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Conceptual Level And Degree Of Structured Supervision: Implications For Microtraining

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CONCEPTUAL LEVEL AND DEGREE OF STRUCTURED SUPERVISION:

IMPLICATIONS FOR MICROTRAINING

by

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Abstract

Effects of conceptual level (high versus low CL) and degree of structured supervision on training in reflection of feeling was investigated. Sixty female introductory psychology students served as participants. High structured supervision was supervisor-controlled consisting of normative feedback and external reinforcement. Low structured supervision was trainee-controlled in that students were required to ask questions in order to obtain feedback. Experimental participants took part in both didactic (videotape training) and super-visory sessions. Nonsupervised controls received didactic training only. Behavioral measures yielded minimal support for the CL Matching Model. Compared to controls, supervised trainees improved minimally on quantiative and considerably on qualitative dimensions of reflection-of-feeling skills. Supervised trainees also improved their level of empathic communication beyond that achieved by controls. Self-report measures supported the Matching Model predictions for low CL individuals in that the low CL, high structure group reported more satisfaction, perceived their supervisor as more helpful and felt they learned more than the low CL, low structure group. Low CL's also indicated a greater preference for high structure. High CL trainees were less affected by degree of structure. Significant supervisor effects were found on the helpfulness and anxiety during supervision measures. A content analysis (degree, method, relevancy and evaluative nature of inquiry) of low structured supervision was also performed. Results are discussed in terms of the impact of individual differences in learning style on self and behavioral measures, validity of the independent measures,

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CHAPTER 1

Introduction

Overview

In the past, several authors in education and psychology have stressed the need for increased research on individualized instruction and the effects of individual differences in cognitive style on performance (Cronbach, 1966; Hunt, 1971; Lesser, 1971; Pervin, 1968). More specifically, an interactive approach has been proposed in which learner characteristics are coordinated with instructional methods in an effort to maximize performance. In education, the interaction of person to instructional methods has focused on Aptitude-Treatment Interaction (ATI) approaches (Cronbach, 1966) in which the researcher looks for combinations of learner aptitude and educational treatments which will produce differential effects as revealed in statistically derived ordinal and disordinal interactions. These differential effects are potentially translatable into educational plans and decisions, i.e., individualized instruction.

Researchers in counselling and psychotherapy have also challenged the "myth of general effects" (Kiesler, 1966) wherein studies are directed toward determining whether one treatment approach is generally better than another. Psychologists are increasingly posing questions like "what treatment, by whom, is most effective for this individual with that specific problem and under which set of circumstances?" (Paul, 1967).

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The present study was an attempt to assess the impact of an interactive approach within a counsellor training context. It was hoped that such an approach would help to dispel present "training uniformity myths" wherein counsellor education programs vary according to the educator's theoretical orientation and professional identity (Matarazzo, 1971) and do not attempt to take individual differences among trainees into account.

The B-P-E Paradigm

One example of an interactive approach has been recently presented by Hunt and Sullivan (1974). These authors have proposed an interactive paradigm based on Kurt Lewin's (1936) theory that $B=f(P,E)$ or behaviour (B) is a function of the person (P) and the environment (E). Using this paradigm in psychological studies, it becomes necessary to specify the behaviour (or dependent variable), viewing it as jointly determined by the Person (kinds of participants) and the Environment (treatments or independent variables). One theoretical approach to the study of person-environment interactions is the Conceptual Level (CL) Matching Model (Hunt, 1971) which coordinates CL (person) with degree of structure in teaching methods (environment). It was the purpose of the present investigation to the study the CL Matching Model within the context of a microtraining (microcounselling) approach (Ivey, 1971; 1974). Specifically, the effects of the interaction of conceptual level of the trainee (person) with degree of structured feedback (environment) on the development of helping skills (behaviour) was investigated.

The Person - Conceptual Level

One dimension along which individuals vary is that of conceptual level. This construct has been variously referred to as a personality characteristic, conceptual system, integrative complexity, concrete-ness-abstractness and cognitive style. In the present study, the term "conceptual level" will be defined as "a person characteristic indexing both cognitive complexity (differentiation, discrimination and integration) as well as interpersonal maturity (increasing self-responsibility)" (Hunt, 1975a, pp. 217-218).

In its original formulation (Harvey, Hunt & Schroder, 1961) con-ceptual development was viewed as a continuous progression through hierarchically ordered stages. Thus individuals developed from Stage 1 in which they were more concrete, inflexible and self-centered to Stage IV in which they were more abstract, flexible and self-other differentiated. Recently, Hunt and Sullivan (1974) have reformulated CL as a developmental process involving three sequential stages in-corporating both interpersonal and information-processing character-istics. At the lowest level of conceptual development (Stage A), the person is described as unsocialized, immature and capable of only simple information processing. Incorporation of cultural standards that apply to both self and others leads to Stage B, a dependent, con-forming stage characterized by rigid compliance with rules and a categorical "good-bad" interpretation of environmental information. Stage C is reached as the individual shows increased self-delineation and incorporation of internal standards. Interpersonally, Stage C persons are more empathic, self-reliant and take responsibility for their own behaviour. In terms of information processing, these in-

dividuals are capable of complex analysis and synthesis of information and are more capable of considering alternative interpretations of environmental events.

In summary, individuals develop along a dimension of cognitive complexity and interpersonal maturity to a higher CL in which they are more independent, structurally complex and capable of adapting to changing environments than individuals at a lower CL (Hunt, 1971).

Subsequent research has provided considerable evidence of the construct validity of CL. Studies have shown that in comparison to low CL individuals, high CL individuals are capable of generating a larger number and diversity of alternative approaches to a problem (Berg, 1975; Streufert & Schroder, 1965; Tuckman, 1966), perform in a more effective manner on abstract, unstructured tasks (Tuckman, 1967) and are superior in tasks requiring the ability to synthesize and analyze information (Claunch, 1964). In a study investigating the effects of CL on communication style, Goldberg (1974) found that counselling students with high conceptual levels were more likely to respond to client feelings, showed greater acceptance of the client's perspective and encouraged clients to explore their feelings and attitudes through open-ended rather than fact-seeking questions.

Despite the above evidence that high CL persons have greater cognitive complexity and flexibility, the relationship between CL and intelligence is of a relatively low order (Hunt, 1971). While the relation is about .20 in groups of fairly heterogeneous intelligence (for example, high school students); for more intellectually homogeneous groups, such as college students, the relation is typically positive but not significant (Hunt, 1971). Pohl and Pervin (1968) found an

inverse relationship between CL and reported grade-point average for engineering students while a modest positive relationship was found for students majoring in the humanities and social sciences. It appears, therefore, that the relationship between CL and intelligence is still debatable.

Finally, it is apparent that a diversity of CL measures have been employed in past research. Harvey et al. (1961) emphasized motivation and used content-oriented measures (both objective and free response) for classifying persons into one of four system categories. Schroder et al. (1967) viewed personality organization on a continuous dimension of integrative complexity and assigned scores by coding free responses only. Finally, Tuckman (1966) employed an objective, forced-choice format for measuring CL. The present study employed the Paragraph Completion Method for measuring CL for several reasons: (a) the interrater reliabilities have been high (Hunt, 1971); (b) there is a growing body of empirical validation for this measure (Hunt & Sullivan, 1974); and (c) the Paragraph Completion Method is directly related to matching CL with differential learning environments making this measure most applicable to investigation of modes of counsellor training.

Matching Model

Based on Harvey et al.'s (1961) developmental rationale, Hunt (1971) has proposed a model in which learner characteristics (level of conceptual complexity) are matched with educational approaches (degree of structure in the teaching method). Degree of structure has been defined in terms of the degree of trainer/trainee responsibility, variation in specificity of instructions and degree of preorganization of material (Hunt, 1975b). Low structured environments are exemplified

by student-centered approaches, discovery learning and example-rule presentation (inductive teaching) - procedures involving general instructions and material which is not preorganized. On the other hand, high structured environments are exemplified by teacher-centered approaches, lecture formats and rule-example presentations (deductive teaching) - procedures involving specific instructions and preorganized material (Hunt & Sullivan, 1974). According to Hunt (1971), there is an inverse relationship between CL and degree of structure. Given the characteristics of high versus low CL individuals, one would predict that low CL learners would profit more from highly structured approaches whereas high CL learners would either profit more from low structured approaches or be unaffected by degree of structure.

Empirical support for the CL Matching Model derives from several studies. In a comparison of student-directed versus system-directed instructional approaches, Noy and Hunt (1972) found that high CL students were superior to low CL students in knowledge acquisition, comprehension and synthesis. However, while the student-directed approach was superior for knowledge acquisition, there were no significant differences in the latter two dependent variables as a result of instructional approach. These results emphasized the need to specify the characteristics of the individual, the behavioral objective and the instructional approach when studying learner performance.

Tomlinson and Hunt (1971) investigated the differential effects of rule-example (high structure), example-rule (intermediate structure) and example - time lapse - rule (low structure) as a function of learner CL. Their results indicated a significant Treatment X CL interaction wherein low CL students profited more from high structure

while high structure CL students showed less effect from treatment variation, performing best in low structure. Similarly, McLachlan and Hunt (1973) have shown that low CL students performed better with a lecture (high structure) than with a discovery (low strucutre) approach whereas high CL students were not differentially affected by degree of structure.

In an investigation of the effects of group composition on performance, Tuckman (1967) found that groups having a majority of low CL members performed less effectively than groups having a majority of high CL members on abstract, unstructured tasks but no differences were found on concrete, prestructured tasks. In a later study employing an objective measure of CL, Tuckman and Orefice (1973) found that high CL students had a greater tendency than low CL students to prefer instructional methods with less structure and more responsibility.

Studies conducted within a counselling and psychotherapy context have also investigated the CL Matching Model. McLachlan (1972) investigated benefit from group therapy as a function of patient-therapist match on CL. His findings indicated that patient-rated improvement was greatest in cases where degree of structure in the therapeutic environment was matched with the conceptual level of the patient. A follow-up study of these alcoholic patients (McLachlan, 1974) indicated that 70% of the matched patients had stopped drinking in comparison to only 50% of the mismatched patients.

A recent study by Stein (1976) investigated the effects of counsellor-offered degree of structure and counsellee CL on behavioral and self report measures in an initial interview. The results indicated that high CL persons participated more (had longer durations of utterance) and gave significantly more expressions of self-awareness under

low structure than low CL persons. In addition, the high CL counsellees were more satisfied with low structure than with high structure whereas low CL counsellees reported more satisfaction under high structure. In terms of counsellor helpfulness, the low CL high structure group perceived their counsellor as significantly more helpful than the low CL low structure group. Finally, when participants were asked to report the amount of structure they would prefer in an initial interview, low CL individuals wanted no change and high CL individuals preferred less structure in the high structure condition.

On the other hand, some studies have failed to support Hunt's (1971) Matching Model. Results obtained by Berg (1975) did not indicate that modelling (low structure) and instructions (high structure) were differentially effective as a function of learner CL. Similarly, Reid (1975) found that low CL trainees did not profit more from high structured (guided study) approaches than from those low in structure (independent study). Finally, while self-report measures (satisfaction, perceptions of the counsellor) employed by Stein (1976) supported the CL Matching Model, behavioral measures (duration of utterance and frequency of self-disclosure) did not reflect the predicted relationship between CL and treatment structure.

Several explanations can be offered for these discrepancies. One possible influencing factor is the nature of the particular task being studied. Berg (1975) suggested that high degrees of task complexity may mask the effects of CL and thus contribute to negative findings. Similarly, Noy and Hunt (1972) concluded that CL differences may or may not emerge depending on the behavioral objectives being investigated. Secondly, it is apparent that a variety of CL measures have been employed. It is possible, therefore, that past

studies have been concerned with different components of the CL dimension, such as motivation, information-processing ability and attitude. Furthermore, inconsistencies between behavioral and self-report measures (Reid, 1975; Stein, 1976) stress the importance of employing differential outcome measures when investigating Matching Model predictions. Finally, the issue of validation of treatment structure must be addressed. It appears that treatment structure is a multi-faceted construct and involves several dimensions such as task ambiguity, clarity of expectations, teacher versus student responsibility for the content of learning, task complexity and the extent to which learning material is preorganized. Given this complexity, it may be that the operationalization of high versus low structured environments employed in previous studies was inadequate and did not sufficiently tap the dimensions of structure (that is, degree of (a) teacher/student responsibility and (b) preorganization of material) specified by Hunt (1971). Indeed, few studies even discussed the definition of treatment structure. In this study, attempts were made to deal with these issues by employing a variety of behavioral and self-report outcomes and content measures. The Paragraph Completion Method (Hunt, 1971) was employed because of its focus on education and differential learning environments. Moreover, an attempt was made to maximize the differentiation of high versus low structured training environments by focusing specifically on the responsibility and preorganization variables specified above. Finally, a treatment check was conducted to investigate the validity of high versus low structure training conditions.

While the CL Matching Model is a relatively new construct, there appears to be growing evidence for its validity (Hunt & Sullivan, 1974).

and application to counselling (Heck, 1968; Stein, 1976). Using this paradigm, the present study coordinated trainee CL with structure of the training approach in an attempt to maximize the development of counselling skills. In order to test out this matching procedure within a counsellor training context, a suitable learning environment had to be developed.

The Environment - Microtraining

Microtraining (Ivey, 1971; 1974) was designed to systematize and operationalize instruction in basic interviewing skills. The microtraining format includes written manuals, positive and negative videotaped models, rehearsal sessions and positive reinforcement of appropriate target behaviours by a trainer (Ivey, 1971). The program is "micro" in that (a) the trainee learns one specific, operationally-defined skill per session and (b) both didactic presentations and practice interviews are typically short - only five to eight minutes in duration.

The microtraning model has received considerable empirical support across a variety of counselling skills and trainee populations (Boyd, 1973; Elsenrath, Coker & Martinson, 1972; Frankel, 1971; Haase & DiMattia, 1970; Hearn, 1976; Higgins, Ivey & Uhlemann, 1970; Ivey, Normington, Miller, Morrill & Haase, 1968; Moreland, Ivey & Phillips, 1973; Perkins & Atkinson, 1973; Toukmanian & Rennie, 1975). The majority of these studies have been concerned with the general effectiveness of microtraining as a training package. An early study by Ivey et al. (1968) found that prepracticum counselling students showed significant changes in attending behaviour, reflection of

feeling and summarization of feeling subsequent to microtraining. Haase and DiMattia (1970) reported similar improvement in target behaviour with untrained paraprofessionals.

In addition, several authors have conducted research assessing the relative effectiveness of microcounselling and other training systems. For example, Moreland et al. (1973) found that psychiatric residents receiving microtrianing improved significantly more than those exposed to traditional supervision procedures on both attending behaviour and reflection of feeling skills. Moreover, results obtained by Toukmanian and Rennie (1975) indicated that microcounselling trainees gained significantly more on empathic communication than trainees who received Human Relations Training. These findings implied that microcounselling trainees improved their performance in both: (a) skills for which they received direct training (e.g., reflection of feeling); and, (b) measures on which they did not receive specific instruction (i.e., empathy). The authors concluded that microcounselling students must have learned something extra which was part of judged empathy. Finally, Hearn (1976) found that microcounselling was superior to programmed learning and sensitivity training in teaching reflection of feeling and client-focused responses and in decreasing the number of therapist errors emitted.

In reviewing this research, several authors (e.g. Authier & Gustafson, 1975; Frankel, 1971; Ivey, 1971, 1974; Toukmanian & Rennie, 1975) have stressed the need for component analyses of microtraining in order to assess the sources of gain in this paradigm. More specifically, research is required which will determine the important dimensions of learning - the didactic materials (lectures versus manuals versus models) or more experiential procedure (self-observation

versus supervision and feedback).

Didactic components. Much of the comparative research has focused on the relative efficacy of various didactic components in microtraining. Kuna (1975) found that whereas lecture presentations and written outlines produced significant increases in target verbal behaviour (counsellor restatement), symbolic modelling did not significantly add to these effects. On the other hand, Perkins and Atkinson (1972) found that reflection of feeling responses were significantly increased by lecture-discussion and lecture-modelling treatments but not by lecture-role-playing or control procedures. Finally, results obtained by Uhlemann, Lea & Stone (1976) indicated that instructions and instructions plus modelling significantly facilitated the performance of reflection of feeling skills in low functioning trainees. In summary, it appears that multimethod training approaches are most facilitative in counsellor skill acquisition. Given that modelling and instructions are effective in imparting interview skills (Stone & Vance, 1976; Uhlemann et al., 1976), the present study will employ these procedures in didactic training.

Supervision components. A few studies (e.g. Authier & Gustafson, 1975; 1976; Frankel, 1971; McDonald & Allen (cited in Ivey, 1971)) have focused on the sources of gain associated with supervision in microtraining. However, these findings have largely been contradictory in nature and the role of supervision in microtraining is still debatable. For example, Frankel (1971) found supervision unnecessary for acquisition of reflection of feeling skills. In contrast, McDonald and Allen (cited in Ivey, 1971) found the presence of a supervisor to be one of the most potent factors regarding skill acquisition. These authors

also concluded that the full complement of microtraining-methods, . including supervision, was the most effective way to impart skills. Yet another study (Authier & Gustafson., 1975) found no differences between supervised and nonsupervised training conditions. Moreover, neither of these microtraining formats was effective in imparting a variety of interviewing skills. More recently, Authier and Gustafson (1976) compared the application of supervised and nonsupervised counselling paradigms with a no training control group. Results indicated that improvement in microcounselling skills in the supervised group was significantly greater than in the nonsupervised or control groups. In addition, the supervised group not only increased their use of microcounselling skills (e.g., open-ended questions) but also decreased their use of opposite skills (e.g., closed-ended questions). In contrast, while the nonsupervised group increased their use of microcounselling skills, they demonstrated little change in the use of opposite skills. The authors concluded that feedback from a skilled observer (i.e., the supervisor) may be necessary in learning and discrimination especially within a very limited time span.

Several reasons can be posited for these apparent discrepancies. One neglected variable has been the impact of individual learning styles on the differential effectiveness of instructional methods. Indeed Ivey (1971, pp. 124, 129) himself noted that individuals respond differently to microtraining and that adaptations of the system may be required to meet individual needs and specific environmental conditions. This includes not only differences between populations (e.g., university students versus paraprofessionals) but also within-population differences (e.g., varying cognitive styles). It is surprising, therefore, that no

research has been conducted in this area. A second reason concerns the multidimensional nature of the supervisory process. Clearly, the supervision component of the microtraining paradigm contains a plethora of previously uncontrolled-for variables including (a) differential supervisory styles; (b) relationship factors (e.g., empathy); (c) reinforcement, and, (d) amount and type of feedback.

A few studies have investigated the relative effectiveness of didactic versus experiential supervision styles. In general their results have shown that didactic supervision is superior to experiential methods in the learning of empathic understanding (Birk, 1972; Payne & Gralinski, 1968; Payne, Weiss & Kapp, 1972; Payne, Winter & Bell, 1972). Recently, however, results obtained by Selfridge, Weitz, Abramowitz, Calabria, Abramowitz and Steger (1975) indicated that both experientially- and didactically-supplemented workshops proved effective in enhancing empathy skills. Moreover, members of the core-conditions (included didactic materials and practice opportunities) plus sensitivity group were regarded by clients as providing a more facilitative, interpersonal atmosphere than their core-plus-didactic counterparts or controls. In view of the many dimensions along which didactic and experiential methods of supervision can differ (e.g., the relative importance of the relationship, time required, task-oriented versus feeling-oriented, directive versus nondirective, evaluative versus nonevaluative), these discrepancies are not surprising.

To recapitulate, it appears that there are two important areas requiring further investigation: (a) the impact of individual differences in trainees on the effectiveness of microtraining and (b) attempts to delineate crucial components of this paradigm. The present

study attempted to shed light on these issues by investigating the coordination of a specific individual difference variable (trainee CL) with a specific dimension of supervision (feedback).

Performance Feedback and Skill Acquisition

Several psychologists (e.g., Skinner, 1953; Bandura & Walters, 1963) have stressed the importance of the quality or nature of feedback administered to an individual in a learning situation. These authors have suggested that feedback (for example, reinforcement) is a crucial component in the development and maintenance of skill performance.

According to Ivey (1971), performance feedback is a vital aspect of the microtraining program. Subsequent studies have supported this contention. Results obtained by Wallace, Horan, Baker and Hudson (1975) and Frankel (1971) have indicated that feedback, when combined with role-play practice and videotaped models respectively, added substantial increments to the learning process. Higgins, Ivey and Uhlemann (1970) found that the inclusion of supervision and feedback maximized acquisition of communication skills.

Despite these initial efforts, little research has investigated the various dimensions of feedback. These facets include: (a) degree of specificity versus abstractness; (b) degree of supervisor versus trainee control; (c) immediacy and kind of reinforcement; and, (d) content of information provided (e.g., task-oriented versus feeling-oriented). Recently, studies have shown that immediate reinforcement was more effective than delay reinforcement (Canada, 1973) and that supervisor-reinforcement was more potent than self-reinforcement (Kelley, 1971) in teaching basic interviewing skills. It appears that feedback is

an important dimension within microtraining and was selected as the focal component within the training program.

Conceptual level and feedback. A few studies have focused on task performance as a function of learner CL and quality of feedback. The findings, however, have generally been negative or inconclusive. For example, Lucas (1965) failed to support the hypothesis that high CL persons would increase their problem-solving effectiveness under task-oriented feedback whereas low CL persons would profit more from feeling-oriented feedback. On the other hand, Stuempfig and Maehr (1970) found that whereas high CL individuals showed no differences in task persistence under personal (experimenter-delivered) versus impersonal (automated) feedback conditions, low CL individuals performed better when administered personal feedback. While a subsequent study by Chan (1971) failed to replicate these findings, Naiman (1971) found that low CL persons persisted longer with personal (human) than with impersonal (computer) feedback whereas high CL persons did not differentially respond to type of feedback. More recently, Posthuma and Carr (1975) failed to increase the cognitive complexity of low CL persons with either high structured (consensually validated) or low structured (self-administered) feedback.

There are two plausible reasons for these discrepancies. First, it may be that the feeling- versus task- oriented and personal-impersonal dimensions of feedback are inappropriate for the CL Matching Model and do not tap the degree of environmental structure variable which Hunt (1971) has specified for coordination with cognitive style. Second, in Posthuma and Carr's (1975) study, participants in the low structure condition were merely instructed to review and critique their

own responses and were not provided with information as a consequence of this behaviour. According to Schroder, Driver and Streufert (1967), low structured (inductive) environments must possess certain characteristics for responses to be learned. That is to say, because the trainer does not provide or impose external schemata (as is done in the high structured training environment), the individual must (a) be encouraged to ask questions and explore the learning environment and (b) be permitted to experience the consequences of these exploratory actions. Failure to provide these conditions may impede learning in that the individual lacks the basic information required to generate rules. Schroder et al.'s (1967) conjectures support Hunt's (1971) notion that the crucial variable differentiating high and low structured environments is the extent to which they are trainer-controlled (high structure) versus learner-controlled (low structure). Therefore, the present study differentiated high versus low structured feedback in supervision by focusing on degree of trainer-trainee responsibility. More specifically, in the high structured supervision condition, feedback was supervisor-controlled with external reinforcement and provision of preorganized examples and instructions. In the low structured condition, feedback was trainee-controlled, consisting of self-reinforcement and trainee responsibility for asking questions in order to obtain information. In order to control other dimensions, feedback in both conditions was task-oriented, provided specific behavioral information and occurred one week subsequent to testing for all participants.

The Behaviour

Behavioral measures. The final component of interest in the B-P-E paradigm is the dependent or task variable. In the present

investigation, participants were trained in reflection of feeling
skills. This construct is behaviorally defined as selective attention
to and reflection of the emotional aspects of the client's expressions
(Ivey, 1971, p. 57). According to Ivey (1971), the ability to accur-
ately reflect feelings is important in the development of empathic
communication and hence in building a facilitative interpersonal
relationship. Accordingly, Toukmanian and Rennie (1975) found that micro-
counselling participants trained on reflection of feeling gained signi-
ficantly more than participants receiving direct instructions on em-
pathy within the Human Relations Training Model (Carkhuff, 1969).
Similarly, results obtained by Uhlemann et al. (1976) indicated
significant association between reflection of feeling and both written
($r=.71$) and verbal ($r=.47$) indices of empathy. The present study pro-
vided a further test of the hypothesis that reflection of feeling res-
ponses are an important behavioral component of empathic communication.

A related issue concerns the effects of training in specific
behavioral skills on other responses. For example, what effect does
the development of reflection of feeling have on the incidence of
reflection of content and advice-giving responses? Ivey (1971)
claims that the latter skills are more typical of novice interviewers.
Accordingly, Authier and Gustafson (1976) found that supervised train-
ees not only increased their use of microcounselling skills but also
decreased their use of opposite skills. Gormally (1975) has stated
that unlearning as well as learning takes placed in structured skills
training. This is because the high-rated responses of reflection of
feeling and empathy are shaped and reinforced by the trainer while the
low-rated responses of closed-ended questions and advice-giving are

extinguished through inattention. Hence in the present study, behavioral counts of reflection of content and advice-giving responses were also recorded.

Self-report measures. Hunt (1971) has emphasized the importance of measuring a variety of outcomes and assessing changes in cognitive and affective as well as behavioral domains. Therefore, the following self-report measures were also taken: (a) satisfaction with training; (b) impact of training; (c) anxiety; (d) perceptions of the supervisor, and, (e) preference for training environment.

Pervin (1968, p. 56) has pointed out the importance of assessing both performance and satisfaction measures: "A 'match' or 'best-fit' of individual to environment is viewed as expressing itself in high performance, satisfaction and little stress in the system whereas a 'lack of fit' is viewed as resulting in decreased performance, dissatisfaction and stress in the system.". Subsequent studies (e.g., Reid, 1975; Stein, 1976) have found that satisfaction measures reflect the predicted relationship between personality and treatment structure more strongly than performance measures. Pervin's (1968) comments also suggest that individuals vary in their reactions to the degree of "stress" in the learning environment. Moreover, Conceptual Level theory (Hunt, 1971) describes low conceptual level persons as less tolerant of ambiguous situations than high conceptual level persons. In the present study, trainees were allowed to vent their feelings by reporting the level of anxiety they experienced and the amount they felt they learned from high versus low structured training.

There is also limited evidence regarding the relationships between performance in and preference for learning environments of varying

degrees of structure (e.g., Reid, 1975; Tuckman & Orefice, 1973). These results may reflect the differential outcomes suggested by Snow's (1970) compensatory versus preferential models for thinking about person-environment hypotheses. The compensatory model suggests that treatments should compensate for each learner's deficiencies by providing information which the learner cannot provide for him- or herself. Under the preferential model, treatments are designed to capitalize on the individual learner's strengths and preferences. Preference measures were employed in this study to explore the applicability of Snow's models to counsellor training and to further investigate the relationship between performance and preference measures.

Results obtained by Moreland et al. (1973) suggested that trainees' differential perceptions of their instructor's impact and effectiveness were more related to characteristics of the training method than to the qualities of individual trainers. In the present study, students were asked to rate their supervisor's understanding and helpfulness in order to assess differential perceptions of supervisors providing high and low structured environments.

Content analysis measures. According to Kell and Mueller (1966) supervision is a crucial and potent factor in counsellor education. The paucity of research in this area is therefore surprising. In a search of the literature, no studies were found which investigated how individual trainees respond to various representations of the supervisory process. In order to obtain an index of the ability of high and low CL persons to make use of low structured supervision, the following measures were taken: (a) degree of inquiry (frequency of questions asked); (b) method of inquiry (closed versus open-ended

questions); (c) relevancy of inquiry to the task, and (d) number of requests for evaluative feedback.

Hypotheses

In summary, the present study investigated the potency of Hunt's (1971) CL Matching Model approach within a microtraining paradigm. Specifically, the impact of supervisory structure on high versus low CL trainees was assessed. Based on the principle of the CL Matching Model, it was predicted that low CL participants will profit more from high structured feedback than from low structured feedback.

The following questions were also explored:

1. Do high CL persons profit more from low structured feedback or are they unaffected by degree of structure?;

2. Does supervision improve the performance of high CL persons?;

3. Does training in reflection of feeling also (a) facilitate the development of empathic communication and (b) decrease the frequency of other responses such as advice-giving and reflection of content?

CHAPTER 2

Method

Participants

The initial group tested consisted of 100 females enrolled in introductory psychology classes at the University of Western Ontario. All participants responded to a request for volunteers interested in "Training in Counselling Skills" and received course credit for their participation. Participants were administered the Paragraph Completion Method (Hunt, Butler, Noy & Rosser, Note 1). Each student was assigned two scores: (a) a primary CL score which was indexed by computing the mean of the highest three scores, and (b) a secondary score which was the mean of all five scores. Participants were rank-ordered on the basis of their primary scores; where ties occurred, participants were sub-ranked according to their secondary scores.

Of the initial sample tested, 60 individuals (30 for each of the high and low CL groups) were selected to participate in the study. Selection was based on an extreme groups approach (Myers, 1972); hence, those students with the top 30 scores were designated as the high CL group while those obtaining the 30 lowest scores were designated as the low CL group.

High conceptual level group. This group was composed of 30 females whose primary CL scores ranged from 2.0 to 2.9 on a scale of 0 to 3 with a mean of 2.19. Secondary scores ranged from 1.6 to 2.7 with a mean of 1.91.

Low conceptual level group. This group was composed of 30 females whose primary CL scores ranged from 1.00 to 1.58 with a mean of 1.36. Secondary scores ranged from .8 to 1.45 with a mean of 1.14.

The high and low CL groups differed significantly from each other on both the primary scores ($\underline{t}(58) = 18.29$, $\underline{p} < .001$); and on the secondary scores ($\underline{t}(58) = 15.52$, $\underline{p} < .001$).

Normative data and additional descriptive statistics on conceptual level are presented in Appendix A. The primary CL score cut-off points in the present study were approximately 0.3 points higher than those employed in other studies (Hunt, 1971). They are comparable to those obtained by Stein (1976) on a similar population.

Supervisors

Selection. Prior to the study, it was decided that the selected supervisors had to be high in CL, have comparable levels of empathic communication and be similar in terms of theoretical and personal approaches to supervision.

Two female doctoral students with a minimum of one year's supervisory experience served as supervisors. Due to their familiarity with the Paragraph Completion Method, the supervisors were administered Tuckman's (1966) Individual Topical Inventory in order to assess their conceptual levels. Both supervisors scored in the Systems IV (high CL) category. In addition, the Supervisor Orientation Sheet and the Personal Data Sheet (both adapted from Paul, 1966) were completed. Examples of these are presented in Appendix B.

On the Supervision Personal Data Sheet, both supervisors described their supervisory styles as active, directive and informal. Both indicated that they provided a highly personal relationship with the trainee. One supervisor reported a tendency to structure the supervisory relationship while the other felt she could be structured or unstructured. Both reported mutual formalization of goals with the trainee.

In terms of supervision gains, both supervisors reported that cognitive and affective self understanding, personal growth, self disclosure and skills acquisition were important.

Finally, the supervisors indicated frequent use of reflection, clarification and confrontation as well as modelling and reinforcement techniques. There was a tendency to avoid the use of interpretation, advice-giving and suggestion. Therefore, the supervisors appeared comparable in terms of supervisory style.

Both supervisors were also administered a Communication in Supervision Index (see Appendix C). This measure was developed by the present author in order to assess level of empathic understanding in the supervisory context. Responses were independently scored by two experienced (one male and one female) supervisors using Carkhuff's (1969, p. 174) scale. Mean empathy ratings indicated that both supervisors were functioning at or beyond level 3 on the empathy scale.

Training. Supervisors were trained in high versus low structure supervision according to the manuals presented in Appendix D. During the training session, each supervisor first read the manual, then, discussed and compared role descriptions and structure conditions with the investigator. The procedures and standard examples in the high structure condition were discussed and any confusions were cleared up. In the low structure condition, each supervisor was provided with a list of sixteen question categories (see Appendix D) obtained from a pilot study. Appropriate alternative responses for each category were given by the investigator to ensure similarity of supervisor responses. Finally, pilot study examples of audiotaped trainee responses were presented to the supervisors. These examples were reenacted by the investigator and

each supervisor was required to respond. A discussion of how to respond to trainee requests and problems encountered in answering specific trainee questions were discussed. Training time was approximately two hours.

Training Conditions

All training conditions consisted of two stages: (a) didactic training, wherein the same structured videotaped presentation was delivered to all participants and (b) supervision, wherein experimental participants received feedback varying in degree of structure. Both didactic and supervisory sessions were approximately 23 minutes each in duration.

Didactic material. In the didactic phase of training, all participants viewed a videotaped presentation of detailed instructions and examples (models) regarding reflection of feeling. A male counsellor served as the narrator and presented participants with: (a) positive and negative guidelines regarding the definition of a reflection of feeling response and (b) corresponding appropriate and inappropriate modelled examples of these behaviours. The narrator participated extensively in this capacity in previous research and has been rated high in communication level (see Stone & Vance, 1976). Five experienced counsellors (four females and one male) employed by a mental health clinic served as models. In all examples, the model acting as the counsellor was a female.

Prior to the study, examples were independently rated by three judges on a seven-point reflection of feeling scale ranging from 1 (very poor) to 7 (excellent). Examples receiving mean scores of 2.5 or below (negative examples) and 5.5 or above (positive examples) were

included in the study. Instructional material was patterned after Ivey's (1971) manual. A typescript of the videotape is presented in Appendix E.

Supervisory conditions. After the didactic phase, trainees were asked to return one week later for the second stage of training. Assignment of trainees to a supervisor was counterbalanced to ensure that each supervisor saw an equal number of high versus low conceptual level participants in high versus low structured training and control conditions. In the supervision phase of training, experimental participants received feedback on their responses to six of the 12 client statements on the postdidactic measure. Feedback was given on the three most effective and the least effective responses in an attempt to control for the amount of positive reinforcement received. In addition, all experimental participants went through a standard practice example to ensure accurate understanding of the procedures. Supervisors were instructed to maintain a warm, empathic relationship with all participants (see Appendix D).

High-structured condition. Condition 1 was designed as a supervisor-controlled environment, consisting of normative feedback and external reinforcement. The supervisor's task was to (a) playback the client statement and provide two standard examples of good reflection of feeling responses including guidelines as to why these constituted effective responses (see Appendix F), and (b) playback the trainee's response and compare it to the examples, reinforcing her (e.g., "That was an excellent response") for a good reflection of feeling and providing critical feedback (e.g., "That response needs improvement") for a poor reflection of feeling. A detailed, step-by-step explanation of

high structure supervision is presented in the training manual (see Appendix D).

Material for the content of these supervisory sessions was based on the results of a pilot investigation conducted one month prior to the main study. In the pilot study, participants were given low structured supervision. From these audiotaped sessions, a list of question categories was devised. In order to control for content of feedback across the two conditions, the major categories (those most frequently employed) were incorporated into the high structure condition. These categories included questions concerned with the following:

1. Quality (e.g., "Was that a good response?");

2. Alternatives (e.g., "What would you (the supervisor) have said to that client?");

3. Feedback on specific feeling words (e.g., "Was 'happy' a good word to use there?");

4. Judgmental or advice-giving (e.g., "Did you think I was judging her too much there?");

5. Content versus feelings (e.g., "Was I repeating too many of the words she said instead of how she felt about it?");

6. Voice tone (e.g., "Listening to the client's voice is important isn't it - I mean, can you tell how they feel that way?");

7. Paraphrasing (e.g., "Should you just repeat what they said or should you kind of put it in your own words?");

8. Duration (e.g., "Did I ramble too much there?"); and,

9. Quantity and intensity (e.g., "Should you try and reflect all

the feelings or just pick out the most important ones?" or
"Unhappy wasn't a very good word to use, was it? I mean,
like it was stronger, eh? Should I have used a stronger
word?").

Low structured condition. Condition 2 was primarily a trainee-
controlled, discovery-based approach and consisted of self-determined
feedback and reinforcement. Participants were informed that (a) six
of their responses and the corresponding client statements would be
played back to them; (b) that their task was to ask the supervisor
questions regarding their responses in order to improve their reflec-
tion of feeling skills; and, (c) that they would be given time (approx-
imately one minute) to think about the response and the kinds of ques-
tions they would like to ask. In order to control for content of
feedback, supervisor responses (where possible) were taken from the
same material provided in the high structure condition. This was
accomplished by referring to the list of categories obtained from the
pilot study (see Appendix D). Supervisors provided feedback only when
the trainee requested it. Thus the participant was encouraged to make
self-initiated use of supervision through asking questions and was per-
mitted to experience the consequences of these exploratory actions.

Control. Participants in Condition 3 received didactic training
only. They received no feedback on their responses to the audiotaped
client statements.

Procedure

Assessment. Approximately three weeks prior to the experiment,
100 volunteer participants were administered the Paragraph Completion

Table 1

Sequence of Training and Evaluation

Training Condition	Didactic Training	Postdidactic Measures	One Week Interim	Supervision	Postsupervision Measures
Condition 1 (high structured feedback)	Videotape	1. Critical incident tape (#1) 2. Communication Index 3. Perceived amount of Learning 4. Satisfaction		High structured feedback	1. Critical incident tape (#2) 2. Communication Index 3. Perceived amount of learning 4. Perceived amount of structure 5. Satisfaction 6. Preference 7. Anxiety 8. Supervisor Understanding 9. Supervisor helpfulness
Condition 2 (low structured feedback)	Same as Condition 1	Same as Condition 1		Low structured feedback	Same as Condition 1

Table 1 continued

Condition 3	Same as Condition 1	Same as Condition 1	None	1. Critical incident tape (#2) 2. Communication Index 3. Perceived amount of learning 4. Satisfaction 5. Preference 6. Anxiety

Method (Hunt et al., Note 1). Participants were tested in groups of five to 25 over a three day period.

Formation of groups. All primary and secondary CL scores were obtained by averaging the two scores assigned by each rater. High and low CL participants were randomly assigned to one of the three training conditions. Thus there were 20 students in each condition (10 high CL and 10 low CL). Finally, individuals within each CL group were randomly assigned to one of the supervisors.

Training administration. During training, participants were seen individually for both didactic and supervisory sessions. Table 1 shows the chronological sequence of events for participants in all three conditions. In addition, postdidactic and postsupervision measures administered to each group are indicated.

The procedure outlined below was followed for all participants. Individuals were greeted by a female experimenter who gave them the name of their supervisor and arranged an appointment for the following week. Each participant was then presented with a 20-minute videotape containing didactic training materials. Immediately subsequent to this, a series of postdidactic tests was administered by the experimenter. Participants were instructed to respond on the basis of what they learned from the previous videotape. The instructions are presented in Appendix G.

Within one week of didactic training, participants in Conditions 1 and 2 took part in a 20-minute feedback session. The supervisor greeted the trainee and explained the nature of the session according to standard outlines (see Appendix D). Immediately subsequent to feedback, the supervisor administered the postsupervision measures to each

participant. In all cases, participants responded to the critical incident tape first. The remaining test materials were administered in random order. During this phase, controls were greeted by the supervisor who simply administered the testing materials listed in Table 1. Instructions to experimental and control participants are presented in Appendix H.

At the end of the training session, the participant was thanked for her cooperation, received written debriefing as to the nature and purpose of the experiment and asked not to discuss the study with anyone for a period of four weeks. An example of the debriefing schedule is presented in Appendix J.

Measures

Paragraph Completion Method. Conceptual level was assessed by the Paragraph Completion Method (Hunt et al., Note 1). This is a semi-projective measure consisting of six sentence stems: (1) "What I think about rules ...", (2) "When I am criticized ...", (3) "What I think about parents ...", (4) "When someone does not agree with me ...", (5) "When I am not sure ...", and (6) "When I am told what to do ...". Due to the unreliability and questionable validity of the third sentence stem ("What I think about parents ...") with university students (Hunt, Note 2), it was not employed in the present study. Hence CL scores were based on five rather than six paragraphs.

On the Paragraph Completion Method, individuals are given three minutes to write on each topic and are asked to write at least three sentences per topic. Paragraphs are given a score from 0 to 3 based on the conceptual structure underlying the response rather than on the content of the response (Hunt et al., Note 1).

Two female doctoral students in counselling psychology served as raters. Raters participated in a four-hour training session based on Hunt et al.'s (Note 1) revised manual. During this session, the raters first discussed the nature of CL as a construct with the investigator. They were then provided with a random sample of 20 paragraphs obtained from an earlier pilot study using a similar population. The raters independently rated each paragraph, then compared and discussed their ratings until consensus was reached on specific criteria for each level of scoring. Following this, the raters independently scored 15 complete and randomly selected protocols. Their ratings yielded Pearson product moment correlation coefficient of .81 and an intraclass correlation (Ebel, 1952) of .93 on primary conceptual level scores.

Both raters then independently scored the remaining 85 protocols.

Experimental interview. A critical incident interview measure similar to that devised by Payne and Gralinski (1968) was used. A tape recording was made in which a female graduate student role-played a university student discussing a variety of problems typically encountered in first year, e.g., problems with grades, dating, roommates, parents, professors and loneliness. An experienced male therapist role-played the counsellor. An effort was made to convey specific and obvious feelings and emotions. This recording yielded 30 client statements, 24 of which were rated by two judges as high in clarity of feelings and content (average scores of 5.5 and above on a scale of 1 (extremely unclear) to 7 (extremely clear)). The 24 client statements were randomly assigned to two tapes (post-didactic and postsupervision) of 12 statements each. To

avoid biasing the type of response made by the trainee, all counsellor statements were deleted. The resultant tapes were assigned to post-didactic and postsupervision assessments on a random basis. The client statements used for postdidactic and postsupervision testing are presented in Appendix K.

Behavioral measures. The simulated interview measures used were (a) behavioral counts and qualitative ratings of reflection of feeling and (b) empathy.

Behavioral counts of reflection of feeling, reflection of content and advice-giving were made. A reflection of feeling response was defined as any response made by the trainee which primarily reflected the affective components or emotions expressed by the client during her previous dialogue (Ivey, 1971). Advice-giving was defined as any response made by the trainee to the client that contained value-laden judgments or instructions which demanded that the client should act, think or feel in a certain way (Hearn, 1976). Reflection of content is comparable to what Ivey (1971) referred to as paraphrasing and was defined here as any response made by the trainee which primarily reflected the cognitive aspects or "objective" content presented by the client during her previous dialogue (Ivey, 1971). Studies have shown that raters are able to reliably distinguish reflection of feeling and reflection of content responses (e.g. Authier & Gustafson, 1976; Moreland et al., 1973).

Responses which could not be classified into these three categories were recorded under "Other". Raters were asked to specify "Other" responses which were regarded as undecided (U) or questions (Q) seeking further information without reflecting feelings. Rater

training and response ratings were conducted according to the following procedures. Two female psychology students, naive as to the purpose and design of the study were given the above operational definitions. Raters were trained together to facilitate agreement regarding response definitions. Both raters listened to and classified audiotaped examples of counsellor responses and compared classifications until their ratings agreed with the operational definition on 20 successive responses. Finally, raters independently classified each trainee response as a reflection of feeling, reflection of content, advice-giving or other. Interrater reliabilities were obtained on a random sample of 40 protocols from both postdidactic and postsupervision assessments. The remaining 80 protocols were then randomly and equally distributed to the two raters. Raters were provided with both the preceding client statement and the trainee response. All tapes were presented in random order.

Recently, authors (e.g., Ivey, 1974; Kuna, 1975) have suggested that future research should not be limited to strict behavioral counts (the quantitative dimension of reflection of feeling) and that the qualitative (i.e., the degree of facilitativeness of the response) dimension also needs to be evaluated. Therefore, in the present study, a qualitative 6-point rating scale was devised (see Appendix L) in which anchor points were given behavioral definitions specific to the reflection of feeling skill as defined by Ivey (1971). This scale was based on a more global dimension employed in earlier studies (e.g., Ivey et al., 1968). Subsequent to classifying a response as a reflection of feeling, each judge (again independently) rated that response according to the above scale. The mean rating served as the qualitative

score. Where discrepancies between classifications occurred, the classification of rater A or rater B was assigned on a random basis.

The Communication Index (Carkhuff, 1969) was administered immediately subsequent to both didactic and supervision stages. Participants were instructed to assume a helping role and to respond in written form to 16 standardized stimulus statements. Two doctoral counselling psychology students (different from those rating the experimental interview) experienced in the use of Carkhuff's empathy scale and naive as to the purpose of the present study served as raters. Raters were trained together to facilitate agreement regarding response definitions. Both judges independently read and scored 16 randomly chosen trainee responses and compared criteria for their ratings. Raters then evaluated participants' responses independently and in random order using Carkhuff's (1969) Revised Empathic Understanding Scale. The mean rating served as each participant's score. Again, interrater reliabilities were obtained on one third (40) of the protocols randomly chosen from both postdidactic and postsupervision assessments. The remaining protocols were randomly and equally distributed to the two raters.

Training Reaction Questionnaire (TRQ). A TRQ was administered postdidactic and postsupervision to all participants. The postdidactic questionnaire consisted of: (a) perceived amount of learning (a 5-point scale ranging from "I learned nothing about reflection of feeling" [score of 1]) to "I learned a lot about reflection of feeling [score of 5]) and (b) satisfaction with the videotape session (a 7-point scale ranging from "extremely satisfied" [score of 1] to "not at all satisfied" [score of 7]). The postsupervision TRQ was administered to exper-

imental participants and included several Likert-type scales. (a) Perceived amount of learning was assessed as above. (b) General satisfaction with the session was determined using a 7-point scale similar to that on the postdidactic TRQ. (c) Individuals were asked to indicate the amount of anxiety they felt before, during and after supervision by responding to 7-point scales ranging from "extremely anxious" (score of 1) to "not at all anxious" (score of 7). (d) In order to assess preference for structure, students were provided with concise, written definitions of high versus low structured supervision in which low, moderate and high levels of structure in supervision were described. The participant was asked to rate (on a 9-point scale) the amount of structure she would prefer based on these descriptions. In addition, the trainee was asked to indicate (a) whether she would like no change, more structure or less structure; (b) the amount of structure she felt she _actually_ received (this rating served as a validation check of high versus low structure); and, (c) how·satisfied (on a 7-point scale) she was with the amount of structure _actually_ received. Finally, each participant was asked to rate her supervisor in terms of (a) understanding (a 5-point scale ranging from "Understood exactly how I thought and felt" [score of 1] to "Misunderstood how I thought and felt" [score of 5]); and, (b) helpfulness (a 5-point scale ranging from "Very helpful" [score of 1] to "Not at all helpful" [score of 5]).

The TRQ for controls consisted of perceived amount of learning general satisfaction, anxiety ratings and preference for structure. An example of each TRQ is presented in Appendix M.

Expert ratings of structure

Two experienced male counsellors, naive as to the design of this

study, served as raters. Raters listened to a master audiotape consisting of randomly selected four-minute segments from both high and low structured supervisory sessions. These segments were randomly arranged on the master tape. In addition, both judges were provided with definitions of the structure dimension. Raters were instructed to: (a) listen to each audiotaped segment, and, (b) rate each segment on a 9-point scale ranging from "low degree of structure" (score of 1) to "high degree of structure" (score of 9). The instructions for rating degree of structure in supervision are presented in Appendix N.

Content analysis of low structured supervision. While several authors (e.g. Ivey, 1971; Kell & Mueller, 1966) have stressed the importance of the supervisory process in counsellor training, few studies have investigated the various abilities or modes of behaviour which different trainees employ in attempts to make use of this process. In the present study, participants were given the opportunity to ask their supervisor questions regarding their performance. This provided an index of the trainee's ability to make independent use of supervision through her own exploratory behaviour. Scores were determined through playback of the audiotaped supervision session. The following content measures were analyzed:

1. Degree of inquiry or frequency was determined by the total number of questions asked by the trainee during supervision. A question was defined by the present author as any comment made by the trainee which was put into a question format or implied a question and therefore could potentially be responded to by the supervisor;

2. Method of inquiry was obtained by classifying each question as open-ended versus closed-ended according to Ivey's (1971) definitions.

Closed-ended questions are those which can be answered in a few words or by yes or no. Such questions tend to be factual and restrict the respondent in his/her answers. Open-ended questions are less restrictive and allow for more alternative responses.

3. Each question was also classed as relevant or irrelevant. A relevant question was defined as any question posed by the trainee which pertained to the task; that is, questions which requested information about reflection of feeling or feedback on the trainee's response to the client statement. An irrelevant question was one which failed to meet these criteria.

4. Number of requests for evaluative feedback referred to the number of questions asked by the trainee which requested the supervisor to respond with information regarding the quality or correctness of her response (e.g., "Was that a good response?" or "Did I do O.K. on that one?").

In general, these categories were not mutually exclusive. Thus while questions were always classified as either open- or closed-ended and as either relevant or irrelevant, it was possible for categories to overlap. For example, a request for evaluative feedback could also be an open-ended, irrelevant question or a closed-ended, relevant question etc.

Two naive female Ph.D counselling students (different from those completing behavioral counts and empathy ratings) served as raters. Training was conducted in a joint two-hour session according to the following procedures. First, the raters read and discussed the above operational definitions with the investigator. Second, both individuals listened to and rated randomly chosen segments of low structured

supervisory sessions. Ratings were discussed and criteria compared until the raters agreed on 10 consecutive trainee comments. Finally, both judges rated the audiotapes independently and in random order. The mean of the two judges' ratings served as each participant's score. Final scores for the degree of inquiry measure were determined by a frequency count of the number of questions asked. Scores for the remaining content categories were expressed as percentages of the total number of questions.

Design and Data Analysis

The independent variables in this study included a subject variable (high versus low CL) and training method (high structured supervision, low structured supervision and a no supervision control). In addition, there were two supervisors. Thus there was a multifactor design with five participants in each cell.

Interrater reliabilities. On the Paragraph Completion Method (Hunt, 1971), individuals were assigned to high versus low CL groups based on scores derived from the average ratings from two judges. Thus Ebel's (1951) intraclass correlation was used to compute the interrater reliability.

For behavioral counts of reflection of feeling, measures of both interrater reliability (degree of association) and interrater agreement (the extent to which the different judges made exactly the same judgment when categorizing a response) were calculated. The latter measure (percent agreement) was included in order to test out the possibility that raters were assigning different trainee responses to the reflection of feeling category.

Pearson product moment correlation coefficients were used to

estimate the reliability of individual ratings on qualitative reflec-
tion of feeling, empathy and the content analysis measures.

Behavioral measures. In order to test for prior group differ-
ences on behavioral measures, 3 x 2 (training by CL) analyses of vari-
ance were computed on postdidactic scores.

In order to test out the Matching Model predictions, multivariate
2 x 2 x 2 (training by CL by supervisor) analyses of covariance were
performed on behavioral counts and qualitative ratings.   Each
participant's post-didactic score served as the covariate. Supervisor
differences were included in the analyses for purposes of precision.
The a priori hypothesis was tested using the F ratio for planned com-
parisons (Kirk, 1968, p. 81). Supervisor effects were not of specific
interest; hence, the means used in the a priori comparisons were col-
lapsed over supervisor. Post hoc comparisons were analyzed using Tukey's
(a): unconfounded means test for means from an interaction table (Cicchetti, 1972).

Dunnett tests (Kirk, 1968, p. 94) were used to compare the adjus-
ted control means with the adjusted means from high and low structure
training conditions. In order to compute the error term for the
Dunnett tests, a one-way analysis of covariance on all groups was per-
formed. The resulting within-groups mean square error was employed in
the following computations. Three separate sets of means were compared:
(a) the collapsed means for control, high structure and low structure
training conditions - these computations served to answer questions
regarding the impact of supervision; (b) means for control, high struct-
ure and low structure conditions within the low CL group, and (c)
means for control, high structure and low structure conditions with-
in the high CL group. The latter two sets of comparisons served

as a test of the Matching Model predictions.

Within-groups analyses were used to answer questions regarding the impact of supervision. On all measures, 2-tailed t-tests for correlated means were performed to assess the significance of the difference between postdidactic and postsupervision scores. In addition, differences between postdidactic and postsupervision scores for high versus low CL groups were examined as a further test of the CL Matching Model.

Self-report measures. For postdidactic scores, two-tailed t-tests were used to compare the reactions (satisfaction and perceived amount learned) of high versus low CL trainees to videotape training. Again, means were collapsed across supervisors because differences on this variable were not of specific interest.

Postsupervision self-report measures were analyzed using 2 x 2 x 2 (training by CL by supervisor) analyses of variance. Supervisor effects were included in the analysis for purposes of precision. On measures which control participants also responded (perceived amount learned, general satisfaction, anxiety and the rating scale for structure preference), Dunnett tests were employed to compare control means with training means. The rationale and sets of means compared were identical to those outlined for behavioral measures. The error term was obtained from a one-way analysis of variance involving all groups.

On all self-report measures, the a priori hypothesis was tested using the F ratio for planned comparisons. Supervisor effects were not of specific interest; hence, this factor was eliminated from the analysis. Tukey's (a); unconfounded means test was applied to a posteriori comparisons. Tukey's HSD test was used to determine differences

between high and low CL control groups means on the 9-point preference scale.

Content analysis. A 2 x 2 (CL by supervisor) analysis of variance was performed for each content measure. Tukey's (a): unconfounded means test was applied to post hoc comparisons.

CHAPTER 3

Results

Interrater Reliabilities

The interrater reliability (intraclass correlation, Ebel, 1951) for the Paragraph Completion Method was .81 on primary level scores.

For behavioral counts of reflection of feeling, the interrater reliability coefficients were .99 (postdidactic) and .94 (postsupervision). The percent agreements were 97.5% and 99.2% for postdidactic and postsupervision assessments respectively.

On the qualitative reflection of feeling scales, reliability coefficients of .96 (postdidactic) and .89 (postsupervision) were obtained. Empathy ratings yielded reliability coefficients of .77 (postdidactic) and .89 (postsupervision).

On the content analysis measures, interrater reliabilities were obtained on the frequencies endorsed by each rater. The correlations obtained for total number of questions, open-ended questions, closed-ended questions, relevant questions, irrelevant questions and number of requests for evaluative feedback were .95, .86, .95, .78, .55 and .67 respectively. The lower reliability coefficients for the latter three measures may be due to the greater degree of clinical judgment required in rating the degree of relevancy and evaluative nature of a response.

Treatment Check

As a validity check on the training conditions, two experienced raters were asked to judge a random sample of excerpts from supervisory sessions as high or low in structure (see Method section). A

Table 2

Unadjusted Means and Standard Deviations for Effects of Conceptual Level and

Training Conditions on Behaviour Counts and Qualitative Ratings

Conceptual Level	Training Condition											
	Low Structure				High Structure				Control			
	PD		PS		PD		PS		PD		PS	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
A. Reflection of Feeling (Quantitative)												
Low	9.50	4.69	11.80	.42	9.80	2.46	11.50	.37	6.70	4.13	8.80	4.10
High	10.90	.99	11.80	.49	9.70	2.79	11.70	.48	10.40	2.79	10.70	3.27
B. Reflection of Content												
Low	.30	.94	.20	.42	.70	.82	.20	.42	1.50	1.69	1.10	1.59
High	.70	.66	.20	.42	1.60	1.57	.20	.43	1.00	1.03	1.20	1.28
C. Advice-giving												
Low	1.70	3.52	0.0	0.0	.60	1.89	0.0	0.0	2.10	3.21	1.70	3.59
High	.10	.30	0.0	0.0	.40	.96	0.0	0.0	.50	1.58	0.0	0.0
D. Other												
Low	.50	.97	0.0	0.0	.90	2.18	.10	.31	1.70	1.82	.40	.69
High	.30	.48	0.0	0.0	.30	.67	.10	.31	.30	.94	.20	.42
E. Reflection of Feeling (Qualitative)												
Low	3.22	1.04	4.05	.55	2.93	.53	4.13	.24	2.57	1.12	2.94	1.08
High	3.57	.57	4.27	.49	3.27	.88	4.36	.52	3.35	.79	3.48	.52

Note. PD = Postdidactic; PS = Postsupervision.

three-way analysis of variance (CL by training structure by supervisor) was performed on the ratings (see Appendix O). The results yielded a main effect for training structure only (F (1,12) = 634.8, p < .00001) with means of 8.8 for high structured supervision and 2.2 for low ·structured supervision. The interrater reliability obtained was .94.

In addition, participants were asked to respond to the item "How much structure would you say that you actually received in the feedback session?" The analysis (see Appendix O) yielded a significant main effect for training (F (1,32) = 83.91, p < .001) with overall means of 7.2 and 3.3 for high and low structured supervision respectively.

In summary, both groups differentiated between high and low structured supervision as defined in the present study. Thus feed-back sessions were validly different from each other as judged by. expert raters and by naive participants. In addition, neither expert judges nor participants perceived any supervisor differences. Both supervisors were rated as validly administering high and low structured conditions.

Behaviour Counts and Qualitative Ratings

The means and standard deviations (at both postdidactic and postsupervision assessments) for the effects of CL and training con-dition on behaviour counts (reflection of feeling, reflection of con-tent, advice-giving and "other") and the qualitative ratings are presented in. Table 2.

Postdidactic analysis. A 3 X 2 (training X CL) analysis of variance was performed on postdidactic scores (see Appendix P). Re-sults revealed significant main effects for CL on quantitative re-flection of feeling (F(1,54) = 4.62, p < .05), and "other" (F(1,54) =

Table 3

Adjusted Postsupervision Means for Effects of Conceptual Level
and Training Condition on Quantitative Reflection of Feeling, Reflect-
ion of Content and Qualitative Reflection of Feeling

Conceptual Level	Low Structure	Training Condition High Structure	Control	Condition $\underline{M}$
		A. Quantitative Reflection of Feeling		
Low	10.40	11.76	9.60	10.93
High	11.63	11.39	10.36	11.13
Condition $\underline{M}$	11.52	11.59	9.97	
		B. Reflection of Content		
Low	.393	.221	1.087	.547
High	.330	.055	1.163	.536
Condition $\underline{M}$	.362	.139	1.125	
		C. Qualitative Reflection of Feeling		
Low	4.02	4.24	3.21	3.82
High	4.07	4.30	3.38	3.92
Condition $\underline{M}$	4.05	4.27	3.29	

4.11, $\underline{p} < .05$. In addition, there were strong but nonsignificant tendencies for high CL trainees to emit fewer advice-giving responses ($\underline{F})1,54) = 3.86$, $\underline{p} < .055$) and higher quality reflection of feeling responses ($\underline{F})1,54) = 4.98$, $\underline{p} < .058$) than low CL trainees. Thus it appeared that prior to supervision, high CL trainees emitted a higher frequency and quality of reflection of feeling responses and fewer advice-giving and "other" responses than low CL trainees. An analysis of covariance was employed to control for the effects of these prior group differences.

Between-group comparisons. In order to test out the Matching Model predictions, a multivariate 2 x 2 x 2 (training by CL by supervisor) analysis of covariance was performed on the postsupervision data using each participant's postdidactic score as the covariate. The summary table for behaviour counts and qualitative ratings is presented in Appendix Q. Because the frequency for both advice-giving and "other" categories were relatively small (even with transformations) for meaningful analysis, these two variables were omitted from the analysis.

The adjusted means for quantitative reflection of feeling, reflection of content and qualitative reflection of feeling are presented in Table 3. On inspection of these data, it appears that all participants in both high and low structured supervision performed with a higher frequency and quality of reflection of feeling responses when compared with those in the control condition, In addition, there appears to be fewer reflection of content responses for experimental than for control participants. The 2 x 2 x 2 analysis yielded no significant multivariate $\underline{F}$ ratios (see Appendix Q). Therefore, no univariate analyses could be investigated.

The results of the Dunnett tests for all three dependent measures are summarized in Appendix R. For quantitative reflection of feeling, results showed that the performance of both high and low structured training group was significantly greater than that of controls ($\underline{p} <$ .05). In addition, low CL individuals receiving high structure scored higher than low CL's in the control condition ($\underline{p} < .05$). None of the other comparisons attained significance.

The Dunnett tests for reflection of content showed that the adjusted means for both high and low structured training groups were significantly different ($\underline{p} < .01$) from the control group mean. The only significant comparison with CL groups was between the high CL, control and high CL, high structure groups ($\underline{p} < .05$).

On the qualitative reflection of feeling measure, both high and low structured groups received significantly higher quality ratings than controls ($\underline{p} < .01$). Moreover, all comparisons within both high and low CL groups were significant ($\underline{p} < .01$).

In summary, two major findings emerged. First, the postdidactic analysis showed that high and low CL individuals were verbally different, with high CL's evidencing a greater proficiency at communication skills. Second, the control group comparisons indicated that the supervision component of microtraining improves both the frequency and quality of responses beyond the level achieved by videotape training.

Within-groups changes. In order to answer questions concerning the impact of supervision in the microtraining paradigm, within-group analyses were performed. Table 2 permits examination of whether individuals in the three training sequences improved their performance after supervision. The significance of the difference between postdidactic
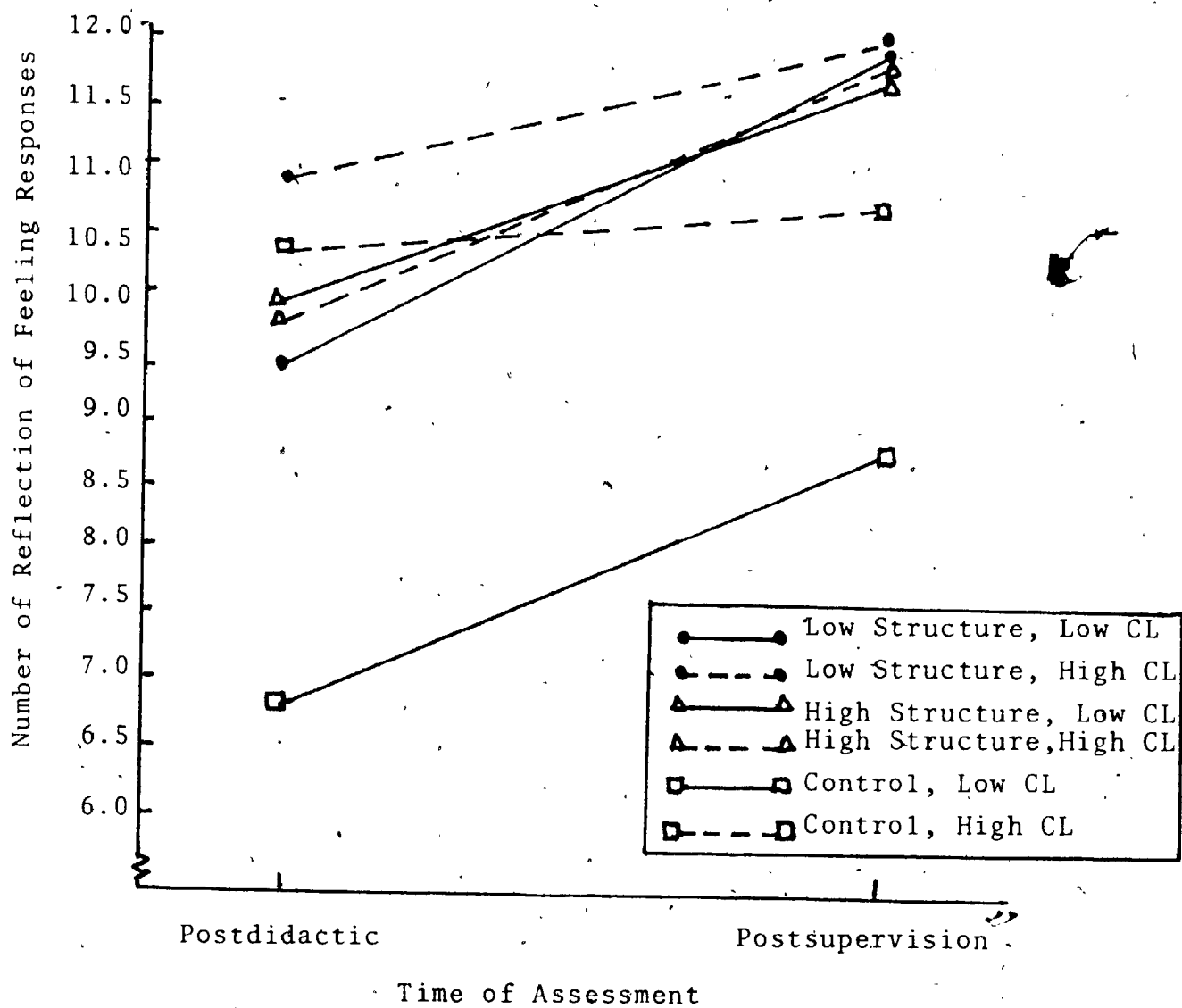
Figure 1. Frequency of reflection of feeling responses as a function of assessment time, trainee conceptual level (CL) and training condition.

and postsupervision scores was computed using two-tailed t-tests for correlated observations. The results obtained on the t-tests are summarized in Appendix S.

The results yielded by the within-groups analyses must be treated with caution. According to Campbell and Stanley (1963), extraneous variables exist which can jeopardize the internal validity of one-group pretest-posttest investigations. These include history (additional events occurring between the first and second measurement), maturation (processes occuring within the participants over the passage of time) and the effects of the pretest session (the possibility that the pretest may have increased or decreased the trainees' sensitivity or responsiveness to the posttest session).

Figure 1 shows the effects of trainee CL, training condition and assessment time on the frequency of reflection of feeling responses. From the graph, it appears that all supervised trainees (most notably, high CL's in the high structure condition) increased the frequency of their responses. Accordingly, the results indicated that individuals receiving both high structured ($p < .05$) and low structured ($p < .05$) supervision significantly improved their scores. The control condition did not change significantly. When differences between postdidactic and postsupervision scores for high versus low CL trainees were examined, results indicated that only the high CL, low structure group significantly increased the frequency of their reflection of feeling responses ($p < .05$). Finally, when means were collapsed across training conditions, the results showed that both high ($p < .01$) and low ($p < .05$) CL trainees improved their scores.
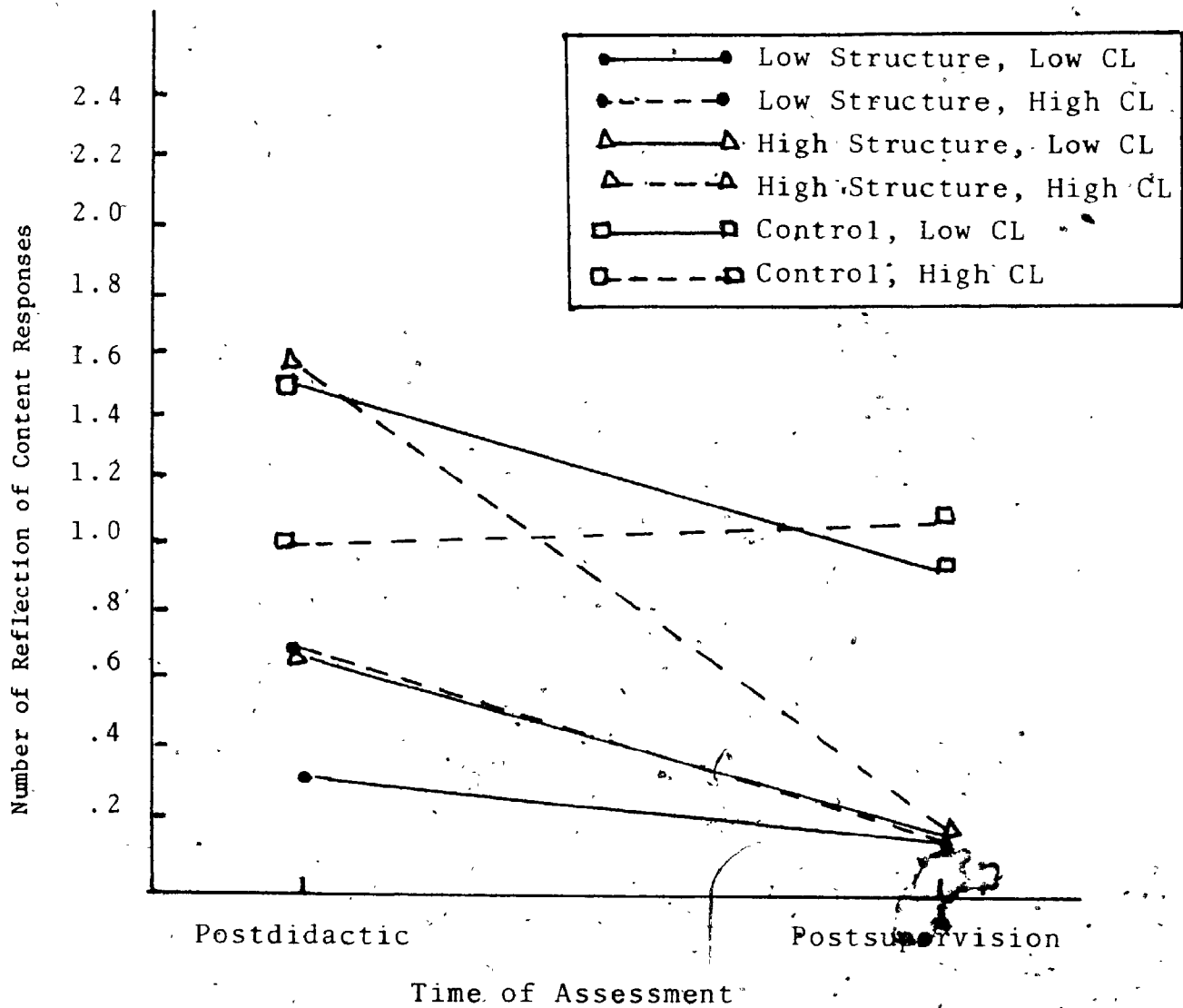
Figure 2. Reflection of content scores as a function of assessment time, trainee conceptual level (CL) and training condition.

Figure 2 shows the frequency of reflection of content responses as a function of trainee CL, training condition and assessment time. The graph indicates that all supervised trainees decreased their use of reflection of content after supervision whereas some of the control participants (high CL's) increased their use of this category. The most marked decrease is shown by high CL trainees. Results on the $\underline{t}$-tests showed that both high structured (p < .01) and low structured ($\underline{p}$ < .05) supervision led to a significant decrease in reflection of content responses whereas the control condition did not change significantly. Moreover, both high CL groups decreased the frequency of these responses after supervision ($\underline{p}$ < .05 for both high and low structure condition). When means were collapsed across training condition, the high CL group significantly decreased their score ($\underline{p}$ < .01) whereas the low CL group did not change significantly.

The effects of trainee CL, training condition and assessment time on qualitative reflection of feeling are presented in Figure 3. On this measure, it appears that all high and low CL participants receiving supervision increased the quality of their responses more than controls. Accordingly, $\underline{t}$-tests indicated that supervised students ($\underline{p}$ < .001 for both high and low structured supervision) increased the quality of their responses. Controls failed to significantly improve on the qualitative dimension of reflection of feeling. Furthermore, examination of postdidactic versus postsupervision scores for high versus low CL trainees showed that both low structure groups ($\underline{p}$ < .01 and $\underline{p}$ < .001 for low and high CL's respectively)and both high structure groups ($\underline{p}$ < .001 and $\underline{p}$ < .01 for low and high CL's respectively) increased the quality of their responses. When means were collapsed across training
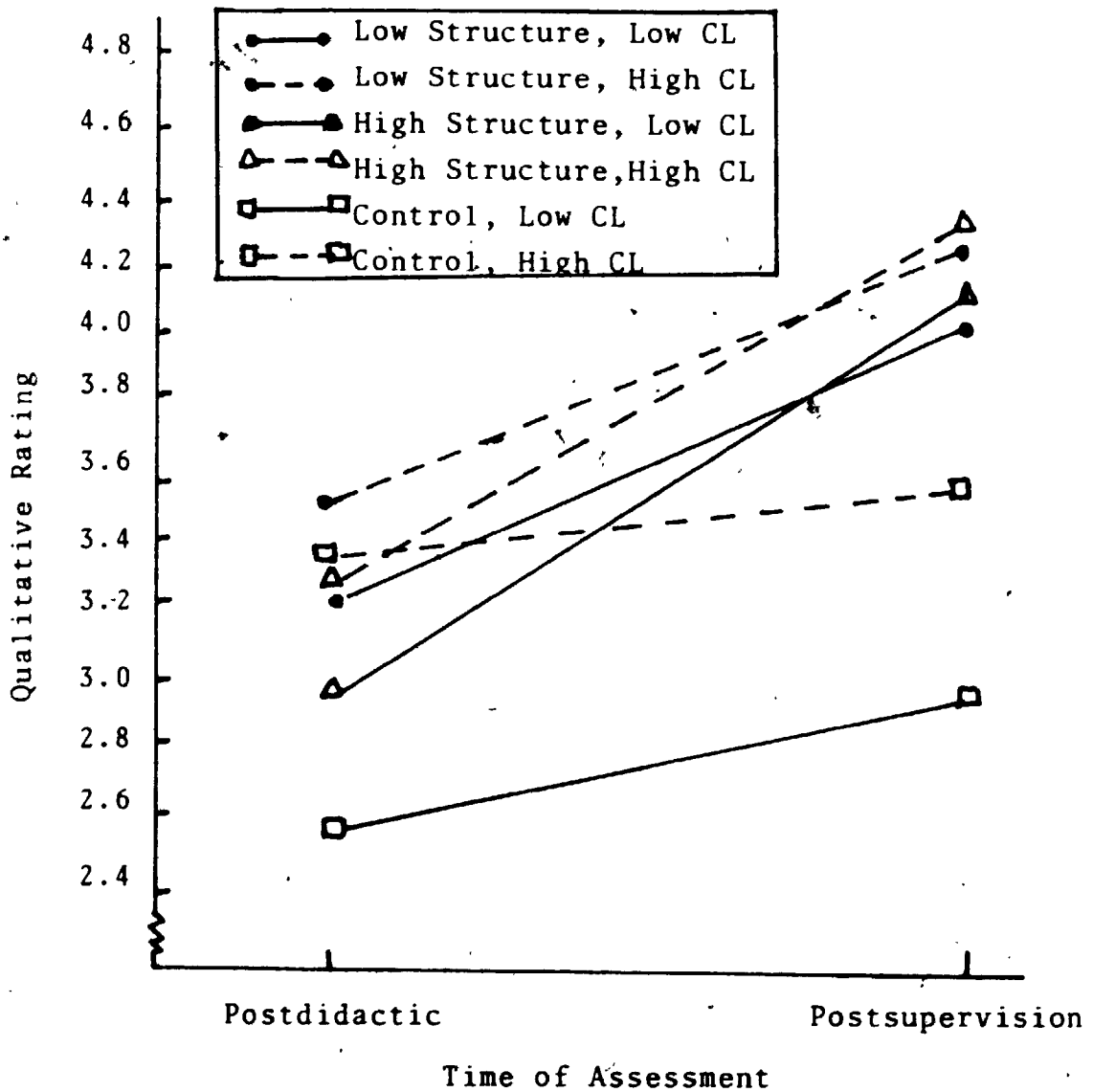
Figure 3.   Quality of reflection of feeling res-
ponses as a function of assessment
time, trainee conceptual level (CL)
and training condition.

Table 4

Unadjusted Means and Standard Deviations for Effects of Conceptual Level and

Training Conditions on Empathy

Conceptual Level	Training Condition											
	Low Structure				High Structure				Control			
	PD		PS		PD		PS		PD		PS	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Low	2.49	.48	2.80	.21	2.46	.31	2.86	.34	2.32	.54	2.45	.61
High	2.80	.20	2.80	.26	2.74	.46	2.91	.50	2.71	.34	2.63	.41

Note. PD = Postdidactic; PS = Postsupervision.

condition, the results indicated that both high ($\underline{p}$ <.001) and low ($\underline{p}$ <.001) CL trainees improved their scores.

In summary, the evidence across measures indicates that supervised participants improved their responses to a greater degree than non-supervised controls.

Empathy

The unadjusted means and standard deviations (at both post-didactic and postsupervision assessments) for the effects of CL and training condition on empathy are presented in Table 4.

Postdidactic analysis. A 3 X 2 (Training X CL) analysis of variance was performed on postdidactic scores (see Appendix T). Results revealed a significant main effect for CL ($\underline{F}(1,54)$ = 10.80, $\underline{p}$ <.01). Neither the training main effect nor the interaction attained significance. Therefore, high CL trainees ($\bar{X}$ = 2.75) scored higher on judged empathy than low CL trainees ($\bar{X}$ = 2.42) before supervision. An analysis of covariance was employed to control for the effects of these prior group differences.

Between-group comparisons. A 2 X 2 X 2 (training by CL by supervisor) analysis of covariance was performed on the postsupervision scores using each participant's postdidactic score as the covariate. The summary table is presented in Appendix U. No significant differences emerged on the analysis. In addition, the $\underline{F}$ ratio for planned comparisons was nonsignificant and did not support the hypothesis that low CL trainees would profit (improve their level of empathic communication) more from high structured supervision.

Dunnett tests were employed to compare the adjusted control means with the adjusted means from high and low structured training conditions.

Table 5

Adjusted Postsupervision Means for Effects of
Conceptual Level and Training Condition on Empathy

Conceptual Level	Training Condition			Condition $\underline{M}$
	Low Structure	High Structure	Control	
Low	2.83	2.90	2.48	2.73
High	2.76	2.88	2.59	2.74
Condition $\underline{M}$	2.80	2.89	2.52	

Table 5 shows the adjusted means obtained for empathy. The results of the Dunnett tests are summarized in Appendix V. Results revealed that the performance means for both high (p <.01) and low (p <.05) structured supervision were significantly greater than the control means. Within the low CL group, only trainees receiving high structure had significantly higher levels of empathic communication than controls (p <.05). The difference between low structure and control conditions was non-significant. No significant differences emerged within the high CL groups.

In summary, both high and low structured supervision improved empathic communication of trainees significantly more than the no supervision control group. Moreover, in support of the Matching Model predictions, low CL trainees receiving high structure performed significantly better than low CL controls whereas those receiving low structure did not. Finally, the postdidactic analysis showed that high CL trainees were more empathic than low CL trainees subsequent to videotape training.

Within-group changes. Questions concerning the impact of supervision on the development of empathy were further examined using within-groups analyses. Given the effects of pretesting, these results should be observed with caution. Table 4 permits examination of whether individuals in the three training conditions improved their performance after supervision. Two-tailed t-tests for correlated observations were used to test the significance of the difference between postdidactic and post-supervision scores. A summary of these tests is presented in Appendix W.

Figure 4 shows the level of empathy as a function of trainee CL, training condition and assessment time. From the graph, it appears that
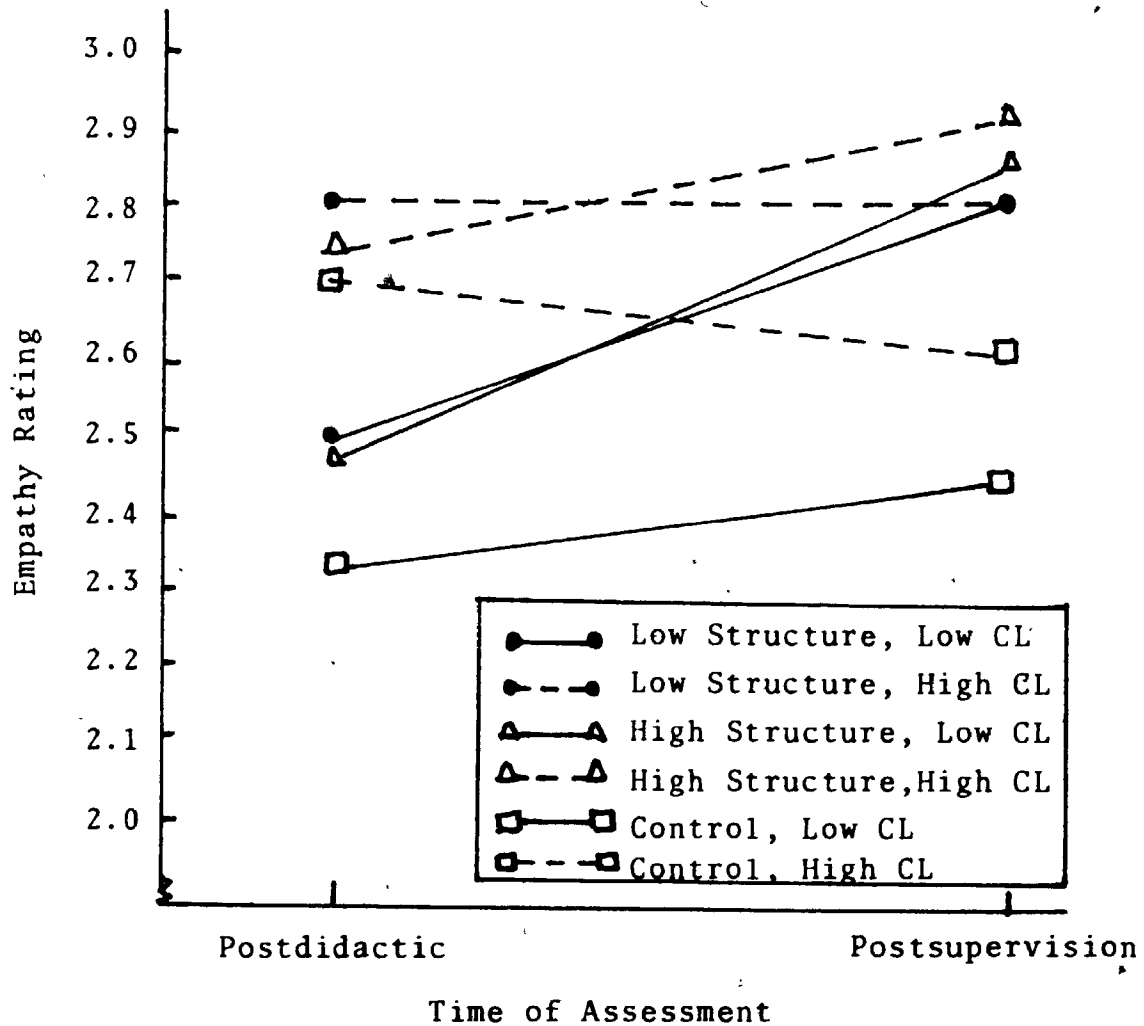
Figure 4. Empathy score as a function of trainee conceptual level (CL), assessment time and training condition.

Table 6

Means and Standard Deviations on the

Postdidactic Training Reaction Questionnaire

Conceptual Level	M	SD
A. Perceived Amount Learned		
High	3.81	.83
Low	4.36	.82
B. Satisfaction		
High	5.00	1.09
Low	4.70	1.31

most supervised groups (especially the high structure condition) improved their scores more than controls. Moreover, low CL trainees seemed to improve more than high CL trainees. The results indicated that only those receiving high structure ($p < .05$) significantly improved their performançe; controls and trainees receiving low structure did not. As a further examination of the Matching Model, differences between postdidactic and postsupervision scores for high versus low CL train- ees were also examined. When means were collapsed across the three training conditions, the results indicated that low CL trainees improved significantly ($p < .01$) whereas high CL trainees did not. The low CL, high structure group improved in empathy beyond the level achieved by didactic training ($p < .01$). This finding lends further support to the Matching Model hypothesis.

Correlational Analysis

The relationship between reflection of feeling (both quantitative and qualitative dimensions) and empathy was computed using the Pearson r. The correlation between quantitative indices (behavioral counts) and qualitative ratings of reflection of feeling was .84. Empathy correlated .58 with the quantitative and .52 with the qualitative dimensions of reflection of feeling. All three correlations attained significance ($p < .001$).

Postdidactic Self-Report Measures

The difference between high and low CL trainees on postdidactic -report measures (perceived amount learned and satisfaction) were yzed using 2-tailed t-tests. Means and standard deviations are presented in Table 6. No significant differences emerged on either measure. Both high and low CL trainees reported above average satis- faction and amount learned.
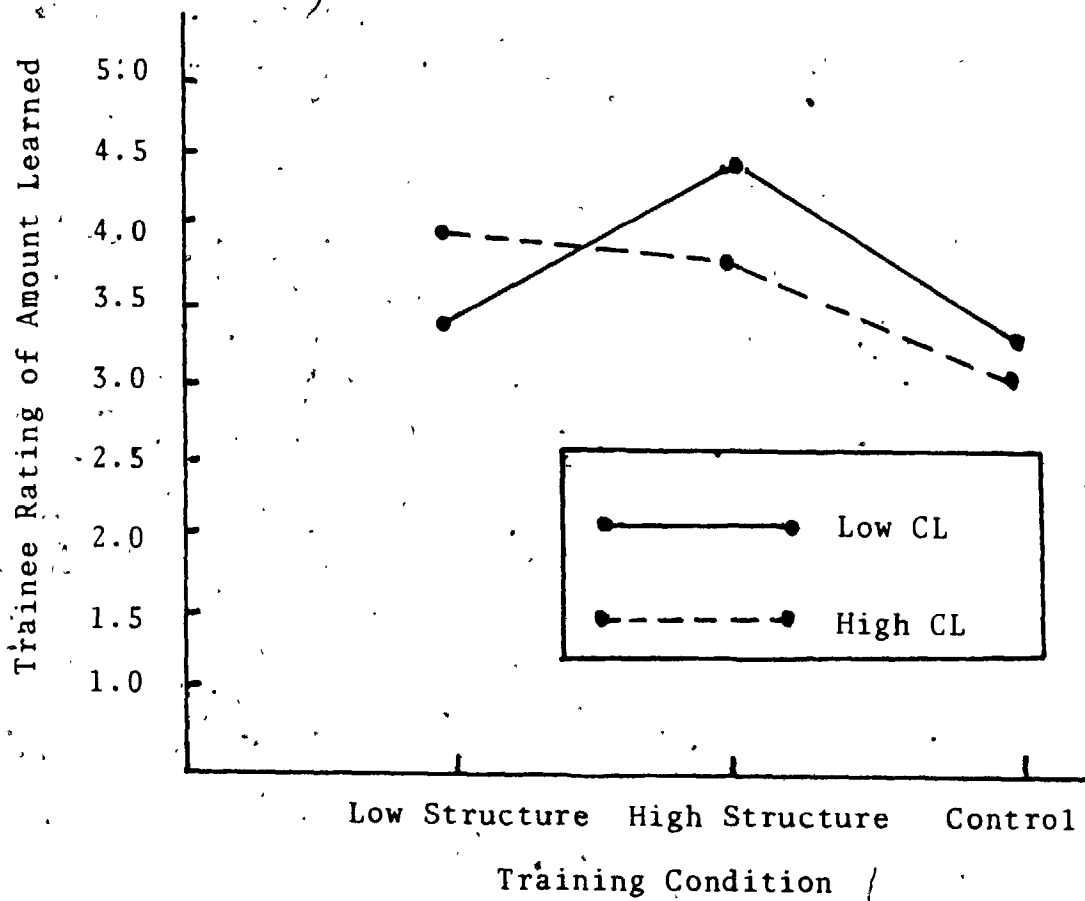
Figure 5. Perceived amount learned as a
function of trainee conceptual
level (CL) and training condition.

Postsupervision Self-Report Measures

Separate 2 X 2 X 2 (training by CL by supervisor) analyses of variance were performed for all self-report measures on the post-supervision TRQ (see Appendix X). On scales in which lower scores implied higher ratings (satisfaction, anxiety and perceptions of the supervisor), transformations (3-(X-3) for 5 point and 4-(X-4) for 7-point scales) were applied to the data to make scores more easily interpretable. Results of the Dunnett tests for perceived amount learned, general satisfaction, anxiety and the rating scale for structure preference are summarized in Appendix Y.

Perceived amount learned. Participants were asked to rate the amount they felt that they learned from the second week's session (super-vision). Means and standard deviations for this measure are presented in Table 7. Results are graphically presented in Figure 5. It appears that low CL trainees felt they learned most from high structure whereas high CL trainees reported the greatest amount learned under low struct-ured supervision. The analysis yielded a significant training by CL interaction ($F(1,32) = 5.12$, $p < .05$). Planned comparisons further revealed that low CL trainees felt they learned significantly more from high structure than from low structure ($F = 6.87$, $p < .01$). Post hoc Tukey tests failed to produce any additional significant differences.

Results on the Dunnett tests showed that trainees receiving high structure felt they learned more than those in the control condition ($p < .05$). These results were duplicated within the low CL group ($p < .05$). However, high CL's receiving low structure felt they learned more than controls ($p < .05$) whereas those receiving high structure did not.

Satisfaction. The means and standard deviations for general satis-faction and satisfaction with structure are presented in Table 7. No

Table 7

Means and Standard Deviations for

Perceived Amount Learned, Satisfaction and Preference

Conceptual Level	Training Condition					
	Low Structure		High Structure		Control	
	M	SD	M	SD	M	SD
A. Perceived Amount Learned						
Low	3.4	1.07	4.5	.70	3.3	1.05
High	3.9	.87	3.7	.94	2.8	.91
B. General Satisfaction						
Low	4.5	1.13	5.0	1.49	4.0	1.33
High	4.6	1.17	4.7	.67	3.9	1.19
C. Satisfaction with Structure						
Low	4.2	1.47	5.8	1.03		
High	4.5	1.17	5.4	1.07		
D. Preference A[a]						
Low	2.6	.51	1.8	.42		
High	2.4	.48	2.1	.54		
E. Preference B[b]						
Low	4.9	2.18	6.7	1.63	6.2	1.39
High	4.7	1.63	6.1	2.23	3.7	1.70

[a]Participants requested more structure (score of 2) or less structure (score of 1).
[b]Participants rated the amount of structure they would prefer on a 9-point scale.
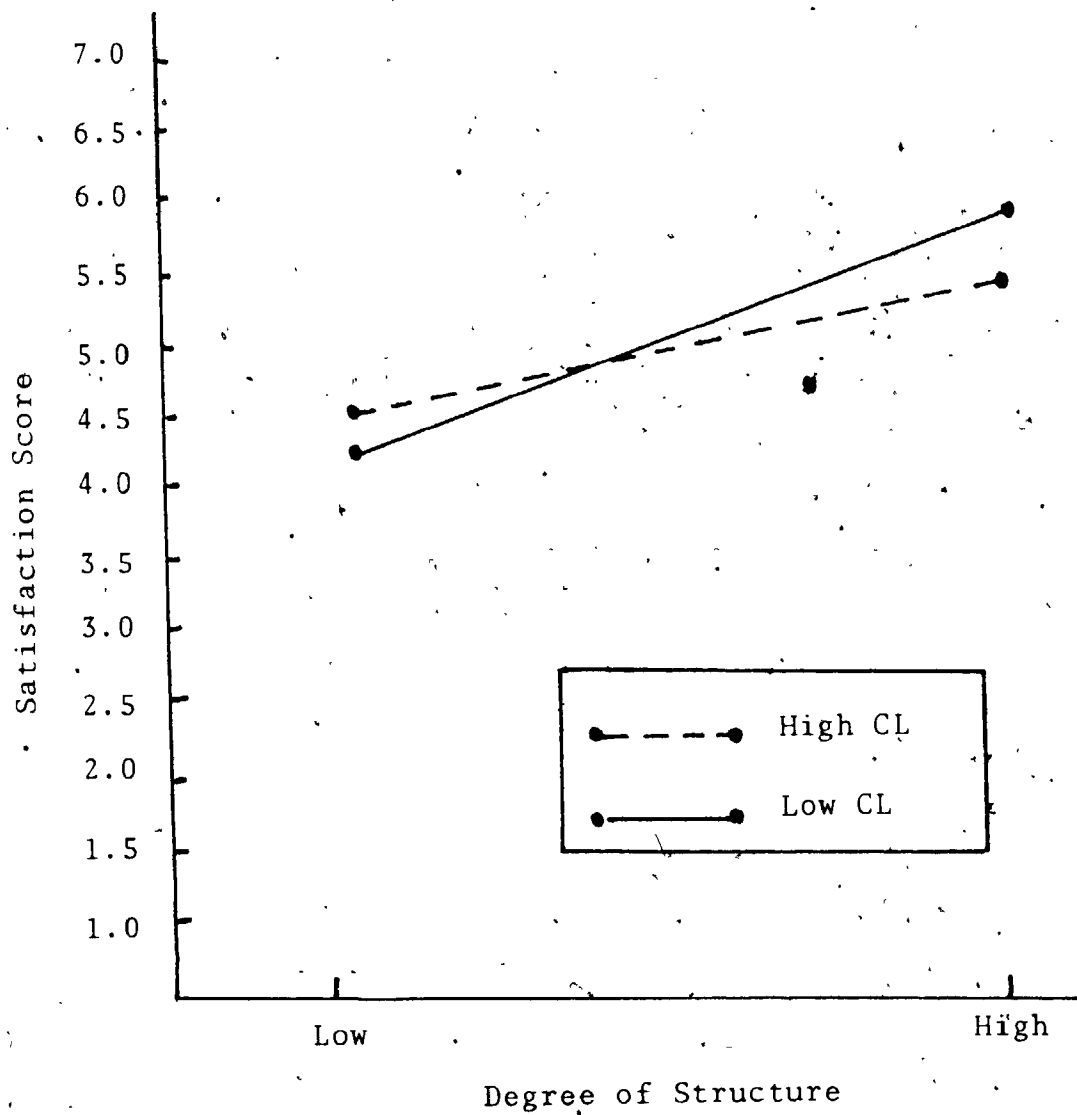
Figure 6. Satisfaction as a function of trainee conceptual level (CL) and degree of supervision structure.

significant main effects or interactions emerged on, the general satisfaction scale.

Results for the satisfaction with structure scale are presented in Figure 6. From the graph, it appears that both high and low CL trainees were more satisfied with a high structure feedback session. Accordingly, the analysis yielded a significant main effect for training ($F(1,32) = 10.16$, $p < .001$). A priori tests further revealed that low CL trainees, as predicted, were more satisfied with high structure than with low structure ($F = 5.33$, $p < .05$).

Preference. The means and standard deviations for Preference A (requests for more structure, less structure or no change) and Preference B (the 9-point rating scale) are presented in Table 7. The results for Preference A are presented in Figure 7. The graph shows that, in general, individuals receiving low structure requested more structure whereas those in the high structure condition tended to prefer no change. Thus the analysis showed a significant training main effect ($F(1,32) = 11.32$, $p < .001$). Planned comparisons showed the same preference pattern for low CL's ($F = 15.38$, $p < .001$).

Results for Preference B are presented in Figure 8. From the graph it appears that acquiescence may have been operating in that both high structure and low structure groups reported a high preference for their assigned condition. The analysis of variance showed a significant main effect for training ($F(1,32) = 11.32$, $p < .01$) only. The Dunnett tests indicated that: (a) the high structure group preferred more structure than the control group ($p < .05$) and (b) within the high CL group, those receiving high structure preferred significantly more structure than controls ($p < .05$). In order to investigate the
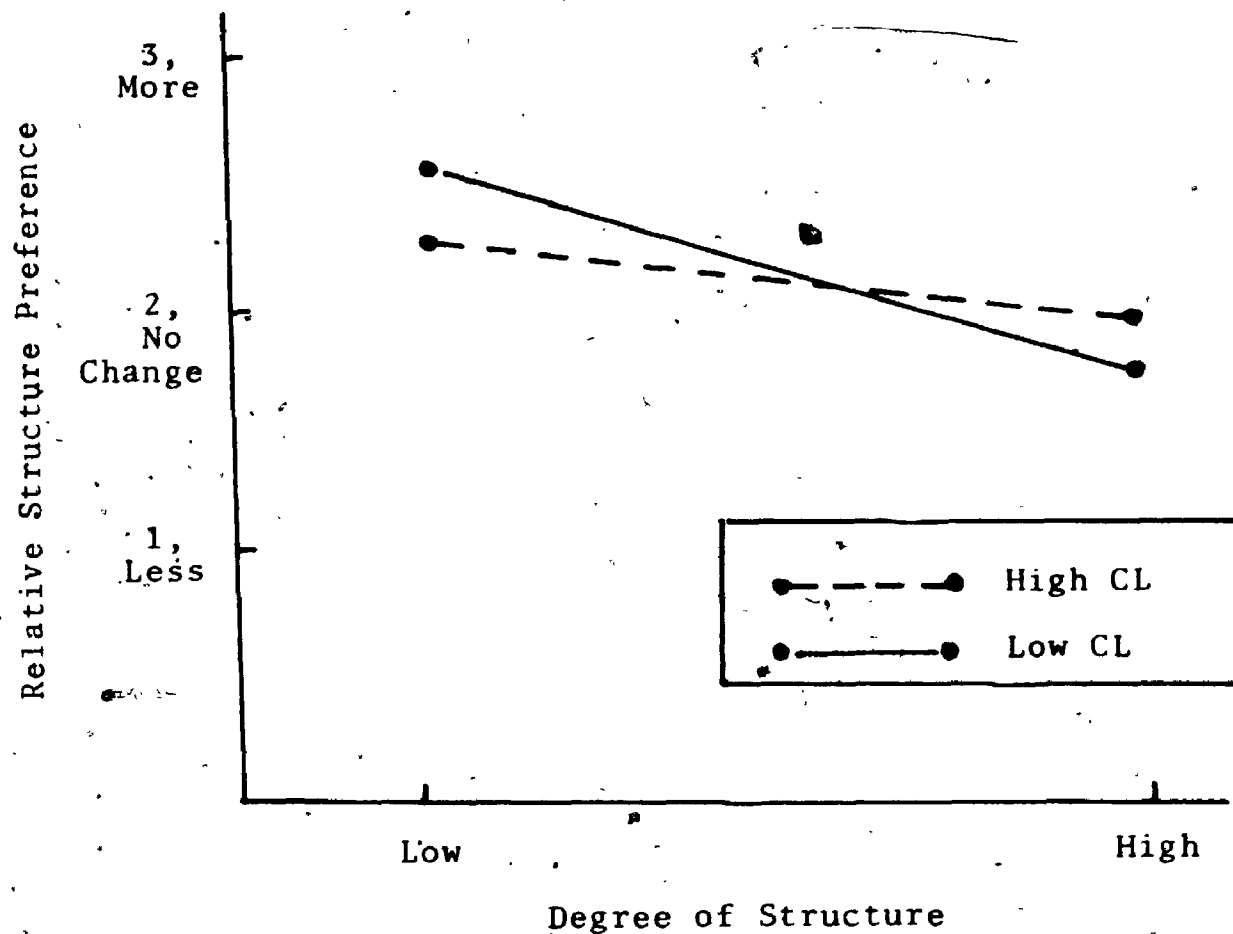
Figure 7. Preference for structure as a
function of trainee conceptual
level (CL) and degree of
supervision structure.
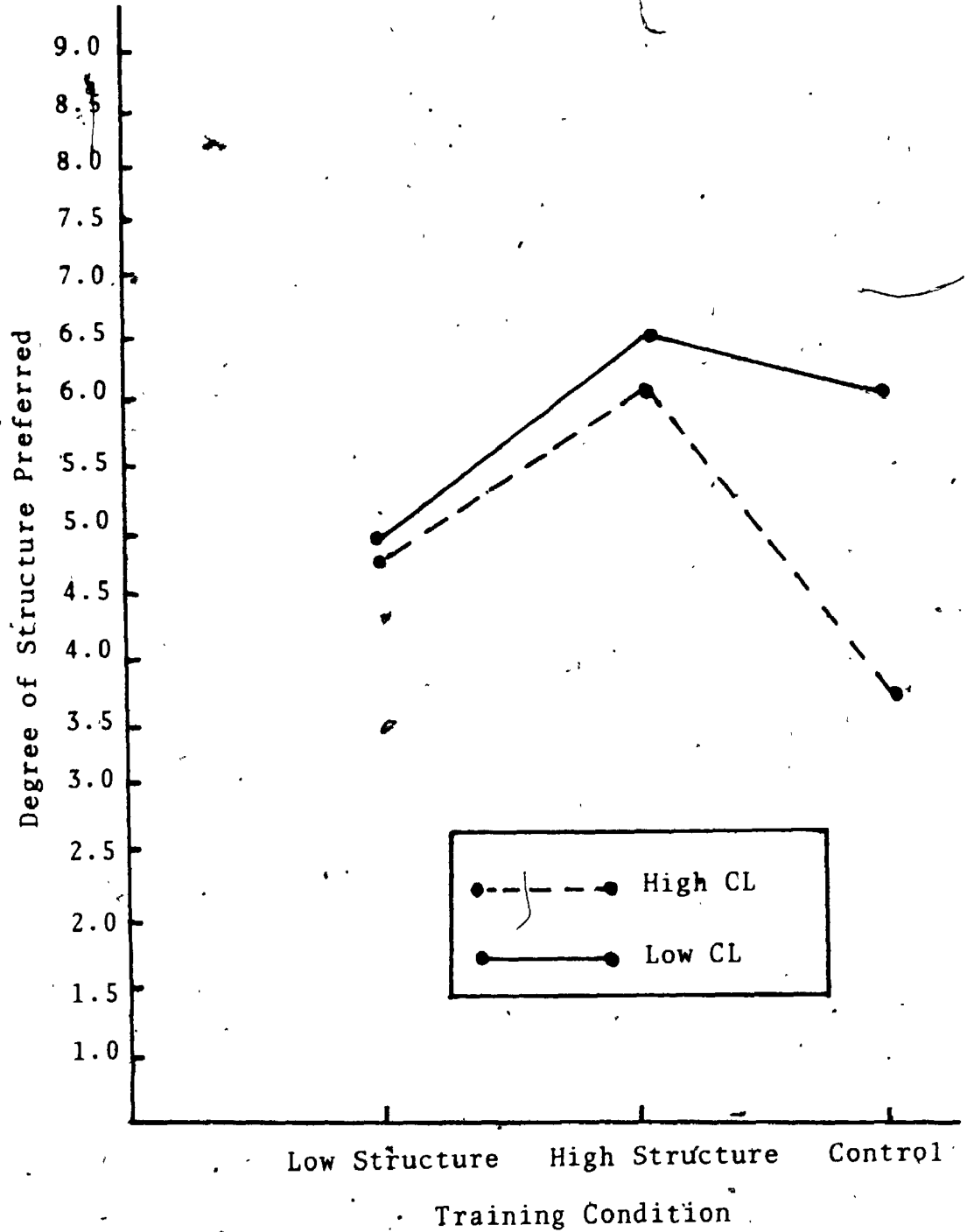
Figure 8. Preference for structure as a function of trainee conceptual level (CL) and training condition.

Table 8

Means and Standard Deviations for

Anxiety, Supervisor Understanding and Supervisor Helpfulness

Conceptual Level	Training Condition					
	Low Structure		High Structure		Control	
	M	SD	M	SD	M	SD
A. Anxiety Before						
Low	3.2	1.22	3.3	1.33	3.5	1.35
High	3.7	1.33	3.4	1.64	3.0	1.15
B. Anxiety During						
Low	3.6	1.71	3.9	1.66	3.7	1.41
High	3.5	1.35	4.1	1.52	3.2	1.31
C. Anxiety After						
Low	2.6	1.26	3.1	1.91	3.2	1.54
High	2.1	1.59	2.8	1.47	2.1	1.37
D. Supervisor Understanding						
Low	3.9	.73	3.6	.69		
High	3.9	.56	3.6	.84		
E. Supervisor Helpfulness						
Low	4.0	.90	4.7	.48		
High	4.3	.48	4.2	.63		

Figure 9. Anxiety during supervision as a function of trainee conceptual level and supervisor.

possibility of acquiescence, Tukey's HSD test was computed on the means
for the control groups (those with no prior experience in either con-
dition). Results revealed a significant difference between high and low
CL groups (p < .01) with high CL persons preferring low structure ($\bar{X}$ =
3.7) and low CL persons preferring high structure ($\bar{X}$ = 6.3).

Anxiety. The means and standard deviations for anxiety before,
during and after supervision are presented in Table 8. The analysis
yielded a significant CL by supervisor interaction ($\underline{F}$(1,32) = 5.25,
p < .05) on the anxiety during supervision measure. Post hoc tests
further revealed that low CL trainees with supervisor A were more an-
xious during supervision than low CL trainees with supervisor B. A
graphic presentation of these results is shown in Figure 9. None of
the Dunnett tests attained significance.

Perceptions of the supervisor. The means and standard deviations
for supervisor understanding and supervisor helpfulness are presented
in Table 8. No significant main effects or interactions were obtained
on trainees' ratings of supervisor understanding. The results for super-
visor helpfulness are shown in Figure 10. From the graph it appears that
(a) low CL trainees rated their supervisor as more helpful under high
as opposed to low structure, and, (b) in general, supervisor B was per-
ceived as more helpful than supervisor A. The analysis of variance
yielded a significant main effect for supervisor ($\underline{F}$(1,32) = 4.41, p <
.05) and significant training by CL ($\underline{F}$(1,32) = 4.41, p < .05) and super-
visor by CL by training ($\underline{F}$(1,32) = 4.41, p < .05) interactions. In
support of the major hypothesis, planned comparisons showed that
low CL trainees perceived their supervisor as more helpful under high
structure than low structure ($\underline{F}$ = 9.72, p < .01). Post hoc analyses
of the 3-way interaction showed that supervisor A was perceived as more
helpful by low CL's under high structure than by low CL's receiving low
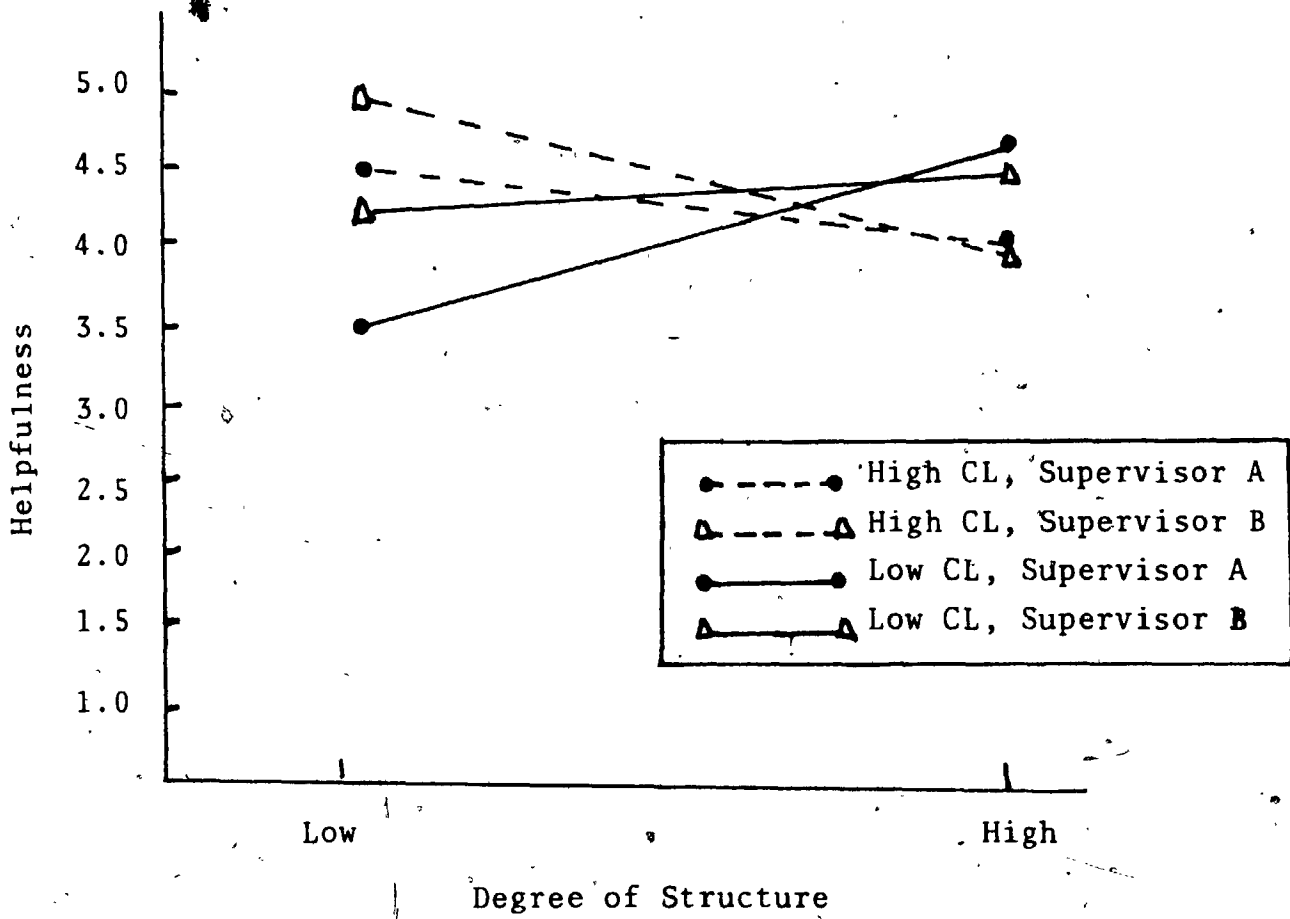
Figure 10. Trainee perception of supervisor helpfulness as a function of trainee conceptual level (CL), supervisor and degree of supervision structure.

structure (p < .05).

In summary, the self-report measures provided support for the CL Matching Model. Low CL trainees reported a greater satisfaction with, perceived their supervisor as more helpful in and thought that they learned more from high structured supervision. Moreover, when participants were asked to report the amount of preferred structure, the low CL, high structure group requested no change whereas the low CL, low structure group preferred more structure. High CL trainees were less affected by varying degrees of structure. Supervisor effects were observed on two measures: (1) supervisor helpfulness and (2) anxiety during supervision.

On the helpfulness measures, supervisor effects appeared to have a moderating influence on the predicted relationship between CL and structure. That is to say, low CL trainees perceived both supervisors as more helpful under high structure but this effect was stronger for supervisor A than for supervisor B.

Content Analysis of Low Structured Supervision

The means and standard deviations for low and high CL trainees' performance on each content measure are presented in Table 9. From the data, it appears that, in general, low CL trainees generated a greater number of questions than high CL trainees. The results for open-ended and closed-ended questions are more difficult to interpret because of discrepancies between supervisors. No differences are apparent for relevancy or requests for evaluative feedback.

A 2 X 2 (CL by supervisor) analysis of variance was performed for each dependent measure (see Appendix Z for the analysis of variance summary table). Contrary to expectations, no significant main

Table 9

Means and Standard Deviations for High and Low CL Trainees'
Performance in Low Structured Supervision

Conceptual Level	Supervisor A		Supervisor B	
	M	SD	M	SD
A. Total Number of Questions				
High	17.00	4.96	14.70	4.43
Low	18.80	5.92	19.90	7.41
B. Open-ended Questions				
High	17.12	8.81	49.16	13.44
Low	26.12	12.55	21.52	10.46
C. Closed-ended Questions				
High	82.88	8.81	50.84	13.44
Low	73.88	12.55	78.48	10.46
D. Relevant Questions				
High	84.28	9.97	88.96	3.32
Low	83.42	12.30	84.72	4.94
E. Irrelevant Questions				
High	15.72	9.97	11.04	3.32
Low	16.58	12.30	15.28	4.94
F. Requests for Evaluative Feedback				
High	19.37	11.29	17.12	12.22
Low	10.36	7.07	20.92	12.94

Note. On all measures except A, scores are presented as a percentage of the total number of questions asked.

effects for CL were obtained on any measure. The large standard deviations in Table 9 and the high error term reveal that this may have been due to the high degree of variance within cells. There were tendencies for low CL's to ask a greater percentage of closed-ended questions than high CL's ($F(1,16) = 3.31$, $p < .085$) and for high CL's to ask a greater percentage of open-ended questions than those low in CL ($F(1,16) = 3.30$, $p < .085$).

The results for open-ended and closed-ended questions are presented in Figures 11 and 12 respectively. From the graphs, it appears that there were greater differences between high and low CL trainees for supervisor B than for supervisor A. Moreover, these differences were in opposite directions. For supervisor A, low CL's asked a greater percentage of open-ended and a smaller percentage of closed-ended questions than high CL's. For supervisor B, it was the high CL group which used a greater percentage of open-ended and a smaller percentage of closed-ended questions.

The analysis yielded significant main effects for supervisor on both open-ended ($F(1,16) = 7.16$, $p < .05$) and closed-ended ($F(1,16) = 7.19$, $p < .05$) questions. Significant CL by supervisor interactions ($F(1,16) = 12.77$, $p < .01$ and $F(1,16) = 13.11$, $p < .01$ for open-ended and closed-ended questions respectively) were also obtained. Post hoc Tukey tests indicated that high CL trainees receiving feedback from supervisor B asked a higher ratio of open-ended and a lower ratio of closed-ended questions than trainees in all other cells ($p < .01$).
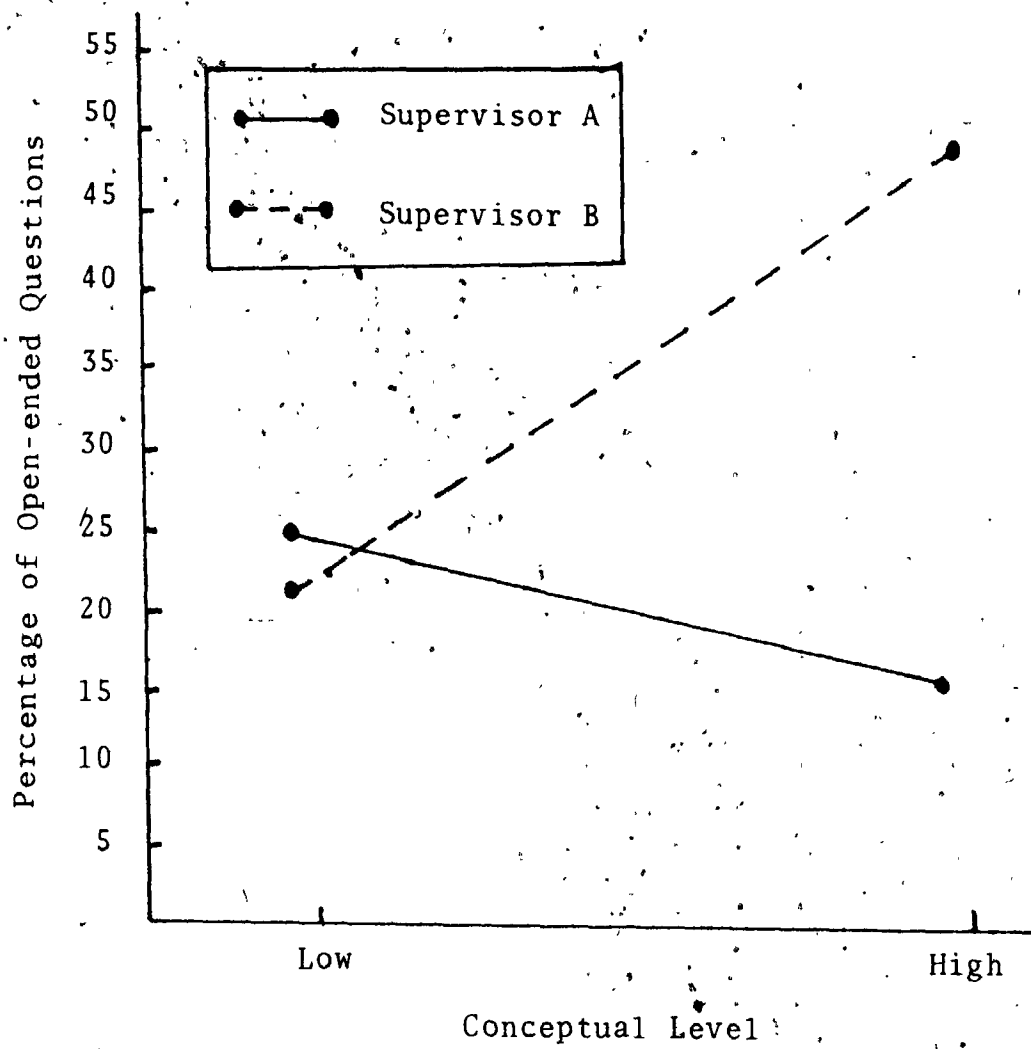
Figure 11. Percentage of open-ended questions as a function of trainee conceptual level and supervisor.
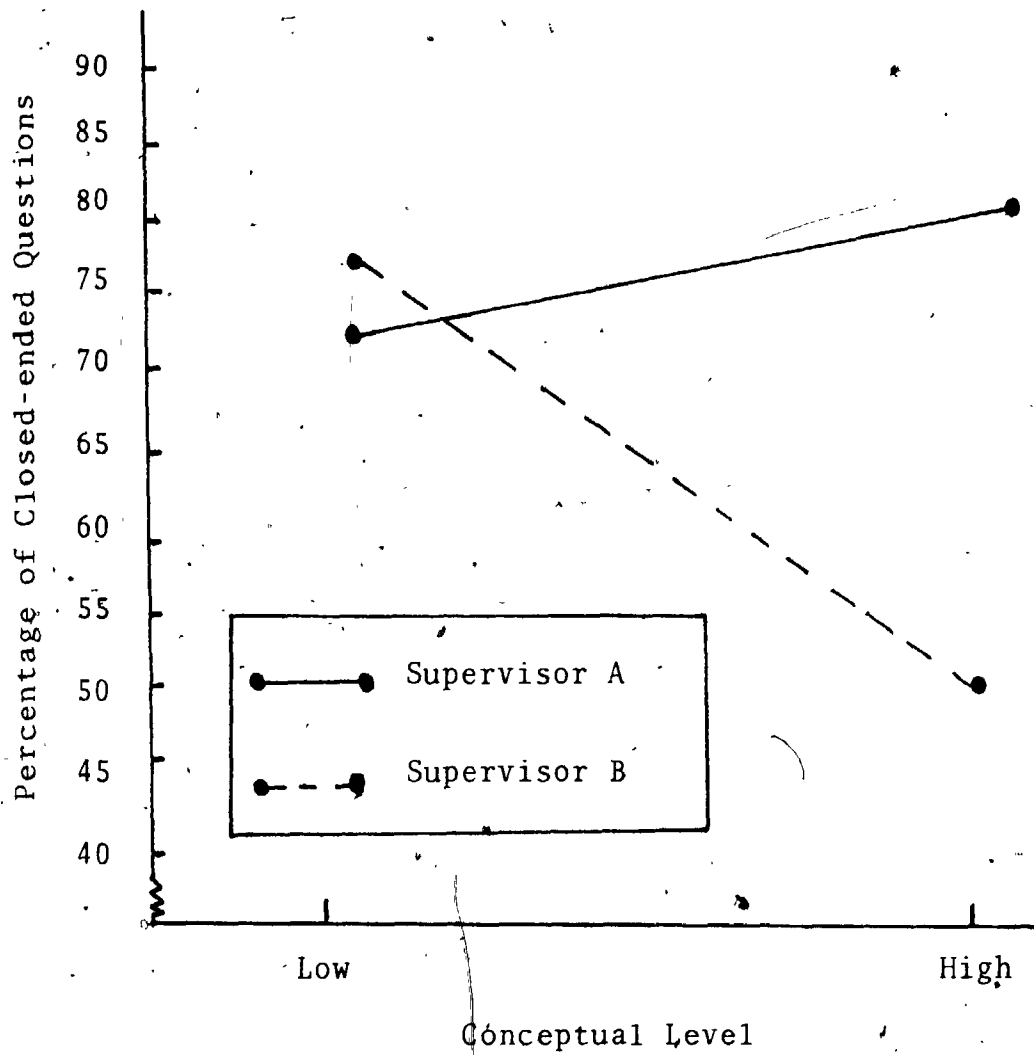
Figure 12. Percentage of closed-ended questions as a function of trainee conceptual level and supervisor.

CHAPTER 4

Discussion

The purposes of this study were twofold: (a) to test the relevance of the Conceptual Level (CL) Matching Model within a counsellor training context, and (b) to assess the impact of supervision as a component of the microtraining paradigm. More specifically, the effects of trainee conceptual level (high CL versus low CL) and degree of structured supervision (supervisor-controlled versus trainee-controlled feedback) on training in reflection of feeling was investigated.

With regards to Matching Model predictions, the results indicated strong support on self-report and minimal support on behavioral measures. On questions surrounding the impact of supervision, the results indicated that this component has a strong facilitating influence on the development of reflection of feeling. These results are discussed in terms of (a) the impact of individual differences in learning on self-report and behavioral measures; (b) the validity of CL and degree of structured feedback as independent variables; (c) the importance of supervision in microtraining; (d) limitations of the present study; and, (e) implications for future research and counsellor training.

Conceptual Level Matching Model

Self-report measures. Several recent studies (e.g., Reid, 1975; Stein, 1976; Tuckman & Orefice, 1973) have found that whereas performance measures often did not reflect the predicted relationship between CL and treatment structure, self-report measures such as satisfaction

and preference did. The present results support these findings in that low CL trainees evidenced no consistent significant differential performance but reported a greater satisfaction with, perceived their supervisor as more helpful in and thought that they learned more from high structured supervision than from low structured supervision. In addition, when participants were asked to report the amount of preferred structure in a supervisory feedback session, the low CL's receiving high structure requested little change whereas those in the low structure condition preferred more structure.

These results closely parallel those of Stein (1976) who applied the CL Matching Model to an initial counselling interview. On the other hand, while Stein (1976) found that high CL persons were more satisfield with low structure and preferred less structure than that offered in the high structure condition, the present study found no significant differences for high CL trainees. This may be due to task differences between a "nonevaluative" counselling interview and an evaluative performance task. That is to say, on tasks with less focus on skill and performance, high CL individuals may have a higher preference for an unstructured environment. The addition of the evaluative component may result in some high CL's (perhaps because of a greater familiarity with it, especially in learning and test situations) preferring higher structure.

Perceived amount learned. Despite the lack of consistent differential performance with high versus low structured supervision, low CL individuals felt that they learned more from high structure. This raises questions regarding the ability of low CL trainees to evaluate their own performance. On the other hand, high CL trainees perceived

no significant differences in amount learned and hence were more accurate in self-evaluation of performance. Similarly, Hunt (1975b) states that high CL learners are à better risk for student choice programs because in many cases, they perform equally under varying environments. Contrary to this, low CL's do not always choose the teaching approach which maximizes their performance...

In a study of the effects of teacher control strategies on the educational objectives of college students, Forward, Wells, Canter and Waggoner (1975) concluded that teaching strategies and degree of structure in the learning environment may, in fact, shape students' basic perceptions of and goals for education. In the present study, it may be that for some students (those lower in CL) the high degree of structure in the present educational system has led to an increased value of that kind of environment in terms of its impact on learning and skill acquisition. High CL's who are less dependent and more self-delineated (Hunt, 1971) are perhaps less "shaped" (at least in terms of evaluating their own performance) by prior educational experiences.

Satisfaction and preference. The influence of past academic experiences with a high structured learning environment may also be operating with regards to satisfaction and preference measures. Indeed, results showed that, in general, trainees receiving high structure supervision were more satisfied than those in the low structure condition. Moreover, when given an opportunity to request degree of structure, those receiving high structure preferred no change whereas those in the low structure condition preferred more structure.

The tendency for low CL trainees to report higher satisfaction with and preference for high structure than low structure may be indicative

2

1.0 2.8 2.5
2.2
1.1 2.0
1.8
0.25 1.4 1.6
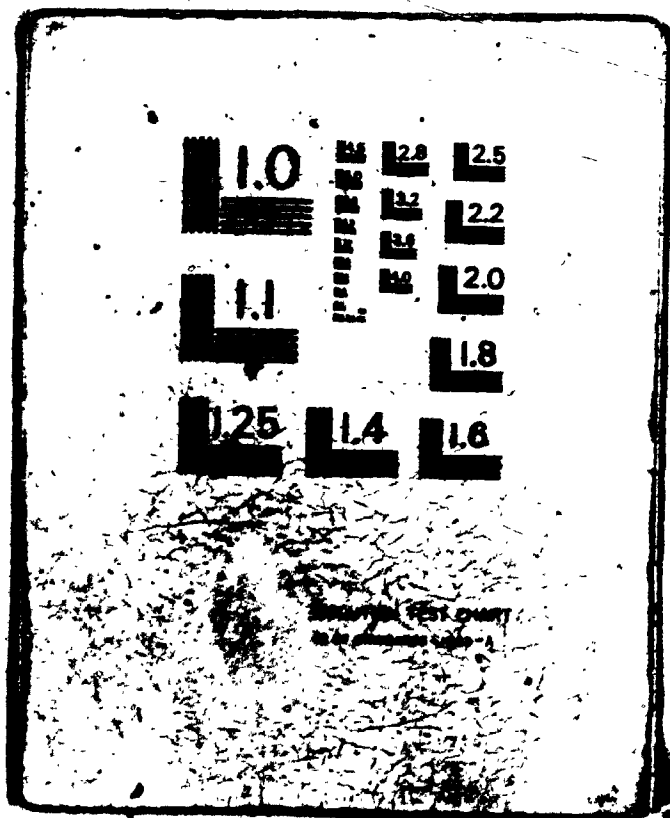
of their reported discomfort with novelty and intolerance for ambiguity. That is to say, low structured supervision may have presented a less familiar learning environment which was perceived by low CL's as more threatening and less conducive to feelings of self-confidence..

As was indicated earlier, the present findings support the contention of previous authors (e.g.,Reid, 1975; Stein, 1976) who concluded that preference and satisfaction are not always closely related to performance. These results support the use of Snow's (1970) preferential model wherein treatments are designed to capitalize on the apparent strengths and preferences of each kind of learner. They tend to refute Snow's (1970) argument that a compensatory model, in which the environment may be viewed as compensatory of the person's deficiency, is more appropriate for tasks involving information-processing and skill acquisition.

Anxiety. Given that low CL individuals are less adaptable and less able to cope with higher levels of uncertainty, it was expected that they would report more anxiety under low structured supervision. In addition, Pervin (1968) hypothesized that mismatched learning environments would result in a high degree of stress for the learner. The present results did not support these conjectures in that no significant differences emerged on this measure either before, during or after supervision. This may be due to the fact that trainees were asked for a post hoc assessment of their anxiety. Reliance on recall may have yielded less accurate self-ratings. On the other hand, comments written by trainees on their reaction questionnaires (e.g., "I was anxious because I didn't know what questions to ask"; "I was confused as to if I had the right idea"; "The reason of my anxiety - I felt I wasn't doing

very well because I didn't know if those were the kind of questions you wanted") suggested that many low CL persons experienced discomfort in low structured supervision. Thus physiological or unobtrusive measures may be more applicable. Alternatively, other descriptors, such as degree of self-confidence or level of frustration experienced may be more related to the type of discomfort felt.

Perceptions of the supervisor. In support of Stein's (1976) findings, the present study indicated that neither CL nor degree of structure nor their interactions contributed significantly to trainee perceptions of supervisor understanding. Given that counsellor understanding was defined in terms of understanding "thoughts and feelings" of the trainee, it may be comparable to supervisor empathy (Carkhuff, 1969). These findings are consistent with those of Fischer, Paveza, Kickertz, Hubbard and Grayston (1975) who found that theoretical orientation (e.g., psychodynamic, behavioristic or humanistic) was independent of therapist empathy and warmth. That is to say, trainees perceived their supervisor as equally empathic regardless of the degree of structure provided in supervision.

On the helpfulness measure, however, low CL trainees perceived their supervisor as more helpful under high structure than under low structure. High CL trainees' perceptions of supervisor helpfulness were not significantly affected by degree of structure in supervision. Given that the trainee's task was to learn reflection of feeling skills, these findings imply that low CL trainees (who felt that they learned more from high structure) interpreted their supervisor's lower levels of activity, direction and control over feedback as being less helpful. High CL's, who are more self-directed and adaptable to a diversity of

learning environments did not judge supervisor helpfulness·in terms of
supervision structure. These results, appear to support Moreland et
al.'s (1973) suggestion that trainee perceptions of their instructor's
impact is more related to characteristics of the training method than
to the qualities of individual trainers. However, contrary to expect-
ations, supervisor B was rated as more helpful than supervisor A. In-
terestingly, low CL trainees seen by supervisor A also reported a higher
level of anxiety during supervision. Given that there were no main
effects for supervisor on behavioral measures, this may imply that some
trainees felt less comfortable with supervisor A and thus rated her
as less helpful. It appears, therefore, that trainee perceptions of
their supervisor is a complex process and involves many subtle dimen-
sions not tapped by the present measures. The influence of supervisor
differences in the present study is discussed in more detail later in
this chapter.

Behavioral measures. The behavioral indices employed in the
present study provided little support for the Matching Model prediction
that low CL individuals would profit more from high structured training
environments (Hunt, 1971). In contrast, the between-groups analyses on
both reflection of feeling and empathy indicated that when high and low
CL trainees are given feedback on their skills, these groups are not
significantly affected by differences between high and low structured
supervision.

The within-groups analyses provided minimal support for the Match-
ing Model. On empathy, the low CL, high structure group improved their
scores postdidactic to postsupervision whereas the low CL, low structure
group did not. Differential performance of high CL trainees occurred on

the quantitative reflection of feeling measure. Results indicated that the high CL, low structure group improved whereas the high CL, high structure group did not. Finally, for both these measures, the Dunnett tests indicated that for low CL trainees, those receiving high structure performed significantly better than controls whereas those receiving low structure did not.

In summary, the results on the self-report measures employed in this study indicated strong support for the CL Matching Model. The major hypothesis was supported in that low CL trainees were more satisfied with high structured supervision and preferred that condition. Moreover, low CL's in the high structure condition perceived that they learned more and rated their supervisor higher in helpfulness than those in the low structure condition. On the other hand, behavioral measures yielded minimal support for the Matching Model and indicated that, in general, high and low CL trainees were not significantly affected by differences between high versus low structured supervision.

While the lack of substantial behavior evidence for the Matching Model is contrary to previous studies employing behavioral measures (Heck, 1968; McLachlan & Hunt, 1973; Tomlinson & Hunt, 1971), numerous methodological and theoretical explanations can be posited for the discrepancies.

Conceptual level distribution. One important consideration is the restricted conceptual level distribution employed. The sample included few trainees who need much structure in their learning environment; that is, the CL average for the low CL group was relatively high (1.36) compared to the usual definition of low CL (Hunt, 1971). Hence, there may not have been enough low CL trainees to provide an

adequate test of the Matching Model predictions. On the other hand, the control group data on the structure preference scale showed that low CL's stated a stronger preference for high structure whereas high CL's preferred a low structured training environment. These results suggested that acquiescence may have been operating in the experimental group. Moreover, they lend construct validity to the definition of high versus low CL groups employed in this study. Additional construct validity for CL derives from the results on the postdidactic measures. The present findings showed that high CL trainees scored higher than low CL trainees on both reflection of feeling and empathy following the same didactic training. They support (a) the theory of conceptual level which states that high CL's show a greater awareness of feelings than low CL's (Hunt & Sullivan, 1974) and (b) previous findings (e.g., Goldberg, 1974) which indicated that high CL individuals are more likely to recognize and encourage the expression of client feelings than low CL individuals.

Definition of structure. Ratings of the degree of structure in supervision by both expert judges and naive participants indicated that the two training conditions were validly administered by supervisors to represent two significantly different points along the control of feedback and degree of preorganization of materials dimensions in supervision: high structure (trainer control; materials preorganized) and low structure (trainee control; materials not preorganized). While judges gave fairly extreme ratings to the two types of supervision, participants tended to rate them as moderately low in structure and moderately high in structure. In other words, trainees indicated that (a) under low structure, the supervisor assumed some control for direct-

ion and content of the feedback session and/or preorganized the materials to some extent and (b) under high structure, the supervisor allowed the trainee some degree of control over these dimensions and/or did not preorganize materials.

According to Hunt (1971), the most important part of the definition of structure is the degree of teacher/student responsibility and preorganization of materials; thus these dimensions were focused on in the present study. However, Hunt (Note 3) further notes that variation in (a) task ambiguity or specificity of instructions and expectations, and (b) task complexity or skill demands are also important factors. In this study, directions and expectations for performance were well-defined; for example, trainees in the low structured condition were specifically instructed to ask questions in order to improve their reflection of feeling skills. Moreover, reflection of feeling may be a relatively simple communication skill compared to other more complex verbal responses. Finally, all participants received prior videotape instruction in the videotape phase. Higher levels of task complexity and ambiguity in low structured supervision or varying structure in both didactic and supervision phases may have yielded stronger person-environment interactions. Supervisor-feedback versus self-review and critiquing of response (with no supervisor present) may be an effective way of varying structure in future studies concerned with counsellor training.

Length of intervention. The relatively short-term intervention (two 20-minute sessions) is another possible influencing factor. Findings by Hunt (Note 3) suggested that interactions between CL and teaching mode may not appear until several training sessions have been experienced.

Retention and generalization of skills are also important factors to consider. Mismatched trainees may evidence a decrement in communication skills on follow-up. Moreover, an investigation of low versus high CL trainee performance on skill application (i.e. generalization of skills to an actual interview situation) as opposed to skill acquisition may provide interesting data. Given that high CL students are more cognitively complex and adaptable to changing environments (Hunt, 1971), one would expect their performance to exceed that of low CL persons on skill application.

Student pull. Another factor concerns the effects of "student pull" (Hunt, 1975b) on low structured supervision. In the present context, student pull may be defined as the reciprocal amount of influence which trainees have on the amount of supervisor-offered structure for feedback in supervision. While both supervisors in this study were specifically instructed to avoid trainee attempts to "pull" for structure, anecdotal information suggested that low CL students persistently queried the supervisor for repetition of instructions, suggestions for questions and extended practice time. Moreover, the tendency for low CL trainees to ask more questions may be indicative of attempts to "pull" for structure.

Ceiling effects. The major explanation for the lack of behavioral differences on quantitative reflection of feeling concerns the elevated postdidactic scores on this measure. Didactic training resulted in maximum performance (12 out of 12 reflections of feeling) for many participants, thus precluding the possibility of obtaining increases in postsupervision scores. A more ambiguous task may have been more appropriate. The audiotaped client statements employed here resulted in a highly structured and relatively simple task. A more complex, ambiguous task such as a coached-client interview may have provided a more

powerful test of CL/supervision structure interactions.

Differential Use of Supervision

This study attempted to provide some descriptive information on how high versus low CL trainees are able to make use of low structured supervision. Findings indicated that low CL trainees had a tendency (though nonsignificant) to generate a greater number of questions than high CL trainees. These results are contrary to previous findings which indicated that, in general, high CL persons generated more solutions to problems (Berg, 1975) and asked more questions in the acquisition of basic teaching skills (Reid, 1975) than low CL persons. One explanation for this discrepancy is that the present results are confined to the low structured condition; hence, the greater number of questions posed by low CL trainees may be a reflection of their tendency to "pull" for structure (Hunt, 1975b) rather than greater skill at alternative generation. It may also be, as Noy and Hunt (1972) have suggested that while there are no significant differences in number of questions asked by low versus high CL learners, high CL persons seek more _types_ of information. This makes sense given the greater ability of high CL's to generate a variety of new concepts and the tendency of low CL persons to be less creative and more concrete in their thinking (Hunt, 1971; Tuckman, 1966).

In the present study, there was a tendency for high CL trainees to ask a greater percentage of open-ended questions than low CL trainees whereas the latter group posed a higher percentage of closed-ended questions. These tendencies support those of Goldberg (1974) who found that high CL counsellors were more likely to encourage client exploration through open-ended questions while low CL counsellors employed more fact-seeking questions. Furthermore, while these results

failed to reach significance and therefore must be regarded with caution, they suggested that high CL learners may seek out a greater amount of potentially useful information by using exploratory behaviours which allow for more varied and extensive trainer responses.

Two of the content measures (relevant versus irrelevant questions, and number of requests for evaluative feedback) failed to result in significant conceptual level differences. The moderate interrater reliabilities on these measures suggest that a high degree of clinical judgment was involved and that raters may have been considering different dimensions of feedback when assigning scores. Therefore, it is difficult to accurately predict whether the lack of significant results was due to (a) an absence of CL differences or (b) lack of clarity and operationalization in defining these measures.

Microtraining

Impact of supervision. The present results suggest that when amount of reinforcement and empathy were controlled, trainees receiving both high and low structured supervision performed better than individuals receiving the didactic phase only. These findings are in accord with previous studies (e.g., Authier & Gustafson, 1976; McDonald & Allen (cited in Ivey, 1971); Wallace et al., 1975) which showed that the full complement of microtraining methods is the most effective way to impart communication skills. They are contrary to those which conclude that supervision is an unnecessary component of the microtraining paradigm and does not improve the development of communication skills beyond the level achieved by the didactic phase of training (Authier & Gustafson, 1975; Frankel, 1971).

When within-group differences (postdidactic to postsupervision) were examined, some interesting findings emerged. First, on the quantitative dimension of reflection of feeling, improvement was mini-

mal with only the high CL, low structure group showing significant differences. On the other hand, all individuals in both high and low structured conditions improved on the qualitative dimension. As emphasized earlier, the within-group differences must be interpreted with caution. These findings suggest that while videotaped presentations of modelling and instructions are effective in increasing the quantity of reflection of feeling responses, individualized feedback from a supervisor may be required to enhance the quality or degree of facilitativeness of the response. In addition, these effects generalized to skills other than those for which the trainee received direct instruction. That is to say, supervised trainees also improved their level of empathic communication whereas nonsupervised control participants did not. However, contrary to findings on behaviour counts and qualitative ratings wherein high and low structured supervision led to equal improvement, the results for empathy showed that the high structure group improved significantly from postdidactic to postsupervision assessments whereas the low structure group did not. These results may imply that high structure supervision is (a) more likely to result in generalization to other communication skills and/or (b) a more effective mode of supervision for acquisition of more complex skills. Perhaps trainees exposed to high levels of structure received behavioral cues which were more related to other forms of appropriate counsellor-client communication whereas those in the low structure conditions asked more questions specific to reflection of feeling and thus received more information in this area. Indeed, there was a tendency, in low structured supervision, for both high and low CL trainees to ask a larger percentage of closed-ended questions (those which lead to highly specific and brief responses) as opposed to open-ended questions (those allowing the

trainer to respond with a greater breadth of information).

Reflection of feeling and empathy. An additional finding of this study was the relationship between reflection of feeling and empathic communication. Both the quantitative ($r=.58$) and qualitative ($r=.52$) dimensions of reflection of feeling appear to be significantly associated with a written index of empathy. These findings are similar to those obtained by Uhlemann et al. (1976) and are consistent with the Toukmanian and Rennie (1975) study which found that microtraining facilitated the development of empathic communication. These results offer further evidence that reflection of feeling constitutes a major behavioral component of judged empathy. Precisely what other factors contribute to its complexity remains to be investigated.

The high significant correlation (.84) between the quantity and quality of reflection of feeling further reveals that these two dimensions are closely related. Therefore, training which focuses on increasing the frequency of verbal responses may also result in their qualitative improvement.

Individual differences. Ivey (1971) suggested that the potency of the microtraining package varies among individuals and that adaptations of the paradigm may be required to fit individual needs. The present results indicate that both high and low CL trainees improve their responses with supervision. On the other hand, only high CL trainees (under both high and low structured conditions) decreased their reflection of content responses significantly from postdidactic to post-supervision assessments. These findings may suggest that on more complex tasks (e.g., discrimination) some individuals (e.g., high CL trainees) readily assimilate the necessary skills whereas others (e.g., low CL trainees) may require extended practice and feedback. In contrast,

only the low CL, high structure group improved their level of empathic communication following supervision. Neither high CL group improved their responses. This may have been due to a ceiling effect, that is, high CL persons were already functioning at a high level of empathy after the didactic phase of training.

Supervisor Effects

Contrary to expectations, this study yielded significant supervisor effects on several measures. In all cases, the results were in favour of supervisor B as opposed to supervisor A. For example, the high CL, low structure group asked a greater percentage of open-ended questions and a smaller percentage of closed-ended questions of supervisor B than supervisor A.

While definitive answers to the question of supervisor differences are not available, some reasons for their existence can be hypothesized. First the distribution of CL scores among high CL trainees receiving low structure supervision was investigated. This revealed that, by chance, two of the individuals under supervisor B obtained the highest and the second highest primary CL scores in the rank ordering of all participants. Hence, the greater number of closed-ended questions may be indicative of the fact that, supervisor B trained individuals with higher CL levels than supervisor A. A second possibility is that supervisor B unconsciously reinforced open-ended questions through her own nonverbal behaviour. The use of audiotape to record sessions makes it impossible to test out this hypothesis. Thirdly, given that these results are largely confined to high CL trainees, it may be that supervisor B simply had a better rapport with this population than supervisor

A. Finally, results on the self-report provide some additional hints. 'In general, trainees perceived supervisor B' as more helpful than supervisor A. Moreover, low CL trainees reported a higher level of anxiety under supervisor A during supervision. These results imply that although both supervisors dispensed the same kinds of information, differences may have existed in terms of its clarity or in the degree of commitment to or involvement in the supervisory process. Moreover, the possibility exists that supervisor A was more anxious with her role and that this anxiety was picked up by some trainees.

These supervisor differences were surprising in light of extensive efforts to control for them. Prior to study, supervisors were matched on sex, experience as a supervisor, empathy, theoretical orientation and CL. Furthermore, supervisors were trained together and thus received the same length and kind of instruction. 'Indeed, both expert and participant ratings yielded no significant supervisor differences regarding presentation of high versus low structure. The supervisors were also seen as equally empathic (or understanding) by participants.

That supervisor effects emerged despite this rigour is an important finding. It suggests that the individual supervisor is a highly critical and significant variable in counsellor training and supports Pierce and Schauble's (1970) suggestion that both researchers and practitioners should pay more attention to the efficacy of individual supervisors.

Limitations

Extreme groups. An extreme group design was employed here for four reasons: (a) the range of CL scores in this population was relatively unknown; (b) it optimizes the power of statistical analyses for detecting differences between groups on dependent variables; (c)

it increases efficiency in terms of both time and cost over an "absolute score" approach and (d) Stein (1976) found this approach useful for testing out the CL Matching Model interactions within a university population.

In absolute primary score terms, all of the high CL persons in this study fell above Hunt's (1971) cut-off point (1.8) for high CL learners. On the other hand, approximately half of the participants in the low CL group fell above the 1.4 cut-off point for low CL learners. Absolute secondary scores provide a closer approximation to Hunt's norms. Using these scores, all except one of the low CL trainees fell below 1.4. Thus it appears that the use of secondary CL scores increases the likelihood of detecting low CL students in a university population.

In the Stein (1976) study, the high CL group was very homogeneous. In this study, the ranges of both primary and secondary scores were less restricted although the primary score cut-off point was higher (2.0) than Hunt's.

In summary, one must keep in mind that this sample of participants included few trainees who needed <u>much</u> structure in their training environment according to Hunt's norms. The absence of extremely low CL scores in first year university students as compared to the younger poplulations studied by Hunt may be responsible for the lack of behavioral differences in this study. The lack of differential reactions and performance for high CL's may (as Stein (1976) has suggested) be due to the fact that participants were acquiring a new skill. Once basic skills have been learned (i.e., at the practicum level) high structure may inhibit performance.

Generalization of communication skills. Few studies have demon-
strated long-term durability of skills taught by microcounselling.
Hearn (1976) and Moreland et al. (1973) found no differences on a one-
month follow-up. While the present study found short-term differences
between supervised and nonsupervised trainees, the question of long-
term production and retention of target behaviours remains unanswered.
In addition, participants received training in reflection of feeling
only; the generalization of these findings to other microcounselling
skills remains a debatable issue.

Generalization of these results to an actual interview situation
also remains unknown. Future inquiries are needed which ascertain if
counselling expertise demonstrated in interview analogues is also mani-
fest in the counselling context. As indicated earlier, it may also be
that CL differences, while not evident in immediate skill acquisition,
tend to emerge on application of these skills to more complex situ-
ations (i.e., a counselling interview).

Finally, the results of this study are confined to female intro-
ductory psychology students. Hence, the extent to which one can
generalize to other populations (e.g., males , graduate prepracticum
students and paraprofessionals) is still unknown. Currently, studies
are needed which investigate the relationship of sex differences and
CL and their interaction with degree of structure on a variety of
dependent measures.

Analogue research. As this study employed a supervision analogue,
one must exert caution is making inferences to actual supervision ses-
sions. Typically, supervision involves more interaction between
trainer and trainee over an extended period of time; therefore, the

contrast used here between the two types of supervision may be exaggerated. In addition, motivational factors must be taken into account. In actual supervisory sessions, trainees are being evaluated on their performance; hence, performance anxiety may be greater than in an analogue setting. While analogues decrease external validity, however, they are valuable in increasing internal validity. As Payne and Gralinski (1968) have pointed out, analogue studies seem to have a unique potential for supervision. They (a) allow for more precise control of both test interview content and client characteristics; (b) avoid the frequent limitations imposed by actual practicum or prepracticum students; namely small sample size and previous experience; (c) permit greater flexibility and operationalization of training programs, and (d) decrease problems concerning ethical responsibilities to both client and trainee. In considering these characteristics, it is suggested that supervision analogues have great potential as supplements to research based upon supervision in an applied setting.

Training time. In this study, experimental participants received more training time than did the no supervision control group. Therefore it is possible that the superior performance of experimental over control participants was due to increased exposure to information on reflection of feeling rather than to supervision and feedback specifically. For example, two didactic sessions may have been just as effective. This possibility should be investigated in future studies.

Type 11 errors. Given the relatively small sample size employed in this study and the mixed results for behavioral and self-report measures, one must consider the probability levels of type 11 or beta errors (the failure to reject the null hypothesis when it is false). The best method of assessing the accuracy of the present findings is to replicate the experiment and compare the results. The probability

of committing type 11 errors can be decreased by employing a larger initial sample size in order to (a) obtain more extreme differences between high and low CL groups, and (b) increase the number of participants in all experimental and control groups. As more studies are done in this area, future·researchers should attempt to obtain an estimate of beta errors.

Implications

Future research. One area requiring further investigation is the impact of "trainee pull" on the learning environment. In the present study, low CL trainees asked more questions during low structured supervision; this may be indicative of their greater tendency to "pull" for structure (Hunt, 1975b) when confronted with an ambiguous situation. It is conceivable that the Matching Model predictions were not supported here because supervision was not unidirectional; that is, low CL trainees, through their queries were successful in securing the amount of structure they needed to learn reflection of feeling skills. A related issue concerns supervisors' differential susceptibility to trainee pull. This becomes a crucial consideration in controlled research where close adherence to training procedures is a necessity.

One way in which future studies could investigate "trainee pull" would be to present trainees varying in CL as the independent variable with the resultant behaviours of the supervisor serving as the dependent variable.

Inquiry into the definition of "structure" is also required. In this study, structure referred to degree of trainer/trainee responsibility

and degree of preorganization of material. Further research is required to substantiate the validity of this construct across a variety of training programs and communication skills. The extent to which task ambiguity and skill demands affect degree of structure should also be studied.

Thirdly, it is suggested that future research be directed toward further investigation of the influence of didactic materials versus individualized supervisory feedback on the development of quantitative versus qualitative dimensions of microcounseling skills. The present results showed that supervision was a potent factor in enhancing the quality of helping responses. However, whether these findings generalize to other communication skills or whether this facilitativeness is maintained over time is still debatable. Subsequent studies may show that periodic practice and feedback is required to maintain the quality of reflection of feeling. In addition, studies investigating the sources of gain in didactic versus supervision components should ensure that both phases focus equally on quantitative and qualitative dimensions of the skill.

Further investigation of the relationship between CL and intelligence is also required. While Hunt (1971) reports a nonsignificant positive correlation between CL and intelligence for university students, there is evidence to suggest that high CL persons may be more verbally fluent than low CL persons. In the present study, high CL participants emitted a higher frequency and quality of reflection of feeling responses, were rated higher on empathy and gave fewer advice-giving responses than low CL participants after the same didactic training. Moreover, give the verbal nature of the Paragraph Completion Method, the possibility

exists that scores on this measure reflect the verbal ability of the individual. It is suggested that future studies use less global indices of intelligence than reported grade-point average. The relationship between CL -and more specific measures such as verbal fluency versus performance on nonverbal tasks needs to be investigated.

Finally, more studies are needed which will describe more clearly the processes involved in discovery-based training methods. High structured environments are easily translatable because the responsibility is on the trainer to develop and define both the content and procedures involved. This study attempted to describe how trainees varying in CL make use of supervision through an analysis of the number and kinds of inquiries they make. Future research should be directed toward: (a) the development and validation of reliable, process measures (e.g., breadth of information sought or number of categories asked, number of self-evaluative statements made and the number of alternative responses provided by the trainee); and, (b) further investigation of the various exploratory behaviours of high versus low CL trainees in discovery-based training environments (e.g., perhaps low CL trainees tend to ask more questions whereas high CL trainees give more self-evaluative statements).

Counsellor training. One conclusion from these results is that although novice counsellors performed equally well as a result of high or low structured supervision, they report a significantly greater satisfaction with and preference for high structure. Payne et al. (1972) and Birk (1972) have suggested that didactic approaches (high structure) may be more effective for beginning counsellors whereas those who have already acquired the basic skills may benefit more from experiential

approaches (low structure) to facilitate the development of self-direction and resourcefulness in case conceptualization. Moreover, given the high levels of anxiety and confusion typical of prepracticum trainees, less ambiguous, high structure approach may be more appropriate at this stage of training.

Perhaps the most striking feature in this study was the effectiveness of supervisory feedback in enhancing the <u>quality</u> of communication skills. These results have strong implications for human services training programs which focus on programmed learning through manuals, video-tapes or audiotapes only. More specifically, there is strong evidence that these didactic methods are most effective in increasing the frequency of responses. Individualized feedback from a supervisor, while more time consuming and more expensive, may be imperative if the goal is to produce counsellors who emit high quality, facilitative responses. Similar conclusions have been drawn by Authier and Gustafson (1976). These authors claim that feedback from a skilled observer may be necessary in the development of (a) more complex skills and (b) ability to discriminate microcounselling skills from opposite skills.

Finally, this study underlined the importance of considering differences in supervisory skills among various trainers. Individuals trained by supervisor A perceived her as less helpful, reported greater anxiety and emitted a smaller percentage of open-ended questions than those trained by supervisor B. The importance of a positive supervisory relationship in developing trainees' levels of empathic communication is well documented (e.g., Hansen & Warner, 1971; Pierce & Schauble, 1970). Therefore, it appears that educators must also consider individual differences among supervisors, for example, (a) degree of training

experience; (b) preference for teaching mode and (c) ability to be
flexible in adapting to the needs of various trainees. Perhaps high
structured supervision is more effective for some supervisors than
for others. Alternatively, perhaps matching the CL of the supervisor
to the CL of the trainee would prove beneficial. Thus, exploring the
"best-fit" of various supervisory strategies or matching supervisor/
supervisee cognitive styles may maximize learning during supervision.
In short, perhaps counsellor educators are focusing too much on
training strategies and not paying enough attention to the particular
supervisor behaviours, goals and personal characteristics which affect
their training abilities and styles and thus influence supervisee
learning.

CHAPTER 5

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Appendix A

Conceptual Level Norms and Descriptive Statistics

Table A

Conceptual Level Norms and Descriptive Statistics

for 100 First-Year University Students[a]

Conceptual Level		Percent of students requiring differing degrees of structure			
M	SD	Much (.5-1.1)	Some (1.2-1.4)	Less (1.5-1.9)	Little (2.0+)
Primary Conceptual Level Scores[b]					
1.78	.36	5	19	44	32
Secondary Conceptual Level Scores[c]					
1.52	.34	17	26	46	11

a Scores indexed by the Paragraph Completion Method (Hunt et al., Note 1).

b Scores based on mean of top three paragraph scores.

c Scores based on mean of five paragraphs.

Appendix B

Supervisor Orientation and Personal Data Sheets

Supervisor·Orientation Sheet

The following pages contain a number of areas in which supervisors have been found to differ. Please indicate your position with regard to each area by placing a checkmark on the scale accompanying each area.

For example: 1. Activity-frequency:

If you feel that with <u>most</u> trainees you are usually active (talkative), or usually passive, you would place the checkmark as follows:

Active __X__ : _____ : _____ : _____ : _____ Passive   or;

Active _____ : _____ : _____ : _____ : __X__ Passive

If you feel you are <u>more often</u> active than passive or <u>more often</u> passive than active, you would check as follows:

Active _____ : __X__ : _____ : _____ : _____ Passive   or;

Active _____ : _____ : _____ : __X__ : _____ Passive

If you feel you are <u>about equally</u> active and passive with most trainees, or active with as many trainees as passive, you would check the middle space:

Active _____ : _____ : __X__ : _____ : _____ Passive

1. Activity - frequency

    Active _____ : _____ : _____ : _____ : _____ Passive
    (talkative)   (non-talkative)

2. Activity - type:

    · Directive _____ : _____ : _____ : _____ : _____ Non-directive

3. Activity - structure:

    Informal _____ : _____ : _____ : _____ : _____ Formal

4. Relationship - tenor:

    Personal _____ : _____ : _____ : _____ : _____ Impersonal
    (involved)   (detached)

5. Relationship - structure:

Unstructured ____ : ____ : ____ : ____ : ____ Structured

6. Relationship - atmosphere:

Permissive ____ : ____ : ____ : ____ : ____ Nonpermissive

7. Relationship - supervisor actions:

Planned ____ : ____ : ____ : ____ : ____ Spontaneous

8. Relationship - trainee dynamics:

Nonconceptualized ____ : ____ : ____ : ____ : ____ Conceptu-
alized

9. Goals - source:

Supervisor ____ : ____ : ____ : ____ : ____ Trainee

10. Goals - formalization:

Planned ____ : ____ : ____ : ____ : ____ Unplanned
(formalized) (unformalized)

11. Supervisor comfort and security:

Always secure ____ : ____ : ____ : ____ : ____ Never secure
(comfortable) (uncomfortable)

12. Trainee comfort and security:

Never secure ____ : ____ : ____ : ____ : ____ Always secure
(uncomfortable) (comfortable)

13. Trainee personal growth:

Non-inherent ____ : ____ : ____ : ____ : ____ Inherent

14. Supervision gains - self understanding (cognitive insight):

Important ____ : ____ : ____ : ____ : ____ Unimportant

15. Supervision gains - emotional understanding (affective awareness):

Unimportant ____ : ____ : ____ : ____ : ____ Important

16. Supervision gains - self-disclosure:

Unimportant ____ ; ____ : ____ : ____ : ____ Important

17. Supervision gains - skills acquisition:

Important ____ : ____ : ____ : ____ : ____ Unimportant

18. Supervision gains - personal growth:

Important ____ : ____ : ____ : ____ : ____ Unimportant

19. Supervision gains - confidence in effecting change:

Confident ____ : ____ : ____ : ____ : ____ Unconfident

20. Learning process in supervision:

Verbal-
conceptual ____ : ____ : ____ : ____ : ____ Non-verbal-
affective

21. Supervision - significant topics:

Historical ____ : ____ : ____ : ____ : ____ Current

22. Supervision - significant topics:

Trainee-
centered ____ : ____ : ____ : ____ : ____ Theory-
centered

23. Supervision - significant topics:

Ego functions ____ : ____ : ____ : ____ : ____ Superego,
Id

24. Theory of Motivation:

Unconscious ____ : ____ : ____ : ____ : ____ Conscious

25. Important teaching aspects of supervisor:

Personality ____ : ____ : ____ : ____ : ____ Training

26.   Important teaching aspects of supervisor:

Relationship _____ : _____ : _____ : _____ : _____ Techniques

    The following items refer to the use of specific techniques in super-vision. Please check to indicate whether you use each technique: Almost always, usually, about half the time, only occasionally, never.

		almost always		50/50		never
27.	Reflection and clarification of feelings	____ :	____ :	____ :	____ :	____
28.	Reflection and clarification of thinking	____ :	____ :	____ :	____ :	____
29.	Reflection and clarification of content	____ :	____ :	____ :	____ :	____
30.	Reflection and clarification of behaviour	____ :	____ :	____ :	____ :	____
31.	Questioning of feelings	____ :	____ :	____ :	____ :	____
32.	Questioning of thinking	____ :	____ :	____ :	____ :	____
33.	Questioning of content	____ :	____ :	____ :	____ :	____
34.	Questioning of behaviour	____ :	____ :	____ :	____ :	____
35.	Interpretation of feelings	____ :	____ :	____ :	____ :	____
36.	Interpretation of thinking	____ :	____ :	____ :	____ :	____
37.	Interpretation of content	____ :	____ :	____ :	____ :	____
38.	Interpretation of behaviour	____ :	____ :	____ :	____ :	____
39.	Direct confrontation of feelings	____ :	____ :	____ :	____ :	____
40.	Direct confrontation of thinking	____ :	____ :	____ :	____ :	____
41.	Direct confrontation of content	____ :	____ :	____ :	____ :	____
42.	Direct confrontation of behaviour	____ :	____ :	____ :	____ :	____
43.	Suggestion (not hypothesis)	____ :	____ :	____ :	____ :	____
44.	Reassurance	____ :	____ :	____ :	____ :	____

45. Information and advice-giving ____ : ____ : ____ : ____ : ____

46. Redirecting questions back to
    the trainee   ____ : ____ : ____ : ____ : ____

47. Attentive listening   ____ : ____ : ____ : ____ : ____

48. Self-disclosure   ____ : ____ : ____ : ____ : ____

49. Modelling techniques   ____ : ____ : ____ : ____ : ____

50. Positive attitude -
    confidence   ____ : ____ : ____ : ____ : ____

51. Warmth and understanding   ____ : ____ : ____ : ____ : ____

52. Reinforcement (Approval-
    disapproval)   ____ : ____ : ____ : ____ : ____

53. Conditioning, counter-
    conditioning   ____ : ____ : ____ : ____ : ____

54. Free association   ____ : ____ : ____ : ____ : ____

55. Homework assignments   ____ : ____ : ____ : ____ : ____

56. Other (please specify)   ____ : ____ : ____ : ____ : ____

Personal Data Sheet

A. Indicate, in order of preference, the three or four authors who have been most influential in shaping your present approach to supervision.

   1. _____

   2. _____

   3. _____

B. Indicate the "school" or "schools" of psychotherapy with which you feel most identified and related in terms of your supervision approach.

   1. _____

   2. _____

C. Indicate the number of years of supervision experience you have gained to the present time.

   _____

Appendix C

Communication Index for Supervisor Empathy

Communication in Supervision

Instructions:

The following excerpts represent 8 trainee statements; that is, statements by a trainee of different concerns. This is a trainee who is speaking to you (the supervisor) about concerns as a counsellor in training. Try to write responses to the trainee which are helpful to her.

In summary, follow this procedure:

1) Read the trainee's statement.

2) Think of the most helpful (empathic) response which you, as the supervisor, could give.

3) Write that response in the space immediately following each trainee's statement.

Excerpt 1.

Trainee: Boy, that was a lousy interview. That client didn't listen to a thing I said. I mean, it seemed as though I was just babbling to myself.

Supervisor's response:

Excerpt 2.

Trainee: What do you mean, I shouldn't be giving the client so much advice. It's just a matter of personal style, and I think that giving advice is an important part of counselling.

Supervisor's response:

Excerpt 3.

Trainee: I don't think I'm ready to interview real clients. Could we do some more role-playing or something? I just don't know - I might really mess it up!

Supervisor's response:

Excerpt 4.

Trainee: I'm sick of being evaluated all the time. Every time-I turn around, somebody's judging me on my performance.

Supervisor's response:

Excerpt 5.

Trainee: I don't think I'll ever make a good counsellor. I mean how am I going to help clients with their problems when I can't even straighten myself out.

Supervisor's response:

Excerpt 6.

Trainee: Was that a good response? I mean, do you think I'm improving? What did you think of the last interview I did?

Supervisor's response:

Excerpt 7.

Trainee: I don't like watching myself on videotape. I look awful - all hunched over and flapping my arms around like a bat! And my voice is squeaky too.

Supervisor's response:

Excerpt 8.

Trainee: That's the first time I ever really felt comfortable interviewing a client. It was amazing! It just felt so natural- I wasn't even that nervous!

Supervisor's response:

Appendix D

Training Manual for Supervisors

High Structured Supervision

Summary:

The supervisor takes responsibility for the direction and content of supervision. In addition, feedback materials are pre-organized and involve very specific instructions (both rules and examples) and expectations. Hence the supervisor's task is to: (a) play the client's statements and provide two standard examples of good reflections of feeling, including specific guidelines as to why these constitute effective responses; (b) playback the trainee's audiotaped response; and (c) compare the trainee's response to the examples, reinforcing her (e.g. "That was an excellent response") for a good reflection of feeling and providing negative feedback (e.g. "That response needs improvement") for a poor reflection of feeling.

The supervisor's style is to be active, and directive while maintaining a warm, empathic relationship with the trainee.

Preparation:

The following materials and preparation are required:

(a) one reel to reel tape recorder plus assembled reel to reel tape of twelve client statements;

(b) sheet noting footage position of each client statement on the tape;

(c) one cassette tape recorder for playback of tape of trainee's previously recorded responses. This should be assembled with the tape at the first trainee response to be played back.

(d) one cassette tape recorder plus tape for recording of entire supervision session for each trainee.

(e) list of alternative good examples of reflection of feeling responses for each of the twelve client statements.

(f) list of the three most effective and the three least effective responses for each trainee.

Supervisor-trainee relationship:

The supervisor is to maintain a warm, empathic relationship with the trainee throughout the supervisory session. This is carried out by:

1) Greeting the trainee warmly.

2) Assuming a relaxed, comfortable sitting position.

3) Calling the trainee by her first name.

4) Facial expression warm, reactive to trainee, smiles at trainee.

5) Speaking with confidence but humility; very attentive and responsive to trainee.

6) Voice tone shows interest and is well modulated - supervisor does not drone when giving feedback.

7) Maintaining eye contact and interested facial expression.

Introduction:

A. The supervisor greets the trainee with a smile, looks her in the eye and says:

    1. "Hi _____, I'm _____, thanks for coming."

    2. "Please have a chair". (Motions to trainee's chair.)

B. Supervisor sits down and provides <u>explanation of supervisory session</u>:

    "Today you will be provided with feedback on six of the twelve response you made on audiotape last week. The purpose of this session is to help you improve and develop your reflection of feeling skills. You will recall that you listened to a series of audiotaped client statements and attempted to make a reflection of feeling response on the basis of what you learned from the videotaped presentation. We have chosen your three most effective and your three least effective responses to give you feedback on.

    In this session, we will follow three steps. First, I will playback, on audiotape, the client statement. Second, I will give you two examples of good reflection of feeling responses and explain why each is an effective response. Third, I will compare your own response to the examples. We will follow this same procedure for each of the six responses we listen to. Are there any questions? O.K., first we'll go through a practice example to make sure you understand the procedure."

C. <u>Practice Example</u>:

1) Say to the trainee "Let's imagine that you were interviewing a client and she said the following to you:

"I've been here at university for two months and nobody's been to visit me. I don't see why they can't just take the time to drive up and see me".

2) O.K., first let's look at two good examples of reflections of feeling responses.

   i) "It hurts terribly to feel so lonely and left-out - they don't seem to care."

In this response, the counsellor accurately reflects the client's feelings back to her by paraphrasing her message using specific <u>feeling</u> words, e.g. "hurt", and "lonely".

   ii) Another counsellor response could be: "You feel rejected and uncared-for. It makes you angry, too, that nobody has bothered to come and see you."

Here, the counsellor focuses on subjective feelings the client is expressing rather than on the content. She uses slightly different feeling words like "rejected" and "uncared-for" and also reflects a greater number of feelings by using the word "angry" in her response.

3) Now let's suppose that your response to this client statement was:

"You're unhappy because they haven't been to visit you".

This response could be improved. While you reflected the client's unhappiness, the use of more specific feeling words like hurt, rejected, angry would provide a more accurate reflection.

D. <u>Explain recording and confidentiality</u>

"It is necessary that we record all of the supervision session so that we have an accurate record of the learning experiences of various students. These tapes will be used for the sole purpose of coding both student and supervisor reactions. They are completely confidential. Is this O.K. with you?"

E. <u>Structure and Content of Supervision</u>

a) Start tape recorder to record session.

b) Play the first client statement for that particular trainee.

c) Read out two examples of reflections of feeling and explanations as to their appropriateness (see separate sheet).

d) Playback the trainee's response to that client.

e) Compare trainee's response to examples using the following guide-lines.

1) Provide evaluative feedback. The trainee will be given feedback on six responses, her three most effective and her three least effective. Hence each trainee will receive three instances of positive feedback and three instances of negative feedback. Positive feedback should be delivered in the following manner: "That was an excellent (good) response" or "You gave a good reflection of feeling there". Negative feedback should <u>not</u> be punitive. Use the following phrases: "That response needs improvement". or "You could improve on that response".

2) If applicable, focus on the <u>specific feeling words</u> the trainee has used and their similarity/dissimilarity to those employed in the examples.

3) If the trainee focused on content rather than feelings, provide this feedback (e.g. "In this response, you focused on the objective content of the client's message rather than on the <u>feelings</u> she was expressing. In the examples, the counsellor reflected specific feelings.").

4) If the trainee was judgmental or advice-giving, provide this feedback (e.g. "In this response, you tended to judge the client on her actions (give the client your advice) rather than reflect the feelings that she was conveying to you. Remember that in the examples, the counsellor reflected specific feelings").

<u>NOTE</u>:

The trainee is not permitted to ask questions about her responses or in any way determine the content, direction or pace of supervision. Attempts of this nature should be responded to in the following manner:

"I understand that you have a lot of questions about your responses. Given our time constraints, perhaps we can discuss your concerns later. O.K.?

Feedback for the six trainee responses should take three minutes each (6 X 3 = 18 minutes in total).

Low Structured Supervision

Summary:

The trainee takes responsibility for the direction and content of supervision. Feedback materials are not pre-organized and involve only very general instructions. Hence low-structured supervision consists of trainee-determined feedback and reinforcement. The trainee's task is to ask questions regarding her responses in order to improve her reflection of feeling skills. The supervisor provides feedback only when the trainee requests it and responds with information specific to the trainee's question.

The supervisor's style is to be reactive and nondirective while maintaining a warm, empathic relationship with the trainee.

Preparation

The following materials and preparation are required:

(a) one reel to reel tape recorder plus assembled reel to reel tape of twelve client statements

(b) sheet noting footage position of each client statement on the tape

(c) one cassette tape recorder for playback of tape of trainee's previously recorded responses. This should be assembled with the tape at the first trainee response to be played back.

(d) one cassette tape recorder plus tape for recording of entire supervision session for each trainee.

(e) list of the three most effective and the three least effective responses for each trainee. (to be used only as a reference for answering questions regarding quality/correctness of response).

Supervisor-Trainee Relationship:

The supervisor is to maintain a warm, empathic relationship with the trainee throughout the supervisory session. This is carried out by:

1) Greeting the trainee warmly.

2) Assuming a relaxed, comfortable sitting position.

3) Calling the trainee by her first name.

4) Facial expression warm, reactive to trainee, smiles at trainee.

5) Speaking with confidence but humility; very attentive and responsive to trainee.

6) Voice tone shows interest and is well-modulated - supervisor does not drone when giving feedback.

7) Maintaining eye contact and interested facial expression.

8) Periods of uncomfortable silence may be responded to in a reflective empathic way only e.g. "You're finding it difficult to think of questions to ask". Do not suggests topics to ask questions on.

Introduction:

A. The supervisor greets the trainee with a smile, looks her in the eye and says:

1. "Hi _____, I'm _____, thanks for coming".

2. "Please have a chair." (Motions to trainee's chair.)

B. Supervisor sits down and provides <u>explanation of supervisory session</u>:

"During this session, you are required to ask me questions in order to obtain feedback on some of the responses you made on audiotape last week. You will recall that you listened to a series of audiotaped client statements and then attempted to make a reflection of feeling response on the basis of what you learned from the videotape presentation. Your task today, then, is to attempt to improve on and develop your reflection of feeling skills.

In this session, we will playback six of your responses. First, I will playback a client statement and your response to it. Then I will stop the tape. You are then asked to try and improve on your reflection of feeling skills by asking me any questions you like regarding your response. You will be given a minute to think about your response and the questions you would like to ask about it. I will be glad to answer <u>any</u> questions you might have. Information will be provided only if you request it. We will follow this same procedure for each of your responses.

Are there any questions? O.K., first we'll go through a practice example to make sure you understand the procedure."

C. <u>Practice Example:</u>

1) Say to the trainee "Imagine that you were interviewing a client and she said the following:

"I've been here at university for two months and nobody's been to visit me. I don't see why they can't just take the time to drive up and see me."

2) "Now let's suppose that your response to the client statement was the following:

'You're unhappy because they haven't been to visit you'.".

3) "Your task is now to ask me questions about this response in order to improve on it as a reflection of feeling. I will not provide you with any information unless you request it from me. Can you think of any questions to ask?"

4) Let the trainee ask 1 or 2 questions and answer them. If the trainee tends to make statements about her response rather than ask questions, say "Remember to use question format so that I can provide you with information by answering your questions.".

NOTE:

It is important to avoid providing additional structure for the trainee. If the trainee asks for types of questions to ask or makes requests for examples, say "You're finding it difficult to think of questions to ask. I cannot give you any examples but I would be glad to answer any question at all that you might have regarding your response". .

D. Explain Recording and Confidentiality:

"It is necessary that we record all of the supervision sessions so that we have an accurate record of the learning experiences of various students. These tapes will be used for the sole purpose of coding both student and supervisor reactions. They are completely confidential. Is this O.K. with you?"

E. Structure and Content of Supervision:

a) Start tape recorder to record session.

b) Play the first client statement for that particular trainee. Stop tape.

c) Playback the trainee's response to that client statement. Stop tape.

d) Give the trainee three minutes to think about her response and ask questions about it (6 X 3 = 18 minutes in total)

On the separate sheet attached are several categories of questions
which typify those asked by first year students about their responses.
Read these and bring them to the training session with you. Appropriate
answers and difficulties encountered in responding to trainee questions
will be discussed.

Note:

Resist attempt by the trainee to obtain strcture (see practice
example above).

Low Structured. Supervision

Categories of Trainee Questions

1) Tone of voice - of the client; of the helper

2) Length of helper's response

3) What happens when you make a mistake in the reflection?

4) Taking sides/being judgmental/giving own views

5) Elaboration of helper's response
   - how many feelings to reflect
   - which feelings to reflect
   - degree/intensity of client feelings
     and how to reflect this

6) How a good/poor reflection affects the client's reactions

7) Questions specific to the content of the client's message

8) Questions regarding responses other than reflections of feelings e.g. "Should I ask questions?"

9) Correctness of specific feeling words used.

10) Correctness (goodness) of response as a whole (that is, a request for evaluative feedback).

11) Paraphrasing e.g. should I use the same words as the client or my own words?

12) How to make the client realize that you (the helper) understand.

13) What to do if the client says one thing but sounds like she is really saying something else.

14) Concern over whether the trainee missed a lot of the client's message.

15) Dwelling on content versus feelings.

16) Requests for examples.
    **** The trainee may ask the supervisor for specific feeling words to use, what a good reflection of feeling would be, examples of stem to use (e.g. "You feel _____," "You seem to be feeling _____", or "You're _____".) In all of these cases, refer to the same alternative examples provided in high structured supervision and provide the trainee with these.

Appendix E

Typescript for Modelling Plus Instructions Videotape

Training in Reflection of Feeling[1]

Narrator:

The purpose of this presentation is to learn a helping skill
called "Reflection of Feeling"..

What is "Reflection of Feeling"? Basically, it is a verbal
communication to another person which conveys that you can sense
their sadness, anger, joy, fear, confusion, or other feelings.

Why use "Reflection of Feeling"?

Often, a person seeks the help of another in times of confusion
or distress. Thus a client comes to a counsellor presenting a "prob-
lem". Our first reaction, as a helper, might be to want to solve the
problem by giving advice. Once advice is dispensed, however, you have
effectively cut off the other person, the client, from discussing the
problem any further.

The initial aim in helping a client is to get a full under-
standing of the problem and how it is affecting him or her. The use
of the skill "Reflection of Feeling" encourages the client to open up
about difficulties and feelings, so that you can understand where he
or she is coming from. It also conveys to the client that you are
listening intently.

In brief, a person who comes to you with a problem should not
get advice. Rather, you must try to put yourself in the client's
shoes, listen carefully and try to understand the expressed feelings
and concerns. Then convey, through a response called "Reflection of
Feeling" that you can sense the world as the client sees it.

This sounds like a tall order, so here are some specific rules
or guidelines to help you formulate Reflections of Feelings.

Graphic 1 - Overlays

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1. Listen intently to the client. Try to attend to words like
depressed angry or nervous, which the client uses to describe emotions.

2. Notice the client's tone of voice. Is it loud or shouting? If
so, anger is probably being experienced. On the other hand, a person
feeling depressed often speaks slowly, in almost inaudible tones.

[1] Some of the material in this videotape is based on a script devel-
oped by Marsha Stein, University of Western Ontario.

3.   Put yourself in the client's shoes. That is, given the situation being described, how might the client logically be expected to feel? - Lonely, depressed, rejected, angry, discouraged?

4.   Suspend how you see things. Don't make judgments about the "rightness" or "wrongness" of the client's actions. Your role is to accept the client as he or she is. Try to see the world through the client's eyes, as the client sees it.

5.   Think to yourself, "How is this person feeling? What is he or she trying to tell me?" This is the art of standing back and looking at the overall message the client is communicating.

6.   Keeping these questions in mind, formulate a response that will communicate your understanding of the client's feelings.

More specifically, the simplest way to convey verbally that you're really listening to the client, is to paraphrase, or state in your own words, the feelings you think the client is conveying to you.

Some specific examples may help to clarify the above rules. In the following excerpts, you will see a counsellor interacting with a client. In each example, the counsellor will first demonstrate an inappropriate response; that is, a counsellor reply which is not an example of accurate Reflection of Feeling. You will see, by the client's reaction, that inappropriate counsellor responses prevent clients from further exploration of their problems.

Next, the counsellor will demonstrate an appropriate response; that is, a Reflection of Feeling. You will see how an appropriate Reflection of Feeling serves to open up the client's discussion of feelings and concerns. The counsellors in this film are experienced therapists who are knowledgeable in the expert use of Reflection of Feeling. Therefore, it is important that you observe each interaction closely and carefully.

Here is your first demonstration:

la. Client: I'm new at this school. I feel so out of place. At our old school, I was a cheerleader, Beta Club president, dated all the time. Here, I seem to be nothing.

Counsellor: Newness is always a problem, but it will work out.

Client: That's what my mother says, but it hasn't worked out yet.

Narrator (Voiceover): This was an inappropriate response. The counsellor ignored the client's emotions and tried to brush her feelings aside. Now let's see an appropriate Reflection of Feeling.

1b.   Client: I'm new at this school. I feel so out of place. At our old school, I was a cheerleader, Beta Club president, dated all the time.. Here I seem to be nothing.

Counsellor: You're hurt because you were really popular and recognized at your old school, but here you feel like a "nobody".

Client: That's right. I just seem to feel lost in the masses here.

Narrator (Voiceover): This counsellor reply was a good example of Reflection of Feeling. By communicating her understanding of the client's feeling, the counsellor facilitated the client's further exploration of her concerns. Here's another interaction.

2a.   Client: It's so hard for me to meet people. I just don't know what to say. I just seem to stand there and sputter.

Counsellor: I understand how you feel. I used to have that problem myself.

Client: Did you? Tell me more about that ...

Narrator (Voiceover): This response led the client to focus on the counsellor. There was no reflection of the client's feelings expressed. Now let's look at a more facilitative reply.

2b.   Client: It's so hard for me to meet people. I just don't know what to say. I just seem to stand there and sputter.

Counsellor: So you find yourself at a loss of words when you meet someone new, and end up feeling foolish and embarrassed at yourself.

Client: Yeh. Others must see me as a real idiot.

Narrator (Voiceover): In this instance, the counsellor's Reflection response conveyed to the client that she was listening intently to the client's concerns and served to open up a related aspect of the client's problem. Now let's see another interaction.

3a. Client: I'm really mad at you for interrupting me!

Counsellor: I'm sorry. You seemed to be finished talking.

Client: Well, I wasn't. So there!

Narrator (Voiceover): This response was inappropriate. The counsellor failed to reflect the client's feelings and gave excuses for her behaviour. Now let's see an appropriate reply.

3b. Client: I'm really mad at you for interrupting me!

Counsellor: You're very angry at me because I cut you off.

Client: Yes. I really hate it when people do that to me. Maybe it's because as the youngest child, I was always being "cut-off" when I tried to speak up.

Narrator (Voiceover): This was a good example of how an accurate Reflection gives the client room to continue exploring his feelings in that particular problem area. Here's another situation ...

4a. Client: We just can't communicate. I'm not sure we ever could. Our values seem to be so different. He wants one thing; I want another thing; but I can't see any way for us to split.

Counsellor: There is no solution, so why not split.

Client: But I already said I can't see any way for us to split!

Narrator (Voiceover): This counsellor response was judgmental and advice-giving. It caused frustrated repetition on the client's part. Here's a more effective response.

4b. Client: We just can't communicate. I'm not sure we ever could. Other values are so different. He wants one thing; I want another thing; but I can't see any way for us to split.

Counsellor: You're feeling pretty confused about your relationship right now - while you see the great distance between your values and his values, it's difficult to make the break, emotionally.

Client: That's it. I really don't know how to handle the situation ... her feelings, my feelings ...

<u>Narrator (Voiceover)</u>: This appropriate response reflected the client's feelings of confusion. By focusing on the emotional state of the client, the counsellor enabled her to zero in on the core of her concern.

<u>Narrator</u>:

    To reiterate, the simplest way to convey verbally to clients that you are really listening and have understood their concerns is to reflect, in your own words, the emotions or feelings they are expressing.

    From the above examples, you can see that it is helpful to develop and use "feeling" words. Some common "feeling" words are: happy, sad, angry, scared, and confused. There are other clusters of words which vary in intensity, which fall under these categories. Here are some on the screen. You may want to try to think of additional "feeling" words.

       Graphic 2 - Feeling Words

Here are some happy words (pause)
Here are some sad words   (pause)
Here are some angry words   (pause)
Here are some scared words (pause)
Here are some confused words (pause)

    How often should you give a Reflection of Feeling? While it is not necessary to respond to every comment by the client, you should respond often enough to convey to the client that you are "with" him or her (pause).

    It may be useful at this point, to distinguish 2 levels of Reflection of Feeling:

    A low level reflection of feeling subtracts, or takes away from what the client has expressed. At a low level, the counsellor may disregard the client's feelings by giving advice, ignoring, scolding or responding to something other than what the client says. Less damaging, but still inappropriate, is the counsellor's use of "feeling" words which are not attuned to the client's expressed feelings or style of talking.

    At a high level, a good Reflection of Feeling might be a paraphrase which is interchangeable with the clients expressed feelings or it may even communicate a depth of understanding of feelings which the client may not have expressed outwardly. Interchangeable or additive responses communicate that you understand the client and are "with" him or her. They will cause the client to elaborate on and clarify those feelings and concerns which you selected to respond to.

Let's look at some more examples of Reflection of Feeling. Again, both inappropriate and appropriate responses will be demonstrated.

5a. <u>Client</u>: He's weird. I thought I loved him and I thought he loved me, but all he does is sit around with that long hair stinking and smoking pot.

<u>Counsellor</u>: You'd like him to quit smelling and stop smoking pot.

<u>Client</u>: What?

<u>Narrator (Voiceover)</u>: This counsellor misunderstood the main source of the client's concern and therefore made an inappropriate reflection of the client's concerns. A better reply would have been something like this:

5b. <u>Client</u>: He's weird. I thought I loved him and I thought he loved me, but all he does is sit around with that long hair stinking and smoking pot.

<u>Counsellor</u>: You're beginning to wonder if you really love each other. I sense that his odd behaviour is very distressing to you.

<u>Client</u>: Yes, it is. I can't see myself living with him for the rest of my life.

<u>Narrator (Voiceover)</u>: This counsellor's reflection was good because it conveyed an accurate understanding of the client's feelings. Moreover, it helped the client to deal with further implications of the problem. Here's another interaction:

6a. <u>Client</u>: Mr. Smith sent me here. I don't know why. He just told me to come here. I don't see why I should talk to you.

<u>Counsellor</u>: Obviously, you've done something wrong. Tell me about it.

<u>Client</u>: I don't think I've done anything wrong. Maybe you should see Mr. Smith!

<u>Narrator (Voiceover)</u>: This inappropriate response was judgmental and scolding. It only increased the client's defensive behaviour. A more appropriate response, a Reflection of Feeling, would be something like this:

6b.   Client: Mr. Smith sent me here. I don't know why. He
      just told me to come here. I don't see why I should talk
      to you.

      Counsellor: You feel resentful because you were sent here.

      Client: I sure do. One time I talk back, and zingo - sent
      off to have your head examined.

Narrator (Voiceover): This counsellor reflection allowed the client
to express anger by communicating an understanding of his feelings
of resentment. Here's a different type of situation.

7a.   Client: So I came here to see you because I feel over-
      burdened with exams right now and I wondered if you might
      speak to my English professor about the pressure I'm feel-
      ing.

      Counsellor: You're just trying to get out of taking
      the English exam, aren't you?

      Client: No! Oh, hell - what help are you going to be!

Narrator (Voiceover): This counsellor response was not a reflection
of feeling. The counsellor was accusatory and challenged the client's
actions. This left the client feeling hopeless and angry. Here's
a more appropriate counsellor response.

7b.   Client: So I came here to see you because I feel overburdened
      with exams right now. I wondered if you might speak to my
      English professor about the pressure I'm feeling.

      Counsellor: You're feeling very anxious about how well you're
      going to do on your exams. It's hard for you to talk directly
      to your English professor about your concern in the course.

      Client: Yes. I'm sort of afraid of what she'll think of me.

Narrator (Voiceover): Here the counsellor made a good Reflection
of Feeling. As a result, the client began to reveal more concerning
the source of her difficulty. Now let's see the next interaction.

8a.   Client: My mother the bat goes winging around the house
      with a drink in her hand ... hell, that's not new, my
      mother always has a drink in her hand. She's a lush!

      Counsellor: You shouldn't call your mother a bat. She
      needs help!

      Client: Hell, she's got to help herself.

Narrator (Voiceover): This counsellor response was inappropriate because it was not a Reflection of Feeling. The counsellor scolded the client and communicated no understanding of her concerns. As a result, the client was still left hanging with her feelings. Notice in the following excerpt, how the client will move forward after an accurate Reflection of Feeling.

8b.   Client: My mother, the bat, goes winging around the house with a drink in her hand ..., hell, that's not new - my mother always has a drink in her hand. She's a lush!

Counsellor: You have alot of angry feelings towards your mother because of her drinking.

Client: Yes - she's out of it so much that she doesn't even see what's happening to me.

Narrator:
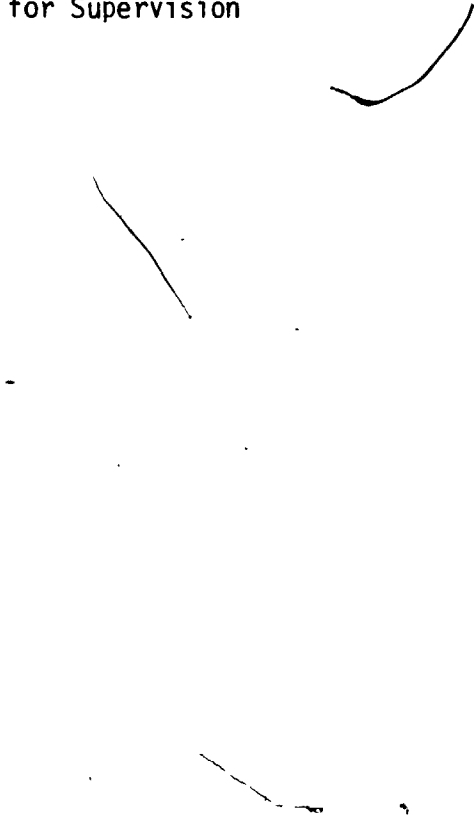
As was evident in all of these examples, an appropriate Reflection of Feeling elicits a client response which says "That's right! You know how I feel!"

Remember, in responding to the client, you will communicate an understanding of his or her feelings, by following these six points:

1.   Listen intently to the client.

2.   Note the client's tone of voice.

3.   Try to understand the client's feelings.

4.   Suspend judgments and advice-giving.

5.   Note client's feeling words.

6.   Paraphrase feeling of client's message.

Appendix F

Example   Reflection of Feeling Responses

for Supervision

Alternative Examples of Counsellor Reflection of Feeling Responses

Client Statement #1

A)   You're feeling a little confused right now and feel the need for
      some support and direction from me.

      This counsellor accurately reflected the client's feelings by
using a specific feeling word - confused. Rather than reflect the
content of the message, the counsellor focused on the client's <u>need</u>
for support.

B)   You're feeling overwhelmed with all your concerns and a little,
      nervous about coming for counselling for the first time.

      By using different feeling words, like overwhelmed and nervous,
this counsellor also made an accurate reflection response. This was
accomplished by listening intently to both the client's verbal message
and her tone of voice.

Client Statement #2

A)   You're very disappointed that university is not what you ex-
      pected it to be. You feel insecure - like you don't really
      belong here.

      This counsellor focused on the client's feelings of disappoint-
ment and insecurity. In paraphrasing the client's message, the counsellor
focused on the specific feelings expressed rather than on the content of
the message.

B)   You're feeling very discouraged right now. The university life
      just isn't what you had hoped it would be and you've lost all
      the enthusiasm you had.

      This response uses fewer feeling words (e.g. discouraged) but
still accurately reflects the client's feelings by paraphrasing her
loss of hope and enthusiasm.

Client Statement #3

A)   You're shocked at her attitude. It hurts to hear her talk like
      that when you've tried to be honest about your feelings.

      Note that this counsellor is not judgmental toward the client.
Instead, she reflects back the feelings of shock and hurt which under-
lie the client's statement. These words convey the <u>intensity</u> of the
client's feelings.

B)   You felt insulted and humiliated by her remarks. It seems
        as if she doesn't even care about your feelings.

This counsellor focused on different feelings expressed by the
client by using the words insulted and humiliated. Notice that des-
pite the length of the client's response, a few accurate feeling
words can reflect back the client's message.

Client Statement #4

A)   You're hurt because you were popular at your old school but
        here you feel left-out and alienated.

Rather than focus on the objective content of the message, the
counsellor reflects the client's subjective feelings. She chooses
specific feeling words like hurt, left-out and alienated to convey
her understanding of the client's message.

B)   You feel very lost and alone here. It depresses you when
        you think of all the friends you had in high school.

This counsellor chooses more intense words which also accurately
reflect the client's message. Words like lost, alone and depressed
convey an understanding of the intensity of the client's feelings.

Client Statement #5

A)   You're desperate. Everything seems so hopeless - you don't
        know what to do or who to turn to.

Notice that this counsellor does not respond to the client's
questions with advice. Instead she reflects specific feelings by
using words like desperate and hopeless.

B)   You feel frantic about what to do next. It frightens you
        that all of your efforts seem to be so futile.

By paying close attention to both the client's tone of voice
and her verbal message, the counsellor was able to convey an accurate
understanding of her feelings. Words like frantic and frightens helped
communicate this understanding.

Client Statement #6

A)   You do care about your parents but you resent it when they try
        to interfere with your personal affairs.

This counsellor accurately reflected the client's message by using
specific feeling words like care and resent. In addition, notice that
the counsellor was not judgmental or scolding in her response.

B)   Their constant interrogation annoys you. It frustrates you
     because you're feeling the need for independence now.

     This counsellor also used an accurate reflection of feeling and
refrained from judging the client. Feeling words like annoys, frustrates
and <u>need</u> for independence help communicate to the client that you under-
stand her.

Client Statement #7

A)   You'd just be ecstatic if you got into law school. It would
     make you feel so much more confident and optimistic about the
     future.

     In this response, the counsellor accurately reflected the client's
message by using several specific feeling words like ecstatic, confident,
and optimistic. Use of strong words like ecstatic better convey the
intensity of the client's expressed feelings.

B)   The thought of getting into law school makes you feel very ex-
     cited. If you got accepted, you'd be so elated it would be
     hard to come back to earth.

     This counsellor used fewer feeling words than the above. However,
the response is accurate in that the counsellor reflected back feelings
of excitement and elation conveyed by the client's words and her tone
of voice.

Client Statement #8

A)   Even the thought of confronting your roommate makes you nervous
     and upset. You're afraid of what her reactions might be.

     This counsellor used several specific feeling words (nervous,
upset, afraid) to convey an accurate understanding of the client's
message. Notice, then, how a few well-chosen words can avoid a lengthy,
rambling response.

B)   You find it very threatening to confront someone about their
     behaviour. You get so anxious about their reactions that you
     end up saying nothing.

     This response is a good reflection of feeling because the coun-
sellor communicated an understanding of the client's feelings of anxiety
and being threatened and refrained from giving her advice.

Client Statement #9

A) You're angry at me because we don't seem to be getting any-
    where. You're feeling pretty hopeless - like counselling
    is not going to help you at all.

This counsellor did not get defensive or ignore the client's
anger. Instead, she reflected the client's feelings of anger and
hopelessness to enable them to work through these feelings together.

B) You're disappointed and confused about our progress. You
    seem to be irritated with me for asking you what seem to be
    irrelevant questions.

This counsellor chose different but equally as accurate feeling
words (disappointed, confused, irritated). Again, the counsellor did
not scold the client or ignore her anger.

Client Statement #10

A) You're feeling very insecure and uncertain about what's expected
    of you here. It's very discouraging especially when you felt
    so confident and positive in high school.

Rather than focus on the objective content of the message, this
counsellor reflected the client's affect using specific feeling words
like insecure, uncertain and confident. The counsellor listened in-
tently to the message and paraphrased it in her own words.

B) You're feeling very unsure of yourself right now. It's especially
    confusing when the professors seem so distant and vague.

While this counsellor used fewer feelings words than the last
one, she communicated an accurate understanding of the client's con-
cerns by using the words unsure and confusing.

Client Statement #11

A) She infuriates you. You detest people who disregard others'
    feelings.

In this example, the counsellor avoided a lengthy, rambling
response by choosing specific, accurate feeling words like infuriates,
detest. These particular words suggest strong emotion and help reflect
the intensity of the client's feelings.

B) Her behaviour disgusts you. You're feeling very angry and vengeful
    toward her right now.

This counsellor also reflects the intensity of the client's feelings. By listening intently to the client's verbal message and her tone of voice, the counsellor is able to respond with accurate feeling words like disgusts, angry and vengeful.

Client Statement #12

A) You feel hurt and rejected by your parents' accusatory remarks.

Notice that the counsellor is not judgmental or accusatory in her response. She responds with a brief but accurate reflection of feeling by choosing specific feeling words like hurt and rejected.

B) You're shocked and disappointed by your parents' accusations. It hurts to feel so misunderstood.

This counsellor has listened intently to the client's tone of voice and accurately reflects the client's feelings of shock, disappointment and hurt. She does not judge or scold the client but conveys an understanding of the client's expressed feelings.

Appendix G

Postdidactic Instructions to Participants

Instructions

During this part of the session, you are asked to complete
several measures. In completing these materials, please respond
on the basis of what you have just learned from the videotaped
presentation; that is, try to recall the rules and examples provided
in the videotape and apply them when completing the following measures.
More specific instructions will be provided immediately prior to each
measure.

Appendix H

Postsupervision Instructions
to Experimental and Control Participants

Instructions to Experimental Participants

During this part of the session, you are asked to complete several measures. In completing these materials, please respond on the basis of what you have just learned from your supervision session. In other words, try to remember the things you have just learned in supervision and apply them when completing the following measures. More specific instructions will be provided immediately prior to each measure.

Instructions to Controls

During this session, you are asked to complete several measures. In completing these materials, please respond on the basis of what you learned from the videotaped presentation; that is, try to recall the rules and examples provided in the videotape and apply them when completing the following measures. More specific instructions will be provided immediately prior to each measure.

Appendix J

Debriefing Form

Counsellor training programs typically involve two phases:
(1) An instructional, classroom phase wherein rules and examples for
different communication skills (e.g. reflection of feeling) are pro-
vided and (2) a supervision phase in which opportunity for practice
and feedback are provided. This study is an investigation of the
relative effectiveness of two forms of supervision feedback: (1)
high structured feedback and (2) low structured feedback.

Participants in the high structured feedback condition were pro-
vided with supervisor-controlled guidance, alternative examples of
good reflection responses and reinforcement (praise) for good reflections
of feeling. Participants in the low structured condition controlled
their own feedback. They evaluated their own responses and were pro-
vided with additional information only if they requested it from the
supervisor. In addition, a control group of participants received no
feedback on their performance.

Prior to the feedback session, all participants (including con-
trols) viewed a videotape of instructions and examples regarding what
constitutes an effective versus an ineffective reflection of feeling.

You will recall that two weeks prior to participation in this
experiment, you completed a questionnaire. This was a measure designed
to predict individual learning style; that is, whereas some persons
require a high degree of structure in the teaching method to learn a ·
skill, others can profit from either high or low structured teaching
methods. Therefore, the purpose of the present study was to determine
if high versus low structure feedback in supervision was differentially
effective for individuals with different learning styles. Your responses

to both the audiotaped and the written client statements were an assessment of what you learned from both (a) the videotaped presentation and (b) the feedback session in this experiment.

Your participation in this study was greatly appreciated. Please feel free to drop by my office to discuss any additional questions you might have.

Kathy Berg

Room 8336, SSC.

Appendix K

Critical Incident Client Statements

for Postdidactic and Postsupervision Assessments

Postdidactic Client Statements

1. I don't know where to begin. I've never been for counselling before. There's just so much going on with me right now that it's hard to know where to start. Maybe you could ask me some questions or something.

2. I guess I'm just not the right kind of person for university. Before I came here I was really excited and looking forward to working on a degree. But now, I'm just not getting along at all here. It's not at all like I thought it would be.

3. I asked my rommate the other day if she and her friends could talk outside the room or go down to the lounge when I'm trying to study. And you know what? She just stood there and laughed at me and said "Ah, what are you studying for anyway. All you ever do is sit around with your nose in a book. I can get high marks without studying." I mean ... I felt like a real dummy!

4. In high school, I had alot of friends, but here ... well, it's just so hard to meet people. It's such a big place and it doesn't seem as closely knit as before. I don't know - I seem to spend so much time in my room by myself when all the other girls on my floor are going out.

5. What else can I do? I've just got to get into law school! But I've tried everything to raise my marks and I'm <u>still</u> getting D's! I just don't know where to turn. What should I do?

6. I decided to go away to university to get away from the home situation ... I really do like my parents but they tend to - I don't know - they've always got their nose in my business. They're always asking me where I'm going, who I've been with. I mean, when you're nineteen, you want to be on your own, you know?

7. If I ever got into law school, it would be so neat! I'd just go nuts! I mean, I just wouldn't believe it! It would be like having the whole world at my fingertips.

8. I really find it difficult to confront somebody, especially when they're doing something that really bothers me. I get up-tight when I even <u>think</u> about telling my roommate how she's affecting me. I mean, what if she got angry or something. She could really make life miserable for me then!

9. No, that's not it at all! I came here for help because I'm flunking out and I want to raise my marks. But you keep asking me all these questions about my parents and my boyfriend. To tell you the truth, I really don't know where all this is leading to. I don't think it's going to help at all.

10. In high school, the teachers knew me really well, I knew what they wanted and I always got good marks. But here, I just don't even know what's expected of me. It's all so vague. I <u>never</u> know what notes to take down. The guy at the front just keeps rambling on.

11. I can't stand her! She's so damn self-centered, the only person she cares about is herself. She's the most miserable person I've ever met. Boy, she'd just better smarten up - she's <u>not</u> going to get away with this!

12. I told my parents I wanted to move out of residence and get an apartment of my own where I could study better. And you know what they said? ... "You just want to move out so that boyfriend of yours can stay with you. You'll just end up having wild parties all the time." ....My own parents! They don't even trust me!

Postsupervision Client Statements

1. Well, I got really good marks in high school - like, I was an Ontario scholar and I never had any trouble with the subjects I took. But now, my marks have <u>really</u> dropped! I just can't believe it! I never expected this to happen. I just don't know what I'm going to do!

2. Ya, she's a really wild kid. She's <u>always</u> drinking and half the time she comes home so drunk, she can't even see. She sits around our room smoking pot with her grubby friends. It makes me sick!

3. Yeah, my sister - <u>she</u> got straight A's all through university and then she got into medicine. My parents expect me to live up to <u>her</u> standards and get into a professional school as well. Push, Push, Push! Shit! I just don't know if I can do it!

4. I think we're two completely different people and I just can't see any way for us to get along. She's the outgoing type - she's at university to have a good time. But I'm here to learn. I <u>want</u> to get good marks. And living together has just become - well - impossible!

5. I really care about him alot. He's just a wonderful person. He's do anything for me. When I'm with him, all the rotten things seem to go away. I just feel all warm inside.

6. I guess I just don't know how to study properly - I don't seem to be able to do those multiple choice tests they throw at you around here. I <u>try</u> - I really do - I studied <u>weeks</u> for my last math test and I almost flunked it! Ah .. what's the use anyway!

7. When I get into a group of people, I just clam up. I <u>want</u> to start conversations but then I just sit there looking like a real dummy. I keep thinking "What should I say, what should I say?" and then I get myself so worked up I can't say anything!

8. I just wish he was here and not so far away. I miss him so much. Sometimes I cry myself to sleep just thinking about how much I miss him. I just live for the weekend when I can be with him again.

9. I'd just really like to tell my parents that I'm nineteen, and I've moved away from home. I can manage my own affairs and they shouldn't be telling me what to do. But; gee, if I tell them that, they might really be hurt and disappointed. I don't know, I'm really not sure if I should tell them.

10. My boyfriend, Mike, and I agreed that it would be a good idea to go out with other people. But a while ago, I went out with a guy I met and I just felt terrible! I felt like I was betraying Mike or something. All evening, I just wanted to get up and go home.

11. My parents and I used to be close, you know. I mean when I brought home good grades and excelled in school, they treated me like the greatest daughter on earth. But now that I'm flunking out they just don't seem to want to have anything to do with me. Now, I just don't think I can go back home at all. It would just be awful.

12. Even when I go into an exam, my mind goes blank. I can't even read what's on the page. I have to read it ten times and even then it doesn't make any sense. I just can't seem to concentrate at all. It's just awful - my heart starts pounding and my hands shake so much I can't even write!

Appendix L

Qualitative Reflection of Feeling Scale

Qualitative Reflection of Feeling Scale

Score	Description
1	Total absence of reflection of feeling
2	Poor reflection of feeling
3	Fair reflection of feeling
4	Moderate reflection of feeling
5	Good reflection of feeling
6	Excellent reflection of feeling

Definitions

1   Helper fails to communicate any awareness of the client's expressed feelings.

2   Helper attempts to reflect the client's expressed feelings but makes a totally inaccurate reflection.

3   Helper makes only a slightly accurate reflection of the client's expressed feelings and/or hesitates a great deal in her response.

4   Helper makes a moderately accurate reflection of the client's expressed feelings and/or hesitates with very little hesitation.

5   Helper makes a good, accurate reflection of most of the client's expressed feelings with very little hesitation.

6   Helper makes an extremely accurate reflection of all the client's expressed feelings with no hesitation.

Appendix M

Training Reaction Questionnaires

Postdidactic Training Reaction Questionnaire

The following questions are concerned with your reactions to the training you have just received. Each question is followed by a series of numbered statements. Read each statement carefully and select the one which comes closest to describing your answer. It is very important that you answer both questions.

There are no right or wrong answers. We are interested in your personal opinions.

At the end of the questionnaire, space is provided for additional comments, criticisms, etc. that you might have.

A.   How much do you feel that you learned from the session you just completed; that is, how much did you learn about reflection of feeling skills? (Circle the one answer which best applies).

1.   I learned nothing about reflection of feeling from this session.

2.   I learned very little about reflection of feeling from this session.

3.   I learned a fair amount about reflection of feeling from this session.

4.   I learned quite a bit about reflection of feeling from this session.

5.   I learned alot about reflection of feeling from this session.

B.   In general, how satisfied were you with the session you just completed? (Circle the one answer which best applies).

1.   Extremely Satisfied

2.   Very Satisfied

3.   Pretty Satisfied

4.   Moderately Satisfied

5.   Slightly Satisfied

6. Not Very Satisfied

7. Not at all Satisfied

Additional Comments:

Postsupervision Training Reaction Questionnaire[1]

This questionnaire is concerned with your reaction to the training you have just received.

Each question is followed by a series of numbered statements. Read each statement carefully and select the one which comes closest to describing your answer to that question. Finally, circle the number in front of your answer. It is very important that you answer every question. Do not leave any question out.

There are no right or wrong answers. We are interested in your personal opinions.

At the end of the questionnaire, space is provided for additional comments. Please feel free to report any suggestions, criticisms, etc. that you might have.

Remember, Be Sure to Answer Every Question

---

[1] This is the TRQ administered to experimental participants. Controls received an identical questionnaire except that sections D(b), D(c), D(d) and section E were deleted.

A. How much do you feel that you learned from the session you just completed; that is, how much did you learn about reflection of feeling skills? (Circle the one answer which best applies):

1. I learned nothing about reflection of feeling from this session.

2. I learned very little about reflection of feeling from this session.

3. I learned a fair amount about reflection of feeling from this session.

4. I learned quite a bit about reflection of feeling from this session.

5. I learned alot about reflection of feeling from this session.

B. In general, how satisfied were you with the session you just completed? (Circle the one answer which best applies):

1. Extremely satisfied

2. Very satisfied

3. Pretty satisfied

4. Moderately satisfied

5. Slightly satisfied

6. Not very satisfied

7. Not at all satisfied

C. What was your initial reaction (immediately after your supervisor read the instructions) to the supervisory session you just completed? (Circle the one which best describes how you felt).

1. Extremely anxious

2. Very anxious

3. Pretty anxious

4. Moderately anxious

5. Slightly anxious

6. Not very anxious

7. Not at all anxious

How anxious did you feel <u>during</u> the session you just completed?
(Circle the one answer which best describes how you felt).

1. Extremely anxious

2. Very anxious

3. Pretty anxious

4. Moderately anxious

5. Slightly anxious

6. Not very anxious

7. Not at all anxious

How anxious did you feel <u>after</u> the session was completed?
(Circle the one answer which best describes how you felt).

1. Extremely anxious

2. Very anxious

3. Pretty anxious

4. Moderately anxious

5. Slightly anxious

6. Not very anxious

7. Not at all anxious

D. Supervision for counsellors in training can be characterized
by the amount of structure or direction given to the learner,
as follows:

High Structure	Moderate Structure	Low Structure
The supervisor guides the learner through the material by providing speeific feedback, therefore largely determining the content of learning.	The supervisor gives a moderate amount of guidance in terms of the direction and content of learning.	The learner guides herself through the learning material by requesting feedback and thus determines her own content of learning.

a.   Using the above description as a guide, please rate how much structure or direction you <u>would like</u> in a supervisory feedback session.   (Circle the number which best applies to you.

1	2	3	4	5	6	7	8	9
LOW				MODERATE				HIGH

b.   How much structure would you say that you <u>actually received</u> in this session?   (Circle the number which best applies).

1	2	3	4	5	6	7	8	9
LOW				MODERATE				HIGH

c.   How satisfied were you with the amount of structure which you received in this session?   (Circle the number which best applies).

1.   Extremely satisfied

2.   Very satisfied

3.   Pretty satisfied

4.   Moderately satisfied

5.   Slightly satisfied

6.   Not very satisfied

7.   Not at all satisfied

d. Which would you rather have had (Place an "X" in the category of your choice).

More Structure	Less structure	No change

E. The following two questions are concerned with your personal perceptions of your supervisor. In each, please circle the one. answer which best describes how you feel.

a. How understanding did you feel your supervisor was regarding how you were thinking and feeling during the sesion? (Circle the one which best applies).

1. Understood exactly how I thought and felt.
2. Understood very well how I thought and felt.
3. Understood pretty well but sometimes didn't seem to be tuned into my thoughts and feelings.
4. Didn't understand too well how I thought and felt.
5. Misunderstood how I thought and felt.

b. How helpful do you feel your supervisor was in helping you to learn reflection of feeling?

1. Very helpful
2. Pretty helpful
3. Somewhat helpful
4. Slightly helpful
5. Not at all helpful

Additional comments:

Appendix N

Instructions for Rating Degree of Structure

in Supervision

Instructions to Raters

The recordings you will hear are ramdomly selected 4-minute excerpts from supervisory feedback sessions. In all sessions, participants were being trained in reflection of feeling skills.

The feedback sessions vary along the dimension of structure, where structure is defined as the degree of (a) supervisor/trainee responsibility and (b) preorganization of material. Degree of structured feedback in supervision may be considered on a continuum ranging from very unstructured to very structured. At the structured end of the continuum, feedback is supervisor-controlled; that is, the supervisor guides the trainee through the material by providing specific feedback, therefore largely determining the content of learning. At the unstructured end of the continuum, feedback is trainee-controlled; that is, the trainee guides him/herself through the learning material and thus determines his/her own content of learning. In addition, in low structured supervision, the supervisor provides feedback only when the trainee requests it. Thus, the more the supervisor controls the feedback session, the more the degree of structure.

Each of the feedback sessions may be placed somewhere along the continuum from very unstructured to very structured. Your task will be to rate each session, as a whole on a scale of 1 to 9, depending on the overall amount of structure. A score of 1 represents the very unstructured end of the continuum; a score of 9 represents the very structured end of the continuum.

Some scoring examples follow:

If the supervisor takes complete responsibility for providing specific feedback (for example, provides rules and examples) on the trainee's responses, is very active in the session or does most of the talking, the session might be rated as 8 or 9.

If the supervisor is reactive, providing feedback or information only when the trainee requests it and respond to questions with information specific to the trainee's requests, the session might be rated 1 or 2.

If the supervisor provides only a moderate amount of structure, scores in the range of 3 to 7 are appropriate. For example, if the supervisor is active most of the time, but sometimes lets the trainee take control by responding to the trainee's personal requests for information about her response, the 3 to 4 category might be used. If the supervisor is reactive most of the time in responding to trainee questions but sometimes provides structure (e.g. by providing examples of questions to ask or by providing the trainee with information that has not been specifically requested), the 6 to 7 category might be used.

While some of these behaviours may appear in all feedback sessions, your impression of the overall structure of the session is your best gauge.

Appendix O

Treatment Checks on Degree of Structure

Table 01

Analysis of Variance Summary Table for

Expert Ratings of Degree of Structure

Source	df	MS	F
Main Effects			
Training (T)	1	216.01	634.80*
CL	1	.33	.09
Supervisor (S)	1	.13	.39
Two-way Interactions			
T X CL	1	.08	.22
T X S	1	.08	.22
CL X S	1	.88	.63
Three-way Interactions			
T X CL X S	1	.41	1.20
Error	12	.34	

* $p < .000001$

Table 02

Analysis of Variance Summary Table for

Participant Ratings of Degree of Structure Received

Source	df	MS	F
Main Effects			
Training (T)	1	152.10	83.91*
CL	1	.90	.50
Supervisor (S)	1	1.60	.88
Two-way Interaction			
T X CL	1	3.60	1.99
T X S	1	2.50	1.38
CL X S	1	.10	.06
Three-way Interactions			
T X CL X S	1	3.60	1.99
Error	32	1.81	

* $p < .001$

Appendix P

Postdidactic Analysis of Variance Summary

Tables for Behavioral Counts and

Qualitative Ratings

1.0 2.8 2.5
3.2 2.2
3.6
4.0 2.0
1.1
1.8
1.25 1.4 1.6

RESOLUTION TEST CHART
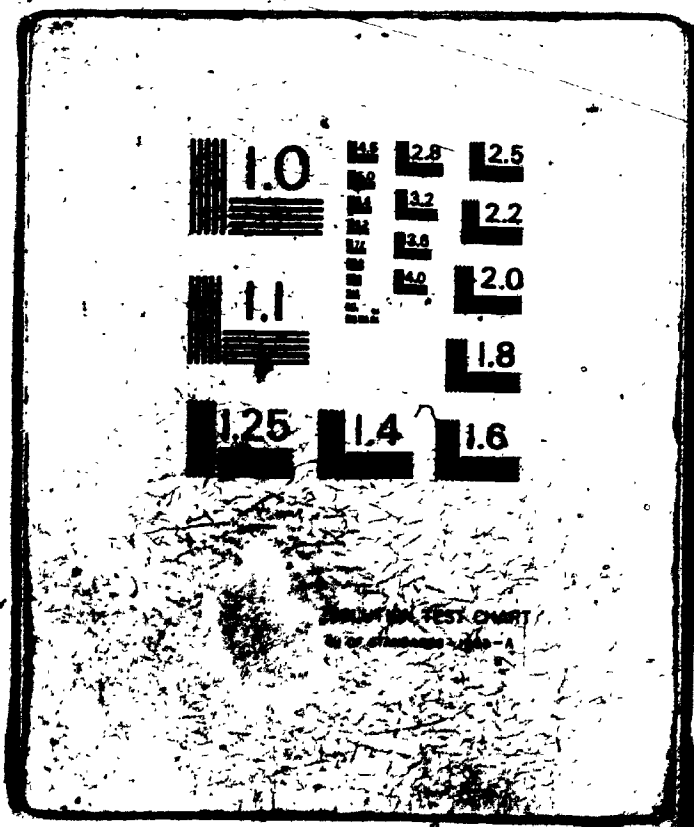
Table P1

Analysis of Variance Summary Table for Postdidactic Scores on

Reflection of Feeling (Quantitative and Qualitative) and

Reflection of Content

	Quantitative Reflection of Feeling			Communication Category Reflection of Content			Qualitative Reflection of Feeling		
Source	df	MS	F	df	MS	F	df	MS	F
Main Effects									
Training (T)	2	19.22	1.76	2	2.40	1.71	2	99.15	1.35
CL	1	50.42	4.62 **	1	.60	.43	1	365.07	4.98 *
Two-way Interaction									
T X CL	2	13.61	1.25	2	4.20	3.00 *	2	30.82	.42
Error	54	10.91		54	1.40		54	73.33	

* $p < .058$

** $p < .05$

Table P2

Analysis of Variance Summary Table for Postdidactic Scores on

Advice-giving and "Other" Categories

Source	Advice-giving			Communication Category		
				Other		
	df	MS	F	df	MS	F
Main Effects						
Training (T)	2	3.20	.64	2	1.95	1.35
CL	1	19.27	3.86 *	1	7.35	4.11 **
Two-way Interaction						
T X CL	2	3.26	.66	2	1.95	1.09
Error	54	4.99		54	1.79	

* p < .055
** p < .05

Appendix Q

Analysis of Covariance Summary Table for
Reflection of Feeling (Quantitative and
Qualitative) and Reflection of Content

Table Q

Analysis of Covariance Summary Table for Reflection of Feeling

(Quantitative and Qualitative) and Reflection of Content

Source	Quantitative Reflection of Feeling			Communication Category					
				Reflection of Content			Qualitative Reflection of Feeling		
	df	MS	F	df	MS	F	df	MS	F
Main Effects									
Training (T)	1	.098	.508	1	.010	.059	1	.317	2.389
CL	1	.000	.000	1	.010	.059	1	.120	.908
Supervisor (S)	1	.398	2.055	1	.075	.456	1	.471	3.548
Two-way Interactions									
T X CL	1	.00	.00	1	.022	.010	1	.00	.00
T X S	1	.00	.00	1	.085	.516	1	.00001	.001
CL X S	1	.096	.50	1	.115	.699	1	.357	2.698
Three-way Interactions									
T X CL X S	1	.871	4.50 *	1	.884	5.377*	1	.825	6.22 *
Error	31	.194		31	.164		31	.133	

* p < .05

Table Q

Multivariate Analysis of Covariance Summary

Table for Reflection of Feeling (Quantitative

and Qualitative) and Reflection of Content

Source	F	p
Main Effects		
Training (T)	1.450	$p < .2370$
CL	1.890	$p < .4631$
Supervisor (S)	1.656	$p < .6596$
Two-way Interactions		
T * CL	1.345	$p < .2748$
T * S	1.017	$p < .4266$
CL* S	1.135	$p < .3653$
Three-way Interaction		
T * CL * S	.430	$p < .8238$

Note.. Degrees of freedom (df) equal 5 and 28 for

all F-ratios.

Appendix R

Dunnett Tests for Reflection of Feeling

(Quantitative and Qualitative) and

Reflection of Content

Table R

Summary of Dunnett Tests for Reflection of Feeling,

Reflection of Content and Qualitative Ratings

Dependent Measure	Source for Comparison	Comparison	Difference Between Means
Reflection of Feeling	Training Conditions	Control vs HS	1.62 **
		Control vs LS	1.55 **
	Low CL Groups	Control vs HS	2.16 *
		Control vs LS	1.80
	High CL Groups	Control vs HS	1.27
		Control vs LS	1.03
Reflection of Content	Training Conditions	Control vs HS	.98 **
		Control vs LS	.76 **
	Low CL Groups	Control vs HS	.86
		Control vs LS	.75
	High CL Groups	Control vs HS	1.10 *
		Control vs LS	.83
Qualitative Ratings	Training Conditions	Control vs HS	.98 **
		Control vs LS	.76 **
	Low CL Groups	Control vs HS	1.03 **
		Control vs LS	.81 **
	High CL Groups	Control vs HS	.92 **
		Control vs LS	.69 **

Note.. HS = High Structure; LS = Low Structure

* $p < .05$

** $p < .01$

Appendix S

Within-group comparisons for

Behavioral Counts and Qualitative Ratings

Table S

Summary of Within-group Comparisons for

Behavioral Counts and Qualitative Ratings

Dependent Measure	Group	Value of t	Level of Significance
Reflection of Feeling	Control	1.71	
	Low Structure	2.50	.05
	High Structure	2.89	.05
	High CL	2.96	.01
	Low CL	2.79	.05
	Low Structure-LCL	1.87	
	Low Structure-HCL	2.86	.05
	High Structure-LCL	2.12	
	High Structure-HCL	2.17	
Reflection of Content	Control	.17	
	Low Structure	2.10	.05
	High Structure	3.04	.01
	High CL	3.21	.01
	Low CL	2.01	
	Low Structure-LCL	1.40	
	Low Structure-HCL	2.44	.05
	High Structure-LCL	1.46	
	High Structure-HCL	2.80	.05
Advice-giving	Control	.94	
	Low Structure	1.56	
	High Structure	1.52	
	High CL	1.56	
	Low CL	1.76	
	Low Structure-LCL	1.52	
	Low Structure-HCL	.99	
	High Structure-LCL	.99	
	High Structure-HCL	1.30	

Table S continued ...

Qualitative Reflection of Feeling.	Control	1.91	
	Low Structure	6.22	.001
	High Structure	6.81	.001
	High CL	5.54	.001
	Low CL	7.01	.001
	Low Structure-LCL	4.00	.01
	Low Structure-HCL	4.94	.001
	High Structure-LCL	6.19	.001
	High Structure-HCL	4.32	.002

Note. LCL = Low CL; HCL = High CL

Appendix T

Postdidactic Analysis of Variance Summary Table

for Empathy

Table T

Analysis of Variance Summary Table
for Postdidactica Empathy Scores

Source	df	MS	F
Main Effects			
Training (T)	2	.12	.69
CL	1	1.80	10.80*
Two-way Interaction			
T X CL	2	.02	.12
Error	54	.17	

* $p < .01$

Appendix U

Analysis of Covariance Summary Table

for Empathy

Table U

Analysis of Covariance Summary Table for Empathy

Source	df	MS	F
Main Effects			
Training (T)	1	.0886	.7551
CL	1	.0154	.1357
Supervisor (S)	1	.3119	2.7498
Two-way Interactions			
T X CL	1	.0079	.0693
T X S	1	.0350	.3134
CL X S	1	.0635	.5600
Three-way Interactions			
T X CL X S	1	.1216	1.0747
Error	31	.1134	

Appendix-V

Dunnett Test Results for Empathy

Table V

Summary of Dunnett Tests for Empathy

Source for Comparison	Comparison	Difference Between Means
Training Conditions	Control vs HS	.37 **
	Control vs LS	.28 *
Low CL Groups	Control vs HS	.52 *
	Control vs LS	.35
High CL Groups	Control vs HS	.29
	Control vs LS	.17

Note. HS = High Structure; LS = Low Structure

* $p < .05$

** $p < .01$

Appendix W

Within-group Comparisons for Empathy

Table W

Summary of Within-group Comparisons for Empathy

Group	Value of $\underline{t}$	Level of Significance
Training Condition		
Control	.35	——
Low Structure	1.24	——
High Structure	2.52	.05
Conceptual Level		
High	.02	——
Low	3.30	.01
Training X CL		
Control-LCL	1.21	
Control-HCL	.72	——
Low Structure-LCL	1.93	
Low Structure-HCL	.51	——
High Structure-LCL	2.38	.05
High Structure-HCL	1.08	——

Note. LCL = Low CL; HCL = High CL

Appendix X

Analysis of Variance Summary Tables

for Self-Report Measures

Table X1

Analysis of Variance Summary Table for Perceived Amount Learned,

Satisfaction and Preference

	Measure														
	Perceived Amount Learned			General Satisfaction			Satisfaction with Structure			Preference A[a]			Preference B[b]		
Source	df	MS	F	df	MS	F	df	MS	F	df	MS	F	df	MS	F
Main Effects															
Training (T)	1	.20	.20	1	.90	.58	1	15.63	10.16**	1	25.60	6.30*	1	3.03	11.52**
CL	1	.23	.27	1	.10	.07	1	.03	.02	1	1.60	.39	1	.03	.10
Supervisor (S)	1	.63	.76	1	.40	.26	1	2.03	1.32	1	.20	.02	1	.23	.86
Two-way Interactions															
T X CL	1	4.23	5.12*	1	.40	.26	1	1.23	.80	1	.40	.10	1	.63	2.38
T X S	1	.23	.27	1	.90	.58	1	.03	.02	1	.90	.22	1	.23	.86
CL X S	1	.63	.76	1	4.40	3.19	1	.63	.41	1	.10	.02	1	.23	.86
Three-way Interaction															
T X CL X S	1	2.03	2.45	1	3.60	2.34	1	.23	.15	1	4.90	1.21	1	.23	.86
Error	32	.83		32	1.54		32	1.54		32	4.06		32	.26	

Note. On satisfaction with structure and Preference B no control group was included in the analysis.

[a]Preference A - Participants requested more structure, less structure or no change.

[b]Preference B - Participants responded to a nine-point scale for structure preference.

* $p < .05$

** $p < .01$

Table X2

Analysis of Variance Summary Table for Anxiety

| | Measure | | | | | | | | |
| Source | Anxiety Before Supervision | | | Anxiety During Supervision | | | Anxiety After Supervision | | |
	df	MS	F	df	MS	F	df	MS	F
Main Effects									
Training (T)	1	.03	.01	1	2.03	.96	1	3.60	1.44
CL	1	1.23	.62	1	.03	.01	1	1.60	.64
Supervisor (S)	1	4.23	2.15	1	4.23	2.01	1	.90	.36
Two-way Interactions									
T X CL	1	.63	.32	1	.23	.01	1	.10	.04
T X S	1	.03	.01	1	.63	.30	1	1.60	.64
CL X S	1	.23	.11	1	11.03	5.25 *	1	6.40	2.56
Three-way Interaction									
T X CL X S	1	.23	.11	1	5.63	2.68	1	.90	.36
Error	32	1.96		32	2.10		32	2.50	

* p .05

Table X3

Analysis of Variance Summary Table for Perceptions of the Supervisor

Source	Measure					
	Supervisor Understanding			Supervisor Helpfulness		
	df	MS	F	df	MS	F
Main Effects						
Training (T)	1	.90	1.67	1	.90	2.48
CL	1	0.0	0.0	1	.10	.28
Supervisor (S)	1	.10	.19	1	1.60	4.41 *
Two-way Interactions						
T X CL	1	0.0	0.0	1	1.60	4.41 *
T X S	1	.90	1.67	1	.10	.28
CL X S	1	0.0	0.0	1	.90	2.48
Three-way Interactions						
T X CL X S	1	.40	.74	1	1.60	4.41 *
Error	32	.54		32	.36	

* $p < .05$

Appendix Y

Dunnett Test Results for Self-report Measures

Table Y1

Summary of Dunnett Tests for Perceived Amount Learned,

General Satisfaction and Preference

Dependent Measure	Source for Comparison	Comparison	Difference Between Means
Perceived Amount Learned	Training Conditions	Control vs HS	1.05*
		Control vs LS	.45
	Low CL Groups	Control vs HS	1.20*
		Control vs LS	.1
	High CL Groups	Control vs HS	.9
		Control vs LS	1.10*
General Satisfaction	Training Conditions	Control vs HS	.9
		Control vs LS	.6
	Low CL Groups	Control vs HS	.5
		Control vs LS	.5
	High CL Groups	Control vs HS	.8
		Control vs LS	.7
Preference[a]	Training Conditions	Control vs HS	1.45*
		Control vs LS	.15
	Low CL Groups	Control vs HS	.5
		Control vs LS	1.3
	High CL Groups	Control vs HS	2.4*
		Control vs LS	1.2

Note. HS = High Structure; LS = Low Structure

[a] The preference measure referred to is the nine-point rating scale.

* $p < .05$

Table Y2

Summary of Dunnett Tests for Anxiety

Dependent Measure	Source for Comparison	Comparison	Difference Between Means
Anxiety Before	Training Conditions	Control vs HS	.1
		Control vs LS	.2
	Low CL Groups	Control vs HS	.2
		Control vs LS	.3
	High CL Groups	Control vs HS	.4
		Control vs LS	.7
Anxiety During	Training Conditions	Control vs HS	.55
		Control vs LS	.10
	Low CL Groups	Control vs HS	.2
		Control vs LS	.1
	High CL Groups	Control vs HS	.9
		Control vs LS	.3
Anxiety After	Training Conditions	Control vs HS	.3
		Control vs LS	.3
	Low CL Groups	Control vs HS	.1
		Control vs LS	.6
	High CL Groups	Control vs HS	.7
		Control vs LS	.00

Note. HS = High Structure; LS = Low Structure.

Appendix Z

Analysis of Variance Summary Table for

Content Measures of Low Structured Supervision

Table Z

Analysis of Variance Summary Table for Content Analysis Categories

Content Category		CL	Source Supervisor (S)	CL X S	Error
Total number of Questions	df	1	1	1	16
	MS	61.25	1.80	14.45	33.58
	F	1.82	.05	.43	
Open-ended Questions	df	1	1	1	16
	MS	434.3	941.19	1678.1	131.4
	F	3.31*	7.16**	12.77**	
Closed-ended Questions	df	1	1	1	16
	MS	495.96	928.88	1694.64	129.18
	F	3.30*	7.19**	13.11***	
Relevant Questions	df	1	1	1	16
	MS	32.77	44.40	14.45	71.71
	F	.45	.62	.20	
Irrelevant Questions	df	1	1	1	16
	MS	32.51	44.70	14.28	71.63
	F	.45	.62	.20	
No. Requests for Evaluative Feedback	df	1	1	1	16
	MS	16.74	121.52	158.48	120.19
	F	.14	1.01	1.32	

* $p < .085$
** $p < .05$
*** $p < .01$