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## Producing A Measure For Assessing Motivating Career Influencesfor Counselors-in-training

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PRODUCING A MEASURE FOR ASSESSING MOTIVATING CAREER INFLUENCES  
FOR COUNSELORS-IN-TRAINING

by

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A dissertation submitted in partial fulfillment for the requirements  
for the degree of Doctor of Philosophy  
in the Department of Child, Family, and Community Sciences  
in the College of Education  
at the University of Central Florida  
in Orlando, Florida.

Summer Term  
2008

Major Professor: Dr. Stephen Sivo

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## ABSTRACT

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. The self-report, 124-item inventory was administered to a sample of 347 graduate students pursuing counseling as a profession. All participants responded to the inventory anonymously. A factor analysis from responses grouped scale items into six different factors, and helped condense the scale into a shorter, more psychometrically sound instrument by identifying those items with low or ambiguous factor loadings, suitable for removal. A factor analysis also identified those items most relevant for interpretation, ultimately yielding six major factors, operationalized by a variety of statements regarding various influences most consistent with students' decisions to pursue a career in the field of counseling. The literature review for this study proposes a model with four "hypotheses" of altruism upon which scale items were based. These theories identified possible motivating influences for prosocial behavior- further generalized to one's the decision to enter the helping-oriented career of counseling. This study may benefit the profession by adding to the research base on scale construction and career choice as well as offering a new inventory suitable for use with future research.

*For my Parents*

## ACKNOWLEDGEMENTS

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(July, 2008)

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## CHAPTER ONE: INTRODUCTION

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. Chapter one will present an overview of this study and is divided into twelve sections.

The first (1) section will offer an overview and introduce the major tenants of this study. The second (2) section will introduce the purpose of the study. The third (3) section will present the problem statement governing the structure of this study. The fourth (4) section will present a brief definition of terms utilized in this study. The fifth (5) section will outline the major limitations of the study. The sixth (6) section will outline the major assumptions of this study. The seventh (7) section will discuss the significance of the study. The eighth (8) section will outline the conceptual framework governing this study. The ninth section will present the research question. The tenth section will present the research hypotheses. The eleventh section will outline the major ethical considerations for this study. Finally, the twelfth (12) section of this study will outline the organization of the remainder of the dissertation.

### Overview

The inventory utilized in this study is based upon the notion that a broad-based trait of altruism exists and can influence one's career choice in counseling. The proposed inventory corresponds to a model of altruism with four different hypotheses describing this construct. Perhaps the first person to utilize the term altruism was the French sociologist Auguste Comte, who declared that humans have inborn drives to behave sympathetically toward others (Lee, Lee and Kang, 2003). While definitions of altruism are similar throughout the literature examining

this construct, the subsequent indicators and underlying motivations for behaving altruistically differ among authors (Milenkovic and Sakotic, 1997; Smith, Keating, and Stotland, 1989). Still, no single, universally agreed upon definition of altruism exists. According to Webster's New World College Dictionary (1997), altruism is defined as "unselfish concern for the welfare of others." A psychological reference views altruism as "affection and concern for others" compared to a sociological reference, which views altruism as a construct "where the goal of conduct [of the ego] is exterior to itself" (English & English, 1958, as cited in Sawyer, J., 1966).

However, this study, like others involving altruism (e.g. Rushton, Chrisjohn & Fekken, 1981), assumes that a broad-based trait of altruism exists and that features of it can be measured using a self-report scale. While the scale being revised in this study aims to distinguish altruism from similar constructs, (e.g. empathy and pro-social behavior), it assumes that these constructs contribute to the expression of altruism but does not regard them as identical constructs. As such, this inventory for this study is constructed according to several operational definitions of altruism, subsequently reflected by the variability among the proposed hypotheses and the subsequent inventory items.

This study also considers similar preexisting research ranging from an examination of the altruistic personality (Baston, Bolen, Cross & Neuringer-Benefiel, 1986) to examinations of other self-report scales of altruism (Rushton, et al., 1981). While previous research has followed a similar path, no studies have critically devised a scale identifying select motivations underlying counseling as a career choice. Thus, this study also incorporates a critical examination of scale construction and factor analysis, highlighting the implications of these processes of scale construction. This procedure ensures a robust measure of motivation underlying counseling as a career choice, that may help future research by identifying items that best identify factors

underling the pursuit of counseling as a career choice. The findings of this study also benefit future by expanding our knowledge of prosocial behavior, through identifying correlations among those variables with respect to their underlying motivations.

### Purpose of the Study

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession.

### Statement of the Problem

While previous research has examined career choice with various populations, to date, no studies have critically devised a self-report scale for counselor-in-training, which assess altruistic influences for pursuing a career in counseling.

### Definition of Terms

*Altruism*: “Unselfish concern for the welfare of others” (Neufeldt & Guralnik, 1997).

*Convergent Validity*: A type of validity displayed when “items on a new scale load on the same factor as items of an established measure of the same construct” (DeVellis, 1991, p.107).

*Eigenvalue*: The total amount of (item) variance that a factor can explain.

*Empathy-Altruism Hypothesis*: This hypothesis suggests that a helper’s empathic concern for a person in need motivates them to increase the other’s welfare (Baston, 1987), illustrated by a empathic helpers choosing to assist someone in need over their option to reduce their own empathic arousal by escaping the situation instead (Smith, Keating, & Stotland, 1989).

*Empathic-Joy Hypothesis:* Created by Smith, Keating, and Stotland (1989) as an alternative to the two aforementioned premises, this hypothesis proposes that empathic concern is based on a helper's overarching sensitivity to a victim's emotional state and a subsequent heightened sense of vicarious happiness and relief upon the fulfillment of the recipient's needs. The authors propose that empathic witnesses to someone in need may regard empathic joy as being more achievable and rewarding than would be a self-focused witness, and thus have greater motivation to help

*Exploratory Factor Analysis:* A theory-building technique used to ascertain the underlying factor model that best corresponds to an existing data set by identifying a set of eigenvectors and their subsequent loading coefficients to determine if a variable helps define or represent a given factor (Grimm & Yarnold, 1995).

*Factor Analysis:* An algebraic method used to reduce the number of items in a scale or set of tests and identify their common constructs by placing items that correlate low or high with one other onto subsequent factors (Keith, 2006; Bernard, 2000). The process describes statistical relationships among observed scores by determining the number of latent variables underlying a set of items or variables (Babbie, 2001; DeVellis, 1991; Allen & Yen, 1979). The two basic types of factor analysis are *exploratory* and *confirmatory* (see above).

*Negative State Relief Model:* This model suggests that empathic concern also includes feelings of sadness, which the helper tries to relieve through helping someone in need (Smith, Keating, & Stotland, 1989; Cialindi, et al., 1987; Schroeder, Dovidio, Sibicky, Matthews, & Allen, 1988)

*Scale:* A type of composite measure consisting of items which, when combined, yield a specific score measuring a particular construct (Dawis, 1987; Babbie, 2001;).

*Self-Efficacy Hypothesis:* This hypothesis reflects a combination of proposals from authors regarding correlates to helping behaviors. The hypothesis suggests that one's level of competence with a given skill can influence helping behavior, especially in times of need and that such skill competence may increase the likelihood of helping through increased certainty over what to do and decreased fear of making a mistake (Withey, 1962; Janis 1962, Midlarsky, 1968; Staub, 1971). Generalized to the counseling profession, this hypothesis suggests that counselors are more likely to look forward to working with clients, engage themselves fully in the counseling process, and possess greater professional self-efficacy if they feel they have the necessary skills or competence to help their clients.

#### Major Limitations of the Study

- 1) The revised *Robinson-Heintzelman Inventory* is strictly a self-report format and contains no buffer to identify false, but socially desirable responses.
- 2) There is no universally agreed upon operational definition of altruism, as it has a variety of social, religious, and philosophical implications. Though several hypotheses served as the foundation upon which the scale for this study was created, there is no consensus within the literature identifying a single hypothesis or theory of altruism.

#### Assumptions

The specific assumptions of the study are as follows:

- The revised *Robinson-Heintzelman Inventory* will be administered to a sample of no less than 300 students, followed by an exploratory factor analysis of subsequent responses.
- All participants will respond to the inventory anonymously, but honestly.



- The scale utilized in this study is not constructed according to a single definition of altruism, but rather offers several hypotheses, which may vary in their level of accounting for response tendencies.

### Significance of the Study

While previous research has examined career choice with various populations, to date, no studies have critically devised a self-report scale for counselor-in-training, which assess altruistic influences for pursuing a career in counseling. Furthermore, while definitions of altruism are similar throughout the literature examining this construct, the subsequent indicators and underlying motivations for behaving altruistically differ among authors and no single universally agreed upon definition of altruism exists. Nonetheless, this study assumes that a broad-based trait of altruism exists and contains features which can be measured using a self-report scale. While a myriad of factors may influence one's pursuit of counseling as a career, the scale developed for this study may help students identify and/or reflect on those factors salient to them, and encourage them to consider which of their needs may be met by their career choice and practice as a counselor.

### Conceptual Framework

The rationale and theoretical framework for this study is drawn from: (1) Major considerations in scale development and exploratory factor analysis (2) a broad-based model of altruism encompassing four altruism 'hypotheses'; (3) the appropriate protocol for subsequently developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession.

### Research Question

This study examines the following question: Can a factor analysis of responses to the revised *Robinson-Heintzelman Inventory* yield identifiable factors indicating self-identified motivating influences underlying students' decision to pursue a career in the field of counseling?

### Research Hypotheses

The following research null hypotheses were formulated to study the primary research question:

Null hypothesis one: Factor analysis of responses to the revision of the study's inventory will yield no identifiable factors.

Null hypothesis two: Analysis of results will yield no identifiable motivating influences underlying students' decision to pursue a career in the field of counseling.

### Ethical Considerations

This study will begin after obtaining approval from the Institutional Review Board (IRB) at the University of Central Florida (UCF). All university professors whose students participate in the study will receive a copy of the IRB approval letter (See Appendix K) and all student participants will read an informed consent (See Appendix I and J) detailing their rights as participants, including the right to withdraw participating at any time without consequence. There will be no anticipated risks, compensation, or other direct benefits. Participant responses will be recorded, analyzed and reported anonymously to protect their privacy.

## Organization of the Remainder of the Dissertation

Chapter Two will review the relevant literature relating to altruism and scale construction, divided into five different sections. Chapter three will focus on the methodology of the study, divided into eight sections. Chapter four will be divided into five sections and present an analysis of results yielded through a factor analysis of responses. Chapter five will be divided into five sections and present a summary and discussion of this study's results, limitations, future considerations, and implications for counselor education.

## CHAPTER TWO: LITERATURE REVIEW

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. Chapter Two will review the relevant literature relating to altruism and scale construction, divided into five sections. As the process of scale construction in the social sciences is typically governed by a specific social science theory (DeVellis, 1991), the first (1) section will present an overview of altruism theories found in the literature, highlighting the particular model of altruism underlying the scale constructed in this study, which is comprised of four different hypotheses. The second (2) section will examine noteworthy pre-existing studies involving the development and use of altruism scales and highlight the important similarities and differences between each scale and the scale involved in this study. The third (3) section will examine scale development in three parts: The first part will present an overview of scale development with the relevant considerations for the development of the scale utilized in this study; the second part will present major considerations in high-quality scale construction; and the third part will review the general characteristics of a high-quality ordinal scale, including steps to ensure the satisfactory psychometric properties of a scale. The fourth (4) section will briefly review select peer-reviewed articles describing various influences motivating each author's choice of counseling as a career. Finally, the fifth (5) section will present a brief overview of factor analysis as it pertains to the development of the scale used in this study.

### Section One: Overview of Altruism

Prior to discussing various theories of altruism, a prudent step should be identifying a clear definition of altruism and distinguishing this definition from similar constructs that some

literature may use interchangeably, despite their differences. Though this study will focus on the construct of altruism, the terms empathy, sympathy, and prosocial behavior will be defined in an effort to clarify their differences from the construct of altruism. According to Eisenberg and Miller (1987), empathy, despite its many definitions, is generally regarded as an affective state in which a person vicariously experiences any one of a range of emotions consistent with another person in response to their current or anticipated future emotional state. The authors compare this to the construct of sympathy, referring to the emotional response of concern or sorrow over another's welfare that, unlike empathy, is not necessarily congruent with their emotional state. Likewise, the authors illustrate that both prosocial behavior and altruistic behavior are voluntary actions performed with the intent of benefiting another person, though the motivation governing prosocial behavior is often unspecified while altruistic behavior is generally unmotivated by attaining a reward or avoiding an aversive consequence. Finally, Eisenberg and Miller illustrate that empathy and sympathy are often linked conceptually to altruistically-motivated prosocial behavior.

Perhaps the first person to utilize the term altruism was the French sociologist Auguste Comte, who declared that humans have inborn drives to behave sympathetically toward others (Lee, Lee and Kang, 2003). While definitions of altruism are similar throughout the literature examining this construct, the subsequent indicators and underlying motivations for behaving altruistically differ among authors (Milenkovic and Sakotic, 1997; Smith, Keating, and Stotland, 1989). For example, Rosenhan (1970) proposed two types of altruism- normative and autonomous. Normative altruism, Rosenhan states, describes minor helping behaviors that typically involve minimal risk or investment from the helper, consists of minor helping behaviors that may inspired by the attainment of a social reward or the avoidance of punishment.

Conversely autonomous altruism consists of those (often anonymous) behaviors which involve a major risk or sacrifice from the helpee in an effort to promote the welfare of another with no regard to the attainment of a reward, recognition or the avoidance of a punishment. Still other authors such as Lee, Lee and Kang (2003), define altruism as “the unselfish concern for the welfare of others...the opposite of selfishness...concerned and helpful even when no benefits are offered or expected in return” (p. 555). Similarly, Milenkovic and Sakotic (1997) propose that altruism is an intentional act performed without the expectation of personal gain, to enhance the welfare of others. Johnson and colleagues (1989) note that sociobiologists view altruistic behaviors as “reduc(ing) the Darwinian fitness of the altruistic individual as a consequence of increasing the fitness of genetically related persons,” while psychologists maintain that helping behaviors have little to no influence on such fitness. Bryan and London (1970) specified ‘generosity’ as an indicator of altruism in their study of children under 10, noting that much of the research examining altruism in children focuses on the constructs of: sharing, generosity, or donating, as being functions of altruism. Still, authors such as Krebs (1978) oppose the existence of altruism altogether, arguing that, “...just about everyone will help in some situations; just about nobody will help in other contexts; and the same people who help in some situations will not help in others” (p. 172). Likewise, Sawyer (1966) proposed that altruism can vary within individuals as a function of the recipient, the commodity, and the situation, adding that altruism can involve a cooperative venture that promotes the welfare of both helper and helpee. However, despite the myriad of definitions, distinguishing a helper’s true motivation for behaving prosocially can be difficult, if not impossible (Eisenberg and Miller, 1987). In light of this, four hypotheses will be introduced which explain prosocial behavior performed from varying influences. To preserve the respective authors’ original content, the word altruism and

altruistic behavior will be presented as they were originally utilized, despite the aforementioned differing opinions regarding the motivations governing such behavior.

#### This Study's Working Model of Altruism (Four Hypotheses):

These following four hypotheses comprise this study's working model of altruism. The hypotheses will be compared to one another, with respect to their contribution in defining the counselor's role. Given the ambiguity surrounding the construct of altruism, the following hypotheses are presented as options by which altruism may be expressed within the counselor's role, but do not set exclusive parameters for measuring altruism. Nonetheless, response patterns to the inventory are expected to be representative of one or more of the following hypotheses as evidenced by the factors under which items will cluster.

#### *The Empathy-Altruism Hypothesis*

Smith, Keating, and Stotland (1989) proposed that empathic individuals who help those in distress can achieve a vicarious state of happiness in improving the welfare of others. They illustrate the concept of altruism as falling on a continuum ranging from self-serving to other-serving, with cooperation being a mutually-beneficial median between the two extremes. The authors reference three definitions of altruism which are especially pertinent to the construction of scale for this study: the *Empathy-Altruism Hypothesis*, the *Negative State Relief Model*, and the *Empathic-Joy Hypothesis*. According to the Empathy-Altruism Hypothesis, empathic concern motivates helpers to enhance the welfare of those in need rather than avoid the situation instead (Smith, Keating, & Stotland, 1989; Baston, 1987). The two prominent features of this hypothesis are consistent with this scale's concept of the counselor's role- namely that: (1) helpers experience empathic concern for those in need and (2) helpers subsequently choose to

help those in need rather than reduce their own empathic arousal in response through avoidance behaviors. From a counseling standpoint, this definition could be operationalized in a number of ways. First and foremost, much of the counseling literature acknowledges empathy as an invaluable component to the counseling process (Young, 2005; Gladding, 2005, Rogers, 1957). Secondly, much of the counseling literature stresses the importance of therapists remaining cognizant of their own empathic arousal to clients and not allowing such arousal to compromise their ability to work effectively with them by, for example, avoiding specific topics in counseling, avoiding confronting a client, or engaging in countertransference behaviors. In short, this hypothesis suggests that among counselors, empathic arousal serves as a catalyst rather than a deterrent to helping others. This notion is supported by such authors as Milenkovic and Skotic (1997) who, from their research examining therapists' understanding of altruism, stress the importance empathy has in defining altruistic behavior.

*The Negative State Relief Model,*

Conversely, the Negative State Relief Model, views empathic concern as being accompanied by feelings of sadness that the helper tries to relieve through helping someone in need (Smith, Keating, & Stotland, 1989; Cialindi, et al., 1987; Schroeder, Dovidio, Sibicky, Matthews, & Allen, 1988). Here, the motivation for prosocial behavior is based on increasing the welfare of both the helper and helpee. Three prominent features of the Negative State Relief Model are that: (1) helpers experience empathic concern; (2) such concern is accompanied by feelings of sadness and (3) helpers attempt to relieve such feelings by helping others. This concept of the counselor's role as expressed in this scale is consistent with the first feature of this hypothesis, which proposes that counselors experience empathic arousal. However the second



feature suggests that such arousal is accompanied by feelings of sadness. While some helpers may experience sadness in working with clients, it is not a necessary component of empathic arousal as defined within this scale. Additionally, the third feature suggests that altruistic behavior among helpers is motivated by the avoidance of such feelings, a proposal wholly inconsistent with this scale's concept of the counselor's role and a direct opposite approach to the Empathy-Altruism Hypothesis, which suggests that helpers assist others despite the feelings associated with their empathic arousal. Similarly, according to Eisenberg and Miller (1987) personal distress can lead to self-serving helping behaviors, as they are performed to relieve a negative emotional state. Specific items integrated into this scale will attempt to identify counseling-related altruistic behaviors as defined by the Negative State Relief Model, however as with the other two hypotheses this will not serve as an exclusive definition for the construct of altruism as measured within this scale.

### *Empathic-Joy Hypothesis*

Finally, Smith, Keating, and Stotland (1989) reference the Empathic-Joy Hypothesis as an alternative to the two aforementioned definitions. This hypothesis proposes that empathic concern is based on a helper's overarching sensitivity to another's emotional state and a subsequent heightened sense of vicarious happiness and relief upon the fulfillment of the recipient's needs. The authors propose that an empathic witness to someone in need may regard empathic joy as being more achievable and rewarding than would be a self-focused witness, and thus have greater motivation to help. The three prominent features of the Empathic-Joy Hypothesis are that: (1) helpers experience empathic concern; (2) this concern is a function of their sensitivity to another's needs; and (3) the awareness of relief for another's distress

promotes subsequent relief of the helper's empathic concern as well as a sense of joy. This scale's concept of the counselor's role is consistent with the first feature, which proposes that counselors experience empathic arousal and the second feature, which proposes that such concern is a function of their sensitivity to another's needs. However, the third feature is inconsistent with the concept of the counselor's role as measured by this scale because it suggests that the helpers' empathic arousal can only be assuaged through knowledge of the subsequent relief of a client's distress. While counselors may often experience joy upon the relief of their clients, this scale operationalizes altruistic behavior among counselors as exhibiting prosocial behavior not contingent upon the expectation of a reward, such as the relief of sadness as with the Negative State Relief Model, or the attainment of joy, as with the Empathic-Joy Hypothesis.

While the Empathic Joy Hypothesis is similar to the Empathy-Altruism Hypothesis, there are subtle differences worth noting. Smith et al (1989) proposed that, unlike the Empathy-Altruism Hypothesis, the goal of the Empathic-Joy Hypothesis is non-altruistic, as it suggests that an empathically concerned witnesses can only experience a satisfying resolution to their empathic state with the subsequent knowledge of resolution to another's needs. As such, the authors propose that the behavior of an altruistically motivated witness would not be dependent upon the pleasure experienced by relieving the other's distress, adding that such expression of empathy through helping should not be dependant upon the potential for experiencing empathic joy in response. Nonetheless, scale developers should select scale items which will attempt to measure motivations consistent with this hypothesis in an attempt to more clearly discern the range of motivations counselors-in-training experience with respect to their role as a counselor.

### *Self-Efficacy Hypothesis.*

This hypothesis reflects a combination of proposals from authors regarding correlates to helping behaviors. According to Midlarsky (1968) individuals' level of competence with a given skill can influence helping behavior, especially in times of need. Such competence may increase the likelihood of helping through increased certainty over what to do, along with the decreased fear of making a mistake and decreased stress over the situation (Withey, 1962; Janis 1962, Midlarsky, 1968; Staub, 1971). Generalized to the counseling profession, this hypothesis suggests that counselors are more likely to look forward to working with clients, engage themselves fully in the counseling process, and possess greater professional self-efficacy if they feel they have the necessary skills or competence to help their clients.

### Section Two: Pre-Existing Studies of Altruism

What follows is a brief critique of four noteworthy studies involving (the development of) self-report altruism measures. While the total number of studies involving altruism is too vast to report in this chapter, presenting the strengths and weaknesses of those studies selected serve to provide part of the foundation upon which to conduct this study.

According to Lee, Lee, & Kang (2003), to date there are numerous self-report and experimental measures of altruism, most of which are based on a single criterion. Despite the large number of altruism measures, one of the greatest arguments about the existence of an altruism trait is whether such a trait is stable or situational (Johnson, et. al., 1989; Rushton, Chrisjohn, Fekken, 1981). For example, Sawyer (1966) proposed that altruism can vary within individuals as a function of the recipient, the commodity, and the situation. To address this, the author developed an altruism scale to assess the value people place upon the welfare of others in

relation to their own. The study regarded interpersonal behavior as a function of situations where the actions of two or more persons combine to yield degrees of reward for each person, such that each person's choice of action depends upon the weight placed upon the consequent welfare to their self and the other. Participants included social science, business, and social service students- chosen for the anticipated variability among their levels of altruism. Results indicated that the social service college students generally displayed a greater positive orientation towards the welfare of others, compared to business students, who indicated a greater tendency toward engaging in behaviors that would maximizing their own welfare. Levels of altruism were measured by asking respondents to rank outcomes for three different groups of subjects- friend, stranger and antagonist, based upon the author's assumption that levels of altruism would be a function of the respondent's relation to the each person. The author's scale ultimately yielded an internal consistency reliability of 0.79. Results indicated that the final scale could that could quantify "with moderate validity and reliability" (p. 416), the level of altruism in a given interaction between two people, based upon the rewards they expect from the interaction. While Sawyer's study provides a good foundation upon which to base similar research, several shortcomings, which are circumvented in the present study, are worth noting. First and foremost, the study did not allude to following any particular protocol in the development of the altruism scale. For example, the study did not describe the process of generating an item pool or integrate any feedback from a panel of experts; nor did the study convey administering the scale to a development sample in the evaluation process- a major component of the present study. Additionally, the survey utilized required participants to report what they felt their behavior would be in a given situation, a methodology which could potentially elicit biased responses,

either intentionally or unintentionally. Despite these limitations, the study provides a good foundation upon which to generate similar research investigating the construct of altruism.

In a similar study, Rushton, Chrisjohn, & Fekken (1981) created a self-report altruism scale and identified a broad-based trait of altruism they note as being more consistent across situations than might be hypothesized. While they note that little research has examined “consistent patterns of individual differences in altruistic behavior,” (p. 293) they assert that such differences can, in fact be measured directly utilizing their self-report altruism scale. Their 20-item self-report questionnaire asks respondents to rate on a 5-point Likert-scale (i.e. ‘Never,’ ‘Once,’ ‘More Than Once,’ ‘Often’ and ‘Very Often’) the frequency with which they have engaged in specific altruistic behaviors. From their study, the authors uphold the existence of a broad-based trait of altruism, despite the fact their scale yielded weak, but statistically significant positive correlations among a variety of pre-existing measures of prosocial behavior. The authors concluded that, while their scale helps support the existence of a broad-base existence of altruism as a personality trait, it is not a wholly effective measure. Nonetheless, they declared their scale to be psychometrically stable following the analyses of data collected from two different samples of students at the University of Western Ontario. Specifically, they found the discriminant validity of the scale to be ‘good’ after assessing the correlations between their scale and a pre-existing omnibus personality inventory (Jackson, 1974) measuring 20 different personality traits. Furthermore, the authors asserted their scale was not sensitive to socially desirable responses after observing a low correlation ( $r=0.05$ ) between their scale and a measure of social desirability, a factor the present study attempts to both address and avoid. Finally, the authors assessed the scale’s convergent validity by administering it to approximately 200 university students and examining the relationship between their scale and the responses to existing

measures of social responsibility, empathy, moral judgment and prosocial values. The scale yielded weak (0.15-0.28), but statistically significant ( $p < 0.05$  and  $p < .001$ ) positive correlations among a variety of measures of prosocial behavior. Despite the low correlations, the authors assert that as a whole, the results uphold the existence of a broad-based trait of altruism.

Using the aforementioned study as a foundation, Johnson, et al. (1989) proposed a definition of altruism as “performing an act helpful to someone else without expectation of reward or repayment” (p. 855). To assess this construct, they created a 56 item self-report scale of altruism, based on the scale used by Rushton, et. al. (1981), in which participants reported the not only frequency with which they gave and received help but also the importance given to each helping behavior discussed. The first 20 questions were taken directly from the former scale while the remaining 36 were written by the study’s authors to focus on situations pertinent to the workplace and situations involving risk. The authors also utilized measures of various other constructs such as: guilt, shame, psychoticism, extraversion, neuroticism, lying, and intrinsic and extrinsic religiosity. The authors chose as their participants, University students from Australia, Egypt, Korea, the Republic of China, Yugoslavia, and from 2 states in the U.S. (Hawaii and Missouri). Similar to the Rushton et al study, the purpose of this study was to assess individual differences associated with responses to the altruism measures. However, a major limitation to this study is the inconsistency of measures utilized across samples, as not all participants in all samples received the same measures. Nonetheless, the authors declared that their scale had “good” psychometric properties. Test-retest reliability data from 47 participants at the University of Hawaii across a 2-week interval yielded a Cronbach’s alpha of 0.94. However, this sample is not representative of the entire population, which included a large international base. The authors completed an ANOVA for the three altruism measures (give help, receive help, rated importance

of help) on their self-report scale and noted both significantly different mean scores and sex differences, indicating that males tended to give more help, especially when such help involves physical effort or pain or physical or psychological harm. As a whole, while his study provides valuable data about altruism traits on an international scale, the results are difficult to interpret given the disparity of measures given to all participants and the subsequent differences in the magnitudes of correlations required to yield statistical significance.

As well, Lee, Lee, and Kang, C.H. (2003) created a 28-item True/False self-report scale of Altruism for Adults, consisting of 14 items from the Altruism subscale of Wrightsman's Philosophies of Human Nature Scale and 14 novel items constructed by the authors. (Each item carried a 9-point rating scale, where (1) represented "True" and (2) represented "False," yielding a total possible score range from 28 to 252, with higher scores indicating greater altruism.) After one of the authors translated the scale into Korean, they administered the scale to a validation group of 592 Korean men and women in eight subgroups. This sample consisted of 340 university students and 252 people from the general population. This is consistent with research, which advocates refraining from using a limited convenience sample, such as a group entirely comprised of university students (Lee & Lim ND). Creation of their scale was prompted by the authors' acknowledgment that the assessment of altruism has typically focused on a single behavioral criterion (e.g. donating blood, giving directions to a stranger) and propose that a "more enduring, consistent, and general (self-report) assessment of altruism" is needed for future research and pragmatic uses in the helping professions. Thus, the scale was designed to assess the "extent to which individuals report having an altruistic predisposition" as a screening tool and/or a means of "assessing changes in altruistic attitudes after treatment interventions as well as long-term change in attitude within a particular culture and cross-cultural comparisons" (p.

556). The authors correlated the total scores from their scale with other self-reported measures. Specifically, results yielded moderate positive correlations with the following measures: Bryant's Empathy Scale (1982), Rotter's I-E scale, internally scored (1966), Rosenberg's Self-Esteem scale (1965), and Schulze's Dogmatism Scale (1962). Results also yielded moderate negative correlations with the Crowne and Marlowe's Social Desirability Scale (1964) and a low correlation with Phares and Erskine's Narcissism Scale (1984). However, the authors do not note the degree to which these correlations are statistically significant, a potential limitation to this study. The authors also assessed convergent and discriminant validity simultaneously utilizing Campbell and Fiske's multitrait-multimethod analysis (1959) using two traits (altruism and humor) and two separate methods of assessment (questionnaire and peer rating for a group of 31 8th grade students). Results yielded satisfactory convergent validity as evidenced by the homotrait-heteromethod correlations (0.49 and 0.58) and satisfactory discriminant validity as evidenced by the low heterotrait-homomethod coefficient (0.45). Chrobach's alpha yielded an internal consistency score of 0.89 while test-retest reliability (n=52 college students) over 1 and 5 weeks, were 0.90 and 0.80 respectively. Finally, the authors performed factor analysis to examine the factor structure of their scale using an eigenvalue of 3.00 to identify the number of factors among items. A scree test illustrated a single factor accounting for 53.6% of the total variance. Finally, results indicated that all 28 items displayed "substantial loadings on the single factor of altruism," prompting the authors to retain these items. Perhaps one of the most valuable contributions from this study is the planned comparison test between samples involved in the helping professions (i.e. social work, counseling, special education, and nursing) and subgroups of persons involved in profit-oriented professions (i.e. business administration, accounting, computer classes, statistics classes). Results yielded statistically significant results (effect size =



0.67,  $p < 0.03$ ). This study alone provides a good foundation upon which to conduct future research examining altruism among people in the helping professions. Specifically, the authors note that future research should focus on examining criterion-related validities between their scale and specific altruistic behaviors (e.g. donating money) or examining the relationship between empathy and scale scores from their assessment. As well, the authors advocate developing a more thorough understanding of the construct of altruism by examining the cognitive processing with individuals before, during, and after engaging in an altruistic act. Despite its limitations, this study provides a valuable foundation upon which to build future research.

From a counseling standpoint, Milenkovic and Sakotic (1997) explored therapists' understanding of altruism utilizing structural interviews with seventeen therapists having varying therapeutic orientations. Results garnered from a combination of descriptive, non-parametric statistics and qualitative analysis indicated that most of the therapists regarded altruism as a construct heavily influenced by empathy with reciprocal benefit to both helper and helpee. While the study was limited in its description of methodology, the results support the notion that no unanimous agreement exists among therapists regarding the definition of- or applicability of altruism to one's practice as a therapist.

The aforementioned studies present only an overview of the salient research investigating the construct of altruism. This overview is not exhaustive in nature, as continued research increases the breadth of literature available. The juxtaposition of these studies, however, helps set a solid foundation for continued research via comparing and contrasting strengths and weaknesses of each as well as their unique operational definitions of altruism.

### Section Three: Four Key Components to Scale Development

This section focuses on scale development as a whole and consists of four basic subsections, or parts. Part one of this section will present a brief overview of scale development with relevant considerations for the development of the scale utilized in this study. Part two of this section will review major considerations in high-quality scale construction. Part three of this section will focus on reviewing general characteristics of a high-quality ordinal scale and include steps to ensure the satisfactory psychometric properties of a scale. Part four of this section will briefly review the scale development format followed for this scale's construction.

#### Part One: Brief overview of scale development

Overall, counseling research utilizes the term scale to refer to a collection of items whose collective responses yields a single score Dawis (1987, p. 481). The two basic types of scales are: (1) criterion-referenced, which measures such constructs as aptitude and achievement, and (2) norm-referenced, the most prominent type of used scale in counseling, which discriminate among individuals' scores across such constructs as personality assessment or attitude inventory (Pett, Lackey, and Sullivan, 2003).

According to Babbie (2001), scale development is based on the premise that scale items vary in their level of reflection/contribution to the variable being measured and that specific response patterns can be identified by recognizing the variance in intensity among attributes of the same variable. The author notes that this tenant illustrates an important distinction between scales and indexes- that scales recognize the degree to which various items reflect the variable being measured- adding that, as such, scales can identify specific response patterns by virtue of the variance in which different items reflect a specific variable and convey more information as

scores, than do index scores. The author juxtaposes the terms *index* and *scale* to highlight the salient differences between them, noting that although they are often used interchangeably in the research literature, they are not truly synonymous. Likewise, DeVellis (1991, p.12) describes scales as reflecting latent variables- that is, variables with an aspect that fluctuates in strength or magnitude as a function of person, time and situation (or a combination of the three), in a way that may not be directly observable or quantified. The author adds that a scale's reliability is a function of the reliability of those items related to the latent variable and corresponds to the proportion of variance in a scale that can be attributed to the true score of the latent variable.

#### Part Two: Major Considerations in High-Quality Scale Construction:

According to DeVellis (1991, p.6) social science theory underlies the process of scale construction and the subsequent constructs being measured. Considering the abstract nature of social science theory, the author emphasizes the importance of being as familiar as possible with both the construct being measured as well as measurement procedures themselves, cautioning researchers against haphazardly integrating erroneous items without a clear understanding of the underlying theory garnished through a thorough literature review.

While one of the first critical steps in scale construction is determining the statistical operation to be utilized, based upon the type of scale used (Crocker & Algina, 1986, p. 61), this can be one of the most difficult steps as no true consensus exists about the appropriateness of choosing an interval scale over an ordinal scale. In one of the first such debates about the discrepancy between utilizing interval versus ordinal test scores Stevens (1946) proposes that most effective psychological measurements are ordinal scales. Yet, the author discourages utilizing statistics involving means and standard deviations with ordinal data, contending that

such usage necessitates knowledge beyond the data's rank order, adding that means and standard deviations cannot be used reliably with data having unequal scaled intervals. The dispute continued as Burke (1963) introduced the positions 'measurement-directed' and 'measurement-independent' to describe the dichotomous opinions regarding the appropriate use of statistical operations. According to Burke, measurement-directed proponents contend that measurement considerations dictate statistical techniques and are mutually inclusive domains. Conversely, measurement-independent proponents contend that measurement considerations do not impact statistical techniques and as such, are mutually-exclusive domains. Because the measurement-independent position focuses solely on utilizing statistical techniques for comparing/evaluating numbers as independent entities it views a scale's measurement properties as being immaterial to statistical procedures/statistical techniques as tools for evaluating number

The author adds that the measurement-directed position upholds a measurement scale's efficacy as being largely dependent upon the properties of a measurement model and its relevance to the data. The author adds that the properties of a measurement model and their relevance to the data often govern a measurement scale's efficacy and the validity of specific statistical operations. Burke credits Stevens (1946) with adapting the measurement-directed view to the field of psychology.

### Part Three: General characteristics of a high-quality ordinal scale:

#### *Steps to ensure satisfactory psychometric properties of a high-quality ordinal scale:*

*Factor Analysis:* According to Allen and Yen (1979), factor analysis is one statistical method to assess construct validity by providing internal structure evidence and determine item set homogeneity during test development. The authors note that test developers can judiciously

select those items with specific factor-loading patterns in order to create more robust content validity. Furthermore they note that this process is helpful in eliminating items potentially sensitive to discrepancies in subject demographics (e.g. gender, age, etc.) or simply ascertaining differences among item or score interpretations across groups.

*Item Construction:* According to Lee and Lim (2007), item construction is a comprehensive process involving multiple revisions via pilot testing over a period of months. The authors note the importance of determining a concise, measurable, operationalized definition of the construct from a thorough literature review and careful deliberation, emphasizing the futility of shortcutting this process. Furthermore, they recommend administering the scale to as broad a population as possible while pilot testing, to maximize the ability to generalize the score to populations other than those used during construction. The authors also recommend conducting a factor analysis in addition to integrating convergent and discriminant validity estimates to establish the scale's psychometric properties. Similarly, Babbie (2001) contends that scale construction should begin with a thorough both an examination of item face validity and an assessment of any potential bivariate and multivariate relationships among these items.

#### *Steps Taken in Scale Construction*

According to Lee and Lim (2007), scale construction is a comprehensive process involving a multiple revisions via pilot testing to as broad a population as possible over a period of months. While the suggested protocol for test construction is similar throughout the literature, the number and description of steps differs among sources. For example, DeVellis (1991) lists eight basic guidelines for scale development. Conversely, Crocker and Algina offer ten steps in

their description of test construction, similar in content, but not order from those offered by DeVellis.

This study's procedure follows eight distinct steps adapted from the suggested protocol for set forth by DeVellis (1991), supported when necessary with a consolidated list of steps for test construction offered by authors- Allen and Yen (1979), Crocker and Algina (1986), and Lee and Lim (2007).

*Step One:* According to DeVellis (1991), the first step to creating a scale is to identifying the construct to be measured. The author urges developers to remain as specific as possible, clarifying both how the construct is distinct from similar constructs (if at all) and the theoretical model which will guide the construction of the scale. Likewise, Lee and Lim (2007) note that the process of scale construction begins with assessing the necessity for creating a scale to measure the identified construct, a process which involves both a thorough literature review and careful deliberation of relevant theories as well as identifying a concise, operationalized definition of the construct being measured and the population to whom this will apply.

*Step Two:* DeVellis notes that the second step of scale construction involves assembling an initial pool of items, noting that because a scale's psychometric properties are a function the items it consists of developers should generate a large pool of random items that both reflect the scale's purpose and relate to the construct being measured. Similarly, Crocker and Algina (1986) propose that scale developers should identify specific behaviors consistent with the construct being measured and outline a subsequent proportion of items for each type of behavior identified, while generating an initial item pool. Yet, Lee and Lim (2007) caution researchers against underestimating the time involved for this process and highlight the importance of basing

item construction in part, on the intentional integration of items, based upon an extensive literature review.

*Step Three:* Once scale developers arrange a pool of items, DeVellis (p. 60) suggests developers determine the format for measurement. Similarly, Crocker and Algina (1986, p.49) note that the process of scale development includes formulating a hypothesis that the construct in question occurs in varying degrees and can be quantified on a theoretical unidimensional continuum with specific real-number properties. The authors note that test development consists of repeatedly testing hypotheses about the ability to scale data generated from measurements of the proposed construct, adding that one of the first major considerations in scale construction involves determining the measurement format (i.e. type of scale) and the subsequent statistical operation to be utilized (p.61).

*Step Four:* After developers generate both pool of items and determine a respective format for measurement, the initial item pool be reviewed by a panel of experts who are familiar with the respective content, drawing specific attention to such considerations as the construct's operational definition, item face validity, clarity of wording and suggestions for adding or eliminating items (Crocker and Algina, 1986; DeVellis, 1991). DeVellis urges developers to preserve some item redundancy, in an effort to maintain adequate internal consistency.

*Step Five:* Given that the most integral component of scale development is the items themselves, DeVellis urges developers to include items which will assess the validity of the final scale. The author recommends that developers include items which will account for such considerations as social desirability, response bias, and overall construct validity.

*Step Six:* Once scale developers have completed the previous steps, the scale should be pilot-tested to a large developmental sample of participants, representative of the population for

whom the scale is intended (Crocker and Algina, 1986; DeVellis 1991). Though the authors don't comment on the exact size of this group, they note that the size should be in direct proportion to the number of initial items on the scale- the greater the item pool, the greater the sample size should be. DeVellis notes that increased sample size can promote, among other things, more stable patterns of covariation and better recognition of item internal consistency. Both authors stress the importance of ensuring the developmental sample is representative, both quantitatively and qualitatively, of the population for whom the scale is intended. For example, developers should consider that the demographics of the sample are as similar as possible to those of the intended population, as the interpretation of items can vary as a consequence of a failure to preserve this. DeVellis presents two basic forms of representativeness for developers should to consider when securing a developmental sample: (1) The level of attribute present (narrow versus wide) in the sample group compared to the target population, especially when measuring data involving participants' opinions and (2) the qualitative differentiation between the sample and the intended population, noting especially, the consideration of the meaning some people may attribute to the specific wording of items or phrasing of terms. If the sample is appreciably different than the target population in terms of how they interpret the wording of certain items, a factor analysis of responses may yield atypical groupings of interrelated items (DeVellis, 1991).

*Step Seven:* DeVellis notes that one of the most crucial steps to scale development involves evaluating the performance of individual items, second only to the development of items themselves. The author notes that this step has several important 'sub-steps' including assessing the reliability of individual items, the degree of intercorrelation among items, the degree of intercorrelation between items and the scale itself, and perhaps most importantly, the



coefficient alpha, or reliability of the scale as a whole. The author also states that both the magnitude of covariation among items and the number of items as a whole directly influence the scale's alpha.

*Step Eight:* The final step in the process of scale development, according to DeVellis, is optimizing scale length. The author highlights the challenge with securing a scale that is both reliable and concise, as larger scales tend to be more reliable but prone to respondent fatigue. Further, DeVellis notes that the greater number of items in a scale, the less impact the addition or subtraction of items will have on the scale's alpha. In determining optimal scale length, the author advises developers to eliminate those items which contribute least to the scale's overall internal consistency.

#### Section Four: Various Reported Influences Regarding the Choice of Counseling as a Career

The section will briefly review various influences motivating the choice of counseling as a career. The information in this section is almost exclusively the product of peer-reviewed articles which examine this question and provide self-reported answers by the respective researcher-practitioners author(s). Given the ever growing array of specializations within the mental health profession (e.g. psychiatry, clinical psychology, counseling psychology, mental health counseling, etc.) much of the existing research examining motivating influences for the field of mental health as a career choice, utilizes the term 'psychotherapist' or 'counselor' as a blanket term referring to nearly all professionals within the broad array of mental health specializations. Because of this, these two terms will be utilized interchangeably throughout this study. The following literature review will build upon a research base examining a vast array of motivating influences encompassing a wide array of mental health professionals. However, this

may still serve as a viable foundation for measuring influences motivating masters-level counselors-in-training. This framework is supported by such authors as Sussman (1992), who proposed that sufficient evidence supports the vast commonalities among professionals who predominantly practice psychotherapy, no matter what the specialization. Similarly Henry and colleagues (1971, 1973) found similarities among psychiatrists, psychoanalysts, clinical psychologists and psychiatric social workers with regard to factors such as- personality development, family background, and influences on career choice.

According to Barnett (2007) the recent dramatic increase in both the public demand for therapeutic help and in the number of applicants to counseling programs warrants a careful examination for the selection of professional candidates and their subsequent underlying motivations for entering the field. Yet, a review of the literature examining influences contributing to making a decision to become a psychotherapist presents a wide range of factors, both conscious and unconscious (Barnett, 2007; Norcross and Faber, 2005; Lax, 1998; Sussman, 1992). The growing number of people entering the field begs the question as to why one would choose a profession whose training authors such as Sussman (1992) regards as “long and arduous” (p.1). For example, Lomas (1999) contends that the motivations for entering the counseling profession are rooted in factors including curiosity, voyeurism as well as the drive to attain a sense moral worth, feel like an object of love, and alleviate loneliness. Yet, Sussman (1992) notes that the motivating influences among help-oriented individuals are unique from person to person and include, but are not limited to- fulfilling a sense of moral duty, expressing compassion, alleviating guilt, resolving one’s own personal conflicts and vicariously experiencing help and comfort. Sussman adds that the career of choice within the wide variety of helping professions is a function of deeper motivations driving the desire to help others, adding

that in the case of psychotherapy, such motivations may or may not stem from personal struggles. Further, the author illuminates the difficulty in ascertaining whether any emotional struggles expressed as a counselor is a function or pre-existing factors, or factors elicited by the career practice itself. In any event, Sussman urges psychotherapists to reflect on what needs may be met by the process of psychotherapy itself, noting that the decision to become a therapist may be more multifaceted than the frequently cited desire ‘to help people,’ a generalization he notes “tells us very little” (p.13 quotations preserved). Similarly, Norcross and Faber (2005) contend that the decision to become a psychotherapist is partly unconscious and more multifaceted than a simple desire to ‘help others’ (p. 939 quotations preserved). The authors add that the altruistic motivation underlying counseling as a career decision is inconclusive and warrants further exploration for why this career is chosen above other altruistic, helping professions. This is echoed by authors such as Barnett (2007) who notes that while most applicants cite a genuine altruistic desire to ‘help others’ as being a primary motivator for entering a profession such as counseling, they may have little insight into the roots of this desire. Nonetheless, Meier and Davis (2005) note that one’s performance as a counselor may be a function of the underlying motivations for becoming a counselor, which can include a range of personal, cultural, or family factors as well as the experience having being a client oneself or having played the role of a helper to family members or friends seeking counsel.

### Early Experiences

According to Fussell and Bonney (1990) the choice of counseling as a career is a function of many factors, including but not limited to- genetics, parental profession, birth order, chance, personality characteristics, and intrinsic values. The authors acknowledge that, from a

psychodynamic perspective, emotional drives are partly unconscious and rooted in early childhood experiences, and stress that intrinsic values expressed as satisfying personal needs may play a major role in the choice of a specialized profession given the sheer investment required to acquire such a vocation. . Similarly, Roe (1957) emphasized the importance that needs satisfaction from individuals' early experiences has on present conscious and unconscious motivators for such avenues as vocational choice. In an article, "Early Determinants of Vocational Choice," for example, Roe outlines eight "Hypotheses on Relation of Early Experience to Vocational Choice" (p 212), stressing , among other things, the importance of satisfying the child's basic needs as they develop, with minimal resistance from caregivers. For example, hypothesis six and seven state: "Needs satisfied routinely as they appear do not develop into unconscious motivators" and "Needs, the satisfaction of which is delayed but eventually accomplished, will become unconscious motivators, depending largely upon the degree of satisfaction felt" (p. 212). The author proposes that parental attitudes towards children may have a direct bearing on the child's occupational choice, adding that one's occupation, more than any other construct, typically reflects an intersection of genetic and experiential variables. Such early patterns of satisfaction for needs and frustrations can influence the direction in which a child's "psychic energy" (p.212) will flow (towards persons or things) and dictate the development of specific abilities. Proponents of this perspective, might rank both profession and professional on a continuum ranging from nonperson-oriented to person-oriented. To illustrate, Fussell and Bonney (1990) propose that a professional such as a psychotherapist, who is not be person-oriented, but in a largely person-oriented profession, may be motivated less by concern and more by researching their client's presenting concerns. The authors compare this profession/professional incongruence to a person-oriented physicist who may be motivated by

issues involving human welfare. Likewise, Norcross and Faber (2005) contend that the decision to become a psychotherapist is partly unconscious and is more multifaceted than a simple desire to 'help others' (p. 939 quotations preserved). Among the eight psychotherapists of varying theoretical orientations chosen for their study, the authors also noted familial, cultural, and psychological influences as contributing to counseling as a career choice. As such, one group of practitioners who warrants attention, are those who whose parents prematurely placed them into an adult-role by seeking them out for emotional care. Such 'parentified' children may extend their childhood role as a caregiver into adulthood by pursuing a helping-profession (DiCaccavo, 2002; Blumenstein, 1986). As adults, they may view a helping-oriented career choice as providing the validation and recognition they did not receive from their family who placed them in the helper-role during their formative years (Lackie, 1983; DiCaccavo, 2002). Still, other therapists report the early experiences of being a trusted confidante among their peers as having a strong influence over their choice of counseling as a career choice. For example, Kaslow (2005) reported that, beginning in junior high school, her peers sought her out for advice and counsel and attributes her reputation as being a helpful and trusted confidante to her active listening abilities, her nonjudgmental approach and her genuine interest in helping others. Kaslow described feeling a calling to a career path in counseling as an undergraduate student, and certain of this career as a doctoral student.

Despite the abundant literature supporting the importance of family influences on counseling as a career choice, authors such as Fussel and Bonney (1990) note that an examination of psychotherapists' family backgrounds may yield significant information when compared to other professionals, but not when examined independently. Similarly, Norcross and Guy (1995) identified little family influence regarding the career choice of the ten therapists

interviewed in their study. Rather, they noted that one or more individuals outside the family had a profound influence on the decision to become a therapist. This is similar to other literature in which authors share that their decision to enter the field of counseling was attributed- in part or in full-to the influence of mentors and/or role models in the field (e.g. Ellis, 2005; Lax, 1998).

### Self-healing/self-growth

Sedgwick (1994) discusses the notion of counselors being ‘wounded healers’ who entered the counseling profession in order to address those needs which were not met during their formative years. The ‘wounded healer’ notion is echoed by Fussell and Bonney (1990), who in a study comparing the childhood experiences of physicists and psychotherapists found that psychotherapists reported a higher incidence of childhood trauma. This is consistent with other accounts that counselors seek their own self-healing and self-growth through their work with clients (Norcross and Faber, 2005; Holt and Luborsky 1958). Similarly, regarding Psychiatry, Holt and Luborsky note that, “psychiatry attracts people who are in the process of mastering personal problems. It may be from this source that one develops an interest in treating people” (p. 66 as cited in Sussman p. 19). Albert Ellis (2005), for example, recalls that the desire to help himself influenced his decision to become a therapist more so than any other factor. Specifically, Ellis noted that the interplay of various philosophies with the behavioral techniques of Watson and Skinner influenced his work with others, but only after being used to help himself cope with the rampant anxiety he experienced, underlying a need for success and approval by others. Ellis details that many of the techniques successfully utilized with his clients were derived from philosophies and techniques first used on himself. Similarly, Alvin Mahrer (2005) disclosed that he was not wholly inspired by the role of a psychotherapist and more intrigued by what changes

in himself such practice would elicit. The author remarked that the role began as both as a means-to-an-end for being employed and a means to transform himself into a new person while applying this knowledge to helping others do the same. However, he stressed his interest in what self-knowledge the field of psychotherapy could offer him.

#### Nature vs. nurture

While Roe (1957) proposed that parental attitudes towards children may have a direct bearing on the child's occupational choice, adding that one's occupation, more than any other construct, typically reflects an intersection of genetic and experiential variables. In describing his career path, Hoyt (2005) contends that both nature and nurture contributed to his own decision to become a psychotherapist, adding that a number of other factors contributing to his decision, including a fascination with both the behaviors of people and the underlying motivations driving them- an interest he claims began in early childhood. Specifically, Hoyt noted, "I was born to be a therapist" (p. 984). In a curious paradox, he referred to his work as "a calling" (p.985), yet later detailing that this profession gratifies his needs for "power, intimacy, and recognition, and perhaps sometimes...to work on my own stuff" (p. 985).

#### The Influence of mentors

Clinical Psychologist Helen Geidman, Ph.D, a Training and Supervising Analyst at the New York Freudian Society, credits parents, teachers, and colleagues as influencing her career choice (1998). In a book chapter detailing these influences, she credits her encounter with the Collected Papers of Sigmund Freud (whom she refers to as her 'great-grandfather'), as jumpstarting her interest in psychoanalysis as a youth. Additionally, she makes special reference to the owner this literature- a favorite uncle who, studying to be an analyst himself, instilled in

her an unwavering trust in her own creative abilities as a youth. She credits her growing professional interest in psychoanalytic thinking as beginning during her undergraduate experience and reinforced by the myriad of clinicians, professors, and research she encountered throughout her professional development.

#### Section Five: Factor Analysis

Factor analysis is an algebraic data-reduction technique that involves exploring the variation and covariation among a set of variables (Babbie, 2001; Bernard, 2000; DeVellis, 1991; Allen and Yen, 1979). This statistical process helps identify quantitative factors that account for the variation and covariation among variables (Green and Salkind, 2005) as well as any sets of latent underlying variables. In short, factor analysis is utilized to reduce a larger set of factors into a smaller set of factors that will still account for a large portion of the total variability among the items. For purposes of this study, factor analysis will be utilized to help maintain few enough items which will explain the largest portion of total variability among the items.



## CHAPTER THREE: METHODOLOGY

Chapter three will review this study's methodology by reviewing sampling procedures and sample demographics, illustrating the research design and pertinent variables, outlining the study procedure, describing the statistical measure for analyzing responses to the initial pilot test, and listing the criteria established for item creation, retention and removal to maximize its psychometric properties. This chapter is divided into the following sections: (1) introduction (2) participant selection; (3) materials and instrumentation; (4) procedure; and (5) statistical analysis.

### Section One: Introduction

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. The following null hypothesis are asserted: (1) Factor analysis of responses to the revision of the *Robinson-Heintzelman Inventory* will yield no identifiable factors. (2) Analysis of results will yield no identifiable motivating influences underlying students' decision to pursue a career in the field of counseling. The method and study design are quantitative and experimental, respectively. The study will be conducted during the Fall 2007 and Spring 2008 semester. The participant selection, instrumentation and procedure which are discussed below, will commence following the approval of the application to the Institutional Review Board at the University of Central Florida, submitted in September 2007.

## Section Two: Participant Selection

The participants in this study will be selected from three different groups of people, all of whom will be contacted through personal and professional networks at select various counseling-related (e.g. counseling, counselor education, psychology, social work, etc.) graduate programs throughout the United States. Following the standards of scale construction, the first participant group will serve as a panel of experts, comprised of seven male and female professors within the College of Education at the University of Central Florida. This group will be contacted via email and provided with a brief statement describing the purpose of the study along with a Statement of Informed Consent. A copy of the email sent to this panel as well as the certificate of informed consent is included in Appendix E and F respectively). This panel of experts did not provide any demographic information.

The second and third group of participants will consist of male and female graduate students enrolled in counseling-related graduate programs during the Spring 2008 semester. Each group will receive a specific packet of material respective to their group. Group two (“Self-Report” Group) will provide their own responses to the inventory. Group three (“Other-Report” Group) will complete the inventory based upon how they think *other* counseling graduate students would respond. While the two groups of students differ in terms of their composition and in terms of materials given to them, the methodology for contacting these groups and for administering the materials to them, will remain the same, as outlined below.

The primary researcher will contact professors at select universities and colleges via email (See Appendix G) and request permission to recruit graduate students from any of their classes for voluntary participation. The following materials will be attached to each email as PDF documents: the Institutional Review Board Approval Letter from the University of Central

Florida (See Appendix K), the primary researcher's *CICI Human Subjects Training Certificate* (See Appendix L) and a copy of the packet to be given to students. The materials included in each packet are detailed in the next section.

### Section Three: Materials and Instrumentation

All students will receive a packet of materials respective to their group placement (i.e. "Self-Report" or "Other-Report"). All packets will contain the following three items:

Item 1: An introductory letter explaining the purpose of the inventory, participants' rights, directions for completion, and the contact information for the primary researcher and faculty supervisor (See Appendix H).

Item 2: A certificate of informed consent respective to their group. This statement details the purpose of the study, the participants' rights, and the contact information for the primary investigator, faculty supervisor, and the Institutional Review Board for the University of Central Florida. Because participation in this study is anonymous, the statement of informed consent details that students' consent is offered by virtue of completing and returning the inventory (See Appendix I and J).

Item 3: The *Kuch-Robinson* Inventory. This 124-item inventory incorporates items from the original version of this scale, *The Robinson-Heintzelman Inventory*, (see Appendix A) with changes to its format and content. The inventory provides 5 questions or statements upon which students rate their level of agreement according to a 5-point Likert scale. Each group will receive a copy of the inventory which will differ by directions according to the respective group. The directions for the "Self-Report" group are as follows: "Please rate your response to the following question/statement according to the rubric provided." The directions for the "Other-Report"

group are as follows: “Please rate (according to the following rubric) how you think *other* counseling graduate students would respond to the following question/statement.” (See Appendix B and C for copies of these inventories).

#### Section Four: Procedure

This procedure for this study follows eight distinct steps, all of which are adapted from the suggested protocol set forth by DeVellis (1991), Allen and Yen (1979) and Crocker and Algina (1986). The actual procedure for this study is taken directly from the suggested eight steps for scale construction offered by DeVellis (1991), supplemented with a consolidated protocol set forth by other authors that describe similar steps for test construction.

*Step One: Determine the construct to be measured and generate a theory upon which to measure it*

While the inventory’s original author (Robinson, 2004) identified altruism as the construct the inventory would measure, no specific theory of altruism guided its construction. Thus, scale construction for the present study is based upon a model with four different hypotheses or theories of altruism: the *Empathy-Altruism Hypothesis* (Smith, Keating, & Stotland, 1989; Bason, 1987); the *Negative-State Relief Model* (Smith, Keating, & Stotland, 1989; Cialindi, et al., 1987; Schroeder, Dovidio, Sibicky, Matthews, & Allen, 1988); the *Empathic-Joy Hypothesis* (Smith, Keating, and Stotland, 1989); and a self-efficacy hypothesis (Midlarsky, 1968; Withey, 1962; Staub, 1971). Following this model, the present inventory will regard the construct of altruistic behavior as being influenced by a range of factors explained by each of these hypotheses. Additionally, the inventory incorporates items gathered from peer-reviewed journal articles that detail self-reported influences for entering a helping profession,

authored by researchers and practitioners in counseling-related professions (e.g. counseling, psychology, social work, etc.).

*Step Two: Generate an item/response pool*

For clarification purposes, the word “item” in this study will refer to a potential response to the proceeding question or prompt along with a 5-point Likert scale upon which respondents will rate their response. The reconstruction of this scale is based upon a pool of items previously generated by the inventory’s original author (See Appendix A for original inventory). The author of this study will begin the item pool revision process by deleting duplicate items, rewording ambiguous terminology, adding new prompts or questions, and adding item responses that reflect the model of altruism proposed for this study.

*Step Three: Determine the format for measurement*

The original *Robinson-Heintzelman Scale* utilized a forced-choice (“a-b-c”) format. “Self-Report” respondents would choose the most appropriate response to the proceeding question or prompt. However, the revised scale separates the former choices into separate items themselves, along with a 5-point Likert scale upon which respondents rate their level of agreement with each item. Thus, respondents would not be forced to choose among two equally-desirable responses. As well, respondents would be able to display their level of agreement with each potential response to the proceeding question or prompt, as a means of comparison among the available choices. Similarly, “Other-Report” respondents will rate each response according to how they feel *other* graduate students would respond. This process will mean score responses per item illustrating the response graduate students feel other students would offer to the respective prompt or question. The final inventory will consist of four prompts and one question,

followed by a series of potential response items upon which respondents rate their level of agreement respective to the question or prompt.

*Step Four: Have initial item pool reviewed by a panel of experts*

Once a sufficient response pool is established, the item pool will be reviewed by a panel of experts. This panel will consist of seven male and female professors within the College of Education at the University of Central Florida, contacted via email. The researcher will provide each member of this panel with a copy of the study's statement of informed consent to read and sign. Following expressed consent, the researcher will administer to each member of the panel an initial copy of the revised *Robinson-Heintzelman* Inventory for review. This panel will be asked to provide suggestions for improvement, including but not limited to rewording items, adding items, or eliminating items.

*Step Five: Consider inclusion of validation items*

Once each of the 75 responses receives a classification from the panel of experts, the social desirability of each response will be assessed by a pilot group of graduate students (referred to as the "Other-Report" Group) in Counseling and Counseling Education. To facilitate this, the revised inventory will be administered to the group given pose the following instructions: "Rate, according to the following rubric, how you think *other* counseling graduate students would respond to the following question..." Responses from each of the respondents will be entered into SPSS for analysis and coded with a unique, randomly generated ID number between 1 and 250.

*Step Six: Administer items to a development sample*

The inventory utilized in this step will be considered the first "pilot" scale. The purpose of constructing and administering this scale will be to identify, via factor analysis, the factor

loadings of all items based upon participant responses. As the goal of this study is to produce a unidimensional scale, items with low factor loadings warrant rewording or removal from the scale in order to ultimately yield a single factor. As outlined in the Participant Selection section above, participants in developmental sample will consist of consist of male and female graduate students enrolled in counseling-related graduate programs during the Spring 2008 semester and contacted through personal and professional networks. Responses offered by the “Self-Report” group and responses offered by the “Other-Report” group will be coded as separate variables within SPSS.

*Step Seven: Evaluate the items*

Upon completion by the development sample, responses from each of the respondents will be scored and coded with a unique, randomly generated ID number for entry into SPSS. An exploratory factor analysis will be conducted on this data to identify factor the loadings of all items. Examination of factor loadings from the resulting structure matrix will help identify factors relevant for removal and factors relevant for retention and interpretation. The means, standard deviations and factor loadings for all items within each within each factor will also be noted. Finally, a reliability procedure will be run on groups of items within each factor.

*Step Eight: Optimize scale length*

Following factor analysis of the items, the inventory’s length will be optimized by removing or revising those items with low or ambiguous factor loadings as illustrated on the structure matrix.

## Section Five: Statistical Analysis

Factor analysis is an algebraic data-reduction technique that involves determining the number of latent variables underlying a variation and covariation among set of variables (Babbie, 2001; Bernard, 2000; DeVellis, 1991; Long, 1983; Allen and Yen, 1979). This statistical process helps identify quantitative factors that account for the variation and covariation among variables (Green and Salkind, 2005) as well as any sets of latent underlying variables. At its core, factor analysis is utilized to reduce a larger set of factors into a smaller set of factors that will still account for a large portion of the total variability among variables. For purposes of this study, factor analysis will be utilized to examine variation and covariation among responses to inventory items. One of the goals for constructing the present scale was to maintain few enough items which would explain the largest portion of total variability among the items. Kaiser's rule will be utilized to help identify the most appropriate factors for interpretation while maximum likelihood solution will serve as the method to arrive at a proper solution in anticipation that none of the initial or expected communalities will yield a value greater than 1.00. As well, the Promax rotational procedure will be utilized to help facilitate a linear transformation of the data, barring the assumption that nonzero correlations exist among the factors. Examination of factor loadings from the resulting structure matrix will help identify factors relevant for removal and factors relevant for retention and interpretation. The means, standard deviations and factor loadings for all items within each within each factor will also be noted. Finally, a reliability procedure will be run on groups of items within each factor utilizing Cronbach's alpha. All statistical procedures will be conducted utilizing SPSS.



## CHAPTER FOUR: DATA ANALYSIS

This chapter will focus on data analysis of responses and is divided into the following five sections: (1) Introduction ; (2) Exploratory factor analysis of self-report group results; (3) Demographics Analysis: Self-Report” group demographics; (4) Demographics Analysis: “Other-Report” group demographics; and (5) Full group demographics discussion.

### Introduction

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. The study was designed such that all participants’ respective item responses could be repeatedly analyzed via exploratory factor analysis to identify two things: (1) the number of factors produced and (2) the scale items with the highest factor loadings. The self-report, 124-item inventory was administered to a two groups of graduate students in a counseling-related graduate program (n=398). All participants were instructed to respond to the inventory anonymously, but honestly. A factor analysis from responses from the *Self-Report Group* (n=347) grouped scale items into six prominent factors. Repeated factor analysis of responses helped condense the scale into a shorter, more psychometrically sound instrument by identifying those items with low or ambiguous factor loadings, suitable for removal.

The following null hypotheses were proposed: (1) Factor analysis of *Self-Report* responses to the revision of the *Robinson-Heintzelman Inventory* will yield no identifiable factors; (2) Analysis of results will yield no identifiable motivating influences underlying students’ decision to pursue a career in the field of counseling.

### Exploratory Factor Analysis of Self-Report Group Results

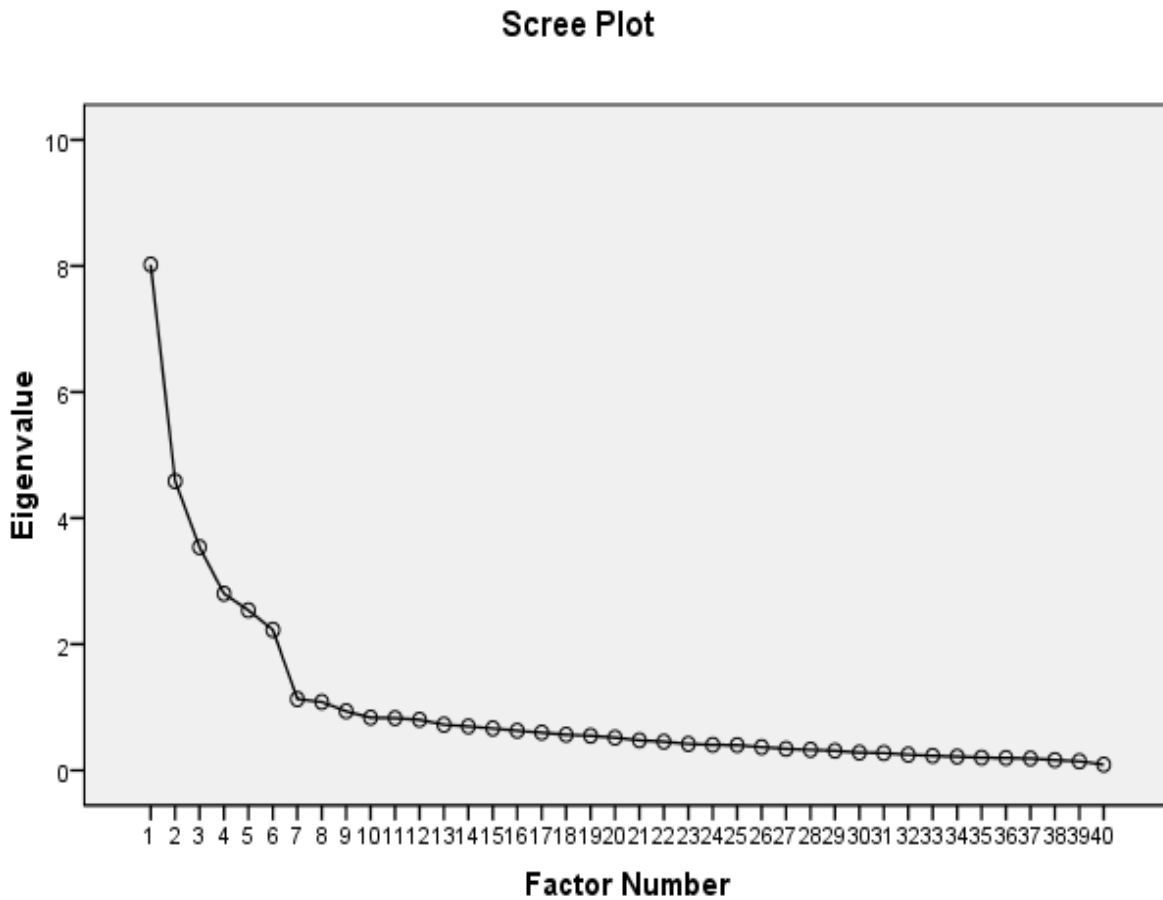
The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. The 124-item inventory was administered to a sample of 347 students, and an exploratory factor analyses was conducted on their responses. The purpose of factor analysis is to reduce a larger set of factors into a smaller set of factors that will still account for a large portion of the total variability among the items. Thus, the one of the goals for constructing the present scale was to maintain few enough items which would explain the largest portion of total variability among the items. Prior to running the factor analysis, missing responses, ambiguous responses, or responses coded as “Not Applicable” were coded as “System Missing” in SPSS while running descriptive statistics so as not to skew the results. Kaiser’s rule was utilized to help identify the most appropriate factors for interpretation, as evidenced by their ability to account for, at minimum, the equivalent of given variable’s variance. However, according to Cattell (1979), when the number of items exceeds 300, Kaiser’s rule can often include many spurious factors. In such cases, Cattell advises that scree plot can help illuminate the most salient factors. Despite being fewer in number than 300, an analysis of the full 124 items yielded a proliferation of factors on the scree plot with six prominent factors (See Figure ?). From this, a second factor analysis was conducted, while limiting the extraction to six factors with a minimum of 2500 iterations and suppressing absolute values less than 0.3. Again, these items yield a proliferation of factors on the second scree plot, many of which are trivial in comparison to the six most prominent factors (See Figure 1 below). A review of the initial factor loadings on the structure matrix confirms that the proper solution was attainable via maximum likelihood through converging in six iterations. Given that none of the initial or expected

communalities yielded values greater than 1.00, the maximum likelihood procedure is appropriate for interpreting the results. Thus, maximum likelihood procedure was utilized to extract the results, while the Promax rotational procedure was utilized to help facilitate a linear transformation of the data, as it allows for potential nonzero correlations among factors. Results yielded correlations large enough to justify utilizing this method and set an appropriate foundation for interpretation of the structure coefficient matrix. An examination of this matrix illustrates that the six factors cluster items into six identifiable groups, indicating that the manner in which participants responded to items was consistent for many items. From this, a total of eighty-four items with ambiguous (i.e. loadings of similar size across several factors) or low factor loadings (i.e. factor loadings less than 0.30) were removed in order to identify and eliminate items with weak contributions to the respective factors, and in so doing, create a more robust structure matrix with a stronger delineation among factors. The final inventory contained forty items comprised of twenty items from the original *Robinson-Heintzelman Scale* and twenty new items (See Appendix D). The final forty items across the six factors explain approximately 52.68% of all the variable variances (See Figure 2). A structure matrix of these items is presented in Table 7. Note that missing responses, ambiguous responses, or responses coded as “Not Applicable” were coded as “System Missing” in SPSS while running the factor analysis so as not to skew the results. Thus, the structure matrix reflects a total of 269 valid responses ( $N_v = 269$ ).

Each of the six factors was given a name appropriate for the assortment of items which correlated the highest with it. Based upon item clustering, names for the following factors are as follows: Factor 1: Self-Efficacy/Professional Skills; Factor 2: Self-Understanding/Self-Growth; Factor 3: Seeking Support; Factor 4: Early Caretaker Experiences; Factor 5: Professional Practice; Factor 6: Counselor Identity Formation. What follows is a summary of responses

respective to each factor, along with each factor's reliability, as indicated by Cronbach's alpha ( $\alpha$ ). The means and standard deviations for each factor's respective items are listed in Tables 1-6 along with the number of valid responses ( $N_r$ ) and Cronbach's alpha ( $\alpha$ ).

Figure 1: Scree Plot of Eigenvalues (6 Prominent Factors)



### Factor 1: Self-Efficacy/Professional Skills

This factor ( $\alpha = 0.911$ ) is represented by responses to thirteen items from the prompts, “In consideration of my role as a counselor:” Low mean responses generally suggest that students experienced low levels of anxiety or concern with regard to knowing how to help their clients (Item #72:  $x \approx 2.82$ ,  $sd \approx 1.23$ ) or knowing what to say in counseling (Item #71:  $x \approx 2.92$ ,  $sd \approx 1.16$ ). Results also suggested that students expressed low levels of anxiety or concern with regard to having their performance as counselors being affected by current issues (Item #73:  $x \approx 2.08$ ,  $sd \approx 1.09$ ) or past experiences (Item #75:  $x \approx 2.01$ ,  $sd \approx 1.03$ ; Item # 94:  $x \approx 2.01$ ,  $sd \approx 0.95$ ); low levels of anxiety or concern with regard to knowing how to ensure their clients’ comfort (Item #76:  $x \approx 2.36$ ,  $sd \approx 1.06$ ) or having the necessary skills to help (Item #64:  $x \approx 2.67$ ,  $sd \approx 1.18$ ); low levels of anxiety or concern with regard to working with clients in general (Item #70:  $x \approx 2.62$ ,  $sd \approx 1.13$ ); low concern with being embarrassed in front of one’s peers (Item #63:  $x \approx 2.12$ ,  $sd \approx 1.11$ ); low levels of anxiety or concern with regard to doing harm to one’s clients (Item #62:  $x \approx 2.37$ ,  $sd \approx 1.15$ ) or being made uncomfortable by some clients’ issues (Item 74:  $x \approx 2.77$ ,  $sd \approx 1.11$ ); and low levels of anxiety or concern with regard to being overly concerned about their clients (Item #77:  $x \approx 2.77$ ;  $sd \approx 1.16$ ). Responses also suggest that students experienced little self-doubt about their abilities as a counselor (Item #79;  $x \approx 3.29$ ,  $sd \approx 1.15$ ).

Table 1: Factor One Groupings and Descriptive Statistics

Factor 1: Self-Efficacy/Professional Skills

Item	Mean	SD	Factor Loading
<b><u>C. In considering my role as a counselor:</u></b>			
72) I am concerned that I won't be able to help my clients	2.82	1.23	.809
71) I am concerned I won't know what to say	2.92	1.16	.804
73) I am concerned that my own issues may hinder my practice as a counselor.	2.08	1.09	.771
76) I am concerned that I won't know how to ensure my clients' comfort.	2.36	1.06	.761
64) I am concerned that I won't have the necessary skills to do what I want to do.	2.67	1.18	.723
75) I am concerned that certain things from my past may prevent me from being an effective counselor.	2.01	1.03	.700
70) I am concerned about my level of anxiety in working with clients.	2.62	1.13	.685
63) I am concerned that I may be embarrassed in front of my peers.	2.12	1.11	.625
79) I have experienced self-doubt about my abilities as a counselor.	3.29	1.15	.601
62) I am concerned that I may do harm to my clients	2.37	1.15	.587

(cont<sup>2</sup>)

Factor 1: Self-Efficacy/Professional Skills (cont')

Item	Mean	SD	Factor Loading
<b><u>D. Considering my choice to enter this field:</u></b>			
94) Some experiences in my past may hinder my ability to offer guidance.	2.01	0.95	.586
<b><u>C. Considering my role as a counselor:</u></b>			
74) I am concerned that some client's issues may make me uncomfortable.	2.77	1.11	.534
77) I am concerned that I won't be able to stop thinking about my clients' issues when I'm not at work.	2.77	1.16	.487

(N<sub>r</sub> = 329;  $\alpha$  = 0.911)

Factor 2: Self-Understanding/Self-Growth

This factor ( $\alpha = 0.893$ ) is represented by responses to ten items from the prompts, “How significant were the following considerations in your decision to become a counselor?” and “I anticipate that some of the most satisfying things about the counseling career will include:” This factor is represented by responses to ten items from two different questions or prompts. Based upon the relatively low mean responses to the question, “How significant were the following factors in your decision to become a counselor?” Results generally suggested that students’ self-reported motivations for entering the counseling profession had little to do with developing a better understanding of oneself (Item #54;  $x \approx 3.08$ ,  $sd \approx 1.22$ ; Item #35:  $x \approx 2.61$ ,  $sd \approx 1.20$ ) or one’s family (Item #15;  $x \approx 2.67$ ,  $sd \approx 1.28$ ); helping themselves with certain issues (Item #44:  $x \approx 2.68$ ,  $sd \approx 1.25$ ; Item #12:  $x \approx 2.49$ ,  $sd \approx 1.25$ ); an opportunity to transform into a new person (Item

#31:  $x \approx 3.35$ ,  $sd \approx 1.21$ ) or become a happier individual (Item #30:  $x \approx 2.69$ ,  $sd \approx 1.22$ ). Higher mean responses indicated that students somewhat anticipated some of the most satisfying things about the counseling career would include learning more about life through the counseling process (Item #52:  $x \approx 3.85$ ,  $sd \approx 0.98$ ) and learning about things important to them (Item #56:  $x \approx 3.55$ ,  $sd \approx 1.14$ ).

Table 2: Factor Two Groupings and Descriptive Statistics

Factor 2: Self-Understanding/Self-Growth

Item	Mean	SD	Factor Loading
<b><u>B. I anticipate that some of the most satisfying things about the counseling career will include:</u></b>			
54) The chance to better understand myself	3.08	1.22	.786
<b><u>A. How significant were the following factors in your decision to become a counselor?</u></b>			
35) The opportunity to get to know myself better.	2.61	1.20	.783
44) Helping myself with certain issues.	2.68	1.25	.761
12) Having an opportunity to work on my own healing.	2.49	1.25	.736
15) Gaining a better understanding of my family.	2.67	1.28	.692
<b><u>B. I anticipate that some of the most satisfying things about the counseling career will include:</u></b>			
47) Helping both myself and others.	3.57	1.14	.677

(cont')



Factor 2: Self-Understanding/Self-Growth (con't)

Item	Mean	SD	Factor Loading
<b><u>A. How significant were the following factors in your decision to become a counselor?</u></b>			
31) The opportunity to transform into a new person.	2.35	1.21	.635
<b><u>B. I anticipate that some of the most satisfying things about the counseling career will include:</u></b>			
52) Learning more about life through the counseling process.	3.85	0.98	.535
<b><u>A. How significant were the following factors in your decision to become a counselor?</u></b>			
30) To become a happier individual	2.69	1.22	.534
<b><u>B. I anticipate that some of the most satisfying things about the counseling career will include:</u></b>			
56) The chance to learn about things important to me	3.55	1.14	.519
(N <sub>r</sub> = 323; $\alpha$ = 0.893)			

Factor 3: Seeking Support

This factor ( $\alpha = 0.901$ ) is represented by responses to four items from the prompt, “In considering my role as a counselor:” Low mean responses indicated that students reported anticipating no difficulty with asking for support from peers (Item #89;  $x \approx 1.84$ ,  $sd \approx 0.87$ ), with asking for support from a supervisor (Item #90;  $x \approx 1.81$ ,  $sd \approx 0.87$ ), with asking for feedback from peers (Item 83:  $x \approx 1.96$ ,  $sd \approx 0.93$ ) or with asking for feedback from a supervisor (Item #84:  $x \approx 1.85$ ,  $sd \approx 0.92$ ).

Table 3: Factor Three Groupings and Descriptive Statistics

Factor 3: Seeking Support

Item	Mean	SD	Factor Loading
<b><u>C. In considering my role as a counselor:</u></b>			
89) I am concerned that I will have difficulty asking for support from peers	1.84	0.87	.882
90) I am concerned that I will have difficulty asking for support from a supervisor	1.81	0.87	.879
83) I am concerned that I will have difficulty asking for feedback from peers	1.96	0.93	.782
84) I am concerned that I will have difficulty asking for feedback from a supervisor	1.85	0.92	.769
(N <sub>r</sub> = 346; $\alpha$ = 0.901)			

Factor 4: Early Caretaker Experiences

This factor ( $\alpha = 0.856$ ) is represented by responses to four items from the prompt, “Considering my upbringing:” Low mean responses generally indicated that students did not feel that, as a child, adults or siblings turned to them for emotional support (Item #115:  $x \approx 2.80$ ,  $sd \approx 1.47$ ; Item #116:  $x \approx 2.81$ ,  $sd \approx 1.42$ ). Responses also indicated that students did not adopt a ‘caretaker’ role for adults (Item #113:  $x \approx 2.58$ ,  $sd \approx 1.44$ ) or other siblings (Item #114:  $x \approx 2.70$ ,  $sd \approx 1.51$ ) in their family.

Table 4: Factor Four Groupings and Descriptive Statistics

Factor 4: Early Caretaker Experiences

Item	Mean	SD	Factor Loading
<b><u>E. Considering my upbringing:</u></b>			
115) As a child I felt that certain adults turned to me for emotional support.	2.80	1.47	.804
113) I adopted a ‘caretaker’ role for authority figures in my family	2.58	1.44	.803
114) I adopted a ‘caretaker’ role for other siblings in my family	2.70	1.51	.758
116) As a child, I felt that siblings turned to me for emotional support.	2.81	1.42	.724
<hr/>			
(N <sub>r</sub> = 318; $\alpha$ = 0.856)			

Factor 5: Professional Practice

This factor ( $\alpha = 0.774$ ) is represented by responses to five items from the prompt, “In considering my role as a counselor:” High mean responses generally indicated that students looked forward to utilizing acquired counseling techniques (Item #68:  $x \approx 4.68$ ,  $sd \approx 0.55$ ) and building their counseling skills (Item #67:  $x \approx 4.71$ ,  $sd \approx 0.52$ ); as well as helping clients meet their goals (Item #66:  $x \approx 4.68$ ,  $sd \approx 0.50$ ) and hearing about their clients’ lives (Item #65:  $x \approx 4.21$ ,  $sd \approx 0.79$ ).

Table 5: Factor Five Groupings and Descriptive Statistics

Factor 5: Professional Practice

Item	Mean	SD	Factor Loading
<b><u>C. In considering my role as a counselor:</u></b>			
68) I look forward to putting techniques that I have learned into practice	4.65	0.55	.751
66) I look forward to helping clients meet their goals	4.68	0.50	.743
67) I look forward to building skills as a counselor	4.71	0.52	.728
69) I look forward to seeing my clients improve their coping skills	4.73	0.54	.608
65) I look forward to hearing about my clients' lives	4.21	0.79	.497
(N <sub>r</sub> = 344; $\alpha = 0.774$ )			

Factor 6: Counselor Identity Formation

This factor ( $\alpha = 0.833$ ) is represented by responses to four items from the prompt, “Considering my choice to enter this field:” Moderate, to low responses generally indicated that students did not always anticipate pursuing counseling as a career (Item #95:  $x \approx 2.67$ ,  $sd \approx 1.30$ ). More specifically, students generally reported not knowing they wanted to become a counselor following high school graduation (Item 96:  $x \approx 2.23$ ,  $sd \approx 1.40$ ), college graduation (Item #97:  $x \approx 3.21$ ,  $sd \approx 1.61$ ), or while working after college (Item #96:  $x \approx 3.36$ ,  $sd \approx 1.58$ ).

Table 6: Factor Six Groupings and Descriptive Statistics

Factor 6: Counselor Identity Formation

Item	Mean	SD	Factor Loading
<b><u>D. Considering my choice to enter this field:</u></b>			
97) By my undergraduate graduation, I knew that I wanted to become a counselor	3.21	1.61	.897
98) I didn't consider becoming a counselor until working after undergraduate graduation	3.36	1.58	.872
96) By my high school graduation I knew that I wanted to become a counselor	2.23	1.40	.633
95) I have always known that I would pursue counseling as a career	2.67	1.30	.595
<hr/>			
(N <sub>r</sub> = 328; $\alpha$ = 0.833)			

Table 7: Exploratory Factor Analysis Structure Matrix

Structure Matrix						
	Factor					
	1	2	3	4	5	6
seventytwo (Item #72)	.809					
seventyone (Item #71)	.804					
seventythree (Item #73)	.771	.356				
seventysix (Item #76)	.761		.360			
sxtyfour (Item #64)	.723					
seventyfive (Item #75)	.700	.361				
seventy (Item #70)	.685					
sxtythree (Item #63)	.625		.363			
seventynine (Item #79)	.601					
sixtytwo (Item #62)	.587					
ninetyfour (Item #94)	.586	.301				
seventyfour (Item #74)	.534					
Seventyseven (Item #77)	.487					
fiftyfour (Item #54)		.786				
thirtyfive (Item #35)		.783				
fortyfour (Item #44)		.761				
twelve (Item #12)		.736				
fifteen (Item #15)		.692				
fortyseven (Item #47)		.677				
thirtyone (Item #31)		.635				
fiftytwo (Item #52)		.535				
thirty (Item #30)		.534				
fiftysix (Item #56)		.519				
eightynine (Item #89)	.381		.882			
ninety (Item #90)	.341		.879			

(cont')

**Structure Matrix**

	Factor					
	1	2	3	4	5	6
eightythree (Item #83)	.358		.782			
eightyfour (Item #84)			.769			
hundredfifteen (Item #115)				.804		
hundredthirteen (Item #113)				.803		
hundredfourteen (Item #114)				.758		
hundsixteen (Item #116)				.724		
sixtyeight (Item #68)					.751	
sxtysx (Item #66)					.743	
sixtyseven (Item #67)					.728	
sixtynine (Item #69)					.608	
sixtyfive (Item #65)					.497	
ninetyseven (Item #97)						.897
ninetyeight_r (Item #98)						.872
ninety-six (Item #96)						.633
ninetyfive (Item #95)						.595

Extraction Method: Maximum Likelihood.

Rotation Method: Promax with Kaiser Normalization.

Figure 2: Total Variance Explained

Total Variance Explained				
Factor	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total
1	7.396	18.490	18.490	6.770
2	3.088	7.719	26.209	5.254
3	3.785	9.461	35.670	3.840
4	2.553	6.382	42.053	3.007
5	2.127	5.318	47.370	2.602
6	2.125	5.312	52.682	2.549

Extraction Method: Maximum Likelihood.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

### Demographics Analysis

This section will review the results of the statistical analysis of the item responses. Two complete data sets will be presented. The first data set will be referred to as the *Self-Report Group* and will consist of 347 participant self-report responses to the scale with the following instructions, “Please rate your response to the following question according to the rubric provided.” The second data set will be referred to as the *Other-Report Group* and will consist of 51 participant responses to the same scale, but with the following instruction, “Please rate how you think other counseling students will respond to the following question.”

The total sample of 398 participants had the option to supply demographic information according to: gender, age, birth order, counseling affiliation, program accreditation and program



track. Of the total 398 participants, 5 respondents did not respond to any demographic information. Thus, the following information reflects an overall demographic summary for the remaining 393 respondents who provided at least one piece of demographic information. Demographic summaries will be displayed below according to group. This information is also provided in Table 1.

### Self-Report Group Demographics

While the Self-Report Group consisted of 347 participants, the following data reflects a summary of the 343 respondents (98.8%) who provided demographic information for at least one item.

#### Gender

Forty –nine participants (14.3%) indicated male their gender, compared to 289 participants (84.3%) indicated female as their gender and 5 participants (1.5%) who did not indicate their gender.

#### Age

Given that all respondents listed their exact age, responses to the age variable will be reported as a range. Thirteen participants (3.9%) did not indicate their age; 129 participants (37.1%) indicated their age was between 21 and 25 years; 82 participants (23.7%) indicated their age was between 26 and 30 years; 34 participants (10.1%) indicated their age was between 31 and 35 years; 18 participants (5.3%) indicated their age was between 36 and 40 years; 20 participants (5.9%) indicated their age was between 41 and 45 years; 30 participants (8.9%)

indicated their age was between 46 and 50 years; and 17 participants (5%) indicated their age was over 50 years.

### Birth Order

The response of birth order was as follows: No Response = 11 (3.3%); Only Child= 38 (11.3%); Youngest= 103 (29.4%); Middle= 52 (15.4%); Eldest= 117 (34.1%); Other= 22 (6.5%). Of the respondents who chose “other,” 3 respondents (0.9%) indicated they were a twin and 2 respondents (0.6%) indicated they were adopted.

### Affiliation

The Affiliation section contained the instructions “(Check all that apply)” along with the following available choices for Program Affiliation were: (1) Counseling (2) Counselor Education (3) Marriage and Family (4) School Counseling (5) Social Work (6) Clinical Psychology (7) Counseling Psychology and (8) Other. The category “other” contained a blank space with the words (“please specify”).

The range of responses for affiliation varied more considerably than any other demographic variable due to the number of respondents who chose more than one affiliation. Given the magnitude of response combinations, the following frequencies reflect the number of participants who indicated the respective affiliation, whether individually or in conjunction with others: No Affiliation Response = 4 (1.2%); Counseling= 232 (68.2%); Counselor Education= 72 (21.4%); Marriage and Family= 58 (16.9%); School Counseling= 98 (29.1%); Social Work= 10 (3.0%); Clinical Psychology= 10 (2.7%); Counseling Psychology= 44 (11.6%). Twenty-nine participants (8%) indicated a range of other tracks or supplemental credentials in addition to the at least one of the aforementioned affiliations.

## Accreditation

The available choices for Program Accreditation were: (1) CACREP (2) CSWE and (3) APA, representing acronyms for The Council for Accreditation of Counseling and Related Educational Programs; the Counsel on Social Work Education and the American Psychological Association respectively. The response of accreditation responses were as follows: No accreditation response= 100 (29.7%); CACREP accreditation alone= 174 (51.3%); no CACREP accreditation= 6 (1.8%); CSWE accreditation alone =0 (0%); APA accreditation alone= 13 (2.7%); both CACREP and APA accreditation =17 (4.7%); both CACREP and CSWE accreditation= 1 (0.3%); “no” responses to all accreditation options= 26(7.7%); “yes” responses to all accreditation options= 5 (1.5%).

## Program Track

The available choices for program track were: (1) Masters-level (2) Ed.D. (3) Ph.D. The responses of program track responses were as follows: No program track response = 2 (0.6%); Masters-level= 307 (90.8%); Ed.D. = 4 (1.2%) and Ph.D.= 20 (4.5%). Ten respondents (3%) hand-wrote a different program track in conjunction with at least one of the other aforementioned affiliations. Of these, 6 respondents (1.8%) listed “Ed.S.” as their program track and 4 respondents (1.2%) listed “Master-level and specialist” as their program track.

## Other-Report Group Demographics

While the Other-Report Group consisted of 51 participants, the following data reflects a summary of the 50 respondents (98%) who provided demographic information for at least one item.

## Gender

Seven participants (14%) indicated male as their gender, compared to 43 participants (86%) who indicated female as their gender.

## Age

As all participants listed their exact age, responses to the age variable will be reported as a range. Three participants (6%) did not indicate their age; 26 participants (52%) indicated their age was between 21 and 25 years; 10 participants (20%) indicated their age was between 26 and 30 years; 5 participants (10%) indicated their age was between 31 and 34 years; 3 participants (6%) indicated their age was between 36 and 40 years and 2 participants (4%) indicated their age was between 40 and 55 years.

## Birth Order

The response of birth order was as follows: No response= 5 (10%); Only Child= 3 (6%); Youngest= 15 (30%); Middle= 6 (12%); Eldest= 18(36%); Other unspecified = 1 (2%); Twin= 1 (2%).

## Affiliation

The Affiliation section contained the instructions “(Check all that apply)” along with the following available choices for Program Affiliation were: (1) Counseling (2) Counselor Education (3) Marriage and Family (4) School Counseling (5) Social Work (6) Clinical Psychology (7) Counseling Psychology and (8) Other. The category “other” contained a blank space with the words (“please specify”).

The range of responses for affiliation varied more considerably than any other demographic variable due to the number of respondents who chose more than one affiliation. Given the magnitude of response combinations, the following frequencies reflect the number of participants who indicated the respective affiliation, whether individually or in conjunction with others: Counseling=26 (52%); Counselor Education= 29 (58%); Marriage and Family= 16 (32%); School Counseling= 10 (20%); Social Work= 4 (8%). Five participants (10%) selected “other” as an option, of which three participants (6%) specified “mental health” as a track and two participants (4%) who specified having supplemental credentials not indicated as an option on the scale.

#### Accreditation

The available choices for Program Accreditation were: (1) CACREP (2) CSWE and (3) APA, representing acronyms for The Council for Accreditation of Counseling and Related Educational Programs; the Counsel on Social Work Education and the American Psychological Association respectively. The response of accreditation responses were as follows: No accreditation response= 11 (22%); CACREP accreditation alone= 34 (68%); CSWE accreditation alone = 0 (0%); no CSWE accreditation=1 (.06%); APA accreditation alone=0 (0%); both CACREP and APA accreditation= 1 (2%); “no” responses to all accreditation options= 3 (4%); “yes” responses to all accreditation options= 1 (2%).

#### Program Track

The available choices for program track were: (1) Masters-level (2) Ed.D. (3) Ph.D. Forty participants (80%) selected Masters-level as their track, compared to nine participants (18%)

who selected Ph.D. as their program track and one respondent (2%) who hand-wrote “Ed.S.” in lieu of selecting a program track option.

### Full Group Demographics

#### Gender

From the 387 respondents who provided demographic information, 56 respondents (14.5%) indicated male as their gender, 326 (84.2%) indicated female as their gender and 5 participants (1.3%) did not indicate their gender.

#### Age

From the 387 respondents who provided demographic information, 16 respondents (4.1%) did not list their age; 151 respondents (39%) indicated their age was between the ages of 21 and 25 years, 91 respondents (23.5%) indicated their age was between 26 and 30 years; 39 respondents (10%) indicated their age was between 31 and 35 years; 21 respondents (5.4%) indicated their age was between 36 and 40 years; 21 respondents (5.4%) indicated between 41 and 45 years; 30 respondents (7.75%) indicated their age was between 46 and 50 years and 18 respondents (4.7%) indicated their age was over 50 years.

#### Birth Order

From the 387 respondents who provided demographic information the frequencies of birth order was as follows: No Response= 16 (4.1%); Only Child =41 (10.6); Youngest =114 (29.5%) ; Middle = 58 (15%); Eldest=133 (34.4%); Other= 6 (1.7%). Of the respondents who chose “other,” 4 respondents (1.1%) indicated they were a twin and 2 respondents (0.6%) indicated they were adopted.

## Affiliation

The Affiliation section contained the instructions “(Check all that apply)” along with the following available choices for Program Affiliation were: (1) Counseling (2) Counselor Education (3) Marriage and Family (4) School Counseling (5) Social Work (6) Clinical Psychology (7) Counseling Psychology and (8) Other. The category “other” contained a blank space with the words (“please specify”).

The range of responses for Affiliation varied more considerably than any other demographic variable due to the number of respondents who chose more than one affiliation. Given the magnitude of response combinations, the following frequencies reflect the number of participants who indicated the respective affiliation, whether individually or in conjunction with others: No affiliation response = 6 (1.55%); Counseling = 256 (66.1%) ; Counselor Education = 101 (26.1%); Marriage and Family= 73 (18.9%);School Counseling =108 (27.8%); Social Work = 14 (3.6%); Clinical Psychology = 9 (2.3%); Counseling Psychology =39 (10%); 28 = “other” (7.2%).

## Accreditation

The available choices for Program Accreditation were: (1) CACREP (2) CSWE and (3) APA, representing acronyms for The Council for Accreditation of Counseling and Related Educational Programs; the Counsel on Social Work Education and the American Psychological Association respectively. From the 387 respondents who provided demographic information,

## Program Track

The available choices for program track were: (1) Masters-level (2) Ed.D. (3) Ph.D. From the 387 respondents who provided demographic information the frequencies of Affiliation were

as follows: No Response=2 (0.5%); Masters-level= 346 (89.4%); Ed.D.= 4 (1.0%); Ph.D. = 24 (6.2%). Eleven respondents (2.9%) hand-wrote a different program track in conjunction with at least one of the other aforementioned affiliations. Of these, 6 respondents (1.6%) listed “Ed.S.” as their program track and 5 respondents (1.3%) listed “Master-level and specialist” as their program track.



Table 8: Demographics of Sample

<b>Group</b>	<b>Gender</b>	<b>Age</b>	<b>Birth Order</b>	<b>Affiliation</b>
<u>Self-Report</u> (n=343)	No Response: 5 (1.5%)	No Response: 13 (3.8%)	No Response: 11 (3.2%)	Counseling: 232 (67.6%)
	Male: 49 (14.3%)	21-25 years: 129 (37.6%)	Only: 38 (11.1%)	Counseling Education: 72 (21.0%)
	Female: 289 (84.3%)	26-30 years: 82 (23.9%)	Youngest: 103 (30%)	Marriage and Family: 58 (16.9%)
		31-35 years: 34 (9.9%)	Middle: 52 (15.2%)	School Counseling: 98 (28.6%)
		36-40 years: 19 (5.5%)	Eldest: 117 (34.1%)	Social Work: 10 (2.9%)
		41-45 years: 20 (5.8%)	Other: 17 (5.0%)	Clinical Psych: 10 (2.9%)
		46-50 years: 30 (8.79%)	Twin: 3 (0.9%)	Counseling Psych: 44 (12.8%)
<u>Other-Report</u> (n=51)		51-55 years: 8 (2.3%)	Adopted: 2 (0.6%)	Forensic Psych: 3 (0.9%)
		56+ years: 8 (2.3%)		Other: 26 (7.6%)
	Male: 7 (14%)	No Response: 3 (6%)	No Response: 5 (10%)	Counseling: 26 (2%)
	Female: 43 (86%)	21-25 years: 26 (52%)	Only: 3 (6%)	Counseling Education: 29 (58%)
		26-30 years: 10 (20%)	Youngest: 15 (30%)	Marriage and Family: 16 (32%)
		31-34 years: 5 (10%)	Middle: 6 (12%)	School Counseling: 10 (20%)
		36-40 years: 3 (6%)	Eldest: 18 (36%)	Social Work: 4 (8%)
	40-55 years: 2 (4%)	Other: 2 (4%)	Clinical Psych: 0	
			Counseling Psych: 0	
			Other: 5 (10%)	

(cont')

<b>Group</b>	<b>Accreditation</b>	<b>Track</b>
<u>Self- Report</u>  (n=343)	No response: 100 (29.7%)	No Response: 2 (0.6%)
	CAREP alone: 174 (50.7%)	Masters-level: 307 (89.5%)
	CSWE alone: 0 (0%)	Ed.D: 4 (1.2%)
	APA alone: 13 (3.8%)	Ph.D.: 20 (5.8%)
	CACREP+APA: 17 (5.0%)	Other: 10 (2.9%)
	CACREP+CSWE: 1 (0.3%)	
	No to all: 26 (7.6%)	
	Yes to all: 5 (1.5%)	
	No Response: 11 (22%)	No Response: 0
	CAREP alone: 34 (68%)	Masters-level: 40 (80%)
<u>Other- Report</u>  (n=51)	CSWE alone: 0	Ed.D.: 0
	APA alone: 0	Ph.D.: 9 (18%)
	CAREP + APA: 1 (2%)	Other (Ed.S.): 1 (2%)
	No to all: 3 (4%)	
	Yes to all: 1 (2%)	

## CHAPTER FIVE: DISCUSSION

This chapter summarizes and discusses this study's results, along with the relevant and existing literature regarding altruism, scale construction, and career choice. The chapter will be divided into five sections. (1) Section one will present a brief overview of the study; (2) section two will present a discussion of summary of the results for the research question, with attention to the model of altruism presented for this study; (3) section three will discuss the limitations related to the study's methodology and results; (4) section four will discuss future considerations based upon the limitations mentioned; (5) section five will discuss implications for counselor educators; and (6) section six will present a brief summary and conclusion.

### Section One: Overview of Study

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. This instrument was produced utilizing a combination of items from a preexisting scale ("Robinson-Heintzelman Inventory) and items produced through a thorough literature review focusing on influences motivating one's choice to enter counseling as a career. The study investigated the following question: Can a factor analysis of responses to the revised *Robinson-Heintzelman Inventory* yield identifiable factors indicating self-identified motivating influences underlying students' decision to pursue a career in the field of counseling?

In this study, two groups of graduate students in counseling-related programs were utilized: The "Self-Report" Group (Group One) provided their own responses to the inventory while the "Other-Report" Group (Group Two) responded to the inventory as they predicted other students in counseling graduate students would respond. With this in mind, the following null

hypotheses were asserted: Null Hypothesis One (1): Factor analysis of responses to the revision of the study's inventory will yield no identifiable factors. Null hypothesis two (2): Analysis of results will yield no identifiable motivating influences underlying students' decision to pursue a career in the field of counseling.

## Section Two: Discussion of the Results for Research Question

### Research Question

Can a factor analysis of responses to the revised *Robinson-Heintzleman Inventory* yield identifiable factors indicating self-identified motivating influences underlying students' decision to pursue a career in the field of counseling?

Both of the null hypotheses proposed at the beginning of the study were rejected. Using Kaiser's rule, a factor analysis of responses from the 347 members of the "Self-Report" Group indicated six prominent factors composed of select items from the inventory, identified based upon the strength of their loading relative to the respective factor. These factors account for approximately 52.68% of all the variable variance. An examination of the structure matrix illustrates that these six factors cluster into identifiable groups, suggesting that the manner in which participants responded consistent for many of these items. Based upon item clustering, factor names were assigned to each factor independent of students' response scores to these items. Each factor is interpreted with respect to the mean response scores for each item. From analyzing mean responses to items within each factor, results indicated consistencies within three of these hypotheses set forth in this study's model, but no generalization to any one hypothesis

alone. What follows, is a discussion of those factors which support the hypotheses set forth in this study's model. As a whole, results indicated consistencies within three of these hypotheses, but no generalization to any one hypothesis alone.

### *Self-Efficacy Hypothesis*

Most items grouped under factor one ("Self-Efficacy/Professional Skills") focused on students' self-perceived professional skills and professional self-efficacy as a counselor-in-training. Low mean responses to these items illustrates that students generally reported high levels of self-efficacy as counselors, evidenced by low levels of anxiety with regard to utilizing their professional skills and low levels of anxiety with regard to with working with clients. This is consistent with this study's *Self-Efficacy Hypothesis*, which states that proficiency in a given skill is a necessary component of helping (Midlarsky, 1968; Staub, 1971), and that people tend to help if they regard themselves as having competence in their abilities, or have high self-efficacy respective to a particular helping behavior because they will feel less anxious about 'doing the right thing' (Withey, 1962; Staub, 1971).

### *Empathic-Joy Hypothesis*

Similarly, high mean responses ( $\geq 4.21$ ) to factor five ("Professional Practice") indicate that students looked forward to (or anticipated) building their skills as a counselor, working with clients, and seeing clients improve functioning by meeting their goals. This is partially consistent with the *Empathic-Joy Hypothesis*, which proposes that helpers experience joy upon the fulfillment of a helpee's needs (Smith, Keating, and Stotland, 1989). The partial inconsistency is a function of students' lack of apprehension or anxiety at working with clients, as evidenced by low mean responses to items #70 and #74 from factor one. Thus, students reported looking

forward to helping their clients achieve, but did not report feeling anxious or uncomfortable about the counseling process.

### *Negative State Relief (Model)*

The juxtaposition of the aforementioned responses is wholly inconsistent with the *Negative State Relief* portion of this study's model, which suggests that people help in order to avoid negative feelings evoked by the helpee's distress (Smith, Keating, & Stotland, 1989; Eisenberg and Miller, 1987; Cialindi, et al., 1987; Schroeder, Dovidio, Sibicky, Matthews, & Allen, 1988). The fact that that student counselors-in-training report looking forward to working with clients, but not report anticipating feeling undue discomfort as a result of the counseling process suggests that student counselors-in-training are not helping in order to avoid the negative feelings which might be elicited by clients' presenting concerns. As well, low mean responses to questions focusing on past experiences being a hindrance to students' future work as counselors indicates that students don't feel that their own 'issues' may hinder their practice as counselors. These results also contrast the notion that counselors are 'wounded healers' who entered the profession to address those needs which were not met during their formative years (Ellis, 2005; Norcross and Faber, 2005; Sedgwick, 1994; Fussell and Bonney, 1990; Holt and Luborsky 1958).

### *Empathy-Altruism Hypothesis*

Finally, the items grouped under factor two ("Self-Understanding/Self Growth") focused on influences motivating students to become a counselor as well as anticipated benefits of the counseling process. From these, items #47 and #52 had relatively high mean responses (3.57 and 3.85 respectively) compared to the most of the other items. These two items focused those

aspects of counseling mutually beneficial to counselor and client. The juxtaposition of these two items with the mean responses for items grouped under factor five is also consistent with the *Empathy-Altruism* hypothesis, which states proposes that helpers can achieve a vicarious state of happiness upon improving the welfare of others. Further, this hypothesis proposes that that helping behaviors fall on a continuum ranging from self-serving to other-serving, with a mutually beneficial median falling between these two extremes. That students regarded learning more about life through the counseling process (Item #52), and helping both themselves and others (Item #47) as being somewhat satisfying in comparison to greatly anticipating helping clients improve and meet their goals, suggests the students fall higher on the ‘other-serving’ component of this continuum.

#### *Other hypotheses*

Results also indicated consistencies and inconsistencies with accounts offered by professional counselors, as discussed in the literature review, apart from this study’s model of altruism. For example Kasow (2005) reported that, beginning in junior high school, her peers sought her out for advice and counsel and attributes her reputation as being a helpful and trusted confidante to her active listening abilities, her nonjudgmental approach and her genuine interest in helping others. The author described feeling a calling to a career path in counseling as an undergraduate student, and certain of this career as a doctoral student. Generally low mean results ( $2.23 \leq x \leq 3.36$ ) from those items grouped under factor six (“Counselor Identity Formation”), suggest that students did not always anticipate choosing counseling as a career. Specifically, the moderate mean response ( $x \approx 3.21$ ,  $sd \approx 1.61$ ) to item #97 suggests that students

neither agreed nor disagreed that they anticipated becoming a counselor by undergraduate graduation.

Additionally, given that familial, cultural, and psychological influences as contributing to counseling as a career choice, a group of practitioners who warrants attention, are those who whose parents prematurely placed them into an adult-role by seeking them out for emotional care. Such ‘parentified’ children may extend their childhood role as a caregiver into adulthood by pursuing a helping-profession (DiCaccavo, 2002; Blumenstein, 1986). As adults, they may view a helping-oriented career choice as providing the validation and recognition they did not receive from their family who placed them in the helper-role during their formative years (Lackie, 1983; DiCaccavo, 2002). Nonetheless, low mean responses for items grouped under factor 4 (“Early Caretaker Experiences”) do not suggest that participants generally fit this trend, as participants denied having been put into a ‘caretaker role’ for other siblings or for adults while growing up.

### Section Three: Limitations Related to Methodology and Results

While this study may add to the breadth of literature on career choice and professional development, there are several limitations to consider when interpreting the results. Major limitations are listed below. Subsequent suggestions for future research are discussed in the section entitled, “Conclusions and Future Considerations.”

#### Limitation One:

While this study utilized a considerably large sample size, the sample may not be wholly representative of the population of counselors-in training, as the majority of respondents were students in the south and southeastern United States.



#### Limitation Two:

The second limitation pertains to the demographics section of the scale. The range of responses for affiliation varied more considerably than any other demographic variable due to the number of respondents who chose more than one affiliation. Many respondents may have inadvertently misrepresented their affiliation/program track in the “Demographics” section of the scale. For example, many students listed themselves as being in more than one graduate program track (e.g. Counseling, *and* Counseling Psychology, *and* Forensic Psychology). As well, many students who attended a non-accredited program listed their program as being nationally accredited by a governing body (e.g. ACA, CACREP). While ascertaining the rationale for this tendency is beyond the scope of this study, this limitation is worth noting, as it may invalidate the process of examining scale response choices as mediated by such demographic variables as program track and program accreditation.

#### Limitation Three:

The majority of this scale’s items derived from research gathered from peer-reviewed journal articles written by counselors who discussed either those influences motivating them to pursue a career in counseling or general theories related to career choice in the helping professions. No scale items derived from previously explored responses to open-ended questions offered by counseling graduate students. Similarly, no scale items derived from responses proposed by counseling faculty.

#### Limitation Four:

The fourth limitation worth noting pertains to the issue of accounting for “socially-desirable” response patterns. Social desirability was initially accounted for by asking a secondary group of counselors-in-training to respond to the scale according to the following directions: “Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following question.” Most of the participants in this group commented that this protocol was too difficult to follow, adding that they had a difficult time hypothesizing how other students might respond. Social-desirability was not accounted for by response patterns to items measuring this construct. Additionally, some participants may have unconsciously provided socially-desirable responses without truly considering if they were accurate indicators of their true feelings.

#### Limitation Five:

The initial length of the scale may prompt respondent fatigue among the participants. Given that the scale takes approximately twenty minutes to complete, participants may not have thought as critically about items near the end of the scale as with those in the beginning. Several participants supported this notion as comments on the inventory.

#### Limitation Six:

There is no universally agreed upon operational definition of altruism, as it has a variety of social, religious, and philosophical implications. Though several hypotheses served as the foundation upon which the scale for this study was created, there is no consensus within the

literature identifying a single hypothesis or theory of altruism. As well, it may be inappropriate to infer that specific actions or motivations are altruistic because they may be functions of latent variables not considered or identified.

#### Section Four: Future Considerations

Future research focusing constructing a scale to measure career influences for counselors-in-training may incorporate several steps not taken during this study. The following suggestions are based on the limitations noted in the above section.

##### Suggestion One:

Given the limited geographic demographics of this sample, future research may benefit from incorporating a broader cross-section of participants in the sample. Such a sample would include respondents from a greater variety of states, and programs. For example, a larger sample would include a similar proportion of students from the south, northeast, northwest, etc. Future research may also preserve a similar proportion of students from specific programs

##### Suggestion Two:

The second suggestion pertains to the demographics section of the scale. An analysis of the participants' demographic responses illustrates that many participants listed themselves as being in several mutually-exclusive program tracks at the same time (e.g. Counseling and Counseling Psychology and Forensic Psychology). To prevent similar response patterns, future research may benefit from addressing this issue with both the class instructor and participants prior to students' participation. For example, prior to administering a scale in a class, the

administrator may verify with each course instructor the range of program tracks represented within each class. The administrator could then ask respondents to indicate the program track respective to their degree program and allow for questions if necessary. For example, some Ph.D. Counseling Psychology programs grant students a Master of Arts in Counseling or Counseling Psychology en route to attaining the doctorate. Such students would only list themselves as being in a Ph.D. Counseling Psychology track, as it would be the terminal degree sought. The administrator would also verify with the instructor whether or not the respective program was accredited by a governing body (e.g. APA, CACREP, etc.) and ensure students noted the appropriate response.

#### Suggestion Three:

Given that the majority of this scale's items derived from peer-reviewed journal articles, future research may benefit from incorporating scale items based upon anonymous responses to open-ended questions from graduate counseling students. The development of future scale items may benefit from incorporating responses gathered from an initial developmental sample of graduate students. Following this format, an initial developmental sample of masters-level and doctoral-level students would respond to the same questions utilized in this study's scale, but without being presented with any possible response choices. Thus, participants would be encouraged to think more freely about, and perhaps discuss their responses, rather than simply rank their response to provided items. This method may incorporate a qualitative approach to gathering data, either through a semi-structured interview or by asking respondents to anonymously discuss via paper-and-pencil, the responses they offer. The latter approach may yield more honest responses, as respondents would not be coupling their identify with any potential less socially-desirable responses. From this, scale developers may identify reoccurring

responses and/or themes representative of the developmental sample, apart from that garnered from the available literature. These responses and themes could then be incorporated into scale items following the format of this study's scale, and administered to a second developmental sample. Similarly, future research may also benefit from incorporating scale items based upon responses to open-ended questions by counseling faculty regarding on counselors-in-training.

#### Suggestion Four:

Future research may wish to incorporate scale items which would identify socially-desirable response tendencies among participants. Thus, those participants who offer specific responses to items measuring social-desirability may also provide similar "socially-desirable" responses to other scale items. In such a case, while the overall responses may be utilized to screen out less "honest" responses they may still provide valuable information about socially-desirable response tendencies. Another possible deterrent to providing socially-desirable responses involves utilizing reverse scoring for various items. For example, in a given section with a 5-point Likert-scale indicating level of agreement several items may read "I believe that..." while other items may read, "I don't believe that..." Finally, given the difficulties encountered with asking a secondary developmental sample ("Other-Report Group") to identify items prone to socially-desirable responses, future research may benefit from utilizing a different approach to accounting for this construct.

#### Suggestion Five:

Given the initial length of the scale may prompt respondent fatigue among the participants, researchers should take caution not to include a large number of items on an initial inventory.

Typically a factor analysis of results may help eradicate erroneous or inappropriate items. One possible solution to the dilemma of scale length is to run a factor analyses of responses between repeated administration to developmental samples in order to identify those items suitable for removal. In other words, conducting repeated factor analyses of responses may help shorten the scale by eliminating erroneous items.

#### Suggestion Six:

Although no consensus exists regarding an appropriate overarching, operational definition of altruism, future research could examine self-identified altruistic behaviors and motivations as they pertain to specific situations, both professionally and personally. Future research could also utilize the methodology utilized in this study to examine altruism expressed in a variety of other professions. The results from such studies may provide greater insight into the altruism spectrum. As well, future research may look at intersecting demographic variables with respect to each factor to identify possible variances in mean response by gender, age, etc. As such, the difficulty of identifying an overarching universally-agreed upon operational definition may not be a detriment. The ambiguity surrounding the construct of altruism as being a function of numerous latent variables allows for further exploration and discussion in the counseling and educational realm.

#### Section Five: Implications for Counselor Educators

Given that the results for this study are directly applicable to counselors-in-training, the results of this study impart several implications for counselor educators. What follows are

considerations for counselor educators working with current and prospective graduate counseling students at all levels.

Fundamentally, the question must be asked if determining the range of possible implications for one's motivation to entering the counseling profession is beneficial for both the respective student and a program's faculty. A second question worth posing is, twofold: how important is it for students to be cognizant of these motivations, and if such information is identified, to what extent is it relevant or appropriate for admissions, supervision, and advising practices? Though some motivations for choosing counseling as a career may be unconscious for some students and conscious, but private for others, they may likely influence the formation of one's professional identity and one's practice as a therapist. As such students' motivations for pursuing counseling as a career can have strong implications for counselor educators working closely with graduate students at any level, whether they are masters level counselors-in-training, or doctoral level counselor educators-in-training. Such information may also be beneficial for research examining such constructs as professional identity, theoretical orientation, self-efficacy, counselor or student impairment, and professional burnout. Given that one of the major factors surfacing from the factor analysis of results included items related to self-efficacy and professional skills, counselor educators may wish to address this and related topics in relevant classes, such as Practicum, Ethics, or Techniques of Counseling. It is important for counselor educators to encourage students to remain aware of what issues related to their practice as a counselor are most salient for them and to seek guidance, feedback, and supervision accordingly. This is consistent with the work of Sussman (1992) who urges all counselors and counselors-in-training to reflect on the influences motivating their work as counselors. Similarly, Barnett

(2007) contends that the true underlying influences motivating counseling as a career choice may best be understood in hindsight and with professional maturity.

### Section Six: Summary and Conclusion

The purpose of this study was to describe an appropriate protocol for developing a psychometrically sound instrument to assess perceived influences motivating graduate students to enter the counseling profession. The study utilized a four-pillared model comprised of various hypotheses governing altruism, or helping behaviors. Results indicated consistencies within three of these hypotheses, supporting the assertion that the inclination to help cannot be explained by a single equation. This is consistent with the similarity of definitions of altruism found throughout the literature, but no consensus on subsequent indicators or underlying motivations for behaving altruistically (Milenkovic and Sakotic, 1997; Smith, Keating, and Stotland, 1989). Given the variability of hypothesis consistent with students' responses, no single altruism hypothesis or model of altruism can, in and of itself, explain why one chooses counseling as a career any more than it can explain why one chooses to help in general. Thus, best data yielded from in this study may best be explained in terms of Sussman's (1992) depiction of the myriad of influences motivating counseling as a career choice, which may or may not stem from personal struggles. The author stresses that, because such influences vary from person to person and are ultimately a function of deeper motivations driving the desire to help others, all counselors should reflect on what needs may be met by their own career choice and practice. Given the range of similarities and differences expressed, this may be the most salient advice for all counselors-in-training.



APPENDIX A  
ORIGINAL INVENTORY (“ROBINSON-HEINTZELMAN”)

## Robinson-Heintzleman Inventory

Following are four root statements about you as a counselor. Below each statement are five sets of three possible choices about the statement. For each number, please circle the choice that describes you. Circle only one choice, even if you would consider more than one to be true of yourself. Pick the one that you feel MOST describes you of the three possible choices.

**In your decision to become a counselor, how important were the following considerations:**

- |    |  |  |   |
|----|--|--|---|
| 1. | A. Personal Growth   | B. Sense of achievement  | C. The joy of helping others                                      |
| 2. | A. Pursuing a profession in which I could learn to help others | B. Finding a greater sense of personal identity                    | C. The opportunity to help others with problems similar to my own |
| 3. | A. Helping people find their own answers                       | B. Knowing what intense issues my clients will bring to counseling | C. Gaining a greater understanding of humanity                    |
| 4. | A. Entering an exciting profession                             | B. A chance to continue working on my own healing                  | C. Learning about how to help others                              |
| 5. | A. Giving something back to society                            | B. An exciting and interesting job                                 | C. Learning about other people                                    |

**The most satisfying thing about becoming a counselor is:**

- |     |   |   |   |
|-----|---|---|---|
| 6.  | A. It helps me with my own issues                       | B. I really enjoy being with other people                 | C. I have a lot to offer others                                 |
| 7.  | A. I find other peoples' problems interesting           | B. I can help others and myself                           | C. I like to work with people                                   |
| 8.  | A. I enjoy helping those less able to do for themselves | B. Seeing others achieve gives me a sense of satisfaction | C. The self-disclosure of others puts my life in perspective    |
| 9.  | A. Helping change other people's dysfunctional behavior | B. Delving into my client's interesting problems          | C. Learning more about life through the counseling process      |
| 10. | A. Working with others helps me find meaning in life    | B. My life has meaning because I work with others         | C. With the chance to help others, my life would be meaningless |

**As a beginning counselor:**

- |     |   |   |   |
|-----|---|---|---|
| 11. | A. I worry that I may do harm to my clients                               | B. I worry that I may be embarrassed in front of my peers             | C. I worry that I won't have the necessary skills to do what I want to do |
| 12. | A. I look forward to hearing about my clients' lives                      | B. I look forward to helping my clients meet their goals              | C. I look forward to building skills as a counselor                       |
| 13. | A. I look forward to putting techniques that I have learned into practice | B. I look for evidence that I have helped my clients                  | C. I look forward to seeing my clients improve their coping skills        |
| 14. | A. I am concerned about my level of anxiety in working with clients       | B. I am concerned that I won't know what to say                       | C. I am concerned that I won't be able to help my clients                 |
| 15. | A. I am concerned that my issues may hinder my counseling practice        | B. I am concerned that some client's issues may make me uncomfortable | C. I am concerned that I won't know how to ensure my clients' comfort     |

**Ten years from now:**

- |     |  |  |   |
|-----|--|--|---|
| 16. | A. I will still find joy in helping others             | B. Problems that clients have might get to me                          | C. I see myself getting the same level of satisfaction in being a counselor       |
| 17. | A. I will have moved well beyond entry-level positions | B. I will be proud of my accomplishments with clients                  | C. Counseling will still be a great learning experience for my clients and myself |
| 18. | A. I will continue to connect with my clients          | B. I will employ highly creative strategies during counseling sessions | C. My clients' experiences might be too stressful for me to empathize with        |
| 19. | A. I will continue to connect with my clients          | B. I could almost live vicariously through my clients                  | C. My practice will take energy away from other activities                        |
| 20. | A. I feel integrated                                   | B. I see joy in a client   | C. I know I helped a client meet a goal   |
| 21. | A. A client thanks me for my help                      | B. I am promoted to a higher position                                  | C. My client and I grow together  |
| 22. | A. A supervisor feels good about my practice           | B. I see improvements in my clients' outcomes                          | C. Some of my own issues are taken care of  |
| 23. | A. Counseling will continue to be integral to my life  | B. I will derive meaning in life as a professional counselor.          | C. Much of my identity will be based on being a counselor.                        |

**I know I will be successful when:**

- |     |  |   |  |
|-----|--|---|--|
| 24. | A. I feel integrated                           | B. I see joy in a client                      | C. I know I helped a client meet a goal                    |
| 25. | A. A client thanks me for my help              | B. I am promoted to a higher position         | C. My client and I grow together                           |
| 26. | A. A supervisor feels good about my practice   | B. I see improvements in my clients' outcomes | C. Some of my own issues are taken care of                 |
| 27. | A. My personal growth continues                | B. Client relapse decreases                   | C. Peak experiences with clients tell me that I am helping |
| 28. | A. I am accepted for advanced graduate studies | B. My clients and I both grow from counseling | C. Clients change destructive behaviors                    |

APPENDIX B  
REVISED "ROBINSON-HEINTZELMAN" INVENTORY (SELF-REPORT)

### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following question according to the rubric provided.

- 1: Not at all an influence
- 2: A weak influence
- 3: A moderately strong influence
- 4: A strong influence
- 5: A Very strong influence
- N/A: Not applicable/irrelevant

**A. How significant were the following factors in your decision to become a counselor?**

1.	The opportunity to achieve personal growth.	1	2	3	4	5	N/A
2.	My ability to be a good listener.	1	2	3	4	5	N/A
3.	Gaining a sense of personal achievement.	1	2	3	4	5	N/A
4.	Having previous experience with helping others.	1	2	3	4	5	N/A
5.	Finding a greater sense of personal identity.	1	2	3	4	5	N/A
6.	Having an opportunity to help others with problems similar to my own.	1	2	3	4	5	N/A
7.	Discovering what intense issues my clients will bring to counseling.	1	2	3	4	5	N/A
8.	Obtaining credentials which may help me better fight for social causes I believe in.	1	2	3	4	5	N/A
9.	Gaining a greater understanding of humanity.	1	2	3	4	5	N/A
10.	Having an opportunity to help others	1	2	3	4	5	N/A
11.	Entering an exciting/interesting profession.	1	2	3	4	5	N/A
12.	Having an opportunity to work on my own healing.	1	2	3	4	5	N/A
13.	Learning how to help others.	1	2	3	4	5	N/A
14.	Giving something back to society.	1	2	3	4	5	N/A
15.	Gaining a greater understanding of my family.	1	2	3	4	5	N/A
16.	Learning about other people.	1	2	3	4	5	N/A
17.	The influence of certain factors from my upbringing.	1	2	3	4	5	N/A
18.	Attaining the highest degree possible in my field.	1	2	3	4	5	N/A
19.	Chance events in my life.	1	2	3	4	5	N/A
20.	The influence of specific mentors or role models.	1	2	3	4	5	N/A
21.	The influence of one or more professor(s) and/or teacher(s).	1	2	3	4	5	N/A
22.	Cultural or ethnic influences.	1	2	3	4	5	N/A
23.	The influence of friends or peers.	1	2	3	4	5	N/A
24.	The influence of my religion/faith.	1	2	3	4	5	N/A
25.	Using my own personal experiences of pain to help others overcome or cope with similar situations.	1	2	3	4	5	N/A
26.	Having an interest in studying human behavior.	1	2	3	4	5	N/A
27.	The influence of well-known counseling professionals.	1	2	3	4	5	N/A
28.	The desire to understand other people and the world we live in.	1	2	3	4	5	N/A

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### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following question according to the rubric provided.

- 1: Not at all an Influence
- 2: A weak influence
- 3: A moderately strong influence
- 4: A strong influence
- 5: A very strong influence
- N/A: Not applicable/irrelevant

**A. How significant were the following factors in your decision to become a counselor?  
(cont')**

29.	Entering a career with potential variability in counseling settings (e.g. agency, school, hospital, private practice, etc.).	1	2	3	4	5	N/A
30.	To become a happier individual.	1	2	3	4	5	N/A
31.	The opportunity to transform into a new person.	1	2	3	4	5	N/A
32.	Having been helped by a counselor myself.	1	2	3	4	5	N/A
33.	Feeling or having felt like an outsider.	1	2	3	4	5	N/A
34.	The influence of one or more family members.	1	2	3	4	5	N/A
35.	The opportunity to get to know myself better.	1	2	3	4	5	N/A
36.	The desire to change careers.	1	2	3	4	5	N/A
37.	The desire to supplement a similar career with further education.	1	2	3	4	5	N/A
38.	The opportunity to be self-employed.	1	2	3	4	5	N/A
39.	Entering a career with flexible work hours.	1	2	3	4	5	N/A
40.	My exposure to counseling through the media (TV, radio, magazines, books, newspaper, etc.).	1	2	3	4	5	N/A
41.	High income potential.	1	2	3	4	5	N/A
42.	The class schedule of my particular counseling program.	1	2	3	4	5	N/A
43.	Obtaining credentials which may earn me respect from others.	1	2	3	4	5	N/A

If there are any other factors which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following statement according to the rubric provided.

- 1: Not at all satisfying
- 2: A little satisfying
- 3: Somewhat satisfying
- 4: Satisfying
- 5: Very satisfying
- N/A: Not applicable/Irrelevant

**B. I anticipate that some of the most satisfying things about the counseling career will include:**

44.	Helping myself with certain issues.	1	2	3	4	5	N/A
45.	Working with other people.	1	2	3	4	5	N/A
46.	Finding interest in the issues some clients present.	1	2	3	4	5	N/A
47.	Helping both myself and others.	1	2	3	4	5	N/A
48.	Helping those less able to help themselves.	1	2	3	4	5	N/A
49.	Seeing others achieve.	1	2	3	4	5	N/A
50.	Helping change other people's problematic behaviors.	1	2	3	4	5	N/A
51.	Exploring issues with clients.	1	2	3	4	5	N/A
52.	Learning more about life through the counseling process.	1	2	3	4	5	N/A
53.	Finding meaning in life through working with others.	1	2	3	4	5	N/A
54.	The chance to better understand myself.	1	2	3	4	5	N/A
55.	Attaining the highest degree possible in my field.	1	2	3	4	5	N/A
56.	The chance to learn about things important to me.	1	2	3	4	5	N/A
57.	The opportunity to consider important philosophical questions.	1	2	3	4	5	N/A
58.	The emotional intensity I may experience with a client.	1	2	3	4	5	N/A
59.	Making a good living while helping others.	1	2	3	4	5	N/A
60.	Entering a profession that others may respect.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following statements according to the rubric provided.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/Irrelevant

**C. In considering my role as a counselor:**

61.	I feel as though I am a good listener.	1	2	3	4	5	N/A
62.	I am concerned that I may do harm to my clients.	1	2	3	4	5	N/A
63.	I am concerned that I may be embarrassed in front of my peers.	1	2	3	4	5	N/A
64.	I am concerned that I won't have the necessary skills to do what I want to do.	1	2	3	4	5	N/A
65.	I look forward to hearing about my clients' lives.	1	2	3	4	5	N/A
66.	I look forward to helping my clients meet their goals.	1	2	3	4	5	N/A
67.	I look forward to building skills as a counselor.	1	2	3	4	5	N/A
68.	I look forward to putting techniques that I have learned into practice.	1	2	3	4	5	N/A
69.	I look forward to seeing my clients improve their coping skills.	1	2	3	4	5	N/A
70.	I am concerned about my level of anxiety in working with clients.	1	2	3	4	5	N/A
71.	I am concerned that I won't know what to say.	1	2	3	4	5	N/A
72.	I am concerned that I won't be able to help my clients.	1	2	3	4	5	N/A
73.	I am concerned that my own issues may hinder my practice as a counselor.	1	2	3	4	5	N/A
74.	I am concerned that some client's issues may make me uncomfortable.	1	2	3	4	5	N/A
75.	I am concerned that certain things from my past may prevent me from being an effective counselor.	1	2	3	4	5	N/A
76.	I am concerned that I won't know how to ensure my clients' comfort.	1	2	3	4	5	N/A
77.	I am concerned that I won't be able to stop thinking about my clients' issues when I'm not at work.	1	2	3	4	5	N/A
78.	I would feel ineffective as a therapist if a client didn't develop insight that led to growth.	1	2	3	4	5	N/A
79.	I have experienced self-doubt about my abilities as a counselor.	1	2	3	4	5	N/A

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## Kuch-Robinson Inventory

**Directions:** Please rate your response to the following statements according to the rubric provided.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neither Agree nor Disagree
- 4: Agree
- 5: Strongly Agree
- N/A: Not applicable/Irrelevant

**C. In considering my role as a counselor (cont'):**

80.	I anticipate that I will be able to effectively fight for social causes I believe in.	1	2	3	4	5	N/A
81.	I am curious about the psychological processes of people in general.	1	2	3	4	5	N/A
82.	I can easily identify a category of clients I would refuse to work with for personal reasons.	1	2	3	4	5	N/A
83.	I am concerned that I will have difficulty asking for feedback from peers.	1	2	3	4	5	N/A
84.	I am concerned that I will have difficulty asking for feedback from a supervisor.	1	2	3	4	5	N/A
85.	Without the chance to help others, my life would be meaningless.	1	2	3	4	5	N/A
86.	I feel as though I have a lot to offer others.	1	2	3	4	5	N/A
87.	The self-disclosure of others can help put my own life in perspective.	1	2	3	4	5	N/A
88.	It is nearly impossible to identify the factors leading to my decision to become a counselor.	1	2	3	4	5	N/A
89.	I am concerned that I will have difficulty asking for support from peers.	1	2	3	4	5	N/A
90.	I am concerned that I will have difficulty asking for support from a supervisor.	1	2	3	4	5	N/A
91.	I am concerned that I will experience "burnout."	1	2	3	4	5	N/A
92.	I feel that differences in such demographics as religion, family background, race, ethnicity and culture are important in trying to understand another person.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following statement according to the rubric provided.

- 1: Strongly disagree
- 2: Somewhat disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/irrelevant

**D. Considering my choice to enter this field:**

93.	I know that I am "meant to be" a counselor.	1	2	3	4	5	N/A
94.	Some experiences in my past may hinder my ability to offer guidance.	1	2	3	4	5	N/A
95.	I have always known that I would pursue counseling as a career.	1	2	3	4	5	N/A
96.	By my high school graduation I knew that I wanted to become a counselor.	1	2	3	4	5	N/A
97.	By my undergraduate graduation, I knew that I wanted to become a counselor.	1	2	3	4	5	N/A
98.	I didn't consider becoming a counselor until working after undergraduate graduation.	1	2	3	4	5	N/A
99.	For me, the profession of counseling is "a calling."	1	2	3	4	5	N/A
100.	Some experiences in my past may better enable me to offer guidance.	1	2	3	4	5	N/A
101.	Some experiences in my past have helped drive my desire to become a counselor.	1	2	3	4	5	N/A
102.	I am uncertain if counseling is the right profession for me.	1	2	3	4	5	N/A
103.	Overcoming certain negative experiences from my past has inspired me to become a counselor.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate your response to the following statement according to the rubric provided.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/irrelevant

**E. Considering my upbringing:**

104.	I always felt loved and cared for by my caregivers.	1	2	3	4	5	N/A
105.	I felt sensitive to the needs or emotions of others.	1	2	3	4	5	N/A
106.	In my family, love was expressed through actions.	1	2	3	4	5	N/A
107.	I feel sensitive to the needs or emotions of others more so than the average person.	1	2	3	4	5	N/A
108.	In my family, love was expressed through words.	1	2	3	4	5	N/A
109.	Before turning eighteen, I had moved away from a community more than twice.	1	2	3	4	5	N/A
110.	I had many friends.	1	2	3	4	5	N/A
111.	I tried hard to be liked and accepted.	1	2	3	4	5	N/A
112.	I often felt "different" or like an "outsider."	1	2	3	4	5	N/A
113.	I adopted a 'caretaker' role for authority figures in my family.	1	2	3	4	5	N/A
114.	I adopted a 'caretaker' role for other siblings in my family.	1	2	3	4	5	N/A
115.	As a child, I felt that certain adults turned to me for emotional support.	1	2	3	4	5	N/A
116.	As a child, I felt that siblings turned to me for emotional support.	1	2	3	4	5	N/A
117.	Growing up, I felt as though my <i>emotional</i> needs were fully satisfied by my primary caregivers.	1	2	3	4	5	N/A
118.	Growing up, I felt as though my <i>physical</i> needs were fully satisfied by my primary caregivers.	1	2	3	4	5	N/A

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**Directions:** Please rate your response to the following statements according to the rubric provided.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/Irrelevant

**E. Considering my upbringing (cont'):**

119.	There are some experiences from my past I am having difficulty letting go of.	1	2	3	4	5	N/A
120.	At least one member in my immediate family has/had a psychological disorder.	1	2	3	4	5	N/A
121.	I have experienced at least one major trauma in my life.	1	2	3	4	5	N/A
122.	I have worried about being successful.	1	2	3	4	5	N/A
123.	I have worried about gaining approval from others.	1	2	3	4	5	N/A
124.	I can identify at least one close friend who has/had a psychological disorder.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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## Kuch-Robinson Inventory

### Demographic Information

While the following demographic information is optional, such information will assist with interpreting results based on demographic information. This information will not be used in any way to link your identity to your responses. However, participants are free to omit any or all of the following information for any reason without penalty or prejudice to them. All records will be secured in a locked file cabinet with no reference to participant names. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual participants. All students will have the opportunity to access any and all information regarding the study, once it is complete.

Gender: M    F

Age: \_\_\_\_\_

Birth order: Only    Youngest    Middle    Eldest    Other

#### Affiliation (Check all that apply)

Counseling	_____			
Counselor Education	_____			
Marriage and Family	_____	CACREP Accreditation	Yes	No
School Counseling	_____			
Social Work	_____	CSWE Accreditation	Yes	No
Clinical Psychology	_____			
Counseling Psychology	_____	APA Accreditation	Yes	No

Other (please specify): \_\_\_\_\_

#### Track

Masters-level \_\_\_\_\_  
Ed.D. \_\_\_\_\_  
Ph.D. \_\_\_\_\_



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APPENDIX C  
REVISED ROBINSON-HEINTZELMAN INVENTORY (OTHER-REPORT)

### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following question.

- 1: Not at all an influence
- 2: A weak influence
- 3: A moderately strong influence
- 4: A strong influence
- 5: A Very strong influence
- N/A: Not applicable/irrelevant

**A. How significant were the following factors in your decision to become a counselor?**

1.	The opportunity to achieve personal growth.	1	2	3	4	5	N/A
2.	My ability to be a good listener.	1	2	3	4	5	N/A
3.	Gaining a sense of personal achievement.	1	2	3	4	5	N/A
4.	Having previous experience with helping others.	1	2	3	4	5	N/A
5.	Finding a greater sense of personal identity.	1	2	3	4	5	N/A
6.	Having an opportunity to help others with problems similar to my own.	1	2	3	4	5	N/A
7.	Discovering what intense issues my clients will bring to counseling.	1	2	3	4	5	N/A
8.	Obtaining credentials which may help me better fight for social causes I believe in.	1	2	3	4	5	N/A
9.	Gaining a greater understanding of humanity.	1	2	3	4	5	N/A
10.	Having an opportunity to help others	1	2	3	4	5	N/A
11.	Entering an exciting/interesting profession.	1	2	3	4	5	N/A
12.	Having an opportunity to work on my own healing.	1	2	3	4	5	N/A
13.	Learning how to help others.	1	2	3	4	5	N/A
14.	Giving something back to society.	1	2	3	4	5	N/A
15.	Gaining a greater understanding of my family.	1	2	3	4	5	N/A
16.	Learning about other people.	1	2	3	4	5	N/A
17.	The influence of certain factors from my upbringing.	1	2	3	4	5	N/A
18.	Attaining the highest degree possible in my field.	1	2	3	4	5	N/A
19.	Chance events in my life.	1	2	3	4	5	N/A
20.	The influence of specific mentors or role models.	1	2	3	4	5	N/A
21.	The influence of one or more professor(s) and/or teacher(s).	1	2	3	4	5	N/A
22.	Cultural or ethnic influences.	1	2	3	4	5	N/A
23.	The influence of friends or peers.	1	2	3	4	5	N/A
24.	The influence of my religion/faith.	1	2	3	4	5	N/A
25.	Using my own personal experiences of pain to help others overcome or cope with similar situations.	1	2	3	4	5	N/A
26.	Having an interest in studying human behavior.	1	2	3	4	5	N/A
27.	The influence of well-known counseling professionals.	1	2	3	4	5	N/A
28.	The desire to understand other people and the world we live in.	1	2	3	4	5	N/A

(continue next page)



### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following question.

- 1: Not at all an Influence
- 2: A weak influence
- 3: A moderately strong influence
- 4: A strong influence
- 5: A very strong influence
- N/A: Not applicable/irrelevant

**A. How significant were the following factors in your decision to become a counselor?  
(cont')**

29.	Entering a career with potential variability in counseling settings (e.g. agency, school, hospital, private practice, etc.).	1	2	3	4	5	N/A
30.	To become a happier individual.	1	2	3	4	5	N/A
31.	The opportunity to transform into a new person.	1	2	3	4	5	N/A
32.	Having been helped by a counselor myself.	1	2	3	4	5	N/A
33.	Feeling or having felt like an outsider.	1	2	3	4	5	N/A
34.	The influence of one or more family members.	1	2	3	4	5	N/A
35.	The opportunity to get to know myself better.	1	2	3	4	5	N/A
36.	The desire to change careers.	1	2	3	4	5	N/A
37.	The desire to supplement a similar career with further education.	1	2	3	4	5	N/A
38.	The opportunity to be self-employed.	1	2	3	4	5	N/A
39.	Entering a career with flexible work hours.	1	2	3	4	5	N/A
40.	My exposure to counseling through the media (TV, radio, magazines, books, newspaper, etc.).	1	2	3	4	5	N/A
41.	High income potential.	1	2	3	4	5	N/A
42.	The class schedule of my particular counseling program.	1	2	3	4	5	N/A
43.	Obtaining credentials which may earn me respect from others.	1	2	3	4	5	N/A

If there are any other factors which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

(continue next page)



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### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following statement.

- 1: Not at all satisfying
- 2: A little satisfying
- 3: Somewhat satisfying
- 4: Satisfying
- 5: Very satisfying
- N/A: Not applicable/Irrelevant

**B. I anticipate that some of the most satisfying things about the counseling career will include:**

44.	Helping myself with certain issues.	1	2	3	4	5	N/A
45.	Working with other people.	1	2	3	4	5	N/A
46.	Finding interest in the issues some clients present.	1	2	3	4	5	N/A
47.	Helping both myself and others.	1	2	3	4	5	N/A
48.	Helping those less able to help themselves.	1	2	3	4	5	N/A
49.	Seeing others achieve.	1	2	3	4	5	N/A
50.	Helping change other people's problematic behaviors.	1	2	3	4	5	N/A
51.	Exploring issues with clients.	1	2	3	4	5	N/A
52.	Learning more about life through the counseling process.	1	2	3	4	5	N/A
53.	Finding meaning in life through working with others.	1	2	3	4	5	N/A
54.	The chance to better understand myself.	1	2	3	4	5	N/A
55.	Attaining the highest degree possible in my field.	1	2	3	4	5	N/A
56.	The chance to learn about things important to me.	1	2	3	4	5	N/A
57.	The opportunity to consider important philosophical questions.	1	2	3	4	5	N/A
58.	The emotional intensity I may experience with a client.	1	2	3	4	5	N/A
59.	Making a good living while helping others.	1	2	3	4	5	N/A
60.	Entering a profession that others may respect.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

(continue next page)



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### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following statement.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/Irrelevant

**C. In considering my role as a counselor:**

61.	I feel as though I am a good listener.	1	2	3	4	5	N/A
62.	I am concerned that I may do harm to my clients.	1	2	3	4	5	N/A
63.	I am concerned that I may be embarrassed in front of my peers.	1	2	3	4	5	N/A
64.	I am concerned that I won't have the necessary skills to do what I want to do.	1	2	3	4	5	N/A
65.	I look forward to hearing about my clients' lives.	1	2	3	4	5	N/A
66.	I look forward to helping my clients meet their goals.	1	2	3	4	5	N/A
67.	I look forward to building skills as a counselor.	1	2	3	4	5	N/A
68.	I look forward to putting techniques that I have learned into practice.	1	2	3	4	5	N/A
69.	I look forward to seeing my clients improve their coping skills.	1	2	3	4	5	N/A
70.	I am concerned about my level of anxiety in working with clients.	1	2	3	4	5	N/A
71.	I am concerned that I won't know what to say.	1	2	3	4	5	N/A
72.	I am concerned that I won't be able to help my clients.	1	2	3	4	5	N/A
73.	I am concerned that my own issues may hinder my practice as a counselor.	1	2	3	4	5	N/A
74.	I am concerned that some client's issues may make me uncomfortable.	1	2	3	4	5	N/A
75.	I am concerned that certain things from my past may prevent me from being an effective counselor.	1	2	3	4	5	N/A
76.	I am concerned that I won't know how to ensure my clients' comfort.	1	2	3	4	5	N/A
77.	I am concerned that I won't be able to stop thinking about my clients' issues when I'm not at work.	1	2	3	4	5	N/A
78.	I would feel ineffective as a therapist if a client didn't develop insight that led to growth.	1	2	3	4	5	N/A
79.	I have experienced self-doubt about my abilities as a counselor.	1	2	3	4	5	N/A

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### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following statement.

- 1: Strongly Disagree
- 2: Disagree
- 3: Neither Agree nor Disagree
- 4: Agree
- 5: Strongly Agree
- N/A: Not applicable/Irrelevant

**C. In considering my role as a counselor (cont'):**

80.	I anticipate that I will be able to effectively fight for social causes I believe in.	1	2	3	4	5	N/A
81.	I am curious about the psychological processes of people in general.	1	2	3	4	5	N/A
82.	I can easily identify a category of clients I would refuse to work with for personal reasons.	1	2	3	4	5	N/A
83.	I am concerned that I will have difficulty asking for feedback from peers.	1	2	3	4	5	N/A
84.	I am concerned that I will have difficulty asking for feedback from a supervisor.	1	2	3	4	5	N/A
85.	Without the chance to help others, my life would be meaningless.	1	2	3	4	5	N/A
86.	I feel as though I have a lot to offer others.	1	2	3	4	5	N/A
87.	The self-disclosure of others can help put my own life in perspective.	1	2	3	4	5	N/A
88.	It is nearly impossible to identify the factors leading to my decision to become a counselor.	1	2	3	4	5	N/A
89.	I am concerned that I will have difficulty asking for support from peers.	1	2	3	4	5	N/A
90.	I am concerned that I will have difficulty asking for support from a supervisor.	1	2	3	4	5	N/A
91.	I am concerned that I will experience "burnout."	1	2	3	4	5	N/A
92.	I feel that differences in such demographics as religion, family background, race, ethnicity and culture are important in trying to understand another person.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think other counseling graduate students will respond to the following statement.

- 1: Strongly disagree
- 2: Somewhat disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/irrelevant

**D. Considering my choice to enter this field:**

93.	I know that I am "meant to be" a counselor.	1	2	3	4	5	N/A
94.	Some experiences in my past may hinder my ability to offer guidance.	1	2	3	4	5	N/A
95.	I have always known that I would pursue counseling as a career.	1	2	3	4	5	N/A
96.	By my high school graduation I knew that I wanted to become a counselor.	1	2	3	4	5	N/A
97.	By my undergraduate graduation, I knew that I wanted to become a counselor.	1	2	3	4	5	N/A
98.	I didn't consider becoming a counselor until working after undergraduate graduation.	1	2	3	4	5	N/A
99.	For me, the profession of counseling is "a calling."	1	2	3	4	5	N/A
100.	Some experiences in my past may better enable me to offer guidance.	1	2	3	4	5	N/A
101.	Some experiences in my past have helped drive my desire to become a counselor.	1	2	3	4	5	N/A
102.	I am uncertain if counseling is the right profession for me.	1	2	3	4	5	N/A
103.	Overcoming certain negative experiences from my past has inspired me to become a counselor.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

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### Kuch-Robinson Inventory

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following statement.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/irrelevant

**E. Considering my upbringing:**

104.	I always felt loved and cared for by my caregivers.	1	2	3	4	5	N/A
105.	I felt sensitive to the needs or emotions of others.	1	2	3	4	5	N/A
106.	In my family, love was expressed through actions.	1	2	3	4	5	N/A
107.	I feel sensitive to the needs or emotions of others more so than the average person.	1	2	3	4	5	N/A
108.	In my family, love was expressed through words.	1	2	3	4	5	N/A
109.	Before turning eighteen, I had moved away from a community more than twice.	1	2	3	4	5	N/A
110.	I had many friends.	1	2	3	4	5	N/A
111.	I tried hard to be liked and accepted.	1	2	3	4	5	N/A
112.	I often felt "different" or like an "outsider."	1	2	3	4	5	N/A
113.	I adopted a 'caretaker' role for authority figures in my family.	1	2	3	4	5	N/A
114.	I adopted a 'caretaker' role for other siblings in my family.	1	2	3	4	5	N/A
115.	As a child, I felt that certain adults turned to me for emotional support.	1	2	3	4	5	N/A
116.	As a child, I felt that siblings turned to me for emotional support.	1	2	3	4	5	N/A
117.	Growing up, I felt as though my <i>emotional</i> needs were fully satisfied by my primary caregivers.	1	2	3	4	5	N/A
118.	Growing up, I felt as though my <i>physical</i> needs were fully satisfied by my primary caregivers.	1	2	3	4	5	N/A

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**Kuch-Robinson Inventory**

**Directions:** Please rate (according to the following rubric) how you think *other* counseling graduate students will respond to the following statement.

- 1: Strongly disagree
- 2: Disagree
- 3: Neither agree nor disagree
- 4: Agree
- 5: Strongly agree
- N/A: Not applicable/Irrelevant

**E. Considering my upbringing (cont'):**

119.	There are some experiences from my past I am having difficulty letting go of.	1	2	3	4	5	N/A
120.	At least one member in my immediate family has/had a psychological disorder.	1	2	3	4	5	N/A
121.	I have experienced at least one major trauma in my life.	1	2	3	4	5	N/A
122.	I have worried about being successful.	1	2	3	4	5	N/A
123.	I have worried about gaining approval from others.	1	2	3	4	5	N/A
124.	I can identify at least one close friend who has/had a psychological disorder.	1	2	3	4	5	N/A

If there are any other items which are not listed here, please describe them below with your own assigned your own rating (1-5). You may be as brief or detailed as you would like.

(continue next page)



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## Kuch-Robinson Inventory

### Demographic Information

While the following demographic information is optional, such information will assist with interpreting results based on demographic information. This information will not be used in any way to link your identity to your responses. However, participants are free to omit any or all of the following information for any reason without penalty or prejudice to them. All records will be secured in a locked file cabinet with no reference to participant names. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual participants. All students will have the opportunity to access any and all information regarding the study, once it is complete.

Gender: M F

Age: \_\_\_\_\_

Birth order: Only Youngest Middle Eldest Other

#### Affiliation (Check all that apply)

Counseling	_____			
Counselor Education	_____			
Marriage and Family	_____	CACREP Accreditation	Yes	No
School Counseling	_____			
Social Work	_____	CSWE Accreditation	Yes	No
Clinical Psychology	_____			
Counseling Psychology	_____	APA Accreditation	Yes	No

Other (please specify): \_\_\_\_\_

#### Track

Masters-level \_\_\_\_\_  
Ed.D. \_\_\_\_\_  
Ph.D. \_\_\_\_\_



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APPENDIX D  
ROBINSON-HEINTZELMAN INVENTORY (POST- FACTOR ANALYSIS)

## Kuch-Robinson-Heintzleman Inventory (“K-R-H”)

**Directions:** Please rate your response to the following question or statement according to the rubric provided.

**A. How significant were the following factors in your decision to become a counselor?**

- 1: Not at all an influence**
- 2: A weak influence**
- 3: A moderately strong influence**
- 4: A strong influence**
- 5: A Very strong influence**
- N/A: Not applicable/irrelevant**

<b>1.</b>	Having an opportunity to work on my own healing.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>2.</b>	Gaining a greater understanding of my family.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>3.</b>	To become a happier individual.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>4.</b>	The opportunity to transform into a new person.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>5.</b>	The opportunity to get to know myself better.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**B. I anticipate that some of the most satisfying things about the counseling career will include:**

- 1: Not at all satisfying**
- 2: A little satisfying**
- 3: Somewhat satisfying**
- 4: Satisfying**
- 5: Very satisfying**
- N/A: Not applicable/Irrelevant**

<b>6</b>	Helping myself with certain issues.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>7.</b>	Helping both myself and others.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>8.</b>	Learning more about life through the counseling process.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>9.</b>	The chance to better understand myself.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>10.</b>	The chance to learn about things important to me.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**If there are any other items which are not listed here, please describe them below with your own assigned rating (1-5). You may be as brief or detailed as you would like.**

**Kuch-Robinson-Heintzleman Inventory (“K-R-H”)**

**Directions:** Please rate your response to the following statements according to the rubric provided.

- 1: Strongly Disagree**
- 2: Disagree**
- 3: Neither Agree nor Disagree**
- 4: Agree**
- 5: Strongly Agree**
- N/A: Not applicable/Irrelevant**

**C. In considering my role as a counselor:**

<b>11.</b>	I am concerned that I may do harm to my clients.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>12.</b>	I look forward to hearing about my clients’ lives.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>13.</b>	I am concerned that I won’t have the necessary skills to do what I want to do.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>14.</b>	I am concerned about my level of anxiety in working with clients.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>15.</b>	I look forward to helping my clients meet their goals.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>16.</b>	I am concerned that I won’t know what to say.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>17.</b>	I look forward to putting techniques that I have learned into practice.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>18.</b>	I look forward to seeing my clients improve their coping skills.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>19.</b>	I am concerned that I may be embarrassed in front of my peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>20.</b>	I look forward to building skills as a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>21.</b>	I am concerned that I won’t be able to help my clients.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>22.</b>	I am concerned that my own issues may hinder my practice as a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>23.</b>	I am concerned that some clients’ issues may make me uncomfortable.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>24.</b>	I am concerned that certain things from my past may prevent me from being an effective counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**If there are any other items which are not listed here, please describe them below with your own assigned rating (1-5). You may be as brief or detailed as you would like.**

**Kuch-Robinson-Heintzleman Inventory (“K-R-H”)**

**Directions:** Please rate your response to the following statements according to the rubric provided.

- 1: Strongly Disagree**
- 2: Disagree**
- 3: Neither Agree nor Disagree**
- 4: Agree**
- 5: Strongly Agree**
- N/A: Not applicable/Irrelevant**

**C. In considering my role as a counselor (cont’):**

<b>25.</b>	I have no concern about ensuring my clients’ comfort.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>26.</b>	I have no concerned about thinking about my clients’ issues when I’m not at work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>27.</b>	I have experienced self-doubt about my abilities as a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>28.</b>	I anticipate having difficulty asking for feedback from peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>29.</b>	I will have an easy time asking for support from a supervisor.						
<b>30.</b>	I anticipate difficulty asking for feedback from a supervisor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>31.</b>	I anticipate having an easy time asking for support from peers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**If there are any other items which are not listed here, please describe them below with your own assigned rating (1-5). You may be as brief or detailed as you would like.**

**Kuch-Robinson-Heintzleman Inventory (“K-R-H”)**

**Directions:** Please rate your response to the following statement according to the rubric provided.

- 1: Strongly Disagree**
- 2: Somewhat Disagree**
- 3: Neither Agree nor Disagree**
- 4: Agree**
- 5: Strongly Agree**
- N/A: Not applicable/irrelevant**

**D. Considering my choice to enter this field:**

<b>32.</b>	Some experiences in my past may hinder my ability to offer guidance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>33.</b>	I have always known that I would pursue counseling as a career.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>34.</b>	By my high school graduation I knew that I wanted to become a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>35.</b>	By my undergraduate graduation, I knew that I wanted to become a counselor.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>36.</b>	I didn't consider becoming a counselor until working after undergraduate graduation.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**E. Considering my upbringing:**

<b>37.</b>	I adopted a ‘caretaker’ role for authority figures in my family.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>38.</b>	I adopted a ‘caretaker’ role for other siblings in my family.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>39.</b>	As a child, I felt that certain adults turned to me for emotional support.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>40.</b>	As a child, I felt that siblings turned to me for emotional support.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>

**If there are any other items which are not listed here, please describe them below with your own assigned rating (1-5). You may be as brief or detailed as you would like.**

## Kuch-Robinson-Heintzleman Inventory (“K-R-H”)

### Demographic Information

While the following demographic information is optional, such information will assist with interpreting results based on demographic information. This information will not be used in any way to link your identity to your responses. However, participants are free to omit any or all of the following information for any reason without penalty or prejudice to them. All records will be secured in a locked file cabinet with no reference to participant names. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual participants. All students will have the opportunity to access any and all information regarding the study, once it is complete.

**Gender:** M    F

**Age:** \_\_\_\_\_

**Birth order:** Only    Youngest    Middle    Eldest    Adopted    Other

**Affiliation** (Check all that apply)

Counseling	_____			
Counselor Education	_____	CACREP Accreditation	<b>Yes</b>	<b>No</b>
Marriage and Family	_____			
School Counseling	_____	CSWE Accreditation	<b>Yes</b>	<b>No</b>
Social Work	_____			
Clinical Psychology	_____	APA Accreditation	<b>Yes</b>	<b>No</b>
Counseling Psychology	_____			

Other (please specify): \_\_\_\_\_

**Track**

Masters-level    \_\_\_\_\_  
Ed.D.    \_\_\_\_\_  
Ph.D.    \_\_\_\_\_

APPENDIX E  
INITIAL EMAIL TO PANNEL OF EXPERTS

### Initial Email to Panel of Experts

Hello! My name is Tyson Kuch. I am a third year Doctoral student at the University of Central Florida, preparing to complete the fourth chapter of my dissertation, entitled *Producing a Measure for Assessing Motivating Influences for Counselors-in-Training*. The aim of this study is to construct an inventory that will measure influences motivating graduate students to pursue a career within the field of counseling.

I am writing to respectfully request your assistance with this portion of the study, which asks a panel of experts (i.e. counseling professionals) to review the initial list of items in the inventory to assess face validity and to offer any suggestions (e.g. corrections, additions, elimination of items, etc) for improvement. The process should take no longer than fifteen minutes.

There are no anticipated benefits, nor risks or discomforts associated with participating. As the primary researcher, while I cannot offer monetary compensation to encourage participation, the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training.

I am planning to conduct this portion of my study next week (*note: dates entered here will reflect respective week*). Please let me know if any day/time during this week works best for you, if you are available to meet with me briefly. I can either deliver the scale in person, or send it via email and discuss it with you by phone, whichever is easiest for you. I have also attached a detailed Statement of Informed Consent which has more information about this study. Please note that participation is strictly voluntary.


Thank you in advance- I am looking forward to discussing this with you so I can pilot the scale with my first round of students!

Respectfully,

Tyson H. Kuch, M.A. (Ph.D. Candidate)  
University of Central Florida

Note: Research at the University of Central Florida is conducted under the oversight of the UCF Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office: University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando FL 32826-3246. The telephone number is 407-823-2901.

Dissertation Chair: Dr. Stephen Sivo  
Email: [ssivo@mail.ucf.edu](mailto:ssivo@mail.ucf.edu)  
Phone: 407-823-4147

 University of Central Florida IRB  
IRB NUMBER, SBE-07-05204  
IRB APPROVAL DATE, 2/4/2008  
IRB EXPIRATION DATE, 10/4/2008



APPENDIX F  
CERTIFICATE OF INFORMED CONSENT FOR PANEL OF EXPERTS

### Certificate of Informed Consent for Panel of Experts

The purpose of this research study, entitled *Producing a Measure for Assessing Motivating Influences for Counselors-in-Training*, is to construct an inventory that will measure influences motivating graduate students to pursue a career within the field of counseling.

This component of the study asks a panel of experts (i.e. counseling professionals) to review the initial list of items in the inventory to assess face validity and to offer any suggestions (e.g. corrections, additions, elimination of items, etc) for improvement. In order to ensure that all responses are anonymous, respondents are asked to refrain from placing any identifying information, including their name, on the Inventory containing their suggestions.

All participants must be 18 years of age or older to participate. There are no anticipated benefits, risks or discomforts to participants and the primary researcher cannot provide monetary compensation to encourage participation. However the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training. Respondents are free to withdraw from the study without explanation, at any time, for any reason, without any penalty or prejudice to them. Additionally, all respondents will have the opportunity to access any and all information regarding the study, once it is complete.

Though responses to the Inventory are anonymous, participants have the option to provide basic demographic information for research purposes. All records will be secured in a locked file cabinet.

Responses to questions on the Inventory will be analyzed in aggregate form and used solely for research purposes. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual.

Research at the University of Central Florida is conducted under the oversight of the UCF Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office: University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando FL 32826-3246. The telephone number is 407-823-2901.

I have read the procedure described above. Submission of a completed questionnaire constitutes your consent to participate.

Primary Investigator: Tyson H. Kuch, M.A. (Ph.D. Candidate)  
The University of Central Florida  
College of Education: Department of Child, Family, and  
Community Services  
Email: [tkuch@mail.ucf.edu](mailto:tkuch@mail.ucf.edu)  
Phone: 727-452-2222

Faculty Supervisor: Dr. Stephen Sivo, Ph.D.  
The University of Central Florida  
College of Education: Department of Educational  
Research, Technology, and Leadership  
Email: [ssivo@mail.ucf.edu](mailto:ssivo@mail.ucf.edu)  
Phone: 407-823-4147



University of Central Florida IRB  
IRB NUMBER: SBE-07-05204  
IRB APPROVAL DATE: 2/4/2008  
IRB EXPIRATION DATE: 10/4/2008

APPENDIX G  
INITIAL E-MAIL TO PROFESSORS REQUESTING STUDENT INVOLVEMENT

### Initial Email to Professors Requesting Student Involvement

Hello! My name is Tyson Kuch. I am a third year Doctoral student at the University of Central Florida, preparing to complete the fourth chapter of my dissertation entitled *Producing a Measure for Assessing Motivating Influences for Counselors-in-Training*. The aim of this study is to construct an inventory that will measure influences motivating graduate students to pursue a career within the field of counseling.

I am writing to respectfully request utilizing graduate-level counseling or counselor education students in any of your classes as a developmental sample for this portion of the scale's construction. If you agree, I am happy to attend your class personally to explain the purpose of the study and distribute the inventories. The entire process should take no longer than twenty minutes. Please note that responses to the inventory are completely anonymous and students are free to withdraw at any time for any reason, without penalty.

If this is possible, please let me know if there is a particular date that works best for you. For review, please find attached a copy of the inventory, informed consent, and copy of the statement to be read aloud to students prior to distributing the inventory.

There are no anticipated benefits, nor risks or discomforts associated with participating. As the primary researcher, while I cannot offer monetary compensation to encourage participation, the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training

Thank you in advance!

Respectfully,

Tyson H. Kuch, M.A. (Ph.D. Candidate)  
University of Central Florida

Note: Research at the University of Central Florida is conducted under the oversight of the UCF Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office: University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando FL 32826-3246. The telephone number is 407-823-2901.

Dissertation Chair: Dr. Stephen Sivo  
Email: [ssivo@mail.ucf.edu](mailto:ssivo@mail.ucf.edu)  
Phone: 407-823-4147



University of Central Florida IRB  
IRB NUMBER: SBE-07-05204  
IRB APPROVAL DATE: 2/4/2008  
IRB EXPIRATION DATE: 10/4/2008

APPENDIX H  
STUDENT INTRODUCTORY LETTER

Dear Participant,

Here is an opportunity for you to participate in a research study involving the construction of a new inventory tailored to graduate students in the field of mental health. I am a third year doctoral student at the University of Central Florida, completing my dissertation, which involves the construction of an inventory that will measure influences facing graduate students in the field of counseling.

I have already informed your professor about the nature of this study and s/he has graciously offered me the opportunity to recruit students for voluntary and anonymous participation. If you choose to participate, please read the attached Expressed Informed Consent form and place your responses to the Inventory in the stamped envelope at the front of the classroom. (*Note: At this time, the primary researcher will ask for a volunteer to mail the sealed envelope back to the primary researcher, once all Inventories have been sealed inside*). As stated on the Informed Consent, submission of a completed Inventory constitutes your consent to participate. While the consent form contains a brief description of the study, I welcome any questions you may have prior to or following your participation. Though your participation in this study will be most helpful in helping me complete the last component of my doctoral work, it is strictly voluntary and anonymous. As such, at no time will identifying information connect your responses to you. As such, please do not write your name anywhere on the Inventory. Finally, you have the right to respectfully decline to participate or withdraw at any time for any reason, without explanation, and without penalty of any kind. The inventory should take approximately twenty minutes to complete. There are no anticipated benefits, nor risks or discomforts associated with participating. However the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training. While the primary researcher cannot provide monetary compensation to encourage participation, each professor will determine whether to award participants academic credit for participation or provide an alternative to obtain same.

Thank you in advance for your consideration. If you have any questions, please do not hesitate to contact me directly. I read and respond to all email on a regular basis.

Primary Investigator: Tyson H. Kuch, M.A. (Ph.D. Candidate)  
The University of Central Florida  
College of Education: Department of Child, Family, and  
Community Sciences  
Email: [tkuch@mail.ucf.edu](mailto:tkuch@mail.ucf.edu)  
Phone: 727-452-2222

Faculty Supervisor: Dr. Stephen Sivo, Ph.D.  
The University of Central Florida  
College of Education: Department of Educational  
Research, Technology, and Leadership  
Email: [ssivo@mail.ucf.edu](mailto:ssivo@mail.ucf.edu)  
Phone: 407-823-4147



University of Central Florida IRB  
IRB NUMBER: SBE-07-05204  
IRB APPROVAL DATE: 2/26/2008  
IRB EXPIRATION DATE: 10/4/2008

APPENDIX I  
CERTIFICATE OF INFORMED CONSENT FOR “SELF-REPORT” GROUP

### Certificate of Informed Consent

The purpose of this research study, entitled *Producing a Measure for Assessing Motivating Influences for Counselors-in-Training*, is to construct an inventory that will measure influences motivating graduate students in the field of counseling.

This component of the study lists several questions pertaining to the counseling profession, each with a set of possible responses. The directions ask students to rate on a 5-item Likert scale, the degree to which they agree with each response to the preceding question. In order to ensure that all responses are anonymous, students are asked to refrain from placing any identifying information, including their name, on the Inventory.

Students will complete this portion of the study during a specified time proximate to one of their graduate classes in the respective classroom. The estimated time to complete this portion of the study is approximately 10 to 15 minutes. The primary investigator, Tyson H. Kuch, will administer the study procedure, beginning with explaining the purpose of the study and reading the directions, prior to distributing the initial inventory. The class's professor has already granted permission to dedicate a portion of class for completing this.

All participants must be 18 years of age or older to participate. There are no anticipated benefits, nor risks or discomforts to participants. However the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training. Students are free to omit any questions they are not comfortable responding to and/or withdraw from the study without explanation, at any time, for any reason, without any penalty or prejudice to them. All students will have the opportunity to access any and all information regarding the study, once it is complete.

While the primary researcher cannot provide monetary compensation to encourage participation, each professor will determine whether to award participants academic credit for participation (e.g. extra points awarded to an exam or final grade) or provide an alternative to obtain same. Though responses to the Inventory are anonymous, participants have the option to provide basic demographic information for research purposes. All records will be secured in a locked file cabinet. Responses to questions on the Inventory will be analyzed in aggregate form and used solely for research purposes. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual participants.

Research at the University of Central Florida is conducted under the oversight of the UCF Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office: University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando FL 32826-3246. The telephone number is 407-823-2901.

I have read the procedure described above. Submission of a completed questionnaire constitutes your consent to participate.

Primary Investigator: Tyson H. Kuch, M.A. (Ph.D. Candidate)  
The University of Central Florida  
College of Education: Department of Child, Family, and  
Community Sciences  
Email: [tkuch@mail.ucf.edu](mailto:tkuch@mail.ucf.edu)  
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Faculty Supervisor: Dr. Stephen Sivo, Ph.D.  
The University of Central Florida  
College of Education: Department of Educational  
Research, Technology, and Leadership  
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Phone: 407-823-4147



University of Central Florida IRB  
IRB NUMBER: SBE-07-05204  
IRB APPROVAL DATE: 2/26/2008  
IRB EXPIRATION DATE: 10/4/2008



APPENDIX J  
CERTIFICATE OF INFORMED CONSENT FOR “OTHER-REPORT” GROUP

## Certificate of Informed Consent

The purpose of this research study, entitled *Producing a Measure for Assessing Motivating Influences for Counselors-in-Training*, is to construct an inventory that will measure influences motivating graduate students in the field of counseling.

This component of the study lists several questions pertaining to the counseling profession, each with a set of potential responses. The directions ask students to rate on a 5-item Likert scale, the level of importance they believe most counseling graduate students would place on each potential response to the question. In order to ensure that all responses are anonymous, students are asked to refrain from placing any identifying information, including their name, on the Inventory.

Students will complete this portion of the study during a specified time proximate to one of their graduate classes in the respective classroom. The estimated time to complete this portion of the study is approximately 10 to 15 minutes. The primary investigator, Tyson H. Kuch, will administer the study procedure, beginning with explaining the purpose of the study and reading the directions, prior to distributing the initial inventory. The class's professor has already granted permission to dedicate a portion of class for completing this.

All participants must be 18 years of age or older to participate. There are no anticipated benefits, nor risks or discomforts to participants. However the results of this study may benefit the counseling profession by expanding the research base on professional and personal factors that motivate counselors in training. Students are free to withdraw from the study without explanation, at any time, for any reason, without any penalty or prejudice to them. Additionally, all students will have the opportunity to access any and all information regarding the study, once it is complete.

While the primary researcher cannot provide monetary compensation to encourage participation, each professor will determine whether to award participants academic credit for participation (e.g. extra points awarded to an exam or final grade) or provide an alternative to obtain same. Though responses to the Inventory are anonymous, participants have the option to provide basic demographic information for research purposes. All records will be secured in a locked file cabinet. Responses to questions on the Inventory will be analyzed in aggregate form and used solely for research purposes. No individual responses will be published, nor can responses be traced to participants at any time, in any manner, by any person. The demographics of the sample size will be published in statistical form without attention to individual participants.

Research at the University of Central Florida is conducted under the oversight of the UCF Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office: University of Central Florida, Office of Research and Commercialization, 12201 Research Parkway, Suite 501, Orlando FL 32826-3246. The telephone number is 407-823-2901.

I have read the procedure described above. Submission of a completed questionnaire constitutes your consent to participate.

Primary Investigator: Tyson H. Kuch, M.A. (Ph.D. Candidate)  
The University of Central Florida  
College of Education: Department of Child, Family, and  
Community Services  
Email: [tkuch@mail.ucf.edu](mailto:tkuch@mail.ucf.edu)  
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Faculty Supervisor: Dr. Stephen Sivo, Ph.D.  
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Phone: 407-823-4147



University of Central Florida IRB  
IRB NUMBER: SBE-07-05204  
IRB APPROVAL DATE: 2/4/2008  
IRB EXPIRATION DATE: 10/4/2008

APPENDIX K  
INSTITUTIONAL REVIEW BOARD APPROVAL LETTER FOR STUDY



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901, 407-882-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Notice of Expedited Initial Review and Approval

From : UCF Institutional Review Board  
FWA00000351, Exp. 5/07/10, IRB00001138

To : Tyson Kuch

Date : October 05, 2007

IRB Number: SBE-07-05204

Study Title: PRODUCING A MEASURE FOR ASSESSING MOTIVATING INFLUENCES FOR COUNSELORS-IN-TRAINING

Dear Researcher:

Your research protocol noted above was approved by expedited review by the UCF IRB Chair on 10/5/2007. The expiration date is 10/4/2008. Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The category for which this study qualifies as expeditable research is as follows:

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

A waiver of documentation of consent has been approved for all subjects. Participants do not have to sign a consent form, but the IRB requires that you give participants a copy of the IRB-approved consent form, letter, information sheet, or statement of voluntary consent at the top of the survey.

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <http://iris.research.ucf.edu>.

Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies. The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 10/05/2007 04:27:24 PM EDT

APPENDIX L  
CITI HUMAN SUBJECTS TRAINING CERTIFICATE

**CITI** Course in The Protection of Human Research Subjects

1767218

Monday, August 28, 2006

**CITI Course Completion Record  
for Tyson Kuch**

To whom it may concern:

On 8/26/2006, *Tyson Kuch* (username=TysonKuch) completed all *CITI Program* requirements for the *Basic CITI Course in The Protection of Human Research Subjects*.

**Learner Institution:** *University of Central Florida*

**Learner Group:** *Group 2.*

**Learner Group Description:** *Social / Behavioral Research Investigators and Key Personnel*

**Contact Information:**

Gender: Male

Department: College of Education

Which course do you plan to take?: Social & Behavioral Investigator Course Only

Role in human subjects research: Student Researcher

Mailing Address:

P.O. Box 780741

Orlando

FL

32878-0741

Email: TysonKuch@aol.com

Office Phone: 727-452-2222

<b>The Required Modules for Group 2. are:</b>	<b>Date completed</b>
Introduction	08/26/06
History and Ethical Principles - SBR	08/26/06
Defining Research with Human Subjects - SBR	08/26/06
The Regulations and The Social and Behavioral Sciences - SBR	08/26/06

Assessing Risk in Social and Behavioral Sciences - SBR	08/26/06
Informed Consent - SBR	08/26/06
Privacy and Confidentiality - SBR	08/26/06
Research with Prisoners - SBR	08/26/06
Research with Children - SBR	08/26/06
Research in Public Elementary and Secondary Schools - SBR	08/26/06
International Research - SBR	08/26/06
Internet Research - SBR	08/26/06
HIPAA and Human Subjects Research	08/26/06
Conflicts of Interest in Research Involving Human Subjects	08/26/06
UCF	08/26/06

**Additional optional modules completed:** **Date completed**

**For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.**

Paul Braunschweiger Ph.D.  
 Professor, University of Miami  
 Director Office of Research Education  
 CITI Course Coordinator

## LIST OF REFERENCES

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