1				1				2		
Intern										
Session 2							2	2		
Ind. Rater & Intern										
Client V										
Session 1					1		1	2	1	1
Ind. Rater & Intern										
Session 2						2		1		
Intern										
Client VI										
Session 1				1				1		
Intern										

Note: Ind. Rater refers to Independent Rater

skill of advanced empathy. Helping clients draw conclusions from premises can sometimes be confrontational for clients and knowing when to use this skill can cause some anxiety for novice counsellors. It is one skill within the Egan model that the intern feels that she must continue to develop.

The systematic approach to the description, evaluation, and understanding of the intern's counselling behaviour during the internship has been effective. It has advanced her understanding of the counselling process, and it has enabled her to make more discriminatory use of a wider repertoire of counselling behaviours. There has been an increase in her confidence and ability to evaluate the quality of her counselling. Also, the intern is more intentional in her selection and use of counselling responses and feels she can accomplish this with an increased naturalness and comfort. The procedures followed in the internship have contributed significantly to the meaningful integration of the cognitive, emotional, and behavioural elements of her counselling.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The internship undertaken at the Memorial University Counselling Centre has been most beneficial to the intern's professional growth and development. The intern engaged in many professional activities which enabled her to build on skills learned in the early part of the master's program in educational psychology. These activities included: (a) counselling individual clients, (b) regular weekly supervision and evaluation by two supervisors - one field supervisor, Ms. Elizabeth Church, and one campus supervisor, Dr. Glenn Sheppard, (c) participation in a weekly training seminar based on Kagan's (1980) Interpersonal Process Recall Model, (d) administering, scoring, and interpreting tests of interest and aptitude, (e) participation in a case conference with the professional members at the Centre, (f) conducting an evaluative study, (g) working as a Career Information Assistant in the Career Planning Centre, and (h) the availability of individuals for consultation regarding intervention strategies to be used with individual clients.

The intern became much more competent and confident particularly in the area of personal counselling. The exposure gained through the many and varied concerns expressed by clients contributed to her becoming more sensitive to client needs, e.g., confidentiality, respect, trust.

Overall, the internship and the evaluative study was a most valuable experience. The intern is entering the counselling field with an increased awareness of her counselling skills, a stronger commitment to self-evaluation and a keener sense of professional identity.

Recommendations

The intern deems it appropriate to make recommendations for others when considering the internship as an option for the master's degree in educational psychology. The intern recommends:

- (1) Those who intend to become counselling practitioners might consider the further practical experience gained in a professionally supervised internship.
- (2) Potential interns might consider the benefits of an evaluative study relevant to the particular internship setting.
- (3) Potential interns might consider the advantages of consulting with professional counsellors on a regular basis regarding intervention strategies to be utilized with clients.
- (4) In this study an effort was made to combine a variety of components including, categorization of counsellor responses, evaluation of the quality of those responses, as well as the determination of the intentions of the counsellor's behaviour. Further use and refinement of these procedures would increase the benefits of such a study.
- (5) To enhance the reliability of this study the number of independent raters and judgements could be increased.
- (6) Further interns considering an evaluative study might also consider the benefits of obtaining feedback from individual clients as a means of evaluating their counselling behaviour.

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APPENDIX A

List of Books and Articles Read During Internship

- Baer, Jean (1976). How To Be An Assertive (Not Aggressive) Woman In Life, In Love, And On The Job. New York: The New York American Library.
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APPENDIX B
Videotape Permission Form

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 and research. 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

Hill and O'Grady Counsellor Intention Scale (1985)

COUNSELLOR INTENTIONS

Instructions

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

Intentions

1. **Set limits:** To structure, make arrangements, establish goals and objectives of treatment, outline methods to attain goals, correct expectations about treatment, or establish rules or parameters of relationship (e.g., time, fees, cancellation policies, homework).
2. **Get information:** To find out specific facts about history, client functioning, future plans, and so on.
3. **Give information:** To educate, give facts, correct misperceptions or misinformation, give reasons for therapist's behaviour or procedures.
4. **Support:** To provide a warm, supportive, empathic environment; increase trust and rapport and build relationship; help client feel accepted, understood, comfortable, reassured, and less anxious; help establish a person-to-person relationship.
5. **Focus:** To help client get back on the track, change subject, channel or structure the discussion if he or she is unable to begin or has been diffuse or rambling.
6. **Clarify:** To provide or solicit more elaboration, emphasis, or specification when client or therapist has been vague, incomplete, confusing, contradictory, or inaudible.
7. **Hope:** To convey the expectation that change is possible and likely to occur, convey that the therapist will be able to help the client, restore morale, build up the client's confidence to make changes.
8. **Cathart:** To promote relief from tension or unhappy feelings, allow the client a chance to let go or talk through feelings and problems.
9. **Cognitions:** To identify maladaptive, illogical, or irrational thoughts or

- attitudes (e.g., "I must be perfect").
10. **Behaviors:** To identify and give feedback about the client's inappropriate or maladaptive behaviors and/or their consequences, do a behavioral analysis, point out games.
 11. **Self-control:** To encourage client to own or gain a sense of mastery or control over his or her own thoughts, feelings, behaviors, or impulses; help client become more appropriately internal rather than inappropriately external in taking responsibility for his or her role.
 12. **Feelings:** To identify, intensify, and/or enable acceptance of feelings; encourage or provoke the client to become aware of or deepen underlying or hidden feelings or affect or experience feelings at a deeper level.
 13. **Insight:** To encourage understanding of the underlying reasons, dynamics, assumptions, or unconscious motivations for cognitions, behaviors, attitudes, or feelings. May include an understanding of client's reactions to others' behaviors.
 14. **Change:** To build and develop new and more adaptive skills, behaviors, or cognitions in dealing with self and others. May be to instill new, more adaptive assumptive models, frameworks, explanations, or conceptualizations. May be to give an assessment or option about client functioning that will help client see self in new way.
 15. **Reinforce change:** To give positive reinforcement or feedback about behavioral, cognitive, or affective attempts at change to enhance the probability that the change will be continued or maintained; encourage risk taking and new ways of behaving.
 16. **Resistance:** To overcome obstacle to change or progress. May discuss failure to adhere to therapeutic procedures, either in past or to prevent possibility of such failure in future.
 17. **Challenge:** To jolt the client out of a present state; shake up current beliefs or feelings; test validity, adequacy, reality, or appropriateness of beliefs, thoughts, feelings, or behaviors; help client question the necessity of maintaining old patterns.
 18. **Relationship:** to resolve problems as they arise in the relationship in order to build or maintain a smooth working alliance; heal ruptures in the alliance; deal with dependency issues appropriate to stage in treatment; uncover and resolve distortions in client's thinking about the relationship that are based on past experiences rather than current reality.
 19. **Therapist needs:** To protect, relieve, or defend the therapist; alleviate anxiety. May try unduly to persuade, argue, or feel good or superior at the expense of the client.

Hill, C.E. and O'Grady, K.E., (1985) "List of Therapist Intentions Illustrated in a Case Study and With Therapists of Varying Theoretical Orientations." Journal of Counseling Psychology 32 (1).

APPENDIX D
Counsellor Taxonomy

TAXONOMY

1. **Basic Empathy**

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

Examples:

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

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

2. **Probes**

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

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

Examples:

a) Open-ended questions - "What else can you tell me about these anxiety attacks?"

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

b) Probes may also be in the form of closed questions, the "accent" or "Minimal prompts.")

Examples:

Closed question - questions that can be answered with a yes, a no, or a very short response.

"Of all the problems we discussed, which bothers you the most?"
Accent - A one- or two-word restatement that focuses or brings attention to a preceding client response.

Client: "At the end of the day with the kids and dinner and cleaning up I'm bushed."

Counsellor: Bushed?

Client: "tired, angry, hurt - he does practically nothing to help me."

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

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

Counselor: "Uh-huh."

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

3. **Advanced Empathy**

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

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

a) Expressing what is only Implied

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

Example:

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

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

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

b) Identifying Themes

This includes helping clients identify and explore behavioral and emotional themes in problem situations.

Example:

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

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

c) Connecting Islands

This means that the counsellor attempts to help the client link together problems that may be related:

Example:

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

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

d) Helping Clients Draw Conclusions From Premises

Example:

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

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

e) From The Less to the More

If clients are not clear about some issue or if they speak guardedly, the helper needs to speak directly, clearly, and openly.

Example:

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

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

4. **Confrontation**

- is a verbal response in which the counsellor describes discrepancies, conflicts and mixed messages apparent in the client's feelings, thoughts, and actions.

Confrontation focuses on the discrepancies, distortions, evasions, games, tricks, excuse making, and smoke screens in which clients involve themselves, but that keep them mired in their problem situations.

a) Challenging Discrepancies

Confrontation can zero in on discrepancies between what clients think or feel or say, and between what they say and what they do, between their views of themselves and the views others have of them, between what they are and what they wish to be, between their expressed values and their actual behaviour.

Example:

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

b) Challenging Distortions

Some clients cannot face the world as it is, and therefore distort it in various ways.

Example:

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

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

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

Client: "I want people to leave me alone."

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

Client: "I want some one person to care about me. But that's deep down inside me. What I seem to want up front is to punish people and make them punish me."

c) Challenging Self-Defeating Internal Experiences and Behaviours

Example:

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

Counsellor: "How come?"

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

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

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

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

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

d) Challenging Games, Tricks, and Smoke Screens

The following client has just begun to explore a sensitive area: how he manipulates an older brother into coming to his aid financially. He takes financial risks because he knows he can talk his brother into bailing him out.

Example:

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

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

e) Challenging Excuses

Example:

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

- b) Rationalization - Clients cling to unwarranted assumptions or distort information. "It can't happen to me," or "it's really not that bad."
- c) Procrastination - Client: "Nothing needs to be done now."
- d) Passing the buck - Client: "I'm not the one who needs to act."

f) Giving Feedback

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

g) Interpretation

Counsellor provides an interpretation to the client intended to help him or her develop a new perspective on their feelings, experiences, behaviours, and thoughts.

5. **Self-Disclosure**

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

1. It can be a form of modeling, a way of both showing clients how to disclose themselves and encouraging them to do so.
2. Counsellor self-disclosure can help clients develop the kinds of new perspectives that are needed for goal setting and help them see the need for action.

6. **Immediacy or Direct Mutual Talk**

- refers to the counsellor's ability to discuss with client's what is happening between them in the here and now of any given transaction.

Example:

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

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

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

7. Summarizing

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

Example:

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

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

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

Example:

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

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

b) At the beginning of a new session.

Example:

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

c) Sessions that are going nowhere.

Example:

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

Client: "You got it. Where do we go from here?"

d) When a client gets stuck.

Example:

Counselor: "It's hard to pull all of this together. You feel you don't really have much more to say about your relationship with your father."

Client: "Yeah, that's about where it stands."

8. **Information - Giving**

This includes both giving information and correcting misinformation.

Example:

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

9. **Listening Response**

A rephrasing of the content of the client's message.

Example:

Client: "Everything is humdrum. There's nothing new going on, nothing exciting. All my friends are away. I wish I had some money to do something different."

Counsellor: "With your friends gone and no money around, there is nothing for you to do right now."

10. **Positive Feedback**

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

Example:

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

11. **Future Planning**

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

Example:

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

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

APPENDIX E

Scale for Measuring the Use of Basic Empathy

COUNSELLOR EMPATHIC RESPONSES

Empathy - " ... an accurate, empathic understanding of the client's world as seen from the inside. To sense the client's private world as if it were your own, but without losing the 'as if' quality - this is empathy ..." (Rogers, p.284).

Rating

Please rate each Empathic response by assigning it a number from 1 to 5 from the following scale.

1 2 3 4 5

Level 1

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

Examples: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or uninterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

Level 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable affect from the communications of the second person.

Examples: The first person may communicate some awareness of obvious surface feelings of the second person, but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

Level 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

Examples: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

Level 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

Examples: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feeling: he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to the expressions of the second person.

Level 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of ongoing deep self-exploration on the second person's part, to be fully with him in his deepest moments.

Examples: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

APPENDIX F**Scale for Measuring the Use of Probes**

COUNSELLOR PROBES

Probes are counsellor responses which are intended to prompt clients to talk about and to identify more specifically and concretely their experiences, feelings, thoughts and behaviors. Such responses can be expressed as open-ended questions, statements or as requests.

- (a) Please identify which of the following client areas is being probed by each counsellor probe.
- (i) **feeling** - emotions which clients experience.
 - (ii) **cognitions** - thoughts which clients have and which may be associated.
 - (iii) **experiences** - what clients report as happening to them.
 - (iv) **behaviors** - what clients do or refrain from doing.

Rating

Please rate each **Probe** by assigning it a number from 1 to 5 from the following scale:

1	2	3	4	5
the counsellor probe focuses on an irrelevant issue, lacks specificity and concreteness and is offered in a demanding or non-invitational manner.				the counsellor probe is relevant and is posed in an invitational and concrete and specific manner.



