

REPORT OF AN INTERNSHIP CONDUCTED AT THE
MEMORIAL UNIVERSITY COUNSELLING CENTRE
INCLUDING A RESEARCH PROJECT:
A STUDY OF CAREER INDECISION AMONG
SELECTED FIRST YEAR UNIVERSITY STUDENTS

CENTRE FOR NEWFOUNDLAND STUDIES

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WANDA J. PELLEY



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SELECTED FIRST YEAR UNIVERSITY STUDENTS**

BY

Wanda J. Pelley, B.P.E., B.Ed.

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

**Faculty of Education
Memorial University of Newfoundland**

1997

St. John's

Newfoundland

ABSTRACT

This document contains a report of a Master's level counselling internship conducted at the Memorial University of Newfoundland Counselling Centre in partial fulfilment of a Master's of Education in Educational Psychology. The internship was thirteen weeks in duration and ran from September 10, 1996 to December 6, 1996.

Chapter One of this report discusses the choice of the internship alternative in the Educational Psychology program. Within this chapter, discussion focuses upon the rationale, a description of the setting, services available at the Centre, internship goals, supervisory activities and responsibilities. Chapter Two includes a comprehensive summary and discussion of activities that the intern participated in during the internship placement.

Chapter Three deals with the required research component of the internship. It outlines the research including: background, purpose, significance, literature review, research questions, methodology, results, limitations, and discusses the findings of this research component.

The purpose of the study was to determine career decision making tendencies among first year students at Memorial. Using the Career Decision Scale (Osipow, 1980), the researcher endeavoured to determine if significance exists between gender and career decision making, between geographic background and career decision making, as well as any interactional effect between gender and geographic background on career decision making. The Career Decision Scale (CDS) has two subscales: the Career Certainty Scale

and the Career Indecision Scale.

The results of the study indicate that no significant main effects exist for gender or geographic background on either the Certainty Scale or Indecision Scale. However, an interactional effect was found to exist between two groups on the Certainty Scale: rural-males and urban-females. No interactional effects exist on the Indecision Scale.

Finally, Chapter Four summarizes the recommendations and concludes by briefly reviewing the actual internship placement at the Counselling Centre.

ACKNOWLEDGEMENTS

I wish to express my most sincere thanks and gratitude to Dr. Norman Garlie, Faculty internship supervisor, for his support and assistance in the development of the internship proposal and report, as well as his feedback during the internship placement.

I would like to thank the counsellors and staff at the University Counselling Centre for their support, guidance and understanding during the internship placement. I would especially like to thank Dr. Elizabeth Church and Dr. Michael Doyle. Dr. Church set an example of a high degree of both professionalism and empathy. Dr. Doyle, field supervisor, was a outstanding mentor who was both encouraging and challenging.

I would also like to thank Mr. Rennie Gaulton for allowing me to impose on his Psychology class to obtain my data and Mr. Gerry White for his assistance with the statistical analysis portion of the research.

Finally, I would like to thank my husband, Jamie Rose. Without your unwavering support and understanding, the past year and a half would have been unbearable. You made all the days, nights, and weekends spent at the library, in front of the computer, or with my head in a book tolerable. This degree was the most difficult and yet rewarding thing I have ever done and I could not have achieved it without you. Thanks.

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CHAPTER ONE

INTRODUCTION

Rationale for the Internship

One of the program options available to graduate students in Educational Psychology at Memorial University of Newfoundland is a counselling internship. The internship consists of a twelve-week placement in an approved professional setting and is intended to permit the intern to gain valuable practical experience. Interns are typically expected to participate in a wide variety of professional activities. In addition, they are also required to conduct a study deemed appropriate, in terms of content and scope, to such a placement. The study must be integrated into the internship experience and provide an opportunity for the intern to systematically examine, to a limited extent, some aspect of their professional activity.

The internship was the preferred option for the writer for the following reasons:

1. It would allow the intern to gain practical experience in counselling and to apply theoretical concepts learned during the formal part of the program.
2. It would allow the opportunity for the intern to receive direct professional supervision in both individual and group counselling.
3. It would enable the intern to receive exposure to various theoretical approaches and techniques in counselling.
4. It would provide the opportunity to conduct a research project focusing on some aspect of the intern's experience in counselling.

The Setting

The Counselling Centre at Memorial University of Newfoundland was the site chosen for the internship. Application was made to the Centre in the winter semester of 1996. This was followed by an interview between the applicant and Dr. Elizabeth Church, Associate Professor in Counselling, and Dr. Elaine Davis, Associate Professor in Counselling. This interview was to discuss the intern's interests in and reasons for pursuing the internship at this setting. After this interview, the intern was offered the internship placement beginning on the first day of classes for the fall semester, 1996. Dr. Norman Garlie, Faculty of Education (Educational Psychology), agreed to be the Education Faculty supervisor for the internship. On-site supervision was to be provided by Dr. Michael Doyle, Assistant Professor in Counselling at the Centre.

The University Counselling Centre was chosen for a number of reasons:

1. It would provide the opportunity to have very high quality professional supervision.
2. The MUN Counselling Centre is an approved and nationally accredited internship setting.
3. Access to a faculty supervisor who is cross-appointed to the Centre and could be highly involved in the supervision process.
4. The career-related experiences involved are hoped to build on prior practicum experience as a Career Development Specialist at the Career Information Resource Centre (CIRC) and as an Employment Counsellor with Human

Resources Development Canada (HRDC).

5. The quality of learning opportunities provided by the services offered at the Centre such as exposure to the Career Planning Centre, Interpersonal Process Recall Training, group counselling and individual counselling.
6. It would give the intern the opportunity to work with an adult population. This would be relevant to the actual setting in which the intern ultimately intends to work.

A description of the services available at the Centre are outlined in the Counselling Centre Referral and Community Resource Handbook (1994). According to the Handbook (1994), "the primary function of the Counselling Centre is to help students release, develop, or direct their personal capabilities. Through individualized personal counselling and a wide range of group programs, professional faculty at the Centre - with the assistance of supervised interns and practicum students from the various counsellor training programs on campus - help students to develop their own unique resources" (p.5).

In order to satisfy this function, the Centre offers services in four main areas: Learning Enhancement Programs, Career Planning Centre, Individual and Group Counselling, and Credentials Service. The following is a description of these services taken from the Handbook (1994, p. 5-6):

Learning Enhancement Programs: The Centre offers a number of short courses and structured workshops in which students learn to apply general strategies for handling

university-level work more effectively. Specifically, these programs provide training in organizational techniques to comprehend study materials and, later, to recall the materials for essays, class presentations, and tests. Programs routinely offered include Speed Reading and Comprehension, Organizing Ideas for Term Papers and Essays, and Oral Communication.

Career Planning Centre: The Career Planning Centre (CPC) is a drop-in facility where students may come informally, without appointment, to peruse various kinds of career and educational information. Information available in the CPC can help broaden the student's awareness of various career alternatives and can provide detailed information on those alternatives. Other information includes:

1. general career planning materials;
2. job hunting, resume writing, and interviewing materials;
3. descriptions of qualifications needed and entrance requirements for various occupations;
4. guides to different programs of study available in Canada, the United States, and the Commonwealth countries; and,
5. a complete collection of Canadian university and college calendars.

Individual and Group Counselling: In addition to individualized personal counselling, the Centre also offers group work and specialized training programs. Often the intellectual and personal growth of many students is blocked by such phenomena as fear of testing situations, continued high levels of cognitive and physical arousal, fear of

asserting oneself, and other debilitating concerns. Programs such as Test Anxiety and Assertiveness Training are routinely offered, as well as group counselling for a variety of personal concerns. Focussed groups are offered in response to student needs including survivors of sexual abuse, relationship issues, and career planning

Credentials Service: The Centre provides a job-search service for students in the Faculty of Education. The Counselling Centre Credentials Service holds all relevant employment documents in a central file. For a small fee, copies are then sent to prospective employers at the student's request.

The facilities are open Monday through Friday, 9 a.m. to 5 p.m. With the exception of the Credentials Service and special tests, all services are free to currently registered students.

The professional faculty at the University Counselling Centre are listed below:

Dr. Elizabeth Church, Associate Professor in Counselling

Mr. Peter Cornish, Assistant Professor in Counselling

Dr. Elaine Davis, Associate Professor in Counselling

Dr. Michael Doyle, Assistant Professor in Counselling

Dr. John Garland, Associate Professor in Counselling

Dr. George Hurley, Director and Professor in Counselling

Lester Marshall, Reading Specialist

Dr. Mark Schoenberg, Professor Emeritus

Wayne Yetman, Administrative Assistant in Counselling.

The Centre also has a number of cross-appointed professionals. These include:

Dr. Cheri Bethune, Associate Professor of Family Medicine, Faculty of Medicine

Dr. Gale Burford, Professor, School of Social Work

Dr. Norm Garlie, Professor, Faculty of Education

Ms. Kathryn Hustins, Associate Professor, School of Nursing

Dr. Raymond Penney, Associate Professor, Department of Psychology.

Internship Goals

The main objective for the internship was to gain further practical experience to enhance professional development in the area of counselling; specifically with a population of adults. The following list of goals were identified to help meet this primary objective. A detailed description of these activities is found in the Chapter Two.

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

This was accomplished through: a) engaging in individual counselling for 12 - 15 contact hours per week; b) disseminating occupational and academic information to students visiting the Career Planning Centre for 2 - 3 hours per week; c) reading and developing an annotated bibliography of approximately 10-15 journal articles relevant to this population.

Goal 2: To improve individual counselling skills by identifying areas of personal strength and remediating areas of personal weakness.

This was accomplished through: a) videotaping all sessions with clients who gave consent for taping; b) critically reviewing videotapes each week and maintaining a log of personal reactions to counselling sessions; c) meeting for 2 hours per week with the field supervisor (Dr. Michael Doyle) to discuss cases, review segments of tapes, and receive feedback on counselling skills; d) meeting a minimum of three times during the semester with the faculty supervisor (Dr. Norm Garlie) to discuss cases, review segments of tapes, and receive feedback on counselling skills; e) meeting with the field supervisor and faculty supervisor midway through the internship to discuss the intern's progress; f) meeting with the field supervisor and faculty supervisor at the end of the internship to discuss the intern's progress over the period of the internship.

Goal 3: To further develop a personal style of counselling and to expose the intern to various theoretical approaches to counselling and psychotherapy.

This was accomplished through: a) attending weekly Interpersonal Process Recall Training sessions for a period of 8 weeks. This cross-profession group experience is designed to enhance basic counselling skills by reviewing tapes, participating in skill building exercises, and applying an interactional model of counselling to one's own counselling experiences; b) further comprehensive reading and development of an annotated bibliography (10-15 journal articles) in the area of counselling research, theories and techniques; c) exposure to various theoretical approaches of trained professionals at the Centre by means of case conferencing and discussions; d) attending

weekly Brief Counselling training seminars for a period of seven weeks.

Goal 4: To gain further experience in the administration and interpretation of standardized tests and inventories.

This was accomplished by a) administering and interpreting tests and inventories to clients such as the Strong Campbell Interest Inventory, Weschler Adult Intelligence Scale-Revised, Self Directed Search, Myers-Briggs Type Indicator, Beck Anxiety Scale; b) reviewing the tests available at the Counselling Centre; c) self-administering some of the appropriate tests; d) if possible, assessing the strength of computer-based career guidance tools such as DISCOVER and CHOICES-CT.

Goal 5: To gain further experience in group dynamics.

This was accomplished by co-leading an assertiveness training group with Dr. Elaine Davis.

Goal 6: To participate in case conferencing with other trained professionals.

This was accomplished by participation in weekly one-hour case presentations with the other staff members. Each week, one counsellor at the Centre, including the intern, will present a case while other counsellors will offer feedback and suggestions.

Goal 7: To conduct a research project which is compatible with the internship and will provide the intern with valuable information on career indecision among post-secondary students.

This was accomplished by: a) the initial research on the topic and development of a draft proposal; b) intensive research in the area of career decision making;

c) administration of the Career Decision Scale (CDS) to selected students in first year courses; d) interpretation and analysis of results of the CDS; e) the compilation of the final research report with recommendations; f) regular consultation meetings with the Field and Faculty Supervisors; and g) submission of the final report to the School of Graduate Studies for examination.

Supervision

The responsibility for supervision of the intern will be shared by the Faculty of Education (Educational Psychology) and the Memorial University Counselling Centre. Specifically, supervision will be shared through Faculty supervision by Dr. Norm Garlie, as well as through Field supervision by Dr. Michael Doyle.

The Field Supervisor has the following responsibilities:

1. to consult with the intern and the Faculty Supervisor during the period when the internship proposal is being developed;
2. to have primary responsibility for the ongoing supervision of the intern's counselling activities and in conjunction with the training Director at the Centre, for the coordination of all the intern's professional counselling activities conducted at the Counselling Centre;
3. to facilitate the intern's access to appropriate professional opportunities and to the professional personnel at the Centre essential to a full and successful internship experience;
4. to arrange for other Centre faculty to serve in an adjunct supervisory capacity to

the intern where her professional activities are especially relevant to their particular areas of expertise at the Centre;

5. to meet with the intern and the Faculty Supervisor midway through the internship period to assess the intern's progress and determine any changes in the internship as needed;
6. to meet with the Faculty Supervisor at the conclusion of the internship to conclude a summative and process evaluation of the intern and her internship.

The Faculty Supervisor has the following responsibilities:

1. to consult with the intern and the Field Supervisor during the period when the internship proposal is being developed;
2. to meet with the intern and the Field Supervisor midway through the internship period to assess the intern's progress and determine any changes in the internship as needed;
3. to be available for consultation purposes during the internship when required by the intern or field supervisor;
4. to meet with the Field Supervisor at the conclusion of the internship to conclude a summative and process evaluation of the intern and her internship;
5. to encourage the completion and submission of the final Internship Report to the School of Graduate Studies.

The Graduate Intern has the following responsibilities:

1. present to the Faculty and Field Supervisors, early in the development of the

internship proposal, a written outline of the research component including the purpose, significance, and method of investigation, of the area to be studied, as well as a draft of the review of literature;

2. discuss details of the proposal, with Supervisors, and arrange, in consultation with the Supervisors, details necessary for the approval of the proposal;
3. obtain approval from the Ethics Review Committee (Faculty of Education);
4. keep both Supervisors informed of the progress of the internship and research component;
5. set out to accomplish the goals outlined in the Internship Goals section;
6. meet with the Field Supervisor a minimum of once per week and the Faculty Supervisor, a minimum of three times during the semester to discuss cases, review segments of tapes, and receive feedback on counselling skills;
7. meet with both Supervisors midway through the internship period to assess progress and determine any changes needed in the internship;
8. meet with both Supervisors at the conclusion of the internship to conclude a summative and process evaluation of the intern and her internship.
9. arrange with the Faculty Supervisor a date for submission of the completed Internship Report to the School of Graduate Studies.
10. follow the ethical guidelines set for all University Counselling Centre personnel;
11. follow the Guidelines set by the Ethical Guidelines for Research Involving Human Subjects.

CHAPTER TWO

THE INTERNSHIP - A DESCRIPTION OF ACTIVITIES

This chapter includes a description of the various activities undertaken during the thirteen week internship period between September 10 and December 6, 1996. A summary of these activities is presented in Table 2.1.

Table 2.1:

Hours Allocated to Internship Activities

Activity	Number of Hours
Individual Counselling	103
Group Counselling	14
Career Planning Centre (CPC)	36
Interpersonal Process Recall (IPR)	20
Review of Videotapes	60
Supervision	27
Research and Reading	70
Maintaining Log and Case Files	65
Training Seminar	22
Case Conferencing (Inservice)	12
Total Hours Allocated to These Activities	429

Orientation Activities

On the first morning of the internship, all three interns were taken on a tour of the Centre including an explanation of all relevant procedures and activities. The first week

involved orientation to the surroundings. This included familiarizing oneself with the On Time program (computerized scheduling), paper work, protocol, client case management, plus meeting one on one with all Counselling Centre personnel. Actual client contact did not begin until the second week.

Individual Counselling

During the internship, the intern provided individual counselling to students on personal, career, and academic concerns. The intern was exposed to issues such as: depression; suicidal ideation; relationship difficulties; abuse (sexual, physical, and emotional); low self-esteem; sexuality; eating disorders; coping with a learning disability; coping with school demands; harassment; time management; drug use; financial stress; assertiveness; and a variety of career-related concerns. The intern counselled a total of 28 clients for a total of 103 hours. The clients ranged in age from 19 to 37 years. For all clients combined, the mean number of sessions was 3.68. The number of sessions ranged from one to thirteen. The mean number of personal sessions was 4.3; the mean number of career sessions was 1.71; while for mixed focus clients the mean was 6 sessions (Table 2.2). Three clients were seen for ten or more sessions, three were seen between five and ten times, and the remainder were seen less than five times.

There were nine male clients and nineteen female clients. Of the male clients, two were seen for personal reasons; six, for career; and one for mixed focus (personal and academic). The mean number of sessions for male personal clients was 2.5 sessions; for career, 1.5; and for mixed focus, 9. Of the female clients, eight were seen for

personal reasons; eight, for career; and three were seen for mixed focus (two for personal/ career and one for personal/ academic). The mean number of sessions for female personal clients was 6.25; for career, 1.88; and for mixed focus 5.0 (Table 2.3).

Table 2.2:

Summary of Client Characteristics Based on Presenting Concern

Presenting Concern	Mean Number of Sessions
Personal	4.3
Career	1.71
Academic	-
Mixed Focus	6
Combined	3.68

Table 2.3:

Summary of Client Characteristics Based on Gender and Presenting Concern

Presenting Concern	N	Male		N	Female	
		Range of Sessions	Mean Number of Sessions		Range of Sessions	Mean Number of Sessions
Personal	2	1 - 4	2.50	8	1 - 13	6.25
Career	6	1 - 2	1.50	8	1 - 3	1.88
Academic	0	-	-	0	-	-
Mixed Focus *	1	9	9.00	3	3 - 8	5.00

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

Table 2.4 further breaks down the client data by indicating the age range of clients based on their gender and presenting concern. It is evident from this table that most clients fall within the age ranges of 18 to 20 and 21 to 25 years. This would be expected since most students on campus are undergraduate students.

Table 2.4:

Summary of Client Characteristics by Age, Gender, and Presenting Concern

Age Range	Male				Female			
	P	C	A	MF	P	C	A	MF
18-20	1	2	-	-	-	3	-	-
21-25	1	3	-	1	7	2	-	2
26-30	-	1	-	-	1	3	-	-
31-35	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	1
Total	2	6	-	1	8	8	-	3

Key Presenting Concerns:

P - Personal

C - Career

A - Academic

MF - Mixed Focus (Personal, Career and/or Academic)

The intern maintained a confidential reaction log for the duration of the internship. The purpose of the log included self-reflection and client information such as number of sessions, demographics, and basic presenting problem. The maintenance of this log greatly contributed to the professional development of the intern. By completing

the log entries at the end of each day, it brought closure to the day's events, forced the intern to think about how the sessions made her feel, and provided valuable information for the completion of the report.

Group Counselling

During the orientation meeting with Dr. Elaine Davis, she mentioned her willingness to have an intern co-lead the assertiveness training group offered by the Centre. This intern agreed to the offer immediately. It was an opportunity to lead a somewhat structured group with an experienced leader.

The intern spent two hours interviewing a total of seven prospective group members to determine if they were appropriate for this group experience. Eight members, five female and three male, were eventually chosen by the intern and Dr. Davis to participate in this group.

The group ran for six weeks with each session lasting two hours. The intern shared co-leading duties which included: leading discussion and exercises; assigning homework activities; goal setting; reviewing logs; and, mini-lectures.

After each session, the intern met with Dr. Davis to discuss the intern's progress as a group facilitator and discuss any general concerns either had about group dynamics. Upcoming sessions were also discussed and leader tasks determined. Co-leading this group with an experienced counsellor allowed the intern to gain valuable experience and further develop group leader skills; thus, building on previous group counselling training.

Career Planning Centre

The intern performed the duties of a career information assistant in the Career Planning Centre (CPC) for two hours per week, plus attended the CPC weekly meeting where concerns and questions were addressed and new materials introduced. The total time spent on CPC activities was twenty-four hours. The CPC is a drop-in facility where students, and the general public, can obtain occupational information. Resources include books, pamphlets, videos, and vertical files which contain occupational information on a wide range of specific careers. The CPC has a comprehensive collection of academic calendars for Canadian universities and colleges. In addition, there are guides to study programs in the United States and Commonwealth countries. Finally, there is a collection of books on topics such as job hunting, resume writing, interview skills, work abroad, job areas related to specific degree programs, and other general career planning materials.

The intern's activities at the CPC consisted of helping patrons locate academic information including: entrance requirements, aptitude tests, and various alternative programs in different occupations; referral to other university services; and suggestion of referral for individual career counselling at the Counselling Centre where deemed appropriate.

Interpersonal Process Recall

Interpersonal Process Recall (IPR) is a cross-professional development group involving the three interns from the Centre, as well as three first year Family Practise

residents from the MUN School of Medicine. Eight 2 ½ hour sessions made up the IPR portion of the internship. Dr. Elizabeth Church lead this encounter. The topics covered included:

1. Three Stage Problem Management Model;
2. Treatment of Rape Victims;
3. Assessment and Treatment of Clients with Borderline Personality Disorder;
4. Sexual Abuse;
5. Post Traumatic Stress Disorder;
6. Couple Therapy;
7. Stress Management;
8. Sexuality Issues.

The focus of the IPR encounters can be separated into two major areas of skill development. These are:

1. The ability to clearly understand what the client is trying to communicate in both overt and covert manners on both cognitive and affective levels; and
2. The ability to recognize and understand the impact that the client is having on us as professionals (Kagan, Burford, & Garland, 1988; as cited in Hurley & Garland, 1988, p. 20).

In addition to covering the above cited topics, each week participants presented videotapes of patients/ clients. These videotapes were used as a learning experience for the participants in IPR. Tapes were discussed according to the skill development areas

cited above. The focus, quite often became what we, as interns were thinking and feeling during specific portions of the video tape being viewed.

Review of Videotapes

At the beginning of each initial individual counselling session, the intern requested permission to videotape the counselling sessions. Clients who agreed were asked to sign a consent form, as per the regulations at the Centre (see Appendix A). Of the twenty-eight clients seen, twelve consented to videotaping the sessions (43%). Those who consented represented seven of the fourteen (50%) career clients seen, four of the ten (40%) personal clients seen, and one of four (25%) of the mixed focus clients.

Time constraints did not allow the intern to view all tapes in their entirety. Sixty hours were spent over the duration of the internship viewing the tapes. This amounted to approximately 5 hours per week. The main purpose of reviewing the tapes was to critically self-evaluate and to prepare for sessions where the supervisor evaluated the counselling skills and style of the intern. Selected videotapes were viewed during supervision, IPR, and Training Seminars. Client confidentiality was a primary concern. Videotapes were not removed from the site and were erased at the end of the internship.

Supervision

Field supervision for the internship was carried out by Dr. Michael Doyle. One hour bi-weekly meetings (totally twenty-four hours) were held to discuss progress and concerns, as well as to critically discuss cases and review segments of videotapes. The two hours spent in supervision, with Dr. Doyle, were invaluable to the intern's

professional development. Dr. Doyle was supportive, challenging, and insightful; a combination that made him a commendable mentor. Dr. Doyle completed a summative evaluation of this intern (Appendix B).

Faculty supervision was carried out by Dr. Norman Garlie who is also a cross-appointed faculty member of the Counselling Centre. Dr. Garlie met with the intern and Dr. Doyle midway through the semester to assess progress. He also attended one scheduled supervision session, as well as the intern's case conferencing presentation.

Finally, Dr. Elaine Davis provided supervision of the Assertiveness Training group by meeting with the intern once per week to discuss group concerns, leadership, and upcoming sessions (total 3 hours).

Research and Reading

All counsellors and interns at the Centre have eight hours per week at their disposal which they can devote to conducting research. A total of seventy hours was spent on research and reading. The time was valuable to the intern and was used to complete the research portion of the internship, as well as to work on requirements for the internship report. In addition, time was spent reading on a variety of topics related to the internship setting; especially those related to client concerns in the intern's caseload. An annotated bibliography of articles and books read during the internship is presented in Appendix C. One approach to research that was used regarding a specific client issue (anorexia) was using the internet to access information. A list of these applicable web sites is included in Appendix D.

Maintaining Log and Case Files

For the duration of the internship, the intern maintained a daily log of activities. This served as a summary of daily activities, included reactions to events of the day (especially counselling sessions), and helped to bring closure to the day's activities. It was very valuable in helping to compile information for the internship report. A total of 65 hours was spent in the area of maintaining the log and case files.

As required by the Centre, the intern completed an intake interview summary form outlining each client's history, interviewer's formulation, recommended disposition, and action taken (Appendix E). In addition, the intern maintained case notes on each client session. The intern also maintained a master list of client names, dates of sessions, and presenting concern(s) (ie. personal, academic, and/or career). This master list was passed on to Dr. Doyle at the end of the internship.

Towards the end of the internship, the intern was required to complete case summary sheets on all clients. The case summary sheet entailed a brief outline of presenting concern, dates seen, tests administered, a brief case summary, and who terminated the counsellor-client relationship (Appendix F). All case files were then passed on to Dr. Doyle, who reviewed and co-signed them.

Training Seminar

This portion of the internship was split between two separate topics. The first area was career counselling and was led by Dr. Elaine Davis. It lasted four weeks and totalled eight hours. The most widely used career assessment instrument at the

Counselling Centre is the Strong-Campbell Interest Inventory. This is a computerized interest inventory. It was deemed important that all interns be introduced and made familiar with this test since we would be using it with our career clients. Part of his familiarization process included taking the test ourselves and going over the results. We also completed the Self Directed Search, Destiny, and the Missouri Occupational Card Sort. As part of the career counselling training seminar, we also visited the Employment Centre located in Coughlan College at MUN for a tour and explanation of services.

The second portion of the training seminar was devoted to brief counselling. It was held seven times for two hours totalling fourteen hours for the semester. Dr. Elizabeth Church led this brief counselling approach to psychotherapy. It centered around the theories of Strupp and Binder (1984) and Luborsky and Crites-Christopher (1990), as well as succinctly considering solution-focused brief therapy. Brief instruction and discussions were held on each approach. Videotapes of interns were analyzed using the Strupp and Binder and the Luborsky and Crites-Christopher approaches.

Case Conferencing (Inservice)

During the course of the internship, the intern participated in twelve weekly one-hour case conferencing/inservice sessions with the counsellors at the Centre. This time was used to discuss Centre concerns, as well as meet university personnel such as clergy; Council of the Students Union (CSU) executive; Academic Advising Centre staff; Student Recruitment, Promotion, and Retention staff; and a counsellor from Sir Wilfred Grenfell College. Time was also used for staff members and interns to present cases to

their peers for input. Following the presentation, staff members asked questions, provided feedback and made suggestions for future action with the specific client.

The intern presented her case on November 15, 1996. The actual selection of the client case to be presented was done in consultation with Dr. Doyle and consented to by the client. The case conferencing presentation provided the opportunity for the intern to do more concentrated research and receive valuable feedback from staff members. In addition to presenting information about the client's issues and the intervention, the intern also took the approach of talking about her growth as a counsellor from the contact with this client.

Goal Attainment

This chapter presented a description of the various activities undertaken by the intern during the internship period. It is evident from the outline of activities that the intern engaged in a variety of activities that contributed to a high degree of professional development. The intern feels confident that she has achieved the goals set out prior to the onset of the internship. The seven broad internship goals and how each was expected to be accomplished were specifically outlined in Chapter One. These will briefly be revisited and addressed.

Goal 1 was to become familiar with the concerns of a university student population with respect to personal, social, academic and career domains. This was attained through engaging in individual counselling for a total of 103 hours; working at the Career Planning Centre for 36 hours; and, developing an annotated bibliography.

Goal 2 was to improve individual counselling skills by identifying areas of personal strength and remediating areas of personal weakness. This was accomplished through: videotaping client sessions; critically reviewing videotapes and maintaining a log of personal reactions to counselling sessions; and, meetings with field and/or faculty supervisor(s) to discuss counselling sessions, review segments of tapes, receive feedback on counselling skills, and discuss the intern's progress.

Goal 3 was to further develop a personal style of counselling and to expose the intern to various theoretical approaches to counselling and psychotherapy. This was achieved through participating in Interpersonal Process Recall and Brief Counselling sessions led by Dr. Church; attending case conferencing sessions with the other counsellors at the Centre; and, further development of an annotated bibliography.

Goal 4 was to gain further experience in the administration and interpretation of standardized tests and inventories. The following tests were administered to clients, self administered, and/or reviewed by the intern: Strong Campbell Interest Inventory, Self-Directed Search, Destiny, Minnesota Multiphasic Personality Inventory-2, Missouri Occupational Card Sort, Myers-Briggs Type Indicator, Beck Depression Scale, and the Career Maturity Inventory.

Goal 5 was to gain further experience in group dynamics. This was achieved by co-leading an assertiveness training group with Dr. Elaine Davis.

Goal 6 was to participate in case conferencing with other trained professionals. This was achieved by participation in weekly case conferencing sessions with other

counsellors. The intern, herself presented a case and observed other interns and counsellors do the same.

Finally, goal 7 was to conduct a research project compatible with the internship that would provide the intern with valuable information on career indecision among post-secondary students. This was accomplished through research and development of a draft proposal; administration, interpretation, and analysis of the Career Decision Scale; regular consultation with the faculty supervisor; and, compilation and submission of the final internship report to the School of Graduate Studies for examination.

Conclusion

The experience at the MUN Counselling Centre enabled the intern to work with a population of young adults with a wide variety of presenting issues. This experience was made even more valuable by the direct supervision of an experienced psychologist. As a result, the counselling skills possessed by the intern were even more refined. The opportunity to participate in professional development seminars and activities enabled the intern to further develop and enhance her theoretical orientation. In conclusion, the opportunity to intern at the Counselling Centre was constructive and rewarding; one that would be recommended to any graduate student in Educational Psychology.

CHAPTER THREE

RESEARCH COMPONENT

Background

Students who make the decision to attend university usually fall into one of three categories: having made a career decision, in the process of making a career decision, or not having made any sort of career decision other than where they will attend post-secondary schooling. With the latter group, the decision to attend university may have been influenced by parents or peers without the individual having a firm grasp on where this decision will lead.

Most students have a guidance counsellor at their high school through which they can avail of career counselling services. Whether or not this last group of students used these services or benefited from them is questionable. Traditional career counselling techniques, such as provision of career information, use of interest inventories and aptitude tests, may have failed. Something is preventing effective decision making on the part of these individuals. These clients can be quite challenging to counsel (Larson, Busby, Wilson, Medora, & Allgood, 1994a).

Statement of Purpose

This study was designed to determine the proportion of first year Memorial University of Newfoundland students who can be categorized as career indecisive. It will focus on the comparison of the results on the Career Decision Scale (CDS) based on:

- a) growing up in an urban versus rural environment (ie. geographic background);
- b) gender; and,
- c) an interaction of geographic background with gender to see if any

significant differences exist among the subjects.

Indecisive students may need more than occupational information and traditional assessment techniques to make an appropriate career decision. The methodology used in this study allowed for the early identification of those students who may require more intensive assistance in preparing for the world of work. To maintain anonymity among subjects, their names were not required during data collection. Telephone contact with individual subjects after the administration of the CDS, however did take place if the subject wished to know their results on the test. Otherwise, all participants were informed that career counselling services can be obtained at the University Counselling Centre.

Significance

A large number of Memorial University students come from a rural setting. Statistics from the 1995 Fall semester were used throughout the study and they indicate that, of the students who were from Newfoundland and were registered as full-time students, 43.3% identified their home town as being one of Newfoundland's three urban centres (St. John's, Mount Pearl, and Corner Brook) and 56.7% identified their home town as being rural (Office of the Registrar, 1996). For the purpose of this research, urban centres included St. John's, Mount Pearl, and Corner Brook. All other communities in the province were considered rural. The 1995 statistics were used because the study was completed in the Fall semester of 1996 and the statistical breakdown for that semester was not yet available.

It was of interest to see if geographic background had any significant effect on student's ability to make effective career decisions. This decision making ability was determined by their score on the Career Decision Scale (Osipow, 1980)(Appendix G). The Career Decision Scale (CDS) is the premier scale cited in the career indecision literature (Rojewski, 1994a, 1994b; Fouad, 1994; Chartrand & Camp, 1991; Meier, 1991). The Career Decision Scale was the first published scale that attempted to measure the antecedents or components of career indecision (Chartrand & Camp, 1991). It identifies barriers that are preventing an individual from making career decisions. It can be used as a basis for career counselling, to monitor the effectiveness of career counselling programs, and for research on career indecisiveness (Meier, 1991). It is a 19-item, self-report measure that provides a total score of career indecision. Osipow (1980) contends the CDS is best interpreted as a unidimensional measure of career indecision (as cited in Chartrand & Camp, 1991).

People who grow up in an urban environment may have access to a wider variety of career information than those who grow up in rural settings. In fact, Rojewski (1994a) maintains that rural students often experience unique and difficult barriers to successful career preparation. He goes on to state that "problems are due to wide gaps between rural and urban areas in the availability of school and community resources, post-secondary educational opportunities, employment options, and access to needed programs and services" (p. 357). An understanding of relevant differences of urban/ rural background on the part of counsellors will facilitate accurate counsellor intervention.

In addition to considering geographic background, this study looked at the effect of gender on career decision making. The writer was interested in seeing if gender has any significant effect in the student's ability to make effective career decisions, with regard to the score on the CDS. Statistics from the 1995 Fall semester indicate that, of the students who were from Newfoundland and were registered as full-time students, 42.5% were identified as male and 57.5% were identified as female (Office of the Registrar, 1996).

Gender is also an important issue with regard to career development and career counselling (Gati, Osipow, & Givon, 1995). An understanding of relevant gender differences in career development on the part of counsellors should also facilitate accurate counsellor intervention.

The third comparison investigated interaction between urban/rural background and gender. Conceivably being from a rural environment and being female, for instance, could put the student at a further disadvantage with regard to career decision making.

Review of Literature

The review of literature is presented in the following format: 1) a discussion of decision making as it relates to career development; 2) degrees and types of career indecision; 3) geographic background implications for decision making; 4) gender implications; and finally, 4) the interaction of gender and geographic background.

Career Development and Decision Making

Chartrand and Camp (1991) defined career development as “the formation of a work identity or progression of career decisions, and/or events as influenced by life or work experience, education, on-the-job training, or other factors” (p.2). They went on to indicate that research into career decision making is a micro-analysis of career development, with the focus being on specific processes by which vocational decisions are made. Herr and Cramer (1992) stated “Decisions are not simply benign, independent behaviors that persons emit impulsively... (they) are like the tip of the iceberg; they symbolize, but do not describe all the hidden meanings of a choice, the factors that shape it, or the hope or despair that attended the particular decision taken” (p. 164).

Decision making is a learned process crucial to career choice. Bergland (1974) listed a series of stages that decision makers should be helped to negotiate: 1) Defining the problem; 2) Generating alternatives; 3) Gathering information; 4) Developing information seeking skills; 5) Providing useful sources of information; 6) Processing information; 7) Making plans and selecting goals; and, 8) Implementing and evaluating plan (as cited in Herr & Cramer, 1992, p. 609).

The above decision making process is quite similar to the Decision Making Model outlined in Cahill (1993). This career exploration program has been used in Newfoundland high schools through a distance education program designed for young women. This particular model described decision making according to the following steps: “1) Define exactly what it is you have to make a decision about; 2) Gather all the

information you need regarding this situation; 3) Identify all your possible choices; 4) Choose the option that seems best for you (considering the advantages of each); 5) Decide how to put your choice into action; and, 6) Evaluate how well your plan is working and make changes to the plan if necessary” (p. 67)

Difficulties can arise anywhere within the process of decision making. One of the counsellor’s roles is to help identify the confronting issue or problem and provide assistance to help the client overcome it. Unnoticed, this problem will likely impede the client from making an effective decision; in this case, a career decision. An important question for counsellors and researchers becomes “what prevents effective decision making on an individual level?” or likewise “what are the antecedents that impede career choice?” (Herr & Cramer, 1992).

Career Indecision

There are varying degrees of career indecision and associated issues. Lucas and Epperson (1988) collected and analyzed data on undecided college undergraduates. Five types of undecided subjects emerged from their study: a) well adjusted students who were working on their vocational decision; b) students less interested in careers; c) students who lacked motivation to begin the decision making process; d) very anxious students who were unclear about their decision; and, e) well-adjusted students who were close to deciding but mainly interested in leisure activities.

Vondracek, Hostetler, Schulenberg, and Shimizu (1990) collected and analyzed data using the Career Decision Scale with junior and senior high students. They

identified four types of career indecision: a) students who experienced confusion and lack of experience in career decision making; b) students who needed support in decision making; c) students who found several occupational alternatives attractive; and d) those with serious career indecision, excessive anxiety, and external locus of control.

In a similar study, Wanberg and Muchinsky (1992) divided undergraduate college students into four groups based on decidedness and students' concerns: confident decided, anxious undecided, concerned decided, and indifferent undecided.

Finally, Cohen, Chartrand, and Jowdy (1995), divided subjects of their study into four career indecision subtypes or groups. These include:

- a) ready to decide, described as having low anxiety, high self-esteem, and good vocational identity;
- b) developmentally undecided, characterized as emotionally stable but not yet having a clear picture of themselves or the world of work;
- c) choice anxious, characterized by reports of high choice anxiety, little need for career information, and low vocational identity; and
- d) chronically indecisive, characterized by reports of low vocational identity, a high need for career and self information, low goal directedness, and low self-esteem (p. 440).

Meier (1991) makes a valid point that should be stressed. Being undecided is not necessarily a negative state to be avoided, even though this viewpoint seems to be inherent in much of the literature. "The vocational decision process may resemble a loop where individuals try on a decision, much like an article of clothing, and determine if it fits. If the decision is inappropriate, it is important to encourage such individuals to tackle the difficult task of re-deciding" (p. 149).

Rojewski (1994a) distinguished quite nicely between individuals who are undecided about their careers and those who are, by nature, generally indecisive. He stated that being undecided about an occupation is a normal, temporary developmental stage. These people are not experiencing great stress or pressure regarding their career-related decisions. They are merely gathering information about themselves, occupations, the world of work, and/or the decision making process. On the other hand, individuals who are indecisive are thought to have certain traits or characteristics that prevent them from making career or any major decisions for that matter. Being undecided might mean that one is in the process of making a decision, but there is no real problems being experienced. It is when the indecisiveness prevents the individual from ultimately making a decision, that there is a problem. Therefore, there must be a clear distinction between career 'undecided' and career 'indecisive'.

Geographic Background Implications

Quite often, students growing up in smaller rural settings have more limited access to career development information and services than those who live in an urban centre. Some rural issues which could interfere with successful career development might include: geographic isolation, fewer employment opportunities, lack of economic vitality, restricted access to community services, limited curriculum, restricted access to accelerated academic programs, and lower educational and vocational achievement (Rojewski, 1994b; Hall & Kelly, 1995). For these and other reasons, people living in rural areas tend to be more economically, educationally, and vocationally disadvantaged

than their urban counterparts. In his study on predicting career maturity attitudes, Rojewski (1994b) determined that the degree of career indecision was the single most important variable for career immature subjects among his sample of rural youth.

A counter argument can be made, however that rural/urban discrepancies are diminishing. This decrease may be due to influences such as standardized education; improved transportation and increased contact with larger centres; as well as access to various types of media which transmit urban culture, lifestyles, and information to rural areas (Poole, Langan-Fox & Omodei, 1991). Widespread endeavours are ongoing, such as Creation and Mobilization of Counselling Resources for Youth (CAMCRY) which is an initiative of the Canadian Guidance and Counselling Foundation aimed at improving career counselling services for youth with the goal of enabling them to effectively enter the labour market (Hiebert, 1992). As of the publication date of Hiebert's article, 41 CAMCRY projects were nearing completion or already completed at 18 colleges and universities across Canada.

Jeffrey, Hache, and Lehr (1995) gathered information to determine and address career-related needs of rural young people in Newfoundland. They performed a needs assessment aimed at gathering data on issues of concern, comments on available resources, sources of support, tried and used solutions to problems, unsuccessful strategies, and expectations. They used a "bottom up" strategy to gather data. They went directly to parents, young people, and informed others who lived in rural settings and were knowledgeable about the rural situation. The following seven themes were arrived

at and, in turn, used to develop specific support products to address the career related needs of rural youth: "1) career-related needs of rural youth; 2) career-related needs of rural parents; 3) secondary school program-related needs; 4) post-secondary training and educational needs; 5) community-based needs for career information; 6) community needs for support services; and, 7) suggestions offered by respondents to address career-related needs" (p. 57).

In a related study, Lehr and Jeffrey (1996) examined the role played by parents in career identification and career seeking activities of rural youth in Newfoundland. They focused on the perspective of parents' needs in helping their children make informed career decisions. This research was based on the assumption that "parents do significantly influence their children's career choices, and thus should be considered important agents in the task of helping young people make informed career choices" (p. 241). The authors ascertained that rural parents believe that their children have the ability to compete with urban students, but that these parents lack knowledge of diverse careers, ready access to career information, as well as any support networks on a local and distant level. The authors concluded that programs should be devised to aid parents in helping their children make effective decisions by focussing upon developing effective networks among each other and communication skills with their children.

Counsellors need to take geographic background into account when providing career counselling services to clients. According to Cahill and Martland (1993), many assumptions commonly held by career counsellors are based on norms of career

development from an urban-industrial perspective and are, therefore, incompatible or unsuitable for use with career clients in peripheral regions of the country. Rural residents are quite often exposed to a 'different reality' and may have developed different social and economic structures and career-related concepts. Indeed, their values, practises, and social order are quite different than their urban counterparts (Cahill & Martland, 1993). Growing up in a rural environment may have put the client at a disadvantage with regard to career development and career decision making. Counselling may have to help the individual compensate for discrepancies or differences in early career development opportunities.

Gender Implications

Little doubt exists that gender is an important determining variable in an individual's career development. The issue of gender differences with regard to career counselling has been widely researched (Mathieu, Sowa & Niles, 1993; Cook, 1994; Leung & Plake, 1990; and, Gati, Osipow & Givon, 1995). Fouad (1994) examined research on vocational choice based on gender. She concluded that research has focused on differences between women wanting to work at an occupation and those not wanting to work at an occupation; on differences between men and women; and, on choices to move into occupations traditionally dominated by the opposite sex. Meier (1991) found that gender differences were demonstrated in a variety of career outcomes. These included a restricted range of occupational alternatives for women, over-representation of women in low-paying occupations, and greater differences for women between

abilities and achievement.

Gati et al (1995) attempted to identify possible sources of the observed differences in the career choices of women and men. They used the term 'aspect' to refer to "any personal factor, consideration, or criterion that is relevant to the individual for comparing and evaluating alternatives in the process of career decision making" (p.294). Their major finding revealed that there were considerable gender differences in the within-aspect preferences that might define the borders of the acceptable alternatives; for example, working hours, working conditions, degree of security, possibility for advancement, and fringe benefits.

Larson et al (1994b) investigated gender differences in psychological problems in the career decision making process of college students. These researchers used the Career Decision Diagnostic Assessment (CDDA), an instrument that provides the counsellor with both a general measure of psychological blocks to career decision making (ie. the total CDDA score) and five specific measures of psychological blocks (life goal awareness, decision anxiety, authority orientation, luck & fate orientation, and secondary gain). Results indicated that there were no gender differences in global levels of problems of career decision making. However, women reported more problems with life-goal awareness and authority orientation than men. Men reported more problems with secondary gain motivations than did women.

Luzzo (1995) studied the effect of gender differences of college students' career maturity. His findings suggested that perceptions of barriers to career attainment, which

might initially be viewed as problematic, may serve as a motivating force in many students' career development. Bergeron and Romano (1994) examined three levels of vocational and educational indecision among university students: decided, tentatively decided, and undecided. No significant effects were determined for gender.

Van Buren, Kelly, and Hall (1993) stated: "...women's occupational choices are influenced by perceptions of gender appropriateness, pre-market education and training restricting qualification of women, belief that certain jobs are not available to women, anticipation of family obligations, and ignorance of available options" (p. 101). There is a strong need for specific career counselling interventions that will persuade young women to consider both the issue of personal satisfaction and the economic benefits of non-traditional occupational choice. These authors stressed that modelling is important. If young women see nontraditional occupational choices actually being made by both men and women, it will be a convincing argument for them to also pursue these avenues.

Gender differences, if they exist (and the research is conflicting), must be recognized not only by researchers but also by career counsellors, who should take into account the specific characteristics of each sex and tailor the counselling process to their needs. Fouad (1994) strongly urges that career choice models developed for men may not apply to women's career choice. If counsellors have a better understanding of gender differences, it may help them improve the quality of their counselling for all clients, which would in turn improve the quality of the career decisions made by the client.

Interaction of Gender and Geographic Background

Poole, Langan-Fox and Omodei (1991) studied career orientation in women from varied geographic backgrounds in Australia. They found that differences existed among these groups and made several generalizations about the determinants of career orientation. These variables which can have a direct or indirect influence include: "educational attainment, social class, parental attitudes, parental and marital status, occupational expectations and aspirations, external constraints, 'affect' variables of work satisfaction, traditional sex-role expectations, and prioritizing of partners' careers" (p. 988). Based on these variables, the authors developed a theoretical model which attempts to explain "how educational and occupational preferences and skills are acquired and how selection of courses, occupations, and fields of work are made" (p. 989). It would be interesting to see if their model is applicable and if the results can be generalized with women in rural and urban areas of Canada as opposed to Australia.

Rojewski (1995), studied the impact of at-risk status in explaining occupational aspirations and expectations with male and female rural students. It is interesting to note that he discovered rural women appeared to maintain higher occupational aspirations than their male counterparts. It is noteworthy that his sample were deemed 'at-risk' and were not drawn from the general rural student population.

Hall, Kelly, and Van Buren (1995) studied, among other things, the effect of community of residence and sex on adolescent occupational interests using Holland's Vocational Preference Inventory. They looked at prior research in the area and found

two studies (Middleton & Grigg, 1959; Sewell & Ornstein, 1965) that found evidence of a positive relation between the size of the community of residence and level of occupational aspiration in boys, but not in girls (as cited in Hall, Kelly, and Van Buren, 1995). The results of the study in question indicated a significant interaction between community of residence and sex on adolescent career interests.

A similar study examined the effects of gender and community of residence on four types of career indecision (career decision-making diffusion, need for emotional support from significant others related to career decision making, approach-approach conflict, and perception of external barriers) among academically talented high school students (Hall & Kelly, 1995). They made several conclusions based on this study. They found no evidence to conclude that boys nor girls needed greater support for career decision making among these high achievers. They also concluded that, among this group, no rural/urban differences existed. The most striking conclusion was that high achieving urban females appeared to be in need of a great deal of career education, counselling, guidance, and support from parents, teachers and counsellors. Hall and Kelly summarized their findings, "...within the population of high achievement students, the experience of career indecision varies at different levels and at different ages and is influenced by the socio-cultural variable of community of residence" (p. 299).

As with gender and geographic background separately, when these variables are combined, some individuals may be placed at a disadvantage. It would be beneficial for the career counsellor to be aware of possible interactions with regard to career decision

making among these specific populations.

Research Questions:

1. What is the main effect of growing up in an urban vs rural environment on the career decision making ability of selected Memorial University of Newfoundland students (as measured by the Career Decision Scale)?
2. What is the main effect of gender on the decision making ability of selected Memorial University of Newfoundland students (as measured by the Career Decision Scale)?
3. What is the interaction effect of growing up in an urban vs rural environment and gender on the career decision making ability of selected Memorial University of Newfoundland students (as measured by the Career Decision Scale)?

Methodology

The Career Decision Scale (Osipow, 1980) was given to first year students in Psychology 1000. This group was chosen for three reasons. The main reason was that urban versus rural background might be more evident among these younger students than among those who have spent longer periods of time in the University setting. Secondly, many students choose to complete an introductory Psychology course no matter what their intended major. Finally, it was one of the few courses that offered a large enough class size (i.e. sample size) to the investigator so that data collection could be completed quickly and efficiently in one undertaking. Dr. Patricia Canning requested Mr. Rennie Gaulton, course instructor allow the investigator to use his course as the sample.

The Instrument

The Career Decision Scale (CDS) (Appendix G) is composed of 19 items, the first 18 require a self-rating. These 18 items are of a 4 point Likert-type. A rating of 1 indicates a low similarity of the student to the item and a rating of 4 indicates high similarity. Item 19 is an open-ended item which provides the student with the opportunity to clarify or expand upon prior items. Items 1 and 2 comprise the Certainty Scale, which provides a measure of the degree of certainty that the student feels in having made a decision about a major and an occupation. A high score on the Certainty Scale indicates that the subject is relatively certain. Items 3 through 18 constitute the Indecision Scale, a measure of career indecision. A high score on the Indecision Scale indicates that the subject is relatively indecisive.

Scoring of the CDS involves the calculation of total ratings for questions 1 and 2 (Certainty Scale) and questions 3 to 18 (Indecision Scale). This will provide the raw scores for each Scale. Four normative groups are available for calculation of applicable percentile scores from these raw scores. These are college students based on grade and gender; high school students based on grade and gender; adults in continuing education programs; and, women returning to college. For the purposes of this study, the college student normative data was used to calculate the percentile scores for the Certainty and Indecision Scales.

Osipow (1980) provides a brief description of how to interpret the CDS. He states an "examination of the results should first begin with the Certainty Scale. High

Certainty Scale scores indicate certainty of choice of occupation and school major. Certainty Scale scores which are at the 15th percentile or less should be considered significant. This suggests that the individual is uncertain about the selection of an occupation and/or a major. High Indecision Scale scores indicate indecision with regard to occupational choice. Scores with values equal to or exceeding the 85th percentile should be considered significant, indicating a serious level of indecision" (p.6).

The CDS has been reported as having acceptable validity and reliability scores by a number of researchers (Hartman, Fuqua, & Jenkins, 1986; Rojewski, 1994b, Larsen et al, 1994a; Rojewski, 1994b). Osipow (1987) cited studies that have established test-retest reliability for the CDS at .82 and .90 for two separate samples of college students. Concurrent and construct validity for the CDS has been "demonstrated by studies showing the scale's expected relationships among a variety of hypothetical constructs, the scale's ability to differentiate career decided and undecided groups, and the scale's sensitivity to relevant changes following treatment designed to reduce career indecision" (Osipow, 1987, p. 11).

Procedure

Participants. A total of 108 students from Psychology 1000 were asked to complete the Career Decision Scale (CDS) in a group setting. Fifty-six were from a rural background and fifty-two were from an urban background. Forty-six participants were male and sixty-two were female. All were classified as first-year students.

The respondents provided information on their high school population and type, as well as information on their guidance counsellors. The mean high school population was 578 students ($SD = 301$). The high school types varied from Kindergarten (K) to Level III, Grade 7 to Level III, Level I to Level III, and a classification referred to as other. The corresponding percentages were 22.2%, 8.3%, 49.1%, and 18.5%, respectively. This information was not provided by 1.9% of the respondents. 97.2% of the respondents had a guidance counsellor at their high school, while 2.8% did not. Among the respondents who had access to a guidance counsellor, 70.4% stated that they availed of career counselling services. Among those that availed of these services, 64.8% were satisfied with the career counselling provided by their guidance counsellor; 21.3% of the respondents were not satisfied with these services. There were also a number of missing cases with this question that amounted to 13.9%.

Location. Memorial University of Newfoundland, St. John's, Newfoundland, Canada, in E-1020 (G. A. Hickman Building).

Data Collection. On September 25, 1996, the researcher administered the CDS to the subjects in a group format. On average it took approximately 10 - 15 minutes to complete. Prior consent from the course instructor, Mr. Rennie Gaulton was attained by written contact two weeks in advance (Appendix H). The subjects' written consent was obtained immediately prior to completion of the CDS. Along with the consent form (Appendix I), all participants were asked to provide certain demographic data form (Appendix J). The demographic data included: age, gender, name of home town,

approximate population of high school, type of high school, presence of guidance counsellor, availability of career counselling from guidance counsellor, satisfaction with career counselling services, years of post-secondary study, and parental occupation.

Scoring and Data Analysis

Scoring of the CDS requires the calculation of the total ratings for each of the two Career Decision Scale scales: Career Certainty and Career Indecision. Data analysis included: 1. descriptive statistics, including mean, standard deviation, and percentiles, on the following variables: age, gender, geographic background. In addition, frequencies were determined for: population of high school, type of high school, presence of guidance counsellor, having taken advantage of career counselling services, and degree of satisfaction with career counselling services; 2. Chronbach's Alpha Reliability test on the Career Decision Scale to determine reliability within this sample, and; 3. a two-way analysis of variance (ANOVA), determining both main effect and interaction effect of rural vs urban residency and gender. All analyses were carried out using the Statistical Package for Social Sciences (SPSS). A .05 level was used to determine significance.

Results

As stated previously, first year students were chosen as the sample for this study under the assumption that any urban/rural discrepancies might be more evident among these younger students than among those who have spend longer periods of time in the urban University setting. The mean age of the respondents was 17.91 ($SD = .63$) (Table 3.1). The age range of these first year students was from 17 - 20 years with nearly 75%

at 18 years of age (Table 3.2).

Table 3.1:

Mean and Standard Deviation of Age, Certainty Scale, and Indecision Scale

Variable	Mean	Standard Deviation
Age	17.91	.63
Certainty Scale	54.44	32.49
Indecision Scale	60.39	30.20

Table 3.2:

Frequency of Ages in Sample

Age	Frequency (%)
17	19.4
18	74.1
19	4.6
20	1.9

Geographic background was examined as a frequency distribution to determine if the sample was representative of the population. As noted in the Significance section of the previous chapter, the rural/urban split for Memorial undergraduate students was 43.3% for rural and 56.7% for urban respectively in the Fall semester of 1995. These figures are similar to the rural/urban split observed in this study which are 51.9% and 48.1% respectively (Table 3.3). Both the population and the sample are hovering around

a 50:50 proportion. Subsequently, for the purpose of this study, the sample is considered to be representative of the MUN undergraduate population.

Table 3.3:

Frequency of Each Type of Hometown in Sample

Hometown	Frequency (%)
Rural	51.9
Urban	48.1

Gender was also examined as a frequency distribution to determine if the sample was representative of the population. Again, as was stated in the Significance section of the previous chapter, the male/ female proportions at Memorial are 42.5% male and 57.5% female in the Fall semester of 1995. However, these figures are quite similar to the male female split in this study which are 42.6% and 57.4% respectively (Table 3.4). Subsequently, for the purpose of this study, the sample is considered to be representative of the MUN undergraduate population.

Table 3.4:

Frequency of Each Gender in Sample

Gender	Frequency (%)
Male	42.6
Female	57.4

The specific subscales of the Career Decision Scale (CDS) were also examined with regard to mean, standard deviation and reliability with this sample. The mean percentile score for the Certainty Scale was 54.44 ($SD = 32.49$) (Table 3.1). This was slightly above the 50th percentile for the norming population. The mean percentile score for the Indecision Scale was 60.39 ($SD = 30.20$) (see Table 3.1). Again, this was above the 50th percentile for the norming population. A Chronbach's Alpha Reliability test was applied to the scores to determine the reliability of the CDS with this population. The alpha coefficient was determined to be .84 for the Certainty Scale and .87 for the Indecision Scale (Table 3.5). This level of reliability was deemed acceptable for this research and therefore the CDS and its subscales are accepted as a reliable measure of career decision making among the MUN first year student population.

Table 3.5:

Reliability Coefficient of Subscales

Scale	Reliability Coefficient
Certainty	.8382
Indecision	.8712

Tables 3.6 and 3.7 show comparisons of means and standard deviations for each of the two scales (Certainty and Indecision) based on gender and geographic background. For the Certainty Scale, the female-rural group had the highest mean score at 64.39, the male-urban group were second highest at 55.26, the female-urban group were third at

48.69, and the male-rural group had the lowest at 46.61. For all males combined, the mean score was 50.93 and for all females combined was 57.07 (Table 3.6). The level of significance of these scores was tested and will be discussed shortly.

Table 3.6:

Comparison of Means, Standard Deviations, and Number of Cases for Certainty Scale By Gender and Geographic Background

Source of Variation	Mean	Standard Deviation	Cases
Male combined R/U	50.93	35.35	46
Male - Rural	46.61	35.97	23
Male - Urban	55.26	34.98	23
Female combined R/U	57.05	30.21	62
Female - Rural	64.39	31.13	33
Female - Urban	48.69	27.30	29
Entire Population	54.44	32.49	108

For the Indecision Scale, the female-urban group had the highest mean score at 67.90, the male-rural group were second highest at 61.39, the male-urban group were third at 57.43, and the female-rural group had the lowest mean Indecision Score at 55.15. For all males combined, the mean score was 59.41 and for all females combined was 61.11 (Table 3.7). The level of significance of these scores was tested and will also be discussed shortly.

Table 3.7:

Comparison of Means, Standard Deviations, and Number of Cases for Indecision Scale
By Gender and Geographic Background

Source of Variation	Mean	Standard Deviation	Cases
Male combined R/U	59.41	31.65	46
Male - Rural	61.39	31.18	23
Male - Urban	57.43	32.70	23
Female combined	61.11	29.31	62
Female - Rural	55.15	31.63	33
Female - Urban	67.90	25.29	29
Entire Population	60.39	30.20	108

The final data analysis for this study involved analysis of variance to determine the significance of the main effect and/ or interactional effect of the gender and geographic background data on the scores for the Certainty and Indecision Scales. A two way analysis of variance determined no significant main effect for gender ($F = .80$, $p = .37$) or geographic background ($F = .32$, $p = .57$) with the Certainty Scale (Table 3.8). Also, there was also no significant main effect for gender ($F = .13$, $p = .72$) or geographic background ($F = .56$, $p = .46$) with the Indecision Scale (Table 3.9).

Table 3.8:

Two Way Analysis of Variance (ANOVA) for Certainty Scale

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	1186.09	2	593.05	.58	.56
Gender	82874.	1	828.74	.804	.37
Geographic Background	327.74	1	327.74	.32	.57
2 way interactions	3909.50	1	3909.50	3.79	.05*
Gender/geog. Background	3909.50	1	3909.50	3.79	.05*

* significant at $p < .05$

Analysis was also completed to determine if there was an interactional effect of the gender and geographic background variables combined on each of the Certainty and Indecision Scales. A significant interactional effect was determined to exist between the gender and geographic background variables on the Certainty Scale ($F = 3.79, p = .05$) (Table 3.8). There was no significant interactional effect between the gender and geographic background variables on the Indecision Scale ($F = 2.02, p = .16$) (Table 3.9).

Table 3.9:

Two Way Analysis of Variance (ANOVA) for Indecision Scale

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	613.47	2	306.74	.34	.72
Gender	117.47	1	117.47	.13	.72
Geographic Background	509.01	1	509.01	.56	.46
2 way interactions	1838.26	1	1838.26	2.02	.16
Gender/ Geog. Background	1838.26	1	1838.26	2.02	.16

* significant at $p < .05$

This two way analysis of variance was followed by a one way analysis of variance to determine where the significant interaction was occurring of gender and geographic background with the Certainty Scale. For male subjects, when controlling for geographic background, there is no significant difference in the mean scores for the Certainty Scale ($F = .68, p = .41$) (Table 3.10). For female subjects, when controlling for geographic background, there is a significant difference in the mean scores for the Certainty Scale ($F = 4.40, p = .04$). Here the significance lies with the female urban group ($\bar{x} = 48.69$) compared with the female rural group ($\bar{x} = 64.39$) (Table 3.11). For rural subjects, when controlling for gender, there is a significant difference in the mean scores for the

Certainty Scale ($F = 3.89, p = .05$). Here the significance lies with the male rural group ($\bar{x} = 46.61$) compared with the female rural group ($\bar{x} = 64.39$) (Table 3.12). Finally, for urban subjects, when controlling for gender, there is no significant difference in the mean scores for the Certainty Scale ($F = .58, p = .45$) (Table 3.13). In summary, with the use of one way analysis of variance, it was determined that significant difference exists with the female-urban and rural-male subjects on the Certainty Scale of the CDS.

Table 3.10:

One Way Analysis of Variance for Certainty Scale of Male Subjects by Geographic

Background

Source of Variation	Count	Mean	Standard Deviation	F Ratio	F probability
Rural	23	46.61	35.97	-	-
Urban	23	55.26	34.97	-	-
Between Groups	-	-	-	.68	.41

* significant at $p < .05$

Table 3.11:

One Way Analysis of Variance for Certainty Scale of Female Subjects by Geographic Background

Source of Variation	Count	Mean	Standard Deviation	F Ratio	F Probability
Rural	33	64.39	31.13	-	-
Urban	29	48.69	27.30	-	-
Between	-	-	-	4.40	.04*

Groups

* significant at $p < .05$

Table 3.12:

One Way Analysis of Variance for Certainty Scale of Rural Subjects by Gender

Source of Variation	Count	Mean	Standard Deviation	F Ratio	F Probability
Male	23	46.61	35.97	-	-
Female	33	64.39	31.13	-	-
Between	-	-	-	3.89	.05*

Groups

* significant at $p < .05$

Table 3.13:

One Way Analysis of Variance for Certainty Scale of Urban Subjects By Gender

Source of Variation	Count	Mean	Standard Deviation	F Ratio	F Probability
Male	23	55.26	34.98	-	-
Female	29	48.69	27.30	-	-
Between	-	-	-	.58	.45
Groups					

* significant at $p < .05$ **Limitations**

This study was completed in a night slot for one course in Fall semester, 1996. The group was not randomly selected, even though for the purpose of this research gender and geographic background were representative of the population according to statistics generated in the previous year. Due to the fact that the sample was not randomly selected among the entire first year cohort, generalizability to this student population cannot be certain. This group may have had characteristics that were not measured (ie. extraneous variables) that may have affected the results.

Discussion

The results of the research conducted as part of the internship determined that:

a) there was no significant main effect of geographic background on career decision

making; b) there was no significant main effect of gender on career decision making, and; c) there was significant interactional effect of geographic background and gender on career decision making among rural-male and urban-female students in the sample of selected first year MUN students. No significance was determined for rural-female or urban-male subjects.

The lack of a significant effect of gender on career decision making supports several recent studies previously cited including Luzzo (1995), Larson et al (1994), and Bergeron and Romano (1994). It seems that career decision making among women may differ from men, but neither gender is significantly disadvantaged.

In addition, the lack of significant effect of geographic background on career decision making confirms previous, though limited, studies including Van Buren et al (1993) and Hall and Kelly (1995). Much of the research on career indecision among those that live in rural areas has focused upon those "at-risk", disadvantaged, or specifically on one gender (usually female), so it is difficult to compare results. This writer agrees with Poole et al (1991); any rural/urban discrepancies that may have existed are probably diminishing, bringing the rural student more in line with the urban student in terms of their access to services and opportunities.

Since the portion of this study which looked at the interaction between gender and geographic background on career decision making did not replicate any prior research, its results cannot be equated directly with other results on similar populations or research with similar focus. Comparisons, however, can be made while pointing out

the dissimilarities between studies.

A segment of the results of this study compare somewhat favourably with Rojewski (1995). He found that rural females had higher occupational aspirations than the rural males, but he examined 'at-risk' students only and also did not compare them with any urban counterparts. The present study, which was administered to members of the general first year student body, determined that rural female subjects achieved the highest score on the Certainty Scale, indicating that they were the most career certain group of the four interactions examined.

The Middleton and Grigg (1959) and Sewell and Ornstein (1965) studies both found evidence of a positive relationship between the size of the community of residence and level of occupational aspirations in boys, but not in girls. Occupational aspirations and career decision making are obviously not the same construct; nevertheless, at least having occupational aspirations implies that there is a degree of career decision making occurring. It is interesting to note again that significant interaction was ascertained between rural males and urban females with regard to career decisiveness in the present study. This differs somewhat from the above studies. The previous research was conducted between 32 and 38 years ago in the United States. This fact alone might easily account for the differences determined. During that time period, rural males might have had lower occupational aspirations than their urban counterparts because of the availability of resource-based vocations more common in rural areas, as well as possibly due to pressure to remain at home by family rather than moving to find work. Neither of

these is the case in Newfoundland today. The downturn in the fishery combined with a lack of other resource-based jobs are forcing rural students to leave their communities to find work. Lehr and Jeffrey (1996) found that Newfoundland parents encouraged their children to pursue job or career-related activities that might take them away from home.

Finally, these results compare interestingly with one portion of the Hall and Kelly (1995) results. Their study examined career indecision among high achievers and they determined that, among the groups examined, urban females appeared to need far more career counselling and support. The present study also determined that a significant difference existed with the urban-female group.

As discussed earlier in the Review of Literature section, there is a vast distinction between career undecided and career indecision which might bear reinforcement. Being career undecided is a normal, temporary developmental stage where the individual is in the process of making a career decision. Career indecision, on the other hand, may be chronic and would probably prevent the individual from making the decision. Osipow (1980), in the Career Decision Scale Manual, distinguishes between undecided and indecisive as well. For the Certainty Scale, a score below the 15th percentile would suggest uncertainty about career choice and/or major. For the Indecision Scale, a score above the 85th percentile would suggest a serious level of indecision.

The significant interactional effect on the Certainty Scale among rural-male and urban-female subjects needs to be further addressed. These career undecided individuals may very well be on their way to making an appropriate career decision on their own.

Others may benefit from traditional career counselling (occupational information and assessment techniques). All subjects were informed of the career counselling services provided by the MUN Counselling Centre, as well as the services provided by the Career Planning Centre. Many indicated that they were unaware that such services existed.

There were no significant differences for any of the four groups on the Indecision Scale. Neither sub-group provided results which demonstrated a serious level of indecision (ie. above the 85th percentile). It was not expected that there would be because this would indicate a very serious large-scale problem. However, analysis of results for individual subjects could and did indicate this significant level of indecision. It is these clients that would probably need more than traditional career counselling techniques in order to make a career decision. Targeting these individuals with interventions that might assist them in making an occupational decision would be quite beneficial for their future career paths.

A major obstacle might be the identification of these indecisive individuals. They might not seek assistance and could possibly slip through the cracks. They might not be aware that services are in place to provide assistance. By widely advertising services, counsellors could let these potential clients know that there's help out there. Assessment tools could be employed like the Career Decision Scale (CDS) or the Career Decision Diagnostic Assessment (CDDA), which provides the counsellor with both a general measure of the psychological blocks to career decision making and five specific measures of psychological blocks. Once these individuals have been identified

counselling services could be provided to assist them to overcome this trait of indecision.

This could be achieved on an individual or group basis and it is recommended that further research in this area could help develop programming to specifically deal with this segment of the university population.

CHAPTER FOUR

RECOMMENDATIONS AND SUMMARY

The recommendations of the research portion of this report have been outlined in the Discussion section of the previous chapter. They can be summarized as follows:

a) widely advertise services provided to inform the student population of career counselling assistance available; b) provide both individual and group career counselling services; c) determine the geographic background of clients and explore whether or not any barriers might be present with regard to career decision making; d) determine if gender is affecting career decision making (explore non-traditional occupational choices, family responsibilities, etc); and, e) determine if the client is 'undecided' or 'indecisive' using instruments such as the CDS or the CDDA. Then, if necessary, work to compensate for the undecidedness or indecision based on the specific needs of the client. In addition, it is recommended that: f) further research into the effect of geographic background and/or gender on career decision making be conducted among different cohorts of the Memorial University student population; g) longitudinal studies might also prove useful to follow up on career decision making to see how it might change over time spent at university and beyond; and, h) development of specific programming to meet the needs of students should follow after further studies have been conducted.

In summary, the internship assumed at the Memorial University of Newfoundland Counselling Centre was quite beneficial to the intern's professional growth and development as a counsellor. The intern engaged in numerous professional activities which built on skills learned in the course portion of the Master's program in

Educational Psychology. These activities included: a) participating in individual counselling with clients; b) group counselling with the Assertiveness Training group; c) working as a Career Information Assistant at the Career Planning Centre; d) participating in Interpersonal Process Recall; e) supervision and evaluation by Dr. Michael Doyle, including review of video taped sessions with clients; f) research and reading of relevant articles and books; g) maintaining log and case files; h) participating in training seminars in career counselling and brief counselling; and finally, i) case conferencing with the other psychologist and interns at the Centre.

As a closing note, the internship and the research study undertaken were very worthwhile experiences. The intern will enter the field of counselling with increased competency in counselling skills, a comfort level with self-evaluation, and a strong professional identity.

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APPENDIX A

Videotape/ Audiotape Permission Form



Memorial

University of Newfoundland

University Counselling Centre
Thomson Student Centre

1

VIDEOTAPE/AUDIOTAPE PERMISSION FORM

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

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

Signature

Witness

Date

Revised: January 22, 1996

APPENDIX B

Summative Evaluation

Predoctoral Professional Psychology

INTERN EVALUATION FORM*

Intern: Wanda Pelley

Evaluation Period: Sept - Dec, 1996

Supervisor/Rater: Michael Doyle, EdD

Evaluation based on: Rhr week spwr

1	2	3	4	5	N
Needs Marked Improvement	Needs Some Improvement	Commensurate with what is Expected	Exceeds what is Expected	Exceptional	No Basis for Evaluation

ETHICAL PRINCIPLES (Criterion 1)

- Demonstrates working knowledge of CPA Ethical Principles. 1 2 (3) 4 5 N
- Applies relevant ethical principles in daily professional functioning. 1 2 (3) 4 5 N

PROFESSIONAL STANDARDS (Criteria 2 & 7)

- Conforms to CPA Practice Guidelines for Providers of Professional Services and to the Counselling Centre's Service Delivery Protocol. 1 2 (3) 4 5 N
- Knows personal and training limitations and when to consult and refer. 1 2 3 (4) 5 N
- Is aware of impact on clients, colleagues, and individuals outside the Counselling Centre. 1 2 (3) 4 5 N

* Adapted from Intern Manual, Counseling Center, University of Illinois at Urbana-Champaign
 Note: This form is organized according to the seven criteria of intern behavior and performance listed in the University Counselling Centre Intern Manual. The contents incorporate the performance dimensions of psychology interns described by Ross, R., and Altmaier, E.M. (1990) Job analysis of psychology internships in counseling center settings. Journal of Counseling Psychology, 37, 459-464.

1	2	3	4	5	N
Needs Marked Improvement	Needs Some Improvement	Commensurate with what is Expected	Exceeds what is Expected	Exceptional	No Basis for Evaluation

Professional Standards (Continued)

6. Appropriate manifestation of professional identity (attire, behavior) 1 2 3 (4) 5 N
7. Responsibly prepares for, attends, and participates in training activities (Consults/Seminars) 1 2 3 (4) 5 N
8. Establishes effective working relationships with a majority of Centre faculty, administrative staff, and other interns (observable) 1 2 3 (4) 5 N
9. Demonstrates sensitivity to individual differences in relationships with Centre faculty, administrative staff, and other interns (appears to do so) 1 2 (3) 4 5 N

COUNSELLING AND PSYCHOTHERAPY SKILLS (Criterion 3)**Intake/Evaluation**

10. Ability to assess the level and severity of client concerns 1 2 (3) 4 5 N
11. Demonstrates sound working knowledge of a breadth of theoretical frameworks, integrating them appropriately in case conceptualization 1 2 (3) 4 5 N
12. Ability to make appropriate referrals when needed 1 2 (3) 4 5 N

1	2	3	4	5	N
Needs Marked Improvement	Needs Some Improvement	Commensurate with what is Expected	Exceeds what is Expected	Exceptional	No Basis for Evaluation

Generic Counselling Skills

13. Uses relevant goals/treatment plans to organize and focus counselling/psychotherapy sessions. 1 2 3 4 5 N
14. Demonstrates the following basic helping skills:
- a. **Structuring** skills, e.g., setting and sharing objectives; summarizing content; summarizing feelings 1 2 3 4 5 N
 - b. **Soliciting** skills, e.g., using questions; encouraging client's involvement and commitment 1 2 3 4 5 N
 - c. **Reacting** skills, e.g., reflecting meaning; reflecting feeling; informational feedback; appropriate confrontation 1 2 3 4 5 N

Relationship with Clients

15. Ability to establish basic working relationship 1 2 3 4 5 N
16. Sensitivity to impact of individual differences on working relationship (e.g., gender, ethnicity, age) 1 2 3 4 5 N

Comments: Utanda provides a safe environment,

encouraging clients to discuss issues. She
worked hard at becoming more aware
of client stimuli that 'shut her down',
or inhibited her usual style of interacting.

1 Needs Marked Improvement	2 Needs Some Improvement	3 Commensurate with what is Expected	4 Exceeds what is Expected	5 Exceptional	N No Basis for Evaluation
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Specific Counselling Skills

These may include short-term psychotherapy, career/vocational counselling, academic support counselling, or other skills relevant to the evaluation period.

- | | | | | | | |
|--------------------------|---|---|---|---|---|---|
| 17. Personal counselling | 1 | 2 | 3 | 4 | 5 | N |
| 18. Career counselling | 1 | 2 | 3 | 4 | 5 | N |
| 19. Other: _____ | 1 | 2 | 3 | 4 | 5 | N |

Comments: Effective in her problem formulation
and choice of approach - able to modulate focus.

Group Therapy Skills

- | | | | | | | |
|--|---|---|---|---|---|---|
| 20. Understands appropriate selection criteria | 1 | 2 | 3 | 4 | 5 | N |
| 21. Ability to conduct group screening interviews | 1 | 2 | 3 | 4 | 5 | N |
| 22. Knowledge and application of basic group processes and stages of group development | 1 | 2 | 3 | 4 | 5 | N |
| 23. Ability to work with co-therapist | 1 | 2 | 3 | 4 | 5 | N |
| 24. Ability to make appropriate individual and group interventions | 1 | 2 | 3 | 4 | 5 | N |

Comments: Quick to learn; developed
rapport with group members quickly.

E. Davis

1 Needs Marked Improvement	2 Needs Some Improvement	3 Commensurate with what is Expected	4 Exceeds what is Expected	5 Exceptional	N No Basis for Evaluation
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Crisis Intervention Skills

25. Stays calm and responds effectively in emergencies 1 2 (3) 4 5 N
26. Responds appropriately to legal issues (e.g., abuse) 1 2 (3) 4 5 N

ASSESSMENT AND TESTING (Criterion 4) (location)

27. Selects relevant and appropriate tests/procedures 1 2 3 (4) 5 N
28. Administers tests and conducts assessments competently 1 2 (3) 4 5 N
29. Demonstrates competence in interpreting results 1 2 (5) 4 5 N
30. Integrates test/assessment results in case conceptualization 1 2 3 (4) 5 N

OUTREACH, CONSULTATION, AND TRAINING (Criterion 5)**Outreach and Consultation**

31. Understands strategies, models and goals applicable to outreach and consultation. 1 2 3 4 5 (N)
32. Demonstrates initiative and creativity in projects. 1 2 3 4 5 (N)

1	2	3	4	5	N
Needs Marked Improvement	Needs Some Improvement	Commensurate with what is Expected	Exceeds what is Expected	Exceptional	No Basis for Evaluation

Outreach and Consultation (Continued)

33. Establishes productive working outreach/consultative relationship 1 2 3 4 5 (N)
34. Carries out responsibilities in a professional manner. 1 2 3 4 5 (N)

Comments: _____

Practicum Supervision (Did not experience)

35. Establishes an effective supervisory relationship 1 2 3 4 5 (N)
36. Effective application of relevant models of professional development 1 2 3 4 5 (N)
37. Appropriate confrontation of difficult issues within the context of the supervisory relationship 1 2 3 4 5 (N)
38. Gives appropriately supportive feedback 1 2 3 4 5 (N)

1 Needs Marked Improvement	2 Needs Some Improvement	3 Commensurate with what is Expected	4 Exceeds what is Expected	5 Exceptional	N No Basis for Evaluation
-------------------------------------	--------------------------------	---	-------------------------------------	------------------	---------------------------------

ADMINISTRATIVE FUNCTIONS (Criterion 6)

39. Respects Counselling Centre's organizational policies 1 2 3 (4) 5 N
40. Responsibly completes commitments (assignments, administrative duties, etc.) 1 2 3 (4) 5 N

PROFESSIONAL DEVELOPMENT (Criterion 7)**Sensitivity to Self**

41. Ability to assess own strengths and weaknesses as a counsellor/psychotherapist. 1 2 3 (4) 5 N
42. Awareness of characteristic style and patterns of interaction with clients. 1 2 3 (4) 5 N
43. Ability to judge his/her impact on clients. 1 2 3 (4) 5 N
44. Awareness of and sensitivity to the process of change with clients. 1 2 3 (4) 5 N

Comments: Quite willing & open to reappraise
his role as a stimulus in the therapeutic
relationship. His willingness to engage
in this is helpful to client interactions

1	2	3	4	5	N
Needs Marked Improvement	Needs Some Improvement	Commensurate with what is Expected	Exceeds what is Expected	Exceptional	No Basis for Evaluation

Use of Supervision

45. Prepares adequately for supervisory sessions. 1 2 3 (4) 5 N
46. Accepts responsibility for learning. 1 2 3 (4) 5 N
47. Willing to self-disclose/explore personal issues relating to professional functioning 1 2 3 4 (5) N
48. Open to feedback/suggestions 1 2 3 4 (5) N
49. Appropriately self-reliant/self-critical 1 2 3 (4) 5 N

Comments: A strong point is her willingness to examine herself, as she responds to client interactions.

Personal Functioning

50. Formulates realistic professional goals for self 1 2 3 (4) 5 N
51. Management of personal stress 1 2 3 (4) 5 N
52. Awareness of how own professional development and personal adjustment impact professional functioning 1 2 3 (4) 5 N

Comments: Wanda maintains a awareness of herself changing in response to her client presentations. She incorporates her reactions & reappraises her operations with responsibility.

GENERAL COMMENTS / SUMMARY

Wanda worked hard this semester and was always prepared for her activities at the Centre. She fit in well and carried a full load of clients, both with personal and career issues. She was quite engaging in supervision and used that time to monitor her reactions to clients. We spent time focussing on what shut her down in sessions: Wanda became aware of a strong urge to help at all costs, that manifested itself in her actions towards her clients. This was reprocessed and she became more cognizant of these issues. She demonstrated a willingness to experiment with her techniques and learned from modulating her interactions. She showed movement regarding pursuing difficult affect in her clients, and in following her hunches in sessions. She appeared to be more comfortable with a direct approach to interactions: Wanda will benefit from opportunities to further develop this skill of confronting and interpreting as methods to facilitate therapeutic process. Her inservice presentation was

SIGNATURE:

Michael Doyle, EdD

DATE: 26 Nov 96

well researched and presented. Overall, she seemed to take this internship quite seriously and responsibly and expose herself to a variety of situations that helped her become aware of how she encoded and processed client characteristics.

INTERN'S RESPONSE

I have no difficulty accepting all portions of Dr. Doyle's evaluation of my internship placement

SIGNATURE:

W. Pelley

DATE: 29 NOV 96

APPENDIX C

Annotated Bibliography

Readings Completed During the Internship

Braver, M.; Bumberry, J.; Green, K. & Rawson, R. (1992). Childhood abuse and current psychological functioning in a university counseling centre population. Journal of Counseling Psychology, 39(2), 252-257.

The purpose of this study was to examine the effects of childhood emotional, physical, and sexual abuse in a university counseling centre population. The researchers linked childhood abuse with a number a symptoms in adulthood. Some of these include: depression, anxiety, isolation, low self-esteem, difficulty trusting others, tendency towards re-victimization, substance abuse, sexual maladjustment, weight concerns, and compulsive disorders. The researchers specifically attempted to measure depression, overall symptomatology, and borderline personality among these adults who were abused as children.

Brooks, L. & Perot, A. (1991). Reporting sexual harassment: Exploring a predictive model. Psychology of Women Quarterly, 15(1), 31-47.

This study involved the development of a causal model of the likelihood of a woman reporting sexual harassment. The authors hypothesized that age, marital status, feminist ideology and frequency of behavior would show direct effects on perceived offensiveness of the behavior. This perceived offensiveness, normative expectations for reporting, and perceived outcomes of reporting would, it turn directly predict reporting. Since actual cases of reporting of sexual

harassment is lower in actuality than in their study, the authors state that the small number of victims who actually report sexual harassment suggests the syndrome of "the silent reaction to sexual harassment". They indicate that this silence might be related to what appears to be a very widespread lack of information or misconception about what actually constitutes sexual harassment. Another possibility might be that women are very tolerant of men who make sexist comments or sexual advances.

Daughtry, d. & Kunkel, M. (1993). Experience of depression in college students: A concept map. Journal of Counseling Psychology, 40(3), 36.323.

The authors indicate that up to 20% of college students experience depression at some time during their education. They use an alternative methodological approach called concept mapping to clarify the degree and interrelationships among elements of depression as conveyed by the college students in the sample. This combined quantitative and qualitative approach determined 81 experience of depression items that the authors then placed into eight clusters.

Duane, E., Stewart, C., & Bridgeland, W. (1997). Consequences of childhood sexual abuse for college students. Journal of College Student Development, 38(1), 13-23.

The researchers in this article examined the possibility of emotional manifestations among undergraduate students who recalled childhood sexual

abuse. Specifically, they examined self-esteem, anxiety, depression, and rage among this group. They found no significant differences between child sexual victimization and measures of emotional distress and social dysfunction. They speculated that this lack of significance was due to the fact that by the time these individuals reached college they had successfully overcome many of the barriers precluding other individuals who were not as well adjusted. The traumas may have been sufficiently processed and resolved.

Foot, D. & Stoffman, D. (1996). Boom, bust, and echo: How to profit from the coming demographic shift. Toronto: Macfarlane, Walter, and Ross.

This book involves an examination of demography and its role from the broad focus of the Canadian economy to our individual lives. That authors state that demographics explain about 2/3 of everything that happens in society. The book looks at demographics from the perspective of the baby boomers, baby busters, and the echo generation. The book purports to give individuals the ability to anticipate changes and profit from demographic shifts as they occur.

Gelso, C.; Fassinger, R.; Gomez, M. & Latts, M. (1995). Countertransference reactions to lesbian clients: The role of homophobia, counselor gender, and countertransference management. Journal of Counseling Psychology, 42(3), 356-364.

This study examined the client-therapist relationship in general and the therapists' feelings and attitudes towards gay and lesbian clients in particular. It looked at countertransference, degree of homophobia, gender, and

countertransference management as they relate to the counsellor dealing with homosexual versus heterosexual clients. The authors purport that the therapist's effectiveness with the client is likely to be impaired if these personal conflicts filter into the relationship between the therapist and client. One difficult task with this study was an attempt to operationalize a highly abstract construct of countertransference.

Gluth, D. & Kiselica, M. (1994). Coming out quickly: A brief counseling approach to dealing with gay and lesbian issues. Journal of Mental Health Counseling, 16(2), 163-173.

This article combines brief counselling techniques with the gay and lesbian issues. The author discusses a four step approach that can readily be used with homosexual clients in helping them deal with "coming out" and any concerns the client may experience due to societal consequences associated with homosexuality.

Hardy-Cox, D. & Klas, L. (1996). Students with learning disabilities in Canadian colleges and universities: A Primer for service provision. Journal of Learning Disabilities, 29(1), 93-97.

The authors discuss some of the challenges facing those who provide services to learning disabled students in Canadian post-secondary institutions. They specifically discuss a five step pilot project that is designed to heighten awareness, provide assessment services, mentorship, career exploration, and

consultation with students on an ongoing basis. The program aims to increase student access to appropriate computer stations, study areas, and provide computers for language training to support the student with LD.

Jones, T. & Remland, M. (1992). Sources of variability in perceptions of and response to sexual harassment. Sex Roles, 27(3/4), 121-141.

This research used a 2 X 3 X 2 X 2 factorial experiment which examined the effects of the severity of sexual harassment (moderate vs severe), target response (neutral vs negative vs positive), target gender (male vs female), and rater gender (male vs female) on perceptions of harassment, perpetrator appropriateness, target appropriateness, and suggested response to harassment. The authors used social exchange theory to explain sexual harassment interactions in terms of inequities (perceived vs actual), costs incurred, and rewards between targets and perpetrators.

Kaplan, c. & Shachter, E. (1991). Adults with undiagnosed learning disabilities: Practise considerations. Families in Society, 72(4), 195-201.

The authors focus upon the segment of the population who reach adulthood without formal diagnosis of their learning disabilities. They outline a broad list of indicators of these possibly undetected persons with LD and stress the importance of the refinement of diagnosis for these individuals. They pay particular attention to any counselling efforts for these individuals and emphasize that partially understood problems can only be partially treated.

Kiser, D.; Piercy, F. & Lipchek, E. (1993). The integration of emotion in solution-focused therapy. Journal of Marital and Family Therapy, 19(3), 233-242.

Solution-focused therapy centers around constructing solutions with collaboration between the client and the counsellor. The emphasis is on what the client is already doing that is useful; thereby stressing the clients strengths and adaptive behavior. The authors state that, traditionally, solution-focused therapists have primarily concentrated on the clients' cognitions and behaviors. However, they believe that since emotions are central to the lives of people, solution-focused therapy can be enhanced by stressing the examination of emotions within this model. The authors suggest several specific solution-focused interventions that centre around client affect.

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

This book can be used as a guide to familiarize a potential group leader with the setup and running of an assertiveness training group. It suggests quality activities, screening procedures, and mini lectures. Dr. Elaine Davis, who leads the assertiveness training group at the Counselling Centre highly recommended it.

Luborsky, L. & Crites-Christof, P. (1989). A relationship pattern measure: The core conflictual relationship theme. Psychiatry, 52, 250-259.

The authors outline their theory of relationship patterns: Core Conflictual Relationship Themes (CCRT). They suggest that the counsellor isolate a

minimum of ten relationship episodes (RE's). In each RE, the counsellor is challenged to make inferences about the client's wishes, needs, or intentions; the responses from others; and the responses of self. The counsellor can identify both positive and negative types of CCRTs. Based on frequency, the counsellor can formulate a CCRT for each of the three components.

Mellard, D. & Byrne, M. (1993). Learning disabilities referrals, eligibility outcomes, and services in community colleges: A four year summary. Learning Disability Quarterly, 16(3), 199-218.

This study examined referrals, eligibility outcomes, and services in community colleges in the United States. The study looked at student age, gender, and ethnic group. Differences among these variables were associated with the students' goals, self-attributes, as well as social influences. The author stressed the ability of college level students with LD to succeed with the support of college personnel.

Molnos, A. (1984). The two triangles are four: A diagram to teach the process of dynamic brief psychotherapy. British Journal of Psychotherapy, 1(2), 112-125.

The authors use a diagram of four triangles as a visual aid to explain and teach the process of dynamic psychotherapy. The process focuses on specific confronting techniques whereby no interpretation is given as long as the client is in resistance. This article was recommended by Dr. Elizabeth Church as part of

the training seminars in Brief Therapy.

Murphy, M. & Archer, J. (1996). Stressors on the college campus: A comparison of 1985 and 1993. Journal of College Student Development, 37(1), 20-27.

The authors replicate a study done with a similar population eight years earlier to determine if stressors for students on university campuses have changed since that time. They found that the general pattern of stressors were quite similar between the studies. Students identified tests/ finals, grades/ competition, professors/ class environment, and time demands as the top academic stressors; and they saw intimate relationships, finances, and parental conflicts as the top personal stressors. This article raises an important issue that university counsellors and student affairs personnel might be more aware of, that is, more stress management programs aimed at prevention or minimizing the effects of these identified stressors.

Sandbek, T. (1993). The deadly diet: Recovering from anorexia and bulimia (2nd ed.). Oakland: New Harbinger Publications, Inc.

This book was highly recommended by the staff at the Counselling Centre as an excellent resource when dealing with a client who has a eating disorder. It involves a cognitive-behavioral approach to use in conjunction with counselling to overcome "the deadly diet", as the author calls it. In the book, Sandbek teaches the reader to control one's internal voice, overcome the eating disorder, maintain reasonable eating habits, and thus gain self-acceptance and develop

higher self-esteem. This is an invaluable resource for the beginning or experienced counsellor alike in dealing with the anorexic or bulimic client.

Sowa, C. (1992). Understanding Clients' Perceptions of Stress. Journal of Counselling and Development, 71(4), 179-183.

This article looked the incorporation of stress management within the counselling process. It talked about examining clients' perceptions of their coping abilities as they experience stressful life events. The process discussed can be used in individual or group stress management counselling. Individuals are assisted to generate alternative behaviors and evaluate perceptions of uncontrollable important stressors in a supportive environment.

Threadcraft, H. & Wilcoxon, S. (1993). Mixed gender group co-leadership in group counseling with female adult survivors of childhood sexual victimization. The Journal for Specialists in Group Work, 18(1), 40-44.

This article deals with the effects of mixed gender group co-leadership with childhood sexual abuse victims; specifically the authors looked at whether or not this enhances the self-concept and decreases depression of these adult survivors. The findings of this study indicated a significant positive increase in the participants' self- concept and a significant decrease in the level of depression. This study provides preliminary empirical evidence contradicting the widely held assumption that male counsellors should not be involved in counselling female adult survivors of sexual victimization. Same sex counsellors

are not necessarily essential in dealing with these clients. This article was of interest to the intern due to the fact that a Survivors group will be held at the Centre in the near future. I queried whether or not a male leader would be suitable in that type of encounter.

Young, B. (1993). Stress management for educators: A guide to manage your response to stress. Torrance, CA: Jalmar Press.

This manual offers very useful information and practical suggestions for stress management for teachers specifically, but it's recommendations could be useful in many stress-laden professions. It examines the nature and impact of stress on the individual, identifies manifestations, identifies specific stressors, and ways to reduce stress. Finally, it offers prevention strategies to help people anticipate stress.

APPENDIX D

Eating Disorders Websites

WEB SITES - EATING DISORDERS

Using Netscape Navigator and the search engine Yahoo, the following sites were found using "anorexia" and "deadly-diet" as searches. (November 28, 1996)

1. <http://www.gurze.com/index.htm>
***** Gurze Eating Disorder Resource Catalogue: Company specializing in eating disorder materials.**
2. <http://literary.com/newharb/pages/92-50707/reviews.html>
Reviews of The Deadly Diet (2nd edition). T. Sandbek (author)
3. <http://www.neca.com/~cwildes/>
***** Anorexia: Information and Guidance for Patients, Family, and Friends.**
4. <http://www.something-fishy.com/ed.htm>
Something Fishy's Eating Disorder Site.
5. <http://www.millersv.edu/~counsel/books.html>
Counseling Center: Book list
6. <http://www.cais.com/scotts/eatfaq2.html>
The Baker Street Web - Eating Disorders FAQ 2: Books on eating disorders; includes comments.
7. <http://literary.com/newharb/byISBN.html>
New Harbinger Books listed by ISBN numbers.

APPENDIX E

Intake Interview Form

INTAKE INTERVIEW

The purpose of this initial meeting is for us to determine together how we at the Counselling Centre can best help you. There are several counsellors here who offer a variety of counselling services (e.g., individual counselling for personal and career issues; group counselling; academic skill courses). Today we will spend some time exploring the issues that brought you in here, and the aim of this, of course, is to come up with a plan for how, and with whom, your issues can be addressed.

Client's name: _____

1. Client History (include client's description of problem and what kind of help they are seeking):

2. Interviewer's Formulation:

3. Recommended Disposition and Action Taken (Circle: Individual, Group, Assertiveness, Other):

Date: _____

Interviewer: _____

APPENDIX F

Case Summary Sheet

CASE SUMMARY SHEET

Client: _____

Counsellor: _____

General Presenting Concerns: Academic Career Personal

Dates Seen:

1. _____ 5. _____ 9. _____ 13. _____

2. _____ 6. _____ 10. _____ 14. _____

3. _____ 7. _____ 11. _____ 15. _____

4. _____ 8. _____ 12. _____ 16. _____

Tests Taken:

Case Summary:

Terminated by Counsellor

Terminated by Client

Terminated Mutually

Date: _____

Signature: _____

APPENDIX G

Career Decision Scale (CDS)



CAREER DECISION SCALE

THIRD REVISION (1976)

by Samuel H. Osipow, Clarke G. Carney, Jane Winec,
Barbara Yanico, and Maryanne Koschier

NAME _____
DATE OF BIRTH _____ AGE _____
CLASSGRADE _____ SEX _____

This questionnaire contains some statements that people commonly make about their educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or an educational choice by *circling* the appropriate number on the answer sheet. An example is given below:

	Exactly like me	Very much like me	Only slightly like me	Not at all like me
I am excited about graduating and going to work.	4	3	2	1

If you are excited about going to work and feel no hesitation about it you would circle "4" to indicate that the description is exactly the way you feel. If the item is very close, but not exactly the way you feel — for example, you're generally excited about going to work after you graduate, but are experiencing some minor concerns about it — you would circle the number "3." You would circle "2" if the item describes you in some ways, but in general it is more unlike than like your feelings; for example, if you are generally more concerned than excited about work after graduation. Finally, you would circle "1" if the item does not describe your feelings at all; that is, you are experiencing a great deal of concern and no excitement about graduation and work.

Please be sure to give only *one* response to each item and answer *every* item.

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9 8 7 6 5 4

Reorder #RO-1219

Printed in the U.S.A.

This form is printed in green ink on gray paper. Any other version is unauthorized.

REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

	CIRCLE ANSWER			
	Like Me		Not Like Me	
1. I have decided on a career and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
2. I have decided on a major and feel comfortable with it. I also know how to go about implementing my choice.	4	3	2	1
3. If I had the skills or the opportunity, I know I would be a _____ but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however.	4	3	2	1
4. Several careers have equal appeal to me. I'm having a difficult time deciding among them.	4	3	2	1
5. I know I will have to go to work eventually, but none of the careers I know about appeal to me.	4	3	2	1
6. I'd like to be a _____, but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself.	4	3	2	1
7. Until now, I haven't given much thought to choosing a career. I feel lost when I think about it because I haven't had many experiences in making decisions on my own and I don't have enough information to make a career decision right now.	4	3	2	1
8. I feel discouraged because everything about choosing a career seems so "iffy" and uncertain; I feel discouraged, so much so that I'd like to put off making a decision for the time being.	4	3	2	1
9. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers.	4	3	2	1
10. I want to be absolutely certain that my career choice is the "right" one, but none of the careers I know about seem ideal for me.	4	3	2	1
11. Having to make a career decision bothers me. I'd like to make a decision quickly and get it over with. I wish I could take a test that would tell me what kind of career I should pursue.	4	3	2	1
12. I know what I'd like to major in, but I don't know what careers it can lead to that would satisfy me.	4	3	2	1

REMEMBER — 4 is *exactly like me*, 3 is *very much like me*, 2 is *only slightly like me*, and 1 is *not at all like me*.

- | | CIRCLE ANSWER | | | |
|--|---------------|---|-------------|---|
| | Like Me | | Not Like Me | |
| 13. I can't make a career choice right now because I don't know what my abilities are. | 4 | 3 | 2 | 1 |
| 14. I don't know what my interests are. A few things "turn me on" but I'm not certain that they are related in any way to my career possibilities. | 4 | 3 | 2 | 1 |
| 15. So many things interest me and I know I have the ability to do well regardless of what career I choose. It's hard for me to find just one thing that I would want as a career. | 4 | 3 | 2 | 1 |
| 16. I have decided on a career, but I'm not certain how to go about implementing my choice. What do I need to become a _____ anyway? | 4 | 3 | 2 | 1 |
| 17. I need more information about what different occupations are like before I can make a career decision. | 4 | 3 | 2 | 1 |
| 18. I think I know what to major in, but I feel I need some additional support for it as a choice for myself. | 4 | 3 | 2 | 1 |
| 19. None of the above items describe me. The following would describe me better: write your response below. | | | | |

	Total 1-2	Total 3-18	Normative Group	% ile
Cer				
Ind				

APPENDIX H

Instructor Consent Form

Dear Mr. Gaulton;

My name is Wanda Pelley. I am currently completing a Master's degree in Educational Psychology. As part of the requirements for this degree, I am conducting research in the area of career decision-making and am requesting your assistance in this process.

This research study proposes to identify the effect of growing up in a rural versus urban environment, gender, and the interaction of the two on the career decision-making ability of Memorial University of Newfoundland students; specifically those enrolled in certain first year courses.

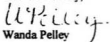
Career indecisiveness will be determined by completion of the Career Decision Scale (CDS) (Osipow, 1980). The CDS consists of 19-items; 18 of which involve responses obtained using a four-point likert scale with responses alternatives ranging from "like me" to "not like me". Item 19 is an open-ended question. The survey instrument takes between 10 and 15 minutes to complete. It will be completed during class time.

All information gathered in this study is anonymous and at no time will individuals be identified. This study has received approval from the Memorial University Faculty of Education Ethics Review Committee. The results of this research will be made available to any participants upon request.

I understand that Dr. Patricia Canning, Associate Dean of Graduate Programmes and Research in Education has approached you and you have agreed to allow me to use your students and class time for my research.

To indicate that you agree to allow your students to participate in this study during class time, please sign below. If you have any questions or concerns, please do not hesitate to contact me at the Counselling Centre (737-8874), Dr. Norm Garlie, Supervisor, Faculty of Education (737-7611), or Dr. Patricia Canning (737-8587 / 3407).

Yours Sincerely,


Wanda Pelley

I, Reenie Gaulton, hereby agree to allow my students to participate (during class time) in a study to evaluate career decision-making among MUN students based on rural / urban background and gender. I understand that participation is entirely voluntary and that I may withdraw at any time.

The most convenient date for me is September Sept 25 at 7pm in room E 1020

Sept 13/96
Date

Reenie Gaulton
Signature

APPENDIX I

Participant Consent Form

Dear Prospective Participant;

My name is Wanda Pelley. I am currently completing a Master's degree in Educational Psychology. As part of the requirements for this degree, I am conducting research in the area of career decision-making and I am requesting your assistance in this process.

This research study proposes to identify the effect of growing up in a rural versus urban environment, gender, and the interaction of the two on the career decision-making ability of Memorial University of Newfoundland students; specifically those enrolled in certain first year courses.

Career indecisiveness will be determined by completion of the Career Decision Scale (CDS) (Osipow, 1980). The CDS consists of 19-items; 18 of which involve responses obtained using a four-point likert scale with responses alternatives ranging from "like me" to "not like me". Item 19 is an open-ended question. The survey instrument takes between 10 and 15 minutes to complete. It will be completed during class time today (September 25, 1996)

All information gathered in this study is anonymous and at no time will individuals be identified. This study has received approval from the Memorial University Faculty of Education Ethics Review Committee. The results of this research will be made available to any participants upon request. Only if you wish to discuss your results with the researcher, place your name and telephone number on the first page of the CDS. Any discussion of these results is strictly confidential.

If you agree to participate in this study, please sign below (Form 1) and complete Form 2 requiring demographic data. Do not complete the information section on the front page of the CDS. All forms will be collected separately. If you have any questions or concerns, please do not hesitate to contact me at the Counselling Centre (737-8874), Dr. Norm Garlie, Supervisor, Faculty of Education (737-7611), or Dr. Patricia Canning, Associate Dean of Graduate Programs & Research in Education (737-8587 / 3407).

Yours Sincerely,

Wanda Pelley

Form 1: Consent

I, _____, hereby agree to participate in a study to evaluate career decision-making among MUN students based on rural / urban background and gender. I understand that participation is entirely voluntary and that I may withdraw at any time.

Date

Signature

APPENDIX J

Demographic Data Form

Form 2: DEMOGRAPHIC DATA

AGE _____

GENDER _____

YEARS OF POST-SECONDARY STUDY COMPLETED _____

HOMETOWN _____

POPULATION OF HIGH SCHOOL (approx) _____

CHECK APPROPRIATE BLANK RE: HIGH SCHOOL K - Level III _____

7 - Level III _____

Level I - III _____

Other (specify) _____

GUIDANCE COUNSELLOR AT SCHOOL Yes _____
No _____

Availed of Career Counselling Services from Guidance Counsellor Yes _____
No _____

Satisfied with Career Counselling Services of Guidance Counsellor Yes _____
No _____

PARENTAL OCCUPATIONS Mother: _____

Father: _____

APPENDIX K

Certificate of Approval


**Faculty Committee for Ethical Review of
Research Involving Human Subjects**

FACULTY OF EDUCATION
Memorial University of Newfoundland
Faculty Committee for Ethical Review of
Research Involving Human Subjects

CERTIFICATE OF APPROVAL

Investigator: *Ms Wanda Pelley*
Investigator's Workplace: *Faculty of Education*
Supervisor: *Dr. N. Charlie*
Title of Research: *Internship at M.U.N. Counselling Centre*
Approval Date: *August 29, 1996.*

The Ethics Review Committee has reviewed the protocol and procedures as described in this research proposal and we conclude that they conform to the University's guidelines for research involving human subjects.


(for) **Walter Okshevsy, Ph.D.**
Chairperson
Ethics Review Committee

Members: **Dr. Ed Drodge**
Dr. David Reid
Dr. Glenn Sheppard
Dr. Amarjit Singh
Dr. Patricia Canning (ex-officio)
Dr. Walter Okshevsy



