

cess. Two groups meet each week and each group consists of up to 20 people. The group atmosphere is safe and supportive and students feel free to take risks and be themselves. The group leader's style is confrontational and direct. This safe setting in combination with the leader's style and the fact that the leader is male seem to greatly enhance and foster the healing process.

The panel discussions benefit the presenters as well as the observers. First, telling their stories is empowering. With each panel presentation comes strength. Second, the presenters receive support, empathy, and sometimes even anger from the audience. Learning to manage their own feelings together with reactions from the audience provides a challenge. Third, the presentations provide a way for the survivors to take a devastating and traumatic experience and use it for good.

Those of us who work with sexual abuse victims at our counseling center have observed students as they begin the healing journey in in-

dividual therapy (usually following attendance at a panel discussion) through group therapy to the point at which they become a panel presenter. Over 1,000 students have attended the panels so far this year, and many have gone on to address their abuse for the very first time. The program has been very rewarding to the counseling center staff as well as the students, and it seems to be a very effective method of addressing a sensitive, yet vitally important issue.

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A Cross-Cultural Study of Vocational Identity: Does a College Education Mean the Same for All Persisters?

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Research examining vocational identity across race and ethnicity when addressing university students who complete the baccalaureate is seldom conducted. This study addressed the following question: Will there be differences among graduating seniors in vocational identity (Holland, Daiger, & Power, 1980), the ability to visualize a clear and stable picture of goals, interests, personality, and talents?

Sixty-eight African American, 350 Anglo American, 27 Asian American, and 25 Hispanic American students met the research criteria for participation: graduation from a midwestern state university the academic year of data col-

lection; continual enrollment since freshman year for no more than 5 years; and between 17 and 19 years of age at the time of initial enrollment. All ethnic or racial minorities were contacted. Sixty-eight Anglo American students were randomly sampled to be contacted because this was the size of the largest pool of minority participants who met the criteria. Forty-five (66%) African American, 51 (75%) Anglo American, 20 (74%) Asian American, and 22 (88%) Hispanic American students participated.

Participants completed a consent form and the My Vocational Situation (MVS; Holland, Daiger, & Power, 1980) questionnaire and were reimbursed \$5. The MVS assesses the extent to which individuals experience problems of vocational identity, lack of information about jobs or training, and environmental or personal barriers to a chosen occupational goal.

The only analysis that attained statistical significance ($p < .05$) was that for vocational identity, which found a sex by race interaction. That analysis showed no main effects for race or sex, only the interaction.