REPORT OF AN INTERNSHIP CONDUCTED AT MENIHEK HIGH SCHOOL LABRADOR CITY, NEWFOUNDLAND INCLUDING A RESEARCH COMPONENT ON THE IMPLEMENTATION AND EVALUATION OF A SOLUTION-FOCUSED BRIEF COUNSELLING PROGRAM

VIVA ADAMS

REPORT OF AN INTERNSHIP CONDUCTED AT
MENIHEK HIGH SCHOOL
LABRADOR CITY, NEWFOUNDLAND
INCLUDING A RESEARCH COMPONENT
ON THE IMPLEMENTATION AND EVALUATION OF A
SOLUTION-FOCUSED BRIEF COUNSELLING PROGRAM

BY

Viva Adams, B.Ed.

An internship report submitted to the School of Graduate

Studies in partial fulfilment of the requirements

for the degree of Master of Education (Educational Psychology)

Faculty of Education

Memorial University of Newfoundland

1998

St. John's   Newfoundland

ABSTRACT

This report describes a thirteen week internship completed at Menihek High School, Labrador City, Newfoundland to fulfill the requirements for the completion of a Master's Degree in Educational Psychology. Chapter 1 outlines the internship proposal, which includes the rationale for the internship, a description of the setting, duration of the internship, supervision, and the internship objectives. Chapter 2 provides a description of the activities participated in during the internship. These activities included: individual and group counselling, attending workshops, career counselling and development, consultation with community professionals, case conferences, psycho-educational assessments, computer activities, research and reading, and supervision activities. Chapter 3, the research component, consists of a report of the implementation and evaluation of a Solution-Focused Brief Counselling program. The purpose of the study was to measure the effect of the program on goal attainment and self-esteem. Results indicated that there was significant progression towards goal attainment and an increase in the students' self-esteem. Chapter 4 concludes the report with a summary and recommendations.

iii

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Dr. Norman Garlie, Faculty internship supervisor, for his support and assistance in the development of the internship proposal and report.

To Mr. Tom Gamblin, on-site supervisor, for his generous assistance, advice, patience, and encouragement during the internship, a big thank you. I would also like to acknowledge the staff and administration of Menihek High School for their support and friendship throughout the internship.

I would like to thank Gerry White for his assistance with the statistical analysis portion of the research.

Finally, special thanks to my husband, Fred for his love, support and understanding during the time I have been working on this degree.

Table of Contents

CHAPTER ONE

INTERNSHIP PROPOSAL

Rationale

As part of the academic requirements for a Master's Degree in Educational Psychology at Memorial University of Newfoundland, graduate students have the option of completing a thesis, paper folio, project or an internship. The internship option consists of an organized sequence of supervised activities in which interns have the opportunity to exercise professional responsibilities which are associated with the professional role for which they are preparing. These experiences should be such that interns are assured both a depth and breadth of experiences. In addition to the wide range of professional activities in which graduate student interns are expected to engage, they are also required to conduct a research study deemed appropriate to such a field placement.

The basic rationale underlying the internship component is that academic training is best enhanced if it can be applied to practical situations under supervised conditions. As a graduate student desiring to work in the youth counselling field, an internship at a senior high school was considered an ideal option. Such a setting provided an excellent opportunity to further develop counselling skills through observations of professionals in both individual and

group situations as well as experiential training in all areas of guidance and counselling.

The Setting

The Report of the Committee on Graduate Internship Programme: Guidelines and Procedures (1995 Draft) state that the following should be considered in selecting a setting:

1. the availability of on-site professionals with competence, desire and time allotment to provide on-going supervision and to collaborate with faculty personnel in the delivery of the program;

2. the opportunity for a variety of experiences consistent with professional goals.

3. the capacity of the setting to sustain the provision of meaningful experiences for the full period of the internship; and

4. the selection of internship sites is the responsibility of the Faculty Supervisor in consultation with the intern and is coordinated by the Associate Dean of Graduate Programmes and Instructional Services.

Menihek High School, Labrador City, Newfoundland was approved by the Labrador School Board as the setting for the internship. The 677 students attending this school come from Labrador City and the neighbouring town of

Wabush. The staff of 52 members include a full-time Guidance Counsellor as well as an Educational Therapist. The school, operated by the Labrador West Integrated School Board, opened in September, 1979 as a result of the growing enrollment of students in the area. Previous to its opening, Labrador City students from grades seven to twelve attended the private school owned by the Iron Ore Company of Canada (Labrador City Collegiate) and Wabush students attended J. R. Smallwood Collegiate, an all-grade school run by the Integrated and Roman Catholic school boards. Grades seven to twelve students in the area attended one of these three schools until September, 1997. As a result of declining enrollment and changes in the education system, Menihek High School now accommodates all grade ten to twelve students from Labrador City and Wabush.

Labrador City is an iron ore mining community in Western Labrador, Newfoundland, established in the early 1960's. Wabush, another iron ore mining community, is located only three miles away. Together they produce fifty percent (50%) of Canada's total output of iron ore. With a combined population of over 16,000 residents, the area has become the most heavily populated area in Labrador. The towns have attractive houses and apartment complexes, shopping centres, hotels, hospitals including medical, dental and optical clinics, an arts and culture centre, four schools (primary, elementary, junior high, senior high), a

recreation centre, and two arenas. Popular sports in the area include cross-country and down-hill skiing, snowmobiling, hockey, golf, curling, soccer, and fishing. Labrador West has a relatively low unemployment rate.

Since both towns are prosperous mining towns, the majority (approximately 75%), of students come from middle income two parent families. The other 25% come from single parent, unemployed, and low income families. The average family income in this area is in the vicinity of sixty thousand dollars. Many students have their own cars and/or snowmobiles and have access to their parent's cabin on weekends. A minority of students have families who can barely afford to meet their basic needs of food, shelter and clothing.

Drugs and alcohol are a major problem within the student population. Other issues that are of concern to the school administration are teenage pregnancies, eating disorders, peer conflicts, date abuse, and low self-esteem.

Duration of Internship

The internship commenced on November 17, 1997, and continued for fifteen weeks, ending on March 13, 1998. The intern was at the school between the hours of 8:00 a.m. and 3:30 p.m. each day from Monday through Friday.

Supervision

Handbook, Graduate Studies, Faculty of Education (1996) outlines the

guidelines for the selection of supervisors.

The selection of Faculty Supervisors is coordinated by the Associate Dean of Graduate Studies and Instructional Services, taking into consideration administrative and personnel factors such as workload and availability.

Faculty Supervisors must meet the following criteria:

1. normally hold a doctoral degree appropriate to the intern's programme;

2. have a minimum of two years practical experience in the area of the intern's programme or its equivalent;

3. have sufficient time, as determined by the Faculty, to carry out the responsibilities associated with being a Faculty Supervisor in the internship programme.

Faculty supervision was provided by Dr. Norm Garlie, Faculty of Education, Memorial University of Newfoundland.

Selection of On-site Supervisors is made by the Associate Dean of Graduate Programs, in consultation with appropriate Faculty members and the receiving school board, agency or institution.

On-site Supervisors must meet the following criteria:

1. hold a Master's degree or its equivalent appropriate to the work of the intern, and have a minimum of two years appropriate experience;

2. be involved full time in a professional role compatible with the intern's programme; and

3. have the sufficient time, as determined by the Faculty, to consult with the intern and the Faculty Supervisor;

On-site supervision was provided by Tom Gamblin, who supervised in the areas of Guidance and Counselling, and Gary Jenkins, who supervised Educational Therapist activities. Tom Gamblin was designated as the primary field supervisor. Both these professionals have a Master's Degree in Education in the area of Guidance and Counselling from the University of New Brunswick (UNB).

Internship Objectives

The general objective of the internship was to receive practical experience which would further contribute to the professional growth and development of the intern. The following list of goals and proposed activities were identified to help meet the main objective. A detailed description of the activities is found in Chapter Two.

1. **To become more familiar with the roles and responsibilities of the Guidance Counsellor and Educational Therapist in a high school setting.**

Activities:

a. Observe the Guidance Counsellor and Educational Therapist

   perform their day to day duties.

b. Meet with the primary field supervisor for a minimum of two hours per week

   for consultation and discussion.

c. Read relevant material to become more familiar with the two roles.

2. To become more aware of the personal, social and emotional needs

   of adolescents.

Activities:

a. Individual and group counselling with referred adolescents from the school.

b. Consultation with professionals.

c. Search out and read materials (books, journal articles, recommended

   readings from supervisors) to be read during and following the internship.

3. To become more aware of my personal strengths and weaknesses as a

   counsellor.

Activities:

a. Consultation with on-site and Faculty supervisors.

b. Self-evaluation by writing a daily journal of my observations,

   experiences, concerns and personal reactions to my work.

c. Discussion of self-evaluation writings with supervisors.

4. **To further develop knowledge of a variety of counselling theories and techniques.**

Activities:

a. Observe a minimum of three counselling sessions conducted by the field supervisors and discuss the theoretical base from which they were working.

b. Read relevant reading material gathered from the library (journals and books) and supervisors.

5. **To gain further experience in individual and group counselling.**

Activities:

a. Co-lead a minimum of one group.

b. Facilitate an adolescent group (based on solution-focused brief therapy model) presenting with various problems. This will be done as part of the research component discussed in Chapter Three.

c. Facilitate a six-session parenting group for single parents.

d. Carry a minimum caseload of five clients, exhibiting a range of presenting problems, for individual counselling.

6. **To become more familiar with the community-based services to**

adolescents.

Activities:

a. Meet for one session each with a professional from social services, mental health, addictions services, and the local youth justice committee.

7. **To avail of any opportunities to attend workshops or conferences that may be offered during the period of the internship.**

Activities:

a. Attend any local or provincial workshops related to guidance and/or counselling.

8. **To consult weekly with the on-site supervisors concerning the intern's progress and assigned cases.**

Activities:

a. Informal consultation and discussions on a daily basis.

b. Formal consultation at least once a week.

c. A minimum of two sessions will be either observed by the field supervisor or videotaped to be viewed and discussed later.

9. **To consult on a regular basis with the Faculty Supervisor.**

Activities:

a. A minimum of three sessions either by phone, teleconference, e-mail, or in person.

10. To learn more about career development and the problems faced by students as they try to choose careers.

Activities:

a. Consultation with supervisors.

b. Counselling with students having career related concerns.

c. Reading relevant career material gathered before and during the internship.

11. To gain further experience in educational and behavioral screening and assessment.

Activities:

a. Assess a minimum of two students referred with specific problems such as reading difficulties or serious behavior problems.

b. Write up reports and consult with on-site supervisor regarding results of the assessments.

c. Interpret results to students, parents and teachers.

12. To become more informed about the development and

maintenance of information services.

Activities:

a. Obtain information about establishing, displaying, and maintaining

materials for a guidance resource center in the following areas:

   i. Education, e.g. study skills, college calendars.

   ii. Vocational, e.g. career pamphlets, job search materials.

   iii. Personal/Social development, e.g. dating, relationships.

   iv. School information, e.g. orientation for new students.

13. Become more competent in computer skills as they pertain to

   the role of guidance and counselling.

Activities:

a. Develop e-mail skills by consulting with and observing on-site

   .supervisors and computer professionals from the local professional

development center.

b. Learn how to access and use "CHOICES" through:

   i. Personal use for practice.

   ii. Guiding a number of students through the program.

   iii. Participating in a "CHOICES" workshop.

c. Conduct a minimum of three searches on the internet on topics

relevant to the area of guidance and counselling.

14. To implement and evaluate a specific program for Solution-

Focused Brief Therapy. The program is entitled <u>Counselling Toward</u>

<u>Solutions: A Practical Solution-Focused Program for Working with</u>

<u>Students, Teachers and Parents</u> (Metcalf, 1995).(See Chapter Three).

CHAPTER TWO

DESCRIPTION OF ACTIVITIES

As can be seen in Table 2.1 the intern gained experience in a variety of areas

during the internship. These experiences facilitated her growth as a counsellor.

Table 2.1

Time Spent in Various Internship Activities

Activity	Number of Hours
Individual Counselling	66
Group Counselling	64
Workshops	42
Career Counselling and Career Development	30
Consultation with Community Professionals	10
Case Conferences	4
Psycho-Educational Assessments	20
Computer Activities	10
Readings	65
Supervision	39
Journal Writing	37
Research Project	50
Total Hours Allocated to These Activities	437

Individual Counselling

A major focus of the internship was individual counselling dealing with personal, career, and academic concerns. Specific issues dealt with included relationships, self-esteem, pregnancy, anger management, academics, date abuse, single parenting, learning disabilities, weight control, and a variety of career-related concerns. The intern counselled 21 students for a total of 77 sessions dealing with issues of a personal or academic nature. Approximately 10-15 students were counselled on career-related issues. These sessions most often took place after school hours as this was when students usually came to the guidance office to discuss career plans or pick up post-secondary applications. The on-site supervisor observed three sessions involving personal or academic concerns and was present at many of the career related sessions. These sessions were often followed by consultations and discussions about individual cases.

The caseload for individual counselling consisted of 16 females and 5 males. Of the male clients, one was seen for personal problems and four for academic concerns. The number of sessions for the male clients ranged from 2 to 10. Of the female clients, seven were seen for mixed focus (four for self-esteem/ career, two for relationships/ anger control, one for self-esteem/ weight control), three for relationships, two for academic, two for date abuse, one for pregnancy, and one for single parenting issues. The number of sessions for the female clients

ranged from 1 to 10.

While dealing with the clients on an individual level, the intern had opportunity to self-evaluate her counselling strengths and weaknesses. Strengths noted by the intern and the supervisor included listening skills, appropriate attending skills, respecting clients' opinions and personal space, patience and empathy. Identified weaknesses included fear of not giving the client the empathic response that would communicate understanding in a clear and effective manner and dealing with periods of silence during counselling sessions. These issues were addressed in consultation sessions with the on-site supervisor and by reading material relevant to counselling techniques. As the internship progressed the intern became more confident in her ability to communicate understanding to the client and more comfortable with silent periods during counselling sessions. These experiences helped the intern formulate her own individual approach to counselling and were valuable in that they provided opportunity to help meet objective number two -- to become more aware of the personal, social and emotional needs of adolescents.

Group Counselling

The intern had opportunity to be involved in a total of four groups while completing the internship. She organized and facilitated a self-esteem group and

Solution-Focused Brief Therapy group. She also participated as co-leader in a date abuse group and a single parent group.

While providing individual counselling, it was noted that many of the clients presented with low self-esteem. In consultation with the on-site supervisor, it was decided that a self-esteem group would be formed and facilitated by the intern. Eight prospective clients, all female, were interviewed and chosen to participate in the group. The group ran during lunch hour once a week for six weeks. Following the sessions, issues around progress and group dynamics were discussed with the on-site supervisor.

The research component of the internship involved evaluating a specific approach to group counselling known as Solution Focused Brief Therapy (SFBT). To evaluate this approach, the intern implemented and facilitated a SFBT group based on a program by Linda Metcalf (1995) entitled <u>Counseling Toward Solutions: A Practical Solution Program for Working with Students, Teachers, and Parents.</u>

The participants of this group were self-referred and a total of seven students were interviewed to determine if this type of intervention was appropriate to address their needs. All seven, four female and three male, were chosen to participate in the group. The group ran once a week for six weeks

during lunch hour. Further details concerning the progress of this group are

outlined in Chapter III of this report.

During the internship the on-site supervisor was approached by a Social

Work student who was doing a work term at the local Mental Health Department.

As part of her intern activities she was required to facilitate a group. Since one of

this intern's goals was to participate in a group activity, the decision was made to

work together. The on-site supervisor had identified six girls who had recently

approached him concerning issues of date abuse. It was suggested that, if the girls

agreed, a date abuse group would be formed and run for a minimum of six weeks.

The girls agreed and both interns interviewed them individually to determine

whether or not a group experience would be an appropriate intervention. All six

girls expressed their desire to be part of the group process and the interns agreed

to organize and facilitate it. The group ran once a week for eight weeks with each

session lasting one and one half hours. This intern was co-leader and helped in

session planning and leading discussions and exercises.

Another goal was to participate in a group for single parents. During

consultation with the on-site supervisor and school nurse it was decided to run a

parenting group for single parents. An educational program developed by Health

and Welfare Canada entitled Nobody's Perfect was used in the sessions. Since the

nurse had received training in facilitating this program, it was agreed that she would lead and the intern co-lead.

The one and a half hour group sessions took place at the community centre after school hours and ran once a week for six weeks. Six single parents, ranging in ages from 18 to 23, participated in the program. Following these sessions the intern had opportunity to consult with the nurse and on-site supervisor regarding progress and concerns about group dynamics. Upcoming sessions were also discussed and leader tasks determined.

Participation in these group activities resulted in enhanced group leadership skills. It provided opportunity to observe group dynamics as other professionals led the group. It was noted that some groups seemed to bond more than others. The date abuse group demonstrated strong cohesive characteristics from the first session. This may be due to the fact that they recognized they had a problem and self-referred. They were consistent in attending the sessions and were quite open to sharing and discussing possible solutions. This group was a very rewarding experience in that at the end of the sessions the girls expressed appreciation to the leaders and to each other for the support and help they received. The participants of the single parent group were not as consistent with attendance. Out of the six who signed up, only one attended all the sessions. An

average of three were in attendance each week. In retrospect, a number of factors were to blame. Being able to get a babysitter or a ride to the session were reasons given for not attending. Also, the girls were recruited from a list at the public health office, thus were not self-referred. Even though they participated in discussions and appeared to enjoy the sessions, when they attended, parenting classes did not seem to be a priority. Whereas the date abuse participants agreed to keep in contact and support one another even after the group ended, the single parent participants did not form that bond.

The self-esteem group members were self-referred and were consistent in attendance. Out of the eight who initially signed up, an average of six attended each session. This group formed a close bond within a couple of weeks. They openly shared their successes and failures and trust was developed in a short period of time. They expressed sadness to see the group end and were determined to keep in touch. Post testing indicated that their self-esteem had risen significantly as a result of the sessions.

Workshops

During the internship, the intern participated in six workshops. A description of each workshop is provided below.

On November 18, the intern attended and participated in a workshop on

tutoring facilitated by a professional from the Labrador School Board, Goose Bay, Newfoundland. "Tutoring for Tutors" is a pilot program for senior high students who would like to tutor students for a minimum of 20 hours a month and receive a post-secondary tuition voucher. Referrals for tutoring come from the guidance counsellors in the local schools. There is a limit to the number of students who can participate per community. The five-hour workshop covered topics such as confidentiality, communication (attending and listening skills), characteristics that lead to successful tutoring, preparing a tutoring lesson, responsibilities of the tutor, the actual lesson, tutoring checklist, and various logistical concerns of tutoring. It is important for high school counsellors to be aware of and participate in such programs so that students can have an opportunity to receive financial assistance for post-secondary education.

A workshop on the "CHOICES" (information on careers) computer program was held on December 2. An overview of the program, emphasising its newest revisions, was given by the presenter. Participants were then guided through the program and given an opportunity to comment or ask questions. This was another valuable learning experience for the intern since a large percentage of high school counsellors time is spent in career guidance and counselling.

The intern availed of an opportunity to attend a workshop in St. John's,

Newfoundland on January 19, 1998. Therapy With Children was presented by

The International Society for Child and Play Therapy. The morning session on

"Attention Deficit Disorder" included an overview of attention deficit disorder

and learning disabilities and effective intervention strategies for parents,

professionals and teachers. The afternoon session on "Living with Fear –

Childhood Anxiety" dealt with how and why anxiety develops in children. The

facilitator also gave an overview of treatment strategies.

Other one-day workshops included "Use of the Internet in the High School

Setting", "School Improvement" and a "Professional Development Day". These

were held at Menihek High School.

These workshops were considered by the intern to be very valuable

learning experiences since they expanded the intern's knowledge and experiential

base in areas related to guidance and counselling. After attending these

workshops, the intern became more cognizant of the need to attend professional

development workshops and seminars as they provide opportunity to keep

updated on a variety of new programs. It is an area that the intern plans to

continue to participate in whenever possible.

Career Counselling and Career Development

Career-related activities take up a major portion of the counsellor's time

in the high school setting. During the course of the internship, the intern observed and participated in a variety of activities in this area.

Initially, the intern observed as the on-site supervisor performed his career related duties. These duties included: (a) assisting individual students in making career choices through use of "CHOICES", interest inventories, "SPECTRUM" calenders, and discussion; (b) giving post secondary seminars to small groups of Level III students, informing them of post secondary options, academic qualifications, how to apply, costs, and the necessity of post secondary education; and (c) helping them complete post secondary and scholarship applications. After a week of orientation in the area of career counselling and guidance, the intern began participating in the activities and soon became more confident in performing these activities.

The intern took advantage of the many resources available in the guidance department. It has a comprehensive collection of academic calenders for Canadian universities and colleges as well as guides to programs in the United States. Other helpful resources include a collection of books, pamphlets, videos, and vertical files containing occupational information on a wide range of specific careers. Also, the on-site supervisor made available the files of career related material accumulated during his years of counselling. Approximately 7 to 10

hours were spent browsing through career material, and becoming more familiar with career related resources.

A Career Day was planned by the guidance counsellor. The intern was not involved in this planning as it took place on the third day of the internship. During the day, students were exposed to many occupations as representatives from the community set up displays in the gymnasium and were available for questions and discussions. The intern spent much of the day visiting the booths and chatting with the occupation representatives.

During the period of the internship, representatives from universities, colleges and the Armed Forces visited the school and gave presentations. The intern observed those sessions and found them to be informative.

Career development was one area in which the intern considered herself weak. Prior to the internship, her only exposure to this area was one course completed at the university, but she was now expected to give career guidance to students. By observing the on-site supervisor and by discussing and consulting about career counselling with him, the intern soon became confident in working with students on career issues. Consequently, the intern became much more aware of what is actually involved in career development and the problems faced by students as they choose careers. For example, many students had never had to

deal with finances. They were now concerned about how to finance their education and how to go about applying for a student loan. Other concerns voiced by students included: availability of jobs in their chosen field; selection of the university or college they should attend to get the best training; and, questioning if they were strong enough academically to succeed in their chosen area of study. Often, the intern had to consult, with the on-site supervisor, about how to deal with certain career related issues. Helping students work through career issues with the help of the supervisor proved to be a valuable learning experience.

Consultation with Community Professionals

While completing the internship, the intern visited four community agencies offering services to adolescents and their families. Prior to the visits arrangements were made to meet with professionals to discuss their roles and responsibilities, the types of adolescent issues dealt with, the counselling approaches used, and prevalence of specific adolescent problems in the community.

The first agency visited was Human Resources and Employment (Social Services). The intern had a two-hour session with a corrections worker who worked with youth between the ages of 12 and 18 who had broken some law and were involved with the courts under the Young Offenders Act. The worker

explained the process followed in working with the young offenders.

Next, a visit was made to Addictions Services where the intern met for an hour and a half with the addictions co-ordinator for Labrador West, The Straits and Labrador South Coast. We discussed the co-ordinator's role in education, prevention and treatment, counselling, and the prevalence of addictions problems in the community.

The intern also met for two hours with a counsellor at the local Mental Health Department. The counsellor provided information on the types and prevalence of adolescent issues dealt with at that agency as well as intervention, prevention and treatment techniques used.

Labrador West has a Youth Justice Committee made up of volunteers from the area. A young offender, between the ages of 12 and 17, charged with a first time offence may be able to go through a program set up by this committee instead of having to go through the court system. The intern met with a committee member for an hour long session during which the intern was given information on the purpose of the committee, who was qualified to go through it, the details of the agreement formulated by the committee, the child's rights and responsibilities if he/she goes through the program, what happens if the child does not complete the agreement, and what happens to the charge once the

program is completed.

The time spent at these agencies afforded the intern with valuable insight into community based services available to high school students and the referral process in place at each institution. It also gave her a greater awareness of the personal, social and emotional needs of adolescents in the community.

Case Conferences

During the course of the internship, the intern participated in three case conferences within the school setting. In attendance were the principal, vice-principal, counsellor, parent(s), one or more teachers (if requested), and in one case, the student. The purpose of the conferences was to address issues of academics, attendance, and placement for individual students. Each case was presented, followed by discussions and recommendations for appropriate action.

Another case conference took place at the local post-secondary college. In attendance were the college administrators and counsellor, school counsellor and intern. The counsellor was acting as advocate for two older students who were having difficulty completing their credits at the high school and had expressed interest in being accepted into the Adult Basic Education program.

As a result of being exposed to those sessions, the intern has become more cognizant of the multi-disciplinary approach that is necessary in meeting the

needs and concerns of students. The school by itself cannot problem-solve for all the needs that arise. The school, home and community must collaborate in addressing problems or other student related issues.

Psycho-Educational Assessments

The intern completed psychological and educational assessments on three students at the school. One was referred by the Educational Therapist, one by the parents, and the third by a teacher. Tests were administered, scored and interpreted by the intern. Full reports were written followed by consultation with the on-site supervisor regarding the results and recommendations. The results and recommendations were then shared with the student, parents and appropriate teachers.

As a result of the testing experiences as well as the discussions and consultations with students, parents and professionals, the intern's confidence in the selection, administration, scoring and interpretation of assessment tools increased. Also, discussions with the staff personnel permitted the intern to critically analyse the application of a variety of assessment tools and processes.

Computer Activities

The intern had many opportunities to expand her knowledge of the uses of the computer in the school setting. Two of the workshops involved computer

training-- "CHOICES" and "INTRODUCTION TO THE INTERNET". As well, the on-site supervisor spent a number of sessions describing and demonstrating how the school computer system (Columbia) operated. During the course of the internship, the intern had opportunity to make use of this technology when working with students on career issues, conducting internet searches on topics relevant to guidance and counselling, and using the school computer system to access student information. The intern's e-mail skills were further developed during the INTERNET workshop as she had opportunity to observe and practice the process.

As a result of these experiences, the intern feels that she has met her goal of becoming more competent in computer skills as they pertain to the role of guidance and counselling.

Readings

During the internship the intern chose to do additional readings in the evenings and on weekends. Readings were done on topics such as counselling theories and techniques, sexual abuse, self-esteem, dating violence, parenting skills, alcohol and drug abuse, and careers. A majority of the readings were completed while preparing for and completing the research component of the internship. As noted in the bibliography, 25 of the 47 articles and books listed are

related to the topic of Brief Therapy.

Approximately 65 hours were spent on this activity during the period of the internship. This was considered to be a valuable use of time as much knowledge was gained in many areas of guidance and counselling. The intern plans to continue this activity so that she will become more knowledgeable and keep up-to-date on the latest developments in the field.

Supervision

During the first week of the internship the intern met with the field supervisors to review her objectives and discuss possible activities that could meet these objectives. Plans were made to begin working on them following a week of orientation.

Weekly two-hour sessions were scheduled for discussions and consultations with the primary on-site supervisor, Tom Gamblin. This time was primarily spent reviewing and discussing the progress and concerns of the intern with regard to each of her clients. During these sessions, time was also spent discussing counselling theories and techniques and the roles and responsibilities of the guidance counsellor and therapist. It also gave the intern a chance to critically analyse her counselling style and at the same time develop new skills under the guidance of the field supervisor.

On a daily basis, the intern worked closely with the field supervisor allowing for ongoing informal consultation. He was kept up-to-date regarding the intern's cases and information about many of his cases was shared with the intern. All other activities were carried out with the supervisor's knowledge and were discussed with him. About 80 per cent of consultation and discussion time was spent with the primary supervisor. Gary Jenkins, Educational Therapist, worked mostly with persons with severe behavior problems on an individual counselling basis. Gary did not attend the weekly two hour supervisor sessions. The intern met informally with him throughout the week to discuss students he had referred.

Because of the geographical distance between the faculty supervisor and the intern, it was difficult to meet regularly in person. However, the intern did travel to St. John's once during the internship and was able to meet with him to finalize the proposal and discuss progress and concerns. Regular consultation was made possible via phone and e-mail.

Journal Writing

For approximately 30 minutes each afternoon , after school hours, the intern took time to reflect on the day's activities while writing in a daily journal. These writings included a description of the day's activities as well as self-

evaluation writings. They were often topics of discussion at weekly meetings with the field supervisors.

As can be seen in the preceding discussion the journal writing was beneficial in that it provided an ongoing record of the intern's daily activities. It gave detailed information on which objectives were being met and how. The journal was continually being referred to as the intern tried to determine whether or not all the objectives were being properly addressed. It became a critical tool when the intern began to write up this final report. It was also a tool for self evaluation. As the information accumulated, the intern was able to critically analyse results of the various activities in which she was involved. Weaknesses and strengths were identified, adjustments made where possible and improvements were noted in some areas as the internship progressed.

Research Project

As part of the internship, the intern was required to complete a research project. Prior to beginning the project, approximately 30 hours were spent reading articles and books related to the topic, selecting participants, and preparing materials for the project. It took approximately 20 hours to actually carry out the project and analyse the results. A detailed description of the research component is recorded in Chapter Three.

Conclusions

This chapter has outlined the professional activities in which the intern participated during the course of the internship at Menihek High School. The intern feels confident that as a result of these experiences, she has been successful in achieving her overall goal of furthering her professional growth and development as a counsellor. Also, the activities described in this chapter fulfilled the fifteen specific objectives outlined by the intern prior to the internship. The opportunity to work with experienced professionals, to participate in professional development workshops, and to be actively involved in counselling and guidance experiences has enabled the intern to become more competent in utilizing a range of counselling skills. She now feels more confident and prepared to take on the challenges associated with entering a professional counselling career.

CHAPTER THREE

RESEARCH COMPONENT

Introduction

This intern chose to evaluate a specific approach to counselling known as Solution Focused Brief Therapy by implementing a program by Linda Metcalf (1995) entitled *Counseling Toward Solutions: A Practical Solution Program for Working with Students, Teachers, and Parents*. The purpose of the study was to determine whether or not it is an effective and appropriate counselling model for high school counsellors to use in group counselling of students presenting with various concerns and problems and whether or not its use affects the student's self-esteem.

In today's complex and troubled society, school counsellors are being asked to assume a greater role in the lives of students and their families. Parents, particularly single parents, want help improving their parenting skills. Therefore, many counsellors have begun to conduct parenting groups. Furthermore, in trying to prevent substance abuse, teen pregnancy, and suicide, school counsellors have devised student support and intervention groups and have involved teachers in counselling-related classroom activities. Much individual counselling is required as well, to help meet the students' personal and social needs. Also, assisting

students in career planning and in choosing appropriate post-secondary education and training continue to be important counsellor activities (Sears, 1993).

Sears (1993) goes on to state that the challenges facing counsellors and demands on their time will continue to grow during the next decade. They must carefully choose where they spend their time and energy. For example, according to a survey done by the Government of Newfoundland and Labrador, Department of Education (1994), 49.6% of the counsellor's time is spent in individual and group counselling. This corresponds with other studies that have examined the use of counsellor's time (Partin, 1993; Bonebrake, & Bergers, 1984; Wilgus, & Shelley, 1988).

In response to the pressures of dealing with such a workload, and societal insistence for expedient treatment, intentional short-term counselling models have commanded increased professional attention during the last decade (Bruce & Hopper, 1997; Amatea & Sherrard, 1991; Steenbarger, 1992; Kreilkamp, 1989). Kreilkamp (1989) points out that counsellors sometimes attempt, with ineffective results, to adapt and compress a traditional long-term therapy model into a short time span to fit the demand for effective and efficient work. Bruce & Hopper (1997) suggest that the need exists for a concise model for short-term counselling to fit the developmental needs, increased societal concerns, and daily

challenges in the world of children and adolescents and that the model must be

brief by design, not by accident.

Literature Review

There are a number of brief therapy approaches being used by counsellors

that tend to differ in their use of time limits. The literature contains studies

advocating a range of sessions from a single counselling session to 30 sessions

(Steenbarger, 1992; Littrell et al.;1992; May, 1992; Littrell et al., 1995).

The intern focused on a Solution Focused Brief Therapy (SFBT) approach

to counselling. Steve deShazer and colleagues at the Brief Family Therapy

Centre in Milwaukee, Wisconsin have utilized this approach. The approach,

which was influenced by the strategic forms of therapy -- most notably the

writings of the Mental Research Institute group and other approaches influenced

by the work of Milton Erickson, offers counsellors numerous interventions. These

interventions can help counsellors focus on client's strengths that can be used to

find meaningful solutions to problems (Bonnington, 1993).

deShazer and his colleagues developed the following set of principles that

guide the solution-based approach:

a.   the major task of counselling is to help the person do something

     different;

b.   the focus on the problem is redirected toward solutions already

existing;

c.   only small change is necessary because any change, no matter how

small, creates the context for further change;

d.   goals are framed in positive terms with an expectancy for change

(Bonnington, 1993, p. 126).

   The SFBT approach is theorized to be almost immediately effective,

effective in the long term, and on average requires only six to twelve sessions to

complete. This technique focuses on solutions rather than problems. Clients are

encouraged to think about times when their problem did not exist, and how those

times contributed to the *absence* of the problem, and how to recreate such

circumstances in their present situations. Focus is on the clients' strengths and

abilities rather than their weaknesses. Solutions are derived by clients themselves

and therefore not only are they more involved in their success, but the solutions

fit their unique lifestyles. Finally, because the clients find their own solutions that

work, self-esteem is often increased. SFBT has been applied very successfully in

a variety of situations, including addictions counselling, marriage counselling,

pastoral counselling, and with individual and group counselling of school

students (Rymarchyk, 1997).

A number of limitations of the SFBT were acknowledged by Amatea &
Sherrard (1991). They suggest that the model may not be an effective tool if the
student is in such emotional turmoil (e.g., as the result of a recent divorce) that he
or she can neither hear nor act upon direct requests for changed behavior. In this
case, counselling interventions that restore a sense of control, stability, and
nurturance are more appropriate than brief intervention. Also, if the student's life
is so characterized by chronic stressors (e.g., parental alcoholism) that it is
impossible for him/her to act in a predictable way, long-term counselling may be
more appropriate than brief intervention. Thirdly, if actual deficits in the
student's learning abilities (e.g., dyslexia) are causing educational
underachievement or emotional difficulties, SFBT may not be an effective model
to use.

Littrell et al. (1995) discuss three concerns related to brief counselling in a
school setting. First, counsellors need to ensure that they do not prematurely focus
on one concern to the exclusion of other more serious concerns, such as physical
abuse, that students may need more time to reveal. Second, because the stages of
SFBT are relatively straightforward does not mean that conducting brief
counselling is necessarily easy. Considerable counselling skills are required to
help students set small and meaningful goals. Counsellors need to be aware of

their own strengths and weaknesses, be knowledgeable about the clients they

work with, and have the skills to help them reach their goals. Finally, Littrell et al.

suggest that brief counselling is but one tool in counsellors' repertoires. As such,

it is not suitable for a number of types of problems (e.g., potential suicide, child

abuse, and severe eating disorders). Counsellors must be aware when the tool of

brief counselling is appropriate and when it is not.

According to Steenbarger (1992), brief therapy has traditionally been seen

as an intervention for high-functioning clients only, with the presumption that

"deeper" or more extensive problems could not change over a brief span. He goes

on to state, however, that almost no support for this assumption is found in the

literature. He cites a number of studies in which brief counselling has produced

lasting change among clients with depression, phobias, compulsions, and panic

disorder. Brief therapies have also been shown to facilitate changes ranging from

targeted symptoms such as test anxiety and social skills deficits, to global

constructs of self-esteem and life satisfaction. Other studies cited by Steenbarger

(1992) suggested that brief approaches may even be effective with populations

deemed highly disturbed. Impressive brief treatment results have been reported

among groups suffering from posttraumatic stress, personality disorders, bulimia,

and major depression. Within these groups, gains were achieved not only in

symptom reduction but on personality dimensions such as self-esteem and social maturity. Results of these studies certainly suggest an applicability of brief counselling that exceeds traditional expectations.

Walter & Peller (1992), in their book *Becoming Solution-Focused in Brief Therapy*, suggests that the SFBT approach can work for anyone as long as they define a goal. They assume that the client is the expert on what they want to change and what they want to work on and that focusing on the positive, the solution, and the future, facilitates change in the desired direction.

The remainder of this literature review will focus on the use of SFBT by school counsellors in individual and group counselling situations and its effect on self-esteem.

Individual Counselling

A number of researchers (Bruce, 1995; Bruce & Hopper, 1997; Murphy, 1994; Steenbarger, 1992; Littrell et al. 1992, Littrell et al., 1995) have identified four basic steps (Appendix 'B') followed in SFBT. Within the model, the counsellor and student proceed as follows:

Step 1. Establish a working relationship while assessing the problem in concrete terms.

Step 2. Investigate contemplated and previously attempted solutions and

identify exceptions to the problem.

Step 3. Establish a short-term, behavioral goal chosen by the student and limited by the counsellor.

Step 4. Implement an intervention task prescribed by the counsellor.

Use of this model allows the counsellor and student to examine the problem and then focus on attainable goals and successes to empower the student to take control and responsibility. As well, simple interventions allow for creativity and sensitive individual tailoring (Bruce & Hopper, 1997). Rather than focusing on the past, active participation by both counsellor and student in counselling sessions focuses on present patterns, future plans, and expectation for change. The philosophical premise of SFBT is that small changes will lead to other changes and may modify parts in the whole system. This snowball effect produces momentum for many solutions in living (Bruce, 1995). A school counsellor may assist a student in generating action for positive change in the classroom situation. Positive change may also result at home without specifically targeting this second setting, just as success when dealing with peer relationships on the playground may facilitate success in academic concerns. Thus, improvement in behaviors may generalize across settings to be observed and enhanced by members of the various systems, such as teachers, parents, and

community members (Bruce & Hopper, 1997). Since this model is concise and action-oriented, and specifically designed to enable rapid change that generalizes to other settings, Bruce (1995) suggests that it may be especially suited to school counselling.

Group Counselling

Although solution-focused counselling is primarily used with individuals and families, its effectiveness has been further enhanced by applying the approach to groups (LaFountain et al., 1996, Littrell et al., 1992, Metcalf, 1995). As in individual counselling, the questions flow around defining the goal of the student, identifying exceptions to the problem, and developing a task (Metcalf, 1995). Metcalf suggests a number of *guiding questions* which may help guide the counsellor in the group process (Appendix C). To set the mood for focusing on solutions, the leader may ask, "What brings you to our group today?" Goal setting may be introduced with the question, "How will you know when things are better for you?" Next the group is asked to search for exceptions to the problem. The leader may say, "I've been listening to you all as you've told us why you're here today. A lot of your descriptions sound really tough. Let's talk now about the times when things were not as tough." The next step in the group process is to encourage motivation by asking a question such as, "Someday when the problem

that brought you here today doesn't bother you as much, what will you get to do more?" To help the participants develop and carry out a plan of action the leader may say, "You have told me some great ideas about the times when problems bother you less. Let's talk now about what you might do next week that will assist you in keeping the problem at a distance in your life, so you can do what you really want to do." To conclude the session, the group is asked to discuss what they did during the session that made a difference. Successive meetings may begin with the question, "What's going better for each of you this week?" In group counselling, the role of the leader is to create an environment in which students can discover and experience their competencies.

Self-Esteem

Clemes & Bean (1981, cited by Wiggens, Schatz & West, 1994) found that children with high self-esteem act positively, assume responsibility, tolerate frustration, feel able to influence their environments, and are proud of their deeds. Conversely, children with low self-esteem are easily led by others, become frustrated quickly and easily, often blame others for their shortcomings, and tend to avoid difficult situations.

Coopersmith (1990) describes self-esteem and explains how he believes it is formed. He states:

The term "self-esteem" refers to the evaluation a person makes and customarily maintains with regard to him- or herself. "Self-esteem" expresses an attitude of approval or disapproval and indicates the extent to which a person believes him- or herself capable, significant, successful, and worthy. (p. 5)

People are not born with concerns of being good or bad, smart or stupid, lovable or unlovable. They develop these ideas. They form self-images -- pictures of themselves -- based largely on the way they are treated by the significant people, the parents, teachers, and peers, in their lives. The self-image is the content of a person's perceptions and opinions about him- or herself. The positive or negative attitudes and values by which a person views the self-image and the evaluations or judgments he or she makes about it form the person's self-esteem.

According to Coopersmith (1990), a person's self-esteem is formed largely by the way they are treated by significant others and is expressed by the attitudes he or she holds toward the self. The subjective experience is conveyed to others by verbal reports and other overt expressive behavior such as, tone of voice, posture, gestures, and performance.

Studies by Wylie (1961, cited by Coopersmith, 1990) indicate that students coming for psychological help frequently acknowledge that they suffer

from feelings of inadequacy and unworthiness. They see themselves as helpless

and inferior, incapable of improving their situations and lacking the inner

resources to tolerate or to reduce the anxiety readily aroused by everyday events

and stress.

Many educators discover through using the SFBT approach that self-

esteem grows significantly for their students (Metcalf, 1995; Steenbarger, 1992;

LaFountain et al, 1996). Metcalf (1995) suggests that self-esteem is a by-product

and a building block of SFBT. An adolescent who experiences himself/herself as

being competent, is less likely to be dependent on others and instead, begins to

depend on himself/herself. During the counselling process, the counsellor helps

the students exercise their power by affirming the students as the source for

change and by believing in their capabilities. This reinforces student confidence

and consequently builds self-esteem (Bruce, 1995). DeShazer (cited by Bruce,

1995) suggests that using the students' abilities builds hope and positive

expectations. LaFountain et al., (1996), in their research on SFBT group work

also found a positive relationship between involvement in solution-focused

groups and students' level of self-esteem and ability to cope. Students in the

solution-focused groups reported significantly higher levels of self-esteem as well

as more appropriate coping behavior with emotions such as anxiety and

depression.

Summary

The research material available on the topic of Solution Focused Brief Therapy is very limited. However, it is felt that there is sufficient evidence to present an argument as to its usefulness and limitations.

The majority of the literature reviewed indicated that the SFBT model has been found to be an effective tool for school counsellors to use in both individual and group counselling situations and that it is linked to growth in self-esteem. Studies also provide evidence that clients with depression, phobias, compulsions, and panic disorder have experienced positive results following SFBT therapy. However, there is also research indicating that there are limitations to its use: there are situations in which SFBT is not always an appropriate tool to use. If a student is in severe emotional turmoil, under chronic stressors, or a learning disability such as dyslexia is causing educational underachievement or emotional difficulties, SFBT may not be an effective tool to use. Also, other research suggests that it is not suitable for problems such as potential suicide, child abuse and severe eating disorders. More time would be required to address these types of issues.

Research Questions

The general question to be addressed is: Is SFBT effective in treating selected problems of adolescents when provided in a group format to High School Students? More specifically, the following questions were examined:

1. Does use of the SFBT group counselling approach result in achievement of student identified goals as subjectively measured by the Likert Scale included in the Individual Diary (Appendix "D")?

Hypothesis:

On a scale of 1-10, where 1 indicates that the problem is in control of the client and 10 indicates that the client is in control of the problem, there will be significant progression in the direction of the client controlling the problem by the end of the counselling sessions.

2. Will students participating in group counselling using the SFBT approach experience a significant increase in self-esteem as measured by the SEI: Self-Esteem Inventory (Coopersmith, 1990)?

Hypothesis:

Students participating in group counselling using the SFBT approach will indicate significant increase in self-esteem as measured by the SEI: Self-Esteem Inventory (Coopersmith, 1990).

Methodology

Participants

Participants for the research project consisted of seven eleventh and

twelfth grade students ranging in ages from 16 to 18 years, three of whom were

male and four were female. Initially, nine students signed up, but only seven

participated in the sessions. After the first session the two missing students were

contacted. One informed the intern that she would not be attending because of a

conflict with another activity and the other had just changed her mind. The group

of students, from a senior high school in Western Labrador, Newfoundland, met

once a week for six consecutive weeks. The participants came from either middle

income homes where at least one parent was employed with the mining company

in their community, or low income families.

Participants were self-referred. Group sign up sheets (Appendix E) were

placed outside the guidance office and an announcement was made on the Public

Announcement system to make students aware of the group counselling sessions.

Instrumentation

The Coopersmith Self-Esteem Inventory (SEI) - Adult Form was used to

measure any change in the level of participants' self-esteem. According to

Coopersmith (1990) the SEI is designed to measure evaluative attitudes towards

the self in social, academic, family and personal areas of experience. The Adult Form of the SEI can be used with individuals aged sixteen and above. It consists of twenty-five items adapted from the School Short Form. Coopersmith states: "The correlation of total scores on the School Short Form and the Adult Form exceeds .80 for three samples of high school and college students (N=647)" (Coopersmith, 1990, p. 2).

The SEI (Coopersmith, 1990) is reported to have moderate-to-high reliability and validity. Spatz and Johnson (1973, cited by Wiggins, Schatz & West, 1994) found reliability estimates of .80 to .86 for over 600 students in grades 5, 9, & 12. The Adult Form was administered to 226 college students who attended either a community college or a state university in Northern California. The mean age of these students was 21.5 years with a standard deviation of 3.5 and a range of 16 to 34 years. Reliabilities were found for various subgroups and ranged from .78 to .85. For the subgroup between ages 16 and 19, the reliability was .80 (Coopersmith, 1990). Predictive validity was .67 and .64 in two studies reported by Wiggins (cited by Wiggins, Schatz and West, 1994).

Coopersmith (1990) suggests that the inventory may be used in individual assessment, instructional planning, program evaluation and clinical and research studies. It can also be used on a pre/post test basis to judge the effectiveness of

self-esteem programs. In a senior high program, the SEI was used as one of many

instruments to evaluate "an experienced-based career education program"

(Crawford and Miskel, 1977, as cited by Coopersmith, 1990). The findings

indicated that the students who participated in the program made significantly

larger gains than control students on the SEI General Self subscale (Coopersmith,

1990, p.16).

The instrument used in this study (Appendix "D") was also used to track

progress in achieving the participant's identified goal. At the beginning of each

session the participants were asked to circle a number on a scale of 1 to 10 which

indicates where they see themselves in regard to their problem. The scale is

based on the model used in Metcalf's (1995) book Counseling Toward Solutions

(p. 157-158). "1" indicates that the problem is completely controlling him/her

and "10" indicates that he/she is in complete control of the problem. Similar likert

scales were used by Littrell et al. (1995) and Bruce and Hopper (1997) to measure

mood and goal attainment.

Procedure

Prescreening interviews took place on an individual basis prior to the first

session. At these sessions the student was given a brief overview of the Brief

Counselling approach. Since the research is conflicting on whether or not the

brief counselling approach is appropriate or effective for all problems, during the prescreening interview the intern assessed the student's appropriateness for the group. Each student was asked, "What is it that you would like to change?" The students' appropriateness for the group was assessed based on their verbal responses, because solution-focused counsellors maintain that people present their beliefs about their situation through the language they use. The prescreening allowed clients to make an informed decision regarding participation in a goal-oriented group and afforded the intern the opportunity to select participants who would most benefit from the group, specifically those open to changing themselves (rather than others) and those able to articulate an attainable goal. The nature of the presenting problem was not a concern for inclusion because in solution-focused counselling all complaints are alike.

Once the student agreed to be part of the group, he/she was asked to complete the first three sections of the Individual Diary (Appendix "D") which asked him/her to identify his/her reason for coming to the group, how he/she would know when things are better, and to circle his/her position on the Likert Scale indicating where he/she is relation to the identified problem. The student was also required to complete a Self-Esteem Inventory (SEI) (Coopersmith, 1990). Since there are no alternate forms of the SEI, the students received the

test-forward items for the pretest (during initial interview) and the test-backward

items on the posttest (at the end of the sixth session).

During the first group session the following steps were followed (see

Appendix "C" for details in introducing steps three through eight):

Step 1   Introductions and establishment of group rules

Step 2   An activity that promoted interaction and getting to know one

another

Step 3   Discussion of participants' reasons for attending the group

Step 4   Goal setting

Step 5   Participants search for exceptions to their problems

Step 6   Leader motivated the participants to focus on solutions

Step 7   Tasks were developed to practise during the following week

Step 8   Conclusion

At the end of each session each student was asked to indicate where

he/she would like to be on the scale the following week. (This process was

explained to them at the prescreening interview).

Each successive week the session began with the students being asked to

circle their new position on the scale in their individual diary. They then wrote in

their diary how they accomplished this move. The students were then asked,

"What's been going better for you this week?" This question initiated discussion for the session. At the end of the session the students were asked to write in their diary where they would like to be on the scale next week and how they planned to accomplish their goal.

Research Design and Data Analysis

This study was a time-series experiment which is a type of quasi-experimental research design. It consists of a series of evaluations over time with the introduction of a treatment (Leedy, 1993). This design was selected to assess the effects of brief counselling on participants' identified goal attainment and self esteem.

A series of paired t-tests were used to determine if there were significant differences in the means between counselling sessions as subjectively measured by the participants. Two more paired t-tests were conducted. The first was used to analyse the difference in the means between sessions 1 and 6 and the second to look at changes in self esteem. The .05 alpha level of significance was used in determining whether or not there was a significant difference. For this study, a one-tailed significant or directional test was used since both hypotheses indicate that the results will go in one direction only. According to Shavelson, (1988), a one-tailed significant test or directional test is used when the literature research

shows that the results will likely go in one direction. He also states that a one-tailed test could be used when, given the treatment, you may expect the means to increase as a result of the treatment over time. The hypotheses for this study predicted that as a result of using the SFBT counselling approach, there would be significant increase in a positive direction. A paired t-test was also run to determine whether or not there was a significant increase in self-esteem between the pretest and posttest.

Results

As seen in table 3.1, paired t-test results indicated that there was significant increase in goal attainment, as subjectively measured by the participants, between sessions 1&2 ($t = 6.97, p = .00$), 4 & 5 ($t = 2.45, p = .04$), and 5 & 6 ($t = 4.00, p = .01$). Increases were noted between sessions 2 & 3 and 3 & 4 but not at significant levels. A paired t-test run to determine subjectively reported goal attainment between sessions 1 & 6 indicated significant increase ($t = 6.78, p = .00$). (See Table 3.2).

Paired t-test results indicated a significant increase in participants' self-esteem between pretest and posttest as measured by the Self-Esteem Inventories ($t = 2.34, p = .03$). (See Table 3.3).

Table 3.1

<u>**Participant Goal Attainment as Measured by Successive Paired Counselling**</u>

<u>**Sessions**</u>

Paired Sessions	# of Pairs	Session Scores	SD	Paired Difference Mean	df	t-value
1&2	7	4.43(1)	1.62(1)	1.29	6	6.97*
		5.71(2)	1.38(2)			
2&3	6	5.67(2)	1.51(2)	1.17	5	1.78
		6.83(3)	1.94(3)			
3&4	5	6.40(3)	1.81(3)	0.40	4	1.00
		6.80(4)	1.30(4)			
4&5	5	6.80(4)	1.30(4)	1.20	4	2.45*
		8.00(5)	.70(5)			
5&6	5	8.00(5)	.70(5)	0.80	4	4.00*
		8.80(6)	.84(6)			

*$p<.05$, one-tailed
Daily Mean Scores were based on self-reported ratings on a 10-point likert scale ranging from 1 (problem in control of the participant) to 10 (the participant in control of the problem)

Table 3.2

Participants Goal Attainment Between Sessions 1 and 6

Sessions	# of Pairs	Mean	SD	Paired Difference Mean	df	t-value
1		4.20	1.30			
	5			4.60	4	6.78*
6		8.80	.84			

*p<.05, one-tailed

Table 3.3

Participants' Increase in Self-Esteem Between Pretest and Posttest as Measured by the Self-Esteem Inventories

Test	%ile Mean	SD	Paired Difference Mean	df	t-value
Pretest	30.00	26.93			
			27.86	6	2.34*
Posttest	57.86	28.85			

*p<.05, one-tailed   n=7

Discussion

The purpose of this study was to determine whether or not the use of the Solution-Focused approach to counselling would result in significant progression towards the students' identified goals as subjectively measured by the Likert Scale and a significant increase in self-esteem as measured by the Self-Esteem Inventory.

Based on the results of this study, solution-focused counselling groups seem to provide a context for student goal achievement and increased self-esteem. The mean score for goal attainment moved from 4.20 in session 1 to 8.80 in session 6, a significant paired difference mean of 4.60. Results also indicated that students participating in the SFBT group made increases in self-esteem as measured by a pre- and posttest SEI: Self-Esteem Inventory. The percentile mean for the pretest was 30.00 compared to the posttest percentile mean of 57.86, giving a paired difference mean of 27.86. More specifically, six out of seven (87%) participants reported significant movement towards goal attainment and one attended four sessions but indicated no movement towards his goal by the fourth session. This last student gave himself a score of 7 at the first session, a score of 8 at sessions 2 and 3 and a 7 at session four. He identified his problem as being unable to set realistic academic goals. His goal was to set realistic goals,

achieve them and feel good about himself for doing so. His initial rating of 7

indicated that he did not consider his problem to be a major concern. He reported

that he gave himself a score of 7 at session four because he did not reach his goal

for a Physics test mark during the week. Since he did not return for sessions 5 and

6, the intern was unable to determine whether or not he was actually setting more

realistic goals for himself. Teacher reports indicated that this student was doing

well overall academically but was known for participating in small group sessions

whenever they were offered. It is felt that he may be dealing with some issues but

the one he identified probably was not one of major concern to him. This raises a

concern related to the brief counselling approach. The counsellor may focus too

quickly on the initial problem presented by the client and thereby cut off the

client's discussion of other potentially more troublesome issues such as physical

abuse. More time may be needed for some students to reveal more serious issues.

Research results (Littrell et al., 1995) indicate that the solution-focused

model appears to work well for the typical concerns that students bring to school

counsellors such as those represented in the current study (academics,

relationships, self-esteem, procrastination). There is some debate (Bruce &

Hopper, 1997; Littrell et al., 1995) as to its success in dealing with more serious

issues such as abuse, potential suicide, eating disorders or severe depression.

Based on research, however, success has been reported when dealing with such issues. These studies indicate that the approach may generate success but more time may be needed to work through these more complex issues. Since these types of concerns were not presented by participants in this study, it was not possible to confirm the results reported in the literature.

There were a number of positive factors relating to the SFBT counselling approach which may have impacted the current results. The primary factors were considered to be the focus on solutions versus problems and the participants' involvement in the process. A very positive atmosphere was created during the first session. After identifying the problem the participants were immediately redirected to identifying a possible solution. The focus was on the participants strengths and on successful outcomes that were already occurring (exceptions) rather than having to face the time-consuming task of developing new behaviors. By focusing on participant-identified positive behaviors they gained a sense of empowerment. The intern feels that it was this sense of ownership of the problem and the self-examination of exceptions or potential exceptions to the problem that helped the participants appreciate their own strengths. Because no demands were made to change but rather suggestion that they use their strengths, counsellor-participant cooperation was also enhanced. During the first session, the

participants demonstrated enthusiasm about working towards solving the problem

during the first week. They identified small behaviors they could work on during

the week and returned the following week with positive results. It was possibly

due to this initial feeling of empowerment and the success they experienced that

caused a significant movement towards goal attainment between sessions 1 & 2.

After that first week, they tended to continue doing what was working for them

and reported less dramatic and more consistent movement towards their goal.

One student attended only the first three sessions before indicating that she had

reached her identified goal. Her presenting problem was low academic

achievement. When focusing on solutions, she identified that she performed

better when she did not procrastinate but was consistent with daily study times.

Her plan was to set up a study schedule and follow it consistently. She recognized

and reported that she had academic weaknesses and needed to work hard and be

consistent in order to experience success. She was consistent for three weeks and

then felt she had achieved her goal and had to take responsibility for continuing

with her work habits.

The intern based her study on Metcalf's SFBT model outlined in her book

Counselling Toward Solutions (1995). After reviewing the model and applying its

principles in a group situation, she would agree with the author that it is a positive

program that helps empower students to deal with their own problems and gain

self-esteem in the process. The intern also experimented with the Metcalf's

approach in individual counselling sessions and found it to be quite successful.

The steps used in individual counselling were the same as those used in group

counselling (pp. 41-42). The questions flowed around identifying the problem,

defining a goal, identifying exceptions and developing a task. The intern's

experience with this approach was very positive in comparison to a problem

centered approach previously used. For example, one student was working

through the issue of self-esteem. For three weeks the intern and student discussed

negative influences in her life which may be contributing to her low self-esteem.

She didn't return on the fourth week and in conversation with her mother a

couple of weeks later, she shared that her daughter reported that the sessions

were making her feel worse since we were continually discussing the negative

things in her life. She wanted a solution to her problem This was a real concern

and the intern was determined to find a more positive approach. After reading

about Metcalf's (1995) solution-focused approach, she immediately ordered it.

The positive approach has resulted in a more positive counselling atmosphere and

a focus on solutions in the first session. The counsellor has chosen to continue

experimenting with the approach using more of Metcalf's (1995) suggestions and

ideas as outlined in her book.

Limitations

The following limitations were identified during the course of this study:

1. The small sample size of seven made it difficult to generalize findings to the general population.

2. The group started with seven participants, but there were students absent in four out of six sessions. One student missed one session (3), another missed three (3, 4, 5) and another missed two (5, 6).

3. No control group was used in the study which meant that the results of the group could not be compared with an untreated group. Such a comparison would have better indicated the success of the program.

4. The group was facilitated during a one-hour lunch break. Because of the time lost in getting to the sessions and having lunch, the actual group time was approximately thirty five to forty minutes.

5. There was no follow-up measurement conducted to confirm if the improvement was maintained over time.

6. The rating of goal attainment was based on self-report. More objective or behavioral measures could be used to overcome this limitation.

CHAPTER FOUR

SUMMARY AND RECOMMENDATIONS

This chapter will include a brief summary of the professional activities undertaken by the intern while doing a thirteen week internship at Menihek High School, Labrador City, Newfoundland. Fourteen goals were set to be achieved during the internship. Activities to achieve these goals included individual and group counselling, attending professional workshops, career counselling and development, consultation with community professionals, case conferences, psychoeducational assessments and readings relevant to guidance and counselling. The intern outlined fourteen goals to be achieved during the internship. Chapter Two contains an analysis of the extent to which they were achieved.

Also, during the internship, the intern conducted a research project. This involved the implementation and evaluation of a Solution-Focused Brief Therapy (SFBT) approach to group counselling as presented in Chapter III. The study was conducted to determine whether or not this approach to counselling resulted in participants' achievement of identified goals in a six week period (six sessions) and an increase in self-esteem. The results of the study indicated that there were gains toward goal achievement and an increase in self-esteem.

This experience was extremely beneficial to the intern as it gave her an opportunity to actually experience and build on the skills learned from the course work done while completing the master's program in Educational Psychology. The newly acquired skills and knowledge have better prepared the intern for employment opportunities in the guidance and counselling field.

Recommendations

The intern would like to offer recommendations for others who may wish to consider the internship as an option for their Master's Degree in Educational Psychology or who may want to do further study in evaluating the Solution-Focused Brief Therapy approach to counselling. It is recommended that:

1. other graduate students consider the internship option as practical experiences and knowledge gained are invaluable.

2. potential interns take advantage of consulting with counselling professionals from other fields (i.e. social work, medicine, addictions, mental health) in the community.

3. the research project be started early enough in the internship so that a wait-list control group could be used and counselling sessions be given to them if requested.

4. further six-week comparison studies be conducted to confirm the extent to

which the SFBT approach to counselling meets identified goals and increases self-esteem.

5. a larger sample be used which would give a better indication of the reliability of this counselling approach.

6. the group be conducted during a time when participants are able to meet for full one hour sessions.

7. further studies use more objective measures such as checklists and rating scales completed by teachers, parents, friends, etc., which would validate changes made during the treatment period.

8. follow-up measures be put in place to help determine whether or not the skills learned and the increase in self-esteem were maintained over a period of time.

BIBLIOGRAPHY

Amatea, E. S. (1989). Brief Strategic Intervention for School Behavior Problems. San Francisco: Jossey-Bass.

Amatea, E. S., & Sherrard, P. A. D. (1991). When Students Cannot or Will Not Change Their Behavior: Using Brief Strategic Intervention in the School. Journal of Counseling & Development, 69, 341-344.

Beale, A. V. (1993). Contemporary Counseling Approaches: A Review for the Practitioner. The School Counselor, 40, 282-286.

Bonebrake, C., & Bergers, S. (1984). Counselor Role as Perceived by Counselors and Principals. Elementary School Guidance & Counseling, 18, 194-198.

Bonnington, S. (1993). Solution-Focused Brief Therapy: Helpful Interventions for School Counselors. The School Counselor, 41, 126-128.

Borders, L .D. & Drury S. M. (1992). Comprehensive School Counseling Programs: A Review for Policymakers and Practitioners. Journal of Counseling & Development, 70, 487-498.

Brown-Standridge, M. D. (1995). Task Intervention Training Dilemmas in Brief Family Social Work. Journal of Family Social Work, 1, 55-75.

Bruce, M. A. (1995). Brief Counseling: An Effective Model for Change. The School Counselor, 42, 353-363.

Bruce, M. A. & Hopper, G. H. (1997). Brief Counseling Versus Traditional Counseling: A Comparison of Effectiveness. The School Counselor, 44, 171-184.

Clark, J.C. (1995). Rationalization and the Role of the Counselor. The School Counselor, 42, 283-291.

Coopersmith, S. (1990). SEI: Self-Esteem Inventories. Consulting Psychologists Press, Inc., Palo Alto, California

Corey, G. (1991). Theory and Practice of Counseling and Psychotherapy (4th ed.). Pacific Grove, CA: Brooks/Cole.

de Shazer, S (1985). Keys to Solution in Brief Therapy. New York: Norton.

de Shazer, S. (1994). Words Were Originally Magic. New York: Norton.

Fuhriman, A. (1992). Short-Term Therapy: A Shift in Thinking. The Counseling Psychologist, 20(3), 451-454.

Garvin, C. D. (1990). Short-Term Group Therapy. In R. A. Wells & V. J. Giannetti (Eds), Handbook of the Brief Psychotherapies (pp. 513-536). New York: Plenum.

Gelso, C. J. (1992). Realities and Emerging Myths About Brief Therapy. The Counseling Psychologist, 20(3), 464-471.

Grayson, H. (1979). Short-Term Approaches to Psychotherapy. New York:

Human Sciences Press.

Government of Newfoundland and Labrador, Department of Education, (1994).

Guidance Survey Results (p. 1). St. John's, Newfoundland, Canada.

Handbook/Graduate Students/Faculty of Education (1996). MUN Printing

Services, Memorial University of Newfoundland, St. John's,

Newfoundland.

Hiebert, Bryan (1994). Moving to the Future: Outcome-Based Comprehensive

Guidance and Counselling in Alberta Schools. Special Education Branch,

Edmonton, Alberta: .

Kaplan, A. G. (1992). When All Is Said and Done, What Is the Core of Brief

Therapy? The Counseling Psychologist, 20(3), 460-463.

Kreilkamp, T. (1989). Time-Limited, Intermittent Therapy with Children and

Families. New York: Brunner/Mazel.

LaFountain, B., Garner, N., & Eliason, G. (1996). Solution-Focused Counseling

Groups: A Key for School Counselors. The School Counselor, 42, 256-

267.

Leedy. P. D. (1993). Practical Research: Planning and Design. Fifth Edition. New

York: Macmillan Publishing Company.

Littrell, J. A., Malia, J. A., Nichols, R., Olson, J., Nesseljuf, D., & Crandell, P.

(1992). Brief Counseling: Helping Counselors Adopt an Innovative

Counseling Approach. The School Counselor, 39, 171-175.

Littrell, J. A., Malia, J. A. & Vanderwood, M. (1995). Single-Session Brief

Counseling in a High School. Journal of Counseling & Development, 73,

451- 458.

May, R. (1992). On the Intergration of Science and Practice in Brief

Psychotherapy. The Counseling Psychologist, 20(3), 454-459.

Metcalf, L. (1995). Counseling Toward Solutions: A Practical Solution-Focused

Program for Working with Students, Teachers, and Parents. West Nyack,

New York: The Center for Applied Research in Education.

Murphy, J. J. (1994). Working With What Works: A Solution-Focused Approach

to School Behavior Problems. The School Counselor, 42, 59-65.

Myrick, R. D. (1987). Developmental Guidance and Counseling: A Practical

Approach. Minneapolis: Educational Media Corporation

Nicoll, W. G. (1994). Developing Effective Classroom Guidance Programs: An

Integrative Framework. The School Counselor, 41, 360-369.

Nobody's Perfect. (1990) Health and Welfare Canada.

Partin, R. L. (1993). School Counselors' Time: Where Does It Go? The School

Counselor, 40, 274-281.

Paull, R. C. & McGrevin, C. Z. (1996, April). Seven Assumptions of a Solution-

Focused Conversational Leader. Bulletin, p. 79-85.

Popkin, M. H. (1993). Active Parenting Today. Active Parenting Publishers,

Atlanta, Georgia.

Praport, H. (1993). Reducing High School Attrition: Group Counseling Can

Help. The School Counselor, 40, 309-311.

Regan, A. M. & Hill, C. E. (1992). Investigation of What Clients and Counselors

Do Not Say in Brief Therapy. Journal of Counseling Psychology, 39 (2),

168-174.

Remley (Jr), T. P. & Fry, L. J. (1993). Reporting Suspected Child Abuse:

Conflicting Roles for the Counselor. The School Counselor, 40, 253-259.

Report of the Committee on Graduate Internship Programme: Guidelines and

Procedures (1995 Draft). Faculty of Education, Memorial University of

Newfoundland, St. John's, Newfoundland.

Ritchie, M. H. & Partin, R. L. (1994). Referral Practices of School Counselors.

The School Counselor, 41, 263-272.

Rymarchyk, G. K. (1997). Solution Focused Therapy for Child Welfare [Online].

Available: http://trochim.human.cornell.edu/gallery/rymar/rymar.htm

Sears, S. J. (1993). The Changing Scope of Practice of the Secondary School

Counselor. The School Counselor, 40, 384-388.

Shavelson, R. J. (1988). Statistical Reasoning for the Behavioral Sciences. Santa

Barbara: Allyn and Bacon, Inc.

Snyder, B. A. & Daly, T. P. (1993). Restructuring Guidance and Counseling

Programs. The School Counselor, 41, 36-43.

Studer, J. R. & Allton, J. A. (1996, September). The Professional School

Counselor: Supporting and Understanding the Role of the Guidance

Program. Bulletin, p. 53-60.

Steenbarger, B. N. (1992). Toward Science-Practice Integration in Brief

Counseling and Therapy. The Counseling Psychologist, 20(3), 403-450.

Walter, J., & Peller, J. (1992). Becoming Solution-Focused in Brief Therapy.

Brunner/Mazel Publishers, New York.

Wells, R. A. & Giannetti, V. J. (1990). Handbook of the Brief Psychotherapies.

New York and London: Plenum Press.

Wiggins, J. D., Schatz, E. L. & West, R. W. (1994). The Relationship of Self-

Esteem to Grades, Achievement Scores, and Other Factors Critical to

School Success. The School Counselor, 41, 239-244.

Wilgus, E., & Shelley V. (1988). The Role of the Elementary School Counselor:

Teacher Perceptions, Expectations, and Actual Functions. The School

Counselor, 35, 259-266.

Wittmer, J. (1993). Managing Your School Counseling Program: K-12

Developmental Strategies. Minneapolis: Educational Media Corporation.

APPENDIX "A"

PARENTAL CONSENT FORM

Dear Parent/Guardian:

I am a graduate student at Memorial University of Newfoundland. As part of the completion requirements for a Master's Degree in Educational Psychology, I am presently working as an Intern in the Guidance and Counselling Department at Menihek High School.

During the internship, I will be doing a research project on a solution-focused approach to counselling. I am requesting permission for your son/daughter to take part in this project. The participants will be part of a counselling group which will meet one hour each week for six weeks, beginning the first week of February. The sessions will take place at the school during lunch break.

It is my plan to assist the students in identifying their strengths and abilities to solve their own problems (concerns). During a prescreening interview, each student will be given a brief overview of the Solution-Focused approach to counselling and asked to identify his/her reason for coming to the group and set a goal to work towards. The initial session will include introductions and establishment of group rules, an interactive activity, discussion of participants' reasons for attending the group, goal setting, focus on solutions to problem, and development of tasks to practice during the following week. Each week information will be gathered in the form of an individual diary in which the students will subjectively report information related to their problem or concern. On a scale of 1 to 10, where "1" indicates that the problem is controlling the students behavior and "10" indicates that the student is in complete control of the problem, the student will circle his position each session to indicate progress toward his/her goal. Also, a self-esteem inventory will be completed by each student during the initial interview (pretest), and at the end of the last session (posttest). The results of these inventories will determine whether or not the sessions have resulted in increasing the student's self-esteem.

All information gathered in this project will be strictly confidential and at no time will individuals be identified. Participation is voluntary and you son/daughter may withdraw at any time.

If you are in agreement with having your son/daughter participate in this project, please sign below and return one copy to me at the school. The other is for you. If you have any questions or concerns please do not hesitate to contact me at the school (944-7821), Dr. Norm Garlie, Supervisor, Faulty of Education (737-7611), or Dr. Linda Phillips, Associate Dean of Graduate Programs & Research in Education (737-3402).

This research project has been approved by the Faculty of Education Ethics Review Committee of Memorial University of Newfoundland.

I would appreciate it if you would please return this form to me by Wednesday, January 28, 1998.

Thank you for your consideration of this request.

Yours sincerely,

Viva Adams

I,_____(parent/guardian) hereby give permission for my son/daughter to take part in this project undertaken by Viva Adams. I understand that participation is entirely voluntary and that my son/daughter and/or I can withdraw permission at any time. All information is strictly confidential and no individual will be identified.

_____   _____
Date   Parent's/Guardian's Signature

APPENDIX "B"

FOUR-STEP BRIEF COUNSELING MODEL

Step 1: Assess the Problem in Concrete Terms

The Counselor establishes a working alliance with the student and helps the student define a problem or a concern on which the student would like to work. The presenting problem is accepted as the problem, not as a symptom of an underlying problem. The counselor assists the student in eliminating vagueness so as to clarify the concern and especially verbalize specific behaviors.

Step 2: Examine Previously Attempted Solutions and/or Identify Exceptions

The counselor asks about attempted solutions and consequences. They may also discuss solutions that have been suggested by others but have not been attempted.

Repeated attempts at solution actually may maintain the problem. A continuous loop or problem cycle of attempts and failures begins; thus, the unsuccessful solution becomes the problem. The longer the problem cycle continues, the more intense and compounded the problem may become. Hence, it is important that both counselor and student discuss the ineffective attempted solutions and that the counselor looks for that which is maintaining the cycle.

The counselor searches for a successful solution that may not be recognized as such by the student. For example, the counselor may ask, "Has there ever been a time when things did go right? Slowly, think about a time when things did work out." This *exception* or unrecognized success can be the solution.

Step 3: Establish a Short-Term Goal

The counselor and the student are active partners in discussing future goals and possibilities. The essence of the goal is chosen by the student. The counselor helps the student set a limited, specific, and short-term goal. The goal is negotiated as a meaningful improvement that can be achieved within one week. The student has to structure a measurable goal, so as to be aware of progress.

Many times a student knows things are not right but is not certain what an appropriate goal could be. Simply asking "What do you really want?" may assist the student in expressing a goal.

Step 4: Implement an Intervention

At the beginning of this step, the counselor encourages and reassures the student regarding specific behaviors or attitudes he or she has described or demonstrated. According to deShazer (cited by Bruce & Hopper, 1997) such affirmations induce the student to feel comfortable and understood by

the counselor, thus strengthening the working alliance and facilitating better reception of the assigned intervention. Then, the counselor uses one to the four interventions with the student: "Between now and when we meet again ...

1. I would like you to see just what it is that you really like about (e.g., school friends, family)."
2. When you start to (e.g., talk out of turn, get angry, hit someone), pay attention to what you do instead."
3. I would like you to do something different, something fun or surprising, but not to hurt yourself or somebody else. Whatever you decide to do, just do something totally different."
4. You have a couple of ideas that do work. Go ahead and keep (e.g., smiling at other kids, sitting in the new seat on the bus). It sounds as if you have already found something that works, so keep doing it."

APPENDIX "C"

SUGGESTIONS FOR FACILITATING THE GROUP PROCESS

1. Setting the Mood for Focusing on Solutions:

"What brings you to our group today?"

If a student was sent to the group as a consequence, necessity, or suggestion from a parent of teacher, ask:

"What would _____ say was their reason for sending you here?" "What would _____ probably say he/she needs to see so you can stop coming here?"

2. Goal Setting:

"How will you know when things are better for you?"

If the student describes what others will be doing and forgets to focus on his/her own goal, help him/her by asking specific questions such as:

"What do you see yourself doing realistically?" (Mention that the other people who he/she may be concerned about are not present.)

3. Searching for Exceptions to the Problem:

"I've been listening to you all as you've told us why you're here today. A lot of your descriptions sound really tough. Let's talk now about the times when things were not as tough."

"When was the last time you were able to get away from the problem that bothers you at times and have a little of the goal you just described to us?"

"How were you able to do that? Where were you? Who was there?

"What did that do for you so the problem was smaller or not as intrusive?"

4. Encouraging Motivation:

"Someday when the problem that brought you here today doesn't bother you as much, what will you get to do more?"

"Who in out group knows_____(refer to someone in the group) fairly well? Who's seen him/her lately when the problem wasn't bothering him/her as much? What did you see him/her doing then?"

5. Task Development:

"You have all told me some great ideas about the times when problems bother you less. Let's talk now about what you might do next week that will assist you in keeping the problem at a distance in your life, so you can do what you really want to do."

"As we stop today, I'd like to ask you each to do something that only you can do. I'd like you to watch yourselves until we meet again, and notice when the problem isn't bothering you as much."

6. Conclusion:

"What did we do in here today that made a difference?"

"What would you suggest we do more of next week?"

The leader may begin successive meetings with:

"What's going better for each of you this week?"

"Who's noticed _____(name of student) doing things differently this week and not giving in to the problem that bothers him/her at times?"

APPENDIX "D"

INDIVIDUAL DIARY

Name:_____

My reason for coming here:_____

_____

_____

_____

I will know when things are better for me when I am able to:_____

_____

_____

_____

On the scale below, if 1= Your problems are in complete control of you, and 10= You are in complete control of your problems, circle where you are today:

_____

1   2   3   4   5   6   7   8   9   10

Day #1

Where are you today on the scale?_____

How did you accomplish this move?_____

_____

Where would you like to be next week?_____

_____

How will you do that?_____

_____

Day #2

Where are you today on the scale?_____

How did you accomplish this?_____

_____

Where would you like to be next week?_____

How will you do that?_____

_____

Day #3:

Where are you on the scale today?_____

How did you accomplish this?_____

_____

Where would you like to be next week?_____

How will you do that?_____

_____

Day #4:

Where are you on the scale today?_____

How did you accomplish this?_____

_____

Where would you like to be next week?_____

How will you do that?_____

_____

Day #5:

Where are you on the scale today?_____

How did you accomplish this?_____

_____

Where would you like to be next week?_____

How will you do that?_____

_____

Day #6:

Where are you on the scale today?_____

How did you accomplish this?_____

_____

Where would you like to be next week?_____

How will you do that?_____

_____

APPENDIX "E"

GROUP SIGN-UP SHEET

Dear Student:

If you would like to participate in a small group experience, please indicate by checking the line next to the topic in which you are interested; also check your second choice. Groups will meet once a week for six weeks.

Groups will be made up of students presenting with various issues. If your have any questions, please inquire at the Guidance Office.

Completed forms may be dropped off to Mrs. Adams at the Guidance Office.

_____ 1. Relationships - how to get along better with family and friends.

_____ 2. Anger Management - how to be in control.

_____ 3. Divorce - How to cope with your changing family.

_____ 4. Academics - how to become a more successful student.

_____ 5. Weight Control - being smart about staying in shape.

_____ 6. Peer Pressure - how to manage it.

_____ 7. Self-Esteem - how to feel good about yourself.

_____ 8. Substance Abuse - how to control a life-controlling problem.

_____ 9. Other _____

Student Name _____

APPENDIX "F"

Memorial
University of Newfoundland

Dear Viva,

After reviewing your proposal, the Ethics Review Committee has concluded that your proposal meets the guidelines of the University and Faculty, conditional upon the following changes.

In your letter of parental consent, indicate:
- that the study has approval from the Faculty Ethics Review Committee
- a bit more description of what is involved in the counselling session

You will also need to have a letter of consent signed by the appropriate school authority (e.g., principal).   Finally, it is also important that you provide the students with the same assurances you provided to the parents (e.g., confidential, voluntary, withdraw).

We wish you all the best in your work.

Sincerely,

T. Seifert
Ethics Review Committee

cc: Dr. Garlie

SUPPORT

THE
OPPORTUNITY
FUND