

AN ABSTRACT OF THE THESIS OF
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Title: COMPARISON OF SELECTED PHILOSOPHICAL AND PSYCHOLOGICAL
VARIABLES IN TRAINING PASTORAL AND SECULAR COUNSELORS

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The study comparatively analyzed salient components of the counselor education process of training programs which are accredited by the American Association of Pastoral Counselors (AAPC) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The data of this study were obtained by a Likert type survey questionnaire mailed to all AAPC and CACREP accredited counselor training program chairpersons during March and April 1986. The results are based on a return rate of 19 (76%) of the 25 AAPC and 24 (80%) of the 30 CACREP programs surveyed. A conservative level of $p \leq .01$ was chosen to determine if significant differences between programs exist.

The results revealed that AAPC accredited programs emphasize the psychoanalytic counseling orientation more than CACREP programs ($p \leq .001$). Programs accredited by CACREP emphasize the use of videotape and direct observation more than AAPC programs ($p \leq .01$). There is a much higher percentage of counseling students in personal therapy as clients in AAPC programs than in CACREP programs ($p \leq .001$). AAPC counseling students also receive more encouragement by faculty

to be in personal therapy as clients than do CACREP students ($p \leq .01$).

With respect to counselor education course content area emphases, AAPC programs emphasize "spiritual issues" ($p \leq .001$) and "the psychology of religious experience" ($p \leq .001$) more than CACREP programs. CACREP programs emphasize "occupational and vocational guidance" ($p \leq .001$), "group work" ($p \leq .01$), and "the helping relationship" ($p \leq .01$) more than AAPC programs. Only these five course content areas, from a total of 21, were found to be distinctly emphasized by either CACREP or AAPC at the .01 level of significance.

The Demographic data revealed that the mean average number of students in AAPC programs ($\bar{x} = 16.8$) is much smaller than that of CACREP programs ($\bar{x} = 189.2$). For AAPC programs there is a mean average of 9.2 male students and 7.3 female students. For CACREP programs there is a mean average of 73.6 male students and 115.6 female students. The percentage of minority students within AAPC programs ($\bar{x} = 10\%$) is comparable to that of CACREP programs ($\bar{x} = 13.5\%$).

The study presented conclusions and recommendations for curricula review by the two program groups. Recommendations were made for further research. Future comparative research might focus on the doctoral level training programs of CACREP and AAPC. Finally, it was suggested that by increasing communication between the educators of AAPC and CACREP programs, both groups of counselor educators would benefit.

Comparison of Selected Philosophical and
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Pastoral and Secular Counselors

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TABLE OF CONTENTS

| | | |
|------|--|----|
| I. | INTRODUCTION. | 1 |
| | OVERVIEW | 1 |
| | BACKGROUND | 2 |
| | NEED FOR THE STUDY | 5 |
| | STATEMENT OF THE PROBLEM | 5 |
| | METHODOLOGY. | 7 |
| | DEFINITIONS OF TERMS | 7 |
| | RESEARCH HYPOTHESES. | 8 |
| | LIMITATIONS OF THE STUDY | 9 |
| | SUMMARY. | 10 |
| II. | REVIEW OF THE LITERATURE. | 11 |
| | OVERVIEW | 11 |
| | HISTORICAL DEVELOPMENT OF PASTORAL COUNSELING IN THE UNITED STATES. | 11 |
| | THE CURRENT STATUS OF PASTORAL COUNSELOR EDUCATION AND SUPERVISION. | 12 |
| | HISTORICAL DEVELOPMENT OF SECULAR COUNSELING IN THE UNITED STATES | 20 |
| | THE CURRENT STATUS OF SECULAR COUNSELOR EDUCATION AND SUPERVISION. | 21 |
| | PASTORAL AND SECULAR COUNSELOR EDUCATION: AREAS OF COMMON GROUND | 24 |
| | OUTLINE OF AAPC AND CACREP STANDARD STATEMENTS WHICH INFLUENCED THE CREATION OF THE SURVEY INSTRUMENT | 27 |
| | CHAPTER SUMMARY. | 30 |
| III. | RESEARCH DESIGN AND PROCEDURES. | 32 |
| | OVERVIEW | 32 |
| | GENERAL DESCRIPTION. | 32 |
| | THE INSTRUMENT | 33 |
| | RESEARCH HYPOTHESES. | 35 |
| | STATISTICAL PROCEDURES | 40 |
| | SUMMARY. | 41 |
| IV. | PRESENTATION AND ANALYSIS OF SIGNIFICANT FINDINGS | 42 |
| | OVERVIEW | 42 |
| | ANALYSIS OF HYPOTHESIS 1 | 43 |
| | ANALYSIS OF HYPOTHESIS 4 | 44 |
| | ANALYSIS OF HYPOTHESIS 6 | 45 |
| | ANALYSIS OF HYPOTHESIS 7 | 47 |
| | ANALYSIS OF HYPOTHESIS 9 | 48 |
| | ANALYSIS OF ITEM 10. | 53 |
| | ANALYSIS OF ITEM 11. | 54 |
| | CACREP COUNSELOR EDUCATION PROGRAM RESPONSES | 54 |
| | AAPC COUNSELOR EDUCATION PROGRAM RESPONSES | 55 |
| | SUMMARY | 56 |

| | |
|----------------------------------|--------|
| V. DISCUSSION. | 58 |
| OVERVIEW | 58 |
| DISCUSSION OF FINDINGS | 59 |
| SUMMARY OF FINDINGS. | 63 |
| LIMITATIONS. | 65 |
| RECOMMENDATIONS. | 65 |
| CONCLUSIONS. | 66 |
| BIBLIOGRAPHY. | 68 |
| APPENDICES. | 72 |
| APPENDIX A | 72 |
| APPENDIX B | 76 |
| APPENDIX C | 77 |
| APPENDIX D | 78 |
| APPENDIX E | 79 |
| APPENDIX F | 83 |
| APPENDIX G | 104 |
| APPENDIX H | 112 |

LIST OF FIGURES

| <u>Figure</u> | <u>Page</u> |
|---|-------------|
| 1. THEORETICAL ORIENTATION - PSYCHOANALYTIC. | .43 |
| 2. EXPERIENTIAL EDUCATION EVALUATION - VIDEOTAPE | .44 |
| 3. EXPERIENTIAL EDUCATION EVALUATION - DIRECT OBSERVATION. | .45 |
| 4. PERCENTAGE OF STUDENTS IN PERSONAL COUNSELING. | 46 |
| 5. DEGREE OF ENCOURAGEMENT STUDENTS RECEIVE TO ENTER COUNSELING. | 48 |
| 6. CONTENT AREA EMPHASIS - SPIRITUAL ISSUES | 49 |
| 7. PROGRAM AREA EMPHASIS - OCCUPATIONAL AND VOCATIONAL GUIDANCE. | 50 |
| 8. COURSE CONTENT AREA - GROUP WORK | 51 |
| 9. CONTENT AREA EMPHASIS - PSYCHOLOGY OF RELIGIOUS EXPERIENCE | 52 |
| 10. CONTENT AREA EMPHASIS - THE HELPING RELATIONSHIP | 53 |

LIST OF TABLES

| <u>Table</u> | <u>Page</u> |
|--|-------------|
| 1. THEORETICAL ORIENTATION - PSYCHOANALYTIC. | 43 |
| 2. EXPERIENTIAL EDUCATION EVALUATION - VIDEO TAPE. | 44 |
| 3. EXPERIENTIAL EDUCATION EVALUATION - DIRECT OBSERVATION. | 45 |
| 4. PERCENTAGE OF STUDENTS IN PERSONAL COUNSELING | 46 |
| 5. DEGREE OF ENCOURAGEMENT STUDENTS RECEIVE TO ENTER COUNSELING | 47 |
| 6. CONTENT AREA EMPHASIS - SPIRITUAL ISSUES. | 48 |
| 7. PROGRAM AREA EMPHASIS - OCCUPATIONAL AND VOCATIONAL GUIDANCE. | 49 |
| 8. COURSE CONTENT AREA - GROUP WORK | 50 |
| 9. CONTENT AREA EMPHASIS - PSYCHOLOGY OF RELIGIOUS EXPERIENCE | 51 |
| 10. CONTENT AREA EMPHASIS - THE HELPING RELATIONSHIP . . . | 52 |
| 11. DEMOGRAPHIC PROFILE OF AAPC AND CACREP PROGRAMS. . . . | 54 |
| 12. SUMMARY OF THE NINE MAJOR HYPOTHESES | 56 |

COMPARISON OF SELECTED PHILOSOPHICAL AND PSYCHOLOGICAL VARIABLES IN TRAINING PASTORAL AND SECULAR COUNSELORS

CHAPTER I. INTRODUCTION

There was a time when psychological phenomena were seen only in spiritual terms. Then we went through a period in which spirituality was often seen in psychological terms. Now, what? (Gerald May, 1984, p.4)

OVERVIEW

Pastoral and secular counseling in the United States have quite different historical backgrounds. Pastoral counseling stretches back through the history of the American churches, even though a professional pastoral counseling organization (the American Association Pastoral Counselors, AAPC) is a quite recent development. The development of secular counseling has its historical roots in the early twentieth century vocational guidance movement in the United States. As authorized by the major American professional secular counselor organization (Association for Counseling and Development, AACD), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the major accreditation body of secular counselor preparation programs. This study comparatively analyzes selected variables in those counselor training programs which had received accreditation by the AAPC, or by the CACREP, at the time this study was conducted.

Chapter one outlines the need for this study, and it provides a statement of the research problem. The methodology employed in this study and a list of definitions of terms central to this study

are also presented. Finally, the limits of this study are discussed.

BACKGROUND

This study focuses on counselor training programs which were accredited by the American Association of Pastoral Counselors (AAPC), and the Council for the Accreditation of Counseling and Related educational Programs (CACREP). Both of these accreditation bodies have their own unique history of development. What follows is a discussion of the historical backgrounds of both the AAPC and CACREP.

The historical roots of the AAPC extend to the founding of the United States. From the beginning of the United States, American clergy assumed the role of providing counsel to persons experiencing physical, psychological, emotional, and spiritual difficulties. The specific forms such counsel took (i.e., the language used to describe the nature of the person's difficulties, and the most appropriate method to utilize in effecting cure or improvement in the overall condition of the person) were often related to theological viewpoints prevalent during particular points in history (Holifield, 1983).

At the beginning of the twentieth century, theological writers began to include in their conceptions the findings of contemporary psychology.

By the late nineteenth century, with the emergence of the 'new psychology' and the European psychotherapies, the pastoral writers began to expand the practical implications of psychological theory. Whether they worked with James' theories of habit and the subliminal consciousness, or with Freud's theories of libido and the unconscious, they began to explore more deeply the link between psychotherapeutic techniques and

clinical practice. In the later adoption of therapeutic images of adjustment, or insight, or acceptance, the twentieth-century pastoral writers continued that exploration (Holifield, 1983, p.354).

As a group of primarily Protestant theologians began focusing their attention more closely on the processes and procedures of pastoral care, an increasing number of ministers began to specialize their energies in pastoral counseling. The actual counseling methods used by pastoral counselors were drawn from developments in clinical psychology and counseling psychology research. From the 1930's on, there evolved a number of pastoral counseling training centers. These training centers provided student pastoral counselors an opportunity to receive supervised training in the provision of psychotherapeutic services to clients within a religious context.

The development of these centers was accompanied by the desire of many pastoral counselors and pastoral counselor educators for the development of an organization that would provide a comprehensive statement of standards for the preparation and practice of pastoral counseling (Aist, 1983). Such an organization was created in 1964, and named the American Association of Pastoral Counselors (AAPC) (Hiltner, 1964). There were twenty-four pastoral counselor training centers in America accredited by the AAPC at the time of this writing (American Association of Pastoral Counselors, 1985).

The development of professional counseling in America began with the vocational guidance movement at the beginning of the twentieth century. This development intensified during and following World War I. Super (1955) states, "Vocational guidance began, in

the United States, as a movement by philanthropically minded citizens to improve the post-school vocational adjustment of boys and girls" (p.3). Through the 1930's, and into the early 1940's, most vocational guidance workers focused primarily on diagnostic issues related to occupational vocational guidance. The appearance of Carl Rogers' book Counseling and Psychotherapy (Rogers, 1942), provided a 'bridge' between the newly evolving field of clinical psychology and the field of vocational guidance. This 'bridge' provided the foundation on which was built the hybrid profession of counseling psychology. The underlying principle of this new profession was " . . . that it is the adjusting individual who needs help, rather than merely an occupational, marital, or personal problem which needs solution" (Super, 1955, p.4).

The American Personnel and Guidance Association (APGA), now called the American Association of Counseling and Development (AACD), was created in 1952. The APGA was able to assimilate the heretofore separate vocational guidance organizations, thereby giving" . . . more adequate expression to the current interest in occupational problems in its divisional structure" (Super, 1955). In 1980, the APGA created an organization to oversee the accreditation of counselor education programs. This accreditation organization was named the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) ("Accredited Counselor Education Programs", 1982).

There were thirty secular counselor training programs accredited by CACREP at the time of this study (NBCC News Notes, 1985).

NEED FOR THE STUDY

A review of the literature reveals that a comparative analytic study of the training and supervision components of pastoral and secular counselor training has not been done. Due to the paucity of published research in this area, the student of contemporary counselor education is unclear as to those areas of similarity in the training processes used by AAPC and CACREP accredited programs, and those training processes that are unique to AAPC or CACREP accredited counselor training programs.

This research study sought to meet two basic needs. First, to gather information which might increase the level of knowledge among members of both counseling professions as to what philosophical and procedural orientations are most commonly used in the training of contemporary pastoral and secular counselors. Second, to increase the opportunity for communications between the two professions, in the hope that the current experience of both groups of professional counselor educators might benefit each other in the ongoing evolution of the counselor education process.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine what similarities and differences exist in the academic and experiential components of CACREP and AAPC counselor preparation programs. Knowledge of differences and similarities in contemporary counselor training offered by AAPC and CACREP programs will delineate areas of training common to both secular and pastoral counselor educators, and those areas of training specific to one professional group. In

addition, this study seeks to determine which education courses, training methods, and supervisory processes are currently being utilized by both groups.

The extent to which the personal growth of the counseling student is a programmatic goal of pastoral and secular counselor training programs is another area of focus in this study. "Personal growth", as an outcome of counselor education, has been reported by both pastoral (Gray, 1977; Hemenway, 1982; Manzella, 1977; Wise 1977) and secular (Leddick and Bernard, 1980; Kammer, 1984) counselor education writers. This study also addresses the following questions: To what extent do both secular and pastoral counselor educators encourage counseling students to become involved in personal counseling or psychotherapy as clients? To what extent are pastoral and secular counseling students encouraged to develop their own personal philosophies of the counseling process?

The counselor education content areas (available courses, and areas of specialization) have grown significantly in both pastoral (Linebaugh, et al, 1981) and secular (Wantz, et al, 1982) counselor education programs. Knowledge of the relative emphasis that is placed on the various counselor education content areas by contemporary pastoral and secular counselor training programs, will update the literature in both professions. In addition, this information can provide insight into those counselor education content areas that receive unique emphasis by either pastoral or secular counselor training programs.

METHODOLOGY

This study comparatively analyzed important components of those American counselor training programs that had received accreditation by either the AAPC or CACREP. At the time of this writing, there are thirty counselor training programs accredited by CACREP, and twenty-four programs accredited by the AAPC. The data gathering instrument used in this survey was the Survey of Counselor Educators (Appendix A), which this researcher developed for use in this study. The survey items were drawn from major themes found in the literature of pastoral and secular counselor education.

The statistical procedures used in this study are straightforward. For hypotheses 1, 4, 5, 6, 7, 8, and 9 this study employed the Chi Square (χ^2) test. For hypotheses 2 and 3, this study employed the t test. Due to the large number of tests being performed, a conservative level of significance was set at $P \leq .01$.

DEFINITIONS OF TERMS

AACD - See the American Association for Counseling and Development.

The American Association for Counseling and Development (AACD) -

The major American professional counseling association. In 1981 the organizational name was changed from the American Personnel and Guidance Association.

APGA - See the American Personnel and Guidance Association.

American Personnel and Guidance Association (APGA) - The former name of the American Association for Counseling and Development.

AAPC - See the American Association of Pastoral Counselors.

The American Association of Pastoral Counselors (AAPC) - The Ameri-

can Association of Pastoral Counselors (AAPC) was officially created in 1964 (Hiltner, 1964). This association is the major American standard setting organization for professional pastoral counselor training programs. Professional membership within the association is offered (at the "Member", "Fellow", or "Diplomate" levels) to those pastoral counselors who have met the theological and psychotherapeutic training criteria set by the association (see appendix E).

CACREP - See the Council for Accreditation of Counseling and Related Educational Programs.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) - Was created in 1981 as the standard setting body of the AACD. The standards for counselor education program accreditation are provided in Appendix F.

Pastoral Counselor - For the purpose of this study, the term pastoral counselor is restricted to those persons holding "Fellow" or "Diplomate" status of membership in the AAPC (see copy of the AAPC Handbook, Appendix E). Very briefly, these are persons who have attained at least an advanced degree in pastoral counseling. This requires at least one year beyond the first professional degree. There are numerous specific additional requirements which are outlined in the AAPC Handbook.

RESEARCH HYPOTHESES

There are nine primary hypotheses in this study. Three of these are subdivided into a number of subordinate operational hypotheses. The nine hypotheses address the following areas:

- Ho 1: Counseling orientations.
- Ho 2: Clock hours of on-campus laboratory or skill training experiences.
- Ho 3: Clock hours of on-site (or internship) field experiences.
- Ho 4: Evaluation methods.
- Ho 5: Personal growth of trainees.
- Ho 6: Students in personal counseling.
- Ho 7: Encouragement students receive for personal counseling.
- Ho 8: Student development of counseling philosophy.
- Ho 9: Major content areas of counselor education.

The complete hypotheses are presented in Chapter 3.

LIMITATIONS OF THE STUDY

This research study assessed the similarities and differences in the training techniques, procedures, and processes of contemporary pastoral and secular counselor education programs. Among the differences between these two groups, exist two areas of non-comparability. The first such area is the fact that the pastoral counselor is an ordained minister of an established faith group, or church. Thus, the pastoral counselor holds two major roles, that of minister, and that of professional counselor. The second difference is that of the student bodies of AAPC accredited programs and CACREP accredited programs. For CACREP accredited programs it is customary to have students studying at both the masters degree and doctoral degree level, with the majority of the students working toward the masters degree in counseling. Unlike CACREP programs, wherein the usual professional degree in counseling is the masters degree, AAPC

programs usually admit students who have already completed a masters degree in theology, or a related discipline, have received a recognized position of leadership within an established church, and begin their professional counselor training at the doctoral level.

This study does not attempt to minimize these areas of non-comparability between the memberships of the two groups being studied. Rather, the focus of this study is on the comparative analysis of the counselor training of both groups. As professional counselor training (whether pastoral or secular) encompasses a body of knowledge, procedures, skills, and training processes, the counselor education components of both secular and pastoral counselor training programs can be comparatively analyzed. Finally, this study relies upon the perceptions of the AAPC and CACREP program chairpersons who completed the survey instrument.

SUMMARY

Chapter one has outlined the historical development of both pastoral and secular counseling. The pastoral counselor training accreditation organization (AAPC), and the secular counselor training accreditation body (CACREP) were discussed in their historical contexts. The need for this study, the statement of the research problems, and the research methodology employed in this study were presented. A list of definitions of terms relevant to this study was presented, as was a listing of the research hypotheses. Finally, the limits of this study were discussed.

CHAPTER II

REVIEW OF THE LITERATURE

OVERVIEW

Chapter two reviews the literatures of pastoral and secular counselor education curriculum development. The literature sources used in the creation of the survey instrument are presented. Finally, areas of training common to both pastoral and secular counselor education are discussed.

HISTORICAL DEVELOPMENT OF PASTORAL COUNSELING IN THE UNITED STATES

Some form of counseling has always been an integral ingredient in the professional life of the minister. The form which pastoral counseling assumes is related to the historical, theological, and cultural context in which it occurs.

A representative selection of pastoral conversations in the late twentieth century would probably encompass the whole history of pastoral counseling in America. Some ministers today speak in the tightly rational accents of the seventeenth century; some still worry about eighteenth century understandings of sin, convictions, and rebirth; some still strive for the appearance of gentility; some affect an easy and informal manner; some offer diagnoses couched in psychological jargon; some nod sympathetically and strive to reflect the right feelings . . . Every pastor, wittingly or unwittingly, adopts some "theory" of pastoral counseling, whether it be derived from the seventeenth century or from the twentieth (Holifield, 1985, p.349).

At the beginning of the twentieth century, the science of

psychology was gaining increased social influence as a prominent paradigm to be utilized for gaining an understanding of human experience. Many pastoral thinkers became interested in methods by which they could include the knowledge gained by the science of psychology into the working minister's repertoire of knowledge and skills. The inclusion of psychological knowledge as appropriate for the working minister brought about some significant issues of discussion among pastoral writers. One major issue of this discussion focused on how much training should be required of the minister who identified himself or herself as a "pastoral counselor" (Aist, 1983). Pastoral counseling training centers began to open at a rapid rate during the 1950's. "While only ten pastoral counseling centers existed before 1950, by 1961 between 90 and 100 centers were in operation, and approximately 300 counselors were offering 2500 hours of counseling per week" (Van Wagner, 1983, p.165).

THE CURRENT STATUS OF PASTORAL COUNSELOR EDUCATION AND SUPERVISION

The pastoral counseling literature reveals that a significant percentage of the American population would choose to discuss personal difficulties only with a pastoral counselor (Gass, 1984; Dougherty and Worthington, 1982).

Orthodox Christians were found to have a rather distinctive set of values related to methods of coping with emotional distress, and to the goals and procedures of psychotherapy. These values focus on the therapeutic importance of religious faith, prayer and meditation, biblical teaching, and counseling within a Christian framework (Gass, 1984, p.230).

The bond of shared theological beliefs between the counselor and

client seems to overshadow the theoretical and procedural aspects of the counseling process.

Most Christian counselors employ an epistemology of revelation from God, which they believe to be superior to an epistemology of empiricism. Their actual practice of counseling, however, does not seem to differ widely from practitioners with other approaches to counseling, even though their explicit values may differ (Dougherty and Worthington, 1982, p.346, emphasis the researcher's).

Similarity of theological beliefs has also been noted in the process by which Christian clergy refer church members, who are experiencing psychological or emotional distress, to mental health professionals. In one study (Hong and Wiehe, 1974) in over 70 percent of the cases the referring clergy knew the religious orientation of the therapist to whom the referral was made. And in over half the referrals, the cases were to Christian therapists. Interestingly, when those referring clergy were questioned regarding the attributes of a competent therapist, religious orientation was not the most important trait of the able therapist.

These data indicate that the therapists' personality and skill in counseling were seen as more important than education, professional reputation, personal acquaintance, and religious orientation (Hong and Wieke, 1974, p.294).

In another study (Posovac and Hartung, 1977), the authors argue that the skills of the pastoral counselor are of critical importance.

Although the discipline of pastoral counseling demands an understanding of both pastoral care and psychotherapy, the learning of psychotherapy is the first priority. Certainly both skills are expected and necessary. Our point is that being a "pastoral" counselor is no excuse for being an unskilled therapist. The delivery of good psychotherapy is the crucial

issue (Posovac and Hartung, 1977, p.30)

As pointed out by Switzer (1983), the pastor is in a unique social situation which requires him or her to employ at least short-term counseling skills. In a study of the counseling functions of pastors (Abramczyk, 1981), the results revealed that pastors spent an average of 20 percent of their working time doing pastoral counseling. Interestingly, 80 percent of the pastors responding in this study reported receiving some training in Client-Centered Therapy, and 76.4 percent reported that they currently use this approach with clients. From the description of the sample population of the Abramczyk (1981) study, it appears that most of the pastors would not be acknowledged as professionally trained pastoral counselors, as defined by the AAPC (AAPC Handbook, 1981).

In a study on Assemblies of God pastors' decisions to counsel or refer (Gilbert, 1981), the researcher reported a significant positive relationship between the number of college level counseling courses a pastor had taken and his willingness to counsel. Virkler (1980), utilizing the facilitative dimensions scale developed by Carkhuff, assessed the facilitativeness of 105 active pastors of churches within the Protestant theological tradition. None of these pastors were formally trained pastoral counselors. In his results, Virkler reports a number of significant findings. First, none of the 105 pastors demonstrated the minimally acceptable facilitative level of skill, as measured by the Carkhuff scale. Second, there was found to be a significant positive relationship between the number of pastoral counseling courses taken and increased facilitative-

ness. Third, there was found to be a significant negative relationship between theological conservatism and facilitativeness. Lastly, the study found no relationship between amount of pastoral experience and facilitativeness. The results of Virkler's (1980) study strongly suggest that graduate theological training and amount of pastoral experience do not necessarily develop in the pastor minimal levels of facilitative skills. However, the demonstration of these skills is shown to be related to the amount of formal pastoral counselor training received.

Professional pastoral counselor training includes a strong emphasis on the student gaining a working knowledge of counseling (or psychotherapeutic) theory. One significant area of discussion in the pastoral counseling literature focuses on the appropriate (or inappropriate) psychotherapeutic theory to utilize in working with clients in a pastoral setting. Regardless of which counseling orientation (or psychotherapeutic theory) the pastoral counselor utilizes, most pastoral counselors will include in their conceptions of the counseling process some discussion of the transcendent dimension.

One expression of the transcendent dimension in pastoral counseling is the conviction that healing is not just the restoration to psychological health or freedom from behavioral maladjustment. Redemptive healing includes the clients' acquisition of a perspective on life and an active, on-going commitment to that perspective. This commitment touches others in their lives and intersects with a community of faith (and vice versa) in the affirmation of all life. (Sabom, 1982, p.78)

Within the quote from Sabom, above, can be clearly seen the dual

role of the pastoral counselor as both minister/theologian and counselor.

Numerous contemporary pastoral counseling journal articles are devoted to the discussion of counseling theory. Laurence and Huber (1982) suggest that Rational Emotive Therapy, (R.E.T.), as outlined by Albert Ellis, may provide a conceptual system to bridge the gap between religion and psychotherapy. These authors list five of Ellis' eleven "irrational ideas", and provide for each "a sample biblical disputation". Laurence and Huber may wish to distinguish between accepting the R.E.T. theory on a practical, or applied, level, and accepting R.E.T. conceptually as it is presented by Albert Ellis. To accept the theoretical assumptions (beliefs) of R.E.T. as Ellis presents them, would be in conflict with the transcendent power that most pastoral counselors believe the biblical scriptures to represent. As Ellis (1984) states, "R.E.T. looks skeptically at anything mystical, religious, transpersonal, or magical, when these terms are used in their strict sense" (p.210). And pastoral counselors, as theologians, do use these terms in their "strict sense". This potential conflict of pastoral counselors employing counseling orientations, the theoretical assumptions of which may be at variance with the theological beliefs of the pastoral counselor, is a significant issue of current debate in the pastoral counseling literature (Getman, 1982; Farnsworth, 1980).

Brink (1977) presents points of convergence between Alfred Adler's Individual Psychology and Christian theology.

Beginning with the Christian image of the Deity, we do not find any inherent incompat-

ibility with the Adlerian notion as the concretization of perfection . . . The Son can be said to symbolize (fictionalize) the possibility of man's attaining perfection" (p.147).

Writing from a Jungian perspective, Ulanov (1976) argues that the pastoral counselor has "access to a large source of wisdom" (p.88), by having studied both the procedures of depth psychotherapy and the wisdom of a religious tradition. Griffin (1982) discusses how the Carkhuff-Anthony (1979) model of counseling can be related to traditional religious language.

The obvious analogy between the 'personal deficit' of the Carkhuff model and 'personal sin' in religious terminology suggest the usefulness of the model in inducing personal conversion (metanoia) in the parishioner (p.181).

Descriptions of the pastoral counseling supervision process are often given in psychoanalytic, or psychodynamic terms (Collins, 1982; Manzella, 1977; Rader, 1977; Wise, 1977; Hemenway, 1982; Ulanov, 1976). Does this significant number of authors utilizing psychoanalytic phraseology tell the reader something of the nature of the pastoral counseling supervision process? From the literature on pastoral counseling supervision, this researcher has encountered a number of supervisory procedures and expectations that can be traced to early psychoanalytic position statements:

First, there is strong support, within the pastoral counseling profession, for the pastoral counseling student being involved in a significant form of personal counseling or psychotherapy (Collins, 1982; Rader, 1977; Ulanov, 1976; Wise, 1977). The AAPC makes the following bylaw for its members who hold Fellow, or professional

pastoral counselor, status:

Give evidence of having undergone sufficient theological and psychotherapeutic investigation of one's own intrapsychic and interpersonal processes so that one is able to protect the counselee from the pastoral counselor's problems and to deploy oneself to the maximum benefit of the counselee. (AAPC Handbook, 1981, p.7).

This AAPC position statement implies that there is an emphasis on the personal, psychoemotional and spiritual growth of the pastoral counseling student. Indeed, descriptions of the supervision process clearly reflect the emphasis on the growth of the student therapist.

Supervision is a process of helping the therapist to a deeper understanding and adaptation of himself to the therapeutic process, and a modification of those feelings and attitudes in himself which destroy or block the therapeutic process (Wise, 1977, p.186).

And again:

As a student progresses in his or her own work (competence), and as a sense of professional identity is experienced, the student will also begin to move in the relationship with the supervisor from dependency to limited autonomy and finally to mutual consultation (Hemenway, 1982, p.201).

Second, as is implied in the two quotations above, there is an emphasis on facilitating within the pastoral counseling student a recognition, and tolerance, of psychodynamic processes. Collins (1982) argues that the experienced pastoral counselor (i.e., one who has undergone sufficient personal therapy) can, with the assistance of competent and authorized supervision, make use of countertransference experiences as a therapeutic strategy. Manzella (1977),

in describing similar internal processes of the pastoral counseling student, suggests that the courageous encounter with the "irrational" is a common occurrence in the training process.

I would like to suggest that one of the most difficult yet necessary tasks of the clinical trainee is his/her willingness to deal with the "irrational", that inevitable dynamism that gently and, sometimes not so gently, comes to the fore as the trainee grows personally and professionally (Manzella, 1977, p.4).

In a major recent study (Everett and Wayland-Seaton-Johnson, 1983), which surveyed the entire population of the AAPC and ACPE supervisors, the authors collected a wealth of informative data. Based on a usable return of 72.6% of the surveyed population, it was found that the average length of clinical supervision was 6.9 months. The mean percentage of students in personal counseling or psychotherapy was 59.9%. Of the total, 21% of the responding supervisors said that none of their students were in personal therapy. The most often utilized procedures in supervision were the process report (87%) and audio-recording (85%). Ninety-six percent of the responding supervisors believe that students should recognize the theoretical orientation out of which their clinical practice evolved. Ninety percent of the supervisors believed that theoretical literature is a necessary resource to supervision. Twenty-six percent of the supervisors believed that counseling techniques could be taught independently of theoretical resources. For the overwhelming majority of the respondents (98%), personal psychotherapy was believed to be a useful adjunct to clinical training. Twenty percent of the respondents believed that personal therapy is not essential for the

student counselor. Ninety-two percent of the respondents had participated in personal counseling themselves (mean time equals three years). Less than three percent of the respondents were female. The authors note the significant under representation of women in supervisory roles. The authors also note the significant percentage of supervisors (21%) who report none of their students in personal therapy, and question whether the importance of personal therapy for counseling students may be waning (Everett and Wayland-Seaton-Johnson, 1983).

Linebaugh and Devic (1981) report that the growth of pastoral counseling course offerings has more than doubled in the period between 1965 and 1980, although the number of pastoral counseling students increased by only a third during that period. Much of the impetus for the increase of pastoral counseling course offerings seems to be emanating from the seminary students themselves. "Though churches are not requesting pastor-counselor graduates, the students themselves want to be trained in pastoral-care and counseling, causing some educators to testify that they cannot meet the demand" (Linebaugh and Devic, 1981, p.267).

HISTORICAL DEVELOPMENT OF SECULAR COUNSELING IN THE UNITED STATES

At the beginning of the twentieth century "vocational guidance began as a movement by philanthropically-minded citizens to improve the post-school adjustments of boys and girls" (Super, 1955, p.3). From an initial focus limited to assisting young people in occupational decision making, the vocational guidance model was to become increasingly personalized (Wrenn, 1977). From such disparate areas

as vocational guidance, psychometry, education, and clinical psychology there evolved the field of counseling psychology.

The merging of these several streams of development means that the movement which started as vocational guidance in the United States, first with an emphasis on vocational orientation activities and then with a parallel and eventually merging emphasis on aptitude testing, both leading to placement, recently also assimilated a psychotherapeutic approach and has emerged as the "new" field of counseling psychology . . . Its underlying principle is that it is the adjusting individual who needs help, rather than merely an occupational, marital, or personal problem which needs solution (Super, 1955, p.4).

The field of counseling psychology is concerned primarily with the "healthy" person. Perhaps more importantly, counseling, as a distinct professional area, focuses attention to "normality of even abnormal persons, with locating and developing personal social resources and adaptive tendencies so that the individual can be assisted in making more effective use of them" (Super, 1955, p.5). This increasingly personalized view of the client has facilitated the counseling profession's view of the client as person-in-situation (Wrenn, 1977).

THE CURRENT STATUS OF SECULAR COUNSELOR EDUCATION AND SUPERVISION

In their historical review of the counselor supervision literature, Leddick and Bernard (1980) suggest that there exists some prominent consistencies among theoretical orientations in the treatment of the supervision process.

1. Supervision is mandated by all theoretical orientations.

2. It is seen as a learning situation.
3. A "good" relationship between supervisor and trainee is valued, but a specific focus on differences between supervisors, and trainees (e.g., learning style, therapy style, personalities) is lacking.
4. Roles for the supervisor have been stressed rather than specific techniques or competencies.
5. Where either a teacher or therapist role is cited, that stance is often presented as exclusive of other roles.
6. Systematic evaluation of supervision has been minimal.
7. The field of supervision has grown as an adjunct to the proliferation of therapy models (Leddick and Bernard, 1980, p.193).

The counseling profession has experienced an explosion of diversification within the past 20 years.

As new needs are recognized, new "kinds" of counseling are developed and perhaps a new kind of client is served. Because the range of normal behavior is wide, clients vary in their nature and need and new approaches and methodologies must be developed. Such diversification is, to me, strength and not weakness (Wrenn, 1977, p.12).

This diversification has been reflected in the increased length of time required for training professional counselors (Engels and Wilborn, 1984), and has fueled debate within the profession over the desired goal of professional counselor education. Sweeny (1979), in his analysis of trends that will influence counselor preparation in the future, argues that a number of significant social factors will directly impact the counseling profession. Some of these factors include increasing constraints to individual freedom, rapid

social change and over-choice, shifting patterns of labor force supply and demand, steady increases in the age of the average American, and continuing urbanization. All of these social factors will serve to intensify the diversification processes already underway within the counseling profession.

In their ten year study of the trends in American professional counselor preparation, Wantz, et al (1982) note a number of important changes that have occurred in counselor education. From a data base provided by 445 counselor education programs, it was found that new counseling courses (particularly in specialty areas such as marriage and family counseling, consultation, geriatric counseling, career and life planning, and women's studies) are being added at the average rate of one per year per program. Program specializations were found to be increasingly common. Of all counselor education program alterations occurring over the past ten years, 98% were found to be additions. The data of this study suggest that although there are significant changes occurring within counselor training programs, there seems to be no major shifts in the philosophical base (i.e., behavioral, cognitive, existential, field, phenomenological, psychoanalytic, psychosocial dynamics, trait factor, transactional analysis, etc.) of the programs, as identified by the total course offerings of the various programs. The experiential components of counselor preparation programs (e.g., practicum, internship) reveal three basic changes: an increase in the total clock hours required; the experiential components are now more frequently occurring outside the campus at a job site similar

to the job environment the counseling student expects to work in following graduation; supervision is now being done by "certified" counselors (Wantz et al, 1982).

Another area of change within the counseling profession, is the controversy over the degree of emphasis that should be placed on both academic and experiential factors in the admission of students into professional counselor training. In their review of CACREP accredited programs, Stickle and Schnacke (1984) found significant variance in the admission requirements of the studied programs. Required undergraduate grade point averages ranged from 2.5 to 3.4, and 10 of the 13 responding programs required the Graduate Record Examination (GRE) scores. In a related study, Hosford et al (1984) evaluated the efficacy of academic criteria, experiential background, and personal interviews as predictors of success in counselor education, and found that "undergraduate GPA and the quantitative score of the Graduate Record Examination may actually relate inversely with counseling competence and anticipated professional performance". These authors conclude their study by stating "it may not be possible to use the same set of criteria to select students who are both strong academicians and competent counselors" (Hosford et al, 1984, p.274).

PASTORAL AND SECULAR COUNSELOR EDUCATION: AREAS OF COMMON GROUND

Pastoral and secular counseling began moving beyond their own respective traditional boundaries during the 1940's (Van Wagner, 1983; Wrenn, 1977). Both groups intensified their efforts at integrating developments within psychology into their own profes-

sional practices. Although many figures have influenced this process (e.g., Martin Buber, Rollo May, Paul Tillich), perhaps no one influenced this movement more than Carl Rogers. Rogers, while studying theology at Union Theological Seminary, was also studying intensely at Columbia University for the Ph.D. in psychology. The appearance of the book Counseling and Psychotherapy (Rogers, 1942) proved to be a major event in the professional evolution of both pastoral and secular counseling. When one reflects on the person of Carl Rogers, and how he utilized his experiences and training in the profession of counseling psychology, one can observe in microcosm many of the factors present in the counseling profession today.

This psychotherapy tradition represented by Rogers had multiple sources, but through such multiplicity runs a unifying theme of self-determination which reflects the fundamentals of American culture: optimism, pragmatism, and individualism. These fundamentals, derived from the Protestant work ethic and American frontier beliefs, were internalized by Rogers through his background and experiences: strict religious training, Middle Western upbringing, seminary experiences and readings in progressive education and exposure to Rankian dynamic psychology. These experiences emphasized the constructive capacities of the individual (Corsini, 1984, p.300).

Another area common to both secular and pastoral education is that both groups often discuss the counseling relationship, the counseling process, and counseling procedures in terms derived from secular psychotherapeutic theories (Brink, 1977; Griffin, 1982; Laurence and Huber, 1982; Leddick and Bernard, 1980; Ulanov, 1976). In his descriptions of the pastoral counselor's role, Griffin (1982) reveals how he integrates the client-centered counseling orientation

into pastoral counseling. "The . . . rise of Rogerian client-centered counseling put emphasis on and provided tools to implement the priestly-empathic aspect of pastoring" (p.179).

The personal growth of the counseling student is emphasized by both pastoral (Everett and Wayland-Seaton-Johnson, 1983; Hemmenway, 1982; Monzella, 1977; Wise, 1977) and secular (Kammer, 1984; CACREP Manual, Appendix F) counselor educators. The degree that student growth is emphasized differs across counselor training programs. Also the methods used to facilitate student growth seem to differ according to the theoretical counseling orientations of the counselor education faculty.

Both secular and pastoral counselor educators believe the competent counselor should have a broad knowledge base. To enhance the knowledge base of contemporary counseling students, the curricula at secular and pastoral counselor training centers have been expanding. Wantz et al (1982) report that over a two year period secular counselor training programs were adding an average of 2.8 courses per program, Linebaugh and Devic (1981) state that due to the demand by seminary students for pastoral counseling courses, some pastoral educators state "that they cannot meet the demand" (p.267).

The amount of time required for practicum and internship experience has increased for both pastoral and secular counseling students. Counselor education faculty and clinical supervisors, in both pastoral and secular programs, are often "certified" by secular professional counselor certification bodies. Secular coun-

selor educators and clinical supervisors are often certified by the National Board for Certified Counselors (NBCC), and may hold additional certifications. Pastoral counselor educators, in addition to AAPC certification, very often are certified by the American Association of Marriage and Family Therapists (AAMFT).

OUTLINE OF AAPC AND CACREP STANDARD STATEMENTS WHICH
INFLUENCED THE CREATION OF THE SURVEY INSTRUMENT

The focus of the present study is on the training procedures and curricula of the counselor education programs which are accredited by both AAPC and CACREP. The survey instrument for this study was created by this investigator finding apparent points of agreement in the institutional training standards of AAPC and CACREP. What follows is a listing of nine standard statements from both the AAPC and CACREP, which correspond to the nine hypotheses of this study. The standard statements of CACREP are taken from the CACREP Accreditation Procedures Manual (appendix F). The below listed nine training areas do not, of course, reflect all of the standard statements of either AAPC or CACREP. Rather, these nine areas of the counselor training process represent, to this investigator, areas of common ground, upon which the training practices of both groups can be comparatively analyzed.

AAPC

HO₁ "Pastoral counseling training programs shall provide staff with the ability to articulate at least one coherent theory of personality and of the counseling relationship which will be useful in interpret-

CACREP

"The helping relationship: Includes a) philosophic basis of helping relationships; b) counseling theory, supervised practice, and application; . . . and d) an emphasis on development

- ing the dynamics of counselees and of the counseling process."
- HO₂ "It (the pastoral counselor training center) shall provide trainees maximum opportunities to work with and observe the work of professional staff."
- HO₃ "For membership in the Association there is required a specific total number of hours of supervision." This statement is followed by an outline of the minimum number of hours of supervision required within various contexts for "membership" status in AAPC.
- HO₄ The AAPC Handbook does not specifically address methods to be employed in the evaluating of the experiential components of counselor training.
- HO₅ "All candidates for membership shall have their qualifications reviewed in a personal interview . . . which shall evaluate the applicants' possession and integration of: A. Personal Identity and Interpersonal Competence: The applicant's awareness of self, of interpersonal dynamics and interpersonal relationships, and capacity for flexible and effective relatedness to others."
- HO₆ "For membership one shall have undergone sufficient psychic therapeutic investigation of one's own intrapsychic processes so that one is able to protect the counselee from one's own problems and to deploy oneself to the maximum benefit of the counselee."
- HO₇ "For membership one shall have
- of counselor and client (consultee) self-awareness and self-understanding.
- "Specific counseling practices have sufficient duration and continuity to assure optimum professional development. . ."
- "Specific internships have sufficient duration and continuity to assure optimum professional development."
- "Supervisory responsibilities include critiquing of counseling, either observed or recorded on audio or videotape."
- "Applicants accepted . . . show . . . openness to self-examination and commitment to self growth."
- From the CACREP Accreditation Manual this item is not specifically addressed.
- "Opportunities for planned

undergone sufficient psychic therapeutic investigation of one's own intrapsychic processes so that one is able to protect the counselee from one's own problems and to deploy one-self to the maximum benefit of the counselee."

- H0g "Pastoral counseling training programs shall provide staff with the ability to: . . . Think and speak theologically about the counseling task, the relation of counseling to the role of the religious community, and the relation of religion and mental health on a community-wide basis.

- H0g Below are listed the content areas of training taken from the AAPC Handbook. With the exception of number 9, these course titles were combined with those 10 course content areas of CACREP to form a list of educational content areas which appear as the operational hypotheses of hypothesis 9. In the event of a course content area being mentioned by both AAPC and CACREP, the duplicate course content area title was not included.

1. Theories of Personality and Personality Development.
2. Interpersonal Relations.
3. Marriage and Family Dynamics.
4. Group Dynamics.

periodic self-evaluation and the development of greater self-understanding are provided for both student and faculty . . . Counseling services for students are available and provided by qualified persons other than counselor education faculty."

While there is no explicit mention of the encouragement counseling students should receive, from counselor education faculty, to develop their own "personal philosophical model of the counseling process" in the CACREP Accreditation Manual, this investigator has reason to believe (derived from literature accounts, and personal discussions with colleagues) that such encouragement does occur frequently.

Below are listed the course content areas of CACREP.

1. Human Growth and Development.
2. Social and Cultural Foundations.
3. The Helping Relationship.
4. Groups.
5. Lifestyle and Career Development.
6. Appraisal of the Individual.
7. Research and Evaluation.
8. Professional Orientation.

5. Personality and Culture.
6. Psychopathology.
7. The Psychology of Religious Experience.
8. Theories of Counseling and Psychotherapy.
9. Theories of the Pastoral Office, including the History and Theory of Pastoral Care.
10. Research Methods.
11. Orientation to the Helping Professions.

CHAPTER SUMMARY

Most descriptions given of pastoral counseling and counselor supervision include a transcendent quality. There are currently attempts made by some pastoral counselors to integrate various psychotherapeutic theories with theological beliefs. The delivery of competent psychotherapy is a crucial issue for both referring clergy and for practicing pastoral counselors. The willingness of a minister to counsel, and the effectiveness of the counseling skills used, is positively related to the number of counseling courses a minister has taken. Descriptions of pastoral counseling supervision are often given in psychoanalytic terms. Pastoral counseling supervisors seem to strongly encourage the pastoral counseling student to become involved in personal counseling or psychotherapy. Pastoral counseling supervisors stress the importance of a pastoral counseling student being aware of the theoretical background of the counseling techniques and procedures that he or she uses in working with clients. At the conclusion of the chapter the standard statements of the AAPC Handbook, which were used in the creation of the survey instrument, are provided.

The contemporary secular counseling profession has evolved from the vocational guidance model existing at the beginning of the twentieth century. Counseling as a profession has become increasingly focused on the healthy, or average, person-in-situation. Counselor supervision strategies have evolved concurrently with the emergence of various psychotherapeutic orientations. Within the past twenty years, the areas of specialization and emphasis within the counseling profession have dramatically increased. With this increase of diversification within the profession, the profession is now requiring longer periods of time for students to complete entry level counselor education programs. At the conclusion of the chapter the standard statements of the CACREP Accreditation Manual, that were used in the creation of the survey instrument, are provided.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

OVERVIEW

This chapter outlines the research procedures employed in the process of conducting this research study. The construction of the research instrument (i.e., Survey of Counselor Educators) is discussed, with particular emphasis on the literature sources, in both the pastoral and professional counselor education literatures, for each of the research hypotheses of this study. A list of the nine major hypotheses, and the subordinate operational hypotheses, is provided. A description of the statistical tests used (i.e., Chi Square, and t test) is given.

GENERAL DESCRIPTION

The research instrument of this study is the Survey of Counselor Educators questionnaire, constructed by this researcher specifically for use in this study. This study attempted to elicit survey responses from the administrative directors (or, chairpersons) of all counselor training programs that were then accredited by the AAPC, and those programs that were accredited by CACREP. There were thirty counselor training programs which were accredited by CACREP (NBCC News Notes, 1985), and twenty-five pastoral counseling training programs accredited by the AAPC (AAPC list of Institutional Members, 1985). A combined list of AAPC and CACREP programs is attached (Appendix G).

Following receiving the approval of this researcher's doctoral

committee members for this study, this researcher obtained approval from the AAPC research committee to proceed with the study (Appendix B). Formal approval was not necessary to conduct research on CACREP accredited training programs.

This investigator sent out the first mailing of surveys on March 5, 1986 (see Appendix C). This first mailing included a stamped self-addressed envelope, a copy of the survey instrument, a cover letter explaining the nature of the study and requesting the named institution's participation. The AAPC programs also received a copy of the February 1986 letter from Dr. Augsburger showing support for the study. These materials were sent to the chairpersons of all AAPC and CACREP accredited counselor education programs in the United States. A second mailing, which included all the materials listed above together with a second cover letter (see Appendix D) was sent on April 16, 1986 to all AAPC and all CACREP member institutions which had not responded by that date. The analyses of the data obtained were performed at the Computer Center at Oregon State University, May 15, 1986. Two responses were received too late to be included in the results of this study.

THE INSTRUMENT

The survey instrument (see Appendix A) for this study was constructed from numerous sources in the literature. This investigator sought to create an instrument that could accurately assess the current status of salient training components of both CACREP and AAPC accredited programs. To facilitate accurate assessment, the creation of survey items was referenced against informative studies,

or position statements, in both pastoral and secular counselor education literature sources.

The list of prominent counseling orientations in item number one was adapted from the study by Wantz, et al (1983). Item two and item three (assessing the total clock hours required for practicum and field work experiences) were created to assess the supervised experiential learning components required by both pastoral and secular counselor educators. (AAPC Handbook, 1981; Accreditation Procedures Manual for CACREP, 1985) Item four was derived from Fuqua and Gade (1982), the AAPC Handbook (1981), and the Accreditation Manual of CACREP (1985). Item five, assessing the emphasis that surveyed counselor education programs place on the personal growth of the counseling student, was derived from literature sources from both pastoral counselor education (AAPC Handbook, 1981; Collins, 1982; Rader, 1977; Ulanov, 1976; Wise, 1977) and secular counselor education (Leddick and Bernard, 1980; Accreditation Procedures Manual for CACREP, 1985).

Item six, the total percentage of counseling students currently in personal counseling or psychotherapy, is referenced against some inferences this investigator has drawn from his reading of the professional counselor education literature (Leddick and Bernard, 1980; Accreditation Procedures Manual for CACREP, 1985), and from more explicit statements made in the pastoral counselor education literature (Collins, 1982; Everett and Wayland-Seaton-Johnson, 1983; Houck and Moss, 1977; Wise, 1977; AAPC Handbook, 1981). Item seven, the degree to which counseling students are encouraged to become in-

volved in personal counseling or psychotherapy, shares the literature sources cited for item six above. Item eight, the level of encouragement counseling students receive to develop their own personal philosophical model of the counseling process, was inferred by this investigator from the position statements of the AAPC (AAPC Handbook, 1981) and CACREP (Accreditation Procedures Manual for CACREP, 1985). In the construction of the topic areas for item nine, this investigator combined (with one exception) all course of study topic headings of both the AAPC (from the AAPC Handbook, 1981), and CACREP (from the Accreditation Procedures Manual for CACREP, 1985). The one exception to this composite list of courses was the course "Theories of Pastoral Office, including the History and Theory of Pastoral Care" (AAPC Handbook, 1981), which is clearly an area of study specific to pastoral counselor training.

Item ten seeks demographic information on the constituencies of both pastoral and secular counselor training programs. Item eleven is an open-response question designed to elicit respondents' comments regarding other important aspects of their counselor education program that were not addressed by previous questions. Lastly, the respondent is asked if he or she would like a copy of the results of this study.

RESEARCH HYPOTHESES

There were nine primary hypotheses in this study. Each was stated in a null form. Hypotheses 1, 4, and 9 are subdivided into a number of subordinate operational hypotheses.

Hypothesis 1: There is no difference in the emphasis, by secular

and pastoral counselor training programs, on the utilization of the major counseling orientations.

Operational Hypotheses:

- Ho 1a: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the behavioral counseling orientation.
- Ho 1b: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the cognitive counseling orientation.
- Ho 1c: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the eclectic counseling orientation.
- Ho 1d: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the existential counseling orientation.
- Ho 1e: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the phenomenological counseling orientation.
- Ho 1f: There is no difference in the emphasis, by secular and pastoral counselor training programs on the utilization of the psychoanalytic counseling orientation.
- Ho 1g: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the trait factor counseling orientation.
- Ho 1h: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the transactional analysis counseling orientations.
- Ho 1i: There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the gestalt counseling orientation.
- Ho 1j: There is no difference in the emphasis, by secular and pastoral counselor training pro-

grams, on the utilization of the client-centered counseling orientation.

Hypothesis 2: There is no difference between the pastoral and secular counselor training programs in the mean number of clock hours required in on campus laboratory or skill training experiences.

Hypothesis 3: There is no difference between the secular and pastoral counselor training programs in the mean number of clock hours required for on-site (or internship) field experiences.

Hypothesis 4: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the evaluation of the experiential components of counselor training.

Operational Hypotheses:

- Ho 4a: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'videotape' in the evaluation of the experiential components of counselor training.
- Ho 4b: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'audiotape' in the evaluation of the experiential components of counselor training.
- Ho 4c: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'direct observations' in the evaluation of the experiential components of counselor training.
- Ho 4d: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'Interpersonal Process Recall (IPR)' in the evaluation of the experiential components of counselor training.
- Ho 4e: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'direct consultation with supervisor following session' in the evaluation of the experiential components of counselor training.
- Ho 4f: There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of the 'process

report' in the evaluations of the experiential components of counselor training.

- Hypothesis 5: There is no difference in the degree of emphasis that secular and pastoral counselor training programs place on the 'personal growth' of the counseling student.
- Hypothesis 6: There is no difference between pastoral and secular counselor training programs in the percentage of students in personal counseling or psychotherapy as clients.
- Hypothesis 7: There is no difference between pastoral and secular counselor training programs in the extent to which students are encouraged to become involved as a client in personal counseling or psychotherapy.
- Hypothesis 8: There is no difference between secular and pastoral counselor training programs in the level of encouragement students receive to develop their own personal philosophical model of the counseling process.
- Hypothesis 9: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the major content areas of counselor education.

Operational Hypotheses:

- Ho 9a: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'marriage counseling'.
- Ho 9b: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'life meaning issues'.
- Ho 9c: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'family counseling'.
- Ho 9d: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'gerontological issues'.
- Ho 9e: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'sexuality issues'.

- Ho 9f: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'individual counseling'.
- Ho 9g: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'spiritual issues'.
- Ho 9h: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'interpersonal relationship issues'.
- Ho 9i: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'occupational and vocational guidance'.
- Ho 9j: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'life transition issues'.
- Ho 9k: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'counseling research'.
- Ho 9l: There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'counseling research'.
- Ho 9m: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'psychopathology'.
- Ho 9n: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'professional orientation'.
- Ho 9o: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'appraisal of the individual'.
- Ho 9p: There is no difference of emphasis, by pastoral and secular counselor training programs,

- on the content area of 'theories of counseling'.
- Ho 9q: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'human growth and development'.
- Ho 9r: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'personality theories'.
- Ho 9s: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'social and cultural foundations'.
- Ho 9t: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'the psychology of religious experiences'.
- Ho 9u: There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'the helping relationship'.

STATISTICAL PROCEDURES

The statistical procedures used in this study are straightforward. For hypotheses 1, 4, 5, 6, 7, 8, and 9 this study will employ the chi square (χ^2) test. As Ruyon and Haber (1976) point out, "The (χ^2) one-variable test has been described as a 'goodness-of-fit' technique, permitting us to determine whether or not a significant difference exists between the observed number of cases appearing in each category and the expected number of cases under the null hypothesis" (p.328). For hypotheses 2 and 3 the t test was used to test the data. Due to the large number of tests being performed, a conservative level of significance was set at the .01 level.

SUMMARY

Chapter three has presented the research design and procedures which were utilized in this study of the educational and training components of pastoral and secular counselor training. The construction of the survey instrument was discussed. The research hypotheses were presented, as well as a description of the statistical procedures used in the analysis of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF SIGNIFICANT FINDINGS

OVERVIEW

This chapter presents the significant findings of the statistical analyses of the data. This study tested nine general hypotheses, which included forty three operational hypotheses. The analysis utilized the Chi Square (X^2) test in analyzing the data obtained on hypotheses 1, 4, 5, 6, 7, 8, and 9. The t test was employed to analyze the data on hypotheses 2 and 3. This chapter presents only those hypotheses that were significant at the ($p \leq .01$) level. Hypotheses 2, 3, 5, and 8 were found to be non-significant. The complete analyses appear in Appendix H. That statistical findings are based upon a return rate of 19 (76%) of the 25 pastoral counselor training (AAPC) programs, and 24 (80%) of the secular counselor training (CACREP) programs surveyed.

ANALYSIS OF HYPOTHESIS 1

There was found to be a significant difference of emphasis ($p \leq .001$) between pastoral (AAPC) and secular (CACREP) counselor training programs on the use of the psychoanalytic counseling orientation. The analysis of this difference of emphasis is presented in table 1.

ANALYSIS OF HYPOTHESIS 4

A significant difference was found between AAPC and CACREP programs, in the procedures used to evaluate the experiential components of counselor training. The analysis presented in table 2 reveals that CACREP programs place significantly more emphasis ($P \leq .01$) on the use of 'videotape' in the evaluation process.

TABLE 2

EXPERIENTIAL EDUCATION EVALUATION - VIDEOTAPE

| GRP | ROW PCT | IND | O4A | | | | ROW TOTAL |
|--------------|---------|------|-----------------|-------------------|----------------|-------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | | |
| | COL PCT | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 4 | 7 | 6 | 2 | 19 | |
| | | 21.1 | 36.8 | 31.6 | 10.5 | 44.2 | |
| | | 66.7 | 87.5 | 42.9 | 13.3 | | |
| SECULAR | 2 | 2 | 1 | 8 | 13 | 24 | |
| | | 8.3 | 4.2 | 33.3 | 54.2 | 55.8 | |
| | | 33.3 | 12.5 | 57.1 | 86.7 | | |
| COLUMN TOTAL | | 6 | 8 | 14 | 15 | 43 | |
| | | 14.0 | 18.6 | 32.6 | 34.9 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|----------|---------------------|
| 13.11498 | 3 | .0044 * | 2.651 | 4 OF 8 (50.0P) |

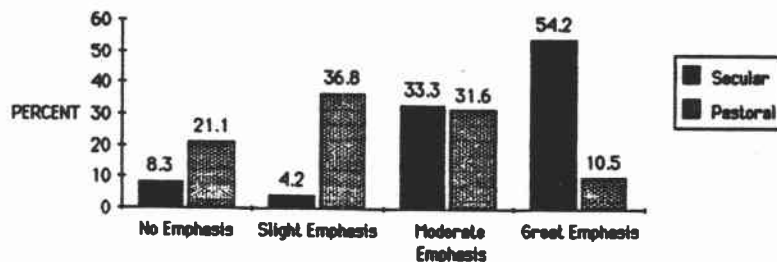
NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant $P \leq .01$.

Figure 2 displays that 54.2% of the CACREP programs, compared to 10.5% of the AAPC programs, place "great emphasis" on the use of 'videotape' in the evaluation process.

FIGURE 2

EXPERIENTIAL EDUCATION EVALUATION - VIDEOTAPE



Secular counselor training programs were found to use the procedure "direct observation" significantly more ($P \leq .01$) than pastoral counselor training programs. This difference of emphasis is depicted in table 3.

TABLE 3

EXPERIENTIAL EDUCATION EVALUATION - DIRECT OBSERVATION

| GRP | COUNT | Q4C | | | | ROW TOTAL |
|--------------|---------|----------|----------|----------|----------|-----------|
| | | NO | SLIGHT | MODERATE | GREAT | |
| ROW PCT | COL PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | |
| | | 1 | 2 | 3 | 4 | |
| PASTORAL | 1 | 2 | 12 | 5 | | 19 |
| | | 10.5 | 63.2 | 26.3 | | 44.2 |
| | | 100.0 | 63.2 | 33.3 | | |
| SECULAR | 2 | 7 | 10 | 7 | | 24 |
| | | 29.2 | 41.7 | 29.2 | | 55.8 |
| | | 36.8 | 66.7 | 100.0 | | |
| COLUMN TOTAL | | 2 | 19 | 15 | 7 | 43 |
| | | 4.7 | 44.2 | 34.9 | 16.3 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|----------|---------------------|
| 11.95733 | 3 | .0091* | .884 | 4 OF 8 (50.0P) |

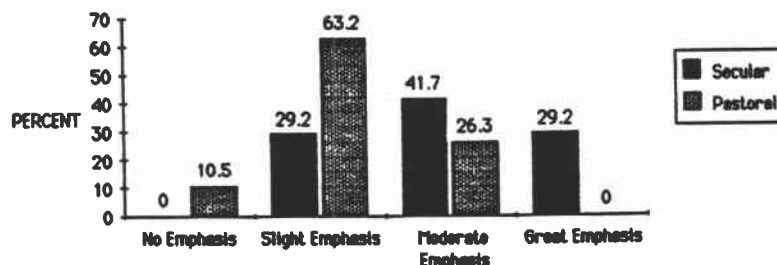
NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $P \leq .01$.

Figure 3 reveals that 29.2% of the CACREP programs placed "great emphasis" on 'direct observation', contrasted with 0% of AAPC programs placing "great emphasis" on this procedure.

FIGURE 3

EXPERIENTIAL EDUCATION EVALUATION - DIRECT OBSERVATION



ANALYSIS OF HYPOTHESIS 6

Significant differences ($P \leq .001$) were found, between secular and pastoral counselor training programs, in the higher

percentage of AAPC counseling students currently involved in counseling or psychotherapy as clients. The data generated by hypothesis 6 are presented in table 4.

TABLE 4
PERCENTAGE OF STUDENTS IN PERSONAL COUNSELING

| GRP | COUNT | PCT | | | | | ROW TOTAL |
|--------------|-------|------|------|------|------|-------|-----------|
| | | 11 | 21 | 31 | 41 | 51 | |
| PASTORAL | 1 | 5.3 | 5.3 | 5.3 | 10.5 | 14 | 19 |
| | | 12.5 | 7.1 | 33.3 | 50.0 | 100.0 | 44.2 |
| SECULAR | 2 | 29.2 | 54.2 | 8.3 | 8.3 | | 24 |
| | | 87.5 | 92.9 | 66.7 | 50.0 | | 55.8 |
| COLUMN TOTAL | | 18.6 | 32.6 | 7.0 | 9.3 | 32.6 | 100.0 |

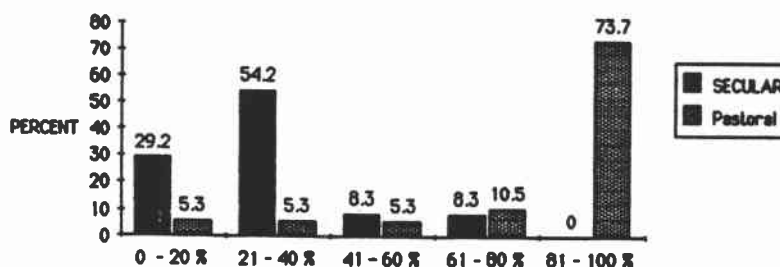
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 28.92879 | 1 | .0000* | 1.326 | 6 OF 10 (60.0P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $p \leq .001$.

Figure 4 illustrates the stark differences between AAPC and CACREP programs in the percentage of counseling students in personal counseling. 73.7% of AAPC programs report that between 81% - 100% of their students are currently involved in personal counseling as clients. None (0%) of CACREP programs reported this high a percentage of students in personal counseling.

FIGURE 4
PERCENTAGE OF STUDENTS IN PERSONAL COUNSELING



ANALYSIS OF HYPOTHESIS 7

Pastoral counselor training programs were found to differ from secular training programs in the degree of encouragement students receive to become involved in personal counseling as clients. Table 5 reveals that AAPC programs offer significantly more ($P \leq .01$) encouragement to students to enter personal counseling than do CACREP programs.

TABLE 5

DEGREE OF ENCOURAGEMENT STUDENTS RECEIVE TO ENTER COUNSELING

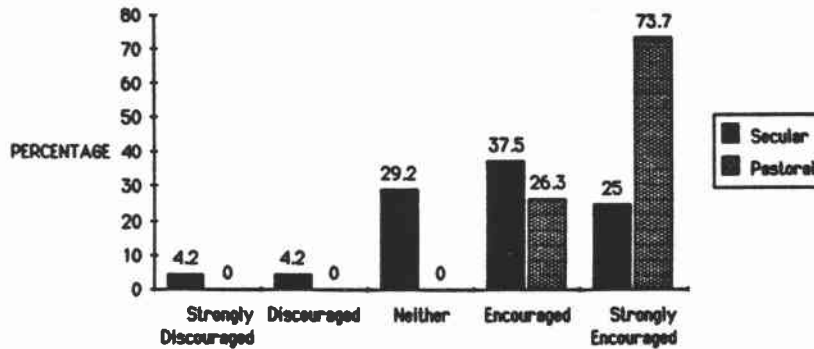
| GRP | COUNT ROW PCT COL PCT | Q7 | | | | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------|-------|----------|---------------------|------|--------------|
| | | 1I | 2I | 3I | 4I | 5I | |
| PASTORAL | 1 | 1 | 1 | 1 | 5 | 14 | 19 |
| | | | | | 28.3 | 73.7 | 44.2 |
| | | | | | 35.7 | 70.0 | |
| SECULAR | 2 | 1 | 1 | 7 | 9 | 6 | 24 |
| | | 4.2 | 4.2 | 29.2 | 37.5 | 25.0 | 55.8 |
| | | 100.0 | 100.0 | 100.0 | 64.3 | 30.0 | |
| COLUMN TOTAL | | 1 | 1 | 7 | 14 | 20 | 43 |
| | | 2.3 | 2.3 | 16.3 | 32.6 | 46.5 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 12.93837 | 4 | .0116* | | .442 | 6 OF 10 (60.0P) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference is significant at $P \leq .01$.

Figure 5 illustrates that 73.1% of AAPC programs, contrasted with 25% of CACREP programs "strongly encourage" students to enter personal counseling. When the categories "encouraged" and "strongly encouraged" are combined, 100% of AAPC programs compared to 62.5% of CACREP programs offer students some degree of encouragement to become involved in personal counseling.

FIGURE 5

DEGREE OF ENCOURAGEMENT STUDENTS RECEIVE TO ENTER COUNSELING



ANALYSIS OF HYPOTHESIS 9

Pastoral and secular counselor training programs were found to differ on the degree of emphasis placed on various counseling course content areas. Table 6 reveals that pastoral counselor training programs place significantly more emphasis ($P \leq .001$) on the 'spiritual issues' content area than do secular programs.

TABLE 6

CONTENT AREA EMPHASIS - SPIRITUAL ISSUES

| GRP | COUNT ROW PCT COL PCT | 09G | | | | ROW TOTAL |
|-----------------|-----------------------------|-----------------|--------------------|----------------------|-------------------|--------------|
| | | IND EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | | 1 | 11 | 7 | 19 |
| | | | 5.3 | 57.9 | 36.8 | 44.2 |
| | | | 9.1 | 73.3 | 87.5 | |
| SECULAR | 2 | 9 | 10 | 4 | 1 | 24 |
| | | 37.5 | 41.7 | 16.7 | 4.2 | 55.8 |
| | | 100.0 | 90.9 | 26.7 | 12.5 | |
| COLUMN TOTAL | | 9 | 11 | 15 | 8 | 43 |
| | | 20.9 | 25.6 | 34.9 | 18.6 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN. E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|-----------|---------------------|
| 23.87167 | 3 | .0000 * | 3.535 | 4 OF 8 (50.0P) |

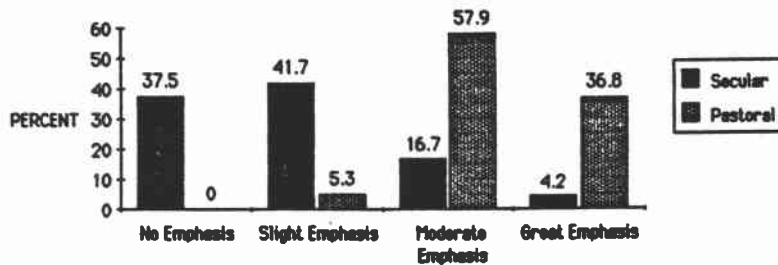
NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $P \leq .001$.

Figure 6 reveals that 36.8% of AACPC programs, contrasted with 4.2% of CACREP programs, place "great emphasis" on the area of 'spiritual issues'. When the "moderate emphasis" and "great emphasis" categories are combined, 94.7% of AACPC program compared to 20.9% of CACREP programs report emphasizing 'spiritual issues'.

FIGURE 6

CONTENT AREA EMPHASIS - SPIRITUAL ISSUES



Differences were found in the degree of emphasis AACPC and CACREP programs place on the content area of 'occupational and vocational guidance'. Secular programs were found to emphasize this content area significantly more ($P \leq .001$) than pastoral programs.

TABLE 7

PROGRAM AREA EMPHASIS - OCCUPATIONAL AND VOCATIONAL GUIDANCE

| GRP | ROW PCT | COL PCT | 091 | | | | ROW TOTAL |
|--------------|---------|---------|----------|-----------------|-------------------|----------------|-----------|
| | | | EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 1 | 5 | 12 | 2 | 1 | 19 |
| | | | 26.3 | 63.2 | 10.5 | 1 | 44.2 |
| | | | 100.0 | 63.2 | 15.4 | | |
| SECULAR | 2 | 1 | 7 | 11 | 6 | 1 | 24 |
| | | | 29.2 | 45.8 | 25.0 | 1 | 55.8 |
| | | | 36.8 | 84.6 | 100.0 | | |
| COLUMN TOTAL | | | 5 | 19 | 13 | 6 | 43 |
| | | | 11.6 | 44.2 | 30.2 | 14.0 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|----------|---------------------|
| 18.21140 | 3 | .0004 * | 2.209 | 4 OF 8 (50.0P) |

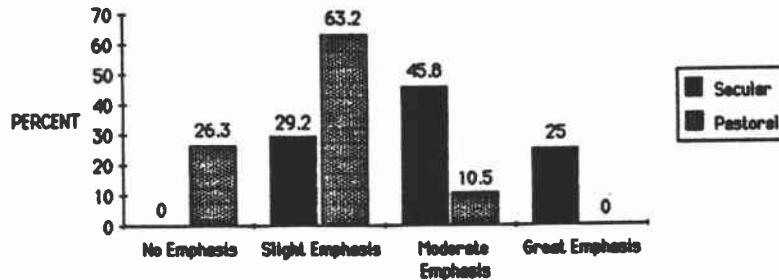
NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $P \leq .001$.

Figure 7 displays that 25% of CACREP programs, contrasted with 0% of AAPC programs, place "great emphasis" on the content area of 'occupational and vocational guidance'. When the categories of 'moderate emphasis' and "great emphasis" are combined, 69.9% of CACREP programs contrasted with 10.5% of AAPC programs emphasize this content area.

FIGURE 7

PROGRAM AREA EMPHASIS - OCCUPATIONAL AND VOCATIONAL GUIDANCE



Secular counselor training programs were found to differ from pastoral programs in the degree of emphasis placed on the 'group work' course content area. CACREP programs emphasized this course content area significantly more ($P \leq .001$) than AAPC programs. The analysis of this difference is displayed in table 8.

TABLE 8

COURSE CONTENT AREA - GROUP WORK

| GRP | COUNT | OSK | | | | ROW TOTAL |
|--------------|---------|-------------|-----------------|-------------------|----------------|-----------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| COL PCT | ROW PCT | 1 | 2 | 3 | 4 | |
| PASTORAL | 1 | 1 | 8 | 9 | 1 | 19 |
| | | 5.3 | 42.1 | 47.4 | 5.3 | 44.2 |
| | | 100.0 | 100.0 | 42.9 | 7.7 | |
| SECULAR | 2 | | | 12 | 12 | 24 |
| | | | | 50.0 | 50.0 | 55.8 |
| | | | | 57.1 | 92.3 | |
| COLUMN TOTAL | | 1 | 8 | 21 | 13 | 43 |
| | | 2.3 | 18.6 | 48.8 | 30.2 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|----------|---------------------|
| 18.40370 | 3 | .0004 * | .442 | 4 OF 8 (50.0P) |

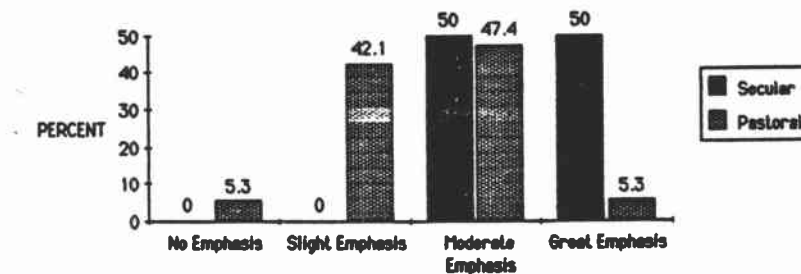
NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $p \leq .001$.

Figure 8 reveals that 50% of CACREP programs place "great emphasis" on 'group work', contrasted with 5.3% of AAPC programs. When "moderate emphasis" and "great emphasis" categories are combined, 100% of CACREP programs emphasize 'group work', compared to 52.7% of the pastoral counselor training programs.

FIGURE 8

COURSE CONTENT AREA - GROUP WORK



Pastoral counselor training programs were found to emphasize the course 'the psychology of religious experience' significantly more ($P \leq .001$) than secular programs. Table 9 presents the analysis of this difference.

TABLE 9

CONTENT AREA EMPHASIS - PSYCHOLOGY OF RELIGIOUS EXPERIENCE

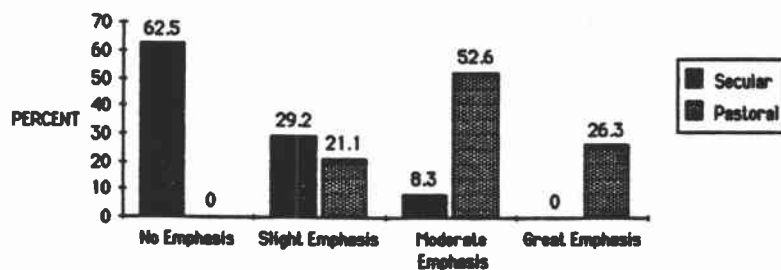
| GRP | COUNT ROW PCT COL PCT | 09T | | | | ROW TOTAL |
|------------------------------------|-----------------------------|-------------------------|---------------------------|------------------------|---------------------|--------------|
| | | SLIGHT EMPHASIS 1 | MODERATE EMPHASIS 2 | GREAT EMPHASIS 3 | 4 | |
| PASTORAL | 1 | 4 | 10 | 5 | 19 | |
| | | 21.1 | 52.6 | 26.3 | 44.2 | |
| | | 36.4 | 83.3 | 100.0 | | |
| SECULAR | 2 | 7 | 2 | | 24 | |
| | | 62.5 | 29.2 | 8.3 | 55.8 | |
| | | 100.0 | 83.6 | 18.7 | | |
| COLUMN TOTAL | | 15 | 11 | 12 | 5 | 43 |
| | | 34.9 | 25.6 | 27.9 | 11.6 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.F. | CELLS WITH E.F. < 5 | |
| 25.92059 | 3 | .0000* | | 2.209 | 3 OF 8 (37.5P) | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference is significant at $P \leq .001$.

Figure 9 illustrates that 26.3% of AAPC programs, compared to 0% of CACREP programs, place "great emphasis" on the course 'the psychology of religious experience'. When the "moderate emphasis" and "great emphasis" categories are combined, 78.9% of the pastoral programs, compared to 8.3% of the secular programs, place some degree of emphasis on that area.

FIGURE 9

CONTENT AREA EMPHASIS - PSYCHOLOGY OF RELIGIOUS EXPERIENCE



Secular counselor training programs were found to significantly differ ($P \leq .01$) from pastoral programs in the degree of emphasis placed on the course content area of 'the helping relationship'. The difference of emphasis is depicted in table 10.

TABLE 10

CONTENT AREA EMPHASIS - THE HELPING RELATIONSHIP

| GRP | COUNT | OSU | | ROW TOTAL |
|----------|-------|--------------------|----------------|-----------|
| | | IMODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 11 | 8 | 19 |
| | | 57.9 | 42.1 | 44.2 |
| | | 78.6 | 27.6 | |
| SECULAR | 2 | 3 | 21 | 24 |
| | | 12.5 | 87.5 | 55.8 |
| | | 21.4 | 72.4 | |
| | | 14 | 29 | 43 |
| | | 32.6 | 67.4 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
|------------|------|--------------|-----------------------------|---------------------|
| 7.99218 | 1 | .0047* | 8.188 | NONE |
| 9.95218 | 1 | .0016 | (BEFORE YATES CORRECTION) | |

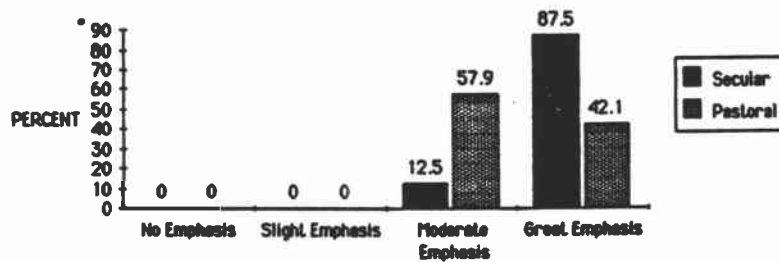
NUMBER OF MISSING OBSERVATIONS = 0

* The difference is significant at $P \leq .01$.

Figure 10 displays that 87.5% of CACREP programs, contrasted with 42.1% of AAPC programs, place "great emphasis" on the content area of 'the helping relationship'. When the "great emphasis" and "moderate emphasis" categories are combined, 100% of the AAPC programs and 100% of the CACREP programs place some degree of emphasis on this content area.

FIGURE 10

CONTENT AREA EMPHASIS - THE HELPING RELATIONSHIP



ANALYSIS OF ITEM 10

Item ten, of the survey instrument, assesses salient demographic variables of those CACREP and AAPC accredited counselor training programs which participated in the present study. The information from item ten is broken down into four categories: number of male students (10a), number of female students (10b), percentage of student body of ethnic minority status (10c), and the number of foreign (i.e., non-U.S. citizen) students. The results for each category are presented for AAPC and CACREP programs in table 11 below.

TABLE 11
DEMOGRAPHIC PROFILE OF AAPC AND CACREP PROGRAMS

| | No. of Male Students | No. of Female Students | Percent of Minority Students | No. of Foreign Students | Total Number of Students |
|--------------------|----------------------------|------------------------------|------------------------------------|-------------------------------|--------------------------------|
| <u>AAPC</u> | | | | | |
| Total Number | 174 | 138 | --- | 15 | 312 |
| Mean | 9.2 | 7.3 | 10% | .8 | 16.8 |
| Standard Deviation | 11.2 | 12.2 | 8.0% | .3 | 23.3 |
| Range | 1-50 | 1-55 | 0-30% | 0-3 | 4-105 |
| <u>CACREP *</u> | | | | | |
| Total Number | 1693 | 2659 | --- | 136 | 4352 |
| Mean | 73.6 | 115.6 | 13.5% | 5.9 | 189.2 |
| Standard Deviation | 151 | 89.5 | 13.1% | 7.2 | 148 |
| Range | 7-295 | 12-360 | 0-60% | 0-25 | 19-560 |

*Note: CACREP program data are based on 23 CACREP program chairpersons providing information on item 10. One CACREP program chairperson left this item blank.

ANALYSIS OF ITEM 11

Item eleven, of the survey instrument, is an open-ended question. "Is there anything else you would like to say about your counselor education program? Please feel free to continue comments on back of page". This question elicited a number of responses from both CACREP and AAPC respondents.

CACREP COUNSELOR EDUCATION PROGRAM RESPONSES

Of the 24 CACREP counselor education program chairpersons responding to this study, seven chose to write comments under item eleven of the survey instrument. These seven comments are as follows.

- 1) Practitioner/Scientist Ph.D program - APA/CACREP accredited Practitioner M.A. program.
- 2) We have several different programs and will begin "art therapy". Many students are part-time.

- 3) I have responded for our masters and doctoral programs combined.
- 4) These answers refer only to the MA programs - doctoral programs are not included.
- 5) Because we have a number of programs within CACREP, I have completed this for our entry level community agency program.
- 6) We are diversifying to 6 specializations within a 60 unit MS degree - school counseling; school psychology; Marriage, Family and Child counseling; Counseling in Business & Industry; Career Counseling; College Student Personnel Counseling.
- 7) Yes, but time does not allow - even now I have another person's questionnaire before me - you are fortunate if others reply for many are out there soliciting information.

AAPC COUNSELOR EDUCATION PROGRAM RESPONSES

Of the 19 AAPC counselor education program chairpersons responding to this study, four chose to write comments under items eleven of the survey instrument. These four comments are as follows.

- 1) We have a small 21 month pastoral counseling training program, which is AAPC and ACPE accredited - plus participants receive supervision certifiable by AAMFT. Our program is very intense, and is psychodynamically and systematically oriented.
- 2) These statistics reflect two training programs - a full-time two year residency and a two semester practicum accredited by area universities and seminars.
- 3) We are a residency training program in pastoral psychotherapy. We have three residents at a time for two year periods.
- 4) We believe that counselor education, if successful, will touch and alter the basic core of self of the individual (student).

TABLE 12

SUMMARY OF THE NINE MAJOR HYPOTHESES

| <u>Hypothesis</u> | <u>Result at .01 level</u> |
|--|----------------------------|
| Ho 1: Counseling orientations | rejected |
| Ho 2: Clock hours of on-campus laboratory or skill training experience | retained |
| Ho 3: Clock hours of on-site (or internship) field experiences | retained |
| Ho 4: Evaluation methods | rejected |
| Ho 5: Personal growth of trainees | retained |
| Ho 6: Students in personal counseling | rejected |
| Ho 7: Encouragement students receive for personal counseling | rejected |
| Ho 8: Student development of counseling philosophy | retained |
| Ho 9: Major content areas of counselor education | rejected |

SUMMARY

Chapter four has presented the significant results of this study, as well as the information obtained from items 10 and 11 of the survey instrument. A summary of the nine major hypotheses, with the decisions to retain or reject for each, is presented. The results of this study reveal that significant differences do exist between CACREP and AAPC accredited counselor training programs in the following areas: utilization of various counseling orientations; methods used to evaluate the experiential components of counselor training; the percentage of counseling students currently involved in personal counseling or psychotherapy as clients; the degree of

encouragement counseling students receive to become involved as a client in personal counseling or psychotherapy; and the degree of emphasis that the surveyed counselor training programs place on the major content areas of counselor education. These results, as well as the comments made by the surveyed counselor educators to items ten and eleven of the survey instrument, will be discussed in chapter five.

CHAPTER V DISCUSSION

OVERVIEW

This study comparatively analyzed a number of salient components of the counselor education process of the counselor training programs that were accredited by either the American Association of Pastoral Counselors (AAPC) or the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The survey instrument, utilized in this study was constructed by this investigator from numerous sources in the literature. The results of this study are based upon a return rate of 19 (76%) of the 25 pastoral counselor training (AAPC) programs, and 24 (80%) of the 30 secular counselor training (CACREP) programs surveyed.

The findings of this study reveal that significant differences exist between the AAPC and CACREP counselor education programs. Differences found are in the following areas: counseling orientation emphasized, methods of evaluating the experiential components of counselor training; the number of counseling students currently in personal counseling as clients; the degree of encouragement that counseling students receive to become involved in counseling as clients; and the educational content are emphasis of counselor training. Similarities exist between AAPC and CACREP programs in that both groups of counselor educators highly encourage the personal growth of the counseling student, and encourage counseling students to develop their own personal philosophical model of the counseling process.

The demographic profiles of AAPC and CACREP programs are pre-

sented. The write-in comments made by AAPC and CACREP respondents are discussed. The limitations of the study are outlined, as well as recommendations for future research. This chapter ends with a concluding statement regarding the current status of contemporary American secular and pastoral counselor training.

DISCUSSION OF THE FINDINGS

Hypothesis 1, theoretical orientation, revealed a significant difference on the psychoanalytic counseling orientation. AAPC programs were more psychoanalytic in this theoretical orientation than CACREP programs. This finding is congruent with the position statements made by pastoral counselor educators (Collins, 1982; Hemmenway, 1982; Manzella, 1977; Rader, 1977; Wise, 1977).

There is reason to believe that survey items two and three (H_2 and H_3) were not clearly understood by all respondents in this study. For AAPC respondents, this lack of understanding is evidenced by such statements as "I am not sure what you mean by numbers 2 and 3. . .". CACREP chairpersons expressed confusion as to whether they should respond according to their masters degree programs, their doctoral programs, or programs at both the masters and doctoral degree levels. It is clear, to this researcher, that questions two and three were inadequate to elicit the desired information. Therefore, the data obtained on hypotheses two and three should not be viewed as valid.

The results of hypothesis 4, methods of evaluating the experiential components of counselor training, show that two evaluation methods receive different degrees of emphasis between AAPC and

CACREP programs. The utilization of videotape, and the use of direct observations were found to be emphasized more in CACREP programs. This difference of emphasis in evaluation methods is not explained in the literature reviewed for this study. Pastoral counselor educators may wish to evaluate this technology (videotape equipment and equipping interview rooms for direct observation) for possible integration into their program.

No significant difference was found in the degree of emphasis CACREP and AAPC programs place on the personal growth of the counseling student (hypothesis 5). The majority of AAPC and CACREP programs state that counseling student personal growth is a programmatic goal of professional counselor training.

AAPC programs have a much higher percentage of students in personal counseling than CACREP programs (hypothesis 6). Seventy-three percent of AAPC programs report between 81% to 100% of their students are currently in personal counseling. For 84.3% of CACREP programs, less than 40% of the students are currently in personal counseling. The reasons for the high percentage of AAPC students in counseling can be traced to both the strong, psychoanalytic emphasis in pastoral counselor training, and to the AAPC requirement that pastoral counselors participate in a "therapeutic experience" (see Appendix E). It is interesting that CACREP programs report a lower percentage of their students in counseling, given the strong emphasis on personal growth in CACREP programs. The methods for achieving growthful changes are often left to the discretion of the student in CACREP programs. Growthful changes have been reported to result

from student involvement in the process of counselor education (Kammer, 1984).

Hypothesis 7, encouragement counseling students receive to enter counseling, revealed differences between AAPC and CACREP programs. AAPC programs either "encourage" (26.3%) or "strongly encourage" (73.7%) students to become involved in personal counseling. In response to the question posed by Everett and Wayland-Seaton-Johnson (1983), whether pastoral counseling students are still being encouraged to enter personal therapy, the data of this study confirms that this encouragement continues. Sixty two percent of CACREP programs express some degree of encouragement for students to be in personal counseling. Clearly, CACREP programs vary considerably on this issue.

CACREP and AAPC programs report nearly unanimous agreement that students are encouraged to develop their own model of the counseling process (hypothesis 8). This finding is of particular interest due to the theoretical diversity between programs.

AAPC programs place more emphasis on the spiritual issues and the psychology of religious experience course content areas than CACREP programs (hypothesis 9). However, CACREP programs place greater emphasis on group work, occupational relationship than do AAPC programs. These differences reflect content area emphasis that are listed in AAPC and CACREP respondents' respective accreditation manuals. These results reveal that CACREP and AAPC programs have retained special emphasis on course content areas unique to each profession. The unique emphasis on group work, by CACREP pro-

grams, suggests that AAPC programs might benefit from intensifying their training in this area. CACREP programs' greater emphasis on the helping relationship is an interesting finding. Given the psychoanalytic emphasis of AAPC programs, perhaps the data on the helping relationship content area would have been different if this course had been referred to as "the therapeutic alliance, or other synonymous terms. That only 5 of the 21 course content areas presented should receive significantly different emphasis, suggests AAPC and CACREP programs are teaching many of the same core content areas.

From the demographic information provided in table 11 shows that the mean number of students in AAPC programs ($\bar{x}=16.8$) is much lower than that for CACREP programs ($\bar{x}=189.2$). Within CACREP programs there are more female ($\bar{x}=115.6$) than male ($\bar{x}=73.6$) students. For AAPC programs, there are more male students ($\bar{x}=9.2$) than female ($\bar{x}=7.3$) students. The percentages of minority students within AAPC ($\bar{x}=10\%$) and CACREP ($\bar{x}=13.5\%$) programs are roughly comparable. There are more foreign students in CACREP programs ($\bar{x}=5.9$) than in AAPC programs ($\bar{x}=.8$). As noted on table 11, these data are based on all 19 AAPC program respondents and on 23 of the 24 CACREP program respondents.

CACREP program responses to item eleven reveal that, depending on the respondents' understanding of the questions on the survey instrument, their responses were made regarding either their entire program, certain levels of training only, or for certain areas of specialization only. From comments made on returned surveys by

CACREP respondents there is reason to believe that the differential responding of CACREP chairpersons is largely limited to items two and three. The four comments made by AAPC chairpersons to item eleven present pastoral counselor training as having an intensely personal focus. The 'depth psychology' emphasis of training is given by one of the AAPC chairpersons responding to this study: "We believe that counselor education, if successful, will touch and alter the basic core of self of the individual."

SUMMARY OF FINDINGS

The results of this study can provide assistance in answering the question posed by Gerald May.

There was a time when psychological phenomena were seen in spiritual terms. Then we went through a period in which spirituality was often seen in psychological terms. Now, what? (May, 1984, p.4)

This study demonstrates that contemporary pastoral and secular counselor training programs continue to distinguish themselves by emphasizing counselor education content areas unique to their respective historical origins. Beyond these content areas receiving unique emphasis by either AAPC or CACREP programs, there is evidence that many pastoral and secular counselor education programs are teaching students similar content areas.

This may be due, in part, to the fact that many counseling students desire to receive professional certifications upon their completion of counselor training. Often graduates of AAPC programs seek additional professional certifications from such professional groups as the American Association of Marriage and Family Therapists

(AAMFT), or the Association of Clinical Mental Health Counselors (CMHC). Graduates of CACREP programs may seek certification from AAMFT, CMHC, or the National Board for Certified Counselors (NBCC). Regardless of which professional counselor certification group a pastoral or secular counselor seeks to join, there exist a common "core" of educational requirements across programs. This fact seems to have influenced both AAPC and CACREP programs to include within their curricula courses which meet the "core" professional counselor education requirements of the major professional counselor certification groups.

The methods employed in the training of pastoral counselors appear quite different. With the stronger psychoanalytic orientation emphasis, AAPC counselor educators place much greater emphasis, than do CACREP counselor educators, on the importance of counseling students being clients in personal counseling as an adjunct to the other facets of the counselor education process. This programmatic encouragement to be in counseling has resulted in a significantly greater number of AAPC students being in personal therapy. For CACREP programs, the choice of becoming involved in personal counseling is more often left to the discretion of the individual counseling student.

The personal growth of the counseling student is highly emphasized by both CACREP and AAPC programs. It is around the question of how to facilitate counseling student personal growth that differences between secular and pastoral counselor training programs arise. For AAPC programs, the student being in personal therapy is the

major procedure used to assist counselor student growth. CACREP programs often leave the decision regarding personal counseling to the student. There is some evidence to show that the counselor training process itself facilitates growthful change.

LIMITATIONS OF THE STUDY

The following appear to be limitations of this research:

1. This study employed a survey instrument, which was mailed to all respondents. The results of this study are dependent upon AAPC and CACREP program chairpersons clearly understanding the various items of the questionnaire. Comments made on returned surveys, by AAPC and CACREP respondents, to survey items 2 and 3 indicate that these items were not clearly understood.
2. The survey instrument of this study was mailed to all program chairpersons of AAPC and CACREP accredited counselor training programs. Responses on the survey instruments returned are those of program chairpersons. These responses may not accurately reflect the assessments of other faculty, and students, within those programs surveyed.
3. Programs accredited by CACREP often train students at the masters and doctoral degree levels. AAPC program students typically already have a professional degree (e.g., M.Div., Th.M) prior to beginning professional pastoral counselor training. Therefore, when entire CACREP and AAPC programs are compared, there is an inequity in the degree level of training.
4. Pastoral counselors are trained to function in two major roles, i.e., that of an ordained minister or priest, and as a professionally trained counselor. The scope of this study is restricted to an examination of salient components of the professional pastoral counselor education, and does not address theological training procedures.
5. The data base of this study is sufficient to justify rather general statements regarding surveyed areas of counselor education within AAPC and CACREP programs. However, the conclusions of this study should not be generalized to secular and pastoral counselor training programs not accredited by either CACREP or AAPC.

RECOMMENDATIONS

1. It would be helpful for a future researcher to interview AAPC and CACREP chairpersons to determine the proper way to phrase questions regarding program time requirements for practicum and internship experiences.
2. Future comparative research might focus on comparing the doctoral level training programs of CACREP and AAPC.
3. AAPC programs might benefit by integrating videotape and direct observation evaluation methods into their programs.
4. CACREP programs may benefit by examining the importance of personal counseling for students in their programs.
5. AAPC programs might benefit by intensifying their emphasis on the course content area of group work.
6. Communication between AAPC and CACREP counselor educators should increase. The more frequent exchange of teaching experiences, new evaluation and training techniques, and new models of facilitating student growth would be of benefit to both pastoral and secular counselor educators.

CONCLUSIONS

Contemporary secular and pastoral counselor education programs reveal a number of similarities. Both groups emphasize the growth of the student counselor. AAPC and CACREP programs share a common core of counseling course content areas.

AAPC programs reveal strength in their position within a religious tradition. Pastoral counselor programs display a deep commitment to the therapeutic integrity of the student, by strongly encouraging students to become involved in personal counseling. AAPC training is both lengthy and intensely personal.

CACREP programs also display a number of strengths. The pro-

cess of secular counselor training has been shown to facilitate the personal growth of student counselors. The use of videotape and direct observation procedures have assisted in the counselor training process.

Secular and pastoral counselor educators can assist each other by increasing communication across professional lines. CACREP programs can assist AAPC programs by sharing technological innovations in the field of counselor education. AAPC programs could assist CACREP programs by sharing knowledge gained through their "depth psychology" emphasis on the counselor education process. Both groups of counselor educators would benefit by sharing their teaching experiences with each other.

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APPENDICES

SURVEY OF COUNSELOR EDUCATORS

Counseling Orientation

1. Programs differ regarding the relative emphasis each places on various counseling orientations. Below are listed a number of prominent counseling orientations. Please indicate the degree of emphasis placed on each counseling orientation within your counselor education program.

(Circle One Number for Each)

| | <u>No</u> <u>Emphasis</u> | <u>Slight</u> <u>Emphasis</u> | <u>Moderate</u> <u>Emphasis</u> | <u>Great</u> <u>Emphasis</u> |
|-------------------------------------|------------------------------|----------------------------------|------------------------------------|---------------------------------|
| a) Behavioral | 1 | 2 | 3 | 4 |
| b) Cognitive | 1 | 2 | 3 | 4 |
| c) Eclectic | 1 | 2 | 3 | 4 |
| d) Existential | 1 | 2 | 3 | 4 |
| e) Phenomenological | 1 | 2 | 3 | 4 |
| f) Psychoanalytic | 1 | 2 | 3 | 4 |
| g) Trait Factor | 1 | 2 | 3 | 4 |
| h) Transactional Analysis | 1 | 2 | 3 | 4 |
| i) Gestalt | 1 | 2 | 3 | 4 |
| j) Client Centered | 1 | 2 | 3 | 4 |
| k) Other (specify _____) | 1 | 2 | 3 | 4 |
| l) Other (specify _____) | 1 | 2 | 3 | 4 |

Experiential Education

2. How many clock hours, within the duration of your training program, are your students required to complete in on campus laboratory or skill training experiences?

_____ Total Clock Hours

- 3. How many clock hours, altogether, are your students required to complete in on-site (or, internship) field experiences?

_____ Total Clock Hours

- 4. With reference to the evaluation of the experiential educational components (e.g., practicum, internship experiences), if any, of your counselor training program, how much emphasis does your program place on each of the following procedures? (Circle One Number for Each)

| | <u>No Emphasis</u> | <u>Slight Emphasis</u> | <u>Moderate Emphasis</u> | <u>Great Emphasis</u> |
|---|------------------------|----------------------------|------------------------------|---------------------------|
| a) Videotape | 1 | 2 | 3 | 4 |
| b) Audiotape | 1 | 2 | 3 | 4 |
| c) Direct Observation | 1 | 2 | 3 | 4 |
| d) Interpersonal Process Recall (IPR) | 1 | 2 | 3 | 4 |
| e) Immediate Consult with Supervisor following session | 1 | 2 | 3 | 4 |
| f) Process Report | 1 | 2 | 3 | 4 |
| g) Other (specify _____) | 1 | 2 | 3 | 4 |

Personal Growth

- 5. Within your counselor training program, how much emphasis is given to the 'personal growth' of the counseling student? (Circle One Number)

| | <u>No Emphasis</u> | <u>Slight Emphasis</u> | <u>Moderate Emphasis</u> | <u>Great Emphasis</u> |
|--------------------------------------|------------------------|----------------------------|------------------------------|---------------------------|
| a) Student Personal Growth | 1 | 2 | 3 | 4 |

- 6. Of the total number of counseling students in your program, what is your estimate of the percentage of students currently in personal counseling or psychotherapy? (Circle One Number)

- 1 0-20 percent
- 2 21-40 percent
- 3 41-60 percent
- 4 61-80 percent
- 5 81-100 percent

7. To what extent are the counseling students within your program encouraged, or discouraged, (by the counselor education faculty) to become involved as a client in personal counseling or psychotherapy? (Circle One Number)

- 1 Students are strongly discouraged
- 2 Students are discouraged
- 3 Students neither encouraged or discouraged
- 4 Students are encouraged
- 5 Students are strongly encouraged

Student Philosophical Position

8. Within your counselor training program, are students generally encouraged to develop their own personal philosophical model of the counseling process? (Circle One Number)

- 1 Yes, encouraged
- 2 No, generally not

Content Area Emphasis of Counselor Training Program

9. Among counselor training programs, there are often differences in the degree of emphasis placed on various counselor education content areas. To what degree does your counselor training program emphasize training in the below listed content areas? (Circle One Number for Each)

| | <u>No Emphasis</u> | <u>Slight Emphasis</u> | <u>Moderate Emphasis</u> | <u>Great Emphasis</u> |
|--|------------------------|----------------------------|------------------------------|---------------------------|
| a) Marriage Counseling | 1 | 2 | 3 | 4 |
| b) Life Meaning Issues | 1 | 2 | 3 | 4 |
| c) Family Counseling | 1 | 2 | 3 | 4 |
| d) Gerontological Issues | 1 | 2 | 3 | 4 |
| e) Sexuality Issues | 1 | 2 | 3 | 4 |
| f) Individual Counseling | 1 | 2 | 3 | 4 |
| g) Spiritual Issues | 1 | 2 | 3 | 4 |
| h) Interpersonal Relationship Issues | 1 | 2 | 3 | 4 |
| i) Occupational & Vocational Guidance | 1 | 2 | 3 | 4 |
| j) Life Transition Issues | 1 | 2 | 3 | 4 |
| k) Group Work | 1 | 2 | 3 | 4 |
| l) Counseling Research | 1 | 2 | 3 | 4 |
| m) Psychopathology | 1 | 2 | 3 | 4 |
| n) Professional Orientation | 1 | 2 | 3 | 4 |

-4-

| | <u>No Emphasis</u> | <u>Slight Emphasis</u> | <u>Moderate Emphasis</u> | <u>Great Emphasis</u> |
|--|------------------------|----------------------------|------------------------------|---------------------------|
| o) Appraisal of the Individual . . . | 1 | 2 | 3 | 4 |
| p) Theories of Counseling | 1 | 2 | 3 | 4 |
| q) Human Growth and Development . | 1 | 2 | 3 | 4 |
| r) Personality Theories | 1 | 2 | 3 | 4 |
| s) Social & Cultural Foundations . | 1 | 2 | 3 | 4 |
| t) The Psychology of Religious Experience | 1 | 2 | 3 | 4 |
| u) The Helping Relationship . . . | 1 | 2 | 3 | 4 |

Counselor Training Program Demographic Profile

10. Of your total student enrollment, please describe your current students within the three categories listed below.
- a) _____ Total Number of Male Students
- b) _____ Total Number of Female Students
- c) _____ % Total Percent of Student Body of Ethnic
Minority Status.
- d) _____ Total Number of Foreign students (non-U.S. citizens)
11. Is there anything else you would like to say about your counselor education program? Please feel free to continue comments on back of page.

_____ Official Title of Person Completing This Survey

_____ Name of Institution

Do you wish to receive a copy of the results of this study? (Circle One Number)

1 Yes

2 No

(Thank You For Your Cooperation)

APPENDIX B

The Rev. James W. Ewing, Ph.D.
Executive Director



AMERICAN ASSOCIATION
OF PASTORAL COUNSELORS

9508A Lee Highway • Fairfax, Virginia 22031 • (703) 385-6967 • Washington Metropolitan Area

February 19, 1986

Mr. Douglas Pomeroy, M.A.
Oregon State University
School of Education
Education Hall, Room 315
Corvallis, Oregon 97331

Dear Doug:

Thank you for your letter of October 31, 1985 in which you explain your desire to do research comparing the training of AAPC members with the training of secular counselors.

This letter gives you permission to go ahead with your proposed research on AAPC members. The concept of your research is exciting and could produce valuable information for our profession.

Sincerely,

Signature redacted for privacy.

The Reverend Richard E. Augspurger, Ph.D.
Association Research Chairperson

REA/gwf

APPENDIX C

School of Education
OSUWOSC

A merged School serving Oregon State University and Western Oregon State College with graduate and undergraduate programs in Education.

March 5, 1986

Dear

We would like to request your participation in the enclosed research survey. The Survey of Counselor Educators is part of a study at Oregon State University, Department of Counseling and Guidance. We are examining similarities and differences in exemplary programs which prepare pastoral and secular counselors. Only counselor training programs which are currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Association of Pastoral Counselors (AAPC) have been included in this study. This study has been approved by the AAPC Research Committee (the AAPC Research Committee endorsement is attached).

The time required to complete this survey should be from 10 to 15 minutes. Please respond to survey questions as they apply to your counselor training program. Some of the questions ask for percentages or numbers; we do not expect you to research your answers, but would like you to give your "best considered estimate"

Due to the small number of programs selected for inclusion in this study, the expeditious completion and return of your survey is of critical importance to this research. We hope this research will provide new perspectives on important areas of contemporary counselor education and training.

Confidentiality of information is assured. Institutional responses will remain anonymous. No attempt will be made, in the publicizing of results, to identify responses with their associated training centers. Upon analysis of the data, a copy of the results will be sent to you.

Your cooperation and involvement in this research is greatly appreciated. Should you have any questions regarding this study, please contact us at 503-754-4317.

Sincerely,

James L. Firth, Ph.D., Chair
 Dept. of Counseling & Guidance
 Oregon State University

Douglas R. Pomeroy, M.A.
 Dept. of Counseling & Guidance
 Oregon State University

APPENDIX D



A merged School serving Oregon State University and Western Oregon State College with graduate and undergraduate programs in Education.

April 16, 1986

Dear

Four weeks ago we requested your participation in our study examining the similarities and differences in exemplary programs which prepare pastoral and secular counselors. Only counselor training programs which are currently accredited by the American Association of Pastoral Counselors (AAPC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) have been included in this study. A copy of the AAPC research committee letter endorsing this study is attached.

We have been gratified by the response rate of the selected counselor training program directors, and would like to include your program evaluation in the final analysis of this study. You will find a second copy of the questionnaire, as well as a postage paid self addressed envelope, attached. The questionnaire should take no longer than 15 minutes to complete.

Your willingness to participate in this research effort is greatly appreciated.

Sincerely,

James L. Firth, Ph.D., Chair
Dept. of Counseling & Guidance
Oregon State University

Douglas R. Pomeroy, M.A.
Dept. of Counseling & Guidance
Oregon State University

STANDARDS FOR MEMBERSHIP
In the
AMERICAN ASSOCIATION OF PASTORAL COUNSELORS

(Adopted April 24, 1965 — Amended November 20, 1978)

Secretary's Comment: This statement is included as the philosophy underlying the membership requirements prescribed in the Bylaws.

PREAMBLE

Evaluation of readiness for membership in AAPC is made based upon two kinds of judgments. The first depends upon formal and technical requirements and can be demonstrated by academic degrees, hours of supervision, experience, supervisory evaluations, etc. The second is based upon the evaluations of one's professional peers joined in a committee interview and involves assessment and affirmation of professional competence not measurable by formal requirements.

I - EDUCATIONAL REQUIREMENTS

Educational preparation for membership in the Association should contribute to the pastoral counselor's training and develop a broad experience-related understanding of people-in-their existence. It should take place in a setting in which the pastor can relate theoretical knowledge to, and derive it from pastoral work with people: i.e., a setting in which both the school and the practical situation are in mutual relation.

A. It should provide:

1. Familiarity with a wide variety of approaches to the conceptualization of personality, personality judgment, and the interpersonal relationships, including the familial, phenomenological, social and cultural perspectives.
2. Mastery of a coherent theory of personality and the counseling relationship which is useful in interpreting the intra- and inter-personal dynamics of counselees and the counseling process.
3. Ability to use the language and methodology of differential diagnosis and to relate diagnosis to counseling practice, including familiarity with the contributions of various diagnostic tests. (Ability to administer diagnostic tests is ordinarily not expected nor encouraged.)
4. Understanding of the dynamics of religious experiences, and the implications for pastoral counseling.
5. Methods of research in counseling.
6. Ability to think theologically about the counseling task and the relation of counseling to the total task of the religious community.
7. Ability to relate the contributions of various disciplines to the counseling task in coherent and useful ways, and to make appropriate use of interprofessional collaboration to meet the needs of counselees

B. The following areas of study are considered important for the achievement of the educational objectives:

1. Theories of Personality and Personality Development
2. Interpersonal Relations
3. Marriage and Family Dynamics
4. Group Dynamics
5. Personality and Culture
6. Psychopathology
7. The Psychology of Religious Experience
8. Theories of Counseling and Psychotherapy
9. Theories of the Pastoral Office, including the History and Theory of Pastoral Care
10. Research Methods
11. Orientation to the Helping Professions

II - REQUIREMENTS FOR CLINICAL WORK UNDER SUPERVISION

Clinical preparation for membership in the Association should contribute to the pastoral counselor's training and development through actual experience in counseling under the following kinds of supervision: individual supervision, group supervision, supervision in intake and referral, supervision of marriage counseling, supervision in depth by at least two different supervisors, one of whom is preferably a Fellow or a Diplomate of the Association, and participation in interdisciplinary clinical case conference.

For membership in the Association there is required a specified total number of hours of supervision. The minimum hours in the various kinds of supervision for the Member level will be as follows:

- A. Thirty hours of individual supervision with the same supervisor with the same person in counseling, measuring an intentional, continuous, unfolding therapeutic process of depth and intensity. The supervisor to be a Fellow or Diplomate of AAPC or a supervisor approved by the Regional membership Committee.
- B. Thirty hours of individual supervision with another supervisor with a possible variety of clients, e.g., individual, couples, family, therapeutic group.
- C. Thirty-five hours of continuous case supervision. This type of supervision is defined as a small group of pastoral counseling students in turn presenting clinical material from sessions with the same client for several consecutive supervisory conferences.
- D. Thirty hours in clinical case conference. This type of supervision is usually interdisciplinary, including one or more representatives from the other helping professions: psychiatrist, psychologist, psychiatric social worker, etc. It is recommended that a significant portion of supervision under this heading include a psychiatrist or other non-clergy

professional trained in modern theories of psychodynamics.

III - REQUIREMENTS FOR PERSONAL THERAPEUTIC EXPERIENCE

For membership one shall have undergone sufficient psychic therapeutic investigation of one's own intrapsychic processes so that one is able to protect the counselee from one's own problems and to deploy oneself to the maximum benefit of the counselee.

IV - ASSESSMENT OF PROFESSIONAL COMPETENCE:

All candidates for membership shall have their qualifications reviewed in a personal interview with the Membership Committee, which shall evaluate the applicant's possession and integration of:

- A. **Personal Identity and Interpersonal Competence:** The applicant's awareness of self, of internal dynamics and interpersonal relationships, and capacity for flexible and effective relatedness to others.
- B. **Academic and Theoretical Competence:** The applicant's knowledge of theological and behavioral sciences and their integration at both theoretical and operational levels.
- C. **Pastoral Identity:** The applicant's ability to see his/her pastoral role in its ecclesiastical and interprofessional contexts, and to function with integrity in that role.
- D. **Therapeutic Competence:** The applicant's ability to assess a client's therapeutic need, to establish a therapeutic relationship, and to conduct, complete and evaluate that therapy.
- E. **Ethical Commitment:** The applicant's understanding of and assent to the Code of Ethics of the Association and related standards of professional ethics, as well as commitment to such basic values as respect for the worth and rights of persons as creatures of God.

STANDARDS FOR PASTORAL COUNSELING TRAINING CENTERS

(Adopted May 7, 1978)

These standards are to be the basis on which Centers and Training Committees decide the readiness of a Center for Training in Pastoral Counseling for the Association's approval. They are also offered as a guide for the development of new training programs, the improvement of existing ones, and consultation with agencies desiring to offer such training.

- A. Pastoral Counseling centers seeking approval for their Training Programs in Pastoral Counseling must meet all criteria indicated in the Bylaws (Article II, Section D, #2).
- B. Approved pastoral counseling training programs will prepare candidates in such a way that those successfully completing their standard program will be functioning at or above the level for member in AAPC.
- C. Pastoral counseling training programs shall provide staff with the ability to:
 - 1. Provide training and education in a wide variety of approaches to the conceptualization of personality, personality development, and interpersonal relationships;
 - 2. Articulate at least one coherent theory of personality and of the counseling relationship which will be useful in interpreting the dynamics of counselees and of the counseling process;
 - 3. Provide an acquaintance with the languages and methodologies of assessment, and relate assessment to counseling practice;
 - 4. Think and speak theologically about the counseling task, the relation of counseling to the role of the religious community, and the relation of religion and mental health on a community-wide basis;
 - 5. Understand religious experience and its implications for pastoral counseling.
 - 6. Relate the contributions of relevant disciplines to the counseling task in coherent and useful ways, and make appropriate use of interprofessional collaboration.
- D. Pastoral counseling training programs, either separately or in collaboration with degree-granting institutions, shall develop curriculum to enhance the trainees' development of each of the above abilities.
 - 1. If a center chooses not to provide all these curricular offerings itself, but decides to rely on prior or concurrent academic training for some elements, it must give evidence of coordinating those elements with its own offerings in meeting the above objectives.
 - 2. The program shall provide students a means of integration of the theoretical areas of section C (above) with the clinical process.
- E. The supervisory and clinical process shall be structured in such a way as

to maximize students' likelihood of meeting AAPC individual membership requirements.

- 1. It shall provide supervision of a wide range of pastoral counseling situations.
 - 2. It shall provide trainees maximum opportunities to work with and observe the work of professional staff.
 - 3. It shall provide specific attention to intake process, assessment, building therapeutic alliances with clients, planning and implementation of methods of intervention, growth of repertoire of interventions, criteria for termination, and termination process.
 - 4. The program shall recommend or require personal therapy for students at appropriate times, in order to protect its' trainees' clients and its' supervisory processes from avoidable interference from unresolved personal issues.
 - 5. It shall demonstrate an appropriate balance of cognitive and emotional aspects, and shall show awareness and adequate management of parallel process in supervisory-therapy, movement toward appropriate closure in the trainees' learning process, and the maturation of trainees.
- F. Training programs shall develop adequate admissions standards coordinated with the levels of their offerings; and shall not admit candidates who do not demonstrate potential clinical or academic ability to AAPC individual membership standards, nor those of such limited academic preparation or such unresolved personal issues as to be of undue danger to clients, the program shall provide clear evaluation points for students.
 - G. The program shall provide an educational committee to work with staff in planning for the evaluation and development of the curriculum.

Training programs which are primarily based in non-academic settings are urged to develop reciprocal relationships with theological schools or universities.
 - I. Training programs shall demonstrate and document to a site visiting team their fulfillment of the above standards and a high level of professional achievement. Site visiting teams shall consist of two or three members of National or Regional Centers and Training Committees, at least one of whom shall be from outside the Center's own Region.
 - J. Approval of a training program shall be for a period of 7 years. The Committee may also grant provisional approval for a period of the Committee's choosing, but not to exceed 2 years. Programs shall be subject to review before approval is renewed or upgraded. A training program can be reviewed at any time for cause.

- K. Programs will indicate their AAPC affiliation to students and will encourage them to become Pastoral Counselors-in-Training.**
- L. Programs will encourage research in pastoral counseling by students and staff and will encourage publication of the results of such research in Pastoral Care and Counseling abstracts.**

SELECTED PORTIONS OF THE CACREP ACCREDITATION MANUAL

Rating Form—Part I
Entry Level Programs

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* Rating should be composite of entire faculty.

STANDARD

Section I. Objectives

A. Objectives of the program to prepare counselors and other personnel specialists

1. *The faculty has developed program objectives.*

- a. Objectives reflect a knowledge of studies and recommendations from local, state, regional, and national lay and professional groups concerned with counseling and personnel needs of society.
- b. Objectives reflect the needs in society that are represented by different ethnic and cultural groups served by counselors and other personnel services specialists.
- c. Objectives are reviewed and revised continuously through student as well as faculty participation.
- d. Objectives are developed and reviewed with the assistance of personnel in cooperating agencies.
- e. Objectives are written in such a way that evaluation of a student can be based on demonstrated competencies as he or she progresses through the program.

2. *Objectives are implemented on a planned basis in all areas of the program including: selection, retention, and endorsement of students; curriculum; instructional methods; research activities; and administrative policy, procedure, and execution.*

3. *Personnel in cooperating agencies and faculty members with primary assignments in other disciplines are aware of and are encouraged to work toward the objectives of the counselor education program.*

4. *There is a planned procedure for a continuing evaluation of the outcomes of the program.*

- a. The program is evaluated in terms of demonstrated competencies of each student as he or she progresses through the program.
- b. Evaluation of the effectiveness of preparation is accomplished through evidence obtained from: (1) former students, (2) supervisors in agencies employing graduates of the program, and (3) personnel in state and national licensing and accrediting agencies.

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STANDARD

Section II. Curriculum—Program of Studies and Supervised Experiences

A. General Program Characteristics

1. *The institution provides a graduate program in counselor education designed for the preparation of counselors and other personnel services specialists.*
 - a. The opportunity for full-time study throughout the academic year is provided and actively encouraged.
 - b. Flexibility is provided within the curriculum to allow for individual differences in competencies and understandings developed before entering the program.
 - c. Descriptions of the various program options and requirements for graduate studies are published and distributed to prospective students.
 - d. Concepts related to differentiated staffing and preparation in counseling and personnel services are reflected in the program. The faculty is aware of lifetime opportunities for development and advancement in the field of counseling and personnel services. There is also emphasis on the use of support personnel to free more professionally prepared personnel for the performance of higher level functions.

2. *Continuing and in-service education offerings in counselor education meet all of the criteria in faculty qualifications, faculty load, physical facilities, faculty-student ratios, and so forth, as described in these Standards.*

3. *There is evidence of high quality instruction in all aspects of the program.*
 - a. Syllabi or other evidence of organized and coordinated instructional units of the curriculum are available.
 - b. Resource materials are provided.
 - c. Responsibilities are assigned to, or assumed by, faculty members only in those areas of the counselor education program for which they have demonstrated professional competency.
 - d. Provisions are made for periodic evaluation by students and staff of all aspects of the program; that is, course content, methods of instruction, and supervised experience both on and off campus.

4. *Planned sequences of education experiences are provided.*
 - a. Within the minimum counselor education program a sequence of basic and advanced graduate studies and other associated learning experiences is defined and provided.

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- b. The program provides for the integration of didactic studies and supervised experiences.
 - c. All prerequisite studies and other experiences are identified.
 - d. Representatives of departments offering studies in related fields are regularly consulted regarding how related studies can be made more useful to counselor education majors.
 - e. The faculty has identified performance indicators to determine whether the professional competencies to be developed by the sequence of educational experiences are achieved.
5. *A close relationship exists between the faculty of the counselor education program and the staff members in work settings.*
- a. The staff members in the work settings are consulted in the design and implementation of all aspects of the program, including practicum and internship experiences.
 - b. The faculty members in the preparation program are consulted in the design and implementation of in-service preparation of staff in work settings.
6. *Within the framework of the total program, there are opportunities for the student to develop understandings and skills beyond the minimum requirements of the program.*
- a. Elective courses and related experiences are available.
 - b. Supervised individual study is available.
 - c. Enrichment opportunities are provided and faculty members encourage students to take part in them.
7. *The spirit of inquiry and the production and use of research data are encouraged among faculty and students.*
- a. The statement of objectives of the program reflects an awareness of the role of research in the counseling and personnel services field.
 - b. Instructional procedures make frequent use of and reference to research findings. Areas in which research is needed are identified.
8. *Opportunities for planned periodic self-evaluation and the development of greater self-understanding are provided for both student and faculty.*

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- a. Self-analysis is encouraged through such activities as laboratory experiences, including audio and video tape recording.
- b. Opportunities for improvement of interpersonal relationships are provided through small group activities.
- c. Counseling services for students are available and provided by qualified persons other than counselor education faculty.

B. Program of Studies

1. *Common core: The common core is composed of general areas considered to be necessary in the preparation of all counselors and other personnel services specialists.*

- a. **Human growth and development:** Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.
- b. **Social and cultural foundations:** Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.
- c. **The helping relationship:** Includes (a) philosophic bases of helping relationships; (b) counseling theory, supervised practice, and application; (c) consultation theory, supervised practice, and application; and (d) an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.
- d. ***Groups:** Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.
- e. **Life style and Career Development:** Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

* See Group Guidelines - Appendix D

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STANDARD

- f. Appraisal of the individual: Includes the development of a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, and sex factors are also considered.
 - g. Research and evaluation: Includes such areas as statistics, research design, and development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.
 - h. Professional orientation: Includes goals and objectives of professional organizations, code of ethics, legal consideration, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists.
2. *Environmental and Specialized Studies: The counselor education program includes those specialized studies necessary for practice in different work settings. There is evidence that the faculty, in planning and evaluating the counselor education curriculum, has taken into consideration statements made by other professional groups relating to role, function, and preparation.*
- a. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.
 - b. * Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as sociology and psychology of work.

* Student Personnel Standards are found in Appendix A. Mental Health Counseling: Community and Agency Settings Standards are found in Appendix B. School Counseling Standards are found in Appendix C.

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C. Supervised Experiences

1. *Appropriate supervised experiences provide for the integration and application of knowledge and skills gained in didactic study.*

- a. Students' supervised experiences are in settings that are compatible with their career goals.
- b. Supervised experiences include observation and direct work with individuals and groups within the appropriate work setting.
- c. Opportunities are provided for professional relationships with staff members in the work settings.

2. *Supervised experiences include laboratory, practicum, and internship.*

- a. Laboratory experiences, providing both observation and participation in specific activities, are offered throughout the preparatory program. This might include role-playing, listening to tapes, viewing video-tape playbacks, testing, organizing and using personnel records, interviewing field practitioners, preparing and examining case studies, and using career information materials.
- b. Supervised counseling practicum experiences provide interaction with individuals and groups actually seeking services from counselors and other personnel services specialists. Some of these individuals and groups should come from the environment in which the counselor education student is preparing to work.

(1) *Specific counseling practica have sufficient duration and continuity to assure optimum professional development as evidenced through such outcome measures as evaluation ratings by program and site supervisors, assessments by employers, current and former students, and by other performance indicators and qualitative evaluation methods.

(2) Supervision in consultation is also provided.

(3) The supervisor's role is clearly identified and sufficient time for supervision is allocated. The recommended weekly minimum of supervision is 1 hour of individual supervision and 1 hour of supervision in a group for the duration of the practicum experiences. Supervisory responsibilities include critiquing of counseling, either observed or recorded on audio or videotape.

- c. Internship is a postpracticum experience that provides an actual on-the-job experience and should be given central importance for each student.

* Ordinarily, practica will be one quarter time of a work week extended over a minimum of one academic term. Variations should be described and justified in the self-study.

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c. The practicum and internship experiences are tutorial forms of instruction; therefore, the supervision of five students is considered equivalent to the teaching of one, three-semester-hour course. Such a ratio is considered maximum.

4. Facilities, equipment, and materials are provided for supervised experiences in both on- and off-campus settings. (See also Section IV.)

D. Program Development Outreach

1. The counselor education faculty assists individual counselors and other personnel services specialists in off-campus activities providing supervised experiences in the program of preparation.

a. The institution encourages agency personnel to seek the counselor education faculty's assistance in planning and conducting in-service education and in developing program improvement models.

b. The counselor education faculty is provided a teaching work-load recognition for their part in in-service and program development activities in cooperating agencies.

c. The counselor education faculty involves advanced graduate students in programs of in-service education and in program development, planning, and implementation at the agency level.

2. The counselor education faculty provides on-campus assistance to agency personnel in resolving unique problems or difficulties.

a. The faculty encourages agency personnel to seek assistance through the use of such techniques as personal appointments, telephone access programs, information storage and retrieval, position papers, and various audio-visual media.

3. The counselor education faculty integrates the experience of the outreach activities in the counselor education program by adopting or modifying the counselor education program as may be appropriate. Outreach activities are viewed as a minimum function in the preparation program.

Section III: Responsibilities Concerning Students in the Program

A. Information.

1. Information concerning major aspects of the counselor education program and the faculty is available for prospective students through a variety of media.

a. The academic areas in which the program offers preparation and the degrees offered are clearly stated.

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- b. Counselor education faculty members are available to discuss the program of preparation.
- c. Personnel in various counseling and related job settings have been designated as referral sources for discussion of their areas of interest with prospective students.

B. Selection

1. *Applicants accepted meet the institution's standards for admission in graduate study.*

- a. There is evidence that staff in cooperating agencies have been consulted relative to admission policies and procedures.
- b. Students in the program reflect an effort on the part of the faculty to select individuals who represent a variety of subcultures and subgroups within U.S. society.
- c. A committee of faculty members makes the decisions concerning admission of applicants to the program based on established criteria such as:
 - (1) Potential effectiveness in close interpersonal relationships.
 - (2) Aptitude for counseling and related human development responsibilities.
 - (3) Commitment to a career in counseling and personnel work.
 - (4) Potential for establishing facilitative relationships with people at various levels of development.
 - (5) Openness to self-examination and commitment to self-growth.

C. Retention

- 1. *A continuing evaluation through systematic review is made of students as they progress through the program.*
- 2. *In situations where evaluation of a student indicates an inappropriateness for the counseling field, faculty members assist in facilitating change to an area more appropriate for the student.*

D. Endorsement

- 1. *A statement of policy relating to the institution's procedure for formal endorsement has been adopted and approved by the faculty and administrative authorities.*
 - a. Each candidate is informed of procedures of endorsement for certification, licensing, and employment.

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- b. Insofar as possible, all faculty members acquainted with the student, including supervisors of practicum and internship experiences, should participate in the endorsement process.
- 2. Endorsement is given by the counselor education faculty only for the particular job setting for which a student has been prepared.
- 3. Endorsement is given only on the basis of evidence of demonstrated proficiency. The candidate should have completed a substantial part of his or her graduate work in counselor education, including supervised counseling experience, at the endorsing institution.

E. Placement

- 1. The institution has a placement service with policies and procedures consistent with recognized placement practices.
 - a. The faculty assists the student with the preparation of placement papers and the selection and securing of a suitable position.
 - b. Placement services are available to graduates of the program throughout their professional careers.
 - c. Opportunities are provided for students to participate in local, state, and federal examinations for employment opportunities.

F. Research and Evaluation

- 1. Policies and procedures relating to recruitment, selection, retention, and placement are continually studied through various research and evaluative methods.
 - a. Regular follow-up studies are made of former students, including dropouts, students removed from the program, and graduates.
 - b. Evaluation is followed by appropriate revisions and improvements in the preparation program.

Section IV: Support For the Counselor Education Program, Administrative Relations, and Institutional Resources

- 1. Administrative organization and procedures provide recognition and designated responsibilities for a counselor education program.

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(1) This individual is an experienced counselor and possesses an earned doctorate in counselor education from an accredited institution.

(2) This individual has full-time assignment to the counselor education program.

(3) This individual is recognized for his or her leadership in the counseling profession.

(4) This individual is qualified by preparation and experience to conduct and to supervise research activities.

4. In addition to the designated leader there are at least two full-time faculty members with comparable qualifications.

- a. Additional faculty members are provided at the ratio of 1 full-time staff member for every 10 full-time graduate students or their equivalent in part-time graduate students. This ratio should be reduced in institutions where a large percentage of the counselor education students are enrolled on a part-time basis or when program changes create the need for the faculty to spend more time in the evaluation of each student.

5. The full-time teaching load of faculty members is consistent with that of other graduate units in the institution that require intensive supervision as an integral part of professional preparation.

- a. The faculty load is modified in proportion to assigned responsibilities for graduate advisement and research supervision, on a formula that is consistent with established graduate school policy in the institution.
- b. Time is provided within the total faculty work load for cooperative interdisciplinary activities with teaching faculty in related fields.
- c. The total work load of faculty members includes a recognition of time needed for professional research.

6. Faculty in closely related disciplines are qualified in their respective areas and also are informed about the objectives of the counselor education program.

7. Off-campus agency personnel who supervise students are qualified through academic preparation and professional experience.

- a. Such staff members have 2 or more years of appropriate professional experience.

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STANDARD

- (1) Facilities for individual counseling in rooms with assured privacy and adequate space for related equipment.
 - (2) Facilities for small group work. The area provides for small group counseling, testing, staffing, meetings, and so forth.
 - (3) Classroom and seminar meeting rooms.
 - (4) Facilities appropriately equipped with the following:
 - (a) recording and listening devices, both portable and permanent
 - (b) one-way vision glass
 - (c) video-tape recording and playing devices, both portable and permanent
 - (5) Technical assistance for both operational and maintenance services.
 - (6) Accoustical treatment throughout the facility
 - (7) Facilities that are conducive to modeling and demonstrating exemplary environments and practices in counseling and personnel services. The facilities should include a "model" counseling laboratory with related resource materials and audiovisual equipment. Included as resources in the "model" laboratory are:
 - (a) career occupational and educational information materials
 - (b) standardized tests and interpretation data
 - (c) a variety of media, equipment, and materials
 - (d) space for teaching and laboratory experiences
 - (8) Data processing assistance and equipment that are available for both teaching and research.
 - (9) Facilities that are located in close approximation to the counselor education faculty offices and away from centers of extreme noise and confusion.
- c. Library facilities provide an appropriate supply of resource materials for study and research in counselor education.

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(1) The facilities include basic resources, both books and periodicals, in areas in which the counselor education program provides preparation. Resources in related areas such as psychology, sociology, and economics are also available.

(2) Both current and historical materials are available.

(3) Library resources are available during evening and weekend hours.

(4) Inter-library loans, ERIC services, microfilm, and photocopy services are available.

(5) Multiple copies of frequently used publications are available.

11. *Research facilities are available to faculty and students in counselor education.*

a. Facilities include offices and laboratories equipped to provide opportunities for the collection, analysis, and synthesis of data.

b. Consultant services are available from research specialists on the institution's faculty.

c. Campus computer centers and other data-processing facilities are available.

d. Appropriate settings, for research both off and on campus, are provided.

12. *The institution recognizes the individual needs of graduate students and provides services for personal as well as professional development.*

a. Since full-time academic-year attendance is possible for most graduate students only if some form of financial assistance is available, efforts are made to develop financial assistance for students in the counselor education program.

(1) The counselor education program is assigned a proportionate share of the institution's funds for student assistance.

(2) Part-time work opportunities appropriate for students in the program are identified and efforts are made to secure assignments for those desiring such opportunities.

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STANDARD

- (3) Loan resources are available to students in counselor education.
- (4) Prospective students are provided information about possible sources of financial assistance.
- b. Personal counseling services are available to all counselor education students.
 - (1) A counseling service is available from professionals other than the members of the counselor education faculty.
 - (2) Procedures for referral are known by all faculty members.

Rating Form—Part II

Doctoral Programs in Counselor Education

The application of these standards to a doctoral program is predicated on two assumptions: (a) Those using the guidelines are thoroughly familiar with the *Standards for Preparation of Counselors and Other Personnel Services Specialists*; and (b) the entry program substantially meets these standards.

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STANDARD

Section I. Objectives

A. Objectives of doctoral program in counselor education

1. *The primary objectives of the doctoral program in counselor education is to prepare leaders for all areas of counseling, guidance, and student services, as well as counselor educators.*

a. *Graduates of the program have a strong background in the behavioral sciences.*

(1) *Preparation programs provide students with both didactic work and supervised experiences.*

(2) *Graduates possess strong competencies in the core areas of preparation: counseling (both individual and group), consulting, and research.*

b. *Graduates are provided the opportunity of developing a high degree of competency in other core areas, such as supervision, management and administration, and facilitative or clinical teaching.*

c. *In addition to the core areas of preparation, students are provided the opportunity to gain a depth of knowledge and skills in one or more areas, such as learning theory, career guidance, research, testing, and evaluation.*

Section II. Curriculum

A. Program of studies and supervised experiences

1. *The doctoral program consists of a minimum of 4 academic years of graduate preparation, including the entry program and year of internship.*

2. *A minimum of one academic year of full-time graduate study beyond the entry program is required.*

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• Rating should be composite of entire faculty.

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Section III. Responsibilities Concerning Students in The Program

A. Information

1. *Areas of specialization in which the counselor education program offers doctoral work are clearly defined.*

B. Selection

1. *The counselor education faculty has the sole responsibility for selecting doctoral candidates, including the option of establishing criteria for admission that exceed those of the graduate division of the institution.*

- a. *Criteria include evidence that applicants for the doctoral program are committed to the profession of counseling and guidance through successful entry level preparation and experience.*

- b. *Students in the doctoral program reflect an effort on the part of the faculty to select individuals who represent a variety of subcultures and subgroups within the society.*

- (1) *There exists evidence of a continuing search on the part of the counselor education faculty for ways of identifying students who possess the potential for doctoral work but who do not meet some of the more traditional criteria for entry into doctoral programs.*

C. Retention

1. *The acceptance of a doctoral candidate into the counselor education program represents a serious commitment on the part of the counselor education faculty to support the student.*

D. Research and evaluation

1. *There exists evidence that the counselor education faculty is continuously studying ways to improve and enhance student selection, retention, and endorsement, as well as placement and follow-up on completion of the program.*

Section IV: Support For The Counselor Education Program, Administrative Relations, and Institutional Resources

A. Institutional and administrative support

1. *The doctoral program in counselor education is a clearly identified part of the institution's graduate program.*

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STANDARD

- a. Evidence exists that the counselor education faculty is fully using all appropriate resources (both human and physical) of the institution to provide the best preparation possible for doctoral students.
 - b. The institution provided adequate support for a sound program of research in the various aspects of counseling, guidance, and student services.
 - c. There exists evidence that the institution is supporting the counselor education faculty in efforts to provide cooperative relationships with agencies and individuals off campus who can contribute to the enhancement of the quality of preparation in counselor education.
2. *The institution provides the inducements necessary to attract and retain an outstanding faculty in counselor education.*
- a. Faculty members possess earned doctoral degrees in areas appropriate for their responsibilities in the doctoral program.
 - b. Faculty members are individuals who are recognized for their professional competencies and commitment to quality preparation of doctoral students.
3. *The institution supports the counselor education faculty in its efforts to contribute to the improvement of counseling, guidance, and student services through participation in the activities of learned societies and professional associations at the local, state, regional, national, and international levels.*
4. *Faculty loads are adjusted to reflect the institution's recognition of the intimate professional relationships between doctoral students and faculty, especially those faculty members who provide practicum and internship supervision, and doctoral research committee chairpersons.*
- a. Doctoral committee chairpersons should be recognized leaders in one or more aspects of counseling, guidance, and student services.
 - b. Doctoral committee chairpersons have recognized competencies in both research and writing.
5. *Computer facilities and library resources available to doctoral students reflect the institution's strong commitment to provide an outstanding environment that encourages research and writing on the part of both faculty and doctoral candidates.*
6. *The institution supports the counselor education faculty in making funds available through tuition grants, scholarships, special grants, assistantships, and other means to provide financial assistance for doctoral students.*

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STANDARD

7. *Specialization in the doctoral program is offered only in areas in which there are at least two full-time counselor education members with specializations in those areas.*

- a. This full-time faculty is supplemented by either doctoral level, full-time staff or doctoral level, part-time staff on or off campus.

APPENDIX G

CACREP PROGRAMS

Below are listed those secular counselor training programs (including the names of program chairpersons) that were accredited by CACREP at the time this study was conducted. Those programs marked with an asterisk (*) are programs that participated in this study by completing and returning the survey instrument.

- * Program Chairperson
Counselor Education Programs
College of Education
University of Alabama
University, AL 35486

Dr. Fred Badders, Chairperson
Department of Counselor Education & Research
Appalachian State University
Boone, NC 28608

- * Dr. Robert Hayes, Chairperson
Department of Counseling, Psychology & Guidance Services
Teachers College
Ball State University
Muncie, IN 47306

- * Dr. Lynda Mitchell, Chairperson
Division of Counselor Education
California State University, Los Angeles
5151 St. University Drive
Los Angeles, CA 90032

- * Dr. Lynn Wilcox, Coordinator
Counselor Education Program
California State University, Sacramento
6000 "J" Street
Sacramento, CA 95819

Dr. Gail Hackett, Chairperson
Counseling Psychology Program
Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106

* Dr. Joe Wittmer, Chairman
Department of Counselor Education
College of Education
1215 Norman Hall
University of Florida
Gainesville, FL 32611

* Dr. Lawrence Winkler, Director
Counseling & Human Development Curriculum Committee
Department of Education
George Washington University
Washington, D.C. 20052

* Robert Docter, Chairman
Department of Education & Psychology
California State University, Northridge
101 Monterey Hall
Northridge, CA 91330

* Dr. William Evriass, Chairman
Department of Counseling
Education Building, Room 316
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

* Francis Norton, Ph.d, Chairperson
Department of Counseling
College of Education & Human Services
Shippensburg State University
Shippensburg, PA 17257

Sara Sharratt, Ph.d, Chairperson
Department of Counseling
School of Social Science
Sonoma State University
Rohnert Park, CA 94928

* Coordinator
Counselor Education
College of Education
University of South Carolina
Columbia, SC 29208

- * Dr. Michael Patton, Chairman
Department of Educational Psychology & Guidance
108 Claxton Education Building
The University of Tennessee at Knoxville
Knoxville, TN 37996-3400

- * Roger Aurey, Ed.D, Program Director
Department of Human Development & Counseling
College of Human Development & Education
Peabody College of Vanderbilt University
Box 322
Nashville, TN 37203

- * Dr. Zander Ponzo, Coordinator
Counselor Education
University of Vermont
228 Waterman
Burlington, VT 05401

- Dr. William H. Van Hoose, Professor & Director
Department of Counselor Education
University of Virginia
Ruffner Hall
405 Emmet Street
Charlottesville, VA 22903

- * Dr. Richard M. Smith
Counseling & Psychological Services
University Plaza
Georgia State University
Atlanta, GA 30303

- * Dr. Arthur P. Lloyd, Chairperson
Department of Counselor Education & Special Education
Idaho State University
Pocatello, ID 83209

- * Dr. Thomas Fairchild, Chairperson
Department of Counseling & Human Services
University of Idaho
Moscow, ID 83843

- * Program Coordinator
Counselor Education
Department of Psychology
James Madison University
Harrisburg, VA 22807

- * Dr. Rob Harbach, Chairperson
Department of Counseling & Educational Psychology
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- * Dr. Lewis Dahmen, Chairperson
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Albuquerque, NM 87131

- Dr. Gary Hoover, Chairperson
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- * Dr. Bobbie Wilborn, Chairperson
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Denton, TX 76203-3857

- * Dr. Richard Bear, Professor, and Coordinator
Division of Counseling
Department of Psychology
University of Northern Colorado
McKee Hall of Education
Greely, CO 80639

- Dr. Gilbert Sax, Chairman
Counselor Preparation
322 Miller Hall, DQ-12
University of Washington
Seattle, WA 98195

- * Dr. Allen Hovestadt, Chairperson
Department of Counseling
3109 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008

- * Dr. Wayne Lanning, Chairperson
Counselor Education
College of Education
University of Wyoming
University Station Box 3374
Laramie, WY 82071

- * Chairperson
Department of Counseling & Guidance
Youngstown State University
Youngstown, OH 44555

AAPC PROGRAMS

Below are listed those counselor training programs (including the names of program chairpersons) that were accredited by AAPC at the time this study was conducted. Those programs marked with an asterisk (*) are programs that participated in this study by completing and returning the survey instrument.

- * John L. Maes, Ph.D., Executive Director
The Albert V. Danielsen Institute At Boston University
185 Bay State Road
Boston, MA 02215
- * Paul E. Morrissette, D.Min., Director
Worcester Pastoral Counseling, Inc.
63 Wachusett Street
Worcester, MA 01609
- Lyman R. Hartley, M. Div., Director
Hudson River Counseling Service & Westchester Institute
P.O. Box 89-2 Sarles Street
Mt. Kisco, NY 10549
- Roger W. Plantikow, D.Min., Executive Director
Institutes of Religion and Health & Blanton-Peale
Graduate Institute
3 West 29th Street
New York, NY 10001
- * Bruce M. Hartung, Ph.d., Director
Onondaga Pastoral Counseling Center, Inc.
324 University Avenue
Syracuse, NY 13210
- Barry K. Estadt, Ph.D., Director
Loyola College Pastoral Counseling Program
4501 North Charles Street
Baltimore, MD, 21210

- * Robert W. Wohlfort, Th.D., Director
The Pastoral Counseling and Consultation Centers
of Greater Washington
3000 Connecticut Avenue, N.W. - Suite 408
Washington, DC, 20008

- * George I. Bustard, Th.M., Acting Executive Director
Pennsylvania Foundation of Pastoral Counseling, Inc.
968 Easton Road - Suite D
Warrington, PA 18976

- William J. Johnson, Jr., D.Min., Director
Virginia Institute of Pastoral Care
507 North Lombardy Street
P.O. Box 5184
Richmond, VA 23220

- * Joe Boone Abbott, M.Div., Director
Baptist Medical Centers, Inc.
800 Montclair Road
Birmingham, AL 35213

- * John H. Patton, Ph.D., Director
Georgia Association for Pastoral Care
1700 Clifton Road, N.E.
Atlanta, GA 30329

- * Gerald P. Jenkins, D.Min., Director of Pastoral Care
Georgia Baptist Medical Center
300 Boulevard, N.E.
Atlanta, GA 30312

- Thomas E. Dougherty, Jr., Ph.D., Director
Pastoral Counseling Center
Box 1005
North Carolina Baptist Hospitals, Inc.
Winston-Salem, NC 27103

- * Director
Life Enrichment Center, Inc.
6685 Falls of the Neuse Road - Suite 201
Raleigh, NC 27609

- * Robert E. Johnston, S.T.D., Executive Director
Presbyterian Family Life Center
4108 Park Road - Suite 410
Charlotte, NC 28209

- * Henry L. Gerner, Th.D., Director
Buchanan Counseling Center
Methodist Hospital of Indiana
Indianapolis, IN 46202

- * T. J. Liggett, L.H.D., President
Pastoral Counseling Service of Christian
Theological Seminary
1000 West 42nd Street
Indianapolis, IN 46208

- * G. Edward Alley, M. Min., Director
Raines Pastoral Counseling Center
921 East 66th Street
Indianapolis, IN 46220

- William M. North, M.Div., Director
Care and Counseling, Inc.
12145 Ladve Road
St. Louis, MO 63141

- * Neal F. Fisher, Ph.D., Director
Garrett-Evangelical Theological Seminary
2121 Sheridan Road
Evanston, IL 60201

- * John L. Florell, Ph.D., Executive Director
Illinois Pastoral Services Institute
702 North East Street
Bloomington, IL 61701

- * Larry Holst, Interim Director
Pastoral Psychotherapy Institute
1580 North Northwest Highway - Suite 111
Park Ridge, IL 60068

- * Louis W. Adams, D.Min., Director
Pastoral Care and Training Center
Texas Christian University
Ft. Worth, TX 76129

- * Kenneth Pepper, Ph.D., Director
Pastoral Counseling and Education Center
3200 Maple Avenue - Suite 200
Dallas, TX 75201

*

James V. Gau, Director
The Pomona Valley Pastoral Counseling and Growth
Centers of The School of Theology at Claremont
211 West Foothill Boulevard
Claremont, CA 91711

APPENDIX H

THE RESEARCH HYPOTHESES FINDINGS

Analysis of Hypothesis I

The AAPC and CACREP accredited counselor training programs were compared for differences in the degree of emphasis each program places on prominent counseling orientations. A general hypothesis, with 10 operational hypotheses were used to test for differences in emphasis among those counselor training programs surveyed.

Hypothesis 1.0

There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the major counseling orientations.

This hypothesis was rejected. The rejection is based on one out of eleven operational hypotheses being significant at $p \leq .01$. The operational hypotheses are presented in the following section.

H:1a There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the behavioral counseling orientation. Hypothesis is retained, results presented in Table I.

Table I

| GRP | COUNT ROW PCT | IND | Q1A | | | ROW TOTAL |
|------------------------------------|------------------|--------------|--------------------|----------------------|-------------------|--------------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 3 | 12 | 3 | 1 | 18 |
| | | 18.7 | 66.7 | 16.7 | | 42.9 |
| | | 78.0 | 83.2 | 18.8 | | |
| SECULAR | 2 | 1 | 7 | 13 | 3 | 24 |
| | | 4.2 | 29.2 | 54.2 | 12.5 | 57.1 |
| | | 25.0 | 36.8 | 81.3 | 100.0 | |
| COLUMN TOTAL | 4 | 19 | 16 | 3 | | 42 |
| | | 9.5 | 45.2 | 38.1 | 7.1 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 10.93174 | 3 | .0121 * | 1.286 | 4 OF 8 (50.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | |

*Difference is not significant at the .01 level.

H:1b There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the cognitive counseling model. Hypothesis is retained. Results presented in Table 2.

Table 2

| GRP | COUNT | ROW PCT | COL PCT | O1B | | | | ROW TOTAL |
|------------------------------------|-------|--------------|----------|---------------------|-----------------|-------------------|----------------|-----------|
| | | | | EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | 1 | 11 | 21 | 31 | 41 | | | |
| PASTORAL | 1 | 11.1 | 11.1 | 9.0 | 32.3 | 5.9 | 18 | |
| | 1 | 68.7 | 78.0 | 28.6 | 20.0 | | 43.9 | |
| SECULAR | 2 | 4.3 | 13.0 | 18 | 17.4 | 4 | 23 | |
| | 1 | 33.2 | 28.0 | 71.4 | 80.0 | | 56.1 | |
| COLUMN TOTAL | 3 | 7.3 | 29.3 | 51.2 | 12.2 | 5 | 41 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | | |
| 0.50724 | 3 | .0366 * | 1.317 | 4 OF 8 (50.0P) | | | | |
| NUMBER OF MISSING OBSERVATIONS = 2 | | | | | | | | |

*Not significant at the .01 level.

H:1c There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the eclectic counseling orientation. Hypothesis retained. Results presented in Table 3.

Table 3

| GRP | COUNT | ROW PCT | COL PCT | O1C | | | | ROW TOTAL |
|------------------------------------|-------|--------------|----------|---------------------|-----------------|-------------------|----------------|-----------|
| | | | | EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | 1 | 11 | 21 | 31 | 41 | | | |
| PASTORAL | 1 | 22.2 | 22.2 | 27.8 | 27.8 | 5 | 18 | |
| | 1 | 68.7 | 68.7 | 38.5 | 31.3 | | 43.9 | |
| SECULAR | 2 | 8.7 | 8.7 | 34.8 | 47.8 | 11 | 23 | |
| | 1 | 33.3 | 33.3 | 61.5 | 68.8 | | 56.1 | |
| COLUMN TOTAL | 6 | 14.6 | 14.6 | 21.7 | 39.0 | 16 | 41 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | | |
| 3.72123 | 3 | .2932 * | 2.634 | 4 OF 8 (50.0P) | | | | |
| NUMBER OF MISSING OBSERVATIONS = 2 | | | | | | | | |

*Not significant at the .01 level.

H:1d There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the existential counseling orientation. Hypothesis is retained. Results presented in Table 4.

Table 4

| | | Q10 | | | | |
|------------------------------------|------|--------------|----------|---------------------|----------|-------|
| ROW | PCT | IND | SLIGHT | MODERATE | GREAT | ROW |
| COL | PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 11 | 21 | 31 | 41 | |
| GRP | | | | | | |
| PASTORAL | 1 | 1 | 7 | 6 | 2 | 16 |
| | | 6.3 | 43.8 | 37.5 | 12.5 | 42.1 |
| | | 50.0 | 38.9 | 40.0 | 66.7 | |
| SECULAR | 2 | 1 | 11 | 9 | 1 | 22 |
| | | 4.5 | 50.0 | 40.9 | 4.5 | 57.9 |
| | | 50.0 | 81.1 | 60.9 | 33.3 | |
| COLUMN | | 2 | 18 | 15 | 3 | 38 |
| TOTAL | | 5.3 | 47.4 | 39.5 | 7.9 | 100.0 |
| CHI-SQUARE | Q.P. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| .00722 | 3 | .8261 * | .842 | 4 OF 8 (50.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 5 | | | | | | |

*Not significant at the .01 level.

H:1e There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the phenomenological counseling orientation. Hypothesis is retained. Results presented in Table 5.

Table 5

| | | Q1E | | | | |
|------------------------------------|------|--------------|----------|---------------------|----------|-------|
| ROW | PCT | IND | SLIGHT | MODERATE | GREAT | ROW |
| COL | PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 11 | 21 | 31 | 41 | |
| GRP | | | | | | |
| PASTORAL | 1 | 2 | 10 | 4 | | 16 |
| | | 12.5 | 62.5 | 25.0 | | 42.1 |
| | | 40.0 | 50.0 | 36.4 | | |
| SECULAR | 2 | 3 | 10 | 7 | 2 | 22 |
| | | 13.6 | 45.5 | 31.8 | 9.1 | 57.9 |
| | | 60.0 | 50.0 | 63.6 | 100.0 | |
| COLUMN | | 5 | 20 | 11 | 2 | 38 |
| TOTAL | | 13.2 | 52.8 | 28.9 | 5.3 | 100.0 |
| CHI-SQUARE | Q.P. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 2.12376 | 3 | .5471 * | .842 | 5 OF 8 (62.5%) | | |
| NUMBER OF MISSING OBSERVATIONS = 5 | | | | | | |

*Not significant at the .01 level.

H:1.f There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the psychoanalytic counseling orientation. Hypothesis is rejected. Results presented in Table 6.

Table 6

| GRP | COUNT ROW PCT COL PCT | DIF | | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------------|----------------------|---------------------|--------------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 11 | 21 | 31 | 18 |
| | | 5.6 | 5.6 | 16.7 | 72.2 |
| | | 28.0 | 6.3 | 37.5 | 92.9 |
| SECULAR | 2 | 3 | 15 | 5 | 24 |
| | | 12.5 | 62.5 | 20.8 | 4.2 |
| | | 75.0 | 93.8 | 82.5 | 7.1 |
| COLUMN TOTAL | | 4 | 16 | 8 | 14 |
| | | 9.5 | 38.1 | 19.0 | 33.3 |
| | | | | | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 | |
| 23.68146 | 3 | .0000* | 1.714 | 4 OF 8 (50.0P) | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | |

*Difference is significant at $P \leq .001$.

H:1g There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the trait factor counseling orientation. Hypothesis is retained. Results presented in Table 7.

Table 7

| GRP | COUNT ROW PCT COL PCT | DIF | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------------|----------------------|---------------------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | |
| PASTORAL | 1 | 12 | 8 | 18 |
| | | 66.7 | 27.8 | 48.0 |
| | | 57.1 | 38.7 | 20.0 |
| SECULAR | 2 | 9 | 9 | 22 |
| | | 40.9 | 40.9 | 18.2 |
| | | 42.9 | 64.3 | 80.0 |
| COLUMN TOTAL | | 21 | 14 | 40 |
| | | 52.5 | 38.0 | 12.5 |
| | | | | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.F. < 5 |
| 3.00144 | 2 | .2230* | 2.280 | 2 OF 6 (33.3P) |
| NUMBER OF MISSING OBSERVATIONS = 3 | | | | |

*Difference not significant at the .01 level.

ere is no difference in the emphasis, by secular and pastoral training programs, on the utilization of the transactional counseling orientation. Hypothesis is retained. Results in Table 8.

Table 8

| RP | COUNT ROW PCT COL PCT | Q11 | | | | ROW TOTAL |
|------------------------------------|-----------------------------|-------------------|--------------------|----------------------|-------------------|--------------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 7 38.9 83.6 | 7 38.9 48.7 | 3 16.7 25.0 | 1 5.6 50.0 | 18 45.0 |
| SECULAR | 2 | 4 18.2 38.4 | 8 38.4 53.3 | 9 40.9 75.0 | 1 4.5 50.0 | 22 55.0 |
| COLUMN TOTAL | | 11 27.5 | 15 37.5 | 12 30.0 | 2 5.0 | 40 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 3.52005 | 3 | .3182 * | .900 | 3 OF 8 (37.5%) | | |
| NUMBER OF MISSING OBSERVATIONS = 3 | | | | | | |

*Difference not significant at .01 level.

ere is no difference in the emphasis, by secular and pastoral training programs, on the utilization of the gestalt counseling orientation. Hypothesis is retained. Results presented in Table 9.

Table 9

| GRP | COUNT ROW PCT COL PCT | Q11 | | | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------------|--------------------|----------------------|-------------------|--------------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 2 11.1 100.0 | 12 68.7 83.2 | 3 16.7 17.6 | 1 5.6 50.0 | 18 45.0 |
| SECULAR | 2 | | 7 31.8 38.8 | 14 82.6 82.4 | 1 4.5 50.0 | 22 55.0 |
| COLUMN TOTAL | | 2 5.0 | 19 47.5 | 17 42.5 | 2 5.0 | 40 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 10.13478 | 3 | .0175 * | .900 | 4 OF 8 (50.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 3 | | | | | | |

*Difference not significant at .01 level.

H:lj There is no difference in the emphasis, by secular and pastoral counselor training programs, on the utilization of the client-centered counseling orientation. Hypothesis is retained. Results presented in Table 10.

Table 10

| GRP | ROW PCT | COL PCT | COUNT | | | | TOTAL |
|------------------------------------|---------|--------------|-----------------|----------------------|----------------|------|-------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | | |
| PASTORAL | 1 | 1 | 3 | 5 | 8 | 2 | 18 |
| | | | 16.7 | 27.8 | 44.4 | 11.1 | 42.0 |
| | | | 100.0 | 83.3 | 33.3 | 22.2 | |
| SECULAR | 2 | 1 | 1 | 1 | 16 | 7 | 24 |
| | | | 4.2 | 66.7 | 29.2 | 7 | 57.1 |
| | | | 16.7 | 66.7 | 77.0 | | |
| COLUMN TOTAL | | | 3 | 6 | 24 | 9 | 42 |
| | | | 7.1 | 14.3 | 57.1 | 21.4 | 100.0 |
| CHI-SQUARE | O. P. | SIGNIFICANCE | MIN E. P. | CELLS WITH E. P. < 5 | | | |
| 10.46759 | 3 | .0150 * | 1.286 | 5 OF | 8 (62.5%) | | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | | |

*Difference not significant at the .01 level.

The AAPC counselor educators surveyed wrote in a number of counseling orientations under the "other" category. Those counseling orientations mentioned are listed below. The frequency of mention for each counseling orientation is noted parenthetically.

1. Systems Theory (6)
2. Family Systems (2)
3. Object Relations (1)
4. Interpersonal (1)
5. Experiential (1)
6. Family of Origin (1)
7. Child Play Therapy (1)
8. Marriage & Family (1)
9. Spiritual (1)
10. Multimodal (1)

The CACREP counselor educators surveyed also wrote in a number of counseling orientations under the "other" category. Those counseling orientations mentioned are listed below. The frequency of mention for each counseling orientations is noted parenthetically.

1. Adlerian (6)
2. Systems Theory (1)
3. Developmental (1)

Hypothesis 2

There is no difference between the pastoral and secular counselor training programs in the mean number of clock hours required in on-campus laboratory or skill training experiences.

This hypothesis was retained. The decision to retain the null hypothesis is based upon the degree of difference not being significant at the .01 level. Results presented in Table II.

Table II

| T T E S T | | | | | | | | | | | | | |
|-----------|--------|----|-----------|----------|---------|--------|--------------------------|--------------------|--------------|----------------------------|--------------------|--------------|--------|
| VARIABLE | GROUP | NO | 1. | 2. | F | 2-TAIL | POOLED VARIANCE ESTIMATE | | | SEPARATE VARIANCE ESTIMATE | | | |
| | | | | | | | VALUE | DEGREES OF FREEDOM | 2-TAIL PROB. | T VALUE | DEGREES OF FREEDOM | 2-TAIL PROB. | |
| 02 | AAPC | 12 | 1216.3333 | 2166.357 | 623.064 | 91.92 | .000 | 2.19 | 33 | .036 | 1.58 | 11.19 | .142 * |
| | CACREP | 23 | 223.0435 | 274.291 | 57.184 | | | | | | | | |

*Difference not significant at the .01 level.

Analysis of Hypothesis 3

The AAPC and CACREP accredited counselor training programs were compared for differences in the number of clock hours each program required for internship experiences.

Hypothesis 3

There is no difference between secular and pastoral counselor training programs in the mean number of clock hours required for on-site (or internship) field experiences.

This hypothesis was retained. The decision to retain the null hypothesis is based upon the degree of difference not being significant at the .01 level. Results presented in Table 12.

Table 12

| T T E S T | | | | | | | | | | | | | |
|-----------|---------|----|-----------|----------|---------|--------|--------------------------|--------------------|--------------|----------------------------|--------------------|--------------|--------|
| VARIABLE | GROUP | NO | 1. | 2. | F | 2-TAIL | POOLED VARIANCE ESTIMATE | | | SEPARATE VARIANCE ESTIMATE | | | |
| | | | | | | | VALUE | DEGREES OF FREEDOM | 2-TAIL PROB. | T VALUE | DEGREES OF FREEDOM | 2-TAIL PROB. | |
| 03 | GROUP 1 | 12 | 1289.8333 | 1404.001 | 408.300 | 1.18 | .803 | .37 | 34 | .715 | .38 | 23.84 | .708 * |
| | GROUP 2 | 24 | 1098.2500 | 1824.954 | 311.280 | | | | | | | | |

*Difference not significant at the .01 level.

Analysis of Hypothesis 4

The AAPC and CACREP accredited counselor training programs were compared for differences in the procedures employed to evaluate the experiential components of the counselor education process. A general hypothesis, with six operational hypotheses were used to test for differences in emphasis among the counselor training programs surveyed.

Hypothesis 4

There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the evaluations of the experiential components of counselor training.

This hypothesis was rejected. This rejection is based on two out of six of the operational hypotheses being significant at $P \leq .01$. The operational hypotheses are presented in the following section.

H:4 There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'videotape' in the evaluations of the experiential components of counselor training. Hypothesis is rejected. Results presented in Table 13.

Table 13

| | | Q4A | | | | |
|------------------------------------|------|--------------|----------|----------|---------------------|--|
| ROW | PCT | SLIGHT | MODERATE | GREAT | ROW | |
| GRP | INO | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL | |
| COL | PCT | EMPHASIS | EMPHASIS | EMPHASIS | | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 4 | 7 | 8 | 19 | |
| | | 21.1 | 36.8 | 31.6 | 44.2 | |
| | | 66.7 | 87.5 | 42.9 | 13.3 | |
| SECULAR | 2 | 2 | 1 | 8 | 24 | |
| | | 8.3 | 4.2 | 33.3 | 54.2 | |
| | | 33.3 | 12.5 | 57.1 | 86.7 | |
| COLUMN | | 6 | 8 | 14 | 15 | |
| TOTAL | | 14.0 | 18.6 | 32.6 | 36.9 | |
| | | | | | 100.0 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | |
| 13.11488 | 3 | .0044 * | | 2.651 | 4 OF 8 (50.0P) | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference is significant $P \leq .01$.

H:4b There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'audio-tape' in the evaluation of the experiential components of counselor training. Hypothesis is retained. Results presented in Table 14.

Table 14

| | | Q4B | | | | |
|------------------------------------|---------|--------------|----------|---------------------|----------|-------|
| | | COUNT | SLIGHT | MODERATE | GREAT | ROW |
| GRP | ROW PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 1 | 2 | 3 | 4 | |
| | | 21 | 31 | 41 | | |
| PASTORAL | 1 | 5 | 14 | 19 | | 44.2 |
| | | 26.3 | 73.7 | | | |
| | | 41.7 | 48.3 | | | |
| SECULAR | 2 | 7 | 15 | 24 | | 55.8 |
| | | 8.3 | 29.2 | 62.5 | | |
| | | 100.0 | 58.3 | 51.7 | | |
| COLUMN TOTAL | | 12 | 29 | 43 | | |
| | | 4.7 | 27.9 | 67.4 | | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 1.81091 | 2 | .4044* | .884 | 2 OF 6 (33.3P) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference not significant at the .01 level.

H:4c There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'direct observations' in the evaluation of the experiential components of counselor training. Hypothesis is rejected. Results presented in Table 15.

Table 15

| | | Q4C | | | | |
|------------------------------------|---------|--------------|----------|---------------------|----------|-------|
| | | COUNT | SLIGHT | MODERATE | GREAT | ROW |
| GRP | ROW PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 1 | 2 | 3 | 4 | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 2 | 12 | 5 | | 19 |
| | | 10.5 | 63.2 | 26.3 | | 44.2 |
| | | 100.0 | 63.2 | 33.3 | | |
| SECULAR | 2 | 7 | 10 | 7 | | 24 |
| | | 29.2 | 41.7 | 29.2 | | 55.8 |
| | | 36.8 | 66.7 | 100.0 | | |
| COLUMN TOTAL | | 9 | 18 | 7 | | 43 |
| | | 4.7 | 44.2 | 34.9 | 16.3 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 11.55733 | 3 | .0091* | .884 | 4 OF 6 (50.0P) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference is significant at $P \leq .01$.

H:4d There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of "interpersonal Process Recall (IPR)" in the evaluation of the experiential components of counselor training. Hypothesis is retained. Results presented in Table 16.

Table 16

| | | Q4D | | | | |
|------------------------------------|---------|--------------|----------|---------------------|----------|-------|
| | | COUNT | SLIGHT | MODERATE | GREAT | ROW |
| GRP | ROW PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 1 | 2 | 3 | 4 | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 2 | 2 | 8 | | 19 |
| | | 10.5 | 10.5 | 47.4 | 31.8 | 44.2 |
| | | 33.3 | 16.7 | 50.0 | 85.7 | |
| SECULAR | 2 | 4 | 10 | 1 | | 24 |
| | | 16.7 | 41.7 | 37.5 | 4.2 | 55.8 |
| | | 66.7 | 83.3 | 50.0 | 14.3 | |
| COLUMN TOTAL | | 6 | 12 | 7 | | 43 |
| | | 14.0 | 27.9 | 41.9 | 16.3 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 9.11325 | 3 | .0278* | 2.651 | 4 OF 6 (50.0P) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference is not significant at the .01 level.

H:4e There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of 'direct consultations with supervisor following session' in the evaluation of the experiential components of counselor training. Hypothesis is retained. Results presented in Table 17.

Table 17

| GRP | COUNT ROW PCT COL PCT | ONE | | | | ROW TOTAL |
|---|-----------------------------|----------------|--------------------|----------------------|---------------------|--------------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 4 | 6 | 4 | 4 | 18 |
| | | 22.2 | 33.3 | 22.2 | 22.2 | 42.9 |
| | | 100.0 | 46.2 | 36.8 | 33.3 | |
| SECULAR | 2 | 7 | 9 | 8 | 6 | 24 |
| | | 29.2 | 37.5 | 33.3 | 25.0 | 57.1 |
| | | 53.8 | 60.2 | 66.7 | | |
| COLUMN TOTAL | | 4 | 13 | 13 | 12 | 42 |
| | | 9.5 | 31.0 | 31.0 | 28.6 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | |
| 6.01111 | 3 | .0854* | | 1.714 | 2 OF 6 (33.3%) | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | |
| *Difference not significant at the .01 level. | | | | | | |

H:4f There is no difference in the degree of emphasis that pastoral and secular counselor training programs place on the use of the 'process report' in the evaluations of the experiential components of counselor training. Hypothesis is retained. Results presented in Table 18.

Table 18

| GRP | COUNT ROW PCT COL PCT | ONE | | | | ROW TOTAL |
|---|-----------------------------|----------------|--------------------|----------------------|---------------------|--------------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 1 | 5 | 9 | 5 | 16 |
| | | 5.9 | 26.3 | 42.1 | 26.3 | 49.2 |
| | | 100.0 | 50.0 | 40.0 | 45.5 | |
| SECULAR | 2 | 5 | 12 | 6 | 6 | 23 |
| | | 21.7 | 32.2 | 25.1 | 25.1 | 54.6 |
| | | 50.0 | 60.0 | 54.5 | | |
| COLUMN TOTAL | | 1 | 10 | 20 | 11 | 42 |
| | | 2.4 | 23.8 | 47.6 | 26.2 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | |
| 1.92378 | 3 | .6768* | | .452 | 4 OF 8 (50.0%) | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | |
| *Difference not significant at the .01 level. | | | | | | |

One AAPC counselor education program chairperson surveyed wrote in two methods of evaluating the experiential components of counselor training under the "other" category. These are "individual supervision", and "group supervision". A number of CACREP counselor education program chairpersons surveyed wrote in methods used by their programs in the evaluation of the experiential components of counselor training under the "other" category. These are "regular supervision", "group supervision" (mentioned

twice), "individual on-going supervision", and "client evaluations".

Analysis of Hypothesis 5

The AAPC and CACREP accredited counselor education programs were compared for differences in the degree of emphasis each program places on the "personal growth" of the student counselor. The degree of emphasis on student counselor "personal growth" was assessed by hypothesis 5.

H:5 There is no difference in the degree of emphasis that secular and pastoral counselor training programs place on the 'personal growth' of the counseling student. Hypothesis is retained. Results presented in Table 19.

Table 19

| GRP | COUNT | OS | | | ROW TOTAL |
|----------|--------------|-----------------|-------------------|----------------|-----------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 1 | 2 | 16 | 19 |
| | ROW PCT | 5.3 | 10.5 | 84.2 | 44.2 |
| | COL PCT | 33.3 | 18.2 | 55.2 | |
| SECULAR | 2 | 2 | 9 | 13 | 24 |
| | ROW PCT | 8.3 | 37.5 | 54.2 | 55.8 |
| | COL PCT | 66.7 | 81.8 | 44.8 | |
| | COLUMN TOTAL | 7.0 | 25.6 | 67.4 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 4.57874 | 2 | .1013* | 1.328 | 3 OF 6 (50.0%) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is not significant at the .01 level.

Analysis of Hypothesis 6

The AAPC and CACREP accredited counselor education programs were compared for differences in the percentage of counseling students, within their program, that are currently involved as a client in personal counseling or psychotherapy. The percentage of student counselors currently in personal counseling was assessed by hypothesis 6.

H:6 There is no difference between pastoral and secular counselor training programs in the percentage of students in personal counseling or psychotherapy as clients. Hypothesis is rejected. Results presented in Table 20.

Table 20

| GRP | COUNT ROW PCT COL PCT | 06 | | | | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------|------|----------|---------------------|-------|--------------|
| | | 11 | 21 | 31 | 41 | 51 | |
| PASTORAL | 1 | 5.3 | 5.3 | 5.3 | 10.5 | 73.7 | 19 |
| | | 12.5 | 7.1 | 35.3 | 50.0 | 100.0 | 44.2 |
| SECULAR | 2 | 7 | 13 | 2 | 2 | | 24 |
| | | 29.2 | 54.2 | 8.3 | 8.3 | | 55.8 |
| | | 87.5 | 92.9 | 86.7 | 90.9 | | |
| COLUMN TOTAL | | 8 | 14 | 3 | 4 | 14 | 43 |
| | | 18.6 | 32.8 | 7.0 | 9.3 | 32.6 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 28.92878 | 4 | .0000* | | 1.326 | 6 OF 10 (60.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference is significant at $P \leq .001$.

Analysis of Hypothesis 7

The AAPC and CACREP accredited counselor education programs were compared for differences in the level of encouragement they provide student counselors to become involved as clients in personal counseling. The level of programmatic encouragement of students to become involved in personal counseling is assessed by hypothesis 7. Hypothesis is rejected. Results presented in Table 21.

Table 21

| GRP | COUNT ROW PCT COL PCT | 07 | | | | | ROW TOTAL |
|------------------------------------|-----------------------------|--------------|-------|----------|---------------------|------|--------------|
| | | 11 | 21 | 31 | 41 | 51 | |
| PASTORAL | 1 | | | | 5 | 14 | 19 |
| | | | | | 28.3 | 73.7 | 44.2 |
| | | | | | 35.7 | 70.0 | |
| SECULAR | 2 | 1 | 3 | 7 | 9 | 6 | 24 |
| | | 4.2 | 4.2 | 29.2 | 37.5 | 25.0 | 55.8 |
| | | 100.0 | 100.0 | 100.0 | 84.3 | 30.0 | |
| COLUMN TOTAL | | 1 | 3 | 7 | 14 | 20 | 43 |
| | | 2.3 | 2.3 | 16.3 | 32.6 | 46.5 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | | MIN E.P. | CELLS WITH E.P. < 5 | | |
| 12.93837 | 4 | .0116* | | .442 | 6 OF 10 (60.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference is significant at $P \leq .01$.

Analysis of Hypothesis 8

The AAPC and CACREP accredited counselor education programs were compared for differences in the level of programmatic encouragement counseling students receive to develop their own personal counseling philosophy. The level of encouragement that counseling students receive to develop their own personal philosophy of counseling is assessed by hypothesis 8.

H:8 There is no difference between secular and pastoral counselor training programs in the level of encouragement students receive to develop their own personal philosophical model of the counseling process. Hypothesis is retained. Results presented in Table 22.

Table 22

| GRP | COUNT ROW PCT COL PCT | 11 | 21 | ROW TOTAL |
|-----------------|-----------------------------|-------|-------|--------------|
| PASTORAL | 1 | 19 | 1 | 19 |
| | | 100.0 | | 44.2 |
| | | 45.2 | | |
| SECULAR | 2 | 23 | 1 | 24 |
| | | 95.8 | 4.2 | 55.8 |
| | | 54.8 | 100.0 | |
| COLUMN TOTAL | | 42 | 1 | 43 |
| | ST.T | 2.3 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|-----------------------------|---------------------|
| .0000 | 1 | 1.0000* | .442 | 2 OF 4 (50.0%) |
| .81052 | 1 | .3680 | (BEFORE YATES CORRECTION) | |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

Analysis of Hypothesis 9

The AAPC and CACREP accredited counselor training programs were compared for differences in programmatic emphasis of various counselor education content areas. A general hypothesis, with 21 operational hypothesis were used to test for differences in emphasis among those counselor training programs surveyed.

Hypothesis 9

There is no difference in the emphasis, by pastoral and secular counselor training programs, on the major content areas of counselor education.

This hypothesis was rejected. The rejection is based on five out of 21 operational hypothesis being significant at $P \leq .01$. The operational hypothesis are presented in the following sections.

H:9a There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'marriage counseling'. Hypothesis is retained. Results presented in Table 23.

Table 23

| GRP | COUNT ROW PCT COL PCT | OBA | | | | ROW TOTAL |
|----------|------------------------------------|-----------------|--------------------|----------------------|---------------------|--------------|
| | | IND EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | | |
| PASTORAL | 1 | 1 | 1 | 10 | 9 | 19 |
| | | 9.1 | 4.8 | 45.5 | 47.4 | 44.2 |
| SECULAR | 2 | 2 | 6 | 12 | 4 | 24 |
| | | 8.3 | 25.0 | 38.7 | 16.7 | 58.8 |
| | | 100.0 | 100.0 | 54.5 | 30.8 | |
| | COLUMN TOTAL | 2 | 6 | 22 | 13 | 43 |
| | | 4.7 | 14.0 | 51.2 | 30.2 | 100.0 |
| | CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | |
| | 9.88403 | 3 | .0217 * | .884 | 4 OF 8 (50.0%) | |
| | NUMBER OF MISSING OBSERVATIONS = 0 | | | | | |

*Difference not significant at .01' level.

H:9b There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'life meaning issues'. Hypothesis is retained. Results presented in Table 24.

Table 24

| GRP | COUNT ROW PCT COL PCT | OBA | | | | ROW TOTAL |
|----------|------------------------------------|-----------------|--------------------|----------------------|---------------------|--------------|
| | | IND EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | | 41 |
| PASTORAL | 1 | 1 | 3 | 11 | 5 | 19 |
| | | 9.1 | 14.3 | 35.5 | 24.3 | 44.2 |
| SECULAR | 2 | 1 | 6 | 10 | 5 | 24 |
| | | 4.2 | 33.3 | 41.7 | 20.8 | 58.8 |
| | | 100.0 | 72.7 | 47.8 | 30.0 | |
| | COLUMN TOTAL | 1 | 11 | 21 | 10 | 43 |
| | | 2.3 | 25.6 | 48.8 | 23.3 | 100.0 |
| | CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | |
| | 2.77649 | 3 | .4274 * | .442 | 4 OF 8 (50.0%) | |
| | NUMBER OF MISSING OBSERVATIONS = 0 | | | | | |

*Difference not significant at .01 level.

H:9c There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'family counseling'. Hypothesis is retained. Results presented in Table 25.

Table 25

| GRP | COUNT | ROW PCT | OBC | | | ROW TOTAL |
|--------------|-------|---------|-----------------|-------------------|----------------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | 1 | | 21 | 31 | 41 | |
| PASTORAL | 1 | 10.5 | 42.1 | 47.4 | 19 | 44.2 |
| | 2 | 20.0 | 34.8 | 68.2 | 24 | 56.8 |
| SECULAR | 2 | 20.0 | 62.5 | 16.7 | 4 | 56.8 |
| | 1 | 71.4 | 65.2 | 30.8 | 13 | 43 |
| COLUMN TOTAL | 7 | 16.3 | 53.5 | 30.2 | 43 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 4.82304 | 2 | .0887* | 3.093 | 2 OF 6 (33.3P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

H:9d There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'gerontological issues'. Hypothesis is retained. Results presented in Table 26.

Table 26

| GRP | COUNT | ROW PCT | OBD | | | ROW TOTAL | |
|--------------|-------|---------|-----------------|-------------------|----------------|-----------|--|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | | |
| | 1 | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 21.1 | 68.4 | 10.5 | 19 | 44.2 | |
| | 2 | 57.1 | 44.8 | 40.0 | 24 | 56.8 | |
| SECULAR | 2 | 12.5 | 68.7 | 12.5 | 8.3 | 56.8 | |
| | 1 | 42.9 | 55.2 | 60.0 | 100.0 | 43 | |
| COLUMN TOTAL | 7 | 16.3 | 67.4 | 11.6 | 4.7 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 2.10020 | 3 | .5518* | .884 | 6 OF 6 (75.0P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

H:93 There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'sexuality issues'. Hypothesis retained. Results presented in Table 27.

Table 27

| GRP | COUNT | ROW PCT | OSE | | | ROW TOTAL | |
|--------------|-------|---------|-----------------|-------------------|----------------|-----------|------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | | |
| | 1 | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 46.2 | 31.6 | 57.9 | 10.5 | 19 | 44.2 |
| | 2 | 46.2 | 44.0 | 66.7 | 24 | 56.8 | |
| SECULAR | 2 | 8.3 | 29.2 | 58.3 | 4.2 | 24 | 56.8 |
| | 1 | 100.0 | 53.8 | 56.0 | 33.3 | 43 | |
| COLUMN TOTAL | 4 | 4.7 | 30.2 | 56.1 | 7.0 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 2.21886 | 3 | .5282* | .884 | 4 OF 6 (66.7P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

H:9f There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'individual counseling'. Hypothesis retained. Results presented in Table 28.

Table 28

| GRP | COUNT ROW PCT COL PCT | OBP | | ROW TOTAL |
|-----------------|-----------------------------|----------------------|-------------------|--------------|
| | | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 31 | 41 | |
| PASTORAL | 1 | 6 | 15 | 19 |
| | | 21.1 | 78.9 | 44.2 |
| | | 66.7 | 40.5 | |
| SECULAR | 2 | 2 | 22 | 24 |
| | | 8.3 | 91.7 | 56.8 |
| | | 33.3 | 59.5 | |
| COLUMN TOTAL | | 6 | 37 | 43 |
| | | 14.0 | 86.0 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|-----------------------------|---------------------|
| .56590 | 1 | .4819 * | 2.051 | 2 OF 4 (50.0P) |
| 1.42892 | 1 | .2319 | (BEFORE YATES CORRECTION) | |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

H:9g There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'spiritual issues'. Hypothesis rejected. Results presented in Table 29.

Table 29

| GRP | COUNT ROW PCT COL PCT | OBG | | | | ROW TOTAL |
|-----------------|-----------------------------|----------------|--------------------|----------------------|-------------------|--------------|
| | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 1 | 1 | 11 | 7 | 19 |
| | | 5.3 | 57.9 | 38.8 | | 44.2 |
| | | 9.1 | 73.3 | 87.5 | | |
| SECULAR | 2 | 9 | 10 | 4 | 1 | 24 |
| | | 37.5 | 41.7 | 16.7 | 4.2 | 59.8 |
| | | 100.0 | 90.9 | 26.7 | 12.5 | |
| COLUMN TOTAL | | 9 | 11 | 15 | 8 | 43 |
| | | 20.9 | 25.6 | 34.9 | 18.6 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 23.87167 | 3 | .0000 * | 3.535 | 4 OF 8 (50.0P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at $p \leq .001$.

H:9h There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'interpersonal relationship issues'. Hypothesis retained. Results presented in Table 30.

Table 30

| GRP | COUNT | ROW PCT | OBJ | | | ROW TOTAL |
|--------------|-------|---------|-------------------|----------------|----------|-----------|
| | | | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| PASTORAL | 1 | 1 | 1 | 1 | 10 | 18 |
| | | 5.6 | 28.8 | 55.6 | 28.7 | 42.9 |
| | | 100.0 | 53.8 | 28.7 | | |
| SECULAR | 2 | 1 | 8 | 18 | 18 | 24 |
| | | | 25.0 | 75.0 | 64.3 | 57.1 |
| | | | 40.2 | 64.3 | | |
| COLUMN TOTAL | 3 | 13 | 28 | 42 | | 42 |
| | | 2.4 | 31.0 | 66.7 | | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 2.55768 | 2 | .2784 * | .429 | 2 OF 6 (33.3P) |

NUMBER OF MISSING OBSERVATIONS = 1

*Difference not significant at the .01 level.

H:9i There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'occupational and vocational guidance'. Hypothesis is rejected. Results presented in Table 31.

Table 31

| GRP | COUNT | ROW PCT | OBJ | | | | ROW TOTAL |
|--------------|-------|---------|-----------------|-------------------|----------------|----------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| PASTORAL | 1 | 1 | 5 | 12 | 2 | 1 | 19 |
| | | 26.3 | 63.2 | 10.5 | 19.4 | | 44.2 |
| | | 100.0 | 63.2 | 19.4 | | | |
| SECULAR | 2 | 1 | 7 | 11 | 6 | 6 | 24 |
| | | | 29.2 | 45.8 | 25.0 | | 56.0 |
| | | | 38.8 | 84.8 | 100.0 | | |
| COLUMN TOTAL | 3 | 5 | 19 | 13 | 6 | 43 | |
| | | 11.6 | 44.2 | 30.2 | 14.0 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 18.21140 | 3 | .0004 * | 2.208 | 4 OF 8 (50.0P) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant at the $P \leq .001$.

H:9j There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'life transition issues'. Hypothesis is retained. Results presented in Table 32.

Table 32

| GRP | COUNT | ROW PCT | OBJ | | | ROW TOTAL |
|--------------|-------|---------|-----------------|-------------------|----------------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| PASTORAL | 1 | 1 | 6 | 11 | 3 | 18 |
| | | 22.2 | 61.1 | 16.7 | 37.5 | 42.9 |
| | | 40.0 | 45.8 | 37.5 | | |
| SECULAR | 2 | 1 | 8 | 13 | 5 | 24 |
| | | 25.0 | 54.2 | 20.8 | 62.5 | 57.1 |
| | | 60.0 | 54.2 | 62.5 | | |
| COLUMN TOTAL | 3 | 10 | 24 | 8 | 42 | |
| | | 23.8 | 57.1 | 19.0 | 100.0 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| .21388 | 2 | .8986 * | 3.429 | 3 OF 6 (50.0P) |

NUMBER OF MISSING OBSERVATIONS = 1

*Difference not significant at the .01 level.

H:9k There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'group work'.
Hypothesis rejected. Results presented in Table 33.

Table 33

| GRP | COUNT | ROW PCT | OBS | | | | ROW TOTAL |
|------------------------------------|-------|--------------|-------------|---------------------|-------------------|----------------|-----------|
| | | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | 1 | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | | 1 | 8 | 9 | 1 | 19 |
| | | | 9.3 | 42.1 | 47.4 | 5.3 | 44.2 |
| | | | 100.0 | 100.0 | 42.9 | 7.7 | |
| SECULAR | 2 | | 1 | 1 | 12 | 12 | 24 |
| | | | 1 | 1 | 50.0 | 50.0 | 55.8 |
| | | | 1 | 1 | 57.1 | 92.3 | |
| COLUMN TOTAL | | | 2.3 | 18.6 | 48.8 | 30.2 | 100.0 |
| CHI-SQUARE | O.P. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | |
| 18.40370 | 3 | .0004 * | .442 | 4 OF 8 (50.0P) | | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference is significant $P \leq .001$.

H:9l There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'counseling research'.
Hypothesis retained. Results presented in Table 34.

Table 34

| GRP | COUNT | ROW PCT | OBS | | | | ROW TOTAL |
|------------------------------------|-------|--------------|-------------|---------------------|-------------------|----------------|-----------|
| | | | NO EMPHASIS | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | 1 | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | | 3 | 10 | 5 | 1 | 19 |
| | | | 15.8 | 52.6 | 26.3 | 5.3 | 44.2 |
| | | | 100.0 | 58.8 | 26.3 | 25.0 | |
| SECULAR | 2 | | 1 | 7 | 14 | 3 | 24 |
| | | | 1 | 29.2 | 58.3 | 12.5 | 55.8 |
| | | | 1 | 41.2 | 73.7 | 78.0 | |
| COLUMN TOTAL | | | 3 | 17 | 19 | 4 | 43 |
| | | | 7.0 | 39.5 | 44.2 | 9.3 | 100.0 |
| CHI-SQUARE | O.P. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | |
| 0.32372 | 3 | .0388 * | 1.328 | 4 OF 8 (50.0P) | | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference not significant at the .01 level.

H:9m There is no difference in the emphasis, by pastoral and secular counselor training programs, on the content area of 'psychopathology'.
Hypothesis retained. Results presented in Table 35.

Table 35

| GRP | COUNT | ROW PCT | COL PCT | OSN | | | | ROW TOTAL |
|------------------------------------|-------|--------------|----------|---------------------|-------------------|----------------|----------|-----------|
| | | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| | 1 | | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | | | 1 | 2 | 10 | 8 | 18 |
| | | | | 11.1 | 9.5 | 33.3 | 44.2 | |
| | | | | 22.2 | 41.7 | 89.7 | | |
| SECULAR | 2 | | | 2 | 7 | 14 | 1 | 24 |
| | | | | 6.3 | 29.2 | 58.3 | 4.2 | 57.1 |
| | | | | 100.0 | 77.8 | 88.3 | 14.3 | |
| COLUMN TOTAL | 2 | | | 9 | 24 | 7 | 42 | |
| | | | | 4.8 | 21.4 | 57.1 | 16.7 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | | |
| 8.32870 | 3 | .0387* | .857 | 5 OF 8 (62.5P) | | | | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | | | |

*Difference is not significant at the .01 level.

H:9n There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'professional orientation'. Hypothesis retained. Results presented in Table 36.

Table 36

| GRP | COUNT | ROW PCT | COL PCT | OSN | | | | ROW TOTAL |
|------------------------------------|-------|--------------|----------|---------------------|-------------------|----------------|----------|-----------|
| | | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| | 1 | | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | | | 1 | 3 | 9 | 8 | 19 |
| | | | | 5.3 | 19.8 | 47.4 | 31.8 | 44.2 |
| | | | | 100.0 | 90.0 | 49.0 | 37.5 | |
| SECULAR | 2 | | | 1 | 3 | 11 | 10 | 24 |
| | | | | 12.5 | 45.8 | 41.7 | 55.8 | |
| | | | | 50.0 | 58.0 | 82.5 | | |
| COLUMN TOTAL | 1 | | | 8 | 20 | 18 | 43 | |
| | | | | 2.3 | 14.0 | 48.5 | 37.2 | 100.0 |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | | |
| 1.64879 | 3 | .6802* | .442 | 4 OF 8 (50.0P) | | | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | | |

*Difference not significant at the .01 level.

H:9o There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'appraisal of the individual'. Hypothesis retained. Results presented in Table 37.

Table 37

| GRP | COUNT | ROW PCT | COL PCT | OSN | | | | ROW TOTAL |
|------------------------------------|-------|--------------|----------|---------------------|-------------------|----------------|----------|-----------|
| | | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| | 1 | | | 21 | 31 | 41 | | |
| PASTORAL | 1 | | | 1 | 8 | 11 | 18 | |
| | | | | 42.1 | 57.9 | 57.9 | 46.2 | |
| | | | | 38.4 | 57.9 | | | |
| SECULAR | 2 | | | 1 | 14 | 8 | 23 | |
| | | | | 4.3 | 60.9 | 24.6 | 54.8 | |
| | | | | 100.0 | 62.6 | 42.1 | | |
| COLUMN TOTAL | 1 | | | 22 | 19 | 42 | | |
| | | | | 2.4 | 52.4 | 46.2 | 100.0 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 | | | | |
| 2.75408 | 2 | .2523* | .452 | 2 OF 6 (33.3P) | | | | |
| NUMBER OF MISSING OBSERVATIONS = 1 | | | | | | | | |

*Difference is not significant at the .01 level.

H:9p There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'theories of counseling'. Hypothesis retained. Results presented in Table 38.

Table 38

| GRP | COUNT ROW PCT COL PCT | OBP | | | ROW TOTAL |
|-----------------|-----------------------------|--------------------|----------------------|-------------------|--------------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 21 | 31 | 41 | |
| PASTORAL | 1 | 10 | 10 | 8 | 19 |
| | | 5.3 | 52.6 | 42.1 | 44.2 |
| | | 100.0 | 92.6 | 94.8 | |
| SECULAR | 2 | 15 | 15 | 15 | 24 |
| | | 4.2 | 37.5 | 62.5 | 55.8 |
| | | 100.0 | 47.4 | 65.2 | |
| COLUMN TOTAL | | 19 | 23 | 43 | 100.0 |
| | | 2.3 | 44.2 | 53.5 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 2.83723 | 2 | .2676 * | .442 | 2 OF 6 (33.3%) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is not significant at the .01 level.

H:9q There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of human growth and development'. Hypothesis retained. Results presented in Table 39.

Table 39

| GRP | COUNT ROW PCT COL PCT | OQQ | | | ROW TOTAL |
|-----------------|-----------------------------|--------------------|----------------------|-------------------|--------------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 21 | 31 | 41 | |
| PASTORAL | 1 | 10 | 9 | 9 | 19 |
| | | 5.3 | 52.6 | 47.4 | 44.2 |
| | | 100.0 | 49.5 | 47.4 | |
| SECULAR | 2 | 13 | 10 | 10 | 24 |
| | | 4.2 | 34.2 | 41.7 | 55.8 |
| | | 100.0 | 58.5 | 52.6 | |
| COLUMN TOTAL | | 23 | 19 | 43 | 100.0 |
| | | 2.3 | 53.5 | 44.2 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| .87436 | 2 | .6458 * | .442 | 2 OF 6 (33.3%) |

NUMBER OF MISSING OBSERVATIONS = 0

* Difference not significant at the .01 level.

H:9r There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'personality theories'. Hypothesis retained. Results presented in Table 40.

Table 40

| GRP | COUNT ROW PCT COL PCT | OQR | | | ROW TOTAL |
|-----------------|-----------------------------|--------------------|----------------------|-------------------|--------------|
| | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| | | 21 | 31 | 41 | |
| PASTORAL | 1 | 11 | 7 | 7 | 19 |
| | | 5.3 | 57.9 | 36.8 | 44.2 |
| | | 20.0 | 44.0 | 53.8 | |
| SECULAR | 2 | 10 | 8 | 8 | 24 |
| | | 16.7 | 58.3 | 25.0 | 55.8 |
| | | 80.0 | 58.0 | 46.2 | |
| COLUMN TOTAL | | 25 | 13 | 43 | 100.0 |
| | | 11.6 | 58.1 | 36.2 | |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. < 5 |
|------------|------|--------------|----------|---------------------|
| 1.67822 | 2 | .4321 * | 2.209 | 2 OF 6 (33.3%) |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference not significant at the .01 level.

H:9s There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'social and cultural foundations'. Hypothesis retained. Results presented in Table 41.

Table 41

| GRP | COUNT | OBS | OBS | | | ROW TOTAL |
|------------------------------------|---------|--------------|-----------------|---------------------|----------------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | |
| ROW PCT | COL PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL |
| | | 11 | 21 | 31 | 41 | |
| PASTORAL | 1 | 6 | 10 | 3 | 19 | |
| | | 31.6 | 52.6 | 15.8 | 44.2 | |
| | | 54.5 | 38.5 | 50.0 | | |
| SECULAR | 2 | 5 | 16 | 3 | 24 | |
| | | 20.8 | 66.7 | 12.5 | 59.8 | |
| | | 46.5 | 61.5 | 50.0 | | |
| COLUMN TOTAL | | 11 | 26 | 6 | 43 | |
| | | 25.6 | 60.6 | 14.0 | 100.0 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.P. < 5 | | |
| .90638 | 2 | .636* | 2.661 | 3 OF 6 (50.0%) | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | |

*Difference not significant at the .01 level.

H:9t There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'the psychology of religious experiences'. Hypothesis rejected. Results presented in Table 42.

Table 42

| GRP | COUNT | OBS | OBS | | | | ROW TOTAL |
|------------------------------------|---------|--------------|-----------------|---------------------|----------------|----------|-----------|
| | | | SLIGHT EMPHASIS | MODERATE EMPHASIS | GREAT EMPHASIS | EMPHASIS | |
| ROW PCT | COL PCT | EMPHASIS | EMPHASIS | EMPHASIS | EMPHASIS | TOTAL | |
| | | 11 | 21 | 31 | 41 | | |
| PASTORAL | 1 | 4 | 10 | 5 | 19 | | |
| | | 21.1 | 52.6 | 26.3 | 44.2 | | |
| | | 36.4 | 83.3 | 100.0 | | | |
| SECULAR | 2 | 7 | 2 | 1 | 24 | | |
| | | 62.5 | 29.2 | 8.3 | 59.8 | | |
| | | 100.0 | 83.6 | 16.7 | | | |
| COLUMN TOTAL | | 15 | 11 | 12 | 5 | 43 | |
| | | 34.9 | 25.6 | 27.9 | 11.6 | 100.0 | |
| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.F. | CELLS WITH E.P. < 5 | | | |
| 25.92058 | 3 | .0000* | 2.209 | 3 OF 8 (37.5%) | | | |
| NUMBER OF MISSING OBSERVATIONS = 0 | | | | | | | |

*Difference is significant $P \leq .001$.

H:9u There is no difference of emphasis, by pastoral and secular counselor training programs, on the content area of 'the helping relationship'. Hypothesis rejected. Results presented in Table 43.

Table 43

| GRP | COUNT | ODD | | ROW TOTAL |
|--------------|---------|-------------------|----------------|-----------|
| | | MODERATE EMPHASIS | GREAT EMPHASIS | |
| ROW PCT | COL PCT | 31 | 41 | |
| PASTORAL | 1 | 11 | 8 | 19 |
| | | 37.9 | 22.1 | 44.2 |
| | | 78.8 | 27.6 | |
| SECULAR | 2 | 3 | 21 | 24 |
| | | 12.8 | 87.5 | 95.8 |
| | | 21.4 | 72.4 | |
| COLUMN TOTAL | | 14 | 29 | 43 |
| | | 32.8 | 67.4 | 100.0 |

| CHI-SQUARE | D.F. | SIGNIFICANCE | MIN E.P. | CELLS WITH E.P. > 5 |
|------------|------|--------------|-----------------------------|---------------------|
| 7.98218 | 1 | .0047* | 8.188 | NONE |
| 9.98218 | 1 | .0016 | (BEFORE YATES CORRECTION) | |

NUMBER OF MISSING OBSERVATIONS = 0

*Difference is significant $P \leq .01$.