

AN ABSTRACT OF THE THESIS OF

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Title: Confidentiality as a Group Norm and its Concomitant Effect on Self-Disclosures by Participants in Personal Growth Groups

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Abstract Approved: \_\_\_\_\_

Dr. Reese House \_\_\_\_\_

Confidentiality as a group norm and how it affected self-disclosures in personal growth groups were compared between control and treated groups. The sample consisted of 53 students enrolled in a graduate level group counseling course. The students were randomly assigned to six groups: three control and three experimental groups. Each group had two facilitators. The groups all met in the same place, at the same time and observed the same protocols. The process group model was followed.

This study had four hypotheses and three main objectives: first, to determine what effect establishing confidentiality as a norm had on a participant's self-disclosures, second, to determine if the group members believed that the norm of confidentiality would be breached by either the group facilitators or the group members; and, finally, to examine the attitudes and opinions of control and treated

group members towards the belief that confidentiality as a group norm would promote more self-disclosures in personal growth groups.

The qualitative and quantitative data revealed that confidentiality as a norm did not produce significantly greater self-disclosures. Group members generally believed that confidentiality among members would be observed and members had a high belief that their group facilitators would not violate their stated ethical standards. There was no significant difference between control and treated groups in their belief that confidentiality as a norm was important for self-disclosures to occur.

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Confidentiality as a Group Norm  
and its Concomitant Effect on  
Self-Disclosures by Participants  
in Personal Growth Groups

By

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# CONFIDENTIALITY AS A GROUP NORM AND ITS CONCOMITANT EFFECT ON SELF-DISCLOSURES BY PARTICIPANTS IN PERSONAL GROWTH GROUPS

## CHAPTER 1

### INTRODUCTION

#### Background and Review of the Literature

Groups have existed in one form or another throughout history. Daily, most people belong to or interact in a myriad of groups such as family, social, work, and religious affiliations.

It is this researcher's professional background and informed opinion that group training also has existed for years, but it wasn't until the early part of this century that researchers began to quantify, qualify, examine, and attempt to maximize the potential of group work. Demands for improved performance efficiency in the work force, particularly in training, were the genesis of group training. The goal was to improve performance of duties, focusing on management, by increasing the quality of the human aspects of the organization.

In 1946, a community leadership training program involving Kenneth Benne, Ronald Lippitt, Leland Bradford and Kurt Lewin led to the establishment of the National Training Laboratory (NTL) group training model in 1947 in Bethel, Maine. Their focus was on Basic Skills Training (BST) groups. Since that start, many groups emerged from these initial BST groups; some of the most common and current

are "T", encounter and process-centered training groups (Shapiro, 1978).

During the late 1940s', the concept of group psychotherapy also emerged, both for economic reasons and due to a paucity of psychiatrists (Wender, 1946). It also was posited that group therapy represented a current social demand as suggested in Reisman's 1950 book, The Lonely Crowd.

It is this researcher's opinion that group therapy and group encounter have some similarities and frequently the same training methods have been used successfully in both types of groups. Some typical commonalities are emphasis on feelings, dealing in the here-and-now and focusing on the positive potential of the group member.

The two main differences between therapy and encounter groups are the populations and the goals of the groups.

Members of therapy groups are usually people with some emotional, attitudinal, or social dysfunction that prevents them from living a "normally" functioning life. Encounter group members are usually people who are functioning well but want to become more effective in their interpersonal relationships.

The goals of a therapy group are interpersonal and interpsychic adequacy and this general theme appears in all these groups. The encounter group's purpose is for the participants to better know themselves so as to become more fully functioning members of society. This self-insight or self-learning is a movement by mentally healthy people in the direction of self-actualization. (Maslow, 1968). Although the original Tavistock-type groups apparently have little in

common with current process or Human Relations groups, the purpose of being in the group remains the same; that of being able to express one's self in a non-threatening atmosphere thereby facilitating personal growth.

A review of the personal growth group literature reveals that self-disclosure is a central and consistent theme designed to facilitate this goal of self-actualization.

### Self-Disclosure

The literature about self-disclosure indicated that in personal growth groups, being able to self-disclose frequently and at a depth one would not generally do outside of the group setting is considered by most group leaders as a prerequisite to personal growth.

#### Self-Disclosure Definition

The following captures the essence of how most of the recognized leaders in group training define self-disclosure. Goodstein (1976) stated:

Revealing to other people some personal information that they would be unlikely to acquire unless the person himself (sic) discloses it. This information is usually regarded as personally private or intimate so that it is not something that an individual would disclose to everyone who might inquire about it. (p. 143).

Jourard, (1971) explores the hypothesis that people cannot know themselves except as a result of self-disclosure. By self-disclosing, people learn how to contact their real selves, thereby being better able to direct their individual destinies. Jourard's theory also contains the assumption that considerable growth in

understanding both one's self and others frequently occurs in encounter or personal growth groups; however, the main condition for self-disclosing is the guarantee that whatever is disclosed to the other group members is done after assurances of secrecy or privacy.

Jourard (1968) described the full meaning of self-disclosure and how it may release individual potential in these words:

But authentic disclosure is rare. More common is semblance, role-playing, impersonation of the other one wishes to "seem" to the other. Hence, the other person seldom truly encounters a person-in-process.... My willingness to disclose myself to you, to drop my mask, is a factor in your trusting me and daring then to disclose yourself to me. This disclosure of yourself to me aids the process of your disengagement from your previous way of being. And as I disclose myself to you--it evokes new challenges and invitations that may stir you and enliven your imagination. (p. 10).

Since this observation in 1968, the literature suggests that increasing emphasis has been placed in groups on self-disclosing by using normative patterns such as discussing here-and-now feelings, using feedback (defined as the process of exchanging reflections, observations, opinions, impressions and evaluations regarding attitudes, and opinions of ourselves and others in the groups) and other confrontive behavior.

### Theoretical Basis of Self-Disclosure

There is consensus in the literature that self-disclosure is a critical element in personal growth groups. Yalom (1970) asserts that one reason for self-disclosing by the leader of a group is to provide a model for the group members to emulate. Egan (1973) claims that people who are unable to love cannot reveal themselves and,

contra, those who cannot reveal themselves are incapable of loving. In an earlier writing, Egan (1970) listed engaging in self-disclosures as one of seven levels of functioning that group members move towards during a group experience. He examines self-disclosure as having to deal with the pathogenic aspects of secrecy on one hand and on the other hand the societal and personal forces that are directed against disclosing oneself to another person. Shame and guilt are frequently components of the emotions associated in dealing with one's secret life thereby preventing self-disclosure. Both Egan and Jourard believe that this inability to self-disclose can be stressful and lead to sickness.

A persuasive reason for providing an atmosphere for self-disclosures to occur is given by Rogers (1970). He expressed a concern for the future of the group movement because the proliferation of fad groups and the large number of unscrupulous or unskilled group trainers might make the average person not want to participate in any group. He theorized that an essential element of group training, the sharing of self, or self-disclosing, would continue in some manner as this is one of the essential elements of interpersonal skills that a society needs to bring about change and effective interpersonal communication.

#### Self-Disclosure Model

In an attempt to graphically illustrate self-disclosures, Luft and Ingham (1970) developed a model called the Johari Window (see Appendix A). This provides an abstract view of self-disclosures,

illustrating on a quadrant-type model the effect of self-disclosing to others and receiving self-disclosures from others. The premise is that this knowledge of self will broaden one's arena thus broadening one's self-knowledge.

### Timing of Self-Disclosures

Pfeiffer and Jones (1973) write that it is important for members of personal growth groups to test their willingness to be known by and to know other people, to let their feelings be expressed and to see how others react to them, and to try new ways of behaving towards others. To accomplish this, they write that it is critical, early in the life of the group, to legitimize risk-taking and reinforce self-disclosing as a norm in group settings.

Cooper and Harrison (1976) echo this hypothesis by theorizing that group members must be able to be themselves and be able to self-disclose in a supportive atmosphere. They state: "An atmosphere of trust and nondefensiveness is necessary for people to risk their ideas and feelings, behave openly and accept feedback" (p. 165).

Despite the prominent theory that self-disclosing is one of the most important factors in personal growth groups and that most group leaders recognize the importance of self-disclosure, group members are rarely given any guidelines or rules telling them that they are expected to self-disclose as a part of their membership in the group. (Ribner, 1974).

Some groups attempt to set goals at the start and use Egan's (1973) model of contracting as a method of establishing self-disclos-



ing as a group norm. Contracting has the value of removing ambiguity from low structure groups. This would address Carkhuff's (1969) concern about sensitivity training and its lack of systematic methodology to pursue whatever goals the group might have. Part of Carkhuff's criticism is directed at the paucity of trainer skills, since skills deficit is a significant component of poor group training, resulting in a less-than-enriching experience by the participants.

#### Self-Disclosure Problem Areas

Lieberman, Yalom and Miles (1973) in their review of the literature, found that self-disclosures, while frequently cited as essential elements of encounter, were easily prescribed but more difficult to accomplish. Results of their survey indicated that the benefit of the self-disclosure is not the disclosure itself but the interpersonal context in which it was rendered. Of interest in their survey is that seventy-five percent of the participants indicated that the disclosures of others were more significant to them than were their own self-disclosures. Their findings include supporting data that the time in the life of the group during which the self-disclosures occur is an important variable.

#### Trust and Risk

This researcher, after fifteen years of group training, has formed the opinion that closely associated with the concept of self-

disclosure are trust and risk. Self-disclosing is risky and unless the person doing the self-disclosing can trust the recipient(s), the disclosure will occur only if the payoff is greater than the risk. The risks to the participants are myriad and could include a loss of esteem in the eyes of the other members, a chance that what was revealed will be repeated or that the disclosure will be ignored and, as a result, the member might be hesitant to self-disclose in the future.

Risk taking is important enough to group cohesion that Stokes (1983) suggests that group leaders should reward members who make risky self-disclosures. The riskiness of a self-disclosure increases as the disclosure becomes more immediate and intimate. (Hill, 1973; Yalom, 1970).

#### Stages of Group Development

Self-disclosing is frequently associated with the various stages of group development. Caple (1978) suggests that members' self-disclosures in the integration stage of his five-stage model facilitate group cohesion. Weber (1982) theorizes that during "Stage II: Adolescence", of group development, the group members' self-disclosures are an important element in creating acceptable climate and processes for decision making and enable the group to move on to "Stage III: Adulthood".

Similar patterns can be seen in the growth models of Schutz (1971), Bion (1961), Trotzer (1979), and Tuckman (1965).

## Ethical Considerations

Ethical considerations for group leaders have become less adumbrated and in many of the disciplines that embrace groups as an appropriate learning vehicle, clearly stated, (American Personnel and Guidance Association (APGA), 1980, American Psychological Association (APA), 1973, and the Association for Specialists in Group Work (ASGW), 1980).

The Code of Ethics for a National Certified Counselor (NCC, 1982), states:

The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the certified counselor as a professional person. In a group counseling setting, the certified counselor must set a norm of confidentiality regarding all group participants' disclosures.

It is this researcher's opinion that a consequence of some current political ethical issues such as the alleged NASA cover-up and an increasing demand by the American public to have more access into the covert operations of the government. This demand is countered by private demands for more confidentiality and less scrutiny by the government into personal affairs. This has had the effect of emphasizing ethical concerns about self-disclosures. In 1982, The Journal for Specialists in Group Work had such a great concern that they published a special issue on ethics. (Kottler, 1982).

### Ethical Standards

The literature revealed that currently, no enforceable legal

standards are extant in any state regarding the qualifications of group practitioners. Some group facilitators are highly qualified by dint of experience and intelligence but lack educational credentials, other group leaders have impeccable educational credentials but lack the ethical decision making skills critical to a professional and effective group leader. A primary concern is the lack of ethical standardization for all group leaders. While many group leaders, because of their career affiliation subscribe to the above mentioned NCC, APA, ASGW or APGA ethical standards, others subscribe to none and if standards are observed, they are at best haphazardly observed. Another problem area is that the courts do not recognize any privileged information immunity such as that enjoyed by doctors, lawyers and the clergy; therefore, ethical standards, while scrupulously observed, can be breached by a subpoena. Specifically, Hare-Mustin, Marecek, Kaplan and Liss-Levinson (1979) point out that:

Confidentiality in group therapy may not be protected under the laws of privileged communication, although many therapists and clients assume that it is. (pp. 5-6).

### Ethical Training

Paradise and Siegelwaks (1982) discuss some concerns about ethical training for group leaders and specifically address confidentiality as a major concern in group work. They join reputable group leaders in noting that ethical development for group workers is a neglected area in counseling and therapy and suggest both training and individual efforts to make practitioners more aware of the need for ethical standards.

### Group Member Ethics

The preponderance of the literature indicates that there is little debate about the ethical responsibilities of the group leader as far as observing confidentiality is concerned; however, there has been little focus on group member ethics, especially concerning confidentiality. For example, Corey, Corey, Callanan and Russell (1982) in their discussion of ethical techniques note that they did not address issues pertaining to confidentiality among group members, a crucial issue in group practice.

### Historical Overview of Confidentiality

Confidentiality is possibly the greatest single ethical issue in counseling and working with groups. In the 16th century, physicians began to regard confidentiality as an ethical issue when they realized that patients with contagious social diseases would not seek medical assistance because of their very real fear that their illness would be discussed and lead to ostracism. Currently, legislative attempts to mandate confidentiality under the legal term, "privileged communication", are meeting with varied success (Shapiro, 1978).

### Legal Issues Surrounding Confidentiality

The District of Columbia Mental Health Information Act of 1978 mandates that all mental health professionals provide written statements to group members clearly stating the prohibition against disclosing confidential information and indicating that disclosure of

this information violates both civil and criminal laws. Kearney (1984) contends that such legislation should be adopted by all states. The ethics of confidentiality in groups assumes that the group members have a right to expect that what they disclose will remain private or be kept secret. Some professions such as the legal, medical and clerical have legally mandated privileged communication; others, such as Nationally Certified Counselors, espouse ethical considerations about confidentiality between the leaders and members of their groups.

#### Confidentiality Definition

The following definition appears to capture the essence of what group leaders mean when they refer to confidentiality in groups. (Bok, 1983).

Confidentiality refers to the boundaries surrounding shared secrets and to the process of guarding these boundaries. (p. 119).

#### Enforcement-of Confidentiality in Groups

In 1985, Corey posits, "Confidentiality is a central ethical issue in group counseling" (p. 24). Leaders not only have their own professional ethical standards of confidentiality, they have the added responsibility of impressing upon group members that what happens in the group setting must remain confidential. Kottler (1982) observed that confidentiality cannot be enforced absolutely in a group. This seems to be a fairly accurate statement of the truth about confidentiality among group members; however, authors of

articles about group theory and practice frequently mention confidentiality as something that has to happen to have an effective group but that it is unusual for this to be discussed at any length.

The consensus among group practitioners appears to be that since confidentiality cannot absolutely be guaranteed either by the group leader or among group members, it is important for the responsible group leader to discuss this with the group.

### Establishing Confidentiality

Confidentiality is frequently endorsed as a norm or ethic for both the group leader and members, but rarely is any mention made of how this confidentiality among members is to be introduced or enforced.

Duncan (1976) postulates that the helping professional is responsible for assuring that the confidentiality of the group is maintained but doesn't say how this is to be accomplished. Another study posits that one of the primary roles of the trainer is to encourage expression of self-disclosures in groups where norms of support and confidentiality have been established. This study by Ashkenas and Tandon (1979) does not elucidate how the leader can establish this desirable norm. "Confidentiality was established" is a statement in the study by Passons and Garrett (1974) but they did not indicate how this was done.

As a part of a study of ethics and group work, Brown (1982) approached another dimension of confidentiality: That of the privacy and confidentiality to be upheld by researchers of groups. His

concern was to raise the awareness of group practitioners in the area of ethical concerns surrounding the confidentiality of the groups being observed.

### Confidentiality as a Norm

Opinions about the norms of confidentiality in groups are diverse. Bach (1954) encourages members of groups to interact outside of the group setting while Lazarus (1975) establishes a group operating principle that anything that is mentioned outside of the group setting must be brought back and discussed at the next group meeting. More group leaders who espouse confidentiality as a group norm agree that individual group members may discuss what happened to them personally but may not identify any group members or do anything that would break their confidentiality boundaries. Davis and Meara (1982) believe that an ideal goal for group confidentiality is that group members do not share any information from the group with non-group members; however, this ideal is seldom accomplished. Shapiro (1978) found that confidentiality is regularly maintained by group members, and building on this premise, quotes Corsini (1957) who, having worked with groups for over ten years, reports that "Only one case of revealing information came out--and it was reported by the guilty one himself!" (p. 143). Despite his experience, Shapiro does not believe that confidentiality can be maintained absolutely and claims that forcing a "compact of silence" is probably foolish. Rather, he suggests that some sort of group norm around this issue be established early in the life of the group. Potential group members



need to be alerted to the possibility that what they disclose in the group may not remain confidential, particularly if confidentiality is not specifically discussed in the group.

Research in small groups such as dyads and triads indicates that more intimate information was shared between members of dyads, but this increased self-disclosure depended in part on the anticipated confidentiality of the exchange (Taylor, De-Soto & Lieb, 1979).

Walsh and Stillman's (1975) study involved two experimental designs where the experimental group subjects were pledged to confidentiality, either by a written or verbal contract. After the treatment, a telephone contact followed a risk-taking experiment or a face-to-face interview was done immediately after a helping-behavior experiment. The risk-taking control group disclosed more frequently than did the experimental group, but no difference was found between the experimental and control groups in the frequency of disclosed information in the helping-behavior study. While their findings aren't conclusive, they suggest that fewer subjects tend to talk about their experiences in a research situation when a face-to-face contact was made immediately following the experiment to insure confidentiality.

#### Efficacy of Confidentiality

As a general rule, group leaders believe that confidentiality is essential for developing trust among group members. Gazda (1978) and Meyer and Smith (1977) report that evidence supports the hypothesis that confidentiality is crucial to the effectiveness of group therapy.

Keltner (1984) found nothing in the literature or in his experience to indicate that deep levels of self-disclosures are a desirable process in groups if they occur casually or without prior consideration of the consequences. Although not always mentioning confidentiality specifically as a norm to be established, many authors deal with trust and risk-taking or indicate that something must happen in the group before a member trusts the group enough to self-disclose.

Slovenko (1977) in interviews with several group therapists and the interview of one group, indicated that the concern with confidentiality by the therapists was not shared by the group members. Slovenko suggests that the therapist's concern may arise over possible legal, professional issues and that if group members become concerned about the issue of confidentiality, it is possibly due to the therapist's concerns.

In similar research, Brandes (1967) suggests that some psychiatrists misguidedly worry excessively about confidentiality being lost in groups. His study focused on the need for the therapists to undergo individual analysis, but his comments about confidentiality were appropriate as indicators of concerns about confidentiality.

This researcher believes that some general theoretical reasons exist for observing a norm of confidentiality. There is the premise that individuals will attain personal growth through their personal disclosures. Individuals have autonomy over these disclosures and it is legitimate to share these intimate parts of one's self. Creating a norm of confidentiality has an added value in group work as it involves the individual group member's integrity and frequently creates

a close bond among the members. This could create a deeper atmosphere of trust and respect, resulting in more self-disclosing by group members.

### Confidentiality Contracts

In some systems, contracts have been used effectively to establish confidentiality.

The research of Willage and Meyer (1978) indicates that a greater frequency or depth of disclosure can be increased by making explicit confidentiality guarantees. Daste (1973) describes a program for institutionalized delinquents wherein contracts between the therapists and group members were established, requiring confidentiality outside of the group settings. This allowed for freedom of discussion within the group.

More recently, Corey (1985), commenting about contracts, cautions that discussions about confidentiality or having written contracts still won't ensure that group members will observe this norm. Ultimately, it is the group members' responsibility to practice confidentiality.

The recent American Personnel and Guidance Association Ethical Standards (1981) require the counselor to set a norm of confidentiality in the group regarding all the members' self-disclosures.

### Other Concerns

In some groups another dimension of confidentiality exists, that

of the participation of relatives, friends or colleagues of the trainer. In groups such as these, trainers must be especially sensitive to aspects of confidentiality and ethics. They must be aware that they have to be able to practice professional detachment. (Lakin, 1981).

### Leader Induced Confidentiality

Davis (1980) found that when group leaders did not make an opening statement regarding norms of confidentiality to control groups, that control group members believed more than the experimental group that they could talk about the group outside the group setting. This exploratory study did not provide a standard method of presenting the issue of confidentiality to the groups, but the results did indicate that the group leader's presentation of confidentiality significantly affected group members' subsequent behaviors regarding revealing group information outside of the group setting. Also gleaned from this study was the fact that more than half of the group leaders thought that confidentiality was an important issue and the conclusion that leaders need to be able to present some facts about confidentiality so that members may make informed decisions about the amount of self-disclosure risk-taking they will engage in.

### Statement of the Problem

Confidentiality is a difficult norm to enforce, yet it appears to be a necessary norm if people are to self-disclose in a group setting. The researcher has discovered no studies to ascertain

whether or not group members will behave differently when confidentiality has been established as a group norm. Davis (1980) indicated in her study that no studies were extant to determine how members self-disclose after a leader requests confidentiality as a group norm, or whether members believe that this norm will be breached by other group members.

### Significance of the Study

The purpose of this study will be to describe group members' attitudes and opinions towards self-disclosure and confidentiality after group leaders attempt to initiate confidentiality as a group norm. The focus will be on the behavior among group members and only peripherally, from group members to group leaders.

The goal will be to determine if a leader-induced norm of confidentiality affects self-disclosures between participants in personal growth groups.

### Hypotheses

Questions evoked by the review of the literature and the concomitant null hypotheses that this study will address are:

Question 1. Does establishing confidentiality as a group norm result in greater self-disclosures by group members? Greater in this case means earlier, more frequent or deeper disclosures.

#### Null Hypothesis #1.

There will be no significant difference between experimental and control groups on the level of self-disclosure.

Question 2. Do members of a group that established confidentiality as a norm believe that this confidentiality will not be violated outside of or after the group terminates, either by group members or the group leaders?

Null Hypothesis #2.

There will be no significant difference between experimental and control groups in their belief that the norm of confidentiality will be violated by the group members.

Null-Hypothesis #3.

There will be no significant difference between experimental and control groups in their belief that the group leaders will violate their ethical standards.

Question 3. Do individual group members believe that confidentiality was an important norm for them to self-disclose in their group?

Null-Hypothesis #4.

There will be no significant difference between experimental and control groups in their belief that confidentiality fosters self-disclosures.

## CHAPTER 2

### METHODS

This chapter includes a description of the research design, the sample population, methods used for the qualitative and quantitative data collection and data analyses procedures.

#### Design Considerations

##### General

The purpose of this experimental design is to research the effects that establishing confidentiality as a group norm has on participant self-disclosures. This study is both qualitative and quantitative in nature, probing deeply into the characteristics of a small, tightly controlled sample. Control is the main advantage of this experimental research. In this design, the researcher will be able to deliberately exclude many of the usual confounding effects of extraneous variables extant in personal growth groups.

##### Description of the Sample Population

Subjects for the study were graduate students enrolled in the Counseling Education Program at Oregon State University and Western Oregon State College, a jointly administered program on both campuses. All students were enrolled in Counseling 577, Group Procedures. The Oregon State University University Bulletin, 1985-1986 General

Catalog (p. 173), states that this is a required three credit course covering the following:

Principles underlying behavior and methods for modifying individuals' attitudes and actions by group procedures: Group dynamics, co-facilitator's role in group; attitudinal change and its results; group and play therapy, individual and group counseling methods.

Partial fulfillment of this course's requirements is participation in a personal growth group sponsored by the Counseling Department. These personal growth group sessions are held at The Menucha Conference Center, an off-campus site in Corbett, Oregon.

The subjects in this research were judged to be somewhat similar to the target population for this study: People interested in personal growth who attempt to achieve this goal by participating in some form of group with personal growth as the main focus. These groups could range on a continuum from unstructured experiential groups (such as the process groups used in this study) to a highly structured group where the facilitator relies on structured experiences and lectures.

This study specifically does not address therapy groups which have different populations, leaders, boundaries and focii.

### Selection of Sample

Group participants were all students enrolled in Group Procedures for the Winter 1986 term, then selected randomly into six groups. Within the randomization, it was insured that males and females and Oregon State University (OSU) and Western Oregon State College (WOSC) students enrolled in the course were distributed



evenly throughout the groups to maximize their interactive experience. Fifty-three students were divided into six groups by placing the names of the OSU and WOSC males and females into separate envelopes; a total of four envelopes. From these four envelopes, names were drawn to fill each of the six groups.

These students ranged from age 22 to 54 with a mean age of 34. There were 23 men and 30 women. Two students were hearing impaired. One student was Hispanic, the remainder Caucasian. All but one were United States citizens. Forty-three were considered career change students. All students were admitted to OSU or WOSC. Admittance standards required a sample of their writing ability, a personal interview and a Grade Point Average (GPA) of 3.0. No other specific demographic data were collected.

#### Selection of Facilitators

The twelve co-facilitators were Doctoral or advanced Master's degree students with extensive backgrounds in group work. The facilitators were assigned to groups that had no members with whom they had any contact as supervisors in the counseling program. The three male facilitators were paired with a female facilitator. The Doctoral students were: Four first-year, three second-year and one third-year student. The four Master's degree students were in their second year, and paired as a co-facilitator with a Doctoral student. Their ages ranged from 28 to 50; all were Caucasian and their country of origin was the United States. No other demographic data were collected.

They all were given "What to Look For In Groups" (Hansen, 1972), and Menucha Process Group Co-Facilitator Instructions (see Appendix B), prepared by the researcher for information about process observing and what their tasks in these process groups would be. All group co-facilitators agreed to observe the controls placed on them as process observers and agreed to fully participate in the research.

### Ethical Considerations

While participation in these groups was not voluntary, participation in the research was. Subjects were informed that participation was entirely voluntary and that they could terminate their participation at any point by refusing to respond to the instruments or by declining to be interviewed for the qualitative portion of the research. All students participated and as a result, this research has a one hundred percent return of instrument.

Other than the last four digits of their social security numbers, participants were not identified. As an added guarantee of confidentiality and an inducement to respond accurately to all statements, all participants received the instrument and an envelope which they sealed prior to submitting it to the researcher. The subjects were asked to place their names on the outside of the envelope to insure that if they missed responding to an item or if pages were skipped, the researcher could contact the respondents while they were still at Menucha. Only the researcher opened the envelopes, insured data completion, and then destroyed the envelopes. This assurance of

confidentiality resulted in all the subjects cooperating in the research.

## Quantitative Research

### Instrument Development

A review of The Eighth Mental Measurement Yearbook (Boros, 1978), the Directory of Human Resource Development Instrumentation (Peters, 1985), and similar instrumentation information including a review of the literature about confidentiality and self-disclosures in groups, revealed no extant instrument to measure attitudes and opinions among group members in the area of how confidentiality as a norm affects self-disclosures in small groups. While some existing instruments measure some dimensions of self-disclosures, such as the Group Leader Self-Disclosure Scale (Dies, 1977), TORI Group Self-Diagnosis Scale (Gibb 1977), Self-Disclosure Questionnaire (Jourard 1971), and various self-disclosure instruments by Egan (1973), these instruments did not measure the effect that confidentiality as a norm had on these self-disclosures.

In her 1980 research, Davis surveyed how leaders' presentations of confidentiality affected group members' beliefs and action, but not how members reacted to each other when confidentiality was or was not established as a group norm.

In the absence of valid, reliable existing surveys, two instruments designed to yield quantitative data were developed by the researcher.

The first was comprised of thirty items (see Appendix C) administered at the end of the first session that each group met. The purpose was to measure the immediate effect of the different treatment experienced by the control and experimental groups.

The second instrument was administered at the end of the last group meeting at Menucha. This instrument contained the original thirty statements from the first instrument in addition to thirty more that measured the long range effects of the treatment. (See Appendix D). This final instrument was completed by the subjects prior to the co-facilitator's processing the groups: This precluded any contamination of the results.

Two short instruments were designed for the leaders, one to be administered at the end of the first session and the other to be administered after each group session. (See Appendices E and F).

### Participant Instruments

The two participant instruments developed by the researcher were designed to measure aspects of confidentiality and self-disclosures. These instruments also had the subjects indicate their age and gender for additional analysis if these demographic data proved to be significant.

The first instrument had thirty statements with Likert-type response patterns. These statements were developed to test all the hypotheses immediately at the end of the first session after the treatment had been administered. The statements were randomized and had equal negative and positive valencies. This instrument was

designed to be self-administered and scored SA (Strongly Agree), A (Agree), N (No Opinion), D (Disagree), and SD (Strongly Disagree). This instrument took approximately five minutes to complete.

The second instrument had sixty statements with Likert-type responses. These statements were designed to test the hypotheses at the end of the final personal growth group session at Menucha. Thirty statements were a replication of the first instrument; the additional thirty measured similar items as well as self-rated behavior since the first group session. This instrument was self-administered with the same scoring pattern as the first instrument and took approximately ten minutes to complete. The subjects took this instrument prior to the group co-facilitators debriefing or processing the groups to prevent any co-facilitator induced biases.

### Face Validity

Both instruments were judged as looking appropriate by faculty and Doctoral students from Oregon State University. The statements were succinct, uncomplicated, and appeared to have both negative and positive response distribution.

### Construct Validity

One hundred statements were rated by nine graduate students and four college professors, all of whom had extensive group and counseling experience. Sixty statements regarded as accurately obtaining desirable responses were retained for the research experiment.

### Reliability

Cronbach's Alpha was used to estimate internal consistency for both instruments. The reliability coefficients for the first instrument were  $r = 0.73$  and  $r = 0.86$  for the second instrument. These reliability coefficients were considered to be more than adequate. (Lederman, 1986).

## Qualitative Research

### Research Development

In this portion of the data collection, qualitative research design methods were used to provide for multiple data sources and methods of collection as well as to check and validate the quantitative research data. While the interview was the main data collection strategy, questionnaires for the group co-facilitators were developed by the researcher to act as an audit trail and to complement the quantitative data produced by the group members.

### Facilitator Instruments

Instruments for the group facilitators were developed by the researcher and completed by each co-facilitator at the end of each group session.

Specific instructions requested that the co-facilitators not coordinate with each other when completing these instruments. As an added measure of insuring the facilitators that their responses would

remain confidential, they were given envelopes with their instruments. They returned the sealed envelopes to the researcher.

The First Session Facilitator Survey was designed primarily to assure that the treatment was administered. In addition, some evaluation of self-disclosure levels and confidentiality was also made.

The ensuing Facilitator Surveys were all identical, primarily designed to measure the facilitator's opinion about self-disclosure levels and to determine whether or not confidentiality was an issue in each group session.

These instruments were designed to provide qualitative data; therefore, reliability and validity data will not be presented.

### Research Assistants

Two assistant researchers, Doctoral students in the counseling program at Oregon State University, were involved in this design. They were not informed about the precise nature of the study nor were they told which groups were the control or treated groups until after the fourth personal growth group session. The reason for this was to determine whether or not they noted a difference between the groups. Each assistant researcher observed two groups, rotating between their two assigned groups and staying until the end of each session when the group's co-facilitators began their process observations.

The research assistants were given a briefing by the researcher prior to their first group meeting as well as Research Instructions, an interview guide developed by the researcher to enable the researchers to meet the specific objectives of the research and to

standardize the input. (See Appendix G). These instructions had Hansen's (1972) "What To Look For In Groups" and "A Closer Look at the Role of Group Observer" (Dickerman, 1948) attached.

All groups were observed at least three times by the assistant researchers. The researcher observed all groups at least twice. To preclude biased information, the researchers did not remain in the groups for the processing of the groups by the facilitators.

After each group session, the researcher and the research assistants met and debriefed each session for the qualitative portion of this experiment.

In addition to the above, the research assistants also received copies of, "Qualitative Research Questions" (see Appendix H), a standardized form developed by the researcher. This guide listed questions to be asked during the qualitative data gathering interviews. These interviews were semi-structured, thereby having the advantage of being reasonably objective while still enabling the researchers to probe more deeply to obtain a thorough understanding of the respondent's opinions and reasons behind them.

The respondents were assured that answers were to be held in strict confidence and told specifically that their names would not appear on the interview form but that their comments might be quoted without attribution in the research findings. All interviews were recorded by note taking during or immediately after the interview.

After the fourth session, the researcher and research assistants began the interviews and surveyed twenty four participants (forty-five percent) for additional data.



All this qualitative research was done privately, with the researchers talking to an individual at a time. In addition to the facilitator instruments, the researcher privately discussed elements of confidentiality and self-disclosure with each of the group facilitators as a part of the qualitative research design.

#### Pre-data Collection

The Human Subjects Board, Oregon State University, reviewed this research project.

The faculty of the Counseling Department at Oregon State University were briefed on the purpose of the study, on how the findings could impact on counseling and group work, and on possible effects among treated and control groups. They approved this research.

The students were briefed during one of their class sessions prior to the first group meeting. The researcher explained the general nature of the research, that prematurely disclosing the topic of the research would invalidate the study and assured them that the effects on their group experience would be minimal. They were asked to participate by taking two attitude and opinion instruments, assured of the confidentiality of their responses and told that they might be asked to participate in interviews. At any time, they were free to decline to participate in the data gathering part of their group experience. Finally, they were informed that the nature of the research would be discussed during the final large group session at Menucha.

## Group Design

The process model was used for this group experience. Facilitators started their group's first session by reading their responsibilities and ethical standards. This Facilitator Statement to Group was prepared by the researcher and read to all groups. (See Appendix I).

If they were an experimental group, one of the co-facilitators then read and, if necessary, facilitated the treatment. (See Appendix J).

The other three groups proceeded as instructed for this type of process group model. (See Appendix K).

Other than being prepared to intervene at a critical point if it appeared as if the group couldn't handle a situation, the co-facilitator's role was not to interact with the group's content. At the end of each session, the co-facilitators gave their group their process observations.

After the third and the sixth personal growth group sessions at Menucha, a public group debriefing was held with all the participants invited to observe. The researcher gave no input on the nature of the research until the final large group debriefing: At which time the participants were informed of the nature of the research.

### Treated and Control Groups

The Menucha Process Group Co-Facilitator Instructions were given to the facilitators prior to the first meeting.

The control and treated groups were randomly assigned by the

researcher using the following method: Immediately before the first group meeting, each group facilitator selected an envelope for further instructions. The researcher had placed three treatments and three additional instructions in six unmarked, shuffled, envelopes. The researcher did not know until after all the groups met for the first time which were the treated or control groups. This enhanced the qualitative part of the research as the researcher and research assistants were able to observe all six groups and then draw tentative conclusions about self-disclosures prior to knowing which were the treated or control groups.

In addition to the treated or control group data, all co-facilitators read their ethical standards to the group. This became part of the data gathered concerning the member's attitudes and opinions about facilitator confidentiality.

#### Treatment

After the first meeting held on campus, all groups met from February 4, 1986 through February 6, 1986 in Corbett, Oregon, at a private facility called Menucha. Menucha is an isolated retreat where groups can meet, sleep and eat in one location. This provided exceptionally stringent external controls for this experiment as all groups met in the same location, at the same time and for the same length of time; therefore, given the constant interpersonal interactions, the participants and groups had the potential for a similar experience. At Menucha, the groups met at the same times, but in separate places for five sessions.

The first day, a two hour personal growth group session took place after an hour long, plenary getting acquainted session. The day ended with another large group session. The second day began with a one hour large group session followed by a ninety minute personal growth group session. After this session, all participants were invited to attend a public session where the facilitators debriefed their personal growth groups. A ninety minute large group session started the afternoon, followed by a two and a half hour personal growth group session. That evening, the personal growth groups met for ninety minutes followed by a one hour large group session. The sixth and final personal growth group started the final day. This was a ninety minute session followed by a public debriefing of the groups by their facilitators. At this time, the participants were told about the nature of the research and all qualitative research ended. A final plenary session ended this third day.

All large group sessions were designed to enhance the participant's knowledge about group procedures covering the following topics: Journal writing, relaxation, non-verbal communication, conflict, power, confrontation, feedback, listening skills, energizers, new games, massage, loss, self-concept and re-entry. In keeping with the research design, confidentiality and its relationship to self-disclosure was not a topic in any of the large group sessions.

#### Design Advantages

Many usual internal variables were eliminated in this design, such as geographic distancing between the sessions. Time and space

boundaries were similar for all groups and the facilitators all attempted to function within the same boundaries.

This design precluded other extraneous variables such as procedural errors, history, maturation, testing, experimental mortality and compensatory rivalry. Protocols and scripts between researchers and survey conditions were consistent.

Emergent variables that frequently are a result of various leader styles or design styles were controlled by standardizing the facilitator's input. These variables include management of differences, depth and level of interventions, vagueness of direction, confrontation, dissonance in subject and method, situations caused by distributive and integrative factors, credibility, data validity or non validity and projection and introjection.

The researcher had a rare opportunity to be able to manipulate the active variables under these very specific conditions, thereby increasing the power of the independent variable. Except for the independent variable, the control and treated groups were treated alike; therefore, any differences observed on the dependent variable may be attributed to the independent variable.

### Data Analysis

The data were analyzed by regression analysis then analysis of covariance, using the Statistical Package for the Social Sciences (SPSS). Chi Square Tests was performed on instrument item results of comparisons between control and treated groups.

### Summary

The purpose of this research was to study what effect attempts to establish confidentiality as a norm had on group member's self-disclosures. The results were measured both qualitatively and quantitatively.

Fifty-three subjects were randomly assigned to six process model, personal growth groups, with two co-facilitators assigned to each group. These groups were tightly controlled by the design; they all met at the same time, in the same place and with consistent protocols. The co-facilitators received the same training and observed the same guidelines.

Three randomly assigned groups received a treatment by their facilitator designed to establish confidentiality as a group norm. The researcher and two assistant researchers collected qualitative data by observing all groups at least twice and by conducting personal interviews with the participants and group facilitators.

All participants completed two attitude and opinion instruments. Each facilitator completed a instrument at the completion of every group session.

## CHAPTER 3

### RESULTS

This chapter discusses the results of analysis of both the qualitative and quantitative data. The data obtained from the analyses are presented and the procedures for testing the hypotheses are explained.

#### Statistical Analyses

The purposes of this study were threefold. The first objective was to determine if attempting to induce a norm of confidentiality into a personal growth group would have any effect on the participants' self-disclosures. The second objective was to determine whether or not group members who received this treatment of confidentiality believed that this norm would not be violated, either by the group facilitator or by the group members. The third objective was to assess whether group members of the treated groups were more likely than members of the control groups to believe that confidentiality as a norm was important for self-disclosures to occur.

The sample for this study consisted of the fifty-three members enrolled in a graduate degree course in Group Counseling at Oregon State University and Western Oregon State University.

#### Hypotheses and Statistical Results

Linear regressions were computed to test the attitudes and

opinions of the group members recorded on the two group member surveys developed by the researcher. Analyses of covariance was used to test the significance level of the regression coefficients. Analysis of covariance uses the  $F$  test, with the .05 level of significance being observed. In addition, Chi square tests were performed on each statement by control and treated group, with the .05 level of significance being observed.

The statistical analysis of each hypothesis is displayed on Tables 1, 2, 3 and 5. The scales of "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" were collapsed to compensate for biases that some people have about feeling strongly one way or the other. The resulting rescaling places responses on a +1, 0, -1 scale.

Each item on the scale was combined with like items to measure one of the four hypotheses. The items on the first survey were re-numbered to match the replicated items on the second survey. The three experimental groups were combined to be treated as one group as were the three control groups.

#### Null Hypothesis #1.

There will be no significant difference between experimental and control groups on the level of self-disclosures.



TABLE 1.

## Analysis of Variance. Null Hypothesis #1

Source	df	SS	MS	F	Probability
Regression	2	.80616	.40308	4.65508	>.05
Final Survey	1	.23856	.23856	2.75510	>.05
Regression	2	.48795	.24397	3.60362	>.05
First Survey	1	.01102	.01102	.16280	>.05

The data in the above table indicate that the computed  $F$  value was non-significant at the .05 level; therefore, the null hypothesis was retained.

Null Hypotheses # 2

There will be no significant difference between experimental and control groups in their belief that the norm of confidentiality will be violated by the group members.

TABLE 2.

## Analysis of Variance. Null Hypothesis #2

Source	df	SS	MS	F	Probability
Regression	2	4.00265	2.00133	1.74624	>.05
Final Survey	1	.10776	.10776	.09402	>.05
Regression	2	5.50812	2.75406	7.86599	>.05
First Survey	1	.39645	.39646	1.13233	>.05

The data in the above table indicate that the computed  $F$  values were non-significant at the .05 level; therefore, the null hypothesis was retained.

### Null Hypothesis # 3

There will be no significant difference between experimental and control groups in their belief that the group leaders will violate their ethical standards.

TABLE 3.

#### Analysis of Variance. Null Hypothesis #3

Source	df	SS	MS	$F$	Probability
Regression	2	.02173	.01086	.08486	>.05
Final Survey	1	.00672	.00672	.05252	>.05
Regression	2	1.16518	.82590	9.75493	>.05
First Survey	1	.18455	.18455	2.17979	>.05

The data in the table above indicate that the computed  $F$  values were non-significant at the .05 level; therefore, the null hypothesis was retained.

An item analysis of the Group Member Survey # 1 reveals that the majority of group members trusted their group facilitators to treat what happened in the group as confidential (See Table 4). The Final Group Survey results are also compiled on this table and indicate similar trust in the confidentiality observed by their group facilitators.

TABLE 4

## Belief in Group Leaders' Ethics

Agree = +1    Neutral = 0    Disagree = -1

Survey Statements	First Survey			Final Survey		
	+1	0	-1	+1	0	-1
I trust my group leader(s) not to disclose anything about me to anyone outside the group.	41	1	11	44	7	2
I would be naive if I thought that what I said would not be repeated outside the group.	10	8	28	17	10	26
My group leader clearly stated ethical standards concerning leader responsibilities towards my group.	40	3	10	40	7	6
I believe that the group leader(s) will only discuss the group's process and not the content to others.	41	7	5	45	7	1
My group leader will not be able to keep his/her ethical standards of confidentiality.	2	7	44	3	8	42
I believe that my group leader(s) will not personally identify anyone in this group outside the group.	45	5	3	45	5	2
I believe that my group leader(s) will not violate the ethical standards stated in the beginning of the group.	46	6	1	38	4	1
I heard the group leader discuss a group member by by name outside the group setting.	(not used)			1	4	48

Null Hypothesis # 4

There will be no significant difference between experimental and control groups in their belief that confidentiality fosters self-disclosures.

TABLE 5

## Analysis of Variance. Null Hypothesis #4

Source	df	SS	MS	F	Probability
Regression	2	.02382	.01191	.18881	>.05
Final Survey	1	.01143	.01143	.18126	>.05
Regression	2	.00096	.00048	.00730	<.05
First Survey	1	.05219	.05219	.79310	>.05

The data in the above table indicate that the computed  $F$  values for the final survey were non-significant at the .05 level; therefore, the null hypothesis was retained.

The data in Table 4, First Survey, indicate that the computed  $F$  value for the first survey was .00730. By design only one survey item on the first survey pertained to Null Hypothesis #4; therefore, this  $F$  statistic is not a valid measure of this hypothesis. Only the analysis of the last survey is considered.

## Chi Square Analyses

In addition to the analysis of Covariance, each statement on the two surveys was tested using the Chi Square Test on treated and control groups to determine if some item responses made a difference,

either by lending more strength to the  $F$  statistic by narrowing the spectrum of influence.

Tables 6 and 7 illustrate the responses to each item statement by experimental and control groups. These items were statistically analyzed using Chi Square with .05 for significance.

TABLE 6

Group Member Survey #1, Item responses by  
Control and Treated Groups with Chi Square  
Analysis (df=2)

Item	Treated			Control			x <sup>2</sup>	Prob- ability
	+1	0	-1	+1	0	-1		
1	88.9	7.4	3.7	88.5	7.7	3.8	.00241	>.05
2	77.8	3.7	18.5	76.9	0	23.1	1.09682	>.05
3.	40.7	7.4	51.9	23.1	3.8	73.1	2.54353	>.05
4.	40.7	22.2	37.0	65.4	23.1	11.5	5.03787	>.05
5.	18.5	25.9	55.6	19.2	19.2	61.5	.34685	>.05
6.	33.3	18.5	48.1	30.8	11.5	57.7	.68306	>.05
7.	29.6	18.5	51.9	30.8	11.5	57.7	.51580	>.05
8.	37.0	33.3	29.6	46.2	15.4	38.5	2.30907	>.05
9.	77.8	3.7	18.5	73.1	7.7	19.2	.41461	>.05
10.	40.7	29.6	29.6	30.8	23.1	46.2	1.54108	>.05
11.	25.9	3.7	70.4	11.5	0	43.4	2.96314	>.05
12.	29.6	11.1	59.3	19.2	11.5	69.2	.79137	>.05
13.	81.5	11.1	7.4	73.1	15.4	11.5	.54369	>.05
14.	37.0	18.5	44.4	38.5	15.4	46.2	.09228	>.05
15.	66.7	3.7	29.6	69.2	11.5	19.2	1.67404	>.05
16.	3.7	18.5	77.8	3.8	7.7	88.5	1.35824	>.05
17.	70.4	7.4	22.2	57.7	19.2	23.1	1.73805	>.05
18.	25.9	33.3	40.7	30.8	38.5	30.8	.57432	>.05
19.	77.8	11.1	11.1	92.3	7.7	0	3.38234	>.05
20.	29.6	22.2	48.1	38.5	15.4	46.2	.64358	>.05
21.	3.7	22.2	74.1	11.5	7.7	80.8	3.00659	>.05
22.	88.9	11.1	0	84.6	11.5	3.8	1.06847	>.05
23.	14.8	22.2	63.0	19.2	11.5	69.2	1.12121	>.05
24.	29.6	11.1	59.3	7.7	3.8	88.5	5.83962	>.05
25.	22.2	44.4	33.3	30.8	34.6	34.6	.69567	>.05
26.	18.5	22.2	59.3	7.7	15.4	76.9	2.11204	>.05
27.	66.7	14.8	18.5	80.8	7.7	11.5	1.37906	>.05
28.	96.3	3.7	0	92.3	0	7.7	3.06222	>.05
29.	14.8	18.5	66.7	11.5	0	88.5	5.73579	>.05
30	3.7	0	96.3	38.5	3.8	57.7	11.30001	<.05

TABLE 7

Final Group Survey Item Responses by Control and Treated Groups with Chi Square Analysis. (df=2)

Item	Treated			Control			X <sup>2</sup>	Prob-ability
	+1	0	-1	+1	0	-1		
1.	81.5	3.7	14.8	65.4	7.7	26.9	1.77430	>.05
2.	51.9	18.5	29.6	53.8	34.6	11.5	3.39793	>.05
3.	96.3	3.7	0	84.6	11.5	3.8	2.31529	>.05
4.	18.5	18.5	63.0	30.8	15.4	53.8	1.07526	>.05
5.	92.6	7.4	0	84.6	7.7	7.7	2.17340	>.05
6.	81.5	0	18.5	84.6	7.7	7.7	3.26801	>.05
7.	63.0	14.8	22.2	76.9	7.7	15.4	1.29150	>.05
8.	77.8	18.5	3.7	92.3	7.7	0	2.46772	>.05
9.	18.5	18.5	63.0	23.1	15.4	61.5	.21353	>.05
10.	63.0	18.5	18.5	65.4	19.2	15.4	.09228	>.05
11.	33.3	37.0	29.6	34.6	34.6	30.8	.03378	>.05
12.	44.4	3.7	51.9	30.8	0	69.2	2.28194	>.05
13.	81.5	14.8	3.7	69.2	11.5	19.2	3.19179	>.05
14.	18.5	18.5	63.0	11.5	30.8	57.7	1.29890	>.05
15.	11.1	3.7	85.2	11.5	3.8	84.6	.00336	>.05
16.	7.4	0	92.6	7.7	0	92.3	.00154	>.05
17.	14.8	25.9	59.3	11.5	15.4	73.1	1.19974	>.05
18.	70.4	18.5	11.1	73.1	15.4	11.5	.09228	>.05
19.	81.5	14.8	3.7	84.6	11.5	3.8	.12403	>.05
20.	11.1	0	88.9	3.8	0	96.2	.23121	>.05
21.	74.1	11.1	14.8	88.5	0	11.5	3.33448	>.05
22.	63.0	3.7	33.3	46.2	23.1	30.8	4.47505	>.05
23.	66.7	14.8	18.5	84.6	1.5	3.8	3.19179	>.05
24.	63.0	11.1	25.9	61.5	15.4	23.1	.23130	>.05
25.	44.4	3.7	51.9	46.2	7.7	46.2	.46848	>.05
26.	0	11.1	88.9	3.8	3.8	92.3	1.9818	>.05
27.	63.0	11.1	25.9	50.0	15.4	34.6	.90765	>.05
28.	7.4	3.7	88.9	19.2	15.4	65.4	4.26349	>.05
29.	51.9	3.7	44.4	65.4	15.4	19.2	4.95557	>.05
30.	66.7	22.2	11.1	69.2	19.2	11.5	.07207	>.05
31.	81.5	11.1	7.4	88.5	11.5	0	2.00407	>.05
32.	3.7	11.1	85.2	3.8	3.8	92.3	1.00277	>.05
33.	37.0	22.3	40.7	42.3	26.9	30.8	.57956	>.05
34.	0	11.1	88.9	19.2	23.1	57.7	8.06092	<.05
35.	59.3	22.2	18.5	57.7	7.7	34.6	3.15737	>.05
36.	25.9	14.8	59.3	38.5	23.1	38.5	2.29598	>.05
37.	29.6	11.1	59.3	23.1	7.7	69.2	.58470	>.05
38.	48.1	7.4	44.4	38.5	7.7	53.8	.52647	>.05
39.	29.6	33.3	37.0	26.9	34.6	38.5	.04782	>.05
40.	33.3	11.1	55.6	34.6	11.5	53.8	.01562	>.05

TABLE 7 (Continued)

Item	Treated			Control			$\chi^2$	Prob- ability
	+1	0	-1	+1	0	-1		
41.	51.9	33.3	14.8	53.8	30.8	15.4	.03997	>.05
42.	40.7	11.1	48.1	38.5	11.5	50.0	.02876	>.05
43.	7.4	7.4	85.2	3.8	0	96.2	2.39865	>.05
44.	88.9	3.7	7.4	88.5	7.7	3.8	.66931	>.05
45.	81.5	14.8	3.7	73.1	19.2	7.7	.64532	>.05
46.	3.7	14.8	81.5	7.7	15.4	76.9	.40985	>.05
47.	33.8	3.7	63.0	30.8	26.9	42.3	5.82774	>.05
48.	55.6	0	44.4	73.1	0	26.9	1.08833	>.05
49.	18.5	25.9	55.6	11.5	23.1	65.4	.68330	>.05
50.	18.5	3.7	77.8	26.9	3.8	69.2	.54543	>.05
51.	11.1	14.8	74.1	7.7	7.7	84.6	.94337	>.05
52.	33.3	11.1	55.6	46.2	7.7	46.2	.94337	>.05
53.	22.2	7.4	70.4	7.7	3.8	88.5	2.69638	>.05
54.	18.5	22.2	59.3	11.5	23.1	65.4	.51162	>.05
55.	0	7.4	92.6	26.9	15.4	57.7	10.1514	<.05
56.	59.3	22.2	18.5	73.1	3.8	23.1	3.90200	>.05
57.	3.7	14.8	81.5	0	15.4	84.6	.98148	>.05
58.	51.9	7.4	40.7	42.3	42.3	15.4	9.84207	<.05
59.	14.8	0	85.2	0	0	100.0	2.31359	>.05
60.	11.1	22.2	66.7	7.7	19.2	73.1	.29917	>.05



Table 6, the differences in response to item 30 were significant. This statement pertained to the norm of confidentiality being established in the experimental groups.

Table 7, the differences in response to item 55 matched item 30 on the first survey and was significant. The differences in response to Item 34 were found to be significant. This was a response to the statement on the survey "We didn't discuss confidentiality but it didn't matter to me as I self-disclosed anyway". The differences in response to Item 58 were found to be significant. This was in response to the survey statement "I am sure that some of my group's members will discuss some personal things that happened in this group".

Such significances at the .05 level could be explained by chance alone.

The use of the Chi Square Test determined that the null hypotheses were to be retained.

### Qualitative Analyses

The qualitative research complements and provides an audit trail for the quantitative research.

The researcher and research assistants observed all the groups during most of the first sessions. The groups were not observed until they had been in session for twenty minutes. After that time, the facilitators were not to have any more input into developing a norm of confidentiality if they were the experimental group.

Which were treated and which were control groups were unknown by the research assistants until after the fourth session.

#### Initial Self-Disclosures.

During the first group meetings, all the experimental groups received the treatment and the control groups proceeded as planned. The researcher assistants and the group facilitators were instructed to look at "deep" disclosures; i.e., those below surface level or tentative disclosures or disclosures that would be unusual for a group at that particular stage of development.

Experimental group # 1. The co-facilitators noted that four members only made surface-level disclosures and the research observers noted that the content was around the topics of confidentiality, trust and the purpose of the group.

Experimental Group # 2. Several self-disclosures occurred, three were judged to be deep for this stage of group development. The researcher observed that the content of this first session was about what members would like and would not like in a group such as this. "I" statements such as "I don't know where you are unless you let me know," "I'm not feeling comfortable with this group," and "Maybe I'm afraid" were indicators of self-disclosing remarks.

Experimental Group # 3. The co-facilitators indicated that self-disclosures did occur. One facilitator stated that seven disclosures were deep while the other claimed that only one was a deep disclosure. The researcher observed that there were many deep disclosures such as: "I am uncomfortable in this group," "I fear some issues not worked on in the past will come up," "It's not easy for me to be in

this group," "I'm uncomfortable with you," and "I don't want to be someone's agenda."

Control Group # 1. The co-facilitators did not hear any deep self-disclosing remarks. The group initiated a discussion of confidentiality as a group norm one hour after the session started. The researcher observed that talk about confidentiality, trust and task occurred and heard no deep self-disclosing remarks.

Control Group # 2. The co-facilitators indicated that many self-disclosures occurred, one stating that ten were at a deep level, the other thought that two were deep for a group at this stage of development. The researcher observed many remarks that appeared to be self-disclosing; however, they were historical accounts of childhood, none in the context of this here-and-now group except one statement from one person who was impatient with this demographic process. No discussion of confidentiality occurred.

Control Group # 3. One facilitator noted one or two deep self-disclosures, the other noted nine. One thought the first self-disclosure occurred five minutes after the group started; the other, one hour. The research observer listed six disclosures that were deep for a group at this time. All the disclosures were about what they wanted to get from the group. No discussion of confidentiality occurred.

### Ensuing Self-Disclosures

Table 8 graphically depicts the number and depth of self-disclosures by control and treated groups for the ensuing five sessions.

TABLE 8

A Recapitulation of the Average Number of Self-Disclosures Compiled from Facilitator Surveys.

Statement	Session Number	Control Group	Treated Group
Number of members who self-disclosed.	2	12	13
	3	15	13
	4	18	21
	5	13	15
	6	14	14
	Total	72	76
Total number of self-disclosures.	2	19	35
	3	29	31
	4	29	57
	5	47	47
	6	31	21
	Total	155	191
Number of self-disclosures that were "deep" for a group at this stage of development.	2	10	11
	3	9	14
	4	11	29
	5	9	13
	6	1	3
	Total	40	69

It is significant to note that two groups never discussed having confidentiality as a group norm, and that by the last session all but two group facilitators did not believe that group members would self-disclose more if confidentiality had been a group norm.

The number of members who self-disclosed is not significantly different between the two groups. The total number of self-disclosures in the treated groups was 191 and in the control groups was 155. The number of disclosures that were deep in the treated groups was 69, the control groups had 40 deep disclosures.

### Confidentiality

The Facilitator Surveys indicate that two of the control groups never discussed having confidentiality as a group norm.

Table 9 illustrates the group facilitators' attitudes and opinions about the efficacy of confidentiality as a group norm after each session. Two of the twelve co-facilitators consistently believed that confidentiality was important for their group to have as a norm to facilitate self-disclosures. When questioned about not believing that confidentiality was important for self-disclosures, typical facilitator responses were: "The group members trust each other now, so this is not an issue any longer". "It was an issue at first, but now, no one seems to be concerned". "My group never discussed this issue and they are self-disclosing" and "I believe that this is an important issue and should be recognized at each session".

Other instances when confidentiality became an issue were times that the co-facilitators felt that had this been a group norm, the session might have had more people self-disclosing.

TABLE 9

After each session, all group facilitators were asked if they thought that their group members would self-disclose more if they believed that what they said would not be repeated outside of the group setting. The facilitators responded:

FAC	SESSION					
	1	2	3	4	5	6
1E	Y	Y	N	Y	N	N
1EX	Y	N	N	N	Y	N
2E	Y	Y	Y	Y	Y	Y
2EX	Y	N	N	N	Y	N
3E	Y	Y	N	N	N	N
3EX	Y	Y	Y	Y	Y	Y
1C	Y	N	Y	Y	N	N
1CX	Y	N	U	N	N	N
2C	N	N	Y	N	N	N
2CX	N	N	N	N	N	N
3C	N	N	Y	N	N	N
3CX	N	U	Y	N	N	N

E = EXPERIMENTAL GROUP

C = CONTROL GROUP

X = CO-FACILITATOR

Y = YES

N = NO

U = UNCERTAIN

Most of the facilitators seemed to believe that confidentiality was an issue for new groups but that group maturity took care of this either formally or informally.

### Interview Results.

A part of the strategy of this qualitative data collecting was personal interviews both with group members and the group facilitators. These interviews, conducted in private with only one person being interviewed at a time, started after the fourth small group session.

The specific point of this qualitative data collection was to determine whether or not the norm confidentiality was important for the participant to be able to self-disclose. When asked if confidentiality was important for them to self-disclose, respondents told the researchers:

"..been in groups long enough to be able to self-disclose easily.

"Confidentiality wasn't discussed. Didn't seem to be an issue for us. We just assumed if we trusted each other, we would disclose.

"Confidentiality wasn't discussed and wasn't an issue.

"...confidentiality was never discussed. It didn't matter in disclosing.

"Confidentiality was discussed at the first meeting and it was important for me to self-disclose.

"...discussed at first meeting, then never again. I guess it made a difference.

"It would have made a difference to me if we hadn't talked about it.

"Confidentiality not a big issue towards self-disclosure.

"Confidentiality is always a part of being able to self-disclose.

"Good to be forced into talking about confidentiality. Probably wouldn't have done it by choice.

"We haven't had a lot of group disclosing. Confidentiality could have a part in that but more importantly the idea of getting into some depth of work and then being stranded after the groups breaks up stops me from disclosing.

"..decided confidentiality was the name of the game at the first meeting. It was all taken care of there.

"Yes, confidentiality was important but I don't believe it will really happen. I wasn't satisfied with the boundaries we set for confidentiality.

"Confidentiality can't exist. I self-disclose anyway. The payoff is worth the risk.

"My self-disclosures were connected to knowing confidentiality would exist.

"Confidentiality not that important to my self-disclosure--just to my comfort level.

"Confidentiality wasn't a factor in self-disclosing.

"The confidentiality norm did not affect self-disclosures.

"Confidentiality was a large part of self-disclosing for me."

### Interviews Summary

During the interviews, which started after the fourth small group session and concluded after the final session, participants appear to be equally divided as to whether or not confidentiality as a norm affected their ability to self-disclose.

### Results Summary

The four null hypotheses were retained. Analyses of Covariance



were not significant at the .05 level. Chi Square Tests contrasted the control and treated group members' responses to the two Group Member Surveys and the results were found not significant at the .05 level. The qualitative analysis supported the statistical data.

The quantitative and qualitative data collection indicated that confidentiality as a norm did not produce significantly greater self-disclosures by members of the control or treated groups; however, the qualitative data indicated a somewhat greater willingness to self-disclose by members of the experimental groups.

Both control and experimental group members generally believed that confidentiality among group members would be observed.

Members in control and experimental groups had a high belief that their group facilitators would not violate their ethical standards that were stated at the beginning of the first group session.

There was no significant difference between the control and experimental group members in the quantitative data collection in their belief that confidentiality as a norm was important for self-disclosures to occur; however, the qualitative data indicated that approximately half the group members who were interviewed believed that this was an important norm to be observed in groups.

## CHAPTER 4

### DISCUSSION

#### Background

This study had three main objectives. First, to determine what effect establishing confidentiality as a norm had on a participant's self-disclosures. Second, to determine if the group members believed that the norm of confidentiality would be breached by either the group facilitators or the group members. Third, to examine the attitudes and opinions of control and treated group members towards the belief that confidentiality as a group norm would promote more self-disclosures in personal growth groups.

The sample consisted of fifty-three students enrolled in Group Procedures, a graduate level course offered at Oregon State University and Western Oregon State University. Also involved were twelve facilitators and two assistant researchers.

This study involved both qualitative and quantitative data collection. All instruments used were developed by the researcher with reliability coefficients assessed to be more than adequate.

Analysis of Covariance and Chi Square Tests were performed to test the four major hypotheses of this study. Linear regressions were computed to determine the effects of the treatment of inducing confidentiality as a norm on group member's self-disclosures. This was measured in four ways: To determine if the experimental group self-disclosed at a greater level than the control group, to deter-

mine whether or not the group members believed that confidence would be kept among group members and between the group members and the facilitators; and, finally to determine if members believed that a group norm of confidentiality was important for participants to self-disclose in groups. Analyses of Covariance and Chi Square Tests were computed to determine the effects of the treatments. Results of the statistical analysis were presented in Chapter 3 along with the reports of the qualitative data gathering. This chapter will discuss the implications of the qualitative and quantitative analyses, implications of this research, and recommendations for further study.

#### Limitations of the Study

Prior to a discussion of the findings, it is necessary to consider the limitations of this study. Attempts were made to reduce the trainer effect. Cooper (1969) studied the influence of the trainer on the group members. His measurements of the influence of perceived trainer attractiveness and impact on group members suggest that trainers in many ways may subtly influence group members.

One of the aims of the design was to mitigate the effects of trainer intervention as discussed by Culbert (1968). He found that there was more interaction with trainers who self-disclosed than with those who did not.

In this study, trainer interventions were minimal; therefore, what happened in the group can be attributed more to the treatment than to the input of the trainer. Close observation by the researcher and research assistants in addition to discussions with the facilita-

tors indicated that the process model was followed closely and as a result, the facilitators had little actual input into their groups. Not accounted for was any history that the participants may have had with the facilitators, and, even though body language was minimal, the researcher noted different atmospheres in each group. This would be a subject for further research in this type of model.

Another limitation is the nature of self-report instruments. Even though self-reports are a common methodology in behavioral science research, they commonly have three shortcomings:

- a. Subjects reveal only what they wish to reveal and may hide their true feelings.
- b. Subjects are influenced by their personal habits and introspections.
- c. Subjects may respond with perceptions, attitudes and convictions that they really do not have.

To minimize the effect of these shortcomings in surveys, the same statement was made several times in different formats on both the First and Final Member Survey and then the response data were collapsed to +1 for "Agree" and "Strongly Agree", 0 for "No Opinion" and -1 for "Disagree or "Strongly Disagree".

A shortcoming usually found in personal growth group research is the inability to control the plethora of external variables. This research attempted to control these variables by having all the groups meet at the same time, in the same location, with carefully scripted protocols observed by the facilitators, thereby reducing the chance that history, geography or the other usual factors that impact

on the groups would influence the result. The treatment was the only intended manipulated variable although it is recognized that in dealing with human subjects a myriad of influences exist.

### Discussion of Each Hypothesis

#### Hypothesis #1

There will be no significant difference between experimental and control groups on the level of self-disclosures.

The statistical analyses revealed that this hypothesis was supported and that members in groups where confidentiality has been established as a norm do not self-disclose differently than those members of groups who have not discussed confidentiality as a norm.

The qualitative data did not reveal any significant difference in the degree of self-disclosures among the three experimental groups, the one control group that adopted confidentiality as a norm and the two remaining control groups.

Facilitator surveys concerning this hypothesis reveal that participants in the treated groups did not disclose at a greater level than did those in the control groups.

During the personal interviews, the participants seemed evenly divided about whether confidentiality was an important norm. These data were collected towards the end of the sessions, so it is expected that the effect of group history had some impact on the respondents' answers.

Another significant discussion area is the quality of the self-disclosure and what is considered a "deep" disclosure. Even the

facilitators were not unanimous about this although all participants responded that they had made several self-disclosures.

This is a difficult area to define. What is "self-disclosure" for one is "history" for another, past "therapy" for another, and a matter of no consequence for another. For example, one discussion that seemed at first blush to be a disclosure of great depth turned out to be a frequently related history. Most of the group members probably never would have attempted this level of self-disclosure but the person disclosing was facile about making an apparently very personal revelation.

From initial responses on the Group Member Survey #1, it would appear that there is some significance to discussing confidentiality as a norm during the first session if only to have something in the here-and-now to discuss and thus to raise the group's comfort level and instill the feeling that self-disclosing would be an acceptable group norm.

### Hypothesis #2

There will be no significant difference between experimental and control groups in their belief that the norm of confidentiality will be violated by the group members.

The statistical data indicated that there was no difference between the control and experimental groups and that group members believed that the norm of confidentiality would not be breached by their fellow group members.

It is possible that the group history makes the qualitative analysis support this inference. Most of the members interviewed felt that the group members would not break an important confidence, or didn't care, or had been in enough groups to know that complete confidentiality in groups is impossible (as cited by Kottler (1982), Slovenko (1977), Corey (1985), and Davis (1980)).

### Hypothesis #3

There will be no significant difference between experimental and control groups in their belief that the group leaders will violate their ethical standards.

Both the statistical and the quantitative data indicated that both the experimental and control group members believe that the group facilitators will uphold their ethical standards of confidentiality.

### Hypothesis #4

There will be no significant difference between experimental and control groups in their belief that confidentiality fosters self-disclosures.

The statistical data indicate that there is no difference between the control and experimental groups on this subject.

The qualitative data indicates that the theory of confidentiality is believed but, in practice, respondents were more phlegmatic. Again, this could be a result of the maturation effect of the groups and their participants.

### Summary

To summarize, it would appear that the discussion of confidentiality is important, especially early in the group's life, and particularly in a process group, such as this model. This is one here-and-now topic on which a newly-formed group can focus.

Complete confidentiality among group members is generally not considered possible; however, there appears to be a general belief in the confidentiality ethics of the group facilitators.

Confidentiality as a group norm appears to be believed necessary for members to self-disclose in personal growth groups, but in actual practice respondents experienced otherwise.

### Recommendations for Further Study

As a result of the findings in this exploratory study, several areas for further research activity appear to be warranted.

The study could be replicated using diverse populations.

Self-disclosures could be narrowly defined or placed at various levels by the researcher for further study about the level or type of disclosure.

Studies that report that confidentiality was established as a norm should concisely state how this confidentiality contract was obtained.

Group members could be asked if they want to have confidentiality as a norm rather than mandated, then the resulting effects on self-disclosures studied.



When confidentiality has been accepted as a group norm, levels of risk involved in the self-disclosures by participants could be examined.

More demographic data could be collected on group members and facilitators, then after replication of this study, the results analyzed to determine differences due to diverse backgrounds.

Self-disclosures in groups where confidentiality was a norm could be measured in terms of whether the disclosure was negative or positive.

This study could be replicated by video-taping entire group sessions, then having all sessions reviewed by the same person(s) to determine the level or type of self-disclosures.

A historical review of how or why confidentiality became an issue to be addressed among group members could be explored.

When confidentiality has not been discussed, self-disclosures in groups could be examined to determine if the disclosure was made because the member believed what was said would remain confidential.

Self-disclosures could be examined to determine the perception of the level of risk involved by the person disclosing. This perception must be recognized as being highly subjective.

#### Implications of This Study

The purpose of this study was to describe group members attitudes and opinions towards self-disclosure and confidentiality after group facilitators attempted to initiate confidentiality as a group norm. A peripheral issue was to examine the group members' attitudes

towards the ethical standards of the facilitators. The goal was to determine if a leader-induced norm of confidentiality affected self-disclosure between participants of personal growth groups. This study used the process group model.

There appeared to be a strong belief that the group facilitator would not violate the ethical standards stated at the beginning of the initial group session. This would indicate that it is important for group leaders to clearly state their ethical standards. By doing so, any ambiguity about the relationship between the leader and the group members is removed and it very likely facilitates self-disclosures. The person whom the member fears most about repeating something outside of the group is often the leader, especially if that leader is in a position to impact on the person's professional or personal life.

The quantitative data indicated that having confidentiality as a group norm did not significantly affect member self-disclosures; however, the qualitative data revealed otherwise. A number of reasons could exist for this difference: The interviews didn't start until after the fourth session. At this point some maturation had taken place and the respondents might have been more aware of the nature of the research and wanted to be supportive of the purpose of the study: Depending on the particular session, the person interviewed might have felt that had confidentiality been a norm, the session might have been more productive. This opinion particularly was expressed by the group facilitators after they experienced a less than "satisfactory" session: Confidentiality is a theoretical base

in most of the counseling literature and the respondents might have been responding from that theory base rather than from their empirical background. This is an area for which is difficult to compensate in studies such as this. Respondents to surveys similar to the instruments in this study will answer depending on their mood at the time of taking the survey; however, when confronted in person, they frequently will lapse into the "school solution" and discuss the philosophical or theoretical aspects of the posed question.

The very nature of what is confidential and what is a self-disclosure is subjective even when a definition is provided. Until some attempt is made to quantify these terms, the best measurement of whether a self-disclosure occurred is by the person doing the disclosing. The next best measurement is the professional evaluation by the facilitator. At issue is whether the disclosure promotes personal growth and whether confidentiality as a group norm facilitates a group member's ability to self-disclose. The results of this study suggest that a leader-induced norm of confidentiality does not significantly affect self-disclosures between participants in personal growth groups.

Another dimension of self-disclosures is the amount of risk involved in making the disclosing remark. The payoff for taking the risk has to be examined by the person disclosing. Closely aligned with this is the trust that the person who discloses has for the group. Possibly the reason that the quantitative data revealed that there was no difference between the control and experimental groups in their ability to self-disclose was because through maturation, the

group members trusted each other. Another aspect of this maturation process is that the members also knew how much they could risk disclosing.

The implications of this appear to be that many group members will self-disclose at a level that they are comfortable with, whether or not confidentiality has been introduced as a group norm. One reason for continuing to introduce confidentiality as a possible group norm is to ally those members who either have had no experience or a painful group experience with those members who have had previous group experience and can easily self-disclose. A second reason is to expose group members in a group that deals with the here-and-now, a here-and-now topic to discuss. Some caution must be exercised by the facilitator in attempting to introduce this norm as it could raise some qualms in group members.

Finally, group participants must be made aware that no matter what means are taken to assure confidentiality among group members, absolute confidentiality is not likely to exist. The ultimate responsibility for self-disclosing and for keeping other members' disclosures confidential remain with the individual group member.

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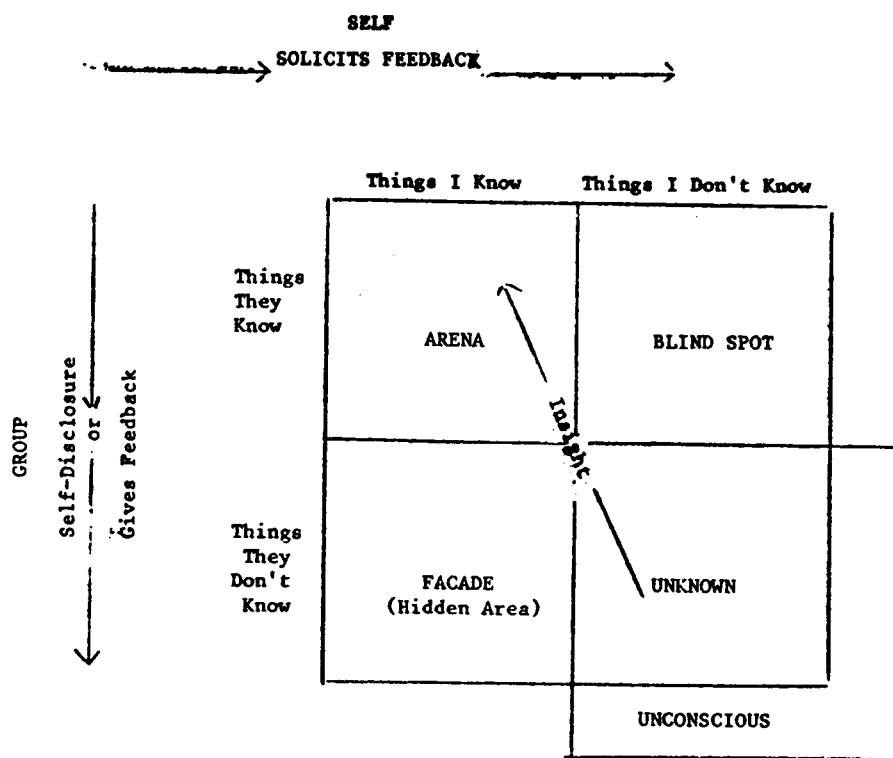


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## APPENDICES

APPENDIX A

THE JOHARI WINDOW MODEL



## APPENDIX B

## MENUCHA PROCESS GROUP CO-FACILITATOR INSTRUCTIONS

1. In order to have minimal external variables within and among groups, these are some of the standard roles that all leaders are requested to follow:

a. Group members sit in a circle with group leaders in the same circle. To maximize your process observation, sit across from your co-facilitator.

b. Groups start and end on time.

c. Group leaders all have materials to take notes. It is strongly recommended that you take notes rather than rely on your memory. This will enable you to report on process as it happened, not as you might evaluate it.

d. During your in-group processing, content may be discussed, but only to provide a framework to discuss the group's process. Effective at this time is to say who said/did what, but in a non-evaluative manner. Attached is a copy of Hansen's "What to Look for in Groups", a good article to give you some ideas of what to observe, especially if this is your first process group. Decide in advance who will look for what so you can each report process.

e. During public fishbowl sessions, process only is discussed: no names or anything that might compromise your ethical standards that you read at the beginning of your group's life.

f. Before your first meeting, I'll have an envelope for you with the leaders statement to the group. Do not discuss with other facilitators if you are a control or experimental group. You will be randomly selected.

g. This is basically a deprivation model for leaders as you get little/no interaction with your group. It will be easy to get enticed into their group, but that isn't the function of this model.

2. Bev's Research:

a. At the end of the first session, before you leave, please give the Group Member Surveys to them, complete the Leader Survey form and collect all the surveys. They should take about five minutes to complete. Participants will place them in sealed envelopes before handing them to you.

b. I will have more research surveys for leaders only when we meet, just prior to driving to Menucha. Everyone will complete a survey at the end of the last small group session at Menucha. I shall also be gathering qualitative data from you and the participants during and after Menucha. The topic of my research will be discussed after Menucha as premature disclosure would render all my study invalid. So even if you know or suspect what I am looking for, please keep this to yourself. This research has been coordinated with the Research on Human Subjects Office, is of minimal, if any risk to participants. The participants were briefed in class about this research and the data gathered will provide information to future counselor/group leaders.

c. Michaele, Martha and I will be doing "blind" research; we will not know which groups are experimental and will enter the groups after you have started and leave before you do your processing. We will each observe separate groups; so at any time, three groups will be observed.

3. By following the above guidelines, we will be able to provide maximum exposure to all participants of the process model of group development and an important factor for me will be tightly controlled groups that will provide me with good data for my research. For that I thank you.

4. If you have any questions, call me at 997-6931 or talk to me before the first meeting which will be in Ed. 217 at 1:30, January 28th at WOSC.

## APPENDIX C

## GROUP MEMBER SURVEY #1

## INSTRUCTIONS

This survey will be seen by the researcher only. For research purposes, please indicate your age, gender and last four digits of your social security numbers as indicated below. When you have completed your survey, place in the attached envelope, seal it and write your name on the outside of the envelope. I will be contacting some of you personally for my qualitative analysis. You are free not to participate if you desire, but your cooperation will add to the current knowledge about groups and will benefit you in your future work. You will all be informed about the nature of the survey after the final session at Menucha.

AGE \_\_\_\_\_ SEX \_\_\_\_\_ LAST 4 DIGITS SOCIAL SECURITY # \_\_\_\_\_

Please respond to each statement according to your present belief or attitude about the group session just completed. The entire inventory should not take more than five minutes to complete. Please do not omit any item.

Circle appropriate response:    SA if you strongly agree  
   A if you agree  
   N if you have no opinion  
   D if you disagree  
   SD if you strongly disagree

## STATEMENT:

- |    |   |    |   |   |   |    |
|----|---|----|---|---|---|----|
| 1. | I trust my group leader (s) not to disclose anything about me to anyone outside the group.                                  | SA | A | N | D | SD |
| 2. | I frequently expressed my feelings in my group.   | SA | A | N | D | SD |
| 3. | It makes no difference to me if what I said in the group is discussed outside of the group meeting.                         | SA | A | N | D | SD |
| 4. | I would behave differently in my group if I thought that what I said would not be repeated outside the group.               | SA | A | N | D | SD |
| 5. | I would be naive if I believed that our group leaders won't disclose some of the personal things that happened in my group. | SA | A | N | D | SD |
| 6. | I discussed my private thoughts and feelings far more than I do with casual acquaintances.                                  | SA | A | N | D | SD |
| 7. | People can't keep secrets even though they may promise otherwise.   | SA | A | N | D | SD |
| 8. | I believed that what I said would be kept confidential so I revealed things about myself soon after we started.             | SA | A | N | D | SD |

Circle appropriate response: SA if you strongly agree  
 A if you agree  
 N if you have no opinion  
 D if you disagree  
 SD if you strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 9. My group leader clearly stated ethical standards concerning leader responsibilities towards my group.                      | SA | A | N | D | SD |
| 10. I am sure that some of my group's members will discuss some personal things that happened in this group.                  | SA | A | N | D | SD |
| 11. I didn't share what I was thinking or feeling.  | SA | A | N | D | SD |
| 12. I don't believe that group members revealed much about themselves.  | SA | A | N | D | SD |
| 13. I believe that the group leader (s) will only discuss the group's process and not the content to others.                  | SA | A | N | D | SD |
| 14. I revealed many things about myself.  | SA | A | N | D | SD |
| 15. I believe that what we do in this group will not be repeated to others.   | SA | A | N | D | SD |
| 16. My group leader (s) will not be able to keep his/her ethical standards of confidentiality.                                | SA | A | N | D | SD |
| 17. I feel confident that group members won't discuss me outside of the group.  | SA | A | N | D | SD |
| 18. I was sure that what I said would not be discussed outside of the group so I disclosed many personal things about myself. | SA | A | N | D | SD |
| 19. I believe that my group leader (s) will not personally identify anyone in this group to others outside the group.         | SA | A | N | D | SD |
| 20. Many group members revealed very personal things about themselves.  | SA | A | N | D | SD |
| 21. I said things about myself in this group that I've only shared with very close friends or family.                         | SA | A | N | D | SD |
| 22. I believe that my group leader (s) will not violate the ethical standards stated in the beginning of the group.           | SA | A | N | D | SD |

Circle appropriate response:    SA if you strongly agree  
   A if you agree  
   N if you have no opinion  
   D if you disagree  
   SD if you strongly disagree

- |     |  |                     |
|-----|--|---------------------|
| 23. | I didn't share many personal things about myself as I don't trust all the group members not to repeat them outside of the group. | SA   A   N   D   SD |
| 24. | I didn't discuss anything personal about myself.   | SA   A   N   D   SD |
| 25. | I thought that no-one would talk about me outside the group so I revealed important aspects about myself.                        | SA   A   N   D   SD |
| 26. | Members of this group are not likely to keep a secret.   | SA   A   N   D   SD |
| 27. | It seemed to me that people shared their thoughts and feelings very soon after we met as a group.                                | SA   A   N   D   SD |
| 28. | Keeping personal information secret about group members is important to me.  | SA   A   N   D   SD |
| 29. | I didn't self-disclose in this group.  | SA   A   N   D   SD |
| 30. | Confidentiality was never discussed in my group except by my group leader.   | SA   A   N   D   SD |

## APPENDIX D

## FINAL GROUP SURVEY

## INSTRUCTIONS

This survey will be seen by the researcher only. For research purposes, please indicate your age, gender and the last four digits of your social security number in the space below. Complete this survey before you leave this session, place it in the attached envelope, seal and sign your name on the outside of the envelope. Your group leader will collect them. I will be contacting some of you for my qualitative analysis; you are free not to participate; however, your participation will add to the current knowledge about groups and counseling.

I will discuss the nature of this research at the final session at Menucha.

AGE \_\_\_\_ SEX \_\_\_\_ LAST 4 SOCIAL SECURITY DIGITS \_\_\_\_\_

The following are definitions of Self-disclosure and Confidentiality for purposes of this survey.

**SELF-DISCLOSURE.** Revealing to other people some personal information that they would be unlikely to acquire unless the person himself discloses it. This information is usually regarded as personally private or intimate so that it is not something that an individual would disclose to everyone who might inquire about it.

**CONFIDENTIALITY** refers to the boundaries (or norms) surrounding shared secrets and to the process of guarding these boundaries.

Please respond to the following statements according to your current beliefs or attitudes about all the process-group sessions that you have been in since your first OSU or WOSC group meeting with your leaders.

The entire inventory will take 8 to 10 minutes to complete. PLEASE DO NOT OMIT ANY ITEM.

Circle appropriate response: SA if you strongly agree  
A if you agree  
N if you have no opinion  
D if you disagree  
SD if you strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. I revealed many things about myself.   | SA | A | N | D | SD |
| 2. I learned much about myself because I thought that what I said wouldn't be repeated outside of the group.      | SA | A | N | D | SD |
| 3. I believe that my group leader(s) will not violate the ethical standards stated in the beginning of the group. | SA | A | N | D | SD |



Circle appropriate response: SA if you strongly agree  
 A if you agree  
 N if you have no opinion  
 D if you disagree  
 SD if you strongly disagree

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 4. Even when people promise not to reveal a secret, they usually do.   | SA | A | N | D | SD |
| 5. I was discreet about what I chose to discuss about the group to others outside the group.   | SA | A | N | D | SD |
| 6. I frequently expressed my feelings in my group.   | SA | A | N | D | SD |
| 7. Confidentiality is an important norm to enable me to self-disclose.   | SA | A | N | D | SD |
| 8. I believe that the group leader(s) will only discuss the group's process and not the content to others.                             | SA | A | N | D | SD |
| 9. People can't keep secrets even though they may promise otherwise.   | SA | A | N | D | SD |
| 10. Someday, a group member will discuss some personal things that were discussed in this group.                                       | SA | A | N | D | SD |
| 11. I was sure that what I said would not be discussed outside of the group so I disclosed many personal things about myself.          | SA | A | N | D | SD |
| 12. Self-disclosure can't happen unless people believe that everything said will be kept secret.                                       | SA | A | N | D | SD |
| 13. My group leader clearly stated ethical standards concerning leader responsibilities towards my group.                              | SA | A | N | D | SD |
| 14. If I believed that confidentiality was a group norm, I would have self-disclosed more often.                                       | SA | A | N | D | SD |
| 15. I discussed something personal about a group member outside the group setting.   | SA | A | N | D | SD |
| 16. I didn't self-disclose in this group.  | SA | A | N | D | SD |
| 17. I think more members of my group would have self-disclosed if they had believed that what they revealed would remain confidential. | SA | A | N | D | SD |
| 18. I believe that our norm of confidentiality will not be violated.   | SA | A | N | D | SD |

Circle appropriate response: SA if you strongly agree  
 A if you agree  
 N if you have no opinion  
 D if you disagree  
 SD if you strongly disagree

- |     |   |    |   |   |   |    |
|-----|---|----|---|---|---|----|
| 19. | I trust my group leader(s) not to disclose anything about me to anyone outside the group.   | SA | A | N | D | SD |
| 20. | I didn't discuss anything personal about myself.  | SA | A | N | D | SD |
| 21. | Many group members revealed very personal things about themselves.  | SA | A | N | D | SD |
| 22. | Without some discussion of confidentiality, self-disclosure is not likely to happen.  | SA | A | N | D | SD |
| 23. | If group members discuss what happened in this group, I am certain that they will not use names or identify the members in any way. | SA | A | N | D | SD |
| 24. | In my opinion, group members self-disclosed because they believed that what they said would remain confidential.                    | SA | A | N | D | SD |
| 25. | Revealing deep personal thoughts and feelings can't happen unless group members believe that everything said will be kept secret.   | SA | A | N | D | SD |
| 26. | I heard the group leader discuss a group member by name outside the group setting.  | SA | A | N | D | SD |
| 27. | If self-disclosure is to occur in a group, confidentiality must be a group norm.  | SA | A | N | D | SD |
| 28. | We never decided to have confidentiality as a group norm.   | SA | A | N | D | SD |
| 29. | I discussed my private thoughts and feelings far more than I do with casual acquaintances.  | SA | A | N | D | SD |
| 30. | Being able to self-disclose in a confidential atmosphere is important to me.  | SA | A | N | D | SD |
| 31. | I believe that my group leader(s) will not personally identify anyone in this group to others outside the group.                    | SA | A | N | D | SD |
| 32. | I didn't share many personal things about myself as I don't trust all the group members not to repeat them outside of the group.    | SA | A | N | D | SD |

Circle appropriate response: SA if you strongly agree  
 A if you agree  
 N if you have no opinion  
 D if you disagree  
 SD if you strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 33. I thought that no-one would talk about me outside the group so I revealed important aspects about myself.                                       | SA | A | N | D | SD |
| 34. We didn't discuss confidentiality but it didn't matter to me as I self-disclosed anyway.  | SA | A | N | D | SD |
| 35. I believe that what we do in this group will not be repeated to others.   | SA | A | N | D | SD |
| 36. I would be naive if I believed that our group leaders won't disclose some of the personal things that happened in my group.                     | SA | A | N | D | SD |
| 37. I don't believe that confidentiality is important for people to disclose personal things about themselves.                                      | SA | A | N | D | SD |
| 38. It made no difference to me if what I said in the group is discussed outside of the group meeting.  | SA | A | N | D | SD |
| 39. I believed that what I said would be kept confidential so I revealed things about myself soon after we started.                                 | SA | A | N | D | SD |
| 40. I seldom self-disclose unless I believe that what I tell will be kept confidential.   | SA | A | N | D | SD |
| 41. I feel confident that group members won't discuss me outside of the group.  | SA | A | N | D | SD |
| 42. Confidentiality is an important issue for me as I won't reveal important, personal things about myself unless I am sure they won't be repeated. | SA | A | N | D | SD |
| 43. I didn't share what I was thinking or feeling.  | SA | A | N | D | SD |
| 44. Keeping personal information secret about group members is important to me.   | SA | A | N | D | SD |
| 45. I believe people when they tell me they will keep a confidence.   | SA | A | N | D | SD |
| 46. My group leader(s) will not be able to keep his/her ethical standards of confidentiality.   | SA | A | N | D | SD |

Circle appropriate response: SA if you strongly agree  
 A if you agree  
 N if you have no opinion  
 D if you disagree  
 SD if you strongly disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 47. I self-disclosed only because I believed that what I said would remain confidential.                          | SA | A | N | D | SD |
| 48. It seemed to me that people shared their thoughts and feelings very soon after we met as a group.             | SA | A | N | D | SD |
| 49. I would have self-disclosed had I believed that this group wouldn't repeat what I said outside of the group.  | SA | A | N | D | SD |
| 50. I don't believe that group members revealed much about themselves.  | SA | A | N | D | SD |
| 51. Members of this group are not likely to keep a secret.  | SA | A | N | D | SD |
| 52. I said things about myself in this group that I've shared only with very close friends or family.             | SA | A | N | D | SD |
| 53. I heard a group member talk about our group outside the group setting with another group member               | SA | A | N | D | SD |
| 54. If I believed that confidentiality was a group norm, I would self-disclose more often.                        | SA | A | N | D | SD |
| 55. Confidentiality was never discussed in my group except by my group leader.                                    | SA | A | N | D | SD |
| 56. I won't talk about what happened in this group outside the group meetings.                                    | SA | A | N | D | SD |
| 57. I was never certain that what I said in the group would remain confidential so I seldom self-disclosed.       | SA | A | N | D | SD |
| 58. I am sure that some of my group's members will discuss some personal things that happened in this group.      | SA | A | N | D | SD |
| 59. I didn't self-disclose because I didn't think the group members could keep my secrets.                        | SA | A | N | D | SD |
| 60. I would behave differently in my group if I thought that what I said would not be repeated outside the group. | SA | A | N | D | SD |

## APPENDIX E

## FIRST SESSION FACILITATOR SURVEY

Last four social security number digits\_\_\_\_\_. Please complete this survey at the end of your first session while the group members are completing their surveys. Please do not share your responses with your co-facilitator.

When you are finished, place your survey in the attached envelope, seal it and place your name on the outside. Please collect the survey envelopes from the group members. They should not take more than five minutes to complete them.

Respond as indicated by each statement or circle yes or no. These statements pertain to your attitudes or opinions about the group session just completed.

1. I or my co-facilitator read The Ethical Standards for Group Leaders Statement. Yes No
2. No-one questioned this ethical standards statement. Yes No
3. In my opinion members in the group self-disclosed. Yes No
4. If yes to the above, this disclosure took place\_\_\_\_\_minutes after the group started.
5. In my opinion, \_\_\_\_\_(number) group members self-disclosed.
6. How many self-disclosing remarks did you hear? \_\_\_\_\_(number)
7. In my opinion, at least\_\_\_\_\_ (number) of self-disclosures were "deep" for a group at this stage in development.
8. I or my co-facilitator initiated a discussion of establishing confidentiality as a group norm. Yes No
9. If yes, length of time this discussion lasted\_\_\_\_\_.
10. The group initiated a discussion about confidentiality. Yes No
11. This discussion took place\_\_\_\_\_minutes after the group started.
12. This discussion lasted\_\_\_\_\_minutes.
13. The group formally (by consensus) or informally adopted confidentiality as a group norm. Yes No

APPENDIX F  
FACILITATOR SURVEY

SESSION # \_\_\_\_\_

LAST FOUR SOC SEC # \_\_\_\_\_

Please complete this survey immediately after your session has ended, place in the envelope and return to the researcher. Do not share your responses with your co-facilitator. Some of you may be contacted for additional information for qualitative research. Your responses will remain confidential.

Using the following definition of self-disclosure, respond to the following statements by circling or writing in the appropriate response.

SELF-DISCLOSURE IS REVEALING TO OTHER PEOPLE SOME PERSONAL INFORMATION THAT THEY WOULD BE UNLIKELY TO ACQUIRE UNLESS THE PERSON HER/HIMSELF DISCLOSES IT. THIS INFORMATION FREQUENTLY INVOLVES SOME RISK TAKING AND IS USUALLY REGARDED AS PERSONALLY PRIVATE OR INTIMATE SO THAT IT IS NOT SOMETHING THAT AN INDIVIDUAL WOULD DISCLOSE TO EVERYONE WHO MIGHT ASK.

These statements pertain to your attitudes and or opinions about the group session just completed.

1. Members of the group self-disclosed. Yes No
2. If yes, the first self-disclosure occurred \_\_\_\_\_ minutes after the group started.
3. Approximately \_\_\_\_\_ (number) group members self-disclosed.
4. Total self-disclosures during entire session. \_\_\_\_\_ (number)
5. At least \_\_\_\_\_ (number) self-disclosures were "deep" for this group considering the number of times we've met.
6. The group discussed confidentiality. Yes No
7. If yes, this discussion took \_\_\_\_\_ minutes.
8. Confidentiality was a stated issue in this group. Yes No
9. Confidentiality was an unstated issue in this group. Yes No
10. Group member(s) stated that they had discussed the group and/or its members outside of the group setting. Yes No
11. Group members stated or inferred that they believed that they were discussed outside of the group setting. Yes No
12. Confidentiality was observed by all group members. Yes No
13. Confidentiality as a group norm was established/re-established. Yes No
14. Group members would self-disclose more if they believed that what they said would not be repeated outside of the group setting. Yes No

THANK YOU FOR YOUR COOPERATION!

## APPENDIX G

## INSTRUCTIONS FOR RESEARCH ASSISTANTS

This is a blind and random research study, meaning that we do not know which are the treated or control groups, nor do you know what specific treatment the groups will have received.

These are some general guidelines we will follow. These groups are meeting one time before the Menucha experience and each member will complete a survey at the end of that meeting. You are to enter the group after it has been in session for thirty minutes then leave when the facilitators are about to conduct their process observations. Please wait outside the room until they are through to be sure to get the large brown envelope containing the white envelopes (the completed surveys). Do not open them: bring them to Menucha with you. Note if anyone was absent.

In addition to information in Hansen's "What to Look For In Groups" and NTL's "A Closer Look at the Role of Group Observer" (both attached) we shall be looking for the following in ALL small group meetings:

- Confidentiality discussions.
- Self-disclosure discussions.
- Any self-disclosures? How many? How deep? As we discussed, look at risk involved in the disclosure.
- Content of self-disclosures.

We'll meet immediately after each meeting at Menucha to discuss your findings as well as do some qualitative research. Be sure that you are not involved with your supervision group members during any of this process, nor will anyone be identified by name.

Do not discuss or reveal which groups you believe are the treated or control groups. We'll discuss this after the fourth session at Menucha.

If you have any ideas, observations, opinions, perceptions...ANYTHING, please share them with me. I appreciate your assistance and I hope this will be a good learning experience for you. You will be well-trained process observers by the end of Menucha!

## APPENDIX H

## QUALITATIVE RESEARCH QUESTIONS

LAST FOUR DIGITS OF PERSON'S SOCIAL SECURITY NUMBER. \_\_\_\_\_

DID PERSON SELF-DISCLOSE IN GROUP?

AT WHAT LEVEL? USE RISK AS THE BAROMETER FOR THIS, HIGH RISK, LOW RISK OR IN THE MIDDLE?

IF NO SELF-DISCLOSURE, WHAT STOPPED PERSON FROM THIS?

WHAT WOULD MAKE IT MORE FACILITATIVE FOR SELF-DISCLOSURE TO OCCUR?

ARE GROUP MEMBERS TRUSTED TO KEEP A CONFIDENCE?

ARE GROUP LEADERS TRUSTED TO KEEP A CONFIDENCE?

DID HIS/HER GROUP EVER DISCUSS CONFIDENTIALITY?

WAS THIS AN IMPORTANT PART OF BEING ABLE TO SELF-DISCLOSE?

Use the above questions as general focus for your qualitative survey. Do not push confidentiality as a norm. Do not make any evaluative remarks about the above questions or why you are doing the survey (other than it is what you are doing at Menucha). Be sure not to talk to anyone in the groups that you observe or any one that you supervise.

Finally, assure the person that his/her responses may be quoted but will not be identified by name.



## APPENDIX I

## FACILITATOR STATEMENT TO GROUP

Introduction: Your name and co-facilitator's name. You might want to add your status in the Counseling program.

This statement, to be read verbatim will start your first session.

"This will be a process group. That means that as group members you all are responsible for what goes on in your group, its direction, goals, norms, etc. Our roles are to observe your process, then at the end of each session, tell you, in a non-evaluative manner, what processes we saw going on in the group. Each time we might look for different themes, time spent on topics, who is doing what etc. We will take notes so that we will be able to give you an accurate report of what we see...these notes are available for anyone in the group to look at. At the end of each session in Menucha, we will be having a process de-briefing and all participants can attend as on your schedule. At that time, all the facilitators will report on their process observation, no personal names will be mentioned or even inferred. This process debriefing is another part of the learning experience.

Our other purpose as facilitators is to intervene if we think that someone is hurting and the group isn't able to handle the situation.

We'll stop you ten minutes before our time is up so that we can give you our process observation.

We are committed to stopping and starting on time.

Also involved will be Bev Brown, Michaela and Martha. They also will be process observers as well as doing the research that Bev discussed with you in class last week. Their plan is to stay in one group for an entire session, then observe another group during their next session. All they observed and the data they collect will not be reported to any of the staff, but will be for research purposes only.

The following are adapted from the Association for Specialists in Group Work ethical standards which I and (Co-facilitator) subscribe to: (read verbatim).

"As group leaders, it is our ethical responsibility not to reveal anything of a personal nature about this group's members, unless otherwise dictated by law. For example, members who might physically harm themselves or others will not be covered by this standard of confidentiality.

More specifically, both of us are committed to treat everything that happens during these group meetings as confidential. During our fish-bowl sessions at Menucha, names or persons will not be identified."

If you have no questions about what I've said, let's move on with the first session.

## APPENDIX J

## TREATED GROUP STATEMENT

Additional notes to leaders AFTER reading your group leader statements and ethical standards to your group.

PLEASE READ VERBATIM:

"CONFIDENTIALITY IS AN ISSUE IN MANY GROWTH GROUPS, AND RESEARCH INDICATES THAT MEMBERS WON'T SELF-DISCLOSE UNLESS CONFIDENTIALITY HAS BEEN ESTABLISHED AS A GROUP NORM. WE'D LIKE YOU TO SPEND SOME TIME AS A GROUP NOW, DISCUSSING THIS TOPIC. YOU MIGHT WANT TO LOOK AT HOW YOU WANT TO TREAT CONFIDENTIALITY, WHAT CAN OR CAN'T BE DISCLOSED OUTSIDE OF THE GROUP OR ANY OTHER PARAMETERS. CONSENSUS IS IMPORTANT IN THIS NORM MAKING".

Note to Leader, if they can't get this off the ground give them more encouragement ( you might ask what is getting in their way, or whatever facilitative remark that would help them move towards establishing this norm) before going into your role as a process observer. Do not spend more than TWENTY minutes in providing any interventions to assist them in this process. At the end of twenty minutes, you can tell them that you are turning the group over to them and that they are responsible for establishing this norm. Please note how long this discussion on confidentiality lasted.

REMIND THEM AT THE END OF EACH SESSION OF THEIR COMMITMENT TO CONFIDENTIALITY (if this was a norm that they established).

## APPENDIX K

## CONTROL GROUP GUIDELINES

Additional notes to leaders AFTER reading your group leader statements and ethical standards to your group.

At this point, you are to get into your role of process observers and not respond to any more questions unless they concern logistical or administrative details. Your group possibly will not have any direction, so they will be looking to you both for some guidance. This is NOT the purpose of a Process Group. They might be asking many questions to keep them away from getting their group moving. A good response to any requests for direction, goals, general questions, etc., is that you are there to observe and report to them on their group process. If you are involved in content, then that not only takes the responsibility of the group away from them, it also adds you as another dimension into the group thereby making you a part of their process which is not the type of learning that this process group should be involved in.