

THE EFFECT OF DIDACTIC-INTELLECTUAL TRAINING VERSUS
RELATIONSHIP-ORIENTED TRAINING UPON
COUNSELING BEHAVIOR

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Dungan, David S., The Effect of Didactic-Intellectual Training Versus Relationship-Oriented Training Upon Counseling Behavior. Doctor of Education (Counseling and Personnel Administration), August, 1973, 89 pp., 12 tables, bibliography, 46 titles.

This study compares the effects of a relationship-oriented practicum to those of a mixed, didactic-intellectual, relationship-oriented practicum upon counseling behavior and personality. These effects are determined by ratings of audiotape recordings as well as by a personality inventory. The audiotape ratings measure changes in counseling behavior, while the personality inventory measures personality changes.

The study has two purposes. The first is to determine the extent and type of counseling behavior and personality changes which occur as a result of relationship-oriented and didactic training. The second is to analyze the implications of these changes for possible use by the Kansas State Teachers College Department of Counselor Education and other institutions engaged in Counselor Education.

Rating and inventory data were gathered at Kansas State Teachers College, Emporia, Kansas, between August 28, 1972, and May 11, 1973. During this period, sixty-four students enrolled in six sections of Education 621, Supervised Practice in Counseling I, were given the Personal Orientation

Inventory. In addition, these students turned in thirty-minute audiotape recordings of counseling interviews. The inventories were administered and the interviews recorded at the beginning, middle, and end of the fall and spring semesters of the 1972-73 school year. Half of the subjects in the study received fifteen weeks of relationship-oriented training, while the other half received seven and one-half weeks of didactic-intellectual training followed by seven and one-half weeks of relationship-oriented training.

This study is presented in five chapters: an introduction, survey of related literature, procedures, results, summary of findings and conclusions, and recommendations.

The findings of this study indicate that those subjects who received seven and one-half weeks of didactic-intellectual training showed significantly higher nonpossessive warmth ratings and significantly higher scores on the Spontaneity scale of the Personal Orientation Inventory. Seven and one-half weeks of additional relationship-oriented training did not produce significantly higher accurate empathy, nonpossessive warmth, genuineness ratings, or significantly higher scores on the Personal Orientation Inventory. Those subjects who received relationship-oriented training showed significantly higher scores on the Time Competent, Inner-Directed, Existentiality, and Feeling Reactivity scales of the Personal Orientation Inventory at the end of the first seven and one-half weeks of training.

The relationship-oriented group showed a significant score increase on the Self-Acceptance scale between the first and third inventory administrations. There were no significant changes on ratings of accurate empathy, nonpossessive warmth, and genuineness during the first seven and one-half weeks of training. Except for an increase in Self-Acceptance, the additional seven and one-half weeks of relationship-oriented training did not produce any significant changes on ratings or inventory scales.

This study indicates that relationship-oriented training, including that conducted over an extended period, results in certain personality changes which apparently do not manifest themselves in overt counseling behavior. Didactic-intellectual training appears effective in influencing some aspects of counseling behavior and some personality variables. Didactic-intellectual training followed by relationship-oriented training does not seem to be more effective than didactic-intellectual training alone.

There are three recommendations for future research: 1) more emphasis on didactic-intellectual training, 2) follow-up tests for the emergence of personality variables in counseling behavior, and 3) longer periods of didactic training.

THE EFFECT OF DIDACTIC-INTELLECTUAL TRAINING VERSUS
RELATIONSHIP-ORIENTED TRAINING UPON
COUNSELING BEHAVIOR

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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Denton, Texas

August, 1973

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Prior to 1960, most counselor-education programs consisted of courses in occupational information, testing, administration of guidance programs, counseling techniques, and a practicum or internship. Except for training in specific techniques such as client-centered or counselor-centered procedures, very little was done to improve the personality or behavioral characteristics of the prospective counselor.

During the 1960's, the work of Truax, Carkhuff (10), and others suggested that additional courses be included in counselor-education programs to enhance the development of what they considered to be the facilitative processes of counseling, accurate empathy, nonpossessive warmth, and genuineness. As a result, sensitivity training, encounter group training, or some other form of group experience was included in many counselor-preparation curricula. In addition, courses were offered which took a didactic approach to the teaching of interpersonal relations. Some of the above-mentioned group and didactic experiences were designed specifically to train prospective counselors

to be warm, empathic, and genuine; others simply assumed that the trainee was somehow better prepared for counseling after participating in the group or didactic experience. An empirical investigation of the behavior and personality changes which occur in didactic and group experience classes would seem appropriate.

Statement of the Problem

The problem of this study was to determine the effect of a relationship-oriented practicum as compared to a mixed didactic-intellectual, relationship-oriented practicum upon counseling behavior and personality.

Background and Significance of the Study

The history of counseling in the United States has been characterized by disagreements concerning which of the several counseling or psychotherapeutic techniques is most effective. There is considerable evidence which indicates that the therapist himself is the important variable in the counseling relationship, perhaps more so than the specific technique used.

According to Hurst and Jensen,

. . . the crucial elements of a counselor's effectiveness are not his use of a given technique or his adoption of a particular theory. Rather, effective counseling relationships seem more dependent upon the nature of the helper's attitudes and his ways of perceiving himself, his client, and his goals. Among the most commonly identified attitudes and characteristics found necessary for the therapeutic relationship are self - and other - acceptance, empathic understanding, and interpersonal sensitivity. Continuing

research provides evidence that counselees respond favorably to therapeutic relationships in which these factors are present and respond unfavorably in their absence (5).

Carl Rogers supports this idea: "In any psychotherapy, the therapist himself is a highly important part of the human equation. What he does, the attitudes he holds, his basic concept of his role, all influence therapy to a marked degree" (8, p. 19). Fiedler seems to be in agreement with Rogers. Fiedler states that "Therapists of all schools agree that the ability to create a good therapeutic relationship on the part of the therapist is paramount" (4).

Truax and Carkhuff take a stronger position, asserting,

. . . the more we learn from research, the more we become acutely aware of the limitations and inadequacies of current theoretic formulations. Perhaps this is as it should be, since our knowledge is so limited and the average level of practice so ineffective. The unfortunate fact is that there is no good evidence that the beginning therapists trained today are demonstrably more effective than those trained ten or even twenty years ago. And if this is true, then it must also be true that either the theories developed in the past ten or twenty years are grossly inaccurate; or that training institutions are teaching the theories but not their implementation (10, p. 23).

The critical factors in developing adequate counseling relationships seem to be the counselor's capacity for accurate empathy, nonpossessive warmth, and genuineness.

Rogers and Truax consider these factors to be critical to effective counseling because,

To be facilitative toward another human being requires that we be deeply sensitive to his moment-to-moment experience, grasping both the case meaning and significance and the content of his experiences and feelings. Such deep empathic understanding requires

first that we have at least a degree of warmth and respect for the other person. Thus, empathic understanding can scarcely exist without a prior or concomitant feeling of nonpossessive warmth. In turn, neither the empathy nor the warmth could be constructively meaningful in any human encounter unless it were 'real'. Unless the counselor or therapist is 'genuine' in relating to the client, his warmth and empathy may even have a potentially threatening meaning. To be understood deeply by a potential enemy or by an unpredictable 'phony' can be deeply threatening rather than facilitative (10, p. 32).

Authorities from divergent schools of thought seem to be in agreement concerning the value of these three variables in relation to effective counseling and psychotherapy. In addition to Rogers, Carkhuff (10, pp. 26-28) refers to several other theorists who subscribe to this view. They are Shoben (9, p. 126), from the learning theory approach; Bordin (1, pp. 170-175), from a psychoanalytic counseling viewpoint; and Brammer and Shostrom (2, pp. 155-165), from an eclectic approach.

With these facts in mind, the Department of Counselor Education at Kansas State Teachers College, Emporia, Kansas, set out to provide relationship-oriented training for prospective counselors. This was done to develop the characteristics which are deemed necessary for effective and successful counseling relationships. After using this approach for several years, some of the instructors felt that the goals of the course would be served better if didactic materials and assignments were introduced into the course content. This situation progressed until some of the sections of the course were almost totally didactic in

content, while other sections were almost totally relationship oriented in nature. There was no attempt to determine whether or not these approaches were effective. It would seem desirable to study the personality and behavior changes which occur during a relationship-oriented practicum as compared to a didactic practicum.

Purposes of the Study

The purposes of this study were 1) to determine the extent and type of behavioral and personality changes which occur as a result of relationship-oriented and didactic training and 2) to analyze the implications of these changes for possible use by the Kansas State Teachers College Department of Counselor Education and other institutions engaged in Counselor Education.

Hypotheses

To carry out the purposes of this study, the following hypotheses have been formulated:

1. There will be no significant changes as a result of relationship-oriented training; extended relationship-oriented training; didactic-intellectual training; or mixed didactic-intellectual, relationship-oriented training upon:
 - a. accurate empathy ratings
 - b. nonpossessive warmth ratings
 - c. genuineness ratings

2. There will be no significant changes as a result of relationship-oriented training; extended relationship-oriented training; didactic-intellectual training; or mixed didactic-intellectual, relationship oriented training upon the following Personal Orientation Inventory scales:

- a. Time Competent scale
- b. Inner-Directed scale
- c. Self-Actualizing Values scale
- d. Existentiality scale
- e. Feeling Reactivity scale
- f. Spontaneity scale
- g. Self-Regard scale
- h. Self-Acceptance scale
- i. Nature of Man scale
- j. Synergy scale
- k. Acceptance of Aggression scale
- l. Capacity of Intimate Contact scale

Definition of Terms

Relationship-Oriented. An approach to training in which the teacher provides an accepting non-directive, non-threatening atmosphere in which the student can come to experience and know himself, learn to be aware and accept the feelings and reactions of himself and others.

Didactic-Intellectual. An academic approach to training which attempts to develop attitudes toward self and others through increased knowledge of theory and rhetoric relating to interpersonal relationships.

Personality. A description of the subjects as reflected by their responses to the Personal Orientation Inventory items.

Limitations

This study was limited to the students participating in Education 621, Supervised Practice in Counseling I, during the school year 1972-73 at Kansas State Teachers College, Emporia, Kansas.

Procedures for Collecting Data

Permission was received from the Department of Counselor Education at Kansas State Teachers College to conduct this study using the students enrolled in Education 621, Supervised Practice in Counseling I, during the 1972-73 school year. This course, and its purpose, is described as follows:

Basic encounter approach used to develop: (a) increased awareness and acceptance of the feelings and reactions of self and others; (b) changed attitudes toward self and others; and (c) increased knowledge of both theory and practice of interpersonal relationship (6, p. 65).

This course is a two-semester-hour course which meets thirty-clock hours per semester. Students who take this course are beginning students in the Guidance program. They are required to take this course after they have had Principles of Guidance and before they have completed nine-

semester hours of work in the Department of Counselor Education.

Three sections of this practicum were used during the fall semester and three sections were used during the spring semester of the 1972-73 school year. These classes had an enrollment of ten to twelve students each. Two fall-semester sections and one spring-semester section were given didactic-intellectual training for seven and one-half weeks and relationship-oriented training for seven and one-half weeks. One fall-semester section and two spring-semester sections received relationship-oriented training for the full fifteen-week semester. The total number of students in the study was sixty-four.

The students in all sections were given the Personal Orientation Inventory at the beginning of the semester, at seven and one-half weeks, and at the end of the semester. The instrument was not discussed during the semester and the results were not made available to the subjects until all data were collected.

In addition, the subjects in all sections made audio-tape recordings of counseling interviews at the beginning, at seven and one-half weeks, and at the end of the semester. The interviews were at least thirty minutes in length. These taped interviews were evaluated by two raters using Truax and Carkhuff's (10, pp. 31-79) rating scale. The factors rated were accurate empathy, nonpossessive warmth,

and genuineness. The accurate empathy scale is a nine-point scale while the nonpossessive warmth and genuineness scales are five-point scales. The actual scales are presented in Appendix A. The actual rating form, which was used by the raters, is located in Appendix B.

These ratings were made by two raters (see "Description of Raters," Chapter 3) of similar training and experience. The raters had no knowledge as to which subject was in which class at the time they evaluated the tapes. The ratings were based upon three, three-minute excerpts taken from the beginning, middle, and end of each recorded counseling interview. This procedure was used by Pierce and Schauble (7, pp. 210-215).

Descriptive data relating to each subject were also collected. These data included, age, post baccalaureate degree, work experience, educational background, sex, undergraduate major, grade point average, and Graduate Record Examination scores.

Procedures for Treating Data

Means and standard deviations for each of the Personal Orientation Inventory scores and subscores for the two classes were computed. A t-test for correlated observations (3, pp. 135-137) was computed to determine the significance of the difference between the three administrations of the inventory for both of the practicum classes.

The accurate empathy, nonpossessive warmth, and genuineness ratings were analyzed separately using a two-factor, repeated-measures analysis of variance as described by Winer (11, pp. 302-318). The two factors which were analyzed were time and type of group. The time factor represented the three times during the semester that the ratings of the taped interviews were made. The type of group factor represented either the group which received didactic-intellectual training or the group which received relationship-oriented training. The subject's score on each variable was used as the mean of the two raters numerical evaluations. (A Pearson r was computed to determine a correlation of inter-rater reliability.) Because significant F scores were found, the two groups were compared with each other using the t -tests for correlated observations described by Edwards (3) to reveal the source of variance.

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CHAPTER 11

SURVEY OF RELATED LITERATURE

The studies presented in this chapter are divided into three sections 1) Studies which indicate that success in counseling is related to the counselor's degree of accurate empathy, nonpossessive warmth, and genuineness. 2) Studies in which group procedures such as sensitivity training, encounter group training, and T group experiences were used as an adjunct to didactic training. 3) Studies which support the use of the Personal Orientation Inventory.

The Relationship Between Successful Counseling and Accurate Empathy, Nonpossessive Warmth, and Genuineness

Truax (20) studied four clients who showed improvement after psychotherapy, and four who did not show improvement after psychotherapy, as indicated by personality measures such as the Minnesota Multiphasic Personality Inventory. The therapists were rated on accurate empathy, nonpossessive warmth, and genuineness. Truax found that those clients who had improved were those whose therapists were rated higher on accurate empathy, as compared to the group of clients (and their therapists) who had shown no improvement.

Barret-Lennard (2) studied forty-two clients with different therapists and found that the more experienced a

therapist was, the greater was the chance that he would be perceived by the client as more empathic, warm, and genuine. In this study the clients rated each of the therapists on these variables.

Truax (21) employed fourteen schizophrenic patients who were determined to be improved, or became worse, as reflected by test data (e.g., the Minnesota Multiphasic Personality Inventory, Rorschach, and Thematic Apperception Test) before and after psychotherapy. He found the improved group had therapists who were rated higher on accurate empathy. The accurate empathy scale was used with two raters. Using different raters, it was further found that the therapists of the improved group were also significantly higher in their warmth and genuineness. In the same study, Truax also studied the tapes of fourteen out-patients and found the same results.

Using supervisors' ratings of trainees' effectiveness in counseling, Bergin and Solomon (3) found that the level of accurate empathy shown by clinical psychology graduate students acting as therapists was significantly related to the success of counseling.

Truax, Wargo, Frank, Imber, Battle, Hoehn-Soric, Nash, and Stone (28) studied the tape recorded psychotherapy sessions of forty out-patients. The accurate empathy, nonpossessive warmth, and genuineness scales described in Chapter III were employed. They found significantly

greater improvement for those patients receiving high levels of accurate empathy, nonpossessive warmth, and genuineness. However, the assessment of the client's improvement was not based upon objective criteria.

Utilizing forty hospitalized patients who were involved in a three-month course of group psychotherapy, Truax, Carkhuff and Kodman (23) also found that improved patients received (via the therapist) higher levels of accurate empathy and nonpossessive warmth than an unimproved group. To assess improvement, pre- and post-therapy Minnesota Multiphasic Personality Inventory results were obtained. An unexpected finding was that the improved group's therapists had lower levels of genuineness than the therapist of the unimproved group. This finding is not explained, but the authors note that such a result is contrary to the results of other experiments.

Truax and Wargo (24) gave pre- and post-therapy tests (Minnesota Multiphasic Personality Inventory and Q-Sort) to one-hundred-sixty hospitalized patients to assess the degree of improvement. The therapists of the patients were rated on the accurate empathy, nonpossessive warmth, and genuineness scales from tape recordings of psychotherapy sessions. Truax and Wargo found that patients receiving high levels of accurate empathy, nonpossessive warmth, and genuineness spent more time out of the hospital than those receiving low levels of the variables. Truax and Wargo (25) also

found, in a study of eighty institutionalized delinquents, that higher levels of accurate empathy, nonpossessive warmth, and genuineness were significantly related to success in counseling. In this study the clients received three months of group counseling.

Truax, Wargo, and Carkhuff (26) studied tape recordings of psychotherapy sessions with eighty out-patients and employed several different measures of success (e.g., the Minnesota Counseling Inventory). In all, there were twenty-three measures of counseling success. They found that those clients receiving higher levels of accurate empathy, nonpossessive warmth, and genuineness showed improvement on more of these criteria than did the clients receiving lower levels of the three variables.

Truax, Wargo, and Silber (29) gave twenty-four group psychotherapy sessions to forty institutionalized female delinquents and used a control group of thirty other females. The therapists in this study were known, through prior knowledge, to provide high levels of accurate empathy, nonpossessive warmth, and genuineness. The experimental group showed significant changes compared to the control group, on such measures as self-concept and perceiving adults as less threatening.

Several studies have been conducted to examine who determines the level of accurate empathy, nonpossessive warmth, and genuineness. (i.e., Does the client determine it or is the counselor consistent over all clients?)

Truax and Carkhuff (22) described a study with twenty-four patients in which it was found that different therapists produced different levels of accurate empathy, nonpossessive warmth, and genuineness. On accurate empathy they concluded that it is an ability that is part of the counselor's makeup, and is not contingent upon the client. The conclusion was the same for nonpossessive warmth and genuineness. They stated that different therapists and counselors gave different levels but ". . . different patients did not tend to evoke different levels (with the same therapist)."

Truax, Wargo, Frank, Imber, Battle, Hoehn-Soric, Nash, and Stone (27) employed two psychotherapists and twenty patients, with the patients being seen by both therapists. The therapists differed significantly on accurate empathy and genuineness, indicating that the client was not the source of the particular level. On nonpossessive warmth there was no significant difference between therapists. Such results indicated that either both therapists gave the same level, or it was client-affected. They reported that a later analysis showed it not to be a function of the client.

Hirshberg, Carkhuff, and Berenson (9) in a study of professional versus nonprofessional counselors (friends of the client); and Banks, Berenson, and Carkhuff (1) in a study of racial factors in counseling concluded that the levels of accurate empathy, nonpossessive warmth, and

genuineness displayed in the counseling situation are a function of the counselor's make-up. (i.e., The counselor is consistent in his levels of the variable, regardless of the client with whom he is dealing.) As Hirshberg, Carkhuff, and Berenson (9) stated, the levels of the three variables are "associated with the 'helper' not the 'helped'."

In a study conducted by Delaney, Long, Masucci and Moses (7), the practicum method studied was traditional. The subjects were ten post-master's degree students enrolled in a counseling practicum at the University of Illinois during the fall semester, 1966-67. The study employed three research scales designed by Truax and Associates to measure accurate empathy, nonpossessive warmth, and therapist genuineness. Each of the subjects submitted three interview tapes--one session from the beginning of the practicum, one session from the eighth week of the practicum and one session at the end of the practicum. Judges randomly selected three three-minute segments from each tape and each subject was rated and given a score on empathy, nonpossessive warmth, and genuineness. It was found that the sixteen-week counseling practicum led to successive increases in therapist-offered conditions on scales developed by Truax and Carkhuff.

These studies indicate that there is considerable empirical support for the various theoretical contentions concerning accurate empathy, nonpossessive warmth, and

genuineness. In particular, these studies, support the contention that there is a significant relationship between counseling effectiveness and high levels of these three facilitative functions.

Studies in Which Group Processes Were Used as
an Adjunct to Didactic Training

Seegars and McDonald (17) employed nine counseling trainees as subjects. The trainees were involved in an interaction group, which was defined as having the purpose of ". . . (increasing) . . . self knowledge and to develop greater perceptive skills." Changes in trainees were assessed through the use of pre- and post-group measures on the Interpersonal Check List, and through open-ended questionnaires. They found the most significant shifts from aggressive, distrustful, self-effacing behavior toward more dominant, competitive interpersonal behavior. There was no assessment concerning the effect of this group experience on counseling behavior.

Betz (4) noted the general lack of empirical data to support the belief that group procedures are beneficial in counselor training. He used National Defense Education Act members as subjects. Fifteen subjects received "affective" group experiences while fifteen other subjects received "cognitive" group experiences. Betz differentiated between the two groups by noting that the affective group focused on ". . . feeling tone and emotional material produced by

the group," while the cognitive group ". . . focused on cognitive material and informational needs." Groups of five subjects met twice weekly for a total of fourteen hours in the groups, with supervision being the same for both groups. Betz rated tape recordings of trainees' counseling interviews both before and after the group experience. The trainees were rated on their ability to respond to feelings or content, the variability of the counselor's response patterns, and his degree of lead. Betz used his own rating scales. He found the affective group was more responsive to affect but did not change on the other two measures. The cognitive group did not change on any of the measures. A limitation of this study is that no control group was used to assess the effects of group versus no-group experience.

Jordan (11) in an experiment similar to Betz' (4) also compared what he called an experiential group with a didactic group, but he also employed a control group receiving no group experience. The subjects were counseling trainees who were rated on accurate empathy, nonpossessive warmth, and genuineness after twenty hours of group experience. He found both the didactic and experiential groups showed increases in the levels of the variables when compared to the control group. However, there was no significant difference between the experiential and didactic groups.

Costinew (5) investigated the effectiveness of a structured basic-encounter group experience in promoting

accurate empathy, unconditional positive regard, and genuineness. Taped interviews were evaluated before and after the encounter group experience by five raters. The study included twenty-nine professional counselors with at least a master's degree. There were two major findings 1) increases in levels of accurate empathy, positive regard, and genuineness were found, and 2) the entire research population demonstrated consistently low levels of accurate empathy, positive regard, and genuineness on the pre-tape interviews.

Woody (30) conducted a study in which twenty counseling trainees received what he termed "psychoanalytically-oriented group psychotherapy" for thirty sessions lasting one and one-half hours each. Pre- and post-therapy comparisons between the experimental and control groups (the control group had no therapy) on the Edwards Personal Preference Schedule, Tennessee Self Concept Scale, Elmore Psychological Anomie Scale, and Porter Counseling Inventory revealed some significant differences. On the Edwards Personal Preference Schedule the experimental group decreased significantly on Deference. On the Porter Counseling Inventory the experimental group increased in Interpretive Responses. The control group did not show comparable changes. Woody reported other changes, but the value of p for them is greater than the conventionally accepted level of .05 to indicate significance. He concluded, "The data were interpreted as providing support for the value of a psycho-

therapeutic experience as part of training programs, particularly those that accept a psychoanalytic orientation" (22).

Moore (15) compared a combined didactic-experiential course sequence with a standard lecture method course sequence to examine differences in facilitative function. A pretest-posttest procedure was employed using the Personal Orientation Inventory, the Omnibus Personality Inventory, the Jourard Self Disclosure Questionnaire, and the Strong Vocational Interest Blank. No significant differences between the groups were found.

Holmes (10) studied twenty subjects who were enrolled in a traditional counseling practicum. Ten of these subjects volunteered to participate in a sensitivity training group in addition to their regular practicum activities. Pre-practicum and post-practicum comparisons were made using the Sixteen Personality Factor Questionnaire and ratings of accurate empathy, nonpossessive warmth, and genuineness. No significant differences were found for the subjects who participated in the practicum only. However, subjects who participated in the sensitivity group increased in self-sufficiency and enthusiasm as measured by the Sixteen Personality Factor Questionnaire. They also increased significantly on the ratings of nonpossessive warmth.

These studies indicate that group experience courses are widely used in counselor education to supplement traditional

training methods. However, the type of group experience arrangement varies considerably among the many training institutions. Some form of group experience is considered useful in training prospective counselors.

Studies Which Support the Use of the
Personal Orientation Inventory

Culbert, Clark, and Bobele (6) used two groups of University of California at Los Angeles seniors and graduate students undergoing sensitivity training. Each group was given two administrations of the Personal Orientation Inventory. Copies of these early-late profiles were sent to three clinical psychologists for their independent evaluation of individual Personal Orientation Inventory changes. They were requested to rank order the profiles in terms of highest positive growth. It was found that the sensitivity training appeared to bring about mean increases on the Personal Orientation Inventory scales for a group initially resembling normals and did not disturb the mean scores for a group which initially appeared to be near the self-actualizing level. Each judge's rank ordering and the rank ordering of the Personal Orientation Inventory scale means were compared.

In every instance the resulting correlations were significant at the .01 level. This is interpreted as strong evidence that positive POI changes can be systematically and reliably detected. . . . in case other researchers wish to use POI changes without expert judges' ratings, the present research has shown that this can be done with some confidence (6).

In another study Feulds (8) administered the Personal Orientation Inventory to thirty graduate students enrolled in the Counselor Education program at the University of Florida during the 1966-67 academic year. Each student submitted a taped session from which three three-minute interaction samples were selected at random. Judges who were specifically trained in the use of the scales developed by Carkhuff listened to each sample and rated them in terms of Empathic Understanding in Interpersonal Processes (E), Respect or Positive Regard in Interpersonal Processes (R), and Facilitative Genuineness in Interpersonal Processes (G). Each of these consisted of a five-level scale. Correlation coefficients of the relationships between each of the Personal Orientation Inventory scales and each of the facilitative variables were found. The ability to communicate empathic understanding was significantly related to six of the twelve scales. The ability to communicate facilitative genuineness was significantly related to ten of the twelve scales of the Personal Orientation Inventory, and six Personal Orientation Inventory scales were significantly related to total conditions offered. No Personal Orientation Inventory scales were significantly related to the ability to communicate respect or positive regard. The findings, therefore, indicate a positive relationship between the scales developed by Carkhuff and psychological well-being or self-actualization, as measured by the Personal Orientation Inventory.

Pearson (16) used four groups of college students 1) small interaction groups; 2) group participation, where a leader and the group members collaborated in discussing attitudes and opinions; 3) regular classes with leader-planned topics and lecturer; and 4) control group. The students were randomly assigned to one of the four groups and all participants took the Personal Orientation Inventory. Group I, or the sensitivity-type group, showed greater positive increases on the two major Personal Orientation Inventory scales and eight of the ten subscales.

The following studies were included to indicate the relationship between the Personal Orientation Inventory and other popular scales.

Foulds (8) asserted that: "Research conducted using the Personal Orientation Inventory suggests that the inventory is a reasonably valid and reliable measure of psychological well-being, personal adjustment, freedom from neurotic symptoms, or self-actualization."

Shostrom and Knapp (18) used two groups of subjects, one composed of thirty-seven beginning patients entering therapy at the Institute of Therapeutic Psychology, and the other, composed of thirty-nine patients in advanced states of therapeutic progress. All subjects in both groups took the Personal Orientation Inventory and the Minnesota Multiphasic Personality Inventory. All of the twelve Personal Orientation Inventory scales differentiated between

the criterion groups at the .01 confidence level or higher. On the Minnesota Multiphasic Personality Inventory, four of the ten clinical scales differentiated the groups beyond the .01 confidence level. In general, it may be concluded that groups more advanced in therapy may be expected to score higher on Personal Orientation Inventory scales and lower on Minnesota Multiphasic Personality Inventory scales; i.e., health increases and pathology decreases. (This study might also seem pertinent to the research related to the relationship of the Personal Orientation Inventory to selected populations.)

In a study designed to examine the concurrent validity of Form A and Form B of the Eysenck Personality Inventory and the Personal Orientation Inventory, Knapp (12) used one hundred-thirty-six freshmen and sophomore students at a liberal arts college in California as the subjects. They all took the Eysenck Personality Inventory and the Personal Orientation Inventory and ninety-four of these took both forms of the Eysenck Personality Inventory. Consequently, total scores for each dimension were used for increased reliability of score estimates in the correlational analysis. A sample of "high" neurotic and a sample of "low" neurotic subjects were selected on the basis of scores on the Neuroticism (N) dimension of the Eysenck Personality Inventory. Tests for significance of difference between the high-neurotic and the low-neurotic group were computed

for each of the Personal Orientation Inventory scales and all obtained differences were significant at or beyond the .05 level. The data show that the high-neurotic group is lower on every scale of the Personal Orientation Inventory and thus, "self-actualization is seen to be positively and significantly related to the lack of neurotic symptoms and tendencies." This finding is consistent with the findings of Shostrom (18) that clinically nominated groups of self-actualized individuals are higher on each of the Personal Orientation Inventory scales than a similarly nominated group of non-self-actualized individuals.

Meredith (14) administered both the Sixteen Personality Factor Questionnaire and the Guilford-Zimmerman Temperament Survey to a sample of 159 college students. Significant correlations (.01) of the Sixteen Personality Factor Questionnaire against the major Personal Orientation Inventory scale of Inner Direction suggest that the self-actualizing student might be described as comparatively more assertive, happy-go-lucky, expedient, venturesome, and self-assured. Correlations against Guilford-Zimmerman Temperament Survey factors depict the self-actualizing students as active, ascendent, sociable, emotionally stable, and objective or "thick-skinned."

These studies indicate that the Personal Orientation Inventory is a widely used measuring device in counselor-

education research. Research indicates that this instrument is sensitive to changes over a relatively short period of time.

Summary

The studies presented in this chapter indicate that higher levels of accurate empathy, nonpossessive warmth, and genuineness are related to effectiveness in counseling. In addition, the preceding studies seem to support the use of the rating scales (accurate empathy, nonpossessive warmth, and genuineness) and the Personal Orientation Inventory in research of this type. It is also generally agreed that some form of group experience is useful in counselor training.

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CHAPTER III

PROCEDURES

This chapter is divided into seven sections. The first section deals with a description of the subjects who were involved in this study. The second section relates to a description of the courses used in this study and their content. The third section includes an educational background and experience description of the instructors who taught the courses. The fourth section explains the nature of the instruments used in this study. The fifth section deals with an educational and experience description of the raters or judges who participated in this study. The sixth section explains the procedures for collecting data. The seventh section explains the procedures for treating the data used in this study.

Description of Subjects

The subjects for this study were graduate students enrolled in the first counseling practicum course at the Kansas State Teachers College during the fall and spring semesters of the 1972-73 school year. All subjects were taking their first course in Counselor Education and were enrolled in six sections of Supervised Practice in Counseling I. Three of these sections were offered during

the fall semester and three were offered during the spring semester.

There were 64 subjects in the population, 22 females and 42 males. They ranged in age from 22 years to 51 years with a mean age of 29.19 years. They had Graduate Record Examination scores which ranged from 210 to 680 on the verbal subtest and from 200 to 710 on the quantitative subtest. The means for the subtests were verbal 436.10 and quantitative 441.25. Based upon a system in which an A grade is equal to 4.0 grade points, their undergraduate grade point averages ranged from a low of 2.01 to a high of 3.80 with a mean of 2.77. They had post-baccalaureate degree work experience which ranged from no experience to seventeen years' experience. This work experience was in one of the following areas: teaching, coaching, welfare work, employment service work, recreation, child care, nursing, residence hall directors, or assistant directors. The subjects had undergraduate majors in one or more of the following areas: elementary education, secondary education, history, physical education, accounting, economics, English, psychology, social work, business education, sociology, biology, home economics, mathematics, social science, business administration, business management, art, speech, special education, industrial arts, and drama. All subjects were receiving their first formal educational experience in Counselor Education.

Description of Course

The course used in this study was Education 621, Supervised Practice in Counseling I. The course and its purpose is described as follows:

Basic encounter approach used to develop: (a) increased awareness and acceptance of the feelings and reactions of self and others; (b) changed attitudes toward self and others; and (c) increased knowledge of both theory and practice of interpersonal relationships (4, p. 65).

This course is a two-semester hour course which meets thirty clock hours per semester. Students taking this course are beginning students in the guidance program. In spite of the fact that the term "encounter" is used in the course description, instructors devised other means of fulfilling the purpose of the course. There are, basically, two types of training used in the course relationship-oriented and didactic-intellectual. Both types of training are used to help the counselor trainee develop better interpersonal relationships.

The didactic-intellectual course work involved lectures, discussions, textbook readings and written reports. There were two textbooks used for the didactic portion of the course: The Shared Journey: An Introduction to Human Encounter by O'Banion and O'Connell (5) and Sources of Gain in Counseling and Psychotherapy, a book of readings edited by Berenson and Carkhuff (1). Students enrolled in the three sections which received didactic training were required to read all of The Shared Journey (5) and the following

readings from Sources of Gain (1) "The Inefficacy of Therapeutic Processes With Adults" by H. J. Eysenck, pp. 22-29. "The Undemonstrated Effectiveness of Therapeutic Processes With Children" by E. E. Levitt, pp. 33-42. "Negative Results Revisited" by A. E. Bergin, pp. 47-54. "The Prerequisites of Therapy from an Analytic Viewpoint" by F. Fromm-Reichmann, pp. 58-62. "Common Aspects of Psychotherapy" by L. F. Shaffer and E. J. Shoben Jr., pp. 63-69. "The Conditions of Change From A Client-Centered Viewpoint" by C. R. Rogers, pp. 71-84. "Modifications in the Assumptive World" by J. Frank, pp. 99-113. "Psychotherapy as a Problem in Learning Theory" by E. J. Shoben Jr., pp. 163-188. "Psychotherapy as Social Learning" by A. Bandura, pp. 261-278. "The Facilitative Relationship" by G. Gardner, pp. 284-296. "New Directions in Clinical Research" by C. B. Truax and R. R. Carkhuff, pp. 358-385. Lectures and discussions were directed toward the text readings and toward other information brought to the classes by the instructors. In addition short papers (reaction reports) were written in response to any four of the above mentioned readings or to any four outside readings relating to interpersonal relations.

The relationship-oriented course work involved a high level of group interaction. The manner of interaction was initially determined for each class session, by the instructors based on suggestions from A Handbook of

Structured Experiences for Human Relations Training, Volumes I and II by J. W. Pfeiffer and J. E. Jones (6). This book was used only as a personal reference for the instructors. Once the class session was started, the instructor assumed an accepting, non-directive, non-threatening posture in order to allow the students to experience their feelings about themselves and the others in the class. Occasionally interactions started in class without the initial structure or statement of goals for the given class meeting. In addition, the instructor usually made a short summary statement concerning the progress made during a given session at the conclusion of that session. There were no assignments, no text readings, no papers and no lectures involved in the relationship-oriented course segments.

Description of Instructors

There were five instructors responsible for teaching the course sections involved in this study. Four of the instructors hold the Master of Science degree with majors in Counselor Education. These instructors also have an average of thirty semester hours of additional graduate work in counselor education. The other instructor holds the Doctor of Education degree with a Counselor-Education major. The five instructors had an average of 3.2 years of teaching and counseling experience when this study was conducted.

Description of the Instruments

The primary data gathering instruments for this study consisted of three rating scales developed by Truax and Carkhuff and the Personal Orientation Inventory developed by Everett L. Shostrom. The rating scales were developed to determine the quantitative degree of accurate empathy, nonpossessive warmth, and genuineness present in counseling interviews. The Personal Orientation Inventory is an instrument which was designed to measure levels of self-actualization.

The rating scales for the measurement of the facilitative conditions of accurate empathy, nonpossessive warmth, and genuineness are described in condensed form here and in their complete form in Appendices A and B. The accurate empathy scale is a nine-point scale (see Appendix B) which extends from stage one, "The therapist seems completely unaware of even the most conspicuous of the client's feelings. . ." (see Appendix A) to stage nine, "The therapist unerringly responds to the clients' full range of feelings. . . ." (See Appendix A.)

The scale for nonpossessive warmth is a five-point scale (see Appendix B) which extends from stage one, "The therapist is actively offering advice or giving clear negative regard. . ." to stage five, "the therapist communicates warmth without restriction. . . ." (See Appendix A.)

The scale for genuineness is a five-point scale (see Appendix B) which extends from stage one, "the therapist is clearly defensive in the interaction, and there is explicit evidence of a very considerable discrepancy between what he says and what he experiences. . ." to stage five, "the therapist is freely and deeply himself in the relationship. . ."

The Personal Orientation Inventory is an instrument designed by Shostrom to measure levels of self-actualization. It is composed of 150 forced choice, paired statements. These are divided into twelve scales which are briefly described below:

1. Time Competent - lives in the present
2. Inner-Directed - independent and self supportive
3. Self-Actualizing Value - holds values of self-actualizing people
4. Existentiality - flexible in application of values
5. Feeling Reactivity - sensitive to own needs and feelings
6. Spontaneity - freely expresses feelings behaviorally
7. Self-Perception - has high self worth
8. Self-Acceptance - accepting self in spite of weaknesses
9. Nature of Man - sees man as essentially good

10. Synergy - sees opposites of life or meaningfully related

11. Acceptance of Aggression - accepts feelings of anger and aggression

12. Capacity for Intimate Contact - has warm interpersonal relationships (8, p. 10).

The above scales are explained in terms of high scale scores. Low scores are interpreted as being opposite to those listed above.

Reliability coefficients were obtained for the Personal Orientation Inventory by using the test-retest method. These coefficients are based on a sample of forty-eight college students. The coefficients range from a high of .77 on the Inner-Directed scale to a low of .52 on the Acceptance of Aggression scale. The correlations obtained seem to be commensurate with other personality inventories (8, p. 32).

The validity of the Personal Orientation Inventory was determined by using several methods and several studies. These methods involved the use of nominated groups (8, p. 25), correlations with other scales (8, pp. 28-32), and concurrent validity (8, pp. 28-38). All of these methods seem to indicate that the validity of the inventory is adequate. In addition, Bloxom (2, p. 291) indicates that "the content validity of the scales of the Personal Orientation Inventory is good." The Personal Orientation

Inventory is as reliable and valid as other, similiar instruments.

Description of Raters

All of the audiotaped interviews used in this study were evaluated by two experienced raters. Both raters are certified by the Kansas State Board of Examiners of Psychologists, and hold the Doctor of Philosophy degree with majors in Counseling Psychology. One rater had eight years of clinical and teaching experience while the other had seven years of similar experience at the time this study was conducted. Both raters had previous experience using the Truax and Carkhuff scales.

Procedures for Collecting Data

Permission was received from the Department of Counselor Education at Kansas State Teachers College to conduct this study using the students enrolled in Education 621, Supervised Practice in Counseling I, during the 1972-73 school year. Three sections of this practicum were used during the fall semester and three sections were used during the spring semester of the 1972-73 school year. These classes had an enrollment of ten to twelve students each. Three classes received relationship-oriented training for an entire fifteen-week semester while the other three classes received didactic-intellectual training during the first half of the semester and relationship-oriented

training during the second half of the semester. Two fall-semester sections and one spring-semester section were given didactic-intellectual training for seven and one-half weeks and relationship-oriented training for seven and one-half weeks. One fall-semester section and two spring-semester sections received relationship-oriented training for the full fifteen-week semester. The total number of students participating in the study after withdrawals and random deletions was sixty-four. Thirty-two received didactic-intellectual training while thirty-two received relationship-oriented training.

The students in all sections were given the Personal Orientation Inventory during the first week, the seventh week, and the last week of the semester. The instrument was not discussed during the semester and the results were not made available to the subjects until all data were collected.

In addition, the subjects in all sections made audiotape recordings of counseling interviews during the first week, the seventh week and the last week of the semester. The subjects were asked to find a person who had had a personal problem which had been resolved and who would be willing to discuss this problem with the student counselor. The interviews were to be at least thirty minutes in length. Each subject was given an audiotape cassette with a thirty minute, per side, capacity. These audiotape recordings

were evaluated by two raters using Truax and Carkhuff's (9, pp. 31-79) rating scales and rating form. The factors rated were accurate empathy, nonpossessive warmth, and genuineness. The accurate empathy scale is a nine-point scale while the nonpossessive warmth and genuineness scales are five-point scales. The actual scales are presented in Appendix A. The actual rating form, which was used by the raters, is located in Appendix B.

The thirty-minute audio recordings were transferred from the cassettes to reel tapes in three, three-minute segments. These segments were taken from the beginning, middle, and end of each counseling interview. This procedure was used by Pierce and Schauble (7, pp. 210-215). Each interview was then numbered, coded, and stored until all of the audio tapes for the semester had been collected and processed. In addition all references to time were erased from the recordings. The tapes were then given to the raters for evaluation.

The evaluations were made by two raters of similar training and experience. (See "Description of Raters" above.) This procedure was also used by Pierce and Schauble (7, pp. 210-215). To insure that there would be some agreement between each of the individual raters evaluations, the raters were given ten sample interviews to evaluate. There were no widely discrepant ratings so this procedure was retained. The raters had no knowledge as to

which subject was in which class at the time they evaluated the taped interview segments.

Descriptive data relating to each subject were also collected. These data include age, post baccalaureate degree, work experience, educational background, sex, undergraduate major, grade point average, and Graduate Record Examination scores. These data were used to describe the subject population. (See "Description of Subjects" above.)

Procedures for Treating Data

After all data were collected, scored, processed, and rated by the judges, the didactic-intellectual group contained seven subjects more than the relationship-oriented group. These seven subjects were deleted from the relationship-oriented group leaving two groups of thirty-two each. The deletion was carried out by using the table of random numbers found in Edwards (3, p. 206). The directions for using the table of random numbers was also used for these random exclusions (3, pp. 129-130).

After the groups were equalized, in terms of size, means and standard deviations were computed for each of the twelve subtests of the Personal Orientation Inventory. These statistics were computed separately for the thirty-two subjects receiving didactic-intellectual training and for the thirty-two subjects who received relationship-oriented training. In relation to the Personal Orientation

Inventory, t-tests for correlated observations were computed to determine whether or not there was a significant difference between administrations one and two, two and three, and one and three for the didactic-intellectual and the relationship-oriented groups. In addition, t-tests were computed to determine whether or not there were any significant differences between the treatment groups in relation to the first, second, and third administrations on the twelve scales of the Personal Orientation Inventory.

The accurate empathy, nonpossessive warmth, and genuineness ratings of the two raters were averaged and the numerical average of these two scores was used for all statistical computations relating to these scales. The accurate empathy, nonpossessive warmth, and genuineness ratings were analyzed separately using a two-factor, repeated measures analysis of variance as described by Winer (10, pp. 298-318). The two factors which were analyzed were time and type of group. The time factor represents the three times during each semester that the ratings of the taped interviews were made. The type-of-group factor represents either the group which received didactic-intellectual training for seven and one-half weeks followed by relationship-oriented training for seven and one-half weeks (hereafter known as the didactic group) or the group which received relationship-oriented training for the full fifteen weeks (hereafter known as the

relationship-oriented group). When significant F scores were found, a series of t-tests were computed to reveal the source of variance.

In order to determine the level of agreement between the raters' assessments of accurate empathy, nonpossessive warmth, and genuineness, a correlational technique was employed. This statistical technique was the Pearson product moment formula for correlation. In this case the technique was used to determine a correlation of inter-rater reliability.

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CHAPTER IV

RESULTS

This chapter is divided into three major sections. The first section relates to results obtained from the Personal Orientation Inventory scales. The second section relates to results obtained from accurate empathy ratings, nonpossessive warmth ratings, and genuineness ratings. The third section contains a discussion of the relationship between the results and the hypotheses listed in Chapter I.

Results Relating to the Personal Orientation Inventory

Table I contains means, standard deviations, results of t-tests, and the significance values for the first, second, and third administrations of the Personal Orientation Inventory for the relationship-oriented group. The t-tests for this analysis were calculated using a formula for correlated observations (1, pp. 135-137). There were six statistically significant changes found in this analysis. Four of these changes occurred between the first and second administrations and two of the changes occurred between the first and third administrations for the relationship-oriented group. The Personal Orientation Inventory factors which changed significantly from the first to the second

administration were Time Competence, Inner-Directed, Existentiality, and Feeling Reactivity.

The Time Competence factor increased from a mean of 17.59 to 18.22 with a t value significant at the .05 level. This indicates a shift toward being more "present oriented" (3, p. 6). "The Self-Actualized person is primarily Time Competent and thus appears to live more fully in the here-and-now. He is able to tie the past and the future to the present in meaningful continuity" (3, p. 15). The relationship-oriented group moved in this direction.

The Inner-Directed factor increased from a mean of 85.34 to 88.28 with a t value significant at the .05 level. This indicates that the individual is moving toward being more "independent and self supportive" (3, p. 10) and needs less support and direction from others.

The Existentiality factor increased from a mean of 20.69 to 21.56 with a t value significant at the .05 level. This indicates a shift toward flexibility in the "application of values" (3, p. 10). This is a measure of one's ability to use good judgment in applying values and principles to one's life.

The Feeling Reactivity factor increased from a mean of 15.53 to 16.47 with a t value significant at the .05 level. This indicates that the individual is becoming "more sensitive to his own needs and feelings" (3, p. 10).

The additional two significant changes for the relationship-oriented group occurred between the first and

TABLE I

MEANS, STANDARD DEVIATIONS AND t-TEST RESULTS FOR THE
THREE ADMINISTRATIONS OF THE PERSONAL ORIENTATION
INVENTORY FOR THE RELATIONSHIP-ORIENTED GROUP

Factor	First Adminis- tration		Second Adminis- tration	
	M	SD	M	SD*
Time Competence	17.59	2.40	18.22	2.52
Inner-Directed	85.34	9.09	88.28	10.57
Self-Actualizing Value	20.34	2.84	20.25	3.49
Existentiality	20.69	3.49	21.56	3.90
Feeling Reactivity	15.53	2.83	16.47	2.18
Spontaneity	12.41	2.57	12.59	2.96
Self-Regard	13.13	1.45	13.16	1.90
Self-Acceptance	15.17	3.47	16.28	4.10
Nature of Man	11.72	2.25	12.19	2.55
Synergy	7.06	1.19	7.38	1.39
Acceptance of Aggression	16.63	2.83	17.25	2.95
Capacity for Intimate Contact	18.31	2.39	19.00	2.63

*"M"--Mean, "SD"--Standard Deviation.

TABLE I--Continued

Third Adminis- tration		First Adminis- tration vs Second Adminis- tration		Second Adminis- tration vs Third Adminis- tration		First Adminis- tration vs Third Adminis- tration	
M	SD	t	p	t	p	t	p
18.09	2.77	2.15	.05	0.33	NS	0.68	NS
88.41	12.88	2.14	.05	0.10	NS	1.91	NS
19.88	3.63	0.58	NS	0.64	NS	0.84	NS
22.06	4.55	2.25	.05	1.02	NS	3.08	.01
15.31	3.58	2.12	.05	1.23	NS	0.82	NS
13.13	2.92	0.39	NS	0.80	NS	1.28	NS
13.56	2.15	0.10	NS	1.63	NS	1.56	NS
17.34	3.30	1.69	NS	1.53	NS	3.01	.01
12.06	2.70	1.28	NS	0.33	NS	1.02	NS
7.16	1.46	1.22	NS	0.74	NS	0.48	NS
16.56	3.00	1.15	NS	1.08	NS	0.13	NS
19.28	3.68	1.89	NS	0.62	NS	1.97	NS

third administrations of the Personal Orientation Inventory. The factors which increased were Existentiality and Self-Acceptance. The Existentiality factor increased between the first and second administrations and between the first and third administrations. The mean, between the first and third administrations, increased from 20.69 to 22.06 with a t value significant at the .01 level. This factor was discussed previously in this chapter.

The Self-Acceptance factor increased from a mean of 15.17 to 17.34 with a t value significant at the .01 level. This indicates that the individual has shifted toward more "acceptance of one's self in spite of one's weaknesses or deficiencies" (3, p. 20).

Table II contains means, standard deviations, results of t-tests and the significance value for the first, second, and third administrations of the Personal Orientation Inventory for the didactic-intellectual group. The t-tests for this analysis were calculated using a formula for correlated observations (1, pp. 135-137). There was only one statistically significant change found in this analysis. This change occurred between the first and second administration. There were no statistically significant changes between the second and third administrations or the first and third administrations for the didactic-intellectual group.

The Personal Orientation Inventory factor which changed significantly between the first administration and the second administration for the didactic group was Spontaneity.

TABLE II

MEANS, STANDARD DEVIATIONS AND t-TEST RESULTS FOR THE
THREE ADMINISTRATIONS OF THE PERSONAL ORIENTATION
INVENTORY FOR THE DIDACTIC-INTELLECTUAL GROUP

Factor	First Adminis- tration		Second Adminis- tration	
	M	SD	M	SD*
Time Competence	17.38	2.95	17.75	3.90
Inner-Directed	88.75	8.31	91.03	11.53
Self-Actualizing Value	20.44	2.79	20.94	2.41
Existentiality	22.09	3.70	22.84	4.37
Feeling Reactivity	16.34	2.54	16.59	2.73
Spontaneity	12.75	2.45	14.06	2.73
Self-Regard	12.78	2.14	12.91	2.50
Self-Acceptance	16.78	2.97	17.72	3.81
Nature of Man	12.09	2.22	11.84	2.42
Synergy	7.19	1.48	6.90	1.15
Acceptance of Aggression	16.41	3.12	16.91	2.44
Capacity for Intimate Contact	19.38	3.39	19.66	3.69

*"M"--Mean, "SD"--Standard Deviation.

TABLE II--Continued

Third Adminis- tration		First Adminis- tration vs Second Adminis- tration		Second Adminis- tration vs Third Adminis- tration		First Adminis- tration vs Third Adminis- tration	
M	SD	t	p	t	p	t	p
17.94	3.85	0.59	NS	0.42	NS	0.92	NS
92.22	11.99	1.30	NS	1.04	NS	1.81	NS
20.47	2.55	1.06	NS	1.37	NS	0.55	NS
23.25	4.87	1.30	NS	0.69	NS	1.67	NS
16.88	2.77	0.49	NS	0.69	NS	1.43	NS
13.78	2.51	2.70	.02	0.75	NS	2.01	NS
12.69	2.02	0.34	NS	0.69	NS	0.16	NS
18.25	3.33	1.40	NS	0.91	NS	2.03	NS
11.94	2.57	0.52	NS	0.27	NS	0.27	NS
6.91	1.49	0.27	NS	1.82	NS	1.33	NS
16.88	2.50	1.03	NS	0.10	NS	0.59	NS
20.44	3.71	0.44	NS	1.89	NS	0.59	NS

This factor increased from a mean of 12.75 to 14.06 with a t value significant at the .02 level. This indicates a shift

toward being able to "freely express feelings behaviorally" (3, p. 10) or toward expressing feelings in a spontaneous manner.

Table III contains Personal Orientation Inventory means, standard deviations, results of t-tests and the

TABLE III

MEANS, STANDARD DEVIATIONS, AND t-TEST RESULTS FOR THE
PERSONAL ORIENTATION INVENTORY RELATIONSHIP-
ORIENTED VERSUS DIDACTIC-INTELLECTUAL
 FIRST ADMINISTRATION

Factor	Relation- ship- Oriented		Didactic- Intel- lectual		<u>t</u>	p
	M	SD	M	SD		
Time Competence	17.59	2.40	17.38	2.95	0.31	NS
Inner-Directed	85.34	9.08	88.75	8.31	1.56	NS
Self-Actualizing Value	20.34	2.84	20.44	2.79	0.14	NS
Existentiality	20.69	2.49	22.09	3.70	1.52	NS
Feeling Reactivity	15.53	2.83	16.34	2.54	1.17	NS
Spontaneity	12.41	2.57	12.75	2.45	0.54	NS
Self-Regard	13.13	1.45	12.78	2.14	0.69	NS
Self-Acceptance	15.75	3.47	16.78	2.97	1.27	NS
Nature of Man	11.72	2.25	12.09	2.22	0.47	NS
Synergy	7.06	1.19	7.19	1.48	0.39	NS
Acceptance of Aggression	16.63	2.83	16.41	3.12	0.29	NS
Capacity for Intimate Contact	18.31	2.39	19.38	3.39	1.45	NS

significance values for the relationship-oriented versus didactic-intellectual groups. These statistics relate to the first Personal Orientation Inventory administration. Inspection of Table III reveals that there were no significant differences between the relationship-oriented and the

didactic-intellectual groups on the first Personal Orientation Inventory administration.

Table IV contains Personal Orientation Inventory means, standard deviations, results of t-tests, and the significance values for the relationship-oriented versus didactic-intellectual groups. These statistics relate to the second Personal Orientation Inventory administration. Inspection of Table IV reveals that one significant difference occurred between the relationship oriented and the didactic-

TABLE IV

MEANS, STANDARD DEVIATIONS, AND t-TEST RESULTS FOR THE
PERSONAL ORIENTATION INVENTORY RELATIONSHIP-
 ORIENTED VERSUS DIDACTIC-INTELLECTUAL
 SECOND ADMINISTRATION

Factor	Relation- ship- Oriented		Didactic- Intel- lectual		<u>t</u>	p
	M	SD	M	SD		
Time Competence	18.22	2.52	17.75	3.80	0.81	NS
Inner-Directed	88.28	10.57	91.03	11.53	0.98	NS
Self-Actualizing Value	20.25	3.49	20.94	2.41	0.91	NS
Existentiality	21.56	3.90	22.84	4.37	1.22	NS
Feeling Reactivity	16.47	2.18	16.59	2.73	0.19	NS
Spontaneity	12.59	2.96	14.06	2.73	2.04	.05
Self-Regard	13.16	1.90	12.91	2.50	0.44	NS
Self-Acceptance	16.28	4.10	17.72	3.81	1.44	NS
Nature of Man	12.19	2.55	11.84	2.42	0.56	NS
Synergy	7.38	1.39	6.90	1.15	1.33	NS
Acceptance of Aggression	17.25	2.95	16.91	2.44	0.49	NS
Capacity for Intimate Contact	19.00	2.63	19.66	3.69	0.81	NS

intellectual groups. The mean of 14.06 for Spontaneity for the didactic-intellectual group is significantly higher than the mean of 12.59 for the relationship-oriented group. As was previously presented, the didactic-intellectual group showed a significant increase on this factor between the first and second administrations of the Personal Orientation Inventory. (See Table II.)

Table V contains Personal Orientation Inventory means, standard deviations, results of t-tests and the significance

TABLE V

MEANS, STANDARD DEVIATIONS, AND t-TEST RESULTS FOR THE
PERSONAL ORIENTATION INVENTORY RELATIONSHIP-
 ORIENTED VERSUS DIDACTIC-INTELLECTUAL
 THIRD ADMINISTRATION

Factor	Relation- ship- Oriented		Didactic- Intel- lectual		<u>t</u>	p
	M	SD	M	SD		
Time Competence	18.09	2.77	17.94	3.85	0.17	NS
Inner-Directed	88.41	12.88	92.22	11.99	1.21	NS
Self-Actualizing Value	19.88	3.63	20.47	2.55	0.75	NS
Existentiality	22.06	4.55	23.25	4.87	0.99	NS
Feeling Reactivity	15.31	3.58	16.88	2.77	1.94	NS
Spontaneity	13.13	2.92	13.78	2.51	0.94	NS
Self-Regard	13.56	2.15	12.69	2.02	1.64	NS
Self-Acceptance	17.34	3.30	18.25	3.33	1.08	NS
Nature of Man	12.06	2.70	11.94	2.57	0.18	NS
Synergy	7.16	1.46	6.91	1.49	0.68	NS
Acceptance of Aggression	16.56	3.00	16.88	2.50	0.46	NS
Capacity for Intimate Contact	19.28	3.68	20.44	3.71	1.23	NS

values for the relationship-oriented versus didactic-intellectual groups. These statistics relate to the third Personal Orientation Inventory administration. Inspection of Table V reveals that there were no significant differences between the relationship-oriented and the didactic-intellectual groups on the third administration of the Personal Orientation Inventory.

Ratings on Accurate Empathy, Nonpossessive Warmth, and Genuineness

As was noted previously, two raters each made ratings of accurate empathy, nonpossessive warmth, and genuineness. A Pearson product moment correlation was computed between the two raters' evaluations of these factors, for all subjects and for all three variables. The inner-rater reliability coefficients for the accurate empathy ratings was .53; for the nonpossessive warmth ratings, .56; and for genuineness ratings, .54. The coefficients are significant at less than the .01 level (2, p. 201). In addition, these reliability coefficients fall well within the ranges reported by Truax and Carkhuff (4). Truax and Carkhuff (4) list twenty-four studies in which they were used (4, p. 45) and report the inter-rater reliability coefficients for each of the scales. The accurate empathy scale yielded coefficients from .43 to .95. The nonpossessive warmth scale yielded coefficients from .48 to .95. The genuineness scale yielded coefficients from .25 to .95. These were all considered usable for research purposes.

The statistics presented in Table VI are means and standard deviations for accurate empathy ratings for the relationship-oriented and didactic-intellectual groups over the three rating periods. Both groups showed some increase in the mean ratings for each period.

TABLE VI
MEANS AND STANDARD DEVIATIONS OF
ACCURATE EMPATHY RATINGS

Period	Relationship-Oriented		Didactic-Intellectual	
	M	SD	M	SD
1	4.84	0.83	4.45	1.13
2	4.91	1.32	5.42	1.29
3	5.17	1.03	5.25	1.10

The data presented in Table VII are means and standard deviations for nonpossessive warmth ratings for the relationship-oriented and didactic-intellectual groups over the three rating periods. Both groups, in general, showed some increase in the mean ratings for each period. The only exceptions occurred in the ratings for the didactic-

intellectual group between periods two and three. These means remained unchanged.

TABLE VII
MEANS AND STANDARD DEVIATIONS OF
NONPOSSESSIVE WARMTH RATINGS

Period	Relationship-Oriented		Didactic-Intellectual	
	M	SD	M	SD
1	3.00	0.60	2.95	0.63
2	3.02	0.84	3.30	0.71
3	3.13	0.58	3.30	0.69

The data presented in Table VIII are means and standard deviations for genuineness ratings for the relationship-oriented and didactic-intellectual groups over the three rating periods. Both groups, in general, showed some

TABLE VIII
MEANS AND STANDARD DEVIATIONS OF
GENUINENESS RATINGS

Period	Relationship-Oriented		Didactic-Intellectual	
	M	SD	M	SD
1	3.20	0.54	3.25	0.65
2	3.16	0.74	3.38	0.69
3	3.36	0.66	3.41	0.64

increase in mean ratings for each period. The only exception occurred in the ratings for the relationship-oriented group between periods one and two. These means decreased and then increased between periods two and three.

The ratings of accurate empathy, nonpossessive warmth, and genuineness were analyzed separately, using a two-factor, repeated-measures analysis of variance (5, pp. 298-318). Two factors were used in these analyses, type-of-group and time. Type-of-group relates to the relationship-oriented or didactic-intellectual group. Time related to the three times during the semester that ratings were made.

Table IX contains the summary of the analysis of variance for the accurate empathy ratings.

TABLE IX
SUMMARY OF ANALYSIS OF VARIANCE FOR
ACCURATE EMPATHY RATINGS

Source of Variation	df	MS	F	p
Between Subjects	63	0.22	0.26	NS
A: Group	1	0.84	....	..
Subjects Within Groups	62	....	....	..
Within Subjects	128	....	....	..
B: Time	2	6.24	1.90	NS
A x B	2	3.28	2.14	NS
B x Subjects Within Groups	124	1.53	....	..

This analysis reveals no significant main effects and no significant interaction effect. This indicates that there were no significant differences on accurate empathy ratings between the group which received didactic-intellectual training and the group which received relationship-oriented training. There were no significant differences over time, that is, no significant differences between the first and second, second and third, and first and third rating periods. In addition there was no significant interaction between treatment groups and rating periods.

Table X contains the summary of the analysis of variance for the nonpossessive warmth ratings. The data reported in this table reveal no significant main effect for the group factor. That is, there was no significant

TABLE X
SUMMARY OF ANALYSIS OF VARIANCE FOR
NONPOSSESSIVE WARMTH RATINGS

Source of Variation	df	MS	F	p
Between Subjects	63	.....	.....	..
A: Group	1	1.17	1.27	NS
Subjects Within Groups	62	0.92	.....	..
Within Subjects	128	.....	.....	..
B: Time	2	16.42	234.57	.01
A x B	2	0.07	7.00	.01
B x Subjects Within Groups	124	0.10	.....	..

differences on nonpossessive warmth ratings between the group which received didactic-intellectual training and the group which received relationship-oriented training. However, there was a significant main effect for the time factor (rating periods one, two, and three) and a significant interaction effect between treatment groups and rating periods. Because these data were significant at the .01 level, t-tests were computed between rating periods for nonpossessive warmth ratings. These t-tests were computed using a formula for correlated observations (1, pp. 135-137). The results of the t-tests appear in Table XI.

TABLE XI
t-TEST RESULTS BETWEEN RATING PERIODS FOR
 NONPOSSESSIVE WARMTH RATINGS

Group	Comparison	<u>t</u>	<u>p</u>
Relationship-Oriented	First vs Second	0.10	NS
Relationship-Oriented	First vs Third	1.02	NS
Relationship-Oriented	Second vs Third	0.74	NS
Didactic-Intellectual	First vs Second	3.16	.01
Didactic-Intellectual	First vs Third	2.92	.01
Didactic-Intellectual	Second vs Third	0.00	NS

As noted previously, (Table VII) the means for the didactic-intellectual group increased from 2.95 at the first rating period to 3.30 at the second rating period. The mean remained 3.30 at the third rating period. Table XI indicates that two t-tests were significant at the .01 level.

These significant t-tests for the didactic-intellectual group were for the first versus second and first versus third rating periods. This indicates that the subjects shifted from the upper portion of stage two, "the therapist responds mechanically to the client, indicating little positive regard and hence little nonpossessive warmth. . ." (4, p. 62) to the lower portion of stage three, "the therapist indicated a positive caring for the patient or client, but it is a semipossessive caring in the sense that he communicates to the client that his behavior matters to him" (4, p. 63) as a result of seven and one-half weeks of didactic-intellectual training. The additional seven and one-half weeks of relationship-oriented training maintained this status but did not improve it.

Table XII contains the summary of the analysis of variance for the genuineness ratings.

TABLE XII
SUMMARY OF ANALYSIS OF VARIANCE FOR
GENUINENESS RATINGS

Source of Variation	df	MS	F	p
Between Subjects	63	....	....	..
A: Group	1	0.42	0.53	NS
Subjects Within Groups	62	0.79	....	..
Within Subjects	128	....	....	..
B: Time	2	0.50	2.63	NS
A x B	2	0.19	0.59	NS
B x Subjects Within Groups	124	0.32	....	..

This analysis reveals no significant main effects and no significant interaction effect. This indicates that there were no significant differences on genuineness ratings between the group which received didactic-intellectual training and the group which received relationship-oriented training and there were no significant differences over the three rating periods. In addition, there was no significant interaction between treatment groups and rating periods.

The Relationship Between the Results and the Hypotheses

The results of this study reveal that the null hypothesis was supported for hypotheses 1a and 1c. There were no significant changes as a result of relationship-oriented training; extended relationship-oriented training; didactic-intellectual training; or mixed didactic-intellectual, relationship-oriented training upon accurate empathy and genuineness ratings. The null hypothesis was supported for a portion of hypothesis 1b. There were no significant changes as a result of relationship-oriented, extended relationship-oriented, or mixed didactic-intellectual, relationship-oriented training. One portion of hypothesis 1b failed to support the null hypothesis; there was a significant change for didactic-intellectual training on the nonpossessive warmth ratings.

The null hypothesis was supported for hypotheses 2c, 2g, 2h, 2i, 2j, 2k, and 2l. There was no significant change

as a result of the several treatment procedures upon the following scales of the Personal Orientation Inventory: Self-Actualizing, Self-Regard, Nature of Man, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact.

One portion of each of the following hypotheses failed to be supported by the null hypotheses: 2a, 2b, 2d, 2e, and 2f. There was a significant change as a result of relationship oriented training upon the Time Competent, Inner-Directed, Existentiality and Feeling Reactivity scales of the Personal Orientation Inventory. There was also a significant change as a result of extended relationship-oriented training upon the Self-Acceptance scale of the Personal Orientation Inventory. In addition, there was a significant change as a result of didactic training upon the Spontaneity scale of the Personal Orientation Inventory.

Discussion

On the rating scales, the relationship-oriented group showed no significant changes on any of the three variables. (Accurate empathy, nonpossessive warmth, or genuineness.) The didactic-intellectual group increased significantly from the first rating period to the second on nonpossessive warmth ratings but not on accurate empathy or genuineness ratings.

In reference to accurate empathy, the counselor trainee must have an understanding of the dynamics of human behavior

and human interaction in order to produce increasingly higher ratings. Truax and Carkhuff indicate that ". . . didactic training seems to be of considerable value in training therapists to perceive and communicate accurate empathic understanding. . ." (4, p. 293). It is therefore understandable that accurate empathy ratings did not improve for the group which received only relationship-oriented training. It is rather surprising that the didactic-intellectual group did not improve. It is possible that seven and one-half weeks of didactic-intellectual training is not sufficient to develop these characteristics. Seven and one-half weeks of added relationship-oriented training does not appear to be effective in bringing about significant changes for the relationship-oriented or the didactic-intellectual groups.

The nonpossessive warmth ratings for the didactic-intellectual group showed significant increases from the first to the second rating periods. This is not surprising since nonpossessive warmth is characterized by an absence of advice giving, approving, and disapproving. These behaviors can be learned through didactic-intellectual training. Truax and Carkhuff assert that ". . . warmth and respect for the client was based upon the cognitive learning from practice in the use of the research scales (nonpossessive warmth scales) and theoretic writings" (4, p. 319). It would appear that seven and one-half weeks of didactic-intellectual training is sufficient to bring about changes in

counseling behavior associated with nonpossessive warmth. An additional seven and one-half weeks of relationship-oriented training was not effective in further increasing these behaviors.

If indeed, it is necessary to have a didactic background in order to get increases in nonpossessive warmth ratings, then it is not surprising that the relationship-oriented trainees did not show a significant increase. Genuineness ratings for both of the groups showed no significant increase. A possible explanation for this is that students are learning new roles with which they are not comfortable. The mean ratings indicate that the subjects were behaving at the stage three level, "The therapist is implicitly either defensive or professional. . ." (4, p. 70). The essential point is that many of the subjects were most likely trying new roles in which they were not entirely comfortable, and hence, not genuine. With experience, it is likely that a particular counseling approach will become more "natural" to the counselor trainee as he feels more accustomed and comfortable and is no longer assuming an artificial role. At this point, the ratings of genuineness as used in this study would possibly increase. The fifteen-week practicum apparently did not provide enough time for this to occur.

The personality variables which changed for the relationship-oriented group were Time Competence, Inner

Directed, Existentiality, Feeling Reactivity, and Self-Acceptance. These factors all changed in a positive direction. The Self-Acceptance scale increased between the first and third administrations. The other four scales increased between the first and second administrations.

The personality variable which changed for the didactic-intellectual group was Spontaneity. The change occurred between the first and second inventory administrations. In addition, a comparison between the relationship-oriented and didactic-intellectual groups showed a significantly high mean of the Spontaneity variable for the didactic-intellectual group.

Generally, the increases for the relationship-oriented group would characterize them as more "present oriented (time competent)," "independent and self-supportive (inner-directed)," "flexible in the application of values (existentiality)," "sensitive to their own feelings (feeling reactivity)," and more "acceptance of self (self-acceptance)," after receiving practicum training. These variables all relate to personal factors indicating an increase in self awareness. However, this increased self awareness had no apparent effect on the person's ability to interact with his client. The suggestion is that relationship-oriented training helps one understand himself but does not help one understand others. Increased self awareness may be a worthy goal for counselor education.

Another suggestion is that these self awareness increases might manifest themselves in overt counseling behavior at a later date.

The increase in Spontaneity ("freely expresses feeling behaviorally") (3, p. 10) for the didactic-intellectual group was accompanied by the increase in nonpossessive warmth ratings. These changes occurred during the first seven and one-half weeks of training. Perhaps didactic-intellectual training is easier to adjust to because of its similarity to other graduate classes. Once the student is comfortable in the didactic practicum setting, he becomes more spontaneous. The increased spontaneity may also contribute to the increased nonpossessive warmth ratings.

Summary

The results of this study indicate that those subjects who received seven and one-half weeks of didactic-intellectual training showed significantly higher nonpossessive warmth ratings, and significantly higher scores on the Spontaneity scale of the Personal Orientation Inventory. Those subjects who received seven and one-half weeks of relationship-oriented training showed significantly higher scores on the Time Competent, Inner-Directed, Existentiality and Feeling Reactivity scales of the Personal Orientation Inventory. Those subjects who received extended relationship-oriented training showed an increase on the Self-Acceptance scale of the Personal Orientation Inventory.

In addition, this study indicates that relationship-oriented training and extended relationship-oriented training resulted in certain personality changes which apparently did not manifest themselves in overt counseling behavior. Didactic-intellectual training appears effective in influencing some aspects of counseling behavior and some personality variables. Didactic-intellectual training followed by relationship-oriented training did not seem to be any more effective than didactic-intellectual training alone.

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CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine the effect of a relationship-oriented practicum as compared to a mixed didactic-intellectual, relationship-oriented practicum upon counseling behavior and personality. The purposes of this study were 1) to determine the extent and type of behavioral and personality changes which occur as a result of relationship-oriented and didactic training and 2) to analyze the implications of these changes for possible use by the Kansas State Teachers College Department of Counselor Education and other institutions engaged in Counselor Education. To carry out the purposes of this study fifteen hypotheses were formulated.

The related literature was subdivided into three sections 1) studies which indicate that success in counseling is related to the counselor's degree of accurate empathy, nonpossessive warmth, and genuineness; 2) studies in which group procedures, such as: sensitivity training, encounter group training, and T group experiences were used as an adjunct to didactic training; 3) studies which support the use of the Personal Orientation Inventory in counselor education research.

The subjects used in this study were beginning counseling students who were enrolled in Education 621, Supervised Practice in Counseling I during the 1972-73 school year at Kansas State Teachers College, Emporia, Kansas. Six sections of this course were studied, three during the fall semester and three during the spring semester. Two fall-semester sections and one spring-semester section were given didactic-intellectual training for seven and one-half weeks and relationship-oriented training for seven and one-half weeks. One fall-semester section and two spring-semester sections received relationship-oriented training for the full fifteen-week semester.

The students in all sections were given the Personal Orientation Inventory at the beginning of the semester, at seven and one-half weeks, and at the end of the semester. In addition, the subjects in all sections made audiotape recordings of counseling interviews at the beginning, at seven and one-half weeks, and at the end of the semester. The counseling interviews were at least thirty minutes in length. These taped interviews were evaluated by two raters using Truax and Carkhuff's rating scales. (See Appendix A.) There were sixty-four subjects involved in the study.

Findings

The findings of this study are not assumed to be valid for population groups other than those herein represented.

Those subjects who received seven and one-half weeks of didactic-intellectual training showed significantly higher nonpossessive warmth ratings, and significantly higher scores on the Spontaneity scale of the Personal Orientation Inventory. Seven and one-half weeks of additional relationship-oriented training did not produce significantly higher accurate empathy, nonpossessive warmth, or genuineness ratings or significantly higher scores on the Personal Orientation Inventory.

Those subjects who received relationship-oriented training showed significantly higher scores on the Time Competent, Inner-Directed, Existentiality and Feeling Reactivity scales of the Personal Orientation Inventory at the end of the first seven and one-half weeks of training. In addition, significantly higher scores were found on the Self-Acceptance scale between the first and third administrations of the Personal Orientation Inventory. There were no significant changes on ratings of accurate empathy, nonpossessive warmth, and genuineness during the first seven and one-half weeks of training. The additional seven and one-half weeks of relationship-oriented training did not produce any significant changes on ratings or inventory scales.

Conclusions

An analysis of the findings resulted in the following conclusions:

1. Seven and one-half weeks of didactic-intellectual training is not sufficient to develop increased empathic behavior.

2. Adding seven and one-half weeks of relationship-oriented training to didactic-intellectual training is not effective in developing increased empathic behavior.

3. Neither seven and one-half weeks of relationship-oriented training nor seven and one-half weeks of extended relationship-oriented training is effective in developing increased empathic behavior.

4. Seven and one-half weeks of didactic-intellectual training is effective in developing increased nonpossessive warmth behavior.

5. Adding seven and one-half weeks of relationship-oriented training to seven and one-half weeks of didactic-intellectual training is no more effective in developing increased nonpossessive warmth behavior than didactic-intellectual training alone.

6. Neither seven and one-half weeks of relationship-oriented training nor seven and one-half weeks of extended relationship-oriented training is effective in developing increased nonpossessive warmth behavior.

7. None of the training methods used in this study are effective in improving genuineness behavior.

8. Seven and one-half weeks of relationship-oriented training is effective in improving the following personality characteristics: time competence, independence, flexibility in the application of values, and sensitivity to one's own needs.

9. Fifteen weeks of relationship-oriented training is an effective means of improving self-acceptance.

10. Seven and one-half weeks of didactic-intellectual training is effective in improving Spontaneity in the expression of one's feelings.

11. Neither relationship-oriented nor didactic-intellectual training is effective in improving the other personality variables measured in this study.

Recommendations

The conclusions derived from this study should be regarded as tentative.

Since relationship-oriented training, in and of itself, seems to be of limited value in changing overt counseling behavior, it is recommended that future studies place more emphasis on didactic-intellectual training. However, if the goal of beginning counseling practicums is increased self-awareness, then additional studies using relationship-oriented training would be recommended.

A recommendation for follow-up exploration, to see if increased personality variables would emerge in overt

counseling behavior, would seem appropriate for future research. Further study using longer periods of didactic training, to find out if there is an optimal period of time in which changes occur, would be another recommendation for future research.

APPENDIX A

Scale for Accurate Empathy:

- Stage 1: Therapist seems completely unaware of even the most conspicuous of the client's feelings; his responses are not appropriate to the mood and content of the client's statements. There is no determinable quality of empathy, and hence no accuracy whatsoever. The therapist may be bored and disinterested or actively offering advice, but he is not communicating an awareness of the client's current feelings.
- Stage 2: Therapist shows an almost negligible degree of accuracy in his responses, and that only toward the client's most obvious feelings. Any emotions which are not clearly defined he tends to ignore altogether. He may be correctly sensitive to obvious feelings and yet misunderstand much of what the client is really trying to say. By his response he may block off or may misdirect the patient. Stage 2 is distinguishable from Stage 3 in that the therapist ignores feelings rather than displaying an inability to understand them.
- Stage 3: Therapist often responds accurately to client's more exposed feelings. He also displays concern for the deeper, more hidden feelings, which he seems to sense must be present, though he does not understand their nature or sense their meaning to the patient.
- Stage 4: Therapist usually responds accurately to the client's more obvious feelings and occasionally recognizes some that are less apparent. In the process of this tentative probing, however, he may misinterpret some present feelings and anticipate some which are not current. Sensitivity and awareness do exist in the therapist, but he is not entirely "with" the patient in the current situation or experience. The desire and effort to understand are both present, but his accuracy is low. This stage is distinguishable from Stage 3 in that the therapist does occasionally recognize less apparent feelings. He may also seem to have a theory about the patient and may even know how or why the patient feels a particular way, but he is definitely not "with" the patient. In short, the therapist may be diagnostically accurate, but not empathically accurate in his sensitivity to the patient's current feelings.

- Stage 5: Therapist accurately responds to all of the client's more readily discernable feelings. He also shows awareness of many less evident feelings and experiences, but he tends to be somewhat inaccurate in his understanding of these. However, when he does not understand completely, this lack of complete understanding is communicated without an anticipatory or jarring note. His misunderstandings are not disruptive by their tentative nature. Sometimes in Stage 5 the therapist simply communicates his awareness of the problem of understanding another person's inner world. This stage is the midpoint of the continuum of accurate empathy.
- Stage 6: Therapist recognizes most of the client's present feelings, including those which are not readily apparent. Although he understands their content, he sometimes tends to misjudge the intensity of these veiled feelings, so that his responses are not always accurately suited to the exact mood of the client. The therapist does deal directly with feelings the patient is currently experiencing although he may misjudge the intensity of those less apparent. Although sensing the feelings, he often is unable to communicate meaning to them. In contrast to Stage 7, the therapist's statements contain an almost static quality in the sense that he handles those feelings that the patient offers but does not bring new elements to life. He is "with" the client but doesn't encourage exploration. His manner of communicating his understanding is such that he makes of it a finished thing.
- Stage 7: Therapist responds accurately to most of the client's present feelings and shows awareness of the precise intensity of most of the underlying emotions. However, his responses move only slightly beyond the client's own awareness, so that feelings may be presented which neither the client nor therapist recognize. The therapist initiates moves toward more emotionally laden material, and may communicate simply that he and the patient are moving towards more emotionally significant material. Stage 7 is distinguishable from Stage 6 in that often the therapist's response is a kind of precise pointing of the finger toward emotionally significant material.
- Stage 8: Therapist accurately interprets all the client's present, acknowledged feelings. He also uncovers the most deeply shrouded of the client's feelings, voicing meanings in the client's experiences of which the client is scarcely aware. Since the therapist must

necessarily utilize a method of trial and error in the new uncharted areas, there are minor flaws in the accuracy of his understanding, but these inaccuracies are held tentatively. With sensitivity and accuracy he moves into feelings and experiences that the client has only hinted at. The therapist offers specific explanations or additions to the patient's understanding so that underlying emotions are both pointed out and specifically talked about. The content that comes to life may be new but it is not alien.

Although the therapist in Stage 8 makes mistakes, these mistakes are not jarring, because they are covered by the tentative character of the response. Also, this therapist is sensitive to his mistakes and quickly changes his response in midstream, indicating that he has recognized what is being talked about and what the patient is seeking in his own explorations. The therapist reflects a togetherness with the patient in a tentative trial and error exploration. His voice tone reflects the seriousness and depth of his empathic grasp.

Stage 9: The therapist in this stage unerringly responds to the client's full range of feelings in their exact intensity. Without hesitation he recognizes each emotional nuance and communicates an understanding of every deepest feeling. He is completely attuned to the client's shifting emotional content; he senses each of the client's feelings and reflects them in his words and voice. With sensitive accuracy, he expands the client's hints into a full-scale (though tentative) elaboration of feeling or experience. He shows precision both in understanding and in communication of this understanding, and expresses and experiences them without hesitancy.

Scale for Nonpossessive Warmth:

- Stage 1: The therapist is actively offering advice or giving clear negative regard. He may be telling the patient what would be "best for him," or in other ways actively approving or disapproving of his behavior. The therapist's actions make himself the focus of evaluation; he sees himself as responsible for the patient.
- Stage 2: The therapist responds mechanically to the client, indicating little positive regard and hence little nonpossessive warmth. He may ignore the patient or his feelings or display a lack of concern or interest. The therapist ignores client at times when a non-possessively warm response would be expected; he shows a complete passivity that communicates almost unconditionally lack of regard.
- Stage 3: The therapist indicates a positive caring for the patient or client, but it is a semipossessive caring in the sense that he communicates to the client that his behavior matters to him. That is, the therapist communicates such things as "It is not all right if you act immorally," "I want you to get along at work," or "It's important to me that you get along with the ward staff." The therapist sees himself as responsible for the client.
- Stage 4: The therapist clearly communicates a very deep interest and concern for the welfare of the patient, showing a nonevaluative and unconditional warmth in almost all areas of his functioning. Although there remains some conditionality in the more personal and private areas, the patient is given freedom to be himself and to be liked as himself. There is little evaluation of thoughts and behaviors. In deeply personal areas, however, the therapist may be conditional and communicate the idea that the client may act in any way wished--except that it is important to the therapist that he may be more mature or not regress in therapy or accept and like the therapist. In all other areas, however, nonpossessive warmth is communicated. The therapist sees himself as responsible to the client.
- Stage 5: At stage 5 the therapist communicates warmth without restriction. There is a deep respect for the patient's worth as a person and his rights as a free individual. At this level the patient is free to be himself even if this means that he is regressing, being

defensive, or even disliking or rejecting the therapist himself. At this stage the therapist cares deeply for the patient as a person, but it does not matter to him how the patient chooses to behave. He genuinely cares for and deeply prizes the patient for his human potentials, apart from evaluation of his behavior or his thoughts. He is willing to share equally the patient's joys and aspirations or depressions and failures. The only channeling by the therapist may be the demand that the patient communicate personally relevant material.

Scale for Genuineness:

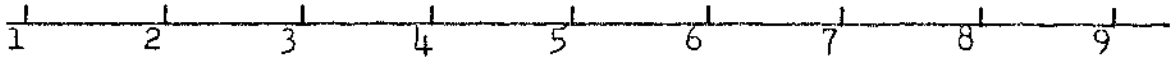
- Stage 1: The therapist is clearly defensive in the interaction, and there is explicit evidence of a very considerable discrepancy between what he says and what he experiences. There may be striking contradictions in the therapist's statements. The content of his verbalization may contradict the voice qualities or nonverbal cues (i.e., the upset therapist stating in a strange voice that he is "not bothered at all" by the patient's anger).
- Stage 2: The therapist responds appropriately but in a professional rather than a personal manner, giving the impression that his responses are said because they sound good from a distance but do not express what he really feels or means. There is a somewhat contrived or rehearsed quality or air of professionalism present.
- Stage 3: The therapist is implicitly either defensive or professional, although there is no explicit evidence.
- Stage 4: There is neither implicit or explicit evidence of defensiveness or the presence of a facade. The therapist shows no self-incongruence.
- Stage 5: The therapist is freely and deeply himself in the relationship. He is open to experiences and feelings of all types--both pleasant and hurtful--without traces of defensiveness or retreat into professionalism. Although there may be contradictory feelings, these are accepted or recognized. The therapist is clearly being himself in all of his responses, whether they are personally meaningful or trite. At Stage 5 the therapist need not express personal feelings, but whether he is giving advice, reflecting, interpreting, or sharing experiences, it is clear that he is being very much himself, so that his verbalizations match his inner experiences.

APPENDIX B

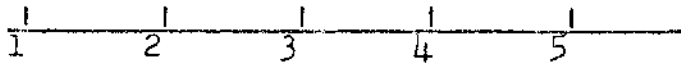
Scales for Rating Accurate Empathy, Nonpossessive
Warmth, and Genuineness

Subject _____ Tape _____

ACCURATE EMPATHY:



NONPOSSESSIVE WARMTH:



GENUINENESS:



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