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Preservice and inservice peer counseling training components in higher educational opportunity programs in Pennsylvania.

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PRESERVICE AND INSERVICE PEER COUNSELING TRAINING
COMPONENTS
IN HIGHER EDUCATIONAL OPPORTUNITY PROGRAMS
IN PENNSYLVANIA

A Dissertation Presented

by

PATRICIA GRAHAM

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment of the requirements for
the degree of

DOCTOR OF EDUCATION

February 1995

School of Education

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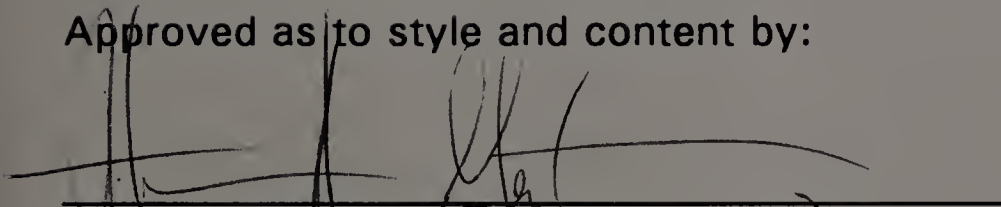
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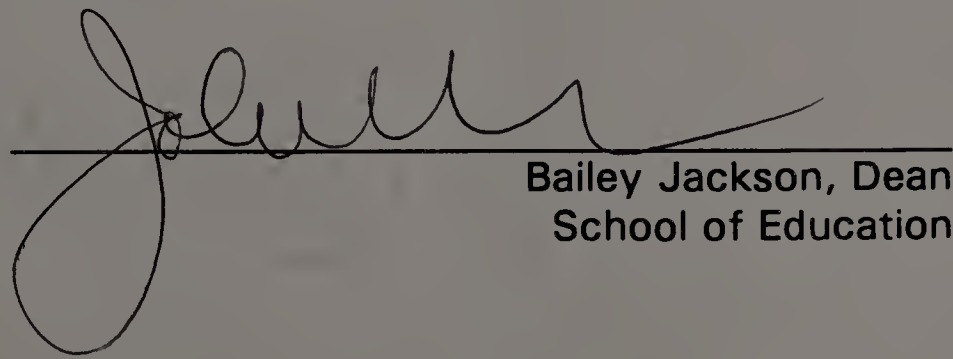
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To paraphrase the words of Marcia Ann Gillespie, writer and editor of Ms. Magazine, in order to qualify as a leader, a Black woman's life must be one of personal loss, denial, and sacrifice.

This dissertation is dedicated to the memory of my husband, Richard Arter Davis, and my grandmother, Mary Bell Graham, who both passed away during this doctoral process. In large part, I owe my evolvment as a woman and as a leader to their influence and life-long sacrifices.

Writing a dissertation is a process that involves research strategy as well as the incubation of ideas. The isolation of writing and thinking alone can be tremendous. I gladly take this opportunity to express my indebtedness to several people who supported my efforts and understood my isolation periods.

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Finally, I am indebted to my parents, Lillian and Eddie Graham for their love and support that continues to serve as a guiding light.

ABSTRACT

**PRESERVICE AND INSERVICE PEER COUNSELING TRAINING
COMPONENTS**

IN HIGHER EDUCATIONAL OPPORTUNITY PROGRAMS

IN PENNSYLVANIA

FEBRUARY 1995

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The Higher Education Equal Opportunity Act (Act 101), of the Commonwealth of Pennsylvania, took effect in July, 1971. The thrust of this legislation was to provide educational opportunities for economically and educationally disadvantaged students. Supportive intervention strategies such as peer counseling and professional counseling are fundamental ingredients of Act 101 programs. No particular peer counselor model is uniformly endorsed as the most effective for assisting Act 101 students.

This study was a comparative, qualitative case study of the preservice and inservice training components of peer counseling programs at East Stroudsburg University, University of Pennsylvania, and Widener University. Program directors and counselors completed a questionnaire and participated in

an in-depth interview in order to assess the amount of emphasis placed on various themes, skills, and attitudes during peer counseling preservice and inservice programs. The results of the study indicate there is general agreement among directors and counselors, at all three programs, about content and methodologies. It was concluded that a harmoniously blended theoretical model with the Carkhuff model (1967) as a base, is preferred. The Carkhuff model emphasises the core dimensions of helping: (1) empathic understanding; (2) positive regard; (3) genuineness; and (4) concreteness. The counselors have integrated parts of various theories, such as self-actualization theory, values clarification, skills training, and experiential learning. This eclectic approach represents the theoretical orientation preferred by the participants in this study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iv
ABSTRACT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER	
INTRODUCTION.	1
I. STATEMENT OF THE PROBLEM.	3
Statement of the Problem	3
Historical Perspective	4
Origins of Peer Counseling	12
Purpose	19
Significance	21
II. REVIEW OF THE LITERATURE	23
Contextual Variables.	23
Demographic Variables	24
Characteristics of Trainees	29
Vital Statistics	30
Characteristics of The Population to be Served	32
Role of The Peer Counselor	34
Length of Preservice Training	35
Timing of Preservice Training	36
Pre-Training Equipment Requirements	38
Budget Constraints	40
Impact of Selection and Training	41

CHAPTER	Page
Key Dimensions of Training	50
Value to Recipients	58
Training Modalities: Content and Theoretical Models . . .	64
Inservice Components	73
 III. METHODOLOGY	 77
Methodology	77
Naturalistic Inquiry	78
Qualitative Interview	79
The Questioning Process	81
Case Study	82
Subjectivist Approach	83
Extrinsic Purpose	84
Purposive Sampling	85
Questionnaire Design	86
Definition of Terms.	87
Limitations	89
Research Population.	90
Research Questions	95
Analysis of Data	98
 IV. RESULTS OF THE STUDY	 101
Results of the Study	101
Selection Systems	103
Preservice Training	104
Key Pre Training Issues	105
Content Analysis.	106
Methodologies	108
Training Analysis	112
Roles and Duties.	113
Supervision	117
 V. CONCLUSIONS AND RECOMMENDATIONS	 120
Conclusions and Recommendations.	120
Emergent Design	120
The Model	122
Recommendations	125

APPENDICES

A.	CONSENT FORM	132
B.	QUESTIONNAIRE	134
BIBLIOGRAPHY		141

LIST OF TABLES

	Page
1. Counselor Demographics	94
2. Program Demographics	95
3. Act 101 Preferred Peer Counseling Methodologies	109
4. Peer Counselor Roles	114
5. Act 101 Use of Peer Counselors.	115
6. Types of Problems Brought to Peer Counselors.	117
7. Pennsylvania Act 101 Programs.	126

LIST OF FIGURES

	Page
1. Act 101 Peer Counseling Phases	102
2. Act 101 Model for Preservice and Inservice Peer Counselor Training	123

INTRODUCTION

Many colleges and universities supplement professional counseling services with peer counseling components. Peer counselor literature cites the use of various training models. Preservice and inservice training models address empowering aspects of the counseling process. Decision-making, assertiveness, problem solving and listening skills training are examples of interventions that contribute to students' increased control over their educational environments.

Empowerment is used in various ways in the helping professions. McWhirter (1991) has further stated that "empowerment represents a potent concept that seems to be (implicitly or explicitly) a goal of most counseling interventions" (p. 69).

Jim Cummings (1986) suggests that educators and policymakers must address their roles within the classrooms, the community, and the society so that these role definitions result in positive interactions that "empower rather than disable students" (p. 33). Empowerment according to Pinderhughes (1983) involves understanding how power and powerlessness operate and then establishing intervention strategies based on this knowledge.

Peer counseling skill development training is an empowerment strategy that involves behavioral and cognitive components. Preservice and inservice

Peer Counseling Training Programs attempt to influence change and to facilitate the development of new, self-determining behaviors.

As stated by McWhirter (1991), "the context within which empirical study of empowerment occurs will directly influence how each component is operationalized" (p. 226).

CHAPTER I

STATEMENT OF THE PROBLEM

Statement of the Problem

The Higher Education Equal Opportunity Act (Act 101) took effect in July, 1971. The thrust of this legislation was to provide educational opportunities for economically and educationally disadvantaged students. The underlying concept is that disadvantaged students are products of environments that are uniquely different from the traditional college student. The establishment of a special program in higher education was designed to address the needs of these students academically, emotionally, and financially. Supportive intervention strategies such as professional counseling, peer counseling, tutoring, and financial aid advisement are fundamental ingredients of Act 101 programs.

Peer counseling components supplement the professional counseling that is extended to Act 101 students. While peer counseling programs are not mandated thru this act most programs utilize both professional and peer counselors in order to assist students with personal and educational aspirations. Peer counselor preservice and inservice training programs vary from college to college. No particular model is uniformly endorsed as most effective for assisting Act 101 students. The intent of this study is to examine how preservice and inservice training content is structured at three Act 101 programs. It further seeks to examine the perceptions of the participants toward the impact of peer

counseling training by explicitly focusing on their experience. The research is specifically designed to answer the following questions:

1. What training models are used by counselors in Act 101 programs?
2. What are the benefits of a variety of possible training options?
3. What are the key dimensions of Act 101 preservice and inservice training?

A systematic observation of the characteristics of three Act 101 preservice and inservice programs will provide a sound foundation on which to construct theory or to engage in overall meaningful praxis.

Historical Perspective

Peer helping relationships between students in formal school settings have been utilized for centuries. This concept can be traced to the first century B. C.; since that time, interest in peer teaching and peer helping has vacillated between lack of interest and a resurgence of interest (Wagner, 1982).

The use of students as helpers can be traced to Aristotle. Aristotle used student leaders or archons to take care of the details of informal groups of men that gathered around him to receive a university education (Wagner, 1982). However, history has revealed that education was for the elite or small ruling class at that time. Wagner offers an example of the use of Greek slaves as peer helpers or litteratores under the Roman Empire in 146 B. C. This

system encouraged older pupils to help the less experienced students with specific language skills. Wagner points out that the Roman culture at that time was bilingual; learning both Greek and Latin were required of the school children. Bonner (1977) describes this peer setting in ancient Rome:

Some of the boys test each other's ability at taking down and reading back a dictation. Whilst all this is going on, the master has arranged for the very young boys to be taught and tested. They stand in two groups, one, in charge of an older boy repeating to him their letters and syllables, the other, in charge of the undermaster repeating word-lists, after which its members sit and copy out lines of verse. (p. 80)

Contributions of later outstanding thinkers such as Comenius (1592-1670) advocated the use of peer teaching and peer helping (Wagner, 1982; Richey, 1968). John Amos Komensky was better known by his Latinized name of Comenius. He was a deeply religious man and a prolific writer. His renowned book Didactica Magna (Great Didactic) expressed his views on education which advocated a natural process of learning from the familiar to the less familiar, a step by step progression (Richey, 1968). Unfortunately for him, the political and religious turmoil in Europe during that period prohibited his work from receiving the recognition that it deserved. It was not until 200 years after his death that his views on education were recognized (Richey, 1968).

Comenius was a strong advocate of general universal education for all regardless of sex and class. His ideas on peer teaching were expressed in this manner:

1. He who teaches others, teaches himself, because constant repetition impresses a fact indelibly on the mind.
2. Comeunius recommended arranging large classes in groups of ten and assigning one student over each group. The troops were called Decurial and the group captions Decuriones. The Decuriones would check exercises and report to the master teacher. (Wagner, 1982, p. 31)

Making progress as a student from this perspective advocated transformative power, the use of power to empower others.

Education of the poor was reflected in the theories of the philanthropists and humanitarians in nineteenth century England. There were contrasting views between those that believed that education should reflect traditional social and religious values and those that espoused the monitorial movement. The utilitarian philosophy was that education should also meet social and political needs (Wagner, 1982).

In 1798 in London, Joseph Lancaster began a school for the poor that accommodated a vast number of students (Richey, 1968; Wagner, 1982). However, because of his poor financial management, he was not able to hire assistants. His creativity in teaching methods brought forth the idea of peers teaching each other. Wagner describes how visitors to Lancaster's school ranged from foreign princes, ambassadors, peers, religious leaders to the common person. All were eager to learn more about this new method of instruction. The Lancasterian method was known as the mutual system or the monitorial system of instruction (Kammer, 1982; Richey, 1968; Wagner, 1982).

The essence of the system was the monitor who was instructed by the master. In turn, the monitors then drilled the information into their peers. The proportion was ten to one (Wagner, 1982).

Lancaster's methods of education gained great notoriety and fame and spread to other parts of the British Isles. Wagner (1982) highlights the critics of the monitorial system whose comments ranged from mild to severe. Criticism of the monitorial system included the following:

- monitors were incompetent
- monitors instructed but did not educate
- repetition was overemphasized
- classes were large with low standards
- denominational rivalry increased
- cultivation of reasoning power ignored
- children taught children. (p. 93-99)

An evaluation of the Lancasterian method would include much praise for the innovative peer teaching strategies that focused on an understanding of peer language and style. The permanent value of group learning methods was demonstrated in this model of instruction. The monitorial system will also be credited with establishing educational methods for the masses throughout Europe, the Scandinavian countries, the Caribbean Islands, India, Australia and Africa. Wagner (1982) cites the British and Foreign School Society for its instrumental role in spreading the monitorial system, often in connection with

missionary societies. Wagner indicates that Switzerland, and Holland could also claim the use of peer teaching and pupil teaching prior to the widespread monitorial system.

The influence of peer group power in education was introduced in the United States in 1806 in the New York City school system. The Lancasterian system was adopted as a teaching-learning strategy in several cities in the United States during the first decades of the nineteenth century (Richey, 1968; Wagner, 1982; Kammer, 1982). In some respects the monitorial movement was the precursor to free public education in the United States.

A cursory view of educational literature from the latter part of the nineteenth century to the 1960s barely mentions peer teaching. There is mention of peer interaction in the one room school house; however, professional attention was not widespread. In the 1930s articles were published about the use of peer tutoring in the high school setting (Wagner, 1982). There is no mention of specific training methods.

A review of educational literature over the past twenty years indicates the two prominent types of peer assistance currently in use: peer tutoring and peer counseling (Kammer, 1982; Lippitt, 1971; D'Andrea, 1987). Lippitt (1971) supported cross-age teaching because it individualized instruction and served as a motivating strategy for students from elementary to high school. The focus of tutoring was academic or subject matter instruction. Lippitt acknowledged the direct cognitive effect of tutoring as well as the emotional, social, and

psychological impact of the peer interaction process. Peer tutoring, then, has been credited with cognitive and affective development for both the tutee and the tutor.

Peer counseling programs have been used in junior high schools, high schools and more widely in colleges and universities. The basis for peer counseling are emotional and social as opposed to tutoring peer relationships. Both peer counseling and peer tutoring support a theory of instruction that concerns itself with developing independent skills. The structure and form of new knowledge are significant in both modes of peer assistance. Bruner (1968) characterizes the structure of any domain of knowledge in three ways:

1. The mode of representation
2. Its economy (amount of information that must be processed)
3. Its effective power (p. 44-45).

Bruner explains that these may vary in relation to age, group, style and emphasis of material.

At various times during history, different terms have been used to describe peers helping peers in academic settings such as:

- Peer teaching
- Mutual instruction
- Cross age teaching/tutoring
- Student leaders
- Student teachers

- Peer facilitators
- Peer advisors
- Buddies
- Peer monitors
- Archons
- Peer tutors
- Literatores

Historical information points out the social and economic influences of peer teaching as well as how the social and economic conditions influenced the ideas and uses of peer teaching. The terminology and its context add to the research base for peer teaching. Wagner (1982) explains that peer teaching refers to students assisting each other in formal or informal academic situations that are represented in the context of a teacher or supervisor's direction. The historical development of peer teaching examines the relationship and role of the teacher or supervisor as well as the methodological changes. However, a survey of peer teaching can only be traced to periods in which written educational records were kept. The development of concepts of education have been traced back to contributions of early outstanding thinkers such as Socrates (469-399 B.C.); Plato (428-347 B.C.); Aristotle (384-322 B.C.); Vergerius (1344 - 1420); Vittorino da Feltre (1378-1446); and Locke (1632-1704) (Richey, 1968).

The present climate for peer helping relationships in educational environments is far more deliberate and structured in the 1990s than it was in the days of Aristotle. Peer counseling theory in the 1990s is concerned with the tension of the educational environment as well as the psychological repercussion on the student; a lesson learned from Bruner (1968) reveals that a theory of instruction must address the arrangement of the environment in order to optimize the learning experience.

Peer counseling is an integral part of many counseling components in high schools and colleges today. Counselors' roles are defined and influenced by the particular demographics. The socialization of the peer counselor is left to the particular institution with which they are associated as well as by the particular training model that is embraced. The current role of peer counselors continues to be an intricate mixture without a formula.

Peer counseling components fit squarely within the matrix of intervention strategies designed to assist the educational, emotional, and social adjustment of the student to the learning atmosphere. A view of current trends in peer counseling theory reveals that program structure, function and evaluation processes vary from institution to institution. The features of successful peer counseling programs can establish the base for developing new models for training.

Origins of Peer Counseling

The concept of peer counseling as it is known today owes its beginnings to the paraprofessional movement of the 1960s. The Community Mental Health Act of 1961 provided impetus for the development of community mental health centers (D'Andrea, 1987). D'Andrea in his review of the literature noted that the notions of the "indigenous non-professional" and "paraprofessional" gained steady impetus in the development of community action and community mental health programs in the early 1960s.

D'Andrea and Salovey (1983) conducted an exhaustive review of the literature that yielded over 500 references to peer counseling literature. Additionally, they uncovered a large number of peer counseling programs on college campuses by conducting a survey of 200 college and university counseling centers. One hundred forty-six responses to the questionnaire were received. The researchers examined various aspects of peer counseling activities such as:

- Common client concerns
- Peer counseling training concepts
- Funding sources
- Use of peer counselors
- Training models utilized
- Instructional constraints

Peer counseling has gained a growing acceptance on college campuses across the country as well as in Canada. The value and significance of peer counseling programs has been well documented in the literature (Lawson, 1989; D'Andrea, 1987; Stokes et al., 1987; McCarthy et al., 1975; Bry et al., 1975; de Rosenroll, 1988; Kammer, 1982; Locke & Zimmerman, 1987; Rittenhouse, Stephen Levine, 1984; Carr, 1981; Russell & Thompson, 1987).

Carr (1981) identified nine foundation areas that contributed to the creation and natural development of peer counseling within school settings:

1. Friends as the number one in-school resource
2. Research on the helping relationship itself
3. Loneliness, making and keeping friends
4. Emphasis on primary prevention
5. Student needs for competency, respect, and self-esteem
6. Securing identity
7. Research on the effects of peer tutoring
8. Increasing establishment of self-help or mutual aid groups
9. Supplementation of existing counseling services. (p. 7-9)

Carr describes how peer counselors can serve as a bridge to get troubled friends involved in professional help.

Support groups of all types are often more convenient and less threatening than formalized professional counseling. Some of the most famous support groups began when people with similar problems united to hold

discussion sessions. A few of the most successful are Alcoholics Anonymous, Weight Watchers, single parent groups, cancer patients groups and women's support groups (Carr, 1981).

There are certain risks and disadvantages that may arise when using college students in a semi-professional role. Overzealous peer counselors can help or hinder the counseling process. These issues are addressed in the careful selection and training phases of the preservice and inservice components. Peer counseling evolved from the term paraprofessional which implies that the individual does not possess the required credentials to function as the "professional" in the field. In order to perform the tasks of helping in a peer relationship structured training components address certain peer helping skills.

The objectives and processes of paraprofessional training have been elaborated on by Carkhuff (1969); Ivey and Authier (1978); Kagan and Schauble (1969); and Gray and Tindall (1978). Skill development is a primary task that is expressed as a common idea by these authors. Exercises focused on building self-esteem, improving communication skills as well as clarifying and refining personal values. Another consistent thread weaving through peer counseling training philosophy is that of developing interpersonal helping skills.

Some of the early peer training programs were packaged, predesigned programs that were especially well suited to the training of youth groups (Hebeisen, 1973; Gray & Tindall, 1978). The early peer educational programs

were designed to ignite group leadership among young people in religious or school settings. They contrast with encounter or sensitivity group theory and approaches by focusing on educational experiences in a specific setting.

The three educational approaches used to train peer counselors in the early stages of peer-to-peer help were a one-to-one approach, a group skills approach and a structured series of educational experiences (Hebeisen, 1973). Another commonality of the various approaches is the transferability of the interpersonal skills, learned in the training sessions, to the peers and relationships that existed outside of the training group.

A weekend retreat became popular to describe a segment of training that was held away from a school or church setting. The idea was to begin to develop a sense of group cohesion and support. It was assumed that taking the trainees away from the usual activities and usual environment would encourage better group interaction. Practicing and trying new skills and behaviors were often the focus of the weekend retreat. Fostering group closeness took the form of dealing with the immediate relationship of the group members (Gray & Tindall, 1978; Hebeisen, 1973). Carkhuff (1969) refers to the immediacy of relationships in terms of translating the immediate presence of another's insight and expression.

A close look at training content in the 1970s reveals an emphasis on the use of videotape modeling and feedback as a means of implementing skills. The Interpersonal Process Recall procedure and Micro-Counseling Model both

include videotape feedback methods (Kagan, Krathwohl & Farquhar, 1965; Ivey & Authier, 1978).

The Carkhuff (1969) and Danish and Hauer (1973) models were used extensively in training paraprofessionals in the 1970s. Carkhuff's paraprofessional model focused on teaching trainees to develop facilitative responses, while the Danish and Hauer program identified essential relationship building skills as a basic training technique. In general, the models used more often in training paraprofessionals were skill learning models that employed the techniques of didactic and experiential formats. Often leaders' manuals accompanied training manuals for the purpose of making a program "trainer-proof." The manuals contained information about the logistics of training and training procedures (Danish & Hauer, 1973; Gray & Tindall, 1978).

Campus peer counseling has always been viewed as a transitory position because it is a short-lived role (Giddan, Norman & Austin, 1982). Upperclass students in their junior or senior year are usually selected over freshmen and sophomores for these positions because of their experience with the campus environment. For these reasons, peer counseling on the college level is not viewed as a permanent job. The intent is to tap the resources of the indigenous population in order to establish mutual support and peer communication.

The undergraduate culture in higher education today consists of a mixture of intellectual development, emotional growth, and social stimulation. The outside of the classroom activities impact the students learning experiences as much as classroom learning does. There is an emphasis on the cognitive and affective development of the college student. Peer group interaction come into focus during student to student extracurricular activities as well as during group study and tutorial sessions.

The successful use of peer counselors in a wide range of roles is documented in the literature (D'Andrea, 1987; de Rosenroll, 1989; Barnett & Harris, 1984). The use of peers as a recognized intervention in undergraduate culture has grown over the last decade (de Rosenroll, 1989). It has expanded the professional support services of a university.

The current status of peer counseling involves a complexity of issues. The work of peer counselors revolves around awareness, supportive and prevention programs for college and elementary through high school students. There are also peer counseling programs for senior citizens in nursing homes and senior day care programs. Preservice training programs incorporate films, text, simulations and role play situations to generate a group experience among trainees. Once training is complete, the peer counselors use this exchange of ideas to create an atmosphere of helping in their particular environments. Inservice training is a reinforcer because it allows peer counselors to gain additional skills that can be transferred to the helping role. The natural style of

peer counseling emerges from the shared social space that is unique to contemporary college life. Informal socializing with peers consumes a great deal of students' time in college (Moffat, 1991). Peer counseling training is an attempt to capture and refine the natural methods of the indigenous people.

College peer counseling perspectives focus on the immediacy of academic and social pressures. The here and now concerns of college matriculation are usually key issues. Other major issues are the training length and content of preservice components. Some preservice training components focus on specialized skills like eating disorders, learning disabilities, dormitory life and library skills (Fondacaro, Heller & Reilly, 1984; Foster, Wodden & Brownell, 1985; Leniban & Kirk, 1990). Many preservice programs engage in generic helping skills training (de Rosenroll, 1989; D'Andrea, 1987).

The training must be relevant to the population that it is intended to address. Other debates exist about the time periods for training: a weekend retreat or a semester long course. The length must be adequate in order to prepare the trainees to service their peers. The trainees must feel equipped to do the job.

Inservice components serve several functions. It can be a time to review and follow up on specific skills. Exchanging feedback, sharing frustrations and comparing reactions to issues can be explored during inservice sessions.

The expansion of peer counseling programs on college campuses has posed new questions for discussion. Self help perspectives are gaining

increasing popularity on college campuses where students are organized to help each other in creative ways (Giddan, Norman & Austin, 1982).

Purpose

The purpose of this study is to analyze the concept of preservice and inservice training in Pennsylvania Higher Education Opportunity Programs (Act 101). The distinctive characteristics of Pennsylvania Higher Education Opportunity peer counseling will be explored. Questions commonly neglected by available research will be investigated.

This study covers all of the phases of preservice and inservice training components for this population. The subculture of Act 101 peer counseling will be distinguished as a unique phenomenon. Issues such as supportive services for the academic achievement of educationally underprepared students is a topic of this study. Providing support for otherwise educationally marginalized students is a focus of this research. In addition, the study will explore the professional staff and faculty members' views of their peer counseling component. The sources of evidence used in this study include systematic interviewing with key personnel such as program directors and counselors. The distinct contribution of historical events leading to contemporary forms of peer helping will be traced in order to understand the current philosophy of peer counseling. The review of historical conceptual peer helping models provide a sharper and more insightful view of the topic (Yin, 1984).

Peer counseling as an empowerment intervention will be explored in the Act 101 context. The intervention being evaluated has a clear set of outcomes. Another component of this research is to consider the pluralistic strategies of preservice and inservice training utilized to approach the desired outcomes. The issues of environmental adaptation, psychological and social adjustment are related to the desired outcome. An emphasis on empowering the creative, indigenous individual to perform certain tasks is examined in this study.

The Act 101 Regulations for Higher Education Equal Opportunity Program manual (1992) states: Counseling services should attempt to establish an environment of trust, acceptance, and confidence. Each program should provide counseling services that help students realize how to attain their personal and educational goals (p. 3). These counseling goals are reflected in the work of the professional counselor as well as the peer counselors. This research will review the specific training models viewed as having a significant impact on the Act 101 counseling goals.

The purpose in reporting the data, however, is not to generalize to other Act 101 programs, although an attempt to generalize findings to theory will be made. Broader theoretical issues in peer counseling such as contextual variables, selection procedures, training modalities, and the processes of preservice and inservice training components will be a focus of this study. These issues will lead to the building of a theory of Act 101 peer counseling. This research will serve as an example for further investigation as well as an

indication for intervention strategies in addressing the needs of the students in Equal Opportunity Programs in Pennsylvania.

Significance

This case study research contributes uniquely to Act 101 information. The distinctive need arises out of the desire to comprehend the social phenomena of contemporary peer counseling.

There is a gap in the peer counseling literature identifying the specific developmental issues that appear to be most effectively handled by peers. The degree to which peer counselor programs actually supplement counseling programs is not known. These questions should be considered when selecting appropriate inservice training models and again as part of the outcome training criteria.

By examining the components of three Act 101 preservice and inservice training programs, the study will suggest direct answers to the questions about appropriate training models for Act 101 type students. The impact of peer counseling on the Act 101 program has not been fully explored by external evaluators. This study in addition to the annual external evaluations by the Pennsylvania Department of Education, can be developed to measure the impact and significance of Act 101 peer counseling components on the target population. These findings will suggest some evidence for the validity of the peer counselor's role in supportive services.

In addition, this study is meant to create a sense of empowerment to the role of the peer counselor. The peer counseling component is as equally important as the tutoring and professional counseling component in assuring the completion of a successful academic experience for the higher education opportunity student. This study represents a first step in the direction of reporting data and results concerning the preservice and inservice training components for peer counseling in Act 101 programs.

Through the use of multiple sources of evidence such as surveys, verbal information, and direct observations, a broad range of data were gathered. Yin (1984) concludes that case study research is likely to be more convincing and accurate when a wide variety of evidence is corroborated. Therefore, the case study data base can be available for later investigators and future research.

Finally, the study offers a description of peer counselor preservice and inservice training models for Act 101 Programs with an emphasis on contextual understanding.

CHAPTER II

REVIEW OF LITERATURE

Contextual Variables

The setting and atmosphere of the training session can help to enhance the effectiveness of the training. The physical requirements should include a private room that is distanced from other activities (Gray & Tindall, 1978). A comprehensive training session requires a pleasant, and warm facility that encourages group closeness and discussion. The training facility impacts the experience of the trainees.

Observing the environments in which students are controlling their lives, learning, and growing will give us clues about designing and implementing empowering interventions that are effective for their population (McWhirter, 1991). The training environment provides the opportunity for supporting the empowerment of others.

An environmentally oriented intervention was developed at Indiana University, Bloomington. In order to reduce adjustment problems among graduate students living in a high rise campus dormitory, a social network program was designed. The content of the sessions focused on loneliness and social interaction (Fondacaro, Heller, Reilly, 1984). Trainees were called "Natural Leaders." The Natural Leaders had to contend with the physical design

of the student living environment in order to assist residents with developing supportive peer relationships.

Another environmental-contextual issue is the location of the preservice training. The advantages and disadvantages of on-campus training, retreat-site approach or classroom-course design approach should be weighed carefully.

Demographic Variables

The demographics of peer counseling training groups must include the following variables:

- identification of the trainer(s)
- vital statistics of the group
- characteristics of the trainees
- characteristics of the population to be served
- role of the peer counselor
- length of preservice training
- time of training
- equipment requirements
- budget constraints

Each peer counseling group has its own definition, membership, core curriculum and purpose. However, the aforementioned variables are crucial to the initiation of an effective program. As a program develops and functions over a period of time, plans for continued growth and refinement can serve as a

guiding principle for program development. Consideration for the demographic variables of a particular program is part of the preservice preparation. It is imperative that preparation is a carefully planned activity.

Information gathering and assessing needs requires an enormous amount of time, energy, and emotional commitment. Gray and Tindall (1978) identify four major steps involved in planning, developing and implementing a successful program:

1. assess the needs of the group to be served
2. become informed about peer counseling concepts, philosophy, program proposal
3. gain support from administration, etc.
4. develop evaluative procedures (p. 45).

Identification of the appropriate trainer for preservice and inservice training is an essential aspect of program development. According to Egan (1975), a portrait of a helper would ideally fit the following description:

- Carkhuff's (1969) "effective" person
- Ivey and Authier's (1978) "intentional" person
- Maslow's (1968) "self-actualized" person
- Jourard's (1971) "transparent" person (p. 22).

The effective person according to Carkhuff's definition is on the process of growing and developing. Personal growth is first and foremost on the agenda. The effective person is able to integrate information as well as

discriminate and fine tune information. The effective person has identified areas of achievement to strive for and is in no way threatened by another person's achievements. As pointed out by Carkhuff (1969), one of the most significant aspects of an effective helping program is the level of functioning of the leader. The effective leader is cognizant of the necessity to function at a higher level in order to implement a strong training program. The goal of the training program led by an effective person is to transform those with minimal helping skills into highly skilled persons with the abilities to help others. In order to have a constructive effect upon the trainees, the trainer must continue to serve as a model and an agent for growth.

Ivey and Authier's (1978) intentional person and fully functioning person is described in the following manner:

The person who acts with intentionality has a sense of capability. He is one who can generate alternative behaviors in a given situation and "come at" a problem from different vantage points. The intentional individual is not bound to one course of action but can respond in the moment to changing life situations as he looks forward to longer term goals.
(p. 57)

Thus, the intentional trainer has the ability to organize and synthesize materials relative to peer counselor training. Ivey and Authier (1978) suggest that the intentional counselor is skillful enough to respond in a variety of directions and offers the most facilitative help. Intentionality is a part of developing competence as a good communicator. The ability to assess a

sufficient varied behavioral repertoire is a desired goal of the intentional trainer. Ivey and Authier explain that microcounseling is concerned with providing trainees with the opportunities to develop a variety of skills in the hope that the trainees will eventually develop their own behavioral repertoire. Egan (1975) reinforces the need for an effective trainer to possess an extensive repertoire of social-emotional skills that are useful in responding to a wide range of trainee's concerns.

Lowry (1973) considers Maslow's "self-actualizing person" as one who is highly motivated to become all that one is capable of becoming. The self-actualized person is capable of possessing good leadership qualities because such a person has the ability to see reality more clearly. With clearer perception and self-acceptance, the self-actualized person is able to develop productive relationships with others. Lowry points out several other characteristics of the self-actualized person, such as:

- spontaneity
- creativeness
- problem-centered
- helping abilities (p. 43-46).

Spontaneity and creativeness are desirable characteristics for a trainer. Maslow's self-actualizing person can be conventional when required or when it is important to do so. Lowry (1973) explains that the self-actualizing person may choose not to act on impulses for the sake of conventionality. This is an

important technique for the trainer to employ at appropriate moments during pre-training sessions.

Maslow considered the self-actualizing person to be problem-centered. Thus, a problem-centered trainer would have the ability to comprehend problems and respond with possible solutions in a realistic manner.

Jourard's (1964) self-disclosure theories encourage the helper or trainer to self-disclose early in the helping process. By serving as a role model and by presenting the image of the self-actualized person, the trainer increases the likelihood of the clients' or trainees' self-disclosure. Egan (1975) suggests that the skilled helper or trainer decreases the role distance by exhibiting self-disclosing behaviors with the trainees. Self disclosure can prove to be a useful tool in establishing the trainer/trainee relationship when used effectively as part of the training goals.

Jourard (1964) points out that self disclosure decreases the "mystery" of another person. It can also alter any preconceptions. Jourard lists a few possible consequences that follow when people disclose their real selves:

- They learn the extent of their similarities and differences, in thoughts, feelings, hopes, reactions.
- They learn more about the needs of another person, which can in turn enable that they be met.
- They learn the extent to which one is in accord with or deviates from the established goals of the group (p. 3).

All in all, a trainer's ability to use self-disclosure appropriately increases his or her ability to establish a strong working relationship with the group.

Characteristics of Trainees

Often the peer counselor is associated with the "ideal" student type (de Rosenroll, 1983). The ideal student is seen as the campus leader, the academic achiever, and the most likely to succeed in his or her chosen field of endeavor. Research indicates that this is not always the composition of the peer counseling training group. de Rosenroll explains that the heterogenous group is better for those involved in training.

Giddan and Austin (1982) refer to a review of undergraduate paraprofessionals that identified the following personal characteristics as desirable for undergraduate peer counselors:

- a genuine desire to contribute to the social and personal development of others.
-
- good communication skills
- ability to create an emotional climate leading to growth
- sound personal adjustment
- a capacity to manage one's own school life successfully
- leadership skills
- the capacity to profit from training and supervision (p. 14-15).

The peer counselor role is a limited one. The status is related to the time which one spends in undergraduate school. Students majoring in various fields might choose to become peer counselors. Research indicates that students prefer to share personal concerns with students of similar age, background, and race (Giddon & Austin, 1982).

Vital Statistics

Selecting trainees is an integral aspect of the process. Whenever possible, the trainer should assume the responsibility of selecting participants for the group. Gray and Tindall (1978) assert that "the effectiveness of the program depends upon well-trained and well-selected participants" (p. 58).

Ideally, a training group should consist of trainees whose strengths are matched to those of the program needs. Therefore, the trainee selection committee should pay particular attention to the trainees' abilities to become part of a team working to address specific problems and concerns. Gray and Tindall also stress that it is important for the trainer and the selection committee to attempt to match the value systems of the trainees and the people whom they will serve.

The values of students in the educational environment would include a belief in the benefits of attaining a quality education. However, it should be recognized that trainees bring to the training session many personal characteristics that will influence the training process. Schmuck and Schmuck

(1977) in their research about the classroom group process, discovered that the myriad of different individual styles and emotional experience are in some sense common to many people.

Group size is a factor in the success of peer counseling training. The size of the group impacts the freedom to express oneself fully and the content coverage. Therefore, the optimum group size should allow for the interpersonal process that will naturally occur in small training groups. However, most studies comparing discussion groups have reported that students claim greater satisfaction in smaller groups and that instructors are more inclined to show satisfaction with larger groups (Kemp, 1970).

The peer counseling training group functions best as a closed group. Retaining the original members until the training has terminated permits high intensity group involvement and growth to occur. Gazda (1971) emphasizes that intermember relations are strongly affected by the size of the group. Thus, group cohesion is an important element in the success of a peer counseling pre-training group.

Small group training sessions force the trainees to experience the tension of interaction. Phillips and Erickson (1970) state that, "interaction is an exchange of meanings or communications" (p. 38). The authors further explain that group communication varies between task oriented and emotional communication. Pre-training peer counseling sessions are often characterized

as support groups because of the amount of intense emotional interaction and sharing that occurs.

Characteristics of the Population To Be Served

Peer counselors help their peers and contemporaries. Gray and Tindall (1978) point out that the learning process itself may not cause major changes in the life experiences of the peer counselors or their contemporaries, but remind us that the peer counselors retain values in common with their peers. Clearly, the peers benefit most from this exchange of shared values and experiences. Many peer counseling programs tackle the challenge of educating students by modeling and teaching communication and coping skills on the college level; freshmen are usually the recipients.

Freshmen are often vulnerable to the stressors in their new academic environment. Creative efforts such as peer counseling are often necessary interventions to reduce attrition among this population. The effectiveness of a peer counseling program can be determined by the response from the group that it is intended to serve.

Moffatt (1991) conducted research at Rutgers University in order to explore the undergraduate culture in higher education. As expected, students agree that classroom learning is an important part of their college education, but college life is also about the informal curriculum of peer-group fun, freedom from the authority of adults, and about autonomy. Moffatt emphasizes friendship as a

staple of American college life. Her research indicates that seeking meaningful relationships in their own personal worlds is very important to college students. Peer solidarity is evident in the fraternity and sorority system. Peer relationships are so intense that many students indicated that they would take an intensely confidential problem to one of their college friends rather than call home to discuss it with their families.

In an effort to assist first year students to acquire coping skills and make the transition to the university environment, a large Canadian university developed a peer helping program (Russell & Thompson, 1987). First, a student service task force was organized to identify the concerns of first year students. The task force identified strategies for meeting the extended orientation needs of first year students. Second, first year students who were not living on campus were targeted as an initial group that would benefit from peer helping. These students would not be able to benefit from the socially supportive atmosphere of a residence hall environment. Some of the goals of the program were to:

1. Provide an immediate support system and information source during the critical first few days of the university experience.
2. Foster good skills for studying, taking examinations, writing essays and increase academic achievement.
3. Strengthen and encourage the relationship between students and faculty members.

- Increase students' knowledge of and sense of belonging in the university system and campus and reduce the perceived impersonal nature of the campus. (Russell & Thompson, 1987, p. 335)

Role of the Peer Counselor

Peer counselors are trained to act as advocates for their advisees in some programs, helping them with institutional procedures and so forth. Some peer counselor programs have trained peer counselors to provide information and serve as a referral source (Strelow, 1982). Numerous authors (Bry, Marshall, West, Zollo, 1975; Strelow, 1982; Winston, Buckner, 1984) identified some of the common duties, roles, and expectations of peer counselors:

- initiating, supporting or advising program efforts for advisees
- providing information
- making referrals to campus services and agencies
- assisting advisees through counseling interactions
- providing specific tutoring or study skills techniques
- serving as liaisons between counselors and their advisees
- assisting freshmen with orientation and advising

Monitoring telephone hot lines is a role ascribed to some peer counselors (Dailey, 1989). In such cases, pretraining sessions focus on breathing rhythms, tonal and intonation pacing, since most of the peer contact is conducted by telephone. Lawson (1989) conducted a study to obtain program implementation

issues in peer programs at the universities in Ontario and Quebec. She documented the expanding roles peers play in postsecondary institutions in Canada. Some of these include:

- campus radio station - outreach counseling
- crisis intervention
- telephone counseling
- women's studies assistance
- physical disability assistance
- bereavement counseling
- career assistance
- financial aid counseling
- assertiveness training. (p. 43)

Length of Preservice Training

Research indicates that preservice training components vary from brief workshops (less than 10 hours) to long classes (greater than 10 hours). The primary conclusion in this area is that peer counselors must receive substantial training prior to becoming helpers in order to be effective.

The training duration, methods and models utilized should be developed for specific reasons according to the needs assessment carried out for the targeted subgroup. de Rosenroll (1989) points out that for each setting, a specific interaction among peer populations is intended to take place. For

example, returning adults have specific needs which may be different from the traditional age student; both can be serviced by peers.

In some cases, pre-training is extensive, an intensive workshop followed by weekly meetings (Lawson, 1989). Many innovative programs include structured and systematic skills training (Ivey & Authier, 1978; Carkhuff, 1969). Packaged skill training programs require time for the trainees to acquire specific competencies.

The time requirement for the pre-training component of any program will depend upon several factors. First, the time block for each training session or each skill, and opportunity for role play and practice of the new skill should be considered. Second, the ability and prior experience of trainees may impact the amount of training required (Gray & Tindall, 1978). Ideally the pre-training process should be designed to meet the requirements or restriction of the trainees and the population to be served.

Timing of Preservice Training

Establishing the training session times is an important aspect of an effective preservice program. The needs of the trainees as well as the population to be served, should be taken into account. Gray and Tindall (1978) suggest convening an informational meeting for people interested in peer counseling. At that time, a brief description and demonstration of the proposed training experience can be explained by the trainer. Regular attendance should

be mandatory for training sessions. Therefore, selecting a convenient time for all concerned should be given the utmost attention. Four professors at Rutgers University decided to establish a college course that they would team teach to train undergraduates to work as peer counselors (Bry, Marshall, West, Zollo, 1975). The course met twice a week. Once a week was devoted to discussion of theories. Nonclassroom work was required in the form of fieldwork and supervision. The second classroom meeting of each week was devoted to discussions about fieldwork experiences. Some preservice programs consist of required hours of training, group training, or one-on-one sessions held prior to the beginning of service. Inservice sessions serve as a follow up to the initial preservice component (Lawson, 1989).

A peer training model, implemented as a high school career development program, held a two phase preservice training program (France, 1984). The initial training took approximately thirty-five hours. The second phase consisted of small groups of five to ten students who met on a regular basis for short sessions of one to two hours in order to practice specific skills.

The American University's companion service preservice component consisted of a thirty-six hour training program (McCarthy, Wasserman, Ferree, 1975). The program prepared fifty students to operate a telephone crisis intervention and referral service. Later, the preservice component was revised to include six two-hour workshops with succeeding sessions focusing on specific skills.

The Student Counseling Center at Illinois State University employed student paraprofessionals in a general peer helping role called resource students (Presser, Miller, Rapin, 1984). Resource students attended an intensive one week paid training session in the fall of the academic year. Ongoing supervision of two hours per week for the rest of the academic year was part of the training sequence. The pre-training component prepared the peer counselors for service delivery. The timing of the training was an integral part of the total preservice component.

Pre-Training Equipment Requirements

The training arrangements should include a room large enough for small and large group interaction. Moveable furniture is comfortable and adequate lighting is required (Gary, Tindall, 1978). Audio-visual equipment is necessary for viewing training modules. Flip charts and colorful markers are great for highlighting certain skills, making lists and generating small group activities.

Ittner and Douds (1989) suggest the following inventory of equipment and supplies for training workshops:

- Lecterns
- Overhead Projectors
- Screens
- Flipcharts
- Markers in Assorted Colors

- Name Cards
- Masking Tape
- 3" X 5" Index Cards
- Scissors
- Stapler
- Ruler
- Scotch Tape
- Pencils (Sharpened)
- Paper Clips
- Vu-Graph Transparency Frames
- Blank Vu-Graph Transparencies. (p. 6)

It is always advisable to have access to a copier. Training books are desirable in order to assign additional reading and practice exercises.

Ittner and Douds (1989) feel that pre-recorded flip charts add to the professionalism of the trainer for two reasons: (1) they look neater; (2) they can be used as a presentation outline and eliminates the need for notes. They further state that writing the trainees' ideas on the flip chart during discussions adds importance to their ideas. Visual aids serve the purposes of adding variety, highlighting main points as well as enhancing the trainer's professionalism (Ittner & Douds).

Budget Constraints

The pre-training stage includes needs assessment of the targeted group, selection of trainees and trainers, as well as budget constraints. The training stage includes learning materials and supplies, training approaches, and location of the sessions (de Rosenroll, 1988). Budget constraints permeate all stages of the implementation of a peer counseling program.

Even the proposal stage depends upon the magnitude of a program and the amount of financing required to operate it. State or federal funding can be requested for comprehensive grant proposals. Even if the proposal is a small one requesting direct administrative support, it should include general ideas of costs and equipment, location, trainers, stipends, transportation, and other relevant financial concerns. Identifying outside funding agencies that might lend support can be beneficial (Gray & Tindall, 1978). Gray and Tindall convey the need to include evaluative procedures in specific terms so that outside funding agencies can appreciate the integrity of a program.

Salovey and D'Andrea (1984) discovered in their survey of 200 colleges and universities that few peer counseling programs are well endowed. Some programs receive minimal or no funding at all. Approximately 14 programs were funded at a level of \$10,000 per year or more. Nine programs were funded at \$20,000 annually. Funding sources ranged from public funds to in-house university sources. Sources like Residence Life and Student Affairs were well represented. Two creative programs generated their own funds.

Impact of Selection and Training

Screening and selection processes should include some or all of the following:

- Personal Interview
- Application
- Reference Letters
- Role Play

However, some selection processes are conditional, based upon successful completion of the pre-training program.

A peer counselor training program for the elderly in Broome County, New York, established the following screening criteria (Hoffman, 1983):

- personal interview with the psychiatric nurse
- age requirement at 60 years of age or older
- attendance at senior center on a regular basis
- good physical health
- desire to attend training and a 10-week practicum placement
- commitment to work for at least six months and three hours per week. (p. 358)

This selection process was unique in that it required flexibility and an eclectic orientation towards helping rather than a religious orientation. It can be difficult to assess certain personality traits in an initial interview. In this case, the screening process omitted candidates because of lack of time commitments, a

religious orientation that precluded openness, and poor attendance during the first three sessions. The remaining trainees (five out of 15) exhibited a special cohesiveness that provided an excellent learning climate (Hoffman, 1983).

According to the authors, the impact of the training process was tremendous.

Trainees showed improvement in personal goal setting, smoking habits, physical stamina and self esteem. Hoffman reported that the personal achievements and successes of the trainees during pre-training enabled them to realize that their potential clients possessed the capacity for personal growth.

Most programs attempt to select individuals who exhibit Rogerian like qualities:

- warmth and sensitivity
- psychological health
- good attending and listening skills
- strong responding and questioning skills

When the faculty and student coordinators at American University selected students for the Companion Program, the following characteristics were sought:

- warmth
- genuineness
- empathy
- trainability
- self disclosure

- listening skills
- feedback ability (McCarthy, Wasserman, Ferree, 1975)

This program attempts to select an equal number of both sexes in order to provide a balance.

Winston and Ender (1988) conducted a study to follow up on previous studies in order to assess (a) student paraprofessional use in college student affairs components and (b) comparisons among programs in regard to type of work activities, training methods, selection procedures, supervision, hours worked, and compensation. The final return rate was 59% (118 of the 200 institutions solicited). Data about the recruitment and selection process is listed below:

- *Data Used in Selection Process*
 - Academic Abilities (Test)
 - Personality Instrument
 - Grades
 - Previous Leadership Experience
 - Recommendations From Faculty
 - Peer Ratings
 - Performance in Training
 - Academic Major
 - Successful Apprenticeship
- *Materials Used in Application:*
 - Formal Application
 - Essay
 - Resume
 - Letters of Reference
 - Transcript
- *Activities Used in Selection Process:*
 - Individual Interview(s)
 - Group Interview(s)

- Simulation(s)
- Completion of Training. (p. 469)

The data indicated that the individual interview was the most frequently used selection process (87.3% of all programs). Simulations or role plays were used in 20.7% of all programs and completion of a training program was used in the selection process by 30.0% of all programs (Winston & Ender, 1988).

Those methods that appeared to be used consistently across programs included student grades, previous leadership experience and recommendations from faculty and staff. Winston and Ender (1988) indicate that new approaches are worth trying and that experiential studies comparing various selection processes are definitely needed.

Once selected and trained, this study reported that student paraprofessionals worked in the following settings:

- residence halls
- counseling and career centers
- orientation
- student judiciary
- academic advising
- student activities
- study skills programs. (Winston and Ender, 1988, p. 471)

A peer counseling model developed by the Peer Counseling Project at the University of Victoria, Canada, takes a unique approach to the recruiting and

selection process (Carr, 1981). The staff recognizes the well-documented evidence that students seek help from their peers. This peer group is tapped as a resource for selecting peer counselors. Students are encouraged to nominate other students as well as traditional requests for volunteers. In order to attract the attention of volunteers, the staff will ask students two simple questions:

1. Have you ever tried to help a friend, but did not know what to do?
2. Do you know what it's like to have worries, concerns, frustrations?
(Carr, 1981, p. 14)

Carr (1981) emphasizes that students relating to other students can be used to enhance the development of all students involved. Counselors who can accept the influence power of the peer social network can enhance the foundation of this network in peer counseling situations (Carr, 1981).

Carkhuff (1969) and others have indicated that communications skills training makes a positive impact on the trainee. Some approaches to the selection process involve training before making a final selection decision (Winston & Ender, 1988). This process allows the trainer to get a more accurate picture of the trainees' skills and potential for helping others.

The role of peer consultant is a distinct leadership position. It implies availability for general peer-helping, information dissemination, referral, and training. The Student Counseling Center at Illinois State University employed a large contingent of peer consultants to function in two roles (Presser, Miller, Rapin, 1984). These roles were: (1) a general peer counseling role and (2)

specific peer program delivery role. The unique role of delivering outreach services, planning and delivering structured educational programs required properly selected and trained students.

Applicants experienced a complex screening and selection procedure.

The initial screening included:

- a written application
- two letters of recommendation
- a half hour individual interview. (Presser, Miller, Rapin, 1984, p. 322)

During the second phase, the remaining applicants were required to participate in small groups for three hours. Structured group problem solving activities, coping strategies, leadership, communication and interpersonal style were the focus of the group activity (Presser, Miller, Rapin, 1984).

Further screening took place after students were observed during the small group interactions, and another individual screening was conducted by the senior staff members of the program. Once a student survived this rigorous selection procedure, they were matched to specific programs based on their strengths. The personal characteristics highly observed are:

- flexibility
- creativity
- analytical abilities
- self confidence

- self presentation
- ability to express oneself and think on one's feet. (Presser, Miller, Rapin, 1984, p. 322)

Research indicates that peer counselors are becoming an integral component to university counseling centers (Salovey & D'Andrea, 1984). Winston and Ender (1988) document the wide divergence of settings in which peer counselors are used. Evidence has been noted that peer counselors can be effective with students who have specific behavioral issues to address (Miller, 1985; Presser, Miller & Rapin, 1984).

The Paraprofessionals As Companion Therapists (PACT) program was developed at a midsized midwestern university to address several problems: (1) high incidence of eating disorders; (2) a void of providers in the local community, and (3) a demand for effective campus services (Lenihan & Kirk, 1990). The screening criteria for the PACT program include: (1) upperclass standing; (2) previous course work in helping skills and crisis intervention; and (3) an interview in which attitudes toward eating and health are assessed. Other course requirements include psychology or dietetics. Trainees are required to view films specific to eating disorders and health and nutrition. The pre-training component consists of a 25-hour training course. Open campus workshop forums are available to provide general information about eating disorders to prospective clients and companion therapists. Once the pre-training session is completed, companion therapists are paired with a client. Pairing is based on

the skills of the companion therapists and the needs of the client. A team approach is utilized in the treatment process. The companion therapist works closely with a principal therapist. The university counseling center and the psychology department cooperate in the selection, training, pairing and supervision of the student interns.

A contrast has been made by Carkhuff (1969) regarding the methods in selecting professionals and paraprofessionals in the helping profession. Carkhuff points out that paraprofessional programs emphasize such skills as empathy and sensitivity while selection processes for professionals are predominated by intellectual indices such as grades and performances on standardized examinations. Effective interpersonal functioning should be the basis of selecting a professional or paraprofessional in the helping profession. D'Andrea (1987) speculates that an understanding of one's self should be a part of the process of gaining knowledge of helping skills. He further explains the importance of self understanding as a prerequisite in the selection process.

Carkhuff (1969) confirms that selection procedures must be relevant, meaningful and valid for purposes of identifying helping behaviors. He asserts that selection indices should be developed that will discern those persons who are capable of:

- making maximum utilization of the training programs

- offering maximum treatment benefits to the distressed persons seeking their help. (p. 79)

Carkhuff (1969) explains several principles that are useful in developing selection procedures:

- In order to predict effective helping, an index of the prospective helper-trainer's level of functioning in the helping role should be made.
- The best index of the helper's future ability to handle helpee crises effectively involves obtaining an index of the prospective helper's present ability to handle crises.
- The best index of the helper trainee's inclination to self explore in training involves an index of the prospective helper's present inclination to self explore.
- Also, the best index of trainability involves an index of the perspective helper's present ability to employ a training analogue. (p. 88)

These assessments can be made by designing role play situations and simple procedures in which the prospective helper is given the task of responding to the distressed person. Even video taped sessions can be used in designing discrimination procedures. Carkhuff (1969) describes a selection procedure that is directed at training. The procedure involved presenting the trainee with a representative aspect of the training program for a few hours with pre and post training assessments. This procedure will demonstrate increments in learning and give evidence indicating how much was gained from a brief

training experience. Hopefully, this will also identify the trainees that are best equipped to utilize long term training.

Key Dimensions of Training

The essence of training is operationalizing goals and the steps to attain these goals (Carkhuff, 1971). Often the training component signifies the difference between effective and ineffective programs. Effective programs have identified plans and procedures to attain goals which are realistic and achievable. In addition, effective programs have progressive reinforcement experiences for attaining these goals. This reinforcement experience can be in the form of inservice workshops and/or seminars. An effective training program can provide the trainees with a common language and improved communication skills. Consequently, this will provide a shared framework for individual and group action. The training component can be effective if it is linked to the educational efforts, overall goals, and vision and strategy of the peer counseling program.

Lessons from the corporate world have shown that training and development are integral parts of the renewal process. Bernhard and Ingols (1988) define training as a short-term activity that helps people do their jobs better, a coping strategy. Development, accordingly, is defined as long term and future oriented. This will serve the interest of the trainee and the organization. It is a building strategy as pointed out by Bernhard and Ingols.

Consequently, this definition of training and development implies that training helps people become skilled specialists and that development broadens people and widens their outlook.

Development of appropriate training methodologies can expand the limits of what can be learned by the trainees. Training, it can be seen, is more broadly conceived than our usual considerations of teaching methodologies (Carkhuff, 1971). It can incorporate various training methodologies which will reinforce criteria that is relevant to hoped-for benefits.

Perhaps the most critical variable in designing a training program is the level at which the trainer is functioning on the dimensions designed for the program. Hopefully, the trainer is not only functioning at high levels on these dimensions but is also attempting to impart learnings concerning these dimensions in a systematic manner, for only then will the trainer integrate the critical sources of learning as identified by Carkhuff. The three critical sources of learning in training have been identified as: (1) experiential base of training; (2) modeling base of training; (3) didactic base of training.

In the experiential base of training, the trainee's firsthand experiences of the dimensions involved is most critical (Carkhuff, 1971). Accordingly, the trainee must have the experience of being the recipient of the action occurring during this phase of training. If the training program is focusing upon the discrimination and communication of confrontation, the trainee must also have had the experience of trainer confrontation of trainee (Carkhuff, 1971). The

trainee must personally partake of this phase as real in order to be effective. Real issues and genuine efforts must be formed on the part of the trainee and the trainer or the training process cannot be effective. Carkhuff (1971) indicates that the experiential base of training relates to the trainee's experience of training, and the modeling base of training relates to the model for effective functioning which the high-level trainer provides.

Modeling or imitation is a significant source of learning. Therefore, in the modeling base of training, the trainer provides a model for the trainee to identify with and emulate (Carkhuff, 1971). The trainer must be able to convey consistency and authenticity. Furthermore, this phase of training must establish an integrated learning experience that draws upon significant sources of learning in order to magnify the effectiveness of didactic training.

The essence of the didactic training program then is operational goals for which step-by-step procedures can be systematically developed (Carkhuff, 1971). The trainee experiences a series of successive reinforcement stages. The trainee should know at each stage if the intended goals have been achieved. Achievable goals must be specified in order to make this phase of training effective. When developing didactic material one must keep in mind that training emphasizes systematic development of programs to attain specifiable goals (Carkhuff, 1971). Carkhuff explains that it is important to set up progressive reinforcement experiences for attaining these goals.

The systematic approach to training is a skills-training model. Trainees move from the simplest skills to the most complex (Egan, 1975). The model underscores the need to master the simpler skills because the more complex skills are based on them. Criticism of this model is centered around the regimentation of the process. Systematic skills training necessitates discipline; however, it is not rigid and inflexible. It has a built-in flexibility which allows each program to be designed to meet the needs of the functional criteria which have been developed as the goals of that particular program (Carkhuff, 1977). Systematic training equips each program with its own inservice training and supervisory capacities.

Gazda (1971) endorses systematic training as a preferred mode of group treatment because it can be analyzed in a systematic way. The unique contributions to the trainer and trainees participating in systematic approaches can be measured in terms of change or gain in skill development. Systematic approaches, according to Gazda, provide the trainee with an awareness of the level of progress in the helping process.

Once the trainee is aware of progress being made or lack of progress, it provides an opportunity for the trainee to accelerate activity in the training process. The well-defined procedures of a systematic training approach provide the trainer with a high level of confidence in what is expected (Gazda, 1971).

Gazda (1971) and Carkhuff (1969) identify a number of unique benefits of systematic group training processes:

- Training is goal directed and action oriented.
- Training emphasizes group practice in specific behaviors.
- Group members are left with tangible and usable skills.
- Systematic training promotes longer retention of learned skills.
- A facilitative group atmosphere encourages free expression.
- Opportunities are provided to communicate directly with other people.
- Opportunities are provided to try out new behaviors and receive immediate feedback.

A learning based model of training is the preferred method for training peer counselors. A systematic process maximizes the development of skills by offering a step-by-step skill dissemination procedure. Trainees focus in on attaining specific competencies. Skills are operational, repeatable and trainable in a systematically organized program. Also, a set of sub skills can be hierarchically organized.

The skills based models as developed by Ivey (1978), Carkhuff (1969) and Kagan and Schauble (1969) are most often cited as effective peer counseling training models. These models incorporate the following:

- active participation in the process
- focus on specific behaviors (mastery and maintenance)
- highly structured activities
- didactic and experiential methods
- monitored progress

Systematic training is not a preferred method of learning everyday skills. However, this disciplined form of training has proven to be effective in attaining helping skills. Skill based models provide some mechanism for the continuity of role play and practice. Acquiring skills that are necessary to help others is the basic educational principle. According to D'Andrea (1987), a training model must offer more than knowledge about skills. An effective model involves acquiring a conceptual understanding of the components of the skill, viewing others using the skill effectively, and practicing the skill (D'Andrea, 1987).

Initial pre-training programs should include the following:

- an orientation to the structure of the program, specific duties and expectations
- a sense of identify and cohesion among trainees (team building activities)
- introduction to skills or specific theoretical models (role play and practice of skills)

Learning based models of training should have structured training sessions with a systematic process to maximize and evaluate trainee skill development (Carr, 1981).

In 1983, a peer helping program was organized at a large Canadian university in order to assist first year students (Russell & Thompson, 1987). Student service specialists participated in the training by discussing the following topics:

- communication skills

- learning skills
- career planning skills
- cross-cultural issues
- alcohol consumption
- sexuality
- managing stress (Russell & Thompson, 1987, p. 331).

Furthermore, pre-training involved group dynamics and group building skills.

The peer mentor training program at University of North Carolina consists of the following:

- Initial one day training session for orientation.
- A two day workshop immediately before the fall semester that focuses on procedural matters and campus resources for referral.
- A one semester course (two semester hours credit) in paraprofessional counseling in which role taking, active listening, communication skills, self awareness, development of values, stress/coping techniques and referral processes are emphasized.

Four workshops each semester (Locke & Zimmerman, 1987, p. 529).

This program was designed to assist black students in the freshman class with the academic, emotional, and social-cultural adjustment to the university of North Carolina.

Rittenhouse, Stephan and Levine (1984) suggest that looking at attributional biases in untrained peer counselors, can lead to addressing them in training programs. The results of a study conducted by these authors revealed that students in the role of peer counselors had a tendency to blame other

students for their failures in terms of internal faults or personality deficits. Controllable as opposed to uncontrollable factors were cited most often as causes of failure. Words like "procrastinates," "doesn't try hard," and "is irresponsible" were cited as internal controllable attributions by the peer counselors in the study (Rittenhouse, Stephan & LeVine, 1984). If these perceptions are held by untrained peer counselors, they can be addressed directly during the pre-training sessions. Potential peer counselors can benefit during training by understanding that failure may be the result of a variety of factors (Rittenhouse, Stephan & LeVine, 1984). These factors can be dissected and addressed during role play situation. Counselors can also be made aware of how intellectual myopia can limit the range of options they consider when giving assistance to failing students.

Carr (1981) is committed to a learning based model of training peer counselors. Each training session is structured to maximize student skill development. Continuity, awareness, know-how, assertiveness, process and practice are the phases of each training session; the cycle starts again with continuity (Carr, 1981). The assertiveness section is where students work in pairs, or trios practicing simulations or experiential activities before moving on to the process phase where observers offer feedback and constructive criticism.

Value To Recipients

Research indicates that peer counselors address a myriad of problems brought to them by their peers (Salovey & D'Andrea, 1984). The directors of counseling services at 156 colleges and universities responded to a questionnaire regarding peer counseling activities on their campuses. Problems encountered from most to least frequent are listed below:

- academic difficulties
- friendship relationships
- romantic relationships
- career/future anxieties
- depression
- parental difficulties
- monetary problems
- sexual problems
- suicide

Other problems mentioned but not ranked:

- alcohol and drug abuse

Although the sensitive area of depression is presented to peer counselors on a regular basis, more serious problems like suicide and sexual dysfunction are not typically presented to peer counselors. Academic and relationship problems appear to be the most common concerns brought to peer counselors (Salovey & D'Andrea, 1984). Salovey and D'Andrea remind us that students are

often capable of solving some of their own problems if given the chance. The value and significance of peer counseling has been well documented in the literature (Lawson, 1989; D'Andrea, 1987; Stokes et al., 1975; de Rosenroll, 1988; Kammer, 1982; Locke and Zimmerman, 1987; Rittenhouse, Stephen, Levine, 1984; Carr, 1981; Russel and Thompson, 1987).

Carr (1981) identifies nine factors which have contributed to the creation and natural development of peer counseling within school settings:

- friends as the number one in-school resource
- research on the helping relationship itself
- loneliness, making and keeping friends
- emphasis on primary prevention
- student needs for competency, respect and self-esteem
- securing identity
- research on the effects of peer tutoring
- increasing establishment of self-help or mutual aid groups
- supplementation of existing counseling services. (p. 7-9)

Carr describes how peer counselors can serve as a bridge to get troubled friends involved with professional help.

Support groups of all types are often more convenient and less threatening than formalized professional counseling. Some of the most famous support groups began when people with similar problems united to hold discussion sessions. A few of the most successful are Alcoholics Anonymous,

- Is there a significant difference in the level of moral reasoning as a result of serving as a mentor in a peer helper training program?
- Is there a significant difference in the level of ego development as a result of serving as a mentor in a peer helper training program? (p. 528)

The researchers concluded that significant growth in ego development occurred as a result of the treatment. Locke and Zimmerman (1987) also point out that certain emotional factors trigger intense responses to moral reasoning, such as racial issues.

Locke and Zimmerman (1987) found that peer counseling seeks to establish a support group for black students attending a predominantly white college. They agree that pre-training provides opportunities for psychological growth as does the service aspects of a peer mentor program.

Although altruism is often an underlying theme for service, affiliation with a group with highly held purposes is a positive aspect of peer counseling programs. Pre-training provides the trainees the opportunity to heighten their self-esteem through mechanisms of openness, self disclosure, and ongoing support of the group.

The benefactors of pre-training includes the trainees as well as the trainers. The obvious self-improvement in the trainees' communication skills is of major value to the recipients of peer counseling. The benefits of gaining additional communication skills makes one eligible to self explore more deeply, as well as learning how to impart new skills to someone else (Gray & Tindall,

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1980). Trainers gain additional assistants, thus enabling services to be expanded to a larger number of clients.

D'Andrea (1987) highlights the individual learning that takes place during pre-training:

- *altruism* - referred to as a healthy mechanism of defense and coping skill
- *group affiliation* - sharing and collective action are encouraged
- *improved self esteem* - experiences of a valued role in the group aide the shaping of identity formation in the transition from youth to adulthood
- *role trial* - offers a measured responsibility for another person
- social skill learning and broadened interpersonal competence - provides "intimacy training" for personal life and work roles
- *learning adaptive coping*
- *interpersonal skills* - during training there is a heightening of learning by identification, coaching and observing. (p. 49)

Service to others can be regarded as a constructive experience for college students; student interaction with the professional counseling staff can be viewed as a facilitative process. According to D'Andrea (1987), peer counseling activities can enhance the supportive aspects of the campus environment.

The School of Business at Ithaca College offered a unique concept of peer advising in order to supplement faculty efforts. The faculty-student advisee ratio had exceeded the ability of faculty to give personal attention to each student (Devlin-Scherer, 1985). An open-ended comments survey was

conducted in order to assess the atmosphere of meeting the extent and usefulness of information provided, and the overall effectiveness of the program. The open-ended responses were grouped under the headings of comfort level, adequacy of preparation, and client satisfaction. The comments referred to the value and benefits of the peer advising program. Students indicated an appreciation of the opportunity to talk to someone on their level about certain issues. The personal attention and time spent was valued by the students. The immediacy of the program was rated highly under the client satisfaction group; students revealed that peer advisors were knowledgeable and helpful. An abbreviated version of the open-ended comments are listed below (Devlin-Scherer, 1985):

Comfort Level

Question: Were you comfortable speaking with the peer advisors? Why or why not?

Common comments: "on my level," "relaxed friendly," "knew how I felt"

Client Satisfaction

Question: Are you satisfied with the results of your visit with the peer advisor? Why or why not?

Common comments: "my questions were answered," "no longer confused," "saved a lot of time." (p. 25)

Generally peer advisors were viewed as likeable, enthusiastic and informative.

Locke and Zimmerman (1987) divide the advantage of peer counseling programs in educational settings into three basic categories:

1. more effective services offered to a greater number
2. better academic achievement
3. positive personal and psychological adjustment to school life. (p. 526)

Peer counseling can be a positive and helpful first stop for seekers of assistance with academic and personal concerns (Devlin-Scherer, 1985).

Research indicates that aside from the knowledge that peer counselors will gain during pre-training, they will acquire insights about their own internal feelings and communication abilities (de Rosenroll and Moyer, 1983; Carr, 1981; Locke and Zimmerman, 1987; Presser, Miller and Rapin, 1984). Also, McCarthy, Wasserman, and Ferree (1975) reported that students who worked as companions in a peer counseling program at American University experienced remarkable changes. They became more interested in academic achievement and were more inclined to seek additional education in graduate programs in the helping professions. de Rosenroll (1989) raises several research questions regarding the impact issues of peer counseling programs:

- In what ways do peer counseling programs supplement counseling?
- What are the activities in each peer counseling setting?
- What are the specific developmental issues that appear to be effectively handled by peer counseling?

- In what ways do peer counselors add to or create a more positive environment? (p. 76)

Additionally, de Rosenroll expands on the need to attach these issues in the context of program evaluation.

Training Modalities: Content and Theoretical Models

Certain common content areas are addressed in many preservice training components. In many instances programs include training sessions on:

- the role of the peer counselor
- observing and listening skills
- communication skills
- problem-solving
- referral
- values clarification
- decision making

Guest speakers are often invited to assist with topics such as sexuality, abortion, depression, suicide, and sexually transmitted diseases (Lawson, 1989). Video taping is used in order to assist trainees with identifying gaps in their communication and helping styles (Giddon, Norman & Austin, 1982). Role playing of vignettes is a common technique used in pre-training sessions.

Actively listening is identified by Dailey (1989) as a tool that will assist peer counselors with quickly establishing trust and understanding with their

counselees. Role playing exercises for telephone counseling includes active listening, breathing rhythms, tonal and intonation pacing, and non-touching forms of anchoring (Dailey, 1989). Dailey defines anchoring as "stimuli that trigger the memory of past experiences to include the feelings that accompanied those experiences" (p. 175). Once those trained in these valuable techniques, peer counselors can develop unusual anchors such as bond gestures, pencil tapping and voice changes according to Dailey (1989). Pre-training sessions provide the setting for practicing skills as well as getting direct feedback from others (Garner, Martin and Martin, 1989).

The value of including self-disclosure activities in combination with teaching counseling skills during pre-training is important to the peer counselors' manner of presentation (Mitchum, 1983). Trainees are more willing to share real experiences during role play situations if they are relaxed and comfortable with the training group.

Gray and Tindall (1978) advocate focusing preservice training on the eight basic communication skills:

- attending
- communication stoppers
- empathy
- summarizing
- questioning
- genuineness

- confrontation
- problem solving. (p. 71)

Empathy requires more training time than the other skills according to Gray and Tindall's (1978) time lines of training modules. The minimum time block recommended for each module is 30 minutes with 45 to 75 minutes being preferable. The module training time is dependent upon other variables such as, abilities of trainees, prior experiences, opportunity for practice and role play (Gray & Tindall, 1978).

The empathy skills sessions should emphasize the following:

- responding to feelings
- describing feelings
- paraphrasing feelings. (Gray & Tindall, 1978, p. 103)

Gray and Tindall recommend that 240 to 465 minutes of training time should be devoted to empathy skill development. They also recommend a considerable amount of time (155 - 240 minutes) for homework after group meetings.

Egan (1975) distinguishes primary-level accurate empathy from advanced accurate empathy. Egan explains the problems that a beginner trainee may experience in communicating primary-level accurate empathy:

- inaccuracy
- feigning understanding
- allowing the client to ramble

- premature advanced accurate empathy
- jumping in too quickly
- using language that is not in tune with the client
- longwindedness. (p. 73)

Primary level accurate empathy according to Egan involves communicating basic understanding of feelings and experiences underlying those feelings.

Advanced accurate empathy extends a farther reach to include not only what is actually said by the client but also what the client implies, hints at and nonverbal clues. Advanced accurate empathy entails putting all the clues together in order to develop an appropriate response to the client. It involves the ability to respond to ideas that were not overtly expressed by the client but were shown covertly during the counseling session (Egan, 1975).

Carkhuff (1969) defines empathy as the key ingredient of helping. He explains that empathic understanding must exist in the early phases of the helping process or there is no basis for helping. Carkhuff (1969) emphasizes that if trainers conquer the empathy skill, the remaining dimensions of training should come easily because other dimensions flow from the basic dimensions of empathy.

The behavioral, experiential, simulation training paradigm is identified as an effective training plan (McCarthy, Wasserman, Ferree, 1975). Role playing is the focus of this type of training plan. Another approach to training peer

counselors is the development of a college course that is designed to increase student helping skills.

Bry, Marshall, West and Zollo (1975) designed a college course at Rutgers University to train peer counselors to assist educationally disadvantaged students that preferred to elude the professional counselors.

The goals of this course were:

- increase the students' abilities to discuss concepts of the helping profession
- increase the students' abilities to write objective reports
- increase their abilities to write about their subjective experiences as helpers
- increase their self-knowledge
- increase abilities to listen and express empathy
- increase knowledge of referral sources
- increase abilities to identify various helping techniques. (p. 51)

The teaching techniques were designed to get students involved in exercises in small work groups. Immediate feedback and structured guidance were utilized in responding to student logs in class. Student evaluations of the course indicated significant increases in skills such as self-understanding, listening abilities, and the ability to empathize.

Learning based models of training are preferred methods for peer counselor programs. Systematic processes maximize student skill development.

The skill based models developed by Kagan et al.(1965), Carkhuff (1969) and Ivey and Authier (1979) are most often cited as effective pre-training models.

The use of audio and video tapes with trainees has proven to be effective during role play and skill practice sessions. Kagan et al. (1965) has been described as pioneering this type of procedure (Pietrofesa, Hoffman, Howard, 1984). The Kagan model, Interpersonal Process Recall, consists of the following:

- Trainer and trainee review video tapes to share and explore concerns.
- Student and instructor manual accompany a film series.
- No prior training is needed for instructor/trainer.
- Four response modes: (1) exploratory questions; (2) listen intently; (3) focus on themes; (4) frank and honest.
- Recall is stimulated - trainee is given control of playback and stops it when he/she recalls any thoughts, feelings, conflicts, confusions, images, etc.
- Trainer will encourage trainee to elaborate on feelings, memories, goals, satisfaction or dissatisfaction with tape.

The Kagan videotape feedback model does not discuss teaching discrete skills.

The emphasis is more on assisting the trainee to understand the interaction between helper and helpee by recognizing the impact of the dyad. The educational principle is skills learning and conceptual understanding of skills.

The Carkhuff (1969) model identifies a series of verbal qualities present in established relationships. The model is built around the process of teaching

trainees to make responses at specific levels. The Helper rating scale measures the helper's ability to respond to the helpee's feelings and content. The Carkhuff training model consists of the following:

- gradual skill development
- critiquing of performance
- stresses level of personal integration
- self exploration which equals greater awareness
- observing models and role play
- teaching discrimination levels
- problem solving
- program development
- group discussions
- reading assignments
- structured exercises
- teaching of transferrable skills
- empowerment techniques
- enhancing self concept
- didactic, experiential and modeling process

Ivey and Authier's (1978) microcounseling and microtraining model adds the dimension of non-verbal attending behavior. This model is characterized by a focus on single skills taught in sequence, utilizing videotape modeling and feedback extensively. This systematic approach to training provides

experiences which serve as a bridge between classroom and textbook theory.

The model is experiential because emphasis is placed on participation and action by the trainee. Self confidence is built as the trainee becomes more effective in each training interview. More specifically, this model consists of the following:

- viewing of an "expert videotape"
- reading material elaborating concept
- immediate skill practice
- small group work
- focused responses
- application of skills in different theoretical orientations
- focus on empathy dimensions (confrontation, concreteness, respect, and warmth).

Gazda (1971) supports the systematic training process because it is goal directed, action oriented, and it provides tangible and usable skills for the trainees. Carkhuff (1969) identifies systematic group training as a preferred mode of group treatment. Critics of systematic training approaches would point out the rigid employment of the programs. The number of unique benefits of systematic training outweigh the limitations.

The three basic ingredients of systematic training approaches are: (1) skills; (2) methods; and (3) program development. The teaching of skills and

competencies are systematic. Skills are behaviors that are operational, repeatable, trainable and predictable (Carkhuff and Berenson, 1976).

Larson (1984) explains that the premise of the skills training movement stems from both the methods of teaching and learning psychology and education. Education contributes structured discussion, programmed texts and simulation (Larson, 1984). Of course, the field of psychology contributes modeling, feedback, role play and basic communication skills.

Larson identified the common themes running through these methods:

- active participation in learning
- focus on specific behaviors
- mastery and maintenance of behaviors
- didactic and experiential emphasis
- monitoring of progress
- based on similar learning principles (p. 6).

Inservice Components

Post training tasks, follow-up, monitoring, and supervision are terms that describe inservice activities. Inservice also includes regularly scheduled post training classes that provide support and exchange of ideas (Hoffman, 1983). In addition to training, it is recommended that peer counseling programs conduct

weekly support and progress groups (Hoffman, 1983; Lenihan and Kirk, 1990; Kammer, 1982; D'Andrea, 1987).

Weekly support and progress meetings can focus on peer counselor growth and development as well as counselee concerns (Lenihan and Kirk, 1990). The clinical case review method can be utilized as an approach to develop individualized programs for counselees. Peer counselors are able to utilize each other as resources in group inservice sessions.

Indiana School of Nursing utilized peer group teaching in order to prepare nursing students for the professional collaboration and peer team work that they will experience in professional life (Kammer, 1982). Inservice sessions consisted of peer group experiences that focused on problem solving, role playing alternatives, as well as validating performance with counselees (Kammer, 1982).

Peer consultants at Illinois State University received ongoing supervision and training of approximately two hours per week after the initial training program (Presser, Miller, Rapin, 1984). Each two hour inservice session addressed one major topic or issue that peer consultants prepared for by reading relevant material from a training manual or textbook. The structure included discussing the readings and participation in related exercises. The advantage of this training sequence is that it acknowledges cognitive and experiential learning as important.

Focus group discussions are excellent for sharing thoughts, program solving or reviewing case study material. O'Donnell (1988) suggests that focus groups often bring out information that may not surface using other evaluative techniques. The intense interactive method of focus group setting encourages spontaneity and candor. Although the focus group is an excellent technique for eliciting opinions, it has a major drawback as an inservice activity. The role of the moderator is one that is outside of the process. The moderator guides the discussion and keeps the group focused but rarely participates (O'Donnell, 1988).

Practicum experiences allow peer counselor trainees to practice skills under supervision (France, 1984). The immediate feedback process can be a supportive technique that encourages trainee self exploration. Video and audio tapes of skills practice are useful for practicum experiences.

de Rosenroll (1988) identifies five post-training issues:

1. tracking
2. supervision
3. peer duties
4. special training topics
5. evaluation (p. 3).

These issues can be dealt with in practicum experiences. de Rosenroll favors the practicum as an opportunity to further practice skills learned during the initial training sessions. Basically, most inservice issues reflect maintenance

and outcome activities. Inservice training is significant for preparation for service (D'Andrea, 1987).

Carr (1981) recommends that supervision topics during inservice should relate to specific problems such as career decision, academic concerns, and relationships. This focus allows peer counselors to work on direct problems they are experiencing with their counselees.

Some monitoring and inservice components include individual as well as group meetings. Maintaining journals or summary reports of student interactions are required in some programs (Lawson, 1989). Developing a newsletter is also considered an inservice activity that encourages team effort.

When individual supervision is the focus of inservice sessions, an assessment of an individual's skill level is the target. Assessment of a trainee's developmental level is required in order to appropriately encourage growth (Stoltenberg & Delworth, 1989).

The progress of trainees can be traced in supervisory dyad sessions or peer group sessions. Inservice components encompass supervision, practice and review of skills, case study pinpointing, and team building activities. The underlying assumption is that peer counselor development requires organized programs of continuing education and evaluation.

CHAPTER III
METHODOLOGY

Methodology

This dissertation is a comparative, qualitative case study of the preservice and inservice training components of peer counseling program at three higher education institutions, instead of a case study of one institution. Multiple-case designs are distinguished from single case studies in several ways. The multiple-case design permits cross-case analysis to occur. The purpose is to allow for some generalized findings to emerge. Yin (1984) explains that replication logic is employed in multiple-case studies. This implies that similar results are predicted for each of the three cases that were analyzed. Yin defines replication logic as:

- a. Literal replication - predicts similar results
- b. Theoretical replication - produces contrary results but for predictable reason (p. 49).

This study involved a systematic observation of peer counseling programs at the following institutions: 1) The University of Pennsylvania, Philadelphia, Pennsylvania; 2) Widener University, Chester, Pennsylvania; and 3) East Stroudsburg University, East Stroudsburg, Pennsylvania. An intense analysis

and documentation of the preservice and inservice training components was conducted. Interviews, observations, documents, and a questionnaire were utilized as data collection and analysis techniques.

A qualitative research approach to data collection and analysis was most appropriate for this study. It is a case study research strategy as defined by Yin (1984):

A case study is an inquiry that:

- investigates a contemporary phenomenon within its real life context; when
- the boundaries between phenomenon and context are not clearly evident; and in which
- multiple sources of evidence are used (p. 23).

Naturalistic Inquiry

A naturalistic study is conducted in a natural setting since contextual variables are important to the study. The interviewer serves the role of the "human instrument," as described by Lincoln and Guba (1985). The appropriate methods for inquiry are: interviews, observations, document analysis and unobtrusive clues. The naturalistic researcher attempts to generalize findings to theory. As Lincoln and Guba suggest in their discussion of theoretical sampling:

The object of the game is not to focus on the similarities that can be developed into generalizations, but to detail the many specifics that give the context it's unique flavor. A second purpose

is to generate the information upon which the emergent design and grounded theory can be based. (p. 201)

A theory-building approach to naturalistic inquiry was employed to: 1) theorize about preservice training content for Act 101 peer counselor programs; 2) develop a model that describes and explains the philosophy of peer counseling; and 3) develop a model that describes and explains peer counseling in the context of educational opportunity programs in Pennsylvania.

Qualitative Interview

Qualitative methods are expressed more often in naturalistic inquiry. However, Lincoln and Guba (1985) point out that quantitative data can be significant in the naturalistic paradigm. However, they concede that naturalistic investigators tend to lean strongly on qualitative approaches.

The structured interview is a data collection technique utilized in naturalistic inquiry. During the interview, it is imperative to be observant and note expressions and non-verbal cues that are conveyed while the process is under way (Lincoln & Guba, 1985). The structured interview is based on the concept of framing appropriate questions to find out information that is not known to the interviewer. On the contrary, the unstructured interview does not include questions that have been formulated ahead of time. The unstructured interview allows for the respondent's reactions to broad issues to shape the

relevance of the process, instead of relying upon the investigator's notion of relevance.

The qualitative interview as described by McCracken (1988) must gain access to categories and assumptions according to the way the respondent construes them. In turn, the interviewer internalizes the information in order to establish a pattern evidenced by the data.

An interview design that comprised open-ended questions with the directors and counselors of each program was included in the study. A pre-established series of issues were included in the discourse allowing for the elements of freedom and flexibility to be observed. The opportunity for exploratory and unstructured responses was present. The formulation of an appropriate sequence of questions was based on the review of relevant literature and personal observations and experience with peer counseling training programs. For instance, the issues of curriculum content and training processes were explored with each counselor. The philosophical questions about the concepts of peer counselor training were posed to the program directors. Each interview was conducted in the "natural" setting of the respondent, his/her office space. Audio tapes were used to get a complete record of the dialogue. A verbatim transcript of each interview was created. This allowed for a systematic reconstruction of each interview, assuring completeness of thoughts.

The Questioning Process

The written transcript provided an orderly sequence of the dialogue.

Asking key questions assisted with the critical analysis of the data. Browne and Keeley (1981) conclude that asking the right questions involves exploring the following:

- What words or phrases are ambiguous?
- What are the definitional and descriptive assumptions?
- Are causal explanations adequately supported?
- What significant information is omitted? (p. 81)

McCracken (1988) confirms that the scholarly literature review establishes a base for identifying categories and relationships that the interviewer must investigate. In this study the questioning strategy supplements what is known about this subject as well as the larger factors discovered in the literature review process.

McCracken (1988) points out that the investigator must listen for key terms and explore the interrelationships of companion terms during the questioning process. As a counselor armed with listening skills behaviors, the researcher was able to reflect on the terminology and content of the interviews in preparation for data collection. The ability to assimilate large amounts of new information is a desired skill of the case study interviewer (Yin, 1984). Although the interviews were an important aspect of the case study research, it

was important to corroborate interview data with information received from the questionnaires.

Case Study

The case study report is ideally suited to the naturalistic paradigm (Lincoln & Guba, 1985). Clearly, it is an advantage when on-going behavior is being documented to employ case study techniques. It also allows for method triangulation. It was expedient to utilize the concept of triangulation with data collection modes (interview, questionnaire, observation, documents). This approach was used in order to determine the degree of convergence of the various sources of data. The inferential was confirmed by different methods.

The case study is ideal for exploring the complexities of the context and ways these interact to formalize the theory (Lincoln & Guba, 1985). However, the danger of losing perspective and becoming blind to the peculiarities of the study can be a disadvantage of the case study strategy.

This research is a multiple case design or a comparative study. Yin (1984) points out that evidence gathered from multiple cases is often considered more compelling and thus makes the study more credible. Replication logic was employed in this research in order to produce evidence that the three cases did indeed involve the same syndrome. As Yin implies, replication has taken place if similar results are obtained from all three cases.

Establishing the theoretical framework is the basis of the replication procedures. The theoretical framework lays the foundation for generalizing to other cases.

Subjectivist Approach

The case study approach demands that a relationship between the evaluator and the evaluated be a continuous process. The evaluator must establish a role that encourages collaboration with the evaluated (Adelman, 1984). The relationship must be sustained at a significant level in order to produce a study both in form and content that is recognized and discerned as pertinent to the evaluated's profession.

Lincoln and Guba (1985) explain that it is not the subjectivity or objectivity of the inquirer or evaluator that is in question, but the manner in which conceptual categories are arrived at. In other words, the respondent's terms or the inquirer's terms are the focus of the inquiry.

This study employed the techniques of inductive, generative, and constructive analysis. This study begins with the data collected from the surveys and interviews in order to arrive at theoretical categories and to identify relational propositions, which is detailed in Chapter IV. The data themselves were a point of departure. An attempt was made to identify patterns as viewed from the perspective of the respondents.

McCracken (1988) adequately points out that the interview is the third source of information useful to the investigator. The literature review and cultural review (or questionnaire) establish the base of the search; however, the interview provides an important aspect to the search for information.

Listening for key words and phrases is an established counseling technique which was applied during the interview process. The established questions were adjusted in order to follow up companion terms, assumptions and interrelationship terms that emerged during the discourse.

Extrinsic Purpose

The extrinsic purpose of this study places an emphasis on contextual understanding of the preservice and inservice peer counselor training phenomenon in higher education opportunity programs in Pennsylvania. Attention is directed to implementation, training, theoretical models, and inservice activities. Access to contextual information was easily obtained because the respondents were invited to contribute from their own perspectives, issues that should be addressed in this study. An opening to probe new issues that emerged during the course of the interviews and observations was welcomed.

The constructs that were explored in this study were not specific to a single training program. The evidence accumulated confirmed contextual similarities among each program, which will be addressed in Chapter V.

Providing the "thick" description as discussed by Lincoln and Guba (1985) is the responsibility of the naturalistic inquirer.

This study provides a sufficient knowledge base that permits application in another setting and transferability possible. The "thick" description is grounded in the setting of the preservice and inservice training programs that were studied.

Purposive Sampling

Purposive sampling is another characteristic of naturalistic inquiry. It is distinguished by selecting respondents to extend information already obtained or to obtain information that contrasts with it, or simply to fill in or pick up on information obtained so far (Lincoln & Guba, 1985). Purposive sampling allows the investigator to maximize rather than minimize interactions during the inquiry process. Respondents and investigator can establish meaningful interactions if purposive sampling takes full account of local conditions, mutual shapings and values (Lincoln & Guba, 1985). Grounded theory can be devised if these conditions are realized. Purposive sampling as Lincoln and Guba point out focuses on the many specifics that give the context its uniqueness. As much information as possible should be included in order to generate the emergent design. In the case of this research, the first two were selected in order to elaborate on the heterogeneity of each case. As a working hypotheses about the condition was developed, the focus of this research shifted. The third

shifted. The third program was included in the research in order to maximize on the unique variations that emerged during the investigative process. The issues of the interconnectedness of pre-training curriculum content and training processes emerged as relevant areas of concern.

Including the third program in the research stabilized the theory of peer intervention and post-training concepts.

Questionnaire Design

The purpose of the questionnaire was to assist with the documentation process. Particular attention was paid to the roles ascribed to peer counselors, typical problems with which they are confronted, the training models utilized and the monitoring component. As pointed out by McCracken (1988), the questionnaire ensures that all the issues are addressed in the same order for each respondent. The questionnaire further seeks to establish the boundaries and direction of the interview.

The questionnaire was divided into six sections for the purposes of this study: (1) demographic data; (2) recruitment and selection; (3) preservice training curriculum content (i.e., models, themes, skills); (4) demographics of training; (5) roles and duties of peer counselors; (6) evaluation and monitoring. In the third section, participants were asked to rate the degree of emphasis that particular themes, skills and attitudes received during the pre-training component. Items were rated on a scale of (1) strong emphasis to (5) no

emphasis. In the demographics of training section, participants were asked to determine the percentage of time various instructive methods were used in their program. The evaluation and monitoring section was an assessment of formal and informal peer counselor evaluation and post training monitoring procedures.

The questionnaire also served to establish a channel for the discourse that followed it (McCracken, 1988). The participants were eager to discuss further the concepts raised in the questionnaire. The questionnaire appeared to incite the interest of participants in this study which created an opportunity for exploratory and unstructured responses to occur.

Definition of Terms

The following terms are operationally defined in an effort to establish a framework for the study.

Peer counselor refers to a person who is trained to provide personal support to persons of similar age, experience, or life style.

Role playing refers to a training procedure in which the participants demonstrate and practice a training technique.

Modeling refers to a method of teaching in which the trainer or teacher provides some visual experience in behaviors which will be imitated by the trainees.

Trainer, or counselor, refers to the person who assumes the responsibility for conducting the training sessions by demonstrations, modeling, and didactic methods.

Trainee refers to the person who is involved in the peer counseling training program, attempting to gain the necessary skills to function as a peer counselor.

Counselee refers to the person who is accepting help from the Peer Counselor.

Training model is the disciplined form of training procedure utilized to train peer counselors.

Empowerment refers to a process by which one gains mastery over his/her life and or situation by gaining skills and self confidence.

Transformative power refers to the use of power to empower others.

Supervisory procedures includes the follow-up sessions after the initial training period. These sessions provide opportunities for skill practice, group discussion, and supervision.

Monitoring refers to the follow-up procedures utilized after the initial training period.

Inservice refers to the follow-up sessions after the initial training period. These sessions provide opportunities for skill practice, group discussion, and supervision.

Act 101 - Pennsylvania Higher Education Opportunity Program.

Limitations

This study was an initial attempt to identify curriculum content and training methodologies of Act 101 peer counseling preservice and inservice training projects. Because the study was limited to three Act 101 programs, the findings may only reflect the concerns specific to the knowledge and perception of the group of individuals chosen for the study and not necessarily of all Act 101 programs within the Commonwealth of Pennsylvania.

The external validity of case studies has always been an area for critique (Yin, 1984). As in this study, critics assert that case studies can offer a poor basis for generalizing to other cases. The techniques of analytical generalization in order to generalize to theory were employed, which means that a particular set of results was the basis for broader theory regarding peer counselor training in Act 101 programs. Although a representative set of cases were selected, generalization to other cases is not automatic. The results of this study give an overview of the issues perceived by the participants as significant in preservice and inservice training programs. This study is not evaluative; rather it is descriptive of what is being done at the present time.

A case study researcher attempts to conduct research that would pass reliability tests. However, because of the researcher's familiarity with one of the cases studied, the perception presented of curriculum content and training methods for peer counselor programs could be biased in spite of attempts to maintain an objective perspective.

Research Population

The following is a depiction of the six participants of this study.

Demographics: The three counselors have worked at their universities for a period of five to eighteen years. All three had worked in higher education more than nine years. All are females. Two are African American and one is White. Two counselors are ranked as staff and one is a tenured faculty member.

All three program directors are African American. Two are males and one is a female. All three have previous experience in education before coming to their current university. One has an earned doctorate degree; the other two have master's degrees. All three program directors have administrative responsibilities and two have faculty status, as well.

Setting: The interviews were conducted at the individual work sites of each participant. The familiarity of the work environment aided in establishing an atmosphere free of tension and encouraged self-assurance. Each participant exhibited a sense of empowerment when describing his/her peer counseling component. Program literature, documents and training materials were freely shared and discussed. Each office contained a library of relevant reading materials such as journals, books and articles. The audio taping of each session was not a detractor.

For purposes of confidentiality the programs will be labeled University A, B and C.

University A is an Ivy League university located in a large urban city. The student population is about 12,000. The freshman class ranges between 2300 to 2600 students. The Act 101 program contributes 150 to 160 new freshmen each year. University A attracts highly competitive, academically talented students who are in the top 10% of their high school classes. Although academically talented, the Act 101 students depend on financial aid and scholarships more than the non Act 101 students. The Act 101 students are competing with students who may have had the benefit of attending private or selective high schools. The Act 101 program serves as a home away from home for students who benefit from the services and support provided by the staff and peer counselors. Peer counseling is provided to freshmen in the program. There are normally more than twenty peer counselors at any given time. The caseload of a peer counselor ranges between five to ten students because peer counseling is limited to the Act 101 students only. It is estimated that 30-40% of the students in the program make use of the peer counseling services in an academic year. The peer counselors supplement the professional counseling because they are familiar with the resources and characteristics of the campus community. They serve as "ambassadors" for the program. Peer counselors are mostly juniors and seniors and have experienced the rigors of campus life. Because they are Act 101 students themselves, they have a direct connection with the program.

University B is described as a regional university. Students come from a radius of 200 miles. It is a very competitive university. Located on the fringes of an urban distressed area, University B presents the appearance of a suburban campus. It is a majority white university with 13% minority students; approximately 10-11% are African American students. The Act 101 program trains 10-20 peer counselors each year. Approximately 50% of the program students make use of the peer counseling services during the academic year. All freshmen are assigned a peer counselor during the pre college summer program and continue through the freshmen year with a peer counselor. Peer counselors supplement the program by sharing the University's "secret powers" with their counselees. It was expressed during the interviews that peer counselors receive training that encourages self-assessment. Once trained, peer counselors pass these skills on to their counselees. Once the role switches and the peer counselors become teachers, they have a whole bag of tools that they can utilize to assist the freshmen. Peer counselors impact the educational process at University B by passing on those affective college survival skills which are not written in the textbooks. Affective skills such as body language, observing, listening, and responding are viewed as important college survival skills.

University C is located in a rural setting, in a year-round resort community. It is a state university. The student population is ethnically diverse. The Act 101 population is approximately 275 students. However, at any

particular period the program serves up to 350 students. The supportive services such as peer counseling are attractive to other students. The freshmen population of the Act 101 program ranges between 85-110 students.

The program trains 6-10 peer counselors each year. Approximately 80% of the students make use of the peer counseling services during the academic year. Freshmen are assigned a peer counselor during the precollege summer program and continue this relationship through the academic year. A peer counselor's caseload consists of 10-20 students per peer counselor. The peer counselors help to motivate their counselees by assisting them with specific issues related to campus life. Peer counseling at University C enhances the academic and social achievement of the freshmen population.

Table 1 Counselor Demographics

Counselor Demographics	Universities		
	A	B	C
Number of Years at University	5	12	17
Race	White	African American	African American
Sex	Female	Female	Female
Number of Years in Higher Education	6 - 9	10 plus	10 plus
Current Position	Staff	Staff	Faculty
Academic Rank	--	--	Associate Professor
Tenure	No	No	Yes

Table 2 Program Demographics

Program Demographics	Universities		
	A	B	C
Rural/Urban	Urban	Rural/Urban	Rural
Private/State	Private	Private	State
Region of PA	East	East	Northeast
Number of Peer Counselors	20 or More	10 - 20	10 - 12
Number of Counselees per Peer Counselor	5 - 10	5 - 10	10 or more

Research Questions

Individual interviews were conducted with program directors. Interviews were conducted, and a questionnaire was administered to the professional counselors in each program. The following questions guided the interviews with the program directors and counselors:

Director Interview Questions

- a. How does peer counseling impact the educational process of the Act 101 student?
- b. What is the relationship between peer counselor training and actual peer counselor functioning?
- c. How does peer counseling training affect the psychological growth and adjustment of the peer counselor?

- d. What are the essential components of an effective preservice and inservice program?
- e. How does peer counseling augment the ongoing professional counseling? In what ways does it supplement the program?
- f. What specific life and development issues appear to be the most effectively handled by the peer counselors?
- g. In what ways does peer counseling create a more positive environment for Act 101 students?
- h. Identify three things that you would speak with laudable pride about your program.

Counselor Interview Questions:

- a. How does peer counseling impact the educational process?
- b. What is the interrelationship between the inservice training and peer counselor function?
- c. Does peer counseling affect the psychological growth and adjustment of the peer counselor?
- d. Do you use a specific training model? Identify the benefits and effectiveness of your model.
- e. Identify four goals that you have for your program.
- f. What are you most proud of about your program?
- g. How does peer counseling affect the contextual variables of the program?
- h. Discuss your inservice component.
- i. What specific life and developmental issues appear to be the most effectively handled by the peer counselors?

The personal interviews provided a glimpse at the culture of Act 101 peer counseling. In-depth interviews with the directors and counselors advocated the

indigenous nature of peer counselors. McCracken (1988) adequately explains that the purpose of the qualitative interview is to gain access to categories and assumptions in conformance with the interviewee's perspective.

Because little appears in the literature about curriculum and teaching methodologies for peer counseling programs in higher education opportunity programs, the in-depth interviews substantiated the need to develop standardized curriculum materials for Act 101 programs in Pennsylvania.

Each interview lasted about two hours. However, informal conversation continued with each counselor after the audiotaped sessions ended. This period was utilized to share documents, curriculum materials, and pre and post training outlines.

The interviews were conducted over a four month period. This allowed for pattern matching and tabulation of responses and ideas to occur. Also, the interview questions were refined based on the responses from previous interviews.

Within the structure of the discourse, companion terms and phrases were identified. Particular attention was made to exploring the interrelationships of terms in the pre and post training components. McCracken (1988) refers to this analytic stage as identifying the interview thesis. This involves drawing conclusions from the cultural categories that emerge during the interview.

Analysis of Data

This section presents the data analysis consisting of examining, categorizing and tabulating the case study evidence. Data were collected from interviews, documents, program literature, observations, direct participation, and a questionnaire. The in-depth interviews with the counselors and directors presented a contemporary source of evidence. The surveys were administered first in order to establish verbal information that could be followed up with interviews of key personnel and direct observations. Both the survey and observational procedures led to discover quantitative information about peer counselor components. The in-depth interviews and documentary evidence, such as program newsletters and flyers, led to the qualitative information. Thus, the case study findings were based on the convergence of information from multiple sources (Yin, 1984).

In order to analyze the voluminous data collected from each interview, reading through the written transcript noting general discussion themes and content areas was employed. Several content areas proved to be subcategories of an overall theme. For instance, the implied meanings of questions relating to peer counselor impact, psychological growth and program augmentation relate to adjustment to the educational environment.

Counselors were asked to complete a section of the questionnaire rating the amount of emphasis various themes, skills, and attitudes during pre and post training sessions. Items were rated on a scale of 1 (strong emphasis) to 5 (no

emphasis). The methods section required counselors to determine the percentage of time various training methods and strategies were used in their programs. Data were tabulated to reflect the following areas:

- Themes
- Skills
- Attitudes
- Pre Training Methods
- Post Training Methods

Another analytic technique utilized was repeated-observations analysis. By participating in and observing pre and post training processes for the past two years, pertinent data were gathered. Yin (1984) refers to repeated-observations analysis as a lesser mode of analysis because this technique is likely to reflect a portion of the case study's concerns. Repeated observations of preservice training processes were augmented by examining the overall training goals and objectives. This evaluation showed that preservice training subject matter is continual. It recurs at regular or frequent intervals as part of the post training procedure. Curriculum content and training processes are naturally associated.

Content analysis of training outlines and manuals described what portion of total training is focused on lecturing, role play, group discussion and other activities. The researcher was able to compare and synthesize this information in order to determine the emphasis placed on various skills. Methodological

triangulation was crucially important in this study. Participants were asked to complete a section of the questionnaire that accounted for content analysis. The ability to validate pieces of information against more than one source was a strength.

CHAPTER IV
RESULTS OF THE STUDY

Results of the Study

An analysis of the complexities of preservice and inservice training methods in this study has established a chain of evidence. The database was put into different arrays: (1) tabulation of the frequency of different events; (2) data displays; (3) a matrix of conceptual categories; and (4) time-series analysis. The division of issues into phases represents the Act 101 structure of peer counseling training as reflected in Figure 1.

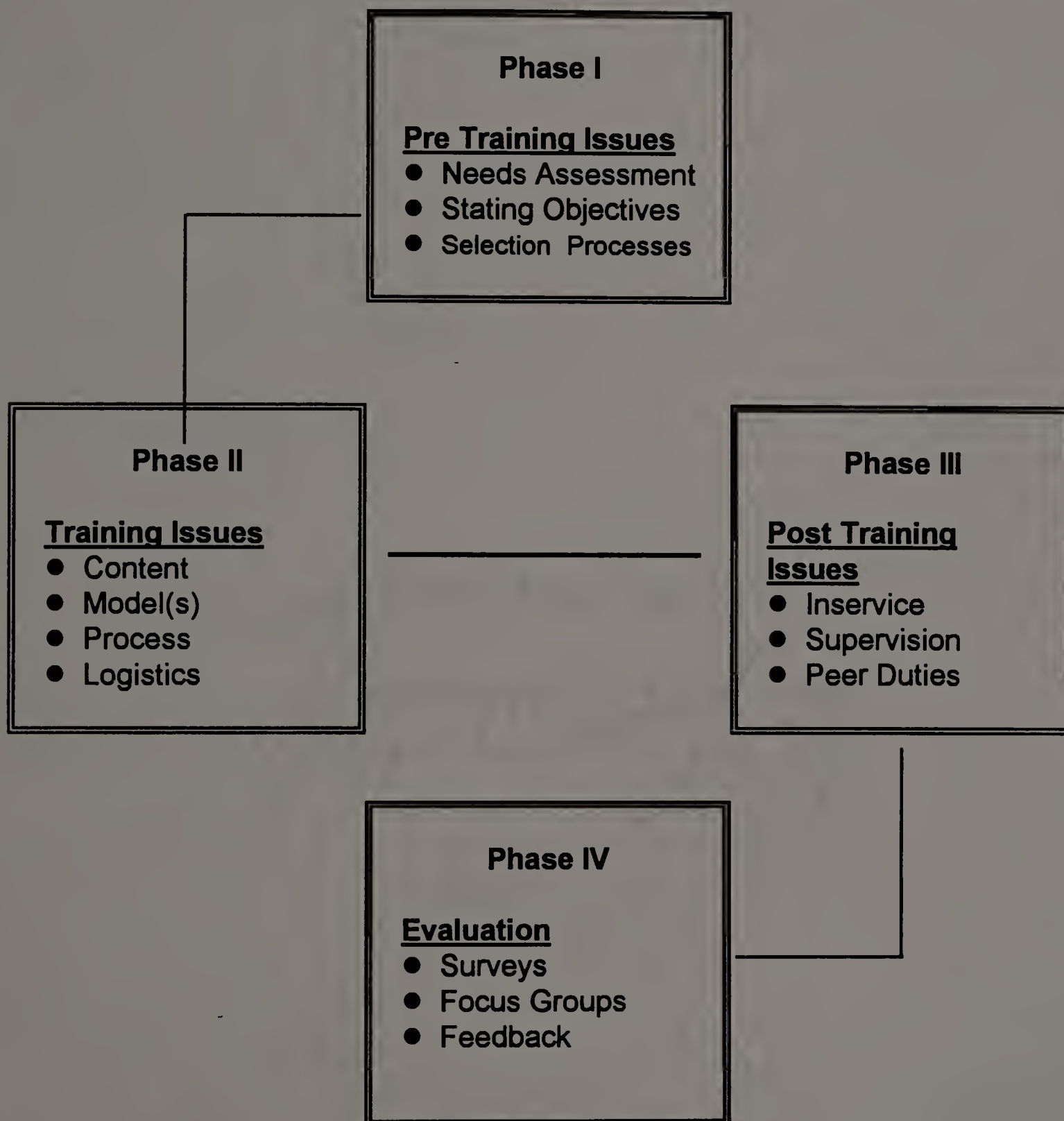


Figure 1: Act 101 Peer Counseling Phases

Selection Systems

A close correspondence exists between preservice selection procedures and preservice training components. Good communication skills was indicated as the most desirable characteristic of a potential peer counselor, prior to training. While training attempts to refine and improve upon basic communication skills, it is a skill that is measured prior to preservice training.

In all cases, selection procedures are based on a personal interview and an application. Role play with experienced peer counselors and recommendation letters are additional requirements for two programs. Final selection of an applicant is based upon successful completion of the preservice training program in two cases, while grade point average and the interview process itself were considered most important for one university. Recruitment takes place in the spring and is accomplished through peer referrals, direct recruitment, campus media, and faculty referral.

Selection criteria is competitive and measures cognitive and affective variables such as academic achievement and attitude toward education. Within the screening process, no particular criteria appeared most predictive of a good peer counselor.

Preservice Training

The next phase of preservice includes participation in a structured training component. Two programs indicated that they also use this component as a selection tool. Therefore, final selection is based upon successful completion of the preservice training segment. Two institutions reported that a weekend retreat was utilized for preservice training, while one used a long class (more than 8 hours) to satisfy this segment. Weekend retreats are held off campus, away from the usual environment.

The principal needs served by pre-training include the providing of information, the attainment of skills, and evaluating the readiness of the trainee to perform the job.

Group training methods appear to be the most desirable form of training. Didactic and experiential modes of training are specifically related to role playing activities. The immediacy of the peer-to-peer and peer counselor-to-professional counselor interaction during pre-training was viewed as valuable. It is the value that typifies and best represents the idea of enhancing communication skills. The program counselors and the experienced peer counselors serve as the trainers.

Pre-training impacts the job performance and sets the tone for cohesive group and team building. The interviewees stressed the importance of interpersonal exploration as well as the dynamics of building the team spirit. Peer counselors also carry the responsibility of being the cheerleaders or

"ambassadors of good will." Preservice training addresses the peer counselor's role in program enhancement. This issue requires knowledge of the university.

Key Pre-Training Issues

Content, methodologies and processes are key pre-training issues. Pre-training has an effect on follow-up and inservice training. Basics in communication skills such as attending, responding and listening are common features in the training content of the three programs in this study. However, two programs reported giving stronger emphasis on attending behaviors and responding skills while the third program placed more emphasis on values clarification and problem identification. All programs placed strong emphasis on the following:

- to value the worth and dignity of individuals
- to appreciate confidentiality
- to appreciate social and cultural differences.

The program counselors identified the following content areas as essential to an effective preservice and inservice component:

- self exploration
- identifying prejudices
- assertiveness vs. aggressiveness
- campus visibility and responsibility
- communication skills

- team building
- knowledge of the university
- values clarification

The directors' responses to the same question indicated a concern for group cohesiveness and leadership skills. Presenting a good image of the program to the wider campus community was the theme of the directors' responses. It is interesting to note, however, that directors placed emphasis on "professional skills" such as time management and punctuality.

Content Analysis

An analysis of the training agendas of each program suggests that role play and simulation exercises are used to reinforce skills. Role play activities are arranged in a series from simple to complex; they are as follows: (1) non verbal attending behaviors; (2) listening behaviors; (3) responding to content and feelings; and (4) initiating and personalizing problems. The first two items are basic communication skills and are classified as pre helping skills. The other role plays are geared to at least the comprehension level and require repeated practice. Diversity and equity issues are emphasized as preservice training issues.

A comparative analysis of the pre-training agendas of the universities included in this study indicates that while there is much commonality, there are also many crucial differences.

Universities A and C include pre and post tests in order to measure the level of interpersonal functioning of the potential peer counselor before and after preservice training, whereas, University B begins the training with role playing of basic communication skills. Thus, the techniques are in large part both evaluative. There are direct suggestions that an Act 101 preservice training model dictates that primary core conditions such as listening and empathic understanding are critical dimensions.

Diversity and equity issues are underscored as important pre-training topics. However, University C places an emphasis upon peer counselor responsibility in working with disabled students.

University A includes role plays on tape as a part of the post test evaluation procedure, while University C administers an oral post test. This has a disadvantage because only one trainee can answer at a time. However, it can encourage team effort. University C also includes an evaluation that measures the content of the training as well as the facilitators' abilities to conduct the training.

University B emphasizes the development of affective skills as well as cognitive development. The final session of the preservice training (2.5 hours) is devoted to study skill development which includes reading a text

book as well as how to take good lecture notes. These skills are transferred to the peer counseling relationship by requiring peer counselors to observe scheduled study hall sessions with their counselees.

Methodologies

Systematic skills training approaches are favored by the counselors in this study. Each skill builds upon the next skill. The counselors have integrated parts of various theories, such as self-actualization theory, values clarification, skills training, and experiential learning. They practice a form of integrative eclecticism (Egan, 1975).

The Carkhuff model (1967) is the predominant model identified by the counselors (see Table 3). This is reflected in the "train the helpee directly and systematically" theory that is espoused by Carkhuff (Egan, 1975). Also reflected in Carkhuff's (1967) theory is the attention given to the attitudinal disposition of the peer counselor. The integrative model constructed by the counselors includes Carkhuff's core dimensions of helping: (1) empathic understanding; (2) positive regard; (3) genuineness; and (4) concreteness.

Table 3 Act 101 Preferred Peer Counseling Methodologies

University	Models	Type of Therapy	Goal of Treatment	Mode of Attaining Goals	Treatment Model
A (Ivy League)	Carkhuff Client-Centered (Rogers) Eclectic approach	Experiential- Oriented	Self Actualization	Immediate experiencing	Teacher-student peer-peer group interaction
B (Private)	Carkhuff Rational-Emotive (Ellis) Eclectic approach	Behavior-oriented Experiential- oriented	Self Actualization Removal of inappropriate behavior	Immediate experiencing Direct learning	Teacher-student peer-peer group interaction
C (State)	Carkhuff Eclectic approach	Experiential- oriented	Self Actualization Empowerment	Immediate experiencing	Teacher-student peer-peer group interaction

University A does not use the Carkhuff model exclusively. The theories of Carl Rogers, person-centered therapy, enhance the preservice training component. Client-centered therapy emphasize nonjudgemental listening and acceptance. It is identified as nondirective counseling (Corey, 1991). Some of the key concepts of client-centered therapy are: (1) genuineness; (2) unconditional positive regard; and (3) empathic understanding (Egan, 1975).

Both Carkhuff's and Roger's approaches focus on tuning in to the helpee's perspective. The key concepts are similar because the Carkhuff model is based on many of the client-centered theories. It is an expansion of Roger's nondirective approach. Both models are experiential and relationship oriented and blend well together.

Roger's theories have been far reaching internationally. A review of Roger's work demonstrates that he had a commitment to cross-cultural communication. Corey (1991) outlines the global impact of Roger's theories. Over 30 countries have adapted his theories to fit their culture. A critical view of client-centered therapy would examine the non directive approach in multicultural counseling situations. Some would argue that more structure is needed and that client-center therapy does not go far enough for crisis situations or coping skills situations (Corey, 1991; Eagan, 1975). However, client centered therapy can be appropriate for establishing a base in the peer counseling relationship.

University B merges in the theories of Albert Ellis' Rational Emotive Therapy with Carkhuff's theories. Rational Emotive Therapy (RET) has been characterized as multimodal and eclectic because it stresses three modalities: (1) cognition; (2) emotion; and (3) behaviors (Corey, 1991).

RET has an advantage when working with culturally diverse populations because the emphasis is on thinking and acting (Corey, 1991). Corey (1991) also points out that RET is expressed as an educational process which encourages the teacher-learner relationship. This aspect of RET can have a positive impact on peer counseling training. Peer counselors are trained to assist freshmen with making the transition from high school to college. This involves developing coping skills as well as effective, rational reactions to new situations. RET emphasized replacing ineffective ways of thinking, responding, and acting with rational cognitions (Corey, 1991).

University C employs the techniques of systematic integration of principles and methods that are common to a range of theories. Carkhuff's (1969) model is used as a base for this eclectic approach. A range of techniques is selected in order to meet the needs of the population being served. University C continually evaluates the preservice component in order to select and include meaningful interventions. For example, the diversity segment has been included for the past two years. whereas, the focus on assisting students with disabilities segment has only been included for one year. Rather

than merely using a model or models that address basic communication skills, University C attempts to construct a new integrative paradigm.

Training Analysis

Training was not found to vary much in terms of intensity, duration, and sophistication. All of the programs required training before peer counseling work began. A published text is used as a resource by all three programs. Locally produced materials supplement the published text.

Although all programs reported using more than one instructional technique, role play was the most popular technique for two programs (50% of training time). Small and large group discussions were the next most frequently used training methods (25% of training time for one program). Observing and modeling peers was used by two programs (10% of time). Audio-visual resources was the least favorite technique (10% of training time of one program). Written assignments were favored by one program (25% of training time), and not used at all by the other programs. The following were not favored by either program: (1) cable television; and (2) practicum (supervised peer counseling). There were slight differences reported among the three programs in the amount of time spent training peer counselors. University A (private/urban) provided the most training, while the others provided similar training time. It is important to note that University A has twice as many peer counselors. All programs trained their peer counselors less than 20 hours.

All programs focused on the development of the whole person. The accent is defined by the acronym PIES (Physical, Intellectual, Emotional, and Social Development). The whole person concept is reflected in the Carkhuff theory (1967). Thus, training, and interpersonal learning experiences should lead to the development of a person who is aware of his/her experience on various levels.

Roles and Duties

Program directors and counselors reported that peer counselors most often work with individual students. Specialized group sessions, such as study skills, pre registration, and socialization are held throughout the academic year.

Career and major choice counseling was reported as a peer counselor duty by all programs in this study (Table 4).

Table 4 Peer Counselor Roles

Peer Counselor Roles (in order of frequency)
<p><u>Most Frequent</u></p> <p>Career and Major Choice Counseling Academic Problem Solving Freshmen Orientation Study Skills</p>
<p><u>Least Frequent</u></p> <p>Academic Tutoring Services for Women Commuter Student Assistance</p>

Two programs utilize peer counselors to assist with academic problem solving, freshmen orientation, and study skills assistance. However, academic tutoring, commuter student assistance, and services for women was only provided by one program. These peer counselor services are limited to ACT 101 program students (Table 5).

Table 5 Act 101 Use of Peer Counselors

Act 101 Use of Peer Counselors	
	<i>Range</i>
At any one time, how many peer counselors are in the Act 101 program?	5 - 25
What percentage of Act 101 Freshmen make use of peer counseling services in an academic year?	30 - 100%
Number of counselees per peer counselor.	5 - 15

All programs identified the following problems as the type that are brought to their peer counselors:

- Academic difficulties
- Friendship/relationships
- Time management
- Loneliness
- Stress
- Roommate difficulties
- Racial issues.

Two programs identified the following as problems brought to their peer counselors:

- Romantic relationships

- Career concerns
- Parental difficulties
- Financial problems
- Independence issues
- Self esteem.

Only one program identified depression, sexual problems, and health problems as those brought to peer counselors. Suicide and substance abuse are not problems that are addressed by peer counselors, according to this research. The most frequent to least frequent problems brought to peer counselors are identified in Table 6.

Table 6 Types of Problems Brought to Peer Counselors

Types of Problems Brought to Peer Counselors (from most to least frequent)	
<p><u>Most Frequent</u></p> <p>Academic Difficulties</p> <p>Friendship / Relationships</p> <p>Time Management</p> <p>Loneliness</p> <p>Stress</p> <p>Roommate Difficulties</p> <p>Racial Issues</p>	
<p><u>Least Frequent</u></p> <p>Romantic Relationships</p> <p>Career Concerns</p> <p>Parental Difficulties</p> <p>Financial Problems</p> <p>Independence Issues</p> <p>Self Esteem</p> <p>Depression</p> <p>Sexual Problems</p> <p>Health Problems</p>	

Supervision

Program counselors were asked if there was supervision provided to peer counselors, and, if so, how often.

Formal evaluations are conducted by two programs. The other program conducts an informal evaluation. All programs reported that supervision is available in various forms. Supervisory meetings with professional counselors,

group sessions with peer counselors and written reports make up the monitoring component. When asked to describe the techniques used to evaluate peer counselor effectiveness, all three programs responded that written evaluations are conducted. Only two programs request feedback from the students that are the recipients of peer counseling (counselees). Neither program reported using the grade point average of the assigned counselees to determine peer counselor effectiveness.

Follow up sessions are offered on a regular basis, in order to review pre training skills and discuss problems. One university alternates weekly meetings with seminar topics such as drug and alcohol information, student health and sexual health issues. Each program makes an attempt to involve campus resources.

Newsletters are generated by the peer counselors and professional counselors in order to provide information to all of the Act 101 students, not just the freshmen. All program students are asked to make contributions to the program newsletter. Particular program issues such as meetings, awards banquet, and announcements are printed in the program newsletters. It was interesting to note that one program has a "Dear Peer Counselor" column. Students submit problems anonymously, and they are responded to in the column.

The other questions which have not previously been discussed focus on post-training issues. This stage is where peer counseling programs actually

impact the environment of their advisees and the overall Act 101 program. Directors and counselors were asked questions concerning the perceived effectiveness of peer counseling on their campus. Data for two programs were collected at the end of the academic year, so reflection and evaluation was appropriate. Data from one program was based on the evaluation of the fall semester only. The key questions dealt with the perceptions of the directors and counselors during individual interviews.

These data suggest that peer counselors should be available to assist freshmen with making the necessary transition from high school to college. It was indicated that they do this best by sharing on an affective basis with their advisees. For the most part, the cognitive skills are handled by the program's staff and faculty members. Indirect methods such as modeling the ideal student behavior is expected of the peer counselor. The directors and counselors pointed out that peer counselors are the indigenous people. Formalized peer counseling is an attempt to tap in on this valuable resource.

From the perspective of the directors and counselors, peer counseling training is continuous. Pre training represents the first phase of the total training. Further inservice training is always needed to strengthen skills and provide support. The post training stage primarily reflects maintenance and enhancement issues.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This research was an attempt to gain theoretical knowledge that rationalizes practical understanding of Act 101 preservice and inservice peer counseling training. The epistemological process was comprised of the naturalistic inquiry paradigm.

Emergent Design

Lincoln and Guba (1985) expand on the process of the emergent design. It is clear that the interaction between the investigator and the context is the unfolding process of the emergent design. The design emerges through continuous data analysis, insights, questions, elements of theory, and gaps (Lincoln & Guba, 1985). This research was also aided by the critiques and dialogues with colleagues that are not included in this study.

As the inquiry proceeded, salient elements about Act 101 preservice and inservice peer counselor training began to emerge and are documented in Chapter IV. The conclusions are based on analyses, as well as informed understanding of the ACT 101 philosophy and a recognition of the inter-connections between peer counseling and the Act 101 philosophy of education.

The counselors and directors in this study provided personal experiences in order to document and validate the prevailing set of theoretical assumptions. The focus on training content with the directors and counselor led to an emphasis on empowerment, self actualization, and environmental influences. Although the participants in this study represented three different types of universities: (1) medium sized private; (2) large Ivy League; and (3) medium sized state, they collectively acknowledged the importance of the Carkhuff theory as a base for peer counseling training with Act 101 students. They also agree that peer counselors are indigenous leaders that acknowledge their impact on the group.

From the results of this study, the following generalizations pertinent to Act 101 preservice and inservice training can be made:

- Peer counseling is a recognized intervention for Act 101 programs (Table 8)
- Specific life and developmental issues are handled by peer counselors
- Peer counselor activities are similar in various settings
- An eclectic approach is the preferred mode of training
- Follow-up training serves as reinforcement
- Inservice enhances the transfer of training

This research suggests that these generalizations be carefully considered in the design of Act 101 peer counseling.

The contextual similarities of the programs studied in this research contribute to the emergent design. Issues such as training logistics, length, and timing impact the process, as well.

The Model

The overall theoretical rationale that emerged in this research is a focus on experiential learning, attitudinal development, and institutional modifiers (Figure 2).

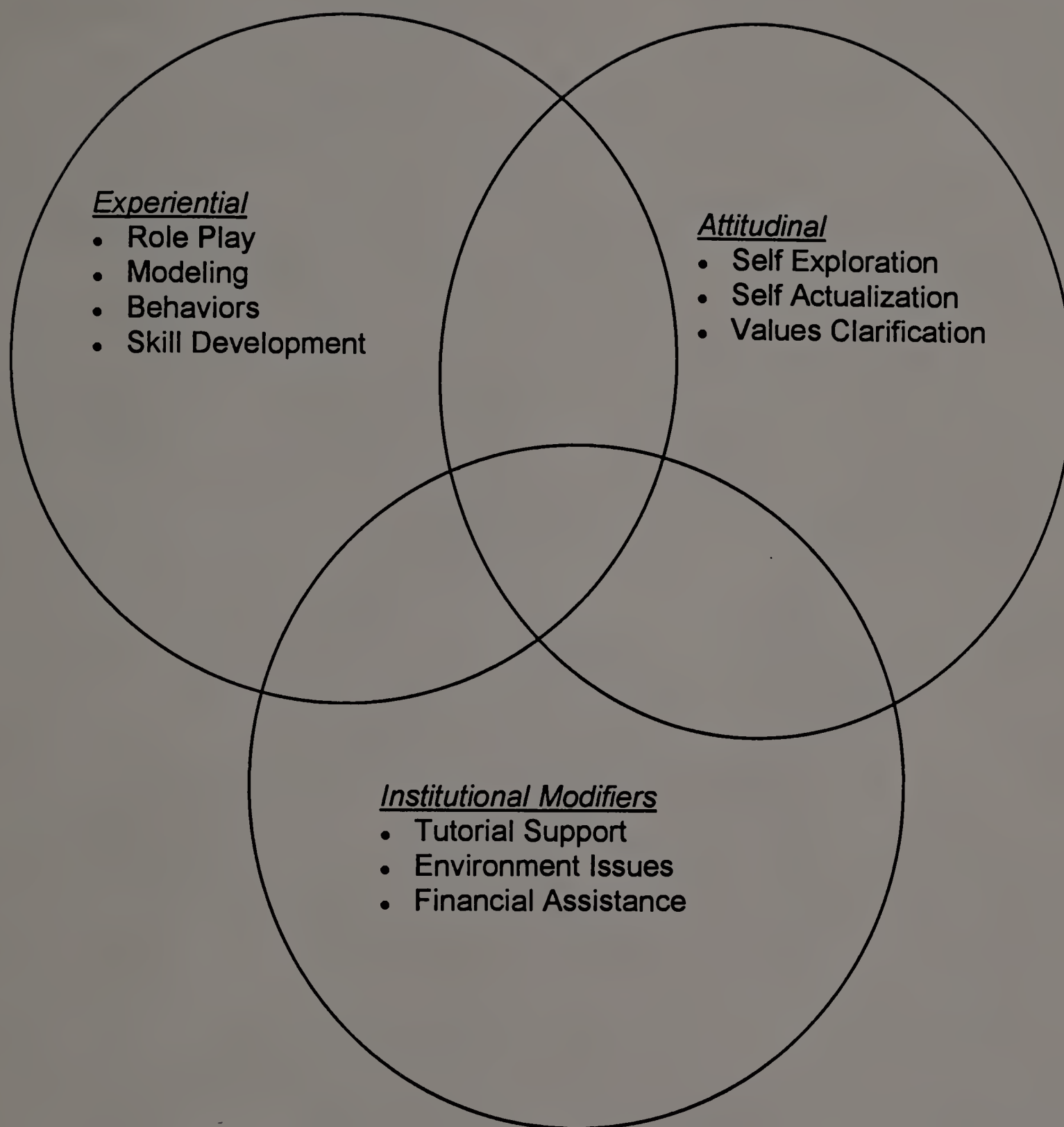


Figure 2 : Act 101 Model for Pre-service and Inservice Peer Counselor Training

It was also found that harmoniously blended theoretical concepts and methods form the congruent framework for preservice training models. The model contains a systematic integration of Carkhuff skills with underlying principles and methods common to the basic Carkhuff model (Carkhuff, 1969).

Eclectic is the popular theoretical orientation preferred by the directors and counselors that participated in this study. The model also stresses the need for peer counselors to mentor first-year Act 101 students because this is a critical point in the development of their sense of security about the college experience (MacAdam & Nichols, 1989).

Three assumptions support the Act 101 preservice model:

- Good interpersonal skills are part of the foundation for a successful academic experience.
- A new educational environment may be intimidating and confusing, especially to an Act 101 student.
- One of the best resources for helping Act 101 students is a successful peer.

Pinderhughes (1983) comments on the nutritive environment as a dynamic of empowerment. She emphasizes the process of interaction between the individual and the context. Thus, for example, if the individual is unable to successfully negotiate the environment, the existence of powerlessness can flourish. In this connection, the Act 101 preservice and inservice training model has great relevance for the educationally underprepared student. It encourages

the enhancement of student support systems, as well as influences the external social system of the university.

Recommendations

The continual input of Act 101 peer counselors, professional staff, and faculty is needed to refine the preservice and inservice process. An examination and critical dialogue about various theoretical approaches is needed. The number of Act 101 peer counseling programs is expanding. Yet, research is not forthcoming. It would behoove the Act 101 personnel to contribute to the peer counseling training literature in order to share their experiences with a wider group of educators. A source book for establishing an Act 101 preservice and inservice program should be constructed. A source book could address specific research issues as well as identify a theory that includes key concepts, processes, and application for Act 101 peer counselor training.

Although differences exist in the number of peer counselors for each program and the name chosen to describe peer counselors, the emphasis is the same (Table 7).

Table 7 Pennsylvania Act 101 Programs

School	Peer Counselor		Professional Counselors		Funding
	No.	Name	P.T.	F.T.	
Allentown College of St. Francis De Sales	2	peer mentors	1		\$1,000 - CWS
Beaver	6	peer mentor		2	Act 101 - \$350
Berean Institute		peer counselor		1	
Bloomsburg University			3	1	
Bucks County Community College				1	
Butler Cty. Community College	8	student mentor	1	1	Act 101
Cabrini College			2		
Canfornia University	12	peer tutor/ counselor	1	1	Act 101
Chatham College			3		
Chestnut Hill College			1 60% time		
Cheyney University	3	dorm counselor		2	Act 101
Clarion University	8	peer advisor (summer)	1	1	Act 101 - \$7200
College Misericordia	13	peer counselor		1	Act 101 - 50%
Community College of Allegheny Cty.		dorm counselor		2	
Community College of Beaver County				2	
Community College of Philadelphia			14 AA		

continued next page

Table 7 (cont.)

Delaware County Community College		peer counselor	1	1	college sponsored
Delaware Valley College of Science & Agriculture	1	student advisor	1		\$100
Drexel University	10	peer counselor	2		Act 101 / CWS
Duquesne University	3	resident advisor peer counselor	2	2	Act 101 \$3,000
Eastern College	4	peer counselor	1	1	Act 101/ Institution
East Stroudsburg University	10	peer counselor	1	1	Act 101/ Institution
Edinboro University			1	1	
Gannon University			1	2	
Hahnemann University	1	peer advisor	1		Act 101/ Institution
Harcum Junior College					
Harrisburg Area Community College	3	peer counselor			Act 101/Institution
Hiram G. Andrews Center				1	
Immaculata College	2	peer counselor	1		Act 101
Indiana University	12	peer advisors		4	Act 101/ Institution
Keystone Junior College					
King's College			1		
Kutztown University			2	1	

continued next page

Table 7 (cont.)

Lackawanna Junior College				1	
LaRoche College	4	peer counselor		3	Act 101
La Salle University	3	peer counselor		1	Act 101/ Institution
Lehigh Cty. Community College	1	peer counselor		1	Act 101
Lincoln University	1	peer counselor		2	Act 101
Lock Haven University	5	peer counselor		2	Act 101/ Institution
Luzerne Cty Community College	10	student assist.	1	3	Institution
Mansfield University	6-7	peer counselor	4		Act 101 / Institution
Marywood College			2		
Mercyhurst College				2	Act 101
Millersville University	4	peer counselor	5		Act 101 / Institution
Montgomery County Community College			1	1	
Mount Aloysius Junior College					
Northampton County Area Community College			1	1	
Northeast Institute of Education		peer assistants (number varies)	1	1	Act 101
O. S. Johnson Technical Institute			1		
Peirce Junior College				1	
Pennsylvania College of Technology - Williamsport	2	peer assistants		1	Act 101

continued next page

Table 7 (cont.)

Pennsylvania State University	4	peer assistants		2	Act 101
Philadelphia College of Textiles and Science	6	student advisor	1		Act 101
Pinebrook Junior College					
Point Park College				1	
Reading Area Comm. College	5	peer counselor		3	Act 101
Robert Morris College	3	peer counselor		2	Act 101
Saint Francis College	4	resident assist.		1	Institution
Saint Joseph's University				1	
Saint Vincent College				1	
Seton Hill College				1	
Shippensburg University				3	
Slippery Rock University	19	peer assistant		2	Act 101 / Institution
Susquehanna University	1	peer counselor	1	1	Act 101
Temple University	3	peer counselor		3	Act 101
Thaddeus Stevens State School of Technology				1	
Thiel College	8-15	peer counselor	2	2	Act 101
University of Pennsylvania	15	peer counselor		1	Fed-Trio/Institution
University of Pittsburgh	4	program peer counselor		1	Institution
The University of the Arts	1	peer advisor		1	Act 101
Villanova University	8	peer advisor		1	Act 101
Waynesburg College				1	

continued next page

Table 7 (cont.)

West Chester University	15	peer counselor		2	Act 101 / institution
Westmoreland County Community College			1	1	
Widner University	15	peer counselor		1	CWS/ Fed-Trio
Wilkes College				1	

Researchers might answer questions concerning similarities and differences. Impact issues concerning the relationship between the trained peer counselors and counselee can be investigated. Each phase of the peer counselor training process, as referred to in Figure 1, raises further researchable issues. The needs of the Act 101 peer population are unique. Therefore, it is recommended that a study be conducted to further investigate the theoretical issues of Act 101 preservice and inservice peer counselor training.

WRITTEN CONSENT FORM

I am Patricia Graham, a graduate student in the School of Education at the University of Massachusetts in Amherst. The subject of my doctoral dissertation is: "Preservice and Inservice Peer Counseling Training Models in ACT 101 Programs in Pennsylvania."

I understand that the information generated from my participating in this study will be used primarily for doctoral research, but may also be used in presentations for professional conferences and written publications. In all written materials and oral presentation, pseudonyms will be substituted for the purpose of anonymity.

Each interview will be audio taped and later transcribed. The parameters of confidentiality will be observed.

In signing this form, I am agreeing to make no financial claims for the use of the material in the interview. Although there is no risk of physical, emotional, or mental injury from participating in this interview, the University guidelines specifies that no medical treatment will be given by the University of Massachusetts should any physical injury result from participating in this project. I understand that I am free to withdraw my consent and discontinue participation in this project at any time.

I, _____, have read this statement and agree to participate as an interviewee under the conditions stated above.

Signature of Interviewer

Signature of Participant

DEMOGRAPHIC DATA

1. Name: _____
2. Sex: Male _____ Female _____
3. College University _____
4. I have worked at this university for _____ years.
5. I have worked in higher education for:
 0 - 5 years _____ 6 - 9 years _____ 10 or more years _____
6. My current position is:
 A. _____ Staff
 B. _____ Administrative
 C. _____ Faculty
7. If Faculty, my current academic rank is:
 A. _____ Instructor C. _____ Associate Professor
 B. _____ Assistant Professor D. _____ Full Professor
8. Are you tenured?
 A. _____ Yes B. _____ No

RECRUITMENT AND SELECTION

- 9a. How are most students recruited for your peer counselor program?
 A. _____ Faculty C. _____ Peer Referral
 B. _____ Campus Media D. _____ Direct Recruitment

9b. When does recruitment take place?

_____ Spring _____ Fall _____ Summer

10. Is selection based on:

- A. _____ Personal Interview D. _____ Recommendation Letters
 B. _____ Application E. _____ Combination of A,B,C,D
 C. _____ Role Play

11. What is the final selection of an applicant based upon?

- A. _____ Successful completion of training program
 B. _____ Interview process
 C. _____ Recommendations
 D. _____ Other _____

12. Identify the most desirable characteristic of a potential peer counselor, prior to training.

- A. _____ Good Listener D. _____ Leader
 B. _____ Empathetic E. _____ Good Academic Standing
 C. _____ Good Communicator

PEER COUNSELOR COMPONENT

13. Please indicate the type of training session utilized in your program.

- A. _____ Brief workshop (less than 8 hours)
 B. _____ Long class (more than 8 hours)
 C. _____ No training
 D. _____ Week long or longer inservice training
 E. _____ Weekend retreat
 F. _____ Course for credit
 G. _____ Other _____

14. Identify the training model(s) used in your program.

- A. _____ No particular model
- B. _____ Micro-counseling model (Ivey)
- C. _____ Basic attending and responding skills (Carkhuff)
- D. _____ Client centered (Rogers)
- E. _____ Eclectic mixture
- F. _____ Skilled helper
- G. _____ Interpersonal process recall (Kagen)
- H. _____ Psychosocial human development (Erikson; Chickering)
- I. _____ Combination of models
- J. _____ Other

15. On this section, please rate the degree of emphasis placed on the following themes, skills and attitudes, during training (1 strong to 5 no emphasis).

- _____ To value the worth and dignity of individuals
- _____ To appreciate confidentiality
- _____ To appreciate the amount of power a peer counselor has
- _____ To respect the individuals right to make the final decision in counseling
- _____ To appreciate social and cultural differences
- _____ Values clarification
- _____ Campus and community resources
- _____ Knowledge of university structure
- _____ Attending behaviors
- _____ Assertiveness
- _____ Responding skills
- _____ Problem identification
- _____ Program development
- _____ Advocacy
- _____ Health education
- _____ Identifying chemical dependency

16a. Who trains the peer counselors in your program?

- A. _____ Program Counselors
- B. _____ Professional Counseling Center Staff
- C. _____ Professional hired for this purpose
- D. _____ Housing/Residential Directors
- E. _____ Other students
- F. _____ Other

16b. Where is the training held?

- A. _____ On campus sessions
 B. _____ Off campus sessions

17. Please estimate the percentage of time the following training methods and strategies are used in your training project (Total should be 100%).

- _____ Lectures
 _____ Assigned reading
 _____ Role play
 _____ Cable television
 _____ Written assignments
 _____ Practicum (supervised counseling)
 _____ Observing and modeling professional counselors
 _____ Observing and modeling peers
 _____ Small group discussions
 _____ Large group discussions
 _____ Audio-visual resources
 _____ Other, please specify _____

IDENTIFY THE USE OF PEER COUNSELORS IN YOUR PROGRAM

18. At any time, how many peer counselors are in your program?

- A. _____ less than 5 C. _____ 10 - 20
 B. _____ 5 - 10 D. _____ more than 20

19. What percentage of the program do students make use of the peer counseling services in an academic year?

- A. _____ 10 - 20 B. _____ 30 - 40 C. _____ 50 + above

20. Number of counselees per peer counselors?

- A. _____ 5 - 10 B. _____ 10 - 20 C. _____ 20 or more

21. Are all freshmen assigned to a peer counselor?

A. _____ Yes

B. _____ No

22a. Is receiving peer counseling voluntary for program students?

A. _____ Yes

B. _____ No

22b. Is your peer counseling component limited to ACT 101 students or is it campus wide?

A. _____ ACT 101 students only

B. _____ Campus wide

23. Please identify the roles and duties of peer counselors in your program. Check all that apply.

_____ Academic tutoring

_____ Academic problem solving

_____ Services for women

_____ Alcohol and drug counseling

_____ Freshman orientation

_____ Commuter student assistance

_____ Herpes/AIDS/VD counseling

_____ Disabled students counseling

_____ Crisis intervention

_____ General psychological counseling

_____ Career and major choice counseling

_____ Contraception and abortion counseling

_____ Gay and lesbian counseling

_____ Rape and battered women counseling

_____ Support group facilitating

_____ Library assistance

_____ Study skills

_____ Other, please specify _____

24. Identify the types of problems brought to peer counselors in your program. Check all that apply.

- Academic difficulties
- Friendship relationships
- Romantic relationships
- Career concerns
- Depression
- Parental difficulties
- Financial problems
- Sexual problems
- Suicide
- Substance abuse
- Time management
- Loneliness
- Stress
- Independence issues
- Roommate difficulties
- Health problems
- Self esteem
- Racial issues
- Other, please specify _____

25. Do you evaluate your peer counselors either formally or informally?

A. _____ Formally B. _____ Informally C. _____ No evaluation

26. Is there any follow-up to the evaluation?

A. _____ Yes B. _____ No

27. How do you monitor the peer counselors? Check all that apply.

- A. _____ Supervisory meetings with professional counselors
- B. _____ Group sessions with peer counselors
- C. _____ Written reports
- D. _____ All of the above

28. How do you evaluate peer counselor effectiveness?

- A. _____ Grade point average of assigned counselees
- B. _____ Written evaluations
- C. _____ Feedback from counselees
- D. _____ All of the above
- E. _____ Other _____

29. What have been the major difficulties your peer counseling component has encountered:

30. What suggestions do you have to improve your peer counselor program.

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