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# A Comparison of Three Role-Simulation Brief Interviews with Three Counseling Brief Interviews

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A COMPARISON OF THREE ROLE-  
SIMULATION BRIEF INTERVIEWS WITH  
THREE COUNSELING BRIEF INTERVIEWS

by

Joseph Thomas Rolland Janisse

A Thesis Submitted to the Faculty of the  
Graduate School of Loyola University  
in Partial Fulfillment of the  
Requirements for the Degree  
of Master of Arts

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## VITA

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## INTRODUCTION

It has been long recognized that effective counselor training requires ample opportunity for first-hand experiences, and that it is most difficult to supply clients in sufficient quantity.<sup>1</sup> Most training centers have set up, at considerable expense, clinics to ensure this supply.

An alternate approach has been to use students as clients to one another. This however often presents a further difficulty in that a student will not always be willing or feel free enough to directly expose his own inner feeling states and attitudes.

The practice of "role-simulation" has been used to overcome this latter difficulty. The person presenting himself or herself as client is thereby given the option, if he does not wish to speak directly of himself, or throwing himself into the role of a person whom he knows well, and thus becoming a "simulating" client. But this raises the question as to whether such a simulation can be sufficiently realistic and useful for the training of counselors.

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<sup>1</sup>Carl R. Rogers, Client-Centered Therapy (New York, Houghton Mifflin Company, 1951), p. 446.

The purpose of this study is, through a comparison of three role-simulation with three actual interviews, to prove that the dynamics of the two categories are completely different. If this is so it will indicate that the approach of role-simulation in counseling training is not helpful.

For the sake of uniformity we have chosen interviews which are by the same expert counselor, and in which the clients are members of the helping professions.

In this study we will first present an historical background for the methodology used to analyze and evaluate counseling interviews, along with some of the theory involved. Chapter II will be devoted to a detailed study of the six interviews and of the clients' comments given immediately after each interview. The transcribed texts will be found in Appendix I.

Chapter III will include a comparison and contrast of the individual interviews with one another, and of the role-simulation group with the actual interview group. In the Conclusion we will present the overall findings, along with some tentative possibilities and applications emerging from this study.

## CHAPTER I

### A BACKGROUND STUDY ON THE METHOD TO BE USED IN THIS PAPER FOR STUDYING AND EVALUATING COUNSELING INTERVIEWS

#### Historical Background

One of the major breakthroughs in the field of psychotherapy and counseling took place some thirty years ago by a group of research workers at Ohio State University. Prior to this time it was thought that people could never agree as to what they had done in conducting an interview, nor in what should be done.<sup>1</sup> As an art, successful counseling seemed to have been too personal and too subjective and therefore not possible of scientific research.<sup>2</sup>

The first breakthrough came about through a technique developed by Robers and Covner, of recording and transcribing a complete interview.<sup>3</sup> Once the material became available in typescript it was possible to set up categories with accurate definition by which judges could evaluate quantitatively the

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<sup>1</sup>E. H. Porter, "The Development and Evaluation of a Measure of Counseling Interview Procedures" (Ph.D. thesis, Ohio State University, Columbus, Ohio, 1941), pp. 35-38.

<sup>2</sup>C. A. Curran, Personality Factors in Counseling (New York: Grune and Stratton, 1945), p. 2.

<sup>3</sup>Ibid., p. 7.

contents of counseling interviews. The agreement between trained judges in this technique was found to be highly reliable.<sup>4</sup> Thus it became apparent that judges could now make valid evaluations of the contents of interviews.<sup>5</sup>

### List of Categories:

The task of developing a satisfactory list of categories which could be used for this purpose was one which preoccupied several researchers. Covner, Porter, Snyder and Raimy developed lists which were used by Curran in setting up his own, which list we will follow in this study. The following is this list, slightly modified:<sup>6</sup>

#### I. Negative Emotional Responses:

1. Hostility or Defense: Expressions of negative attitudes about self or others, arising from frustration, humiliation, feelings of helplessness or personal threat.
2. Dependency: Expressions of attempts or desire to place responsibility onto others to solve

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<sup>4</sup>William Ultrich Snyder, "An Investigation of the Nature of Non-Directive Psychotherapy" (Ph.D. thesis, Ohio State University, Columbus, Ohio, 1943), p. 3.

<sup>5</sup>Curran, Personality Factors, p. 141.

<sup>6</sup>Ibid., p. 63.



his problems, lend support, approve of his actions.

3. Rejection of Self: Expressions tending toward worthlessness and guilt, arising from sadness, discouragement, hopelessness and rejection.
4. Escape: Daydreams, rationalizations, self vindication, and any justification to compensate for lack of self-confidence, feelings of rejection, etc.
5. Social Maladjustment (withdrawal): Feelings of frustration, conflict, insecurity in connection with social activities.
6. Expressions of confusion, doubt, ignorance and conflict.
7. Expressions of fear, anxiety and worry.
8. Expressions of unhappiness.

## II. Positive Emotional Responses:

1. Expressions of feeling better, happiness, courage, hope, satisfaction, etc.

## III. Insight Responses:

1. Facing Reality: Expressions which indicate that the client is judging his situation objectively and realistically.
  2. Independence: Expressions indicating that the client is willing to accept responsibility and make his own decisions.
  3. Seeing Relationships and Patterns of Conduct: Expressions which indicate that the client has seen realistic relationships in the content of his interviews, between past and present situations, or different elements of the present.
  4. Working Out Own Solution: Expressions of what would be necessary in the satisfactory reaching of goals, solving problems, attaining needs, etc.
- IV. Choice Responses: Expressions of new activity undertaken as a result of insights accepted. Adjustments made to change one's relationship to self and others.

This list is still in use by students of counseling seeking to learn to better discriminate client statements. It was used again recently in a modified form in a study of

a brief counseling interview, one of the six interviews used in this paper.<sup>7</sup> It is likewise the list which will be used to study the other five interviews presented here.

#### Learning Model of Counseling:

The model on which Curran's study was based was that of learning. The person seeking help in counseling was considered to be in a state of confusion and/or conflict. If the counseling were successful, in terms of the client's growing ability to live a more satisfactory life, the type-script analysis should indicate that he had gained insight and come to make new choices, quite different from his old patterns.<sup>8</sup> Insight and choice then, were seen as helpful indicators of successful counseling. Curran pointed out: "One of the things that insight appears to do is in some way to put order into the disorder of emotional reactions."<sup>9</sup> He went on to say that many studies by Mowrer, Rogers and others had indicated that emotional experiences block learning, and that a certain amount of release is necessary before learning can take place. It seemed too that some positive emotion was involved in the genesis of insight, as Rogers pointed out in

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<sup>7</sup>C. A. Curran, Religious Values in Counseling and Psychotherapy, (Sheed and Ward, 1969), pp. 52-80.

<sup>8</sup>Curran, Personality Factors . . ., p. 76.

<sup>9</sup>Ibid., p. 82.

his introduction: "As a product of this catharsis and accompanying it, as Dr. Curran's study shows, comes the increased understanding of self which may be called insight."<sup>10</sup>

Probably one of the best early statements of the use of the learning model, and one which is still quite helpful after thirty years, is the following:

The counselor's clarification of the client's feelings in the early interviews not only aids in the client's further release of negative emotion, but somehow gradually enables him to reach a calm, unemotional view of the relationship of his problems to each other. Consequently in the latter interviews, where the client is expressing more and more insight about the relationship of his problems to each other, and achieving a broader view of himself, the counselor, having few negative emotions to which to respond, tends to make statements which simply restate these client insights and accept them . . .

The counselor's clarification of feelings, in the non-directive relationship does not add any new feelings or new ideas to what the client has released. It can, therefore, only act as a means whereby a new personality function or potency within the maladjusted person is activated and actualized. And the result of this new personality function appears to be a broader understanding of self and the self's related problems. This would therefore account for the preponderance of relationship client statements (IR) in the later interviews . . .

When the client's emotional releases imply likes or dislikes, the counselor's responses, while revealing the motivation of the negative emotion or the underlying attitude, also give the client increasing understanding of this real scale of values, of the things he really wants or does not want . . . The client's clarification

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<sup>10</sup>Ibid., p. xviii.

of feeling, therefore, would seem to act as a stimulation and aid to the client's insight functions.<sup>11</sup>

This learning model represents a profound break from the prevalent "therapy model" of counseling and psychotherapy. Over the past thirty years, more and more evidence has accumulated to justify this break. As Curran has recently stated:

The therapy model was held, implicitly, by most clinical and counseling psychologists until very recently. It has been extremely difficult to break through to another model.

In the therapy model the client was seen as "sick", with the implication that a long period of time would be required for the process of his becoming well.

On the basis of a learning model we see that very definite and profound changes of insight can occur in brief periods of time, in the intensity of what might be called, in Maslow's term, a "Peak Experience." In closely studying interview protocols and clients' post-interview comments, we began to see that such new views and perspectives sometimes would suddenly occur even in a very brief encounter.

In setting up classroom counseling demonstrations for teaching counseling skills, we often made use of students in role-simulations. To our amazement some began to simply take counsel about themselves. And to our further amazement, since this had caused in us some anxiety, there did not seem to be any adverse effects from their opening themselves before the rest of the class. On the contrary, many reported afterwards that they had been profoundly helped in the process, and they had felt much closer to the other members of the group.

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<sup>11</sup>C. A. Curran, Unpublished lecture, Counseling Learning Institute, University of Windsor, June, 1970.

As a result of these experiences we began to pay serious attention to brief-encounter interviews. We began to probe their statements and their post-interview comments as carefully as we had done for longer interviews, to examine what had occurred.

What seems to be emerging from these studies, and what has tremendous implications for the field of religion, medicine, education and indeed all the helping professions, is that brief counseling interviews can be powerful and effective in helping people to arrive at sharper and more discriminating views of themselves and of their world.<sup>12</sup>

There does not seem to have been any literature, apart from the texts cited here, following this approach to analyzing and studying counseling protocols. Curran has remarked on this:

This very rich area of research has been almost totally neglected, probably because of our cultural bias against using personal protocols and evaluations. The "scientific" mind has not been willing to allow for measurements other than those obtained from "objective tests", despite the assertions of Alport and others that such personal materials would constitute our best areas of in-depth research.<sup>13</sup>

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<sup>12</sup>C. A. Curran, Unpublished lecture, Counseling Learning Institute, University of Windsor, June, 1971.

<sup>13</sup>C. A. Curran, Unpublished lecture, Loyola University, July, 1970.'

## CHAPTER II

### A STUDY OF SIX INTERVIEWS AND OF THE POST-INTERVIEW CLIENT COMMENTS

#### Interview "A":

This role-simulation interview was an attempt to demonstrate a chance "Brief Encounter" interview with a person in strong negative affect. Although it is impossible to reproduce feeling tones from audiotapes onto a typescript, we will alert the reader throughout the six interviews, whenever this might be helpful. The first client statement in this interview, for example, was said with marked depressive tones.

The complete texts of this and of the other five interviews are given in Appendix I.

#### Statement-response #A1:

The tone of the counselor's "Pretty tough, eh John?" was quite simple and direct, and carried a feeling of genuine concern. This elicited from the client a further statement of deep confusion, combined with dawning insight.

Note here that the counselor imparted a structure to the interview with a "sandwich response", by first respond-

ing to the affect, then offering five minutes of his time, and finally returning to the affect. This was done so quickly and simply that there was no hesitancy or embarrassment, either of which would probably have caused the client to block.

This statement was scored: negative emotion, 4, a fairly strong discouragement or depression. The scale used throughout the interviews in this thesis is from 1-5, (weak to strong).

Statement-response #A2:

The client returns to negative emotion, but moves to hostility, with the realization that he himself, by his deception, had caused his own difficulty. The counselor catches this self-accusation with a firm but delicate response.

This statement was scored: negative emotion, 3; insight, 1.

Statement-response #A3:

The client indicates his acceptance of the response and becomes almost pathetic in his simple acceptance and feeling of a deep depression. The counselor returns to the previous insight as well as responding to the depression.

This statement was scored: negative emotion, 4.



Statement-response #A4:

The client indicates his acceptance of the response, and is freed to broaden his perception around his negativity, and to speak of his intense alienation feelings. There is also a dawning insight that he is perhaps himself contributing to this. The counselor seems to exactly catch these elements.

This statement was scored: negative emotion, 4; insight, 1.

Statement-response #A5:

The client again accepts the response and moves on to talk of his language block and to plunge deeply into his extremely depressed feelings. The counselor comes forward with a sharp and exact response, which seems most significant to John, according to his post-interview comment (#2).

The counselor then alerts the client that his time is almost up. Such warning has been found helpful to the client to prepare him graciously for the scheduled termination. The counselor response "sandwiches" the time element between understanding responses.

This statement was scored: negative emotion, 5.

Statement-Response #A6:

Again the client indicates his acceptance of the

counselor's response, and moves on to a sharp statement of alienation, with a dawning insight into a possible solution. This, as a value vector, seems to help him to move forward. The counselor reflects this, and returns to the earlier confusion and self-accusation.

This statement was scored: negative emotion, 5; insight, 1.

Statement-response #A7:

Note the deep sigh. The client has now become free to consider returning home. With this, his high negativity sharply drops.

This statement was scored: negative emotion, 1; positive emotion, 1; insight, 2.

Statement-response #A8:

The client forcefully asserts that he was understood by the counselor. He then moves to further insight into his situation, coming to a second option value-vector, which will also help in his motivation.

The counselor catches and cleanly reflects John's second value vector in the words "self-respect", along with the insight that the first option was in fact negative.

This statement was scored: negative emotion, 1; positive emotion, 3; insight, 2.

Statement-response #A9:

John again accepts the response and sharply states what he would like to do. His accompanying negative emotion indicates that he also sees difficulties. The counselor calls time at this point and sets up an appointment to which the client quickly agrees.

This statement was scored: negative emotion, 2; positive emotion, 2; insight, 4.

Comments on Post-Interview Client Comments, "A":

A1: Something quite strong and real seemed to happen to the simulating client. His feelings became positive and rich in the brief time, and even his somatic reactions were deeply changed. He seemed to have come to personal relaxation from earlier tension, quite apart from the role.

A2: The key response seemed to be counselor's #A5, after which the client relaxed. His whole mood dramatically changed between this and #A7 and 8.

A3: This, along with #A4 and 5 points out the value-investment of the client in the person simulated, and the positive value of the interview for the client.

Summary of Interview "A":

This interview illustrates a client who plunges very deeply into a simulated role with apparently the minimum of

difficulty. The counselor's skill is evident from the first response, which seemed to help the client to plunge quickly and deeply into affect, and to explore hidden values and possible choices.

Each counselor response seemed exactly to fit the client's feelings and perceptions, judging from his remarks and comments, and seemed to help him move to positive values and insights. This rapid freeing and movement on the part of the client is quite remarkable, given the brief time of the interview. Such a discouraged and depressed client would undoubtedly have remained silent if he had not been deeply helped by the responses. The client himself was surprised at the movement when he reconsidered and testified to the help he received from the counselor's responses.

The Table & Graphs of Interview Statement Values, (see Appendix II), shows how the mood changed with responses #A5 and 6. Note too how the negative emotion increased as the client looked ahead to new areas of difficulty, in #A8. Obviously the aim here is not simply to make the person feel better, but to help him to profound inner awareness of himself and his total situation.

This then is a simulated interview which approximates very closely an actual client who is genuinely

involved in what he is struggling to say. The client exhibited too a real fluidity, and changed in his emotional tones, as he felt understood and freed to proceed to examine various aspects of the material he was presenting. He even came to some depth of insight into the dynamics of the person simulated, and to the point of seeing possibilities of choice.

Interview "B":

This role-simulation was an attempt to demonstrate a brief first-encounter marriage counseling interview.

Statement-response #B1:

The counselor is not thrown off by the show of hostility on the part of Bill, but simply structures the time of the interview and quietly waits for one of the clients to come forward. It is extremely important for the counselor to do this in a relaxed and open way. If the counselor seems anxious to have the client talk, he may provoke much resistance and defensiveness.

This statement was scored: negative emotion, 3.

Statement-response #B2:

Bill is able to come out with more hostility towards Lucy, beginning with the words of the counselor.

This statement was scored: negative emotion, 4.

Statement-response #B3:

Lucy comes out with a violent expression of rejection of Bill. This indicates that she has arrived at some degree of commitment in the role and trust in the counselor.

This statement was scored: negative emotion, 4.

Statement-response #B4:

Bill again comes out fairly strongly in hostility and begins to bring forward reasons around it. Whether or not this is valid reasoning is not a question which concerns the counselor. A basic hypothesis here is that the person himself is the only judge, and that he will himself eventually come to recognize and discriminate between true reasoning and rationalization, if he persists in the effort, through comparing what he hears back from the counselor with what he is feeling at the moment.

The counselor interrupts Lucy and keeps her from interfering with Bill's hearing of the counselor response.

This statement was scored: negative emotion, 4; insight, 1.

Statement-response #B5:

Lucy seems to be hurt and fighting back. The counselor responds to Bill's gesture, accepting his right to disagree.

This statement was scored: negative emotion, 4; insight, 1.

Statement-response #B6:

Bill is still quite angry and confronts Lucy.

This statement was scored: negative emotion, 4; insight, 2.

Statement-response #B7:

Note how carefully the counselor responds to Lucy's concern for her children, and her seriousness.

This statement was scored: negative emotion, 2; positive emotion, 1; insight, 2.

Statement-response #B8:

Bill becomes fairly positive about his relationship with his son, while remaining somewhat negative to Lucy. This seems to be the counselor response to which he refers in his post-interview comment (#4) as feeling acceptance. Note his immediate "That's right" to the counselor.

This statement was scored: negative emotion, 2; positive emotion, 2; insight, 2.

Statement-response #B9:

Lucy is contrasting Bill's present and past attitudes towards her mother and recalling the positive experiences of the past. The counselor does not respond, but simply calls the time and sets up another appointment.

There is some light by-play between Bill and Lucy at this point, but apparently it is not negative in tone, judging from the post-interview client comments.

This statement was scored: negative emotion, 2; positive emotion, 2; insight, 2.

Comments on Post-Interview Client Comments "B":

B2: Lucy was apparently quite anxious in her role, whereas Bill seemed to have deeply committed himself from the beginning.

B3 & 4: The fact that Lucy was willing to come back indicates that she became somewhat more committed to the role during the interview. She seemed genuinely surprised to have observed the change which came over Bill during the session. Bill admitted that he felt changed, and attributed this to the acceptance of the counselor.

Summary of Interview "B":

This was a very interesting role-simulation, both



because of the differences in the two clients, and from the movement in both. Although Lucy began in strong rigidity, tightly and anxiously clinging to a "script", she yet was surprised and pleased at the softening of Bill's attitude, and was able to be less defensive herself. On his part, Bill's genuine portraying of an openly hostile client, and his obvious commitment in this role, made it possible for him to feel deeply the acceptance of the counselor.

In spite of the brevity of the interview there seemed to result a significant movement in the relationships. This may be seen in the Table & Graphs of Interview Statement Values (Appendix II), in a drop in negativity and rise in insight, and positive emotion as the interview proceeded.

#### Interview "C":

In this role-simulation the client, himself a professional counselor, takes the role of a young man with whom he has been deeply engaged as counselor.

#### Statement-response #C1:

Unfortunately there were words missed on the tape, so that we cannot reconstruct the first moments of the interview. What we can see, however, is the counselor

simply and openly asking the client for another chance, which the client does. The counselor then structures the time and returns to the client's feeling statement.

This statement was scored: negative emotion, 4.

Statement-response #C2:

The client is able now to bring forward some insight around his fear, indicating that he is trying to understand his situation. The counselor's response seems to sharply catch the client statement, eliciting his "yeah".

This statement was scored: negative emotion, 4; insight, 2.

Statement-response #C3:

The client seems to be moving to a deep trust of the counselor, in the area of personal relationships. The counselor cleanly responds to the expressed conflict bind.

This statement was scored: negative emotion, 3; insight, 2.

Statement-response #C4:

Again the client brings forward a statement about his personal relationships, expressing alienation and conflict, with a beginning of positive emotion.

This statement was scored: negative emotion, 4; positive emotion, 1; insight, 2.

Statement-response #C5:

Here we arrive at the first definite and intense statement of positive affect by the client.

The counselor pointed out that he had erred in his perception, illustrating his own transparency in the relationship. He goes on to a very sharp, but delicate response about the client's relationship. The underlined words, which the client said were extremely helpful (post-interview client comment #2), were emphasized by the counselor.

This statement was scored: negative emotion, 3; positive emotion, 3; insight, 2.

Statement-response #C6:

The client seems to be coming to a very profound insight, the "story of my life". The counselor clearly catches this total view, and comes forward with a summary response which the client seizes upon, and which he will seem to use to free himself to come to a decision.

This statement was scored: negative emotion, 3; insight, 4.

Statement-response #C7:

The client comes to further insight, apparently as a result of the previous counselor statement, which he enthusiastically endorses.

The counselor sharply catches this, and announces the impending time.

This statement was scored: negative emotion, 4; insight, 4.

Statement-response #C8:

The client refers to this last part of the interview as helpful for his reaching a decision. It is as if he is inwardly pressured to get everything he can from the session.

This statement was scored: negative emotion, 4; insight, 3; choice, 1.

Statement-response #C9:

The client is coming to a most difficult decision and is quite anxious: the laughter and facetiousness seems to be due to nervousness.

The counselor simply responds, without changing or modifying the client's statement.

This statement was scored: negative emotion, 3; insight, 3; choice, 2.

Statement-response #C10:

The client again considers his difficulty and resolution. The counselor briefly responds, terminates the interview and sets up another appointment.

This statement was scored: negative emotion, 2; choice, 2.

Comments on Post-Interview Client Comments "C":

C1: The client, a professional counselor, expresses surprise at the ease with which he was able to communicate so much material and at the many feelings which had welled up in him so spontaneously.

C2: The client is referring to the word "caring" which was introduced by the counselor in statement #C5. Note how the client picked up the word and began to relax and see himself in broader perspective in the next statement.

C3: The "quick responses" referred to here seem to correspond to statement-response #C7. This, as we have seen, elicited the client's "exactly" and, with the pressure of the last moments of counseling, to the decision to return home and confront his mother.

C4: The client has obviously found this to be helpful and would look forward to further interviews.

C5: The client very quickly lost his nervousness and seemed to become deeply engaged in the process.

C6 & 7: The client felt quite helped at the personal level in his coming to a deeper understanding of the client.

Summary of Interview "C":

The client in this interview moved rapidly through a number of insights, most of which were negatively charged. The ease and smoothness of the movement, which seemed to surprise the client (post-interview comment #C1), are more remarkable because of the extreme anxiety exhibited at the beginning.

The sharp and thorough responses of the counselor undoubtedly played a large part in freeing the client. Any slight misunderstanding could have caused him to block.

This interview, although simulated, seemed to be experienced as very real for the client, and in fact personally helpful. This indicates a great deal of self-involvement.

Interview "D":

This was an actual interview, intended primarily to illustrate the use of a five-minute brief encounter in the midst of a heavy schedule. The client, a professional counselor, was a staff member of the Institute.

Statement-response #D1:

The client's hesitancy is explained in the Post-Interview Client Comments (#D3) as anxiety about possibly revealing confidential material.

The counselor responded with two words, the first of which was accepted and the second rejected by the client in the next statement. Often this "smorgasbord" offering of more than one word helps by allowing the client to try both and to accept whichever is felt as a true reflection.

This statement was scored: negative emotion, 3.

Statement-response #D2:

The client does pick up a word and is still hesitating about going into this area.

The counselor picks up this confused hesitation.

This statement was scored: negative emotion, 3.

Statement-response #D3:

The client has decided to talk about his concern, apparently freed by the previous counselor response.

The counselor reflects the newness of the awareness and the insight that the client has a need to move to others, as exemplified in the recent experience.

This statement was scored: negative emotion, 3; insight, 2.

Statement-response #D4:

The client unfolds his feelings of low self-worth. The counselor catches this with "anxiety", which helps the client, according to his next statement and the post-interview client comment (#D3).

This statement was scored: negative emotion, 4.

Statement-response #D5:

The client seems freed by the word "anxiety" to see that this is basic to him and has caused him much difficulty, and in fact is "at the root of all my difficulty". This is a new insight.

The counselor catches this in terms of basic conflict, linking in the feeling of low self-worth.

This statement was scored: negative emotion, 3; insight, 3.



Statement-response #D6:

The client explores the notion of conflict, in terms of a static image. The counselor accepts this, reflects it and calls time.

This statement was scored: negative emotion, 2; insight, 3.

Comments on Post-Interview Client Comments "D":

D1: The client is surprised and pleased; surprised at the direction; pleased at the results.

D2: The client actually broke new ground here, as he points out. He immediately went into a new area of himself, realized the option that he didn't have to pursue it, since in the short time he could avoid going further, but freely took the option to plunge into it.

D3: The word "anxiety" proved the key word. It is interesting here that he rejects the word "jump", which he hadn't done in the counseling session. This would seem to be because the context in the interview was in terms of going into the experience and the realization that, as the counselor responded, the client was holding back from any leap. What seems to have taken place in the counselor response to post-interview comment #D2 was the presumption that the client was mov-

ing toward redemptive relationships as a result of the interview. It was this which the client seemed to reject.

D4: The client has actually arrived at some peacefulness in the brief session, illustrating a very good use of five minutes in a crowded schedule.

Summary of Interview "D":

This was obviously a very real and helpful experience for the client, from the post-interview client comments and the further statement of the client after fifteen months.

Interestingly there was an absence of positive emotion, which is understandable when one considers the depth plunge of the client into negative self-concept. We do not know what turn it would have taken had it been prolonged, but there is the possibility that the client would not have wanted a longer interview at this busy time.

The Table & Graphs of Interview Statement Values indicate, as we have reported, almost unrelieved negative strong emotion, with a second-half strong positive emotion-insight choice factor.

Judged by the post-interview comments and particularly by those of fifteen months later, this was a deeply effective interview.

Interview "E":Statement-response #E1:

The client begins with a review of his previous emotions around an appointment. The counselor reflects this past concern and seems, according to the client's next statement, to catch his feelings sharply.

This statement was scored: negative emotion 3; insight, 1.

Statement-response #E2:

Note the quick-exchange conversational style of the counselor, which does not at all block the client, but helps him move rapidly.

This statement was scored: negative emotion, 3; insight, 1.

Statement-response #E3:

The client brings out some positive self-regard along with the continuing negativity. The counselor responds to both, without distorting the intensity of either.

This statement was scored: negative emotion, 2; positive emotion, 2.

Statement-response #E4:

The client continues in the positive vein, and is able to come to greater insight.

The counselor's response is a key one, according to the the post-interview client comment and to his next statement. The point is that this is his own decision.

This statement was scored: positive emotion 3; insight, 2.

Statement-response #E5:

The client agrees to the response and goes on to even further insight.

The counselor mentions the approaching time limit and picks up the elements of positive affect, insight and choice.

This statement was scored: positive emotion, 2; insight, 2; choice, 3.

Statement-response #E6:

The client continues in this positive-insightful and choice way. His earlier negative affect seems to have completely disappeared.

The counselor gives a "summary response" bringing together everything from the beginning of the interview up to the present, decisive point.

This statement was scored: positive emotion, 3; insight, 2; choice, 2.

Statement-response #E7:

The client accepts this summary response, except for the word "job". This illustrates how sensitive a person becomes in the counseling process, to every nuance of meaning: he will sense at once the slightest discrepancy between his feeling and cognitive state, and the meanings conveyed to him by the counselor's response.

The counselor's responses seem again to catch quite well the moment-to-moment client statements.

This statement was scored: positive emotion, 3; insight, 3; choice, 3.

Post-Interview Client Comments "E":

Although they are brief, the comments indicate the helpfulness the client felt by the counselor's having understood him. Particularly helpful was that the counselor reflected his awareness of having made his own decision.

Summary of Interview "E":

This seemed to be a quite significant interview for the client, in his apparent need to reflect on a previous decision.

The client seemed to be deeply involved, judging by his statements. It is interesting how quickly he moved from significant negativity to a positive, insightful and a choice filled, latter part of the interview, as we can see by the Table & Graphs of Interview Statement Values in Appendix II.

Interview "F":

The counselor for this interview was the same person as in all five other interviews.<sup>1</sup> This one was used here as one which, although brief, is quite verbal and illustrates many dynamics of counseling, and is therefore useful for the sake of comparisons.

This is also a most interesting interview in that the client began to simulate a role, but almost immediately decided to take advantage of the time for an actual counseling interview.

Statement-response #F(Preliminary):

The client is simulating the role of a "chatty" person. This interview was set up to illustrate how a counselor could function in such a situation.

This was a key response by the counselor, according to the post-interview client comment (#F1), which caused

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<sup>1</sup>Supra, p. 7, fn., 7.

the client to abandon the simulated role and to present himself as an actual client.

Statement-response #F1:

The client moves quickly into the area of conflict, and his own strong negative emotions around it.

The counselor responds as he will many times in this interview, with a vivid image which the client picks up and uses.

This statement was scored: negative emotion, 4; insight, 1.

Statement-response #F2:

The client is able to move in and return to the image of baseball, seeing that it does have symbolic meaning for him.

The counselor picks this up and sharply reflects that the symbolism refers to "freedom".

This statement was scored: negative emotion, 3; insight, 2.

Statement-response #F3:

The client accepts the counselor response with enthusiasm and pursues the theme of freedom.

The counselor picks up the client's insight and uses the word "suffocating" which the client will pick up in his

next statement and refer to in his post-interview comment (#F2).

This statement was scored: insight, 3.

Statement-response #F4:

The client goes further into negative affect, and explores how his escapes had been helpful simply to continue existing.

The counselor seems to be in profound rhythm with the client, with almost a conversational style, and yet with deep and sharp statements which the client accepts with great enthusiasm in the next statement.

This statement was scored: negative emotion, 3; positive emotion, 1; insight, 2.

Statement-response #F5:

The client becomes more insightful in exploring his negative affect, and comes to a positive value vector, which the counselor sharply catches.

This statement was scored: negative emotion, 4; positive emotion, 2; insight, 3.

Statement-response #F6:

The client accepts the response and goes on to further insight, with more positive affect, which the counselor reflects in a brief statement.



This statement was scored: negative emotion, 2; positive emotion, 2; insight, 3.

Statement-response #F7:

The client agrees with the response and goes on to consider and to reject an alternate solution.

The counselor gives a summary response which the client twice broke in on to agree and affirm what was said. This was a key response, as mentioned in the post-interview client comment (#F4).

This statement was scored: negative emotion, 2; positive emotion, 2; insight, 2; choice, 1.

Statement-response #F8:

The client continues to consider his frustration and to look for ways to be helpful, one of which he already sees.

The counselor responses are consistently sharp and helpful, according to the client's "right" each time.

This statement was scored: negative emotion, 2; positive emotion, 3; insight, 2.

Statement-response #F9:

The client is seeking to place himself in the perspective and to consider what the other's feelings might be.

The counselor's response again seems very helpful, judging by the next client statement.

This statement was scored: insight, 2.

Statement-response #F10:

The client goes on with the insight that he has indeed been of some help and that he can move further in this direction. But he is immediately confronted by his negativity, which the counselor accepts and then goes on to announce the approaching end of the interview.

This statement was scored: negative emotion, 3; insight, 3; choice, 2.

Statement-response #F11:

The client again agrees with the response and looks further into the matter of his own negativity.

The counselor very sharply catches the realization of the client's own responsibility, which causes the client to pause for the first time since statement #F1.

This statement was scored: insight, 3.

Statement-response #F12:

After his pause the client comes out with renewed negativity and self-confrontation.

The counselor's response takes the form of a pointed question. This is actually an understanding response, as we see by the next client statement.

This statement was scored: negative emotion, 2; insight, 2.

Statement-response #F13:

The client continues with further insightfulness, seeing new possibilities ahead. The counselor responds and calls time.

This statement was scored: positive emotion, 2; insight, 3.

Post-Interview Client Comments "F":

F1: The client points out what happened to him when he felt understood in the first counselor response, and how he felt forced by this to switch to actual counseling.

F2: The client was quite pleased with the charged words he received from the counselor, as well as the new options he was given.

F3: Note here how the counselor's simple, sharp and brief response to the previous statement seems to help the client to probe further into his positive affect and into the meaning of the whole interview for him.

F4: The client comments on the summary response made in #F7 by the counselor. This he found, as we previously indicated, to have been extremely helpful.

F5: The client expresses how deeply helpful this was to him personally, and realizes now how valuable it is to be understood in himself, apart from the subject he chooses to bring up.

Summary of Interview "F":

We have here a very sharp and valuable interview, which served to help the client personally, as we have seen. What seemed to be particularly helpful were the sharp counselor responses which were made throughout.

The Table and Graphs of Interview Statement Values (Appendix II) show a constant movement of affect, with a fairly consistent undercurrent of insight, as the client moves through feelings of confinement, freeing experiences, hope, being stifled, worthlessness, the desire to be redemptive and guilt for not having been, hostility and resentment and his own responsibility. Altogether, this was a very rapidly moving interview.

We may note how as each negative emotion is expressed it is lessened, only to be replaced by another as the client brings up insight after insight. It is as if he is trying to do everything at once in his self-probing. The positive emotions, though less intense, seem to be most helpful to keep him struggling to understand himself.

### CHAPTER III

#### A COMPARISON AND CONTRAST OF THE ACTUAL WITH THE ROLE-SIMULATION INTERVIEWS

In comparing and contrasting the actual with the role-simulation interviews, we will make use of the tables and graphs of Appendix II, along with the content of the interviews and post-interview comments, and of our previous chapter.

To begin with the broadest comparisons, we note that the graphs of average first and second-half interview statement values for combined Interviews "A, B and C", and "D, E and F", are quite similar in that the negative values begin more strongly and gradually decline, whereas the combined positive emotion-insight-choice values begin less strongly and increase in the second half of the interviews. Even the line slopes are not too different (p. 110).

We note distinct differences, however, in examining the graphs of first and second-half individual interview averages. There is no decline, for example, in "D", which is interesting in view of the post-interview client comments and those of fifteen months later. Although he

had felt quite understood at the time, he later noted that he had unexpectedly plunged into new areas of negative self-attitude, which would account for the sustained negative affect. Actually we note in examining the individual table and graph, that there is a slight downward break between D4 and D6 (pp. 104 and 107).

In contrast, the situation of Interview "E" is one of high negativity in the first half which completely disappears in the second. Again, Interview "F" does not resemble either "E or D", but comes closer to "A, B, and C" in beginning with moderately high affect in the first half and then gradually declining. In examining the individual table and graph we note that the negative drops to zero in F9, F11 and F13, while sharply rising in F10 and F12, as the client probes deeply his negative affect (pp. 104-8).

The three role-simulation interviews resemble one another in the gradual downward slope of the negative emotion values more than in the actual interviews. It is possible that the clients in the simulations tended to be more rigid and less flexible in their responses than they might have in actual interviews (p. 109).

As with the negative, so too the positive emotion, insight and choice values: the individual actual interview lines, "D, E and F" are dissimilar to one another, while

the simulated "A, B and C" are somewhat similar to one another. This again suggests that clients respond more flexibly in actual interviews than in role-simulations, due perhaps to greater security in their self-awareness (p. 110).

The average positive emotion values rise from the first-half to the second-half interviews in all except "C" where they drop to zero, and "D" where they are non-existent. The drop in "C" seems to have accompanied the difficult decision of the client to confront his mother. The client in "D" seems frozen in negativity for most of the interview (pp. 109).

The average insight values rise from the first-half to the second-half interviews in all except Interview "F" where it drops slightly. Here the client seemed remarkably insightful from the beginning (pp. 109).

Choice values occur only in "C, E and F", and are the least of all values measured. In fact they are almost non-existent throughout, which is understandable in first interviews (p. 109).

In the table and graphs of individual interview statement values we note that the negative emotion lines peak from the beginning, in "C, E and F", but not in "A, B and D." In "A and D", the peak is reached only in the second-half of the interviews (pp. 106-8).

The positive emotion values begin in the first-half interviews in "E" and "F", and in the second-half in "A", "B" and "C". As we already noted, it is non-existent in "D" (pp. 106-8).

The insight values all begin in the first-half interviews. There does not seem to be any particular patterns emerge in the six interviews beyond this (p.

The choice values exist only in "C" and "F", and arise in the second-half of the interviews. However, as we already noted, they are almost minimal (pp. 107-8).

Finally, to examine the post-interview comments, we see that all agree that something quite significant has taken place in the brief encounter. The client in "A" felt a profound somatic and emotional involvement, to the point of experiencing a deep relaxation. Further, he continued to feel some effect over fifteen months (p 54-7).

In role-simulation "B", the "husband" was quite deeply involved. Although the "wife" did not seem to be nearly as involved, she indicated that she felt more open and hopeful for the future (p. 65).

The client in "C" expressed some amazement at how involved he had become and seemed personally helped (p. 73).



The client in "D" was excited and relieved and felt helped somewhat at the time. This persisted over the fifteen months (pp. 80-4).

The client in "E" felt consoled and understood, and pointed out how important it was to him to be understood and reflected in having made his own decision (p. 90).

The client in "F" was most interesting for our purpose here since he began as a role-simulant and moved in the first response, almost in a compulsive way, to presenting himself. This was an illustration of how powerfully involved a person can quickly become in a role. In his own session this client was very helped and pleased at having seen new possibilities in his situation. This endured over the year, as he reported in his later meeting (pp. 101-3).

## CONCLUSION

From this study we see that the dynamics of the role-simulation group of interviews are not totally dissimilar from those of the actual interviews used here. In fact, they seem remarkably similar.

We must not generalize from this and categorically assert that this would be so for all role-simulation interviews which took place under the conditions of an expert counselor and a client who is a member of the helping professions. This would be obviously unwarranted and unsound.

What we can and must say here is that it is at least possible and even probable that other role-simulations under the same conditions would be helpful in reproducing the dynamics of actual interviews.

This points to the need of further studies, making use of other expert counselors and clients who are not members of the helping professions. These are urgently needed in view of the potential which we have seen for clinical training.

An interesting theme which arose peripherally, and one which could profitably be pursued further, is the profound effect which takes place whenever a client is given "the quick and clear formulation of adequate counseling responses,"<sup>1</sup> in the words of Curran. He goes on to point out that the effect goes far beyond the "cognitive process, usually thought of as relating and interpreting reality in abstract symbolization."

In our present study we have attempted to show that such adequate symbolization did in fact take place in the counselor responses, which then resulted in the dynamics which occurred in both the role-simulation and actual interviews.

It seems that a person may feel himself understood and helped in a role-simulation as well as in a direct presentation of himself when the counselor adequately and warmly responds to him. One difference which arose is that the client may tend to be somewhat rigid, in proportion as he tries to hold to a role. Most however will very soon lose themselves in the role.

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<sup>1</sup>C. A. Curran, Religious Values in Counseling and Psychotherapy, (New York: Sheed and Ward, 1959), p. 56.

<sup>2</sup>Ibid, p. 52.

The fact that the client in role-simulation tends more or less to a certain rigidity, and becomes flexible only to the extent that he loses the role and becomes himself, accounts for the greater degree of uniformity in the role-simulation interviews, particularly in the negative emotion graph lines. This has the implications for training students in counseling in that it is probably more difficult, as a result, to respond to clients in role-simulations. As long as this possibility is recognized, this need not detract, but may even enhance the value of role-simulation in training. In this mood Curran has remarked that, "Actual clients are often far more gentle and cooperative with their counselor, and far more appreciative of his time and help."<sup>1</sup> A counselor who learns to respond to role-simulating clients is likely to be a good counselor to clients in actual interviews.

On the basis of this study, therefore, it would seem helpful to use role-simulations in counseling training, and in fact in any situation where there is need to explore the affective aspects inherent in actual life situations of others.

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<sup>1</sup>C. A. Curran, Unpublished lecture, June 1969, at the University of Windsor, Counseling Learning Institutes.

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## APPENDIX I

### TEXTS OF INTERVIEWS & POST-INTERVIEW CLIENT COMMENTS

The following are interview transcripts, typed from audiotape recordings of three simulated and three actual counseling interviews. These have all been by the same expert counselor, within a two year period.

#### Interview "A"1:

Co: Hi, John. How are you?

Al. Cl: Not good, Father.

Co: Pretty tough, eh, John?

Cl: I don't know what to do. I'm not getting the stuff at school. I, . . . uh . . . shouldn't have taken it. I didn't have the background.

Co: You're pretty discouraged. Look, I've got to get to class and I've got about seven or eight minutes. So I've got about five minutes now.

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<sup>1</sup>June, 1969, Windsor, Ontario, Canada. Simulated.

Do you mind just standing here to chat? Have you got five minutes?

Cl: Yes.

Co: You're just feeling pretty low now.

A2. Cl: I shouldn't have gone back to school. I failed last year in the first year college and they let me repeat. I didn't have the background. I told them I had high school, but I just had vocational training.

Co: (Very softly) Uh, what I get here, John, is that you see now that you really made a mistake and you regret it. As you see now it was a foolish thing to do.

A3. Cl: Oh, yes, I think I'll lose my year. I am discouraged.

Co: Pretty evident to you that by that mistake you're facing the loss of the year and you're pretty low too, pretty discouraged.

A4. Cl: Yeah, and I don't . . . I'm lonely too here. I live here in the back part of the residence and work part time for my room and board. But the fellows around here they don't talk to me much. I don't talk to them I guess. I'm lonely.

Co: Uh, John, it's a pretty . . . you're just removed. You have no real feeling of belonging or sharing with anyone. And in addition to the loss of the year and the foolishness of that . . . well, just all alone. There's no one here that you care about, or at least you feel cares about you.

A5. C1: Yeah, and my English, you know, is no good. I don't talk well . . . nothing . . . I haven't got anything. Sometimes I just want to die, that's all.

Co: You're pretty much toward the end of things, uh? Between the English and the pain and difficulty of speaking it and the general sense of loneliness then and this discouragement about the school year. You have no purpose any more, here, as far as you can see. It's just about the bottom of the barrel, or whatever one could say . . . end of the road maybe. But you're very, very discouraged as I get it, and, uh, you'll excuse me, John, but I've only got a minute or two yet. I should get to this class, but you're really stuck, really low.



A6. Cl: Yeah, I want to go back to France . . . I'm homesick.

Co: This is a possible solution, moving out of all this confusion and, uh, you really should never have come. Maybe that's the biggest mistake, behind all the others, and what you're saying is, now maybe if I corrected that, maybe I might solve it.

A7. Cl: (Deep sigh). I think maybe I should go back. I don't think I can do anything here. If I go back, maybe I can do something. I don't know. But I can't . . . I can't get anywhere here.

Co: There's some hope if you went back. There's no hope here.

A8. Cl: Yeah, that's the way I feel. But I want to say . . . because my uncle, who raised me when Dad died, thinks that I . . . well, he doesn't think that I'm any good anyway, and I want to stay here and just show him.

Co: That's the other side. If you go back you've just proved your uncle right, in a way. I mean, your going back is a kind of failure. If you stay here, with all that misery, there's a kind of self-respect about it, as I get it.

A9. Cl: Yeah, that's right. I want to stay and do something, but I don't see how I can do it.

Co: Uh, John, I got to get to class. . . . I think it's about five minutes or so . . . I got to go now. Listen I, uh, I won't be free today, but uh, you know where my office is. What's your situation tomorrow morning? I come to class about nine. I could see you about eight thirty until five to nine.

Cl: Yeah, I can be here about eight thirty.

Co: Good, I'll see you then.

In order to obtain the client's reactions to and perceptions of the interview while they were fresh, the counselor, in each of the six interviews, followed the procedure outlined for "Post-Interview Reactions" and asked each three questions, immediately following each interview: "The first is a general question like 'Could you give us your reactions?' The second focuses on the reactions to the counselor's manner and responses. The third is again more general, such as 'Any further comments?'"<sup>1</sup>

Post-Interview Client Comments:

A1. Cl: I was really deep in the role and felt John very

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<sup>1</sup>Curran, Religious Values, p. 66.

much, very badly . . . I didn't know what I was going to say . . . like the part about the uncle. I knew John had spoken about that rigid uncle and it just came back to me at the time, and I felt I wouldn't want to go back to him. The whole feeling of it was good and very warm and very helpful, and I'd sure be there tomorrow morning. I could feel myself relax, the muscles in the back of my neck and back relaxed. I was pretty tense earlier today, apart from this role. But I just was relaxing (laughs).

Co: This is very striking. He not only got under the affective skin of the other person but other things made him tense today and he was able to get rid of the tension through this role. Would you say that again please, in case anyone missed it?

A2. Cl: Yeah, I said I was feeling tense already and when I came up I didn't notice it too much. The role-play didn't bother me . . . I've done it so often. But when I heard some of the responses, especially the one, "You feel deeply discouraged," and "You just don't feel like life is worth living," I felt myself just relaxing away (laughs).

Co: Were there any other responses which caught you?

Cl: There was the main one about, uh, no meaning and no reason for living.

Co: Any other comments?

A3. Cl: I was feeling very sad because it never occurred to me how I might give him the opportunity to take counsel in this way. As a matter of fact I got to feeling some guilt that I hadn't done so.

Co: This suggests the hypothesis that we never really take a role except for some deep reason to relate once again to that person. It is possible that you had felt in a subconscious way guilty about your failure with him, and took this opportunity to at least seek redemption through this role-play.

At this point there was audience participation. We will transcribe one audience question and the client response here.

Q. Did the invitation to come back the next day help?

A4: Cl: Yes, very forcefully.

Next we will transcribe the client reactions to hearing the tape replayed six months afterwards.

Further Client Comments<sup>1</sup>:

Cl: I have thought about John many times since this interview and still feel some guilt and sadness, though less now, at not having offered him an interview. I know that I did what I could at the time. I felt that reading the interview has helped me to identify once again with John's loneliness and lack of meaning, and to reflect on my own. I was more focused, however, on the positive statements, and was surprised at how the counselor was able to catch and reflect them so sharply.

My greatest surprise, on looking back, is how deeply I entered the role and how often it has since come back to me and made me think about John and myself.

Interview B<sup>2</sup>:

Bl. Co: Hello, I'm Father N---n. What is your name?

(The clients give their names, and the counselor asks if he may call them "Lucy" and "Bill", and they agree).

B: What will I call you?

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<sup>1</sup>Twelve months later.

<sup>2</sup>June, 1969, Windsor, Ontario, Canada. Simulated.

Co: Father N--n, (spells out last name).

B: But I don't go for this "Father" business.

Co: Whatever you like, Bill. Some people call me Doctor, if that helps. As I mentioned we just have five minutes. I know you're on your way downtown but I thought we could meet for a very short time and see what emerges. I just know what we talked about over the phone very briefly and this will give us a chance to at least meet one another.

B: Well, go ahead and tell him. This is your idea.

L: Father, since I called you on the phone ten days ago, well, I've been very sorry that I bothered you with it because I'm afraid this is really going to start something worse than it has already.

Co: You're anxious, as I got it Lucy, that this has gotten much bigger. I mentioned to you we would just talk about five minutes now. But you're anxious . . . maybe this has gotten much bigger, kind of started a little fire. It's maybe gotten much bigger now. What you see, Bill, she started it so it's up to her.

B2. B: Well I said she started it, it was her idea to come here. This is her Church, not mine.

Co: You feel kind of out of it. It's not your church, it's her church, her priest and you have no part of it really, except just for her.

B3. L: I always wanted to be a nun and boy am I sorry I made that mistake and married Bill.

Co: Pretty strong, Lucy, and what you now wonder is whether you should have gotten married or not. You really regret marriage.

B4. B: If you spent half as much time on your knees at home as you spend on your knees at Church, it might be a little better.

Co: Your idea of this, Bill, is that she never really tried marriage, . . . she never really tried to make a home.

B: She's married to the Church.

Co: (To Lucy:<sup>1</sup> Excuse me for a moment). Yes, your hang-up, Bill, is that there is a lot of praying and a lot of churching going on but you don't hear she's ever really been your wife. She's never really been part of your life.

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<sup>1</sup>Lucy interrupted here, but the Counselor moved in to prevent her, and firmly to hold her out until he finished responding to Bill.

B5. L: He didn't always feel that way. After sixteen years of marriage and three children, it's kind of difficult for him to say that I'm married to the Church.

Co: It seems obvious to you, Lucy, that you're his wife, that you're the mother of his children and that it's not just church. You've been doing your duty and your job.

L: He'd have more time for church too if he wasn't just running around with that secretary of his.

Co: Yes, you're raising the question of another woman here pretty strongly.<sup>1</sup> This turns you off as I get it Bill.

B6. B: I'd have ample opportunity to run around with another woman if I wanted to. I have a very lovely looking secretary. Lucy and she were friends at one time, when I first hired her. I'm not running around with her . . . you know damned well I'm not running around with her.

Co: What you're saying Bill, this is a lot of foolishness and if you wanted to have an affair you would do it in a different way and not with

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<sup>1</sup>Bill makes an obvious hostile gesture here.



somebody Lucy originally liked, apparently, and that she's just making this all up.

B: She's driving me into it.

B7. L: I'm really not so sure that he's not been around with her. He has less and less time at home. Our fifteen year old son needs him right now but he never has any time for him.

Co: You see a real hang-up here on your side, Lucy. It's that he seems to be neglecting the children, especially the eldest boy. This is the issue as you see it. Whether he's running around is another question. But it's a whole thing of his not being concerned about the boy particularly, and your reaction to this is quite different as I get it.

B8. B: Well, I'm concerned about the boy. He's a chip off the old block. I'm just proud of him . . . we get along quite well. I don't have much time, but I stay later and later at the office, I must admit, many times, because what the hell's the use of going home? Just yak, yak, yak, when you get there, so I just stay later and later at the office. I'm not running around, though I must admit that the thought has crossed my mind.

Co: As I get this, Bill, you don't see anything wrong with the boy. On the contrary you're rather proud of him . . . you rather like this boy as a symbol of yourself. Again, in terms of your office, you feel that if Lucy keeps this up she's going to push you into something. But what you're doing, you're just staying there because she makes it so uncomfortable for you at home, and you're not going home for that reason. But what you're, as I gather, a little anxious about, and what you want her to see is that she's going to finally bring this about if she doesn't stop what she's doing.

B: That's right.

B9. L: Before our marriage and then the first few years he couldn't see me often enough. Mother was always home minding the children. Now he can't see her . . . he can't have her come and visit us.

Co: Your experience, Lucy, has been almost the opposite, hasn't it? Because at first things were very close and you felt very secure with Bill and you felt he needed you and your mother was very helpful in this. Now your mother, as far as you can see, is the one he dislikes, or at

least he doesn't want around, and he's farther and farther away from you. This puzzles you why this comes about.

I had mentioned to you that we only have five minutes. I truly have a service here I have to go to and the people are . . . I wonder if we might not just call it off here and you make your appointment too. I'm free next week any evening except Thursday. I might just set it up Tuesday at eight, for a half-hour. How does that suit you?

L: That would be very early for Bill, I'm afraid.

B: Yeah, I can make it at eight o'clock. (Some words missed).

Co: You're not so sure, Lucy, if he'll be free, but, Bill, you're not so sure that she'll be able to get out by eight o'clock. Well, let's see what happens. We'll see you Tuesday at eight. Nice to meet you, Bill . . . nice to meet you, Lucy.

Post-Interview Client Comments "B":

Bl. L: I wanted to keep my position, if you know what I mean. We kind of planned exactly what we were going to say and then I wasn't too sure that I'd get it off in this five minutes.

Co: What did you feel in the role of Lucy?

L: I kind of felt that we didn't get off the ground. I didn't feel that it got deep enough and I never really forgot myself in my role.

Co: This may be because you were very anxious to get these things in, of the role. You were playing the part.

B2. B: Well, I didn't feel that way. I mentioned that it would be a mixed marriage. I had to bring the Church into it because I work very often with these mixed marriages and the initial thing I felt in the role typifies the point of view a man presented to me about three weeks ago. I had a particular person in mind that I was feeling.

Co: There is an interesting thing. Lucy, if I might say, in the role was acting out a part-script in fact. But Bill, I think, was empathizing with this person he'd seen. Now this would make some difference in the freedom. I think had we gone on longer, Lucy, it would have grown on you. You would have lost your script somewhere.

L: Yes.

Co: Possibly you could have held your script up to a point. This is likely one of the factors in role-

simulation, especially in a short time. As much as you can in the role of Lucy, and you agreed to come back, do you think Lucy would have wanted to come back?

B3. L: Yes, I feel certain she would have wanted to. I think perhaps she would be hopeful for a better relationship next time.

Co: Why?

L: Oh, she's bringing her husband into it and since he agreed to come the next time, he wouldn't be so hostile coming to a priest.

Co: So at least there was all this in the role of Lucy you would accept. Any other comments would come to you if you really were Lucy, after fifteen years married in this rather complicated barrier between yourself and your husband?

B4. L: Well, he wasn't so rough as I think a man in that difficult situation might be. He began a little bit rough, but he became calmer as he went along.

Co: Any comment on that, Bill?

B: Well, I really think this was because you really accepted it and you didn't say anything.

Interview "C"<sup>1</sup>:

Cl. Cl: I've taken LSD and I'm going to quit.

Co: (Several words missed) Excuse me, perhaps I misunderstood you, Joe. Uh, when . . . again about wh . . . I was going to say something and perhaps I misunderstood you.

Cl: I'm taking LSD and I'm going to stop taking it.

Co: You're going to try to cut it off, huh?

Cl: Yeah, it's kind of really killing me. I'm (nervous laugh) I'm really scared. Uh, I've taken it about . . . I've taken it about three times . . . well I just took it last week.

Co: Like I said when you called, I've got to get to a meeting in about ten minutes and we can perhaps set it up again if you wish but I'll have to call it off at that time now. Uh, you're (word missed), as I gather it, it's mounting, and it's mounting as I gather it to the point of real fear. Uh, (word missed), you're so afraid that you're pushed now to stop it. It's far bigger now.

C2. Cl: Yeah, well, you see I'm going to graduate this year and uh, well you know this is pretty . . .

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<sup>1</sup>February, 1970, Winnipeg, Canada.

what am I going to do for the . . . is this going to be all my life? I'm finished in the school for now and this is just about the end for me now, if I don't quit now . . . (pause).

Co: What you're saying, Joe, is that the (word missing) of your College is . . . it might be the last chance. I mean that if you don't make . . . if you don't cut this off now . . . you almost see this extending on and on . . . it's a very threatening idea if you don't cut it off now. I mean this . . . this you've got to do it now, as you see it. There may not be another time.

C3. C1: Yeah, it . . . well . . . but I . . . I wanted . . . but you see what's happened is I . . . the group that I'm in . . . this was a group of boys, about four or five and, uh, uh, we're all . . . we're always in the same . . . well we go out and we have . . . well we go in the LSD and this is about my third or fourth time that I've gone in that way. I didn't want . . . I didn't have any other friends than these other four or five boys. They're the only ones that I have and I . . . I just don't know what to do and I'm, I'm really worried.

Co: There's two sides here, Joe, isn't there?

You're very threatened and very worried and very anxious about keeping this thing up. You want to cut it off--you want to stop it. And yet, on the other side, these are the only friends you've got, and in a way it's by doing this that you keep their friendship and this is the other side of it.

C4. C1: No, I wouldn't have any friends at all, I really wouldn't have any friends. See it's been four years really . . . I started on dope back when I was fourteen and uh, now, I use to go over . . . there was a place we use to go over in a group of kids and I would be around these girls. I really liked this one girl too. I could never . . . I could never . . . you know, I don't have any girl friend. I don't have anything. Now I don't uh, I'd really like to relate with girls and I'm just stuck in this circle, but once you're in this circle man, you just can't get out of it.

Co: In a way you're all alone without this group of fellows that you've been with as (word missed) as yourself, and the dope. On the other side, if



you could break this, you really would like to get with girls . . . you'd like to break out of this. It's a kind of a bind you have. It's the only sense of belonging you have, but it is a bind.

C5. C1: Yes, I'm really caught up in this and, uh . . . well (laughs), huh, see these guys, they don't listen . . . I mean we sit around and we go on a trip but they're really not in . . . they really aren't close to me . . . I mean these four guys. But I, . . . there's nobody else I associate with . . . there's nobody else. And as I say I haven't taken out a girl for about uh, (slight laugh) . . . this one girl though . . . this one girl, I really, uh . . . I . . . we sat there the whole year. I knew she liked me and I liked her and I never said anything. And I wanted to say anything . . . I wanted to say something and I just never did. And now I'm afraid, uh, what am I going to do? I finished high school and I'm back in . . . Is this the way I'm going to be the rest of my life? Where do I go from here?

Co: Uh, I misunderstood you . . . I thought you were a little older. But there's a question now that you're just at the end of this from the point of

view of high school. Uh, what you're saying now, if I get this . . . if I understand it clearly, is that these fellows you were with, they don't really care about you. I mean, you don't have a feeling they care about you. This is just something you do together, and you have to do this to get any real meaning from them. Uh, that there is this girl and she's there. I mean she's someone, at least there was something between you. You never got to it but I get the impression she's something a little bit special still, even though you never got any real relationship with her.

C6. C1: Yes, I really was . . . I was really stuck on her. You know I guess (laughs) I guess that's the story of my whole life . . . It goes in the same way of people really not caring for me, just like . . . what you said about parents . . . (Co: Mm-hm) . . . it's just like being guides. They don't, uh my mother . . . I don't visit her there. She's down living in one place and my father's up . . . uh, I go from place to place, in between the two . . . and this is . . . nobody cares really.

Co: Big broad picture isn't it, Joe? And it's a broad picture of your total view of yourself, and you're a guy that nobody cares about. You got to get a kind of artificial caring, if I can use that word, from these guys, by taking dope with them. But there's nobody else, really. There's this girl, but you seem to be very unsure of how to get out of yourself . . . how to even approach her, even though you got a certain feeling here, a certain vibration from her that this is something positive here towards you. But you, you're sort of trapped. You can't get out and you have no picture of anyone genuinely concerned for you. And the dope and these fellows is all you have. Now the question is, could there be anything else? You want this very much. What you're raising the question is "Could you get anything else?"

C7. Cl: That's it . . . (sigh) . . . that's really it . . . I just don't have any purpose in life. There's just nothing . . . there's nothing for me . . . nothing at all . . . (pause).

Co: Nobody cares and no place to go.

Cl: Exactly . . . (pause).

Co: We have about a minute yet, or so, Joe. I told you I have to go to this meeting.

C8. Cl: (Pause) I'm going home at Christmas time, to my mother's. I'm going . . . I think I have to square on it, or I have to say something.

Co: The thing with your mother is complicated, huh . . . it's difficult. There's something got to be straightened out between you. And you feel you ought to do it . . . uh, it's you to do it.

C9. Cl: Yes, it's really got to . . . it's got to be me . . . I, uh, got to do it . . . I've got to stand up. I have to say something to her. I'm going to tell her that I've been taking dope. I'm going to square right with her that I've been taking . . . I uh, I'm going to have to (laughs) get drunk, I think, to tell her though.

Co: A very deep need here to be truthful . . . to be open with her. What you're also saying is this is going to be damn hard to do. And you're going to have to get drunk to do it.

C10. Cl: I don't know whether I've got the gu . . . I'm going to try, though.

Co: You're not quite sure you can make it, but you're going to make a jump at it anyway. Joe, I've

got to go to this meeting. Uh, I'll be free tomorrow--are you free after school--right after four? I could see you . . . you know where my office is . . . I could see you maybe from 4 to 4:30 tomorrow, if you'd like to go on into this, and uh, I'll be glad to see you then. Okay, Joe, --well excuse me now, I've got to be going along.

Post-Interview Client Comments "C":

Cl. Cl: I'm being truthful in the role of Joe (laughs). I will just say that it was easy in the role of Joe because I've sat so often in this time. But that your responses just led me almost on to precisely where I, uh, it was just automatic . . . it just flowed from me and I didn't believe I could get to where I got in that quick a time, really. Because I wasn't thinking I was going to say this or that. It was just automatic--when you said these things it just welled up in me precisely almost the feelings that the boy is in . . . the feeling at these times.

Co: Does that surprise you?

Cl: Yeah, it did surprise me (laughs) that (several words missed) . . . you got there much quicker.

Co: Any particular responses that stood out in your memory now as you look back?

C2. C1: That "caring", because that touched off the whole with me. It wasn't the LSD, it was the sense of caring, the want to belonging, so desperately. And, uh, you led me on right. Really I think the "caring" just struck me that the (word missed) in this response.

Co: Any other counselor responses--this was the core one.

C3. C1: Yes, that was the core that kind of turned my . . . uh, I think the quick ones, at the end, that just kind of came back to me that this brought me to kind of my decision that I was going, that I was toying with. This reemphasized it in a just almost a coming quick backward-forward that I'll do it. This kind of thinking that I'll do it and giving me more the courage as a kind of a backward that I'll do. And also I had a good feeling that this wasn't over (laughs) but I could leave and come back the next day.

Co: You would have been glad to come back . . .

C4. C1: Yes, very much yes. Because I thought uh, even the (word missed) weighing the LSD in the thing

right after the beginning, but, uh, I'm not so far, but I want to come back and go through a lot more.

Co: You're just starting.

Cl: Yes.

Co: Any other comment in the role of Joe?

C5. Cl: I felt very nervous before getting up in this way but then I forgot. Now I've forgotten completely about the people being here. And this is the first time . . . I've ever been in "the chair".

Co: Any general comments . . . you're out of the simulation now.

C6. Cl: Yes, I would say that, as I've said before, this was the first experience. This was anxiety . . . I had anxiety before coming in the chair. But once within the chair, your sitting, in the situation, I felt into the role . . . perhaps part of my personality was also coming out at . . .

Co: It wasn't just Joe?

Cl: No, it wasn't. I don't think I can escape Fred in this way, but yet I was thinking, the very terms of him out of which I was even seeing him (word missed). I was expressing to you and was looking and almost had his face in my mind.

Co: I might just ask you a simple comment. Do you feel you understand him better now?

C7. Cl: Yes I do, because I went through the anxiety of just sitting there and, after the "LSD" and didn't know what you were going to say. The anxiety too about what was going to be your reaction. I was almost sitting back as a stranger because you were a stranger. You never counseled me before and like this boy came to me . . . I had never seen him before . . . nobody had sent him . . . he just walked into the office clean. But I had never sat in the chair and just asked you advice . . . not advice but just the counseling situation.

Interview "D<sup>1</sup>":

D1. Cl: Yeah, I'm pretty full up. I hesitate to whether, or what I should say, or what I should talk about.

Co: I get you're kind of flooding, right up to the neck: maybe a phrase, "You've had it right up to the neck" might catch it. This causes you, through a certain unsureness as to where you would want to start. You're fed up.

D2. Cl: Yes, it's more the "flooding": that's the word that strikes me. I, and . . . I'm just not sure



about . . . whether to go into this . . . it's about the only thing that's all there . . . or just what . . .

Co: Holding this "flooding over" feeling, in other words . . . filled bottle feeling . . . spilled around kind of feeling . . . now, with that feeling there's also a kind of unsureness, a kind of confusion where to begin . . . or if to begin.

D3. Cl: Yeah. Well, I think I can begin with myself in this afternoon's experience . . . that, I think, for the first time I . . . I sensed pretty strongly a need or a . . . a . . . previous lack that I'd like to make up in concern for somebody other than myself, and it struck me very sharply, at the time, and I . . . I got caught up in that quite a bit.

Co: What seems to have come out of this afternoon for you is a very sharp, a very intense, as I get it . . . in a certain sense, a rather new sort of awareness, impulse, impulsion in yourself to be far more . . . I'm using strong terms here . . . to be far more concerned about others than, as you have seen yourself

now, you see yourself as being . . . getting out of yourself much more, seems to hit there in that experience.

D4. C1: Yeah, and the word "redemptive" comes, but it just feels so presumptuous to think of . . . of myself being redemptive of anybody else . . . kind of like, a . . . a . . . "physician heal thyself", sort of thing.

Co: Interwoven here, somewhere, is this sense of redeeming others . . . that by going out, you would also be an agent of worth and redemption to them. But then there's a sudden sort of self-anxiety here that you couldn't be worthy of this . . . that you'd have to stay with yourself somehow. You know that redemption has to come to you first, somehow, or healing to you.

D5. C1: Yeah, the word "anxiety" catches it. I guess that's been at the root of almost all the difficulties that I've had and it seems to be there about this, too . . . that I do have a basic anxiety of being worthy of being redeeming to someone else and therefore, I guess my holding back feeling from doing anything like

that is . . . is an anxiety. I hadn't thought of it in that way.

Co: We have about a minute or so of our time left. But, what I'm getting here, if I'm catching it, is that in you there's a great deep feeling, as a result of this afternoon's experience, to go to others, to really be an agent of concern for them, to be someone "out for them". But there's an equally strong force, and perhaps maybe a stronger force, holding you back and it's a sense of terrible, terrible worry, . . . terrible inversion that you must hold yourself in, because you couldn't possibly take that jump out, so to speak. There's something in yourself holding you back, something unworthy of that type of salvation or redemptive leap toward others. I'm thinking of a kind of a "Kierkegaardian leap", out of anxiety.

D6. Cl: Yeah. I kind of get a feeling of two roads . . . I mean . . . going in opposite directions here and it's almost like I'm standing still in the middle.

Co: Uh, it's not so much as two forces as two

directions, one going either way. You haven't clearly started down one or the other, as you see yourself, at the moment, but you see them both clearly and they are in opposite directions. Let's hold our time at that.

Post-Interview Client Comments "D":

Co: Would you care to comment?

D1. Cl: Yes, it was good and I was surprised at the way it took. I wanted to talk about it because there didn't seem to be anything else that I could talk about at the time, but I was very pleased at the way it came off.

Co: I might respond to your sense of pleasure: it was quite satisfying as an experience of five minutes?

Cl: Yes, it was very rich.

Co: Would you extend that a little further?

D2. Cl: Well, I guess it's probably the first time I really jumped into this area and I knew it was going to be short so I hadn't sort of anticipated any . . . ah . . . ah, I was set for it to close off but it's appealing of . . . Well I've got something started and I'll carry on.

Co: I get an excitement and relief that you kind of got it out in the open, and you could do this in five minutes. It's almost as if the five minutes, if I'm understanding you correctly, aided your jump, because you could sort of make that leap in the five minutes and now that you've made it, you're sort of on the way, as I got your perception.

Any comment on the counselor's response? Anything that held up with you?

D3. C1: Ah, I think the first thing was the decision—talking about whether I was going to talk about this or not and your comments seemed to help me at that time. I don't remember what they were, but they were reflecting and they helped me to pause and think about how I would go into it because I didn't want to just say things that, you know, I might share with one person privately, but that might be, you know, that might invade privacy or something else, community privacy, or that sort of a thing.

The other thing is the word "anxiety". . . caught me because here it is again and I could see it then that it was there. There was an-

other one or two in there. Actually you led me with that word "jump", during it and right at the end, there, . . . it's more "on the road": I haven't really made any jump but I've got to start thinking about it, but the word "jump" turns me off.

Co: It went too far.

Cl: Yeah, and actually my mind wandered when you talked about "jump", and "Kierkegaardian leap". I had to sort of hold myself in there.

Co: What you're saying is there wasn't a motion or a jump. There wasn't any of that kind of a spring toward conception at all. It was simply two roads and you were rather stagnated . . . stagnant, than "jump", which was caught by the two-road conception.

Are there any other comments that occurred to you?

D4. Cl: Yeah, I feel easier now and kind of calmer. And it's been sort of a hectic twenty-four hours, but the five minutes here seem to have helped out a lot.

Co: So, your judgment would be . . . it has been a very valuable five minutes, in that sense.

- Co: Is there anything else you would care to add?
- D5. Cl: I'm just recalling that I didn't notice you at all, but just felt words. It was almost as if there was a confessional screen or something there. I, uh . . . uh . . . only when you were talking about a "Kierkegaardian leap", I was noticing your shirt sleeves and that reminded me I should get this coat off.
- Co: Isn't it strange how vain we are as counselors, and yet the client isn't paying any attention to us? These are the clinical surprises: the client only looks at you when you make a mistake, you notice.
- D6. Cl: That's about it. And something else . . . practically each time I had the feeling that I could go on . . . I didn't quite know why . . . but the words were there.
- Co: Would "freeing" be the word?
- Cl: Yes, I was free. I really didn't know if I was going into this at all and if I had seen a way, I wouldn't have gone into it at all, but it would have been different. But it was on my mind. It was freeing and the word, "anxiety" was really rewarding. . .

Further Client Comments<sup>1</sup>:

1: Reading over this interview some fifteen months later, I feel deep identity with the client of that time. I am pleased that he was able to have the five-minute surfeit in what, I recall, was a hectic time. I am also surprised once again that he was able to make so much of the five minutes, completely leaving his immediate preoccupations and going deeply into himself.

I am surprised too, on looking back, at the rather low self-attitude that he had, in this question of personal worth and of being helpful to others. I feel that I have come some distance since then, in this regard, while I realize that I have still a long way to go.

I believe that this was a key interview in the matter of anxiety. It has opened me to see and want to do something about it, and also to accept myself as an anxious person when I cannot prevent it.

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<sup>1</sup>Fifteen months later.



Interview "E<sup>1</sup>":

E1. C1: What I was going to mention was the fact that before I came here my General Superior informed me that he wanted me to take over as vocation director, and my first reaction was one of somewhat being threatened about the fact that I was automatically aware of what was involved in it and seeing that what the men had to do in it prior to my coming and that I felt that the vocation situation would not get any better in number and perhaps in approaches because of the whole new thinking of the vocations in the Church and, uh, is something that I at times shy away from and this is why I felt a bit of anxiety and I felt threatened and didn't know whether to say yes or no.

Co: Yes, this slightly took you by surprise and threw you a little bit. And what was the threat of it was the probable negative side of it that this is no encouraging situation at the moment, but rather a bleak outlook or, at least somewhat, I think, in the overall bureaucracy, if you can

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<sup>1</sup>July, 1969. Chicago, Illinois.

call it that, on the negative side of trying to get a lot of organizational structure going, in which you're comfortable in the future prospect of what this might be for yourself. This anxious discomfort is the core of the concern.

E2. Cl: Yes, that I think sums up my feelings . . . uh, an indication of my feelings, uh . . . even prior to the Bishop's asking, as you know, in the priesthood there are rumours, some are true and some are not. And everyone was asking me, "Have you been named yet? You better get going," and so forth. And in a way I was aware that I would react, and all the time thinking perhaps, "I hope he forgets" and therefore I would be involved in the (two words missing) that really comes.

Co: Anticipating that you didn't really . . . wouldn't want to . . .

Cl: Yes, because of the difficulties that I feel would be involved in it, uh . . .

Co: Kind of hoping that you could forget it . . . it wasn't really so . . .

E3. Cl: Yes, but I know it wasn't . . . so I don't know . . . I'm faced with it now and looking back uh, only they (two words missing) find it difficult.

I usually manage to uh, to get around to it and to present something good, even though it would perhaps take more out of me than perhaps it would of a man who is more conditioned to organization and uh, to programs.

Co: A little bit of the feeling approaching (two words missing) cold water bit. You had a lot of forebodings about it before you got in but now that you're in, there are some positive things coming forward. You're not as good at it, conceivably, as the man who likes that thing, but you're not totally without ability to swim, as I get it, and this is making it not quite so overwhelming now that you're in it.

E4. Cl: No, I suppose the mere fact that I accepted . . . and he didn't say to take it . . . he said, "Would you take it?" Uh, perhaps out of a . . . I (two words missing) brag, but out of a spirit of loyalty and generosity, because after all this is my life. Even in the parish which I had been in there was a lot of organization required and I managed to come through.

Co: This isn't just his doings but yours too. As you see it now and have agreed to it you're not

too bad at it. You got a history of having been able to do these things comparatively well. So, having agreed to it you're not totally without a feeling you can do it. You wouldn't have agreed if you thought you couldn't do it.

E5. C1: That's right. Just that response I think kind of sums up, really, what I thought. But I didn't propose wanting to cure everything in one moment and this is a combination of both. So uh, as you say it was my decision and a decision based on the fact that, well, I can do . . .

Co: It's about time . . . a minute or so to go. What I get through is that you're loyal to him . . . he's a decent guy, but other than that he's your General Superior, whether he's decent or not in a certain (word missing). You're not sure you're going to fail at it and therefore that would be grounds for refusing. It makes sense to go along with it now that you have done, yet not without a certain amount of confidence that, well, you'll do a fairly average decent job.

E6. C1: I think so, yes. As well as can be expected within the time in which we are living, and I think that we're more cultured with regards to

vocations or what the nature of the priesthood will be in the future as might have had some changes. And in some way I think I will be willing to accept these and the program on the basis of this, that it's not a depressing type of situation. One has to be an optimist and really go ahead and meet the challenges as you see them.

Co: You're not exactly highly enthusiastic about this thing and the prospects, but it's a time of change and there's a certain interest and enthusiasm from the point of view that it's going to be different times, perhaps these things will open up and you don't have any exaggerated notions of success for yourself or projections of success. On the contrary I have a feeling, "Well, I've agreed to it. I'm not totally without ability about this, there's got to be somebody. It's my job . . . this work and needs . . . all those things considered." You're rather decently satisfied with, "Well let's get at it and see what it's going to be."

E7. Cl: That pretty well sums it up. I don't know if I only consider it to be just a job. Perhaps I

mentioned that . . . something that I have to do . . . but I look on it as something I want to do.

Co: It's very clear now . . . you made the commitment . . . the Bishop didn't force it on you.

Cl: No, I could have said no.

Co: You took it on yourself and you're going to try to do it. Let's call it off here, and ask you to comment.

Post-Interview Client Comments "E":

Cl: One statement you made really gave me some added confidence. By the mere fact that I heard you say that I made the decision because I wanted to and having heard that expressed other than by myself, was a very consoling thing. I felt that you were with me all the way . . . that you understood.

Interview "F"<sup>1</sup>:

Co: Hi, how are you?

Cl: Real fine. I was kind of . . . last night was terrible because we looked at the television and I'm a Senator fan and I was just hoping that the

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<sup>1</sup>1968. Evanston, Illinois.

Senators would win, but the Sox won. They don't win many games, but they have to beat the Senators when they do win--that's really bad news.

Co: Yes, that's disappointing, isn't it?

Cl: Yes, it sure is.

Co: You were looking forward to the Senators winning . . . I think I told you that I only had ten minutes now because I have to get to class. If you like, we could set something up for later. Yes, the old Sox are kind of kicking us all around again. We thought they were going to lose and now they are winning.

Fl. Cl: Yes they are . . . (pause) . . . I guess that's not what I really wanted to come in and talk about. The problem I have, or one of the things I would like to talk about, is the . . . I'm having a great deal of difficulty adjusting to and working with the fellow who is my boss in the parish whom I affectionately call my "super-boss" or my "father-image." I find some difficulty in working with him because he is such a controlling individual. My freedom feels . . . I feel cramped in with him to the point that I really have to just scream about it sometimes.

Sometimes I would like to be free of, you know, "Why don't you do this" or "Why don't you do that, Scott?"

Co: Yes, he has you strapped in.

F2. Cl: Yes, it's a very strapping kind of thing where you would just like to break off. I guess that's where baseball actually does come in because it's a chance to break away because he can't play ball. At least he doesn't seem like he can and that's a time, a free time, that I am unencumbered by him, because he has no interest here. Anywhere he is interested in I feel constricted--I mean, it's the generalized kind of thing.

Co: Yes, oddly enough this reference to baseball seems to help. It has a symbolization of freedom. It's the one thing among others, but at least it's one where you can break this tight . . .

F3. Cl: (Breaks in) Right, that's very true. That's a relationship I hadn't really thought about when we sat down and it's odd that the two came together at that point--but it's very interesting. I can work well with him depending upon how many freeing experiences I have. You know, if I have



a number of experiences where I am on my own, where I am free, when I can operate in my own way without having to be responsible to him, then I can take a whole lot more of his constrictions.

Co: This is one way that you've learned to handle it, isn't it? If you get free with baseball or otherwise, but at least some freeing experience, then the constrictions are not quite so suffocating, if I can use that word.

Cl: Right.

Co: But if you don't get some free air you're pretty suffocated in a short time by him.

F<sup>4</sup>. Cl: Right, if I didn't come down here to school, I probably couldn't last two weeks up there because it's just the business of getting away, being free, being non-suffocating. I think "suffocating" is a good word for that because it is so stifling, you feel you can't breathe again, in terms of personal freedom--which leads into my own sense of worth. Because if I have to be told what to do and can't be creative on my own, even in a parish setting, I tend to think less of myself as being an errand boy or a flunky, as opposed to being some kind of creative functioning individual.

Co: In our previous terms it is "anti-redeeming."

Cl: Yes.

Co: Just the opposite of redeeming. It is "de-deeming" or "demeaning", so to speak, as an experience. So baseball---but now on a more serious level--- coming to school here are both outs and they are free air.

Cl: Right. Precisely! Which makes existence tolerable at least in the parish setting.

Co: Like a swimmer you can put your head up and breathe and stick your head back.

F5. Cl: Right. Right. Right. And I do have to go back. I try to figure out ways to get out completely but there are problems there because what would I do for money then if I don't work? But this is not the real problem. My concern is in relating to him. It's a great deal of frustration for me but there have been three guys before me who have apparently experienced the same kind of thing. I wish I could be "redeeming" to him. That's part of my guilt. Part of it is in my own frustration, my own personal thing, but it is also a feeling of guilt that I can't be more freeing to him and give him an opportunity of

being open and not so constricted so that he has to control everything, be at every committee meeting. You know, you can't buy a candle without his okay or something like that.

Co: Yes, there is your feeling, "Well, why not get out of it?" But you need some money and you need a job and the practical things we all face. But there is a more subtle thing and it is your own self-regard. I suppose, as a phrase in which you are saying to yourself, "Well, here I ought to be able to do something for this man. Other guys have probably failed him", and "Do I just go down the same trail or do I come up with something that helps him out of his bind? He binds me, but he is also bound himself."

Cl: Right. Precisely.

Co: You would like to do something to untie him.

F6. Cl: Right. And in certain outward things I have. He has, in a sense, become an imitator of a number of things that I do in terms of teaching techniques and being able to free up with people and being able to work with committees and everything. But that seems so superficial when it really comes down to the essentials.

I guess it's true that my own self-worth is tied into being restricted by him and therefore I'm not able to do the things that I think are worthwhile. But it's also tied up with, "Why can I not be redeeming for him and make him a freer person?" I hadn't thought of that. That's very good because I think that really pinpoints part of the bind.

Co: Part of the bind is that you would like to help him.

F7. Cl: Right. But I don't think confrontation is the answer. To say, "Well, now look here, you're controlling." I tried that once when I was really angry and that was helpful for maybe two days, but that's not a meaningful kind of exchange, except that he knows that I resent a certain amount of control. But that's not really helping him.

Co: That just defends you and gives you a little space.

Cl: Right. Right.

Co: Let's see if I can pull this together. It's clear that it is not just a question of a job: that's there, but that's minor now as you look

at it. The second, more basic thing, is you need freedom and you can function better if you have some freedom, so coming to school here is sensible, as you see it, because you function better with him then. Beyond this there is the realization that in some ways he has imitated you, so there is some break there. There is some contact, there is some give. You've tried confrontation and, except for just giving you a little space . . .

Cl: Yes, breathing space.

Co: You don't see that as effective. It simply tightens him all the more or at least cautions him or warns him about limits to you. What you are asking now is, "What could I do to further what I have done, that gives evidence of change in him? How could I reach him in some way, reach one another, so to speak?"

F8. Cl: Right. And this is the bind. I guess the one that I feel the most keenly.

Co: You'd like to reach him.

Cl: Yes. And the question how that is possible is another one. The imitation is certainly a good beginning.

Co: This is positive and hopeful, isn't it? It's not much, but it clearly indicates a "give".

F9. Cl: Right. Which could mean that my freedom and openness might also become something that might be attractive to him as opposed to his uncomfortableness in having to control everything. I imagine that is quite a constricting thing for him, and gives him headaches.

Co: If you could enter him and see him from out of his shell, he is probably somewhat uncomfortable seeing a guy more free and more relaxed who does get breathing space by going to school and so on. What you are saying is that conceivably if you could see this more clearly, he does have needs to imitate you.

F10. Cl: Yes, that's a possibility I had not thought about. But in a small measure it is already being done, so why couldn't it be, if I were willing to take the risk with him? But that raises the question of my own resentment against him. I'm not sure I'd be able to do that.

Co: You have enough piled up hostility that you're not sure how open you could be. What you see is that if you could be open and let him learn from

you, take somewhat the role of letting him imitate you, maybe it would work more.

Cl: Uh-huh.

Co: But you've got a real bind of resentment toward him too.

Cl: Right.

Co: We have a minute or so in our time.

F11. Cl: Yes, and I guess that's the question. So ultimately it becomes a question of my own ability to resolve my hostility and resentment. That's the question, as to whether or not I can be of some benefit to him.

Co: It comes back to Scott.

F12. Cl: Yes. (Pause) And that's very disconcerting, because as long as I can push it off and say, "Yes, he's an old fuddy-duddy, he's been in the ministry thirty years and he hasn't learned more than two years' worth of the ministry"--that kind of thing--that's easy. Then I can push it off and say that it is his fault. But now it has come back to me again--and that's tough!

Co: It's difficult to accept yourself as a possibly redeeming person for him, isn't it?

F13. Cl: Yes, yes, very much so. Yet certainly the pos-

sibility has been opened up--the possibility of a personal redeemingness.

Co: You have to do something about yourself to take on this. As you see it, it's a far bigger role, with regards to him, than just being angry at him and projecting hostility towards him.

Cl: Right, right. And the question is still what option do I take. But that's got some possibilities that I hadn't realized. Very interesting.

Co: Well, let's call it off.

Post-Interview Client Comments "F":

F1. Cl: Well, I didn't follow through with the role-playing the way I thought that I was going to do. The thing that was surprising and almost shook me off my seat was this, "It's disappointing"--right at the beginning. That initially indicated that it was my disappointment that was the important thing in my comment and not the fact that the Senators lost . . . (Pause). Yes, that was terrific. Because that's the answer to my original question of how to counsel a person who seems just intent on chatting or "shooting the breeze." It was a total concern not for the objective topic but for my individual feelings



about the objective fact. Then when you had done that and when you told me we only had ten minutes, then I had to make the choice right there . . . (Pause) . . . It forced me into a choice that I was willing to make because of the one statement that was made first reflecting my own feelings.

Co: Anything about the counselor's responses that you noticed?

F2. Cl: Well the things that I'll remember--I'll remember "suffocation". That's a good word to describe the feeling. And I'll remember the freedom of being able to "breathe" in the different illustrations used. But "suffocation" is a good way to crystalize what I'm feeling, and that was good in the recognition of feelings. But I also like the alternatives I got in ten minutes.

Co: You're pleased.

F3. Cl: Yes, because I don't think of myself as a redeeming individual over and against a senior pastor, father-image person. That's a little hard for me to imagine. Yet that's a real live alternative and I was pleased with that.

Co: The difficulty in a father-figure image is the

difficulty of a new generation seeing themselves in a different perspective from the old.

F4. Cl: Right. So the suffocating, breathing and the movement towards new alternatives, I think, were very helpful. I think that was possible because there was a point before you called the one-minute shot, where you re-did the whole package . . .

Co: The gestalt.

Cl: Yes, and it was that which I think enabled me to move from that to another alternative . . .  
(pause) . . . it was pretty terrific.

Co: Anything else you would like to comment on?

F5. Cl: From a counseling point of view, I really don't want to talk about a counseling point of view-- it meant a lot to me personally . . . But I can say that's a good approach in terms of personal worth . . . I'll just say that the way you do it is to be concerned about the individual's reaction to the objective facts rather than just to shoot the breeze about the objective facts, so to speak, that is a really meaningful kind of experience . . . (pause) . . . As soon as you are understood as having a feeling, then it does not

matter how you get on with it--you can talk about baseball or anything.

Further Client Comments<sup>1</sup>:

In a chance encounter with the counselor, approximately one year later, the client spontaneously expressed how helpful the interview had been to him personally, and particularly in his work in the intervening months.

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<sup>1</sup>C. A. Curran, Unpublished Lecture, Veteran's Administration Hospital, Battle Creek, Michigan, May, 1969.

APPENDIX II

TABLES & GRAPHS

OF INTERVIEW STATEMENT VALUES

1. Table of Interview (Individual) Statement Values:

STATE- MENT #	INTERVIEW "A"					INTERVIEW "B"					INTERVIEW "C"				
	N	P	I	C	PIC	N	P	I	C	PIC	N	P	I	C	PIC
1	4	0	0	0	0	3	0	0	0	0	4	0	0	0	0
2	3	0	1	0	1	4	0	0	0	0	4	0	2	0	2
3	4	0	0	0	0	4	0	0	0	0	3	0	2	0	2
4	4	0	1	0	1	4	0	1	0	1	4	1	2	0	3
5	5	0	0	0	0	4	0	1	0	1	3	3	2	0	5
6	5	0	1	0	1	4	0	2	0	2	3	0	4	0	4
7	1	1	2	0	3	2	1	2	0	3	4	0	4	0	4
8	1	3	2	0	5	2	2	2	0	4	4	0	3	1	4
9	2	2	4	0	6	2	2	2	0	4	3	0	3	2	5
10											2	0	0	2	2
STATE- MENT #	INTERVIEW "D"					INTERVIEW "E"					INTERVIEW "F"				
	N	P	I	C	PIC	N	P	I	C	PIC	N	P	I	C	PIC
1	3	0	0	0	0	3	0	1	0	1	4	0	1	0	1
2	3	0	0	0	0	3	0	1	0	1	3	0	2	0	2
3	3	0	2	0	2	2	2	0	0	2	0	0	3	0	3
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5	3	0	3	0	3	0	2	2	3	7	4	2	3	0	5
6	2	0	3	0	3	0	3	2	2	7	2	2	3	0	5
7						0	3	3	3	9	2	2	2	1	5
8											2	3	2	0	5
9											0	2	2	0	2
10											3	0	3	2	5
11											0	0	3	0	3
12											2	0	2	0	2
13											0	2	3	0	5

Legend:

- N: Negative Affect
- P: Positive Affect
- I: Insight
- C: Choice
- PIC: Combined & Average of Positive Affect, Insight & Choice.

Values on a scale from 0 (Nil) to 5 (Very strong)

2. Table of Average Statement Values for First and Second Halves of Interviews (Individual):

INTERVIEW	#A					#B				
	N	P	I	C	PIC	N	P	I	C	PIC
First Half	4.0	0.0	0.4	0.0	0.4	3.8	0.0	0.4	0.0	0.4
Second Half	2.2	1.5	2.2	0.0	3.7	2.5	1.2	2.0	0.0	3.2
	#C					#D				
	N	P	I	C	PIC	N	P	I	C	PIC
First Half	3.6	1.2	1.6	0.0	2.4	3.0	0.0	0.7	0.0	0.7
Second Half	3.2	0.0	2.8	1.0	3.8	3.0	0.0	2.0	0.0	2.0
	#E					#F				
	N	P	I	C	PIC	N	P	I	C	PIC
First Half	2.7	0.7	0.7	0.0	1.3	2.7	0.8	2.7	0.0	3.2
Second Half	0.0	2.7	2.2	2.2	7.0	1.3	1.3	2.4	0.4	4.0

3. Table of Average Statement Values for First and Second Halves of Simulated & Actual Interviews:

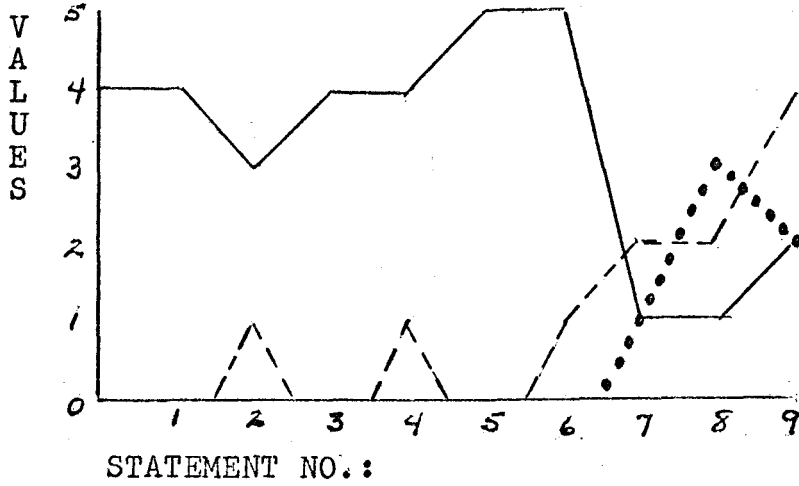
INTERVIEW:	Simulated		Actual	
	N	PIC	N	PIC
FIRST HALF	3.8	1.1	2.8	1.7
SECOND HALF	2.6	3.6	1.4	4.3

Legend: N: Negative Affect  
 P: Positive Affect  
 I: Insight  
 C: Choice  
 PIC: Combined & Average of Positive Affect, Insight & Choice

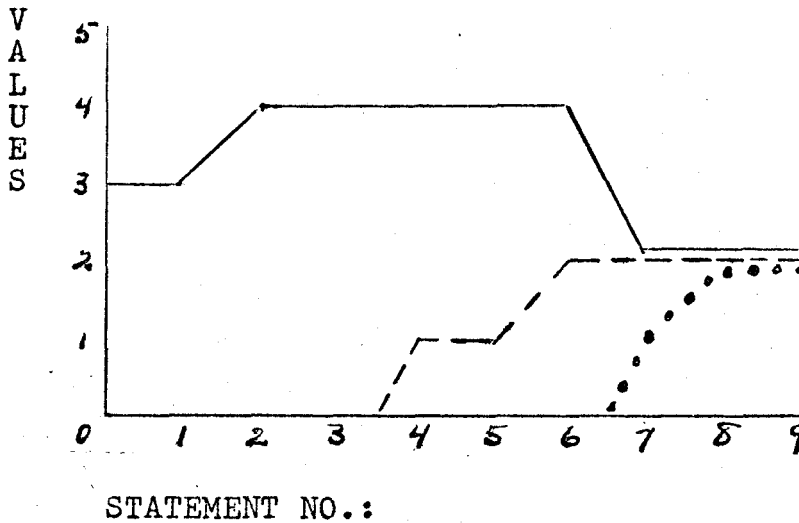
Values on a scale from 0(Nil) to 5(Very strong)

4. Graph of Statement Values of Individual Interviews:

Interview A:



Interview B:

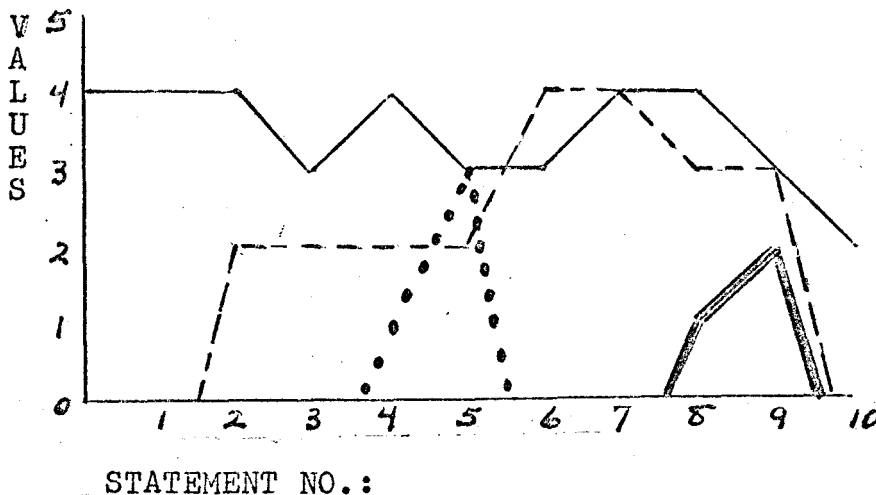


Legend: ——— Negative Emotion  
 ..... Positive Emotion  
 - - - - Insight  
 ——— Choice

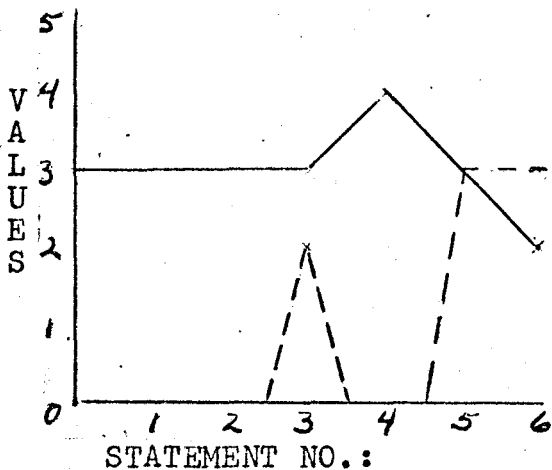
(Values are on a scale from 0(Nil) to 5(Very strong))

4. Graph of Statement Values of Individual Interviews:

Interview C:



Interview D:

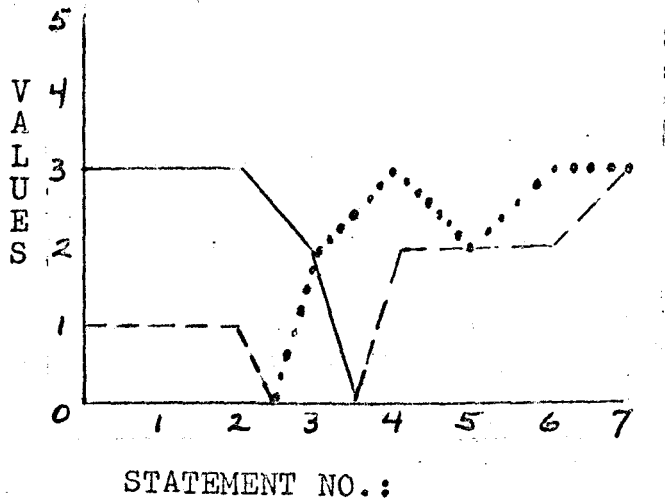


Legend: ————— Negative Emotion  
 ..... Positive Emotion  
 - - - - - Insight  
 \_\_\_\_\_ Choice

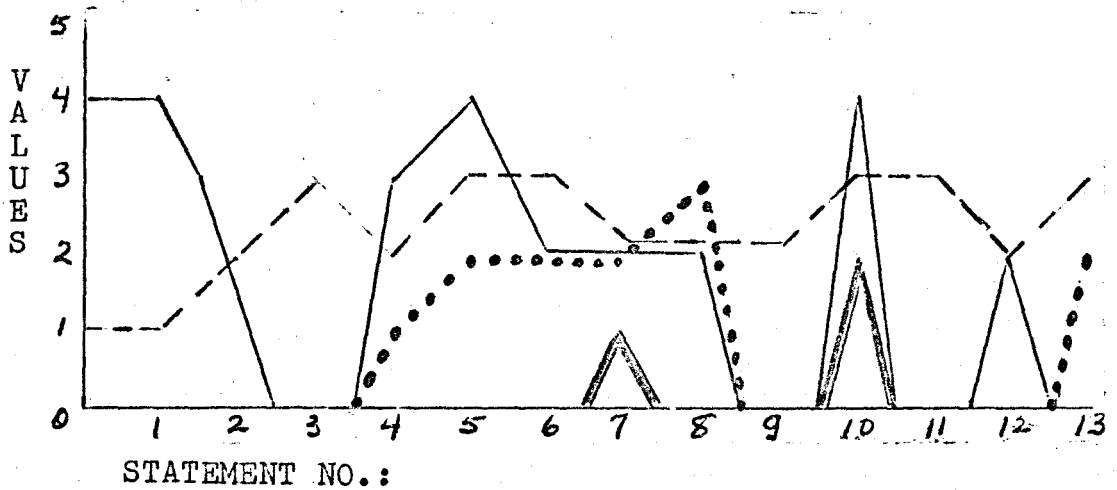
(Values are on a scale from 0(Nil) to 5(Very strong))

4. Graph of Statement Values of Individual Interviews:

Interview E:



Interview F:



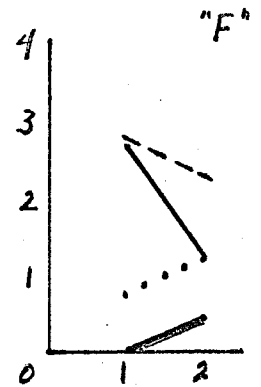
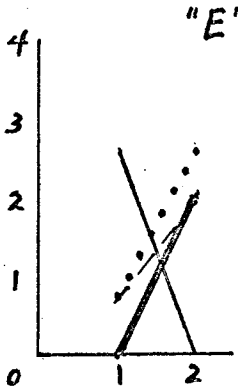
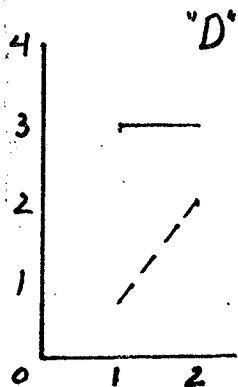
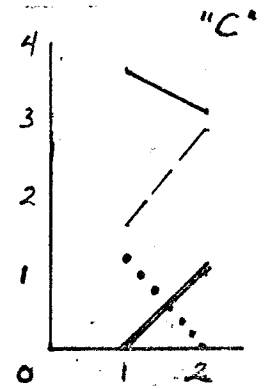
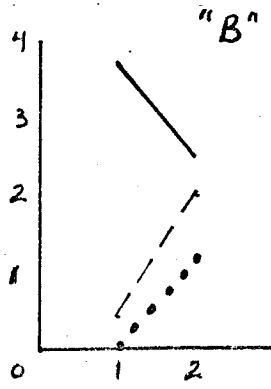
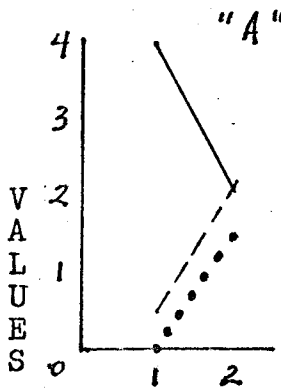
- Legend:   
 ————— Negative Emotion   
 ..... Positive Emotion   
 - - - - - Insight   
 \_\_\_\_\_ Choice

(Values are on a scale from 0(Nil) to 5(Very strong))



5. Graph of Average Statement Values of Individual Interviews:

INTERVIEW NO.:



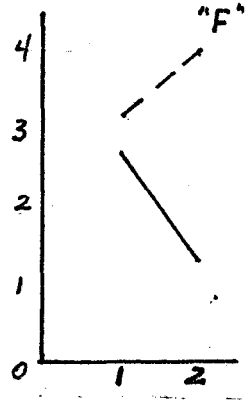
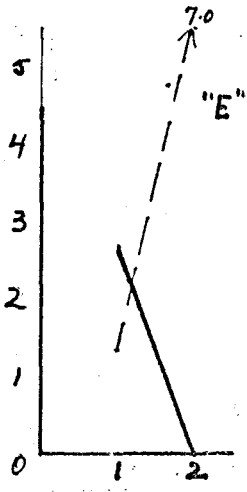
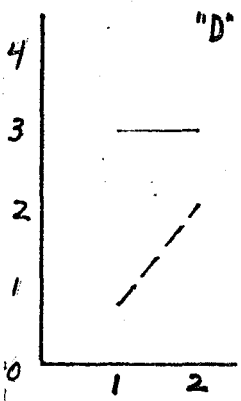
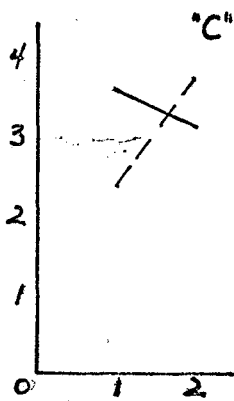
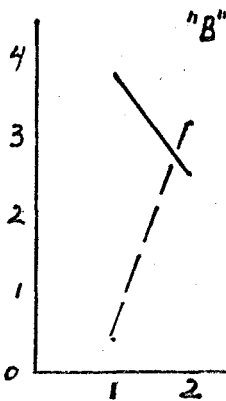
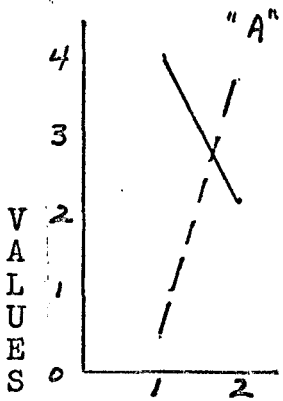
HALF INTERVIEW: First -1; Second -2.

Legend: ————— Negative Emotion  
 ••••• Positive Emotion  
 - - - - - Insight  
 ———— Choice

(Values are on a scale from 0(Nil) to 5(Very strong))

5. Graph of Average Statement Values of Individual Interviews:

INTERVIEW NO.:

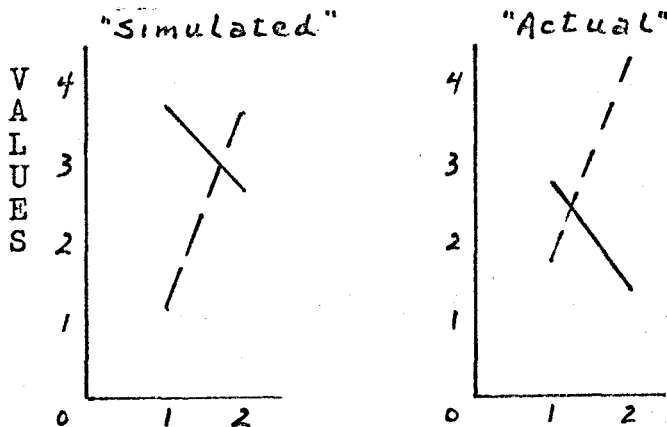


HALF INTERVIEW: First -1; Second -2.

Legend:   
 ————— Negative Emotion   
 - - - - - Combined Average of   
 Positive Affect, Insight & Choice   
 (Values are on a scale from 0(Nil) to 5(Very Strong))

5: Graphs of Average Statement Values of Individual Interviews:

INTERVIEWS: Simulated: A, B, C; Actual: D, E, F.



HALF INTERVIEW: First -1; Second -2.

Legend: ————— Negative Emotion  
 - - - - - Combined Average of  
 Positive Affect,  
 Insight & Choice

(Values are on a  
 scale from 0(Nil)  
 to 5(Very Strong)

APPROVAL SHEET

The Thesis submitted by Joseph Thomas Rolland Janisse has been read and approved by the members of the Graduate School of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

March 12, 1972  
Date

Charles A. Curran  
Signature of Adviser