A REPORT OF A COUNSELLING INTERNSHIP, WITH A REPORT OF AN INTERN'S SKILLS EVALUATION USING GERARD EGAN'S COUNSELLING MODEL
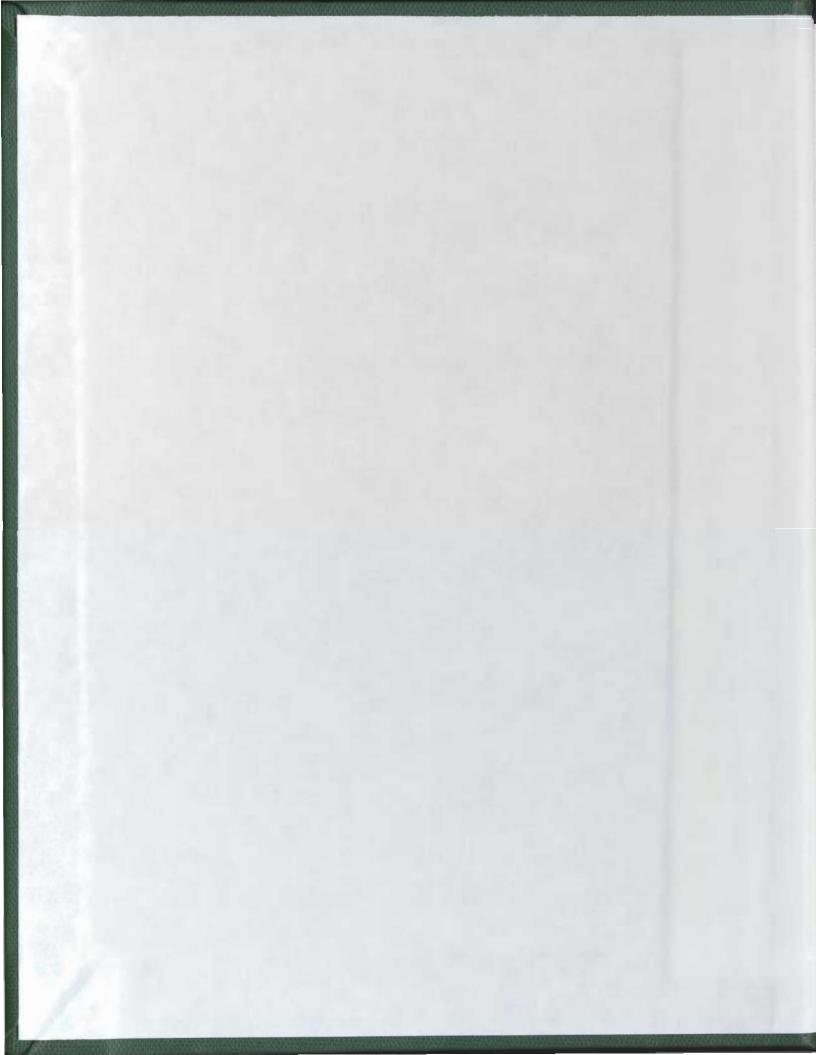
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A REPORT OF A COUNSELLING INTERNSHIP,
WITH A REPORT OF AN INTERN'S SKILLS
EVALUATION USING GERARD EGAN'S
COUNSELLING MODEL

by

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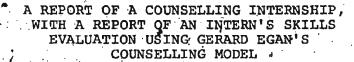
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ABSTRACT

This report contains two parts. The first describes an internship of twelve weeks which was completed in the Counselling Centre of Memorial University, St. John's, Newfoundland, Canada. The second is the report on a study completed as a part of the internship.

Part one includes a detailed description of the internship, including its rationale and a list of the goals the intern set out to realize. Also included is a description of the nature of the supervision offered and a listing of the specific activities of the intern. The internship setting is described. A discussion of the degree to which the various goals were met is also included.

Part two describes a research study aimed at identification of counsellor/client responses in terms of Gerard Egan's counselling model. It describes a method of evaluation of these responses and how these responses indicate movement through the stages of this model. Results indicate that the intern was able to accurately identify counselling stages in terms of Egan's model. With the use of expert evaluations, significant consensus was reached on identification of stages, thus lending credibility to intern evaluations. This study demonstrates an effective method for conducting process research.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Rationale for the Internship.

An internship (with a related research project) in a counselling setting is an option in the Master's degree in counselling offered by the Department of Educational Psychology, Memorial University of Newfoundland. The internship is to consist of a 12 week continuous placement in a setting conducive to the professional development of the intern. The setting must lend itself to a variety of pertinent counselling experiences and thus enhance the competencies of the intern.

The internship option was deemed the most appropriate by this intern for four reasons:

1. The intern, having worked in the counselling field for eight years, wanted to have his counselling skills assessed and improved;

2. the intern was anxious to learn about the latest developments in counselling techniques;

3. the internship provided an opportunity for direct supervision in both individual and group counselling situations;

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4. completion of the internship required

    the intern to undertake a research project,

    in addition to carrying a counselling case

    load.

The Setting

Memorial's University Counselling Centre was the
approved setting for the internship. Through the joint
consensus of Dr. Glenn Sheppard, Department Head
(Educational Psychology), Dr. Norm Garlie, Educational
Psychology, and Dr. George Hurley, Training Coordinator
University Counselling Centre, the Memorial Counselling
Centre agreed to placement of the intern for the necessary
learning opportunities and the professional services
essential to his internship and the research project.

The following were considered before the final selection
of the internship setting:

1. The quality of professional supervision;

2. the quality of learning opportunities

    and experiences;

3. the relevancy to, and usefulness of, such

    experiences in the actual setting in which

    the intern ultimately expected to work;

4. possibility for full-time involvement of the

    intern for a minimum of 12 consecutive weeks;

5. availability of a qualified supervisor on-site; and,

6. ready access to the departmental supervisor.

The Counselling Centre has six full-time counsellors who are available to assist clients in the development of their personal, vocational, and academic capabilities. As stated in the Memorial University Calendar (1983):

Through individualized personal counselling and a wide range of programs, students are encouraged and helped to develop their unique resources and, thereby, promote personal growth and intellectual develop- ment. Toward this end, the program areas of the Counselling Centre are primarily threefold:

1. Learning Enhancement Programs: Through a number of short courses and structured activities, a student may actively enhance his or her learning capabilities. To this end the Centre offers programs in Speed Reading and Comprehension, Organizing Ideas for Term Papers and Essays, and Oral Communication.

2. Career Planning: The Centre serves as a drop-in centre designed to help students in such areas as gathering information relevant to educational and career goals, performing self-exploration of career- related interests, clarifying values, acquiring more effective decision-making strategies, and developing both short- and long-term career plans.

3. Individual and Group Counselling for Other Personal Concerns: Programs offered include Test Anxiety Management, Relaxation Training, Biofeedback Training, and Asser- tiveness Training. Other programs offered include behaviorally oriented approaches (e.g., Smoker's Clinic, Weight Control) as

3. well as Growth Groups in areas such as
Personal Growth, Sexuality, Men's and
Women's Awareness Groups, and Yoga. (p. 31)

The following is a list of professional faculty
employed at the Memorial University Counselling Centre:

B. Mark Schoenberg, Ed.D. (Director)

Elaine Davis, Ph.D.

John Garland, Ph.D.

Gary Green, M.Ed.

George Hurley, Ph.D.

Thomas Sullivan, M.Ps.

Goals for the Internship

Having spent ten years in the field of counselling and
child care, the intern's main objective in this internship
was to evaluate his present counselling skills. To further
enhance this goal, the intern set out to mesh the research
component and internship into a comprehensive method of
intensive skills evaluation. As part of this same process,
the intern endeavored to adopt new techniques and strategies
to further enhance his skills as a counsellor.

The intern identified ten goals to be met during this
internship. A list of these goals and activities designated
to meet them follows:

GOAL 1: To become familiar and experienced with the use of
         videotapes in counselling sessions.

This was accomplished through (a) individual instruction
of the mechanical workings of video machines, (b) requesting
clients to volunteer for video sessions, (c) videotaping
clients, and (d) discussing videotaped sections of specific
sessions with individual clients.

GOAL 2: To develop a self-evaluation of the counsellor's
         present strengths and weaknesses.

This was accomplished through (a) videotaping individual
counselling sessions, (b) personal viewing of all tapes, and
(c) personal recording of the various strong and weak points
in counselling sessions.

GOAL 3: To gain further knowledge of the intern's skills by
         the method of expert and colleague evaluation.

This was accomplished through (a) intensive viewing,
prompting and feedback of videotaped client/intern sessions
by the intern's supervisors and colleagues and (b) viewing
of these same or similar sessions by counsellor trainees who
conducted their internship at this same time.

GOAL 4: To obtain an objective evaluation by experts of the
         intern's ability to counsel within the framework
         of a specific counselling model.

This was accomplished through (a) extensive reading and
evaluation of Gerard Egan's developmental model, (b) employ-
ment of his model in conceptualizing and counselling clients,
(c) having experts evaluate (through the use of counsellor/

client skills checklists) the intern's ability to employ Egan's model.

GOAL 5: To further expose the intern to the many and varied theorists and theories of counselling and psychotherapy.

This was accomplished through (a) extensive reading, (b) attending weekly sessions with the Centre's supervisor to discuss the various reading materials, (c) discussion with professional counsellors at the Centre, and (d) conducting both group and individual counselling.

GOAL 6: To gain further experience in group dynamics.

This was accomplished through (a) co-leading an assertiveness training group with Dr. Elaine Davis, (b) reading in the area of group dynamics and assertiveness training, and (c) listening to audio tapes on assertiveness training.

GOAL 7: To become familiar with the range and theoretical basis of services offered by the Centre.

This was accomplished through (a) instruction by, and discussion with, counsellors at the Centre in their areas of special interest, (b) appropriate reading and discussion, and (c) actual practice with the techniques.

GOAL 8: To develop an assertiveness training model for high school group counselling.

This was acccomplished through (a) co-leading an assertiveness training group, (b) accumulation of various

group activities and learning materials, (c) extensive
reading in the area, and (d) rewriting and adapting materials
to suit the needs of high school students.

GOAL 9: To gain further knowledge of study skills programs.

This was accomplished through (a) individual instruc-
tional sessions with professional counsellors currently
working in this area, (b) extensive reading, and (c) gathering
and copying of various materials that the Counselling Centre
employs in its program.

GOAL 10: To become familiar with the administration, scoring,
and interpretation of a number of formal tests and
inventories.

This was accomplished through (a) instruction by
counsellors at the Centre, (b) reading test manuals, and (c)
actual administration and interpretation of the instruments.

CHAPTER II

DESCRIPTION OF ACTIVITIES

This section details the actual activities of the 12 week internship which began on May 16, 1983 and terminated on August 9, 1983. The intern will describe the activities and the amount of time devoted to each.

Reading

Reading and study was carried out in several areas of personal interest. These were sexuality, marriage and family counselling, bereavement, learning and study strategies, hypnosis, and assertiveness training. Books and articles which were read, either partially or completely, are listed in Appendix C.

Reading and study was an ongoing activity during the entire course of the internship. The Counselling Centre, in the past year, broadened its internship program to include first-year family practice residents while retaining the same numbers from the other counselling disciplines. With this change, a heightened awareness for more reading in a broader range of counselling and medical topics was fostered.

Individual Counselling

Individual counselling sessions were conducted in the areas of personal, career, and assertiveness training. In addition to the individual informal counselling sessions conducted in the Career Planning Centre, a total of 47 sessions of approximately one hour duration were given in private. The intern saw 28 clients individually. Nine were personal, twelve were for career planning, and seven were for assertiveness training. The number of interviews for personal clients ranged from one to eight. For career planning clients the range was from one to four, whereas, assertiveness training clients required only one intake interview for admittance to the group sessions. Client interview sessions are recorded in Table 1.

Interpersonal Process Recall Training

The intern trained for approximately three hours per week throughout the entire course of the internship in Dr. Norman Kagan's model of Interpersonal Process Recall (IPR). The principles behind IPR were discovered and developed through research which has been conducted by Dr. Kagan since 1962. The course provided the opportunity, through the use of videotape, to view counselling performance. IPR training is designed to develop counselling skills for client and

Table 1

Client Interviews

Clients	Client Concerns	Session Dates (1984)
1	Career/Academic	May 27
2	Personal	May 30 June 15 July 29
3	Personal	May 31 June 17, 19, 23 July 11, 21
4	Career	June 6
5	Career	June 6, 10, 16, 28
6	Career	June 2, 14, 17
7	Personal	June 9
8	Assertiveness Training	June 10
9	Career	June 13, 14
10	Assertiveness Training	June 14
11	Assertiveness Training	June 14
12	Assertiveness Training	June 15
13	Assertiveness Training	June 15
14	Career	June 17, 22
15	Career	June 20, 29
16	Career	June 20
17	Assertiveness Training	June 16
18	Assertiveness Training	June 27
19	Career	June 23

Table 1 (cont'd).

Clients	Client Concerns	Session Dates (1984)
20	Career	June 28 July 15, 20
21	Personal	July 5
22	Career	July 22
23	Personal	July 25
24	Personal	July 28
25	Career	July 28
26	Personal	August 1
27	Personal	August 1, 2
28	Career	August 2

counsellor (Kagan, 1975).

With the assistance of Dr. George Hurley and Dr. Elaine Davis, the intern examined his ability to apply Egan's model to IPR films. The intern also videotaped role-play counselling sessions and was given feedback. The intern spent 36 hours training in this area.

Tutorials

Dr. B. Mark Schoenberg conducted three-hour tutorials each week with the intern and medical residents. Various counselling topics were discussed. The intern was supplied with a readings manual of articles compiled by the Centre's staff. From these readings the group discussed such topics as: sexuality, marriage and family counselling, therapeutic approaches to bereavement counselling, and behavioural approaches to counselling. Dr. Schoenberg, the tutorial leader, was able to lend deeper insights into the many articles which he wrote in the areas of sexuality, bereavement, and marriage and family counselling. The intern spent 30 enlightening hours in tutorial sessions.

Supervision and Consultation

The intern attended two-hour weekly supervision periods

with Dr. George Hurley. During these sessions counselling methods were discussed and taped client sessions were reviewed. Meetings were also held with the departmental supervisor and other counselling experts to discuss both counselling and research. Two meetings involving the field and departmental supervisors and the Head of the Educational Psychology Department were held, one at mid-term and one near the end, to review the progress of the internship. Please refer to Appendix D for evaluation reports. The intern spent 24 hours in direct supervision.

Case Conferences

The intern prepared a case presentation of a client to the Counselling Centre staff at a friday afternoon case conference. Approximately seven hours were spent in preparing and presenting this case. In addition, the intern was an active participant in nine other friday afternoon case presentations. These conferences were presented by the professional staff at the Centre. A total of 18 hours was spent on case conferences.

Group Counselling

Under the leadership of Dr. Elaine Davis, the intern

co-led an assertiveness training group. The group met for
6 consecutive tuesdays. Dr. Davis and the intern spent 2
hours in initial preparation for the group and 1 hour of
preparation was conducted 2 days in advance of each meeting.
The leaders were also responsible for printing and distri-
buting advertisements for the group. Research, preparation,
advertising, and co-leading accounted for a total of 30
hours work.

Career Planning

The intern spent 120 hours in the Career Planning Centre.
An introduction was given into the operation of the Career
Planning Centre and the various forms of career information.
The intern became familiar with a range of university programs
in Canada and in other countries. The most efficient methods
of locating university, trades, and the various art programs
across Canada and the United States were discussed. The
intern also familiarized himself with graduate school
entrance tests, programs for graduates and students in
foreign countries, employment opportunities for graduates,
audio-visual tapes of various careers, and literature devoted
to methodologies for career preparation.

Testing

The intern administered the following tests: The Self-Directed Search (administered 8 times), the Strong-Campbell Interest Inventory (administered 3 times), the Missouri Occupational Card Sort (administered 6 times), and the Wechsler Adult Intelligence Scale (administered 2 times). The use of formalized tests was found to aid definition of problems and to provide additional client information. The intern spent approximately 33 hours testing.

Individual Review of Videotapes

The intern compiled a videotape library consisting of counselling segments with 26 different clients. The intern, on a daily basis, privately reviewed these tapes. This activity shed new light on client concerns and added direction to future counselling sessions. It also provided greater personal insight into the intern's counselling skills. From the client's and counsellor's perspective, this activity was considered one of the more valuable and beneficial activities of the internship. The intern spent approximately 80 hours privately reviewing videotapes.

Individual Instruction

The intern sought and received instruction in (a) methods of teaching speed reading, (b) study skills, (c) use of biofeedback, and (d) relaxation training. Individual instruction in biofeedback was supplemented by attending a biofeedback workshop conducted by Dr. George Hurley at the Health Sciences Complex. Instruction in study skills as well as relaxation was geared to younger clients and could be easily applied in a school setting. There were approximately 12 hours devoted to individual instruction in all of the above areas.

Refer to Table 2 for a summary of activities, together with times devoted to each.

Research

Approximately 60% of the internship could be considered research. Virtually all individual counselling sessions were taped. In addition to making and reviewing videotapes, time was devoted to library research and report writing. On two separate occasions the intern conducted phone interviews with Dr. Gerard Egan, the author of The skilled helper. Because the research project is a major component of the internship, it is presented as a separate part of this report.

Table 2

Hours Allocated to Internship Activities

Career Planning Centre	120
Review of audio-visual tapes	80
Individual counselling	47
Supervision	24
Interpersonal Process Recall	36
Individual testing	33
Assertiveness training	30
Monday tutorials	30
Case conferences	18
Individual instruction	12

*Total hours allocated to activities equalled 430.

Internship Evaluation

The intern feels confident that all ten personal goals were met during the course of the internship. Goals 1 through 4 were developed throughout the entire 12 week internship. By videotaping counselling sessions and through Interpersonal Process Recall training the intern received immediate and continuous feedback on his counselling skills.

Conclusion

The internship at the Memorial University Counselling Centre exposed the intern to professional counsellors and provided an operational view of the ethical standards of behavior appropriate for counsellors. Seeing these standards applied helped the intern to internalize various concerns for clients, e.g., confidentiality, respect, trust.

As a result of the internship experience there is a stronger commitment to the importance of ongoing self-evaluation and research. Research came to be viewed as an integral part of program development and an essential element of professional accountability.

This intern is returning to the counselling field with a heightened awareness of his counselling skills, a broader knowledge of behavior change strategies, and a keener sense of professional identity and confidence.

The summer months afforded the Centre staff a reduced client case load and increased their accessibility. On several occasions the intern was able to discuss Gerard Egan's counselling model with the staff and tapes were reviewed to evaluate the intern's ability to work within the guidelines of this model.

Goals 5 and 7 were accomplished through discussion, reading, and individual instruction. The intern was exposed to Reality Therapy, Gestalt Therapy, Rogerian and Ericksonian techniques, communications theory, and developmental counselling theories of Gerard Egan and Allen Ivey.

Goals 6, 8, 9, and 10 arose from the interns' needs that were realized during his work as a school counsellor. Students in the school demonstrated a need for group work in the areas of assertiveness training and study skills. The internship afforded the intern direct experience with instructors who worked extensively in these areas. Complete programs in assertiveness training and study skills were accumulated and adapted to meet the needs of high school students.

The internship presented the opportunity to administer formal tests and inventories. Professional and innovative interpretations of these tests were discussed. These discussions augmented the many and varied instructional sessions that enabled the intern to accomplish all ten personal goals.

CHAPTER III

RESEARCH

To fulfill the internship requirements as determined by the Department of Educational Psychology, interns must undertake a research study. The following study was compiled because it met these requirements, was compatible with the interests of the intern and with the services provided to students and university personnel by the Counselling Centre.

Introduction

Counsellor training programs and internships are designed to produce competent counsellors. In order to evaluate the efficiency of these programs, counsellor competencies should be evaluated in some systematic fashion. Historically, there has been a lack of systematic evaluation. Matarazzo (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 behaviors were evaluated or altered. More recently, Garfield and Kurtz's (1976) survey of clinical psychologists

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underscores the need for more innovation and empirical
evaluation in training programs and procedures.

Hiebert (1983) states that there is widespread
consensus among counsellors that there is a dire lack
of meaningful research on counsellor effectiveness. This
lack of systematic evaluation in times of increased demands
for accountability means that many counselling services
are in danger of serious erosion (Aubrey, 1982).

Clinicians have to shoulder some of the blame for the
lack of research on counsellor effectiveness but researchers,
too, have only been marginally effective in their efforts.
Much of the research on counsellor effectiveness focuses
on counsellor characteristics that are positively received
by clients (e.g., Atkinson, 1982; Barak, Pathin, and
Dell, 1982; Sheffer, Murillo, and Michael, 1981). Although
this work is interesting and worthwhile, it tends to fall
short of a strong case for counsellor effectiveness. Much
of the other research related to counsellor effects lacks
a large degree of ecological validity (Bronfenbrenner, 1976).
In this type of research, participants typically are
assigned randomly to treatment conditions, a practice that
seldom occurs in a counsellor's office. According to Heibert
(1983) the process of differential diagnosis, matching
intervention to unique client characteristics and monitoring
adherence to an intervention plan, is lacking in most outcome
studies.

To prevent further erosion and to combat these criticisms, more meaningful research is needed in this area. Research needs to become more systematic and this is more likely to occur when the counsellor acts in a purposeful fashion. When counsellors become purposeful in their interactions with clients, and when they collect data (either self-monitored or electrically recorded) indicating that they are behaving consistently with their purposes, they are placed in a strong position to argue that counselling is providing an effective function (Hiebert, 1983). He goes on to say that it is increasingly difficult to claim that client change is the result of the counsellor's efforts, if the counsellor's efforts were random (e.g., nonpurposeful) or if the counsellor's behavior, and the explicit link between those counsellor behaviors and the client change is not documented.

Purposeful counselling behavior is attainable when there is a theory base provided. Gottman and Markman (1978), fail to agree with this reasoning for they feel that theories are little more than a collection of metaphors not solidly grounded in observable phenomena. It is conceded that counselling research will, perhaps, never reach the precise measurements of the pure sciences. Despite this fact and criticism, counsellors have to pursue the avenues that lead to more meaningful research in counsellor effectiveness. Theory based research is one of these avenues.

Goldfried (1980) suggests that theories can be helpful guides in developing hypotheses, selecting variables to analyze, and in interpreting data. Bartlett (1983), writing on supervision in counselling, points out the need for a consistent framework to enable the trainer/trainee to identify the commonalities and differences among various models of supervision. Such a framework or theory base, he suggests, would provide counselling supervisors with specific information on what constitutes effective supervision and counselling. Daniels, Mines, and Gressard (1981) point out that there is little evidence to suggest that counsellors are systematically evaluating their programs with any single evaluation model. This apparent lack of evaluation, coupled with the recent emphasis on more theory based research, provides the impetus for this present study.

Egan's Model. This study attempts to evaluate Gerard Egan's approach to categorizing counsellor behaviors. The counsellor employed Egan's (1975) developmental model in actual counselling sessions. Although Egan (personal communication, June 6, 1983) reported that there was no research to date on his model, it was chosen because of its comprehensiveness and clarity of counsellor/client skills expressed in behavioral terms.

In his book The skilled helper (1975), Egan presents a three-stage model and a helper-skills training program

designed to increase the reliability of the helping process. It presents a practical model for doing counselling. This model, while primarily practical, is not atheoretical. It is based on learning theory, social influence theory, behavior-modification principles and practice, and skills-training and problem-solving methodologies. It points out three principle stages in the helping process and the skills the helper needs to implement each stage (see Tables 3 and 4).

In its most basic form, Egan's model would encourage the counsellor to (a) establish the kind of relationship with the person who comes for help that will enable the individual to explore the problematic areas in their life freely, (b) help the individual see the problem objectively and understand the need for action, and (c) finally help the person act.

According to Egan (1975), the stages of the model are:

(a) Stage I: The helper responds to the world of the client in order to help him explore himself.

(b) Stage II: The helper uses the skills of advanced accurate empathy, self-disclosure, confrontation, and immediacy to help the client see a more objective picture of himself and realize his need to change his behavior.

(c) Stage III: The helper helps the client choose and implement the kinds of action programs that lead to constructive behavioral goals. He supports the client as the latter moves through the successes and failures of these action plans. (p. 28)

Table 3

Egan's Model of Counsellor Behaviors,
Egan (1975)

Pre	I.	II (All skills of Stage I plus)	III (All skills of Stages I & II plus)
1. Counsellor listens attentively to the words of the client. 2. Counsellor listens to the messages of the client that are in tone of voice, silences, pauses, gestures, facial expressions, and posture.	3. Accurate Empathy: Counsellor sees the world from the client's perspective and communicates this understanding. 4. Respect: Counsellor shows that he wants to be available and work with client. 5. Genuineness: Counsellor is spontaneous and open. 6. Concreteness: The counsellor grounds the helping process in concrete feelings and concrete behavior.	7. Advanced Accurate Empathy: Counsellor communicates an understanding of what the client implies, what he hints at, and what he says nonverbably. 8. Self Disclosure: Counsellor shares his own experiences when this will lend clarity to the client's understanding. 9. Immediacy: Counsellor is willing to explore his own relationship to the client. 10. Confrontation: Counsellor challenges the discrepancies distortions, games, and smoke-screens in the client's world and the sessions. 11. Alternative frames of reference: Counsellor offers the client alternative frames of reference for viewing his behavior.	12. Elaboration of Action Plans: The counsellor collaborates with the client in the elaboration of action programs, e.g., problem-solving techniques, decision-making processes, homework .... 13. Support: The client involves himself in the action programs and the helper reinforces the client's successes and helps him through the problems that arise from this action phase.

Table 4

Client Behaviors, Egan (1975)

Pre	I	II	III
	1. Self-exploration: Client explores the feelings and behaviors associated with the problematic areas of his life.	2. Nondefensive listening: The client develops the skill of listening, both to what the helper himself is saying and to the environment outside the helping sessions themselves. 3. Dynamic self-understanding: The client begins to see his behavior as harmful and comes to the conclusion that something must change.	4. Cooperation: The client involves himself in the planning strategy. 5. Risk: The client learns to risk himself; that it is safe to change. 6. Acting: The client acts: begins skills training, stops self-destructive activity, develops new attitudes or starts some program of growth.

Egan (1975) points out that the stages of this model do not always follow one another in the logical and temporal sequence. The model calls for movement up and down the stages, and again, in no sequential order. In any one particular session, the counsellor may find that he/she has been in all three stages. Egan, however, does not expand on the particulars of this issue.

The developmental model does serve as a guide or cognitive map for the helping process. Egan (1975) proposes that the stages are identifiable and accurate identification of the particular stage will show the counsellor and client where they are in the counselling process. Accurate identification can also lend direction for that particular session and, consequently, for future sessions.

This leads to the specific research questions which were addressed by this study:

1. Is the intern (counsellor) able to assess actual counselling sessions in terms of Gerard Egan's developmental model?

2. Is the intern able to obtain a significant level of agreement for these assessments by using expert evaluations?

Method

Subjects

The subjects used in this study were university students and personnel who reported to the Counselling Centre for individual counselling. Upon referral, clients were requested to have the sessions videotaped and, if given permission, were taped. A total of 28 clients were videotaped.

Materials

Six taped counselling sessions were randomly selected from the entire collection of tapes and written transcripts of the six sessions were made. From these six sessions, the intern extracted twelve 10-minute tape segments.

Design and Procedure

Egan's counselling skills are assigned to particular stages (Pre, 1, 2, or 3). Four tape segments were chosen to demonstrate movement from Stage 1 to 2, four segments with movement from Stage 2 to 3, and the remaining four segments with no movement (three segments remaining in Stage 1 and the final in Stage 2). These segments were then randomly assigned to a single videotape.

Self-evaluation. In preparation for this research,
the intern studied, summarized, and obtained professional
feedback on Gerard Egan's counselling model. Audio tapes
were recorded of eight individual counselling sessions
conducted with high school students. Professional feedback
was obtained from a counselling expert (a doctorate in
counselling and extensive teaching and counselling
experience in the use of Egan's model). This feedback
enabled the intern to become more familiar with specific
counsellor/client skills in Egan's model.

The intern, equipped with the counsellor/client skills
of Egan's model (see Tables 3 and 4), reviewed the videotape
of the twelve segments and labelled the verbal responses
in terms of the particular stages of the model. Labelling
these responses enabled the intern to identify movement, or
absence of movement, through the stages.

Expert evaluation. Three counselling experts (a minimum
of a doctorate in counselling and five years counselling
experience) were then requested to review the tape segments.
Two of the experts had little prior knowledge of Egan's
model while the third taught an undergraduate counselling
course where Egan's model was employed.

The evaluations were done on an individual basis. The
experts were individually accompanied to the viewing room
by the intern. Egan's model was briefly discussed
(approximately 10-15 minutes). By observing counsellor/

client skills, the experts were instructed to determine major movement, if any, through the Stages. They were informed that Egan's model called for movement up and down the Stages. The experts' task was to determine where the main focus of the segment took place.

The experts were then equipped with instructions (see Appendix A), questionnaires (to be completed after each segment), written transcripts, and copies of the various counsellor/client skills from Egan's model.

The segments were presented individually. After each segment, the expert was given sufficient time to review the skills from Egan's model, refer to the written transcript, and complete the questionnaire. There was no discussion while tapes were being reviewed.

Expert agreement. The initial step in the analysis of data related to the expert agreement was the computation of coefficients of agreement for each expert in relation to the evaluation of the intern. These coefficients were calculated using Cohen's K for interrater agreement (Cohen, 1960).

Results

Contingency tables comparing each expert with the intern evaluation were drawn up for all three experts (see

Figures 1, 2, and 3). The Stages of Egan's Model (with change P-I, I-II, II-III, P-I, II-I, III-II; no change P, I, II, III) are displayed along the top and down the left hand side of the matrix, for the expert and criterion code, respectively. The contingency tables are presented in Figures 1, 2, and 3.

In essence, K is a function of the number of agreements and disagreements with the criterion, where agreements fall along the main diagonal of the table and expected agreements are equivalent to the row totals for the criterion code. Since the agreement pattern for the expert displayed in Figure 2 is quite good, a fairly high value of K would be anticipated. The calculated value of the agreement coefficient is 0.72.

The K coefficients for each expert on all stages are presented in Table 5. Also included in this table are the Z values computed for each K as suggested by Light (1971). The values of Z ranged from 2.7 to 7.5, and all exceeded the critical value of Z at (p $\leq$ .01) level of significance. Thus, the null hypothesis of random agreement was rejected and it was concluded that the number of observed agreements exceeded chance.

		CHANGE						NO CHANGE			
	P-I	I-II	II-III	I-P	II-I	III-II	Pre	I	II	III	
P-I	0.										
I-II		1	1					2			0
II-III			3					1			4
I-P				0							0
II-I					0						0
III-II						0					0
Pre							0				0
I								3			3
II									1		1
III										0	0.
	0	1	4	0	0	0	0	6	1	0	12

(Left vertical label: CRITERION — CHANGE / NO CHANGE)

Figure 1. Category-agreement matrix for all counselling
stages: Expert 1 x Criterion (K = 0.63).

Expert No. 2

		CHANGE						NO CHANGE			
		P-I	I-II	II-III	I-P	II-I	III-II	Pre	I	II	I-II	
CHANGE	P-I	0										0
	I-II		-3						1			4
	II-III			3						1		4
	I-P				0							0
	II-I					0						0
	III-II						0					0
NO CHANGE	Pre							0			1	3
	I								2			1
	II									1		1
	III										0	0
		0	3	3	0	0	0	0	3	2	1	12

Figure 2. Category-agreement matrix for all counselling stages: Expert 2 x Criterion (K = 0.72).

Expert No. 3

		CHANGE						NO CHANGE				
		P-I	I-II	II-III	I-P	II-I	III-II	Pre	I	II	III	
CHANGE	P-I	0										0
	I-II		1		1			1	1			4
	II-III	1		1	1				1			4
	I-P				0							0
	II-II					0						0
	III-II						0					0
NO CHANGE	Pre							0				0
	I							2	1			3
	II									1		1
	III										0	0
		1	1	1	2	0	0	3	3	1	0	12

CRITERION

Figure 3: Category-agreement matrix for all counselling
stages: Expert 3 x Criterion (K = 0.26).

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Table 5

Expert Agreement Coefficients for
All Counselling Stages

Expert No.	K	z_K
1	0.63	6.55
2	0.72	7.5
3	0.26	2.7

N = 12 observations.

The values of K for observer agreement ranged from 0.26 to 0.72. The expert with the highest agreement level (0.72) was the intern's supervisor for the internship period. Although this expert did not have an extensive knowledge of Egan's model, he was exposed to the model and the intern's interpretation of the model during the course of the three-month internship. Expert 1 obtained an agreement level of 0.63. This expert is perhaps more familiar with Egan's model than the intern. The K score of Expert 3 (0.26) is quite low in comparison to the other two agreement levels. Expert 3 had very little previous exposure to Egan's model.

Interpretation of Cohen's K

The actual interpretation of K has not been well developed. A review of the literature by Guttman et al. (1971) concluded that 0.65 was, by consensus, the lower limit of agreement acceptable for research. This would seem rather low, especially in terms of agreement which was contaminated by chance. More conservative writers (Frick and Semmel, 1978; Tinsley and Weiss, 1975), though they did not recommend specific levels of acceptability for K, indicated that coefficients in the order of 0.75 to 0.80 would be sufficient for observer competence. When one recognizes that the K coefficient takes the factor of chance into consideration this would seem to be a most

rigorous criterion.

There would appear as well to be some evidence that observer agreement coefficients obtained using videotape are generally lower than such coefficients obtained in live situations (Sandoval, 1974; Stallings, 1974). Such a reduction in reliability coefficients with video recordings would not be surprising in view of the loss of context and much of the non-verbal behavior. In this study, the extremely small number of judgements made would also add to the difficulty of obtaining high reliability coefficients. Therefore, in the present context K coefficients of 0.65 or greater in all probability represent an acceptable level of agreement.

Joint Agreement

The matrix shown in Figure 4 represents the pattern of agreement found for all three experts in relation to the criterion. Some caution should be exercised in interpreting this matrix since the experts differ quite markedly in terms of familiarity with Egan's model.

Also given in Figure 4 is the value of G. This statistic was proposed by Light (1973) as a test for "joint agreement" of N observers with a criterion. For large samples G is approximately normally distributed and is valuable in assessing the collective reliability of observations. The computed value of G was quite high (12.13),

All Experts

		CHANGE						NO CHANGE				
		P-I	I-II	II-III	I-P	II-I	III-II	Pre	I	II	III	
CHANGE	P-I	0										0
	I-II		5	1	1			1	4			12
	II-III	1		7	1				2	1		12
	I-P				0							0
	II-I					0						0
	III-II						0					0
NO CHANGE	Pre							0				0
	I							2	6		1	9
	II									3		3
	III										0	0
		1	5	8	2	0	0	3	12	4	1	36

(Row label axis: CRITERION)

Figure 4. Category-agreement matrix for all counselling stages: All Experts x Criterion (K = 0.57, G = 12.13).

resulting in the conclusion that the joint categorizations
of all three experts agreed with the criterion more than
would be expected by chance ($p \leq .01$).

Discussion

Egan's (1975) developmental model is divided into three
distinct interdependent stages. The results of this study
suggest that these stages are identifiable. Movement, up
and down the stages, was also accurately identified. This
lends further proof to the clarity and accuracy of the
behavioral language which Egan employed. Egan, despite
the fact that this model was shown as an effective reference
base for a counselling intern, warns that models and schools
should be subordinate to helping. Egan states that research,
theory, techniques, and practice should also be drawn from
other models to expand, abridge, modify, refine, and
criticize his developmental model.

Hiebert (1983), although he suggests using an instruc-
tional model in process research, does outline three kinds
of data in evaluating counsellor effectiveness: data on
counsellor's instructional behaviors, data on client
adherence to the counselling intervention, and data on
client change. The use of Egan's model in this present
study provided data on counsellor's instructional behaviors
and also demonstrated the client's adherence to the counselling

intervention. When assessing the tape segments the intern and experts identified the stages according to counsellor and client behaviors. Results suggest that Egan's model is an effective tool for accurately identifying counsellor/ client behaviors and could be recommended as a model to be considered for future studies designed to measure client change.

Due to the fact that Egan's model [which Egan (1975) reports is heavily based on the work of Robert Carkhuff and Carl Rogers] has shown itself, in this study, to be an efficient counselling theory base, it is not too drastic a step to imply that this model could be used in future counselling situations. Aubrey (1982) has expressed grave concern about the lack of research on counsellor effectiveness and what this implies for counselling as a profession. This study indicates that Egan's model could help fill this void in process research and direct counsellors in more purposeful behaviors that can be evaluated. Similar processes employing this model by using video or audio tapes could be used in schools, counselling centres, and government agencies to provide much needed counsellor/client feedback.

Bronfenbrenner (1976) stated that much of the research on counsellor effectiveness deals with participants who are randomly assigned to treatment conditons. This study dealt with clients in actual counselling sessions. It monitored client and counsellor adherence to Egan's intervention plan

and, consequently, replicated the format of actual counselling sessions.

. This type of process research is conducive to counselling internships. It requires a great deal of time reviewing videotapes, labelling counsellor/client responses, and evaluating tapes in relation to a specific model. These tasks, however, are considered learning requirements of many counselling internships.

The use of Egan's counselling model afforded cohesion to the research and internship. The model served as a reference point for the intern and supervisor. In the research component, experts were able to identify specific counsellor/client responses as defined by this model. The use of a model in this type of research proved reasonable and useful.

This study was conducted with only three experts and hence afforded a small number of judgements (36). Despite these numbers, the results showed there was significant agreement between the intern's and experts' 1 and 2 evaluations. As mentioned in the results section, these two experts had a great deal of exposure to Egan's counselling model. Expert 3, whose results did not approach those of 1 and 2, was given only a brief time (approximately 15 minutes) to review the model. A longer training period for this expert coupled with a greater number of judgements might produce more significant results.

There were a total of 21 agreements and 15 disagreements between the intern and the experts. Eight of these disagreements (see Figure 4) occurred in segments where change was seen by the intern and no change was reported by the experts. The greatest concentration of disagreements followed this pattern. It should be noted that the intern evaluated the tape segments by reviewing complete counselling sessions. The experts evaluated the 10 minute tape segments with no prior knowledge of the sessions. The increased exposure time by the intern could make easier the task of identifying change in the counselling process and, hence, increase the probability for disagreement between intern and experts.

Counsellors who acted as experts came to this study previously trained in various models. Although encouraged to use and evaluate the segments according to Egan's model, contamination effects were a real possiblity. Future researchers might look at ways to eliminate these contamination effects.

Recommendations

For future research the following are suggested:
1. The lack of agreement between those who received extensive training in Egan's model (e.g., experts 1, 2, and the intern) and expert 3 (who had very

limited exposure to Egan's model) was
quite evident. To perhaps alleviate
this discrepancy and to guard against
contamination effects, it is recommended
that all experts receive equal or
extensive training in Egan's model. A
further suggestion might be to use
naive counsellors trained in Egan's
model as evaluators.

2. To enhance the reliability of this
type of study, the number of judges
and judgements could be increased.

3. Entire counselling sessions, as opposed
to tape segments, could be recorded and
evaluated. This would eliminate any
advantage or disadvantage that the
intern may have when the segments are
evaluated.

4. Future researchers might also consider
this model when evaluating the
effectiveness of an internship program.
By using long-term clients, evaluations
of Egan's stages could be made at the
beginning of the internship and compared
to evaluations near the completion of the
internship.

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Appendix A

Circle the appropriate counsellor and client behaviours that were demonstrated in the tape segment. Refer to transcript of tape segment if necessary.

1. Was there any stage change in the tape segment?

   Circle one – YES   NO

2. If yes, what direction was the change (Circle one) ↑ ↓

   ..... from what level _____ to what level _____.

3. If no change, at what stage was the session primarily conducted?

   Circle one – Pre.   I   II   III

APPENDIX A

Instructions and Questionnaire
for Videotape Segments

APPENDIX B

Cohen's K

Cohen's K* coefficient is given by the equation

$$K = \frac{P_o - P_e}{1 - P_e}$$

where
$$P_o = \frac{1}{N} \sum_{i=1}^{c} n_{ii}$$

and
$$P_e = \frac{1}{N^2} \sum_{i=1}^{c} (n_i +)(n + _i)$$

   i) N = total number of items

  ii) n_{ii} = total number of agreements for the ith category (main diagonal in tabular array)

 iii) $n + i$ = marginal for the observer on the ith category

  iv) n_i = marginal for the criterion coder on the ith category

*Adapted from Frick and Semmel (1978, 170).

APPENDIX C

List of Books and Articles
Read During Internship

Allen, T. W. (1975). "For our next act ...." An unsystematic prescript to marriage and family counselling. The Counselling Psychologist, 5, 3-15.

Alpert, J. L. (1981). Theoretical perspectives on the family life cycle. The Counselling Psychologist, 9, 25-34.

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APPENDIX D

Supervisor's Evaluation of Intern

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

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

University Counselling Centre
Thomson Student Centre

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

Intern's Name: Mr. Benny Dalton

Supervisor: Dr. George Hurley

Agency: Memorial University Counselling Centre

Final Evaluation: August 2, 1983

Final Evaluation

Activities

Client load. During the semester Benny saw 23 clients.
Six were personal, ten were for career planning, and seven
were for assertiveness training (a six session group sequence
co-led by Benny and Dr. Elaine Davis). Number of interviews
for personal clients ranged from one to eight, whereas
numbers of interviews for career planning clients ranged
from one to four. In terms of general client load I think
that Benny has seen more than a sufficient number and
range of clients for this type of internship training
experience.

Other Activites

Other activities included: approximately 10 hours
per week on call in the Career Planning Centre (CPC);
three hours per week of interpersonal process recall
training (with two other family practice residents); three
hours per week of tutorials led by Dr. Mark Schoenberg
(again with two family practice residents); two hours of
formal supervision per week with myself; co-leading an
assertiveness training group with Dr. Elaine Davis;
presenting a case of an ongoing-client to the Counselling
Centre staff at friday afternoon case conference.

Theory and Knowledge

Benny indicates that he is more aware of theory as it
relates to practice particularly since his supervision and

wednesday training sessions concentrated on interpersonal
dynamics in communication and his thesis has focused on
the evolvement of a counsellor response styles in working
through issues with clients. Egan's model of counsellor
behavior, Kagan's model of interpersonal communications and
Kell and Mueller's theory of counsellor/client interaction
have been touched upon in various depths.

In the area of specific skills training, Benny states an
increased appreciation of the response deficit model of
assertiveness training since it is largely this model that
he and Elaine have used in their Assertiveness Training
group.

Finally, in the area of career planning, Benny has
strengthened his understanding of how Holland's theory of
career choice is manifest in the everyday behaviors of clients
and in their assessed interests (through such instruments as
the Strong Campbell Interest Inventory and the Missouri Card
Sort.)

In all the above mentioned areas Benny has taken the
initiative to augment his experiential base with readings.

Teaching and Learning

Benny immediately began videotaping his clients and
has found much value in this learning format. Combined with
supervision (in which videotapes were reviewed), Benny has
concentrated a great deal on self evaluation. He can
usually clearly articulate his ongoing counselling strategies

as well as point out counselling impasses. Benny has
also come to realize that he must sometimes give over
control to clients (i.e., not over confront) in order
to let cognitive/affective integration take place at a speed
that is often less than his own natural problem solving
style but which fits the client's rate of integration.
Other strategies such as using his own affect as part of the
legitimate material of counselling have also been used by
Benny to a greater extent since reviewing his clients from
a video format.

In all, Benny, in spite of being quite experienced and
competent in counselling, has been open to learn new things,
learns quickly, and is easily able to integrate his new
learnings into his counselling sessions.

Agency and Community

Benny very quickly became familiar with the agency's
goals and philosophy. Benny has an excellent sense of how
the Counselling Centre interfaces with the University as
well as with the community in general. He has been and I
anticipate will continue to be an excellent liason for the
university and the school system.

Benny has basically functioned as one of the professional
staff. He quickly gained the respect of all staff members
and took on duties commensurate with his skills and
professionalism. His dedication to the growth of clients
and his professional integrity are self evident.

Self Awareness

In group training sessions and individual supervision I have been impressed with Benny's general self awareness. He sometimes is resistant to ideas and materials that do not make sense to him, but is more than willing to examine such feedback. Again, Benny is almost always able to articulate strategies and ongoing affect in his counselling sessions. He also used such material to help him adjust his counselling strategies when needed.

Skills

Benny exhibits counselling skills at the level I would expect of newly practicing doctoral level counsellors. He possesses a broad base of therapeutic strategy. I hope Benny will continue to read in broad therapeutic areas perhaps such as Gestalt Therapy, Ericksonian techniques, and communications theory in order to augment his already quite strong counselling skills.

Summary

Overall, I have been most pleased with Benny's internship performance at the Counselling Centre. He is a talented and committed professional who has been a real asset to the Memorial University Counselling Centre during his too short tenure with us. We will miss him.

George Hurley, Ph.D.
Training Coordinator

GH/smd

Intern has read this report ___