CHANGES IN ATTITUDES, PERSONALITY, AND EFFECTIVENESS
OF COUNSELOR TRAINEES IN COUNSELING PRACTICUMS

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CHANGES IN ATTITUDES, PERSONALITY, AND EFFECTIVENESS
OF COUNSELOR TRAINEES IN COUNSELING PRACTICUMS

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CHAPTER I

INTRODUCTION

The counseling practicum and its effect upon the
counselor has received the concern of many in the counseling
profession (15, 27, 31). Most counselor educators would
agree that "the practicum is in some respects the most
important phase of the whole process of training in counsel-
ing" (4, p. 182). Those who specify the qualifications for
professional certification of counselors have stressed the
need for further study of the experiences which the counselor
training program provides (3, 4, 10). Since the counseling
practicum is generally considered to be the culminating
experience in the counseling program, the need to determine
the effects of the counseling practicum in the counselor's
preparation has become even more important.

A review of research on counselor preparation indicates
that the counselor's attitudes and personality are as impor-
tant as his skills or the particular methods of counseling
which he uses (5, 16, 23). Rogers (24) concludes that
certain attitudinal ingredients and personality variables
are perhaps responsible for the effectiveness of some
counselors. It has been proposed that the education of the
counselor should be a matter of personal development (21).
It would follow that the counselor preparation should be concerned with improvement in attitudes and personality, as well as with effectiveness and technical competence.

A review of research on counselor preparation indicates evidence that changes in attitudes and personality occur as the result of practicum experiences (2, 5, 11, 17, 18, 19, 27, 31). The need to study counselor practicums to determine if certain types of practicums are more effective in bringing about desired changes in counselor trainees is indicated by the lack of research which compares particular counselor practicums.

Stefflire, King, and Leafgreen (30) point out the need for further use of instruments which measure personality, attitudes, and effectiveness in counselor preparation programs. They indicate that these characteristics of counselor trainees should be considered in the counseling practicum.

The previous paragraphs indicate that emphasis has been placed on the need to study the individual counselor, his attitudes, his personality, and his effectiveness (5, 10, 16, 23, 32). Thus, it becomes necessary to determine if counselor attitudes, personality, and effectiveness of counseling behavior show significant changes as the result of a particular type of counseling practicum experience.
Statement of the Problem

The purpose of this study was to compare three different approaches to the counselor practicum—an on-campus practicum, an off-campus practicum, and a role-playing practicum—with regard to the changes in attitudes, personality, and effectiveness of counseling behavior of counselor trainees produced by each type of practicum.

Background and Significance of the Study

Importance of the Counseling Practicum

The goal of the counseling practicum is to help the counselor trainee integrate theory and practice with the realities of the counselor-client relationship through the help of the practicum supervisor (3). The literature on counselor preparation seems to be in agreement in regard to the importance of the supervised counseling practicum, and the practicum experience has rapidly become accepted as an integral part of counselor education.

Dagan (10, p. 9) points out that no other single phase of counselor education is as costly as a well organized practicum in terms of student time, staff supervision, tape listening, individual critiques, report writing, and student evaluation. The need to evaluate the outcomes of various types of counseling practicums is stressed as being of utmost importance.
Personal Qualities of the Counselors

The problem with which the present study is concerned has grown out of the concept that the personal qualities of the counselor are the most crucial variables in determining his success in the counseling relationship. It has been suggested that variables drawn from a theoretical understanding of the demands of counseling should be considered in assessing the changes which might be expected of counselors who participate in practicum experiences (4, 25).

It appears that the concept of "psychological openness" has relevance for the counseling relationship. Rokeach (26) suggests that "openness" is a significant dimension of human personality. Rokeach defines the "open person" as one in whom there is a relatively high degree of self-communication. The "closed person" is defined as one in whom there is a greater amount of isolation among the various levels and/or varieties of experiences. Thus, the more "open" person would have a higher degree of self-awareness.

The work of Carl Rogers and of Sidney Jourard lends support to the concept of psychological openness as an important factor in the establishment of an interpersonal atmosphere which is favorable to client exploration. Rogers (25) uses the term "congruence" to refer to the counselor's openness to his own feelings and asserts that this "congruence" is one of the "necessary and sufficient conditions of therapeutic personality change." Jourard (12) suggests
that the willingness of clients to risk self-recognition seems to be related to the willingness of counselors to risk self-recognition.

Tyler (33, pp. 268-269) supports the view that the counselor trainee's attitude or orientation is one of the most important aspects in the counseling situation. Thus, counseling practicums and training programs should be organized to foster the development of healthy attitudes.

The personality of the counselor in training has received much attention from authorities in the field of counselor training and education. If the counselor's training is to be a matter of personal development as Perrone and Sanborn (21, p. 63) suggest, then the counseling practicum must be considered in regard to personality development or changes. Shubin (28, 29) supports the view that the influence and the personality of the counselor are reflected within the counseling process. In a discussion of the effect of the practicum on the counselor trainee, Patterson (20) says that the practicum is the only course in which the counselor trainee can develop or progress in achieving a therapeutic personality.

The theoretical position which holds that counselor trainees seem amenable to training and that they apparently change their attitudes and personality characteristics as a result of their training experiences appears to be supported by research. Kirk (14) and Rochester (22) found that there
were definite changes in counselor trainees' attitudes and personality over the training period.

Studies have been undertaken to determine the changes in counseling behavior which occur as the result of the experiences which the counselor trainee receives in the training process. A study by Schoch (27) showed that a group of practicum counselors made significant changes in their counseling behavior and in the effectiveness of their counseling behavior during their practicum experience. DeKoo (9) also found similar results in a study.

Theory and research in the area of counselor education and training seem to support the view that measurable changes in attitudes, personality, and effectiveness of counseling behavior may be anticipated as the result of the counseling practicum experience. It follows that the type of practicum situation which the counselor trainee experiences must be evaluated to determine if any one particular type of counseling practicum can better produce these changes.

**Instruments Used to Measure Change in Counseling Practicums**

In regard to the measurement of counselor trainees' changes in attitudes, personality, and effectiveness of counseling behavior during the counseling practicum, a number of instruments have been used. The Rokeach Dogmatism Scale has been used in a number of studies of counselors' attitudes and personality (7, 9, 13). The Philosophies of
**Human Nature Scale** has also been used in studies with counselors (35, 36, 37). The **Interpersonal Orientation Scale**, which is the newest instrument used in this study, has been used in one study with counselors (1). The **Personal Orientation Inventory**, which is also a relatively new instrument, has been mainly used as a positive measure of mental health. The **Test of Counselor Attitudes** has been used to measure changes in counselor attitudes in NDEA Guidance and Counseling Institutes (3, 11, 13, 22). The **Counselor Rating Blank** was developed in a Harvard study of counselors in an NDEA Guidance and Counseling Institute (34). It appears that these instruments all assess dimensions which seem to be highly relevant to the problem of counselor trainees' changes in attitudes, personality, and effectiveness of counseling behavior, and it seems that these instruments are in keeping with Stefflre, King, and Leafgren's (30) suggestion that instruments measuring these aspects should be used in studies of counselors in training.

**Significance of the Present Study**

Since the importance of the counseling practicum is generally agreed upon by counselor educators and since research in the area of the counseling practicum indicates that the practicum experience seems to produce changes in counselor trainees' attitudes, personality, and effectiveness of counseling behavior, it becomes necessary to evaluate
different types of counseling practicums in terms of their ability to produce these changes. Supporters of the on-campus practicum, the off-campus practicum, and the role-playing practicum may be found, and each type of practicum seems to have its share of favorable points.

Since the on-campus practicum offers more intensive supervision of the counseling experiences of the counselor trainees and since it offers more opportunity for the counselor trainees to evaluate their counseling experiences through interaction with the supervisor, it appears that this type of counseling practicum offers more possibilities for counselor trainees to change than the other types of practicums. It seems that the more concentrated attention and focus upon the counseling situation which the on-campus practicum provides would allow the counselor trainees more opportunity for change and growth in the area of attitudes, personality, and effectiveness of counseling behavior.

If studies can show that one type of counseling practicum is more effective in producing changes in the areas of attitudes, personality, and effectiveness of counseling behavior, then much wasted effort, time, and expense in the counselor education program can be eliminated by increase concentration on that type of practicum. It also seems that knowledge of changes which might be expected of counselor trainees in a particular type of counseling practicum could be used in initial counselor selection programs. With the knowledge of
a prospective counselor trainee's performance on the attitude, personality, and effectiveness variables, counselor educators might be able to predict the possible change which the trainee could be expected to make as a result of his practicum training.

Hypotheses

The following hypotheses were tested:

I. The counselor trainees in the on-campus counseling practicum will score significantly lower (toward open-mindedness) on residualized mean scores on the 

Dogmatism Scale (hereafter referred to as the RDS) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

II. The counselor trainees in the on-campus counseling practicum will score significantly higher (toward Altruism) on residualized mean scores on Section I, General Orientation, of the 

Interpersonal Orientation Scale (hereafter referred to as the IOS) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

III. The counselor trainees in the on-campus counseling practicum will also score significantly lower (having low preference for these techniques) on residualized mean scores on Section II, categories of Manipulative Techniques, of the IOS than the counselor trainees in the off-campus
practicum and the counselor trainees in the role-playing practicum.

IV. The counselor trainees in the on-campus counseling practicum will score significantly higher (indicating more favorable views of human nature) on residualized mean scores on the eight sub-scales of the Philosophies of Human Nature Scale (hereafter referred to as the PHNS) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

V. The counselor trainees in the on-campus counseling practicum will score significantly lower (indicating greater preference for these techniques) on residualized mean scores on the Understanding and Supportive sub-scales of the Test of Counselor Attitudes (hereafter referred to as the TCA) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

VI. The counselor trainees in the on-campus counseling practicum will score significantly higher (indicating less preference for these techniques) on residualized mean scores on the Evaluative, Interpretable, and Probing sub-scales of the TCA than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

VII. The counselor trainees in the on-campus counseling practicum will score significantly higher on residualized mean scores on all sub-scales of the Personal Orientation Scale.
Inventory (hereafter referred to as the POI) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

VIII. The counselor trainees in the on-campus counseling practicum will score significantly lower on residualized mean scores on the Counselor Rating Blank (hereafter referred to as the CRB) than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

Definition of Terms

1. On-campus practicum.--The on-campus practicum was the counseling experience in which the counselor trainees' counseling sessions with elementary school students, junior high students, high school students, and parents of these students were observed by the practicum supervisor through a one-way screen.

2. Off-campus practicum.--The off-campus practicum was the counseling experience in which the counselor trainees worked as counselors in a high school setting.

3. Role-playing practicum.--The role-playing practicum was the counseling experience in which the counselor trainees did not have actual clients for counseling sessions. Counseling situations for this group depended upon role-playing experiences.
Basic Assumptions

1. It was assumed that no extraneous variables would cause the practicum groups to differ initially.

2. It was assumed that there would be no differences in the counselor practicums due to differences in supervisors conducting the practicums. Each supervisor subscribed to a client-centered philosophy of counseling, and each supervisor had similar counseling training. It was assumed that any measured differences would be due to differences in the type of counselor practicum, rather than to differences in the philosophy or approach of the supervisors.

3. It was assumed that the supervisors' ratings of effectiveness of counseling behavior would be reliable.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

Importance of the Counseling Practicum

The counseling practicum is generally viewed as a very important aspect of the training of counselors. The American Personnel and Guidance Association (3, 4) and the American Psychological Association (5) both indicate that the practicum should be the culminating experience in the education of the counselor. Support by various counselor educators (11, 19, 33, 39) may be found for the on-campus practicum, the off-campus practicum, and the role-playing practicum. Various methods, such as the use of tape recordings, video tapes, and supervisor evaluations (6, 23, 38, 39), have been supported by professionals for use in counseling practicums. The literature on counseling practicums also indicates that certain attitudes, personality characteristics, and counseling behavior of counselor trainees appear to change as the apparent result of participation in the counseling practicums. The importance of these variables in the counseling process is upheld by a number of authors (9, 13, 28) in the field of counseling.

The importance of the practicum program in the training of the counselor is indicated by the American Psychological
Association's (5) statement that the practicum program is one of the keystones of any program for the education of counselors. The Association views the practicum as the medium through which the counselor trainee acquires a sense of the realities of the counselor-client relationship and as the medium which gives the counselor trainee an opportunity to synthesize the fragmented phases of his previous academic work and to bring these learnings to focus upon the actual problems of individual clients. It is also stated that the counselor trainee's attitudes are very important in the counselor-client relationship.

In regard to the counseling practicum, the American Personnel and Guidance Association, Committee on Professional Training, Licensing, and Certification (3) states that the practicum is one of the most important aspects of the counselor training program. According to the Committee, the practicum should provide the counselor trainee an opportunity to integrate his learning, to make mistakes, and to profit from them with the help of a supervisor. The counselor trainee should not attempt to work independently until he has had some closely supervised experience. The Committee feels that the quality and the nature of the supervision in the practicum program is of utmost importance.

Patterson (29) agrees that the practicum is in some respects the most important phase of the whole process of training in counseling. The amount and quality of the
supervision received in the practicum training program is one of the critical concerns in determining the value of the practicum experience. According to Patterson, the practicum experience should be concerned with the development of attitudes on the part of the counselor trainee, rather than with the learning of specific techniques and responses.

In a statement of policy regarding the professional preparation and the role of the counselor, the American Personnel and Guidance Association (4) expresses the view that the practicum program should provide the counselor trainee with assistance in integrating theory and practice in a supervised experience. The training experience should provide the counselor trainee with an opportunity to grow personally, as well as professionally.

Methods of Conducting Counseling Practicums

While admitting that the on-campus practicum has the advantages of proximity, control of counselees and observation possibilities, and ease of obtaining research data, Hansen and Moore list the following advantages of the off-campus practicum:

a. An off-campus practicum provides the beginning counselor with first-hand exposure to the work environment.

b. In a good off-campus placement, the counselor candidate is exposed to a wide variety of counseling cases.

c. There is an excellent opportunity for the counselor candidate to see the relationship of theory and practice in wider perspective.
d. The counselor in preparation can profit from more than one kind of supervisory relationship (19, pp. 32-33).

In a study of the practicum in counselor education, Hurley (23) found that tape recorders were the most popular piece of equipment used in the practicum programs which were studied. Fourteen per cent of the practicums studied used video tapes. Most of the practicums made use of supervisor evaluations of the effectiveness of the counselor trainees' counseling during the practicum experience.

One study of counselor practicums by Ward (39) was concerned with the use of video tapes as a method of counselor training. Three different treatment groups were utilized in this study: a video treatment group; an audio treatment group; and a control treatment group. Each treatment group had the same amount of client contact, and the only difference in treatment was in the use of video or audio tapes. The results of this study indicated no significant differences among the three treatment groups. Several possible explanations were given for the findings. One explanation was that a few of the counselor trainees seeing themselves for the first time on the video tapes seemed shocked and even somewhat depressed. It was felt that this tended to inhibit their growth. Another explanation was concerned with the number of video and audio tapes which were made. Since only three tapes were made by the video group and by the audio group, it was felt that this small number of exposures over
an eight week period did not give the counselor trainees enough time to integrate the insights which they might have gained.

In a study of supervised counseling practicums, Gysbers (18) says that the practicum experience represents a new and psychologically threatening experience to the counselor trainee. Counselor trainees may feel that being observed while conducting an interview reveals to those who are watching general feelings of insecurity about functioning in a one-to-one helping relationship. The counselor trainees anticipate criticism which they feel will occur during supervisory conferences. Gysbers indicates that counselor trainees may feel so threatened by the practicum experience that their counseling behavior in their first interviews may be ineffective. The practicum experience should be free of disruptive threat, and it is felt that small practicum groups seem to foster a free and accepting atmosphere quite well. The practicum supervisor must help the counselor trainee to understand and to accept himself as a person. Thus, the supervisor must have the opportunity to communicate this understanding to the counselor trainee.

Schwabel (33) has investigated the use of role-playing in counselor training. According to his findings, role-playing gives the counselor trainee an opportunity to come face to face with a "client" in an atmosphere in which he can make mistakes and in an atmosphere in which he is under
constant supervision. This article takes the position that role-playing offers the counselor trainee experience in developing a critical eye for the counseling relationship, especially for the feelings of the client. It is believed that role-playing aids the counselor trainee in learning to analyze his impact on the client through focusing on feelings. In support of the criticism that role-playing makes the counselor trainee nervous and fearful, Schwebel says that counselors are sometimes tense, nervous, and fearful in real life counseling and that through role-playing the counselor trainee has the opportunity to see the effects of his own nervousness and fear both on his own behavior and on the client. In defense of the criticism that in role-playing the role-playing client is not predictable, Schwebel says that this is also true of the real-life client. Role-playing is defended by the following statement:

The most telling criticism of the method is that it is play-acting rather than real. To this one can say only that it has been our experience and the experience of the unbelievers who have tried it, that when in a content-free interview, one takes the role of the therapist, he feels like a therapist (33, p. 200).

Schwebel states that role-playing supplies a practical instrument for the improvement of counseling and that it promotes learning and relearning.

Anderson (6) has studied the use of tape recordings in counselor training. It is felt that recording sometimes poses a threat to the counselor trainee, especially when the
recording is being made for the purpose of supervision, but the ego-involvement which the counselor trainee brings to the interview usually decreases his anxiety. A comment by Carl Rogers (6, p. 195) in support of the use of tape recordings is attached to this article:

... We are finding that therapy and personal growth proceed most rapidly and effectively when the counselor (or supervisor); is aware of his feelings; expresses his feelings (when appropriate) as his own feelings, not as an evaluation or a pseudo-understanding of the other person; is free enough within himself to understand empathically the client's (or trainee's) feeling reactions; conveys something of his empathic understanding to the client (or trainee).

In support of the use of recorded interviews in counselor training, Tennyson (37) indicates that this method helps the counselor trainee to develop awareness that counseling is something more than mere conversation. This demonstrates that the counseling techniques used should have a purpose behind them. Another advantage of this method is the opportunity for the counselor trainee to develop a sensitivity to his counseling role through examining a number of his recorded interviews.

Balinsky and Dispenzieri (11) evaluated the lecture and role-playing methods in the development of interviewing skills in counselor training. Three groups were used in this study: a role-playing plus lectures and general psychology group; a lecture only group; and a lecture which included instruction on interviewing group. Results of the
study showed that the role-playing group used the fewest number of probes, statements of reassurance, and ego-defensiveness in their criterion counseling sessions. It was found that the role-playing group gave reflection of feelings in the counseling session to a much more significant degree than the other groups.

Changes in Personal Qualities of Counselor Trainees

In regard to the attitudes and personality of the counselor trainee, Arbuckle (8) supports Shoben's view concerning the importance of the counselor's personality and attitudes in the training process. Arbuckle expresses the opinion that the counselor training program must become more concerned with the attitudes and personality of counselor trainees, as well as with their counseling effectiveness.

McGowan and Schmidt (26, p. 34) makes this statement: "... perhaps the attitudes and values of the counselor are of such crucial importance that they must have a prominent place in the training experience." This is in agreement with Arbuckle's philosophy that the counselor training program should produce counselors whose actual counseling is a reflection of the counselor himself. This is a clear indication of the importance of the personality and attitudes of the counselor in the counseling process.

Johnson and others (24) conclude that there is agreement among counselor educators that personal or non-intellective
qualities are basic to effective functioning in the counseling relationship. The American Personnel and Guidance Association's official recognition of the significance of skills other than professional and academic by its recommendation that selection criteria be applied also to personal qualities is quoted as further indication of the importance of these qualities in the counselor training program.

Brams (12) says that it is an accepted fact among most counseling and clinical psychologists that effective counseling is due to more than the objective methods and techniques the counselor employs in the counseling interview. The relationship between some personality characteristics of counselor trainees and the effectiveness of their ability to communicate with clients in counseling interviews was investigated. Twenty-seven counselor trainees from two semesters of the counseling practicum course at the University of Missouri were used as subjects. It was found that effective communication in counseling interviews is positively related to the counselor trainee's tolerance for ambiguity.

Arbuckle (9) says that the education of counselor trainees should be concerned with their attitudes, feelings, and commitments. The self of the counselor trainee is the most important tool which he must learn to use in his counseling relationships. He quotes the report of the Committee of Professional Preparation and Standards of the American Personnel and Guidance Association, accepted at the San
Francisco convention in 1964, which says that some of the basic qualities of the effective counselor are a belief in each individual, a commitment to individual human values, alertness to the world, open-mindedness, and a professional commitment in support of his own view.

According to Munger and Johnson (28), changes in attitudes are expected to accompany the acquisition of skill during the training of the counselor. To investigate the belief that these changes should occur, changes in counselor attitudes during an eight-week NDEA Counseling and Guidance Institute were studied using the TCA. Significant changes in counselor attitudes in all five of the categories of the TCA were found. Especially notable changes included an increase in the use of "Understanding" responses and a decrease in the use of "Diagnostic" and "Probing" responses.

Kemp (25) studied the relationship between open- and closed-mindedness and the character of counselor responses in hypothetical and real life situations using the RDS and the TCA. A control group which did not engage in a counseling practicum and an experimental group which participated in a counseling practicum were utilized. In the control group, it was found that those who had high dogmatism scores had fewer "Understanding" and "Supportive" responses on the TCA than those with an open belief system both on the pre- and post-tests. In the experimental group which engaged in a counseling practicum, it was found that those with high
dogmatism scores and those with low dogmatism scores showed change significant at the 1 per cent level in each of the five categories of the TCA. In the experimental group, those high in dogmatism and those low in dogmatism made significant changes which were toward permissiveness and understanding.

Kemp (25) says that his study indicates that without specific training neither those with an open or closed belief system change significantly. Efforts should be directed toward the creation of a climate of relationship which will leave the counselor-in-training free to analyze, evaluate, accept, or discard his evolving conclusions concerning principles and methods. This study indicates that more emphasis should be placed on assisting the counselor-in-training to understand his own personality dynamics since his counseling will be in agreement with his inner attitudes. It also indicates that sufficient experience should be provided in simulated "cases" to aid the counselor-in-training not only to improve in technique but to discover to a greater degree his genotypical attitudes—the form of responses which coincide with his approach to life.

The relationships between psychological openness and effectiveness of counselor trainees were studied by Allen (2). Subjects used in the study were graduate students enrolled in a counseling practicum at the Harvard Graduate School of Education. The RDS was used as a measure of psychological openness, and a number of instruments were used as measures of effectiveness. The results of the study
suggest that the effective counselor is a person who is on relatively good terms with his own emotional experience and that the ineffective counselor is one who is relatively uneasy in regard to the character of his inner life.

A study was made by Demos and Zuwaylif (16) to determine what significant changes in counselor attitudes resulted from an intensive six-week program in counselor training. Pre- and post-tests using the TCA were used to measure changes in counselor attitudes. On the pre- and post-test administrations of the TCA, significant differences were found for all five categories of the test. It was concluded that the counselors, as a result of this six-week training program, became significantly less evaluative, less supportive, more understanding, more interpretive, and less probing.

Attitude and personality changes of counselors in training in eight academic year-long NDEA Counseling and Guidance Institutes were studied by Rochester (30). The TCA was used to measure changes in attitudes, and the Allport-Vernon-Lindzey Study of Values was used to measure changes in personality. Results of this study indicated that significant changes in counselor trainees' attitudes as measured by the TCA occurred in each of the five categories of the test. It was found that significant changes in personality occurred in three of the eight institutes. It was concluded that attitude and personality changes did occur as the apparent result of an academic year-long training program for enrollees in NDEA Counseling and Guidance Institutes.
A study by Charnofsky (14) was concerned with the effects of five months of intensive training in counseling on the rigidity, dogmatism, and authoritarianism scores of the counselor trainees. The RDS was used as a measure of dogmatism. Pre- and post-test administrations of all measures were given. It was found that mean dogmatism scores on the RDS showed that the counselor trainees, as a group, did not become significantly less authoritarian or rigid.

A study of an NDEA Guidance and Counseling Institute was made by Wrightsman, Richard, and Noble (42) in regard to certain attitudes held by the counselors participating in the Institute. The PHNS and the RDS, along with two other instruments, were used in the study. It was found that counselors who believe that people are rational and are able to determine their own outcome in life (as measured by the PHNS) were seen as possessing more warmth, were well liked, and were more often chosen for one's own counselor. It was also found that counselors who possess dogmatic, closed-minded attitudes (as measured by the RDS) were seen as less intelligent and less skilled counselors.

Wrightsman (40) studied the attitudes of counselors in an NDEA Guidance Institute at Peabody College using the PHNS as one measure of attitudes. It was found that guidance counselors have extremely favorable views of human nature (as measured by the PHNS). The counselors who participated
in this investigation did not see human nature as extremely complex or variable.

In an address presented to the S.P.A.T.E. luncheon at the American Personnel and Guidance Association convention, Dallas, Texas, on March 2, 1967, Wrightsman (41) said that the PHNS shows that counselors have extremely favorable beliefs about the trustworthiness, altruism, and strength of will present in human nature. He also said that they see human nature as neither independent nor conforming.

Holt (21) made a study of changes in certain personality variables of counselor trainees using the Edwards Personal Preference Schedule and the Sixteen Personality Factor Questionnaire. The counselor trainees in this study were enrolled in an NDEA Counseling and Guidance Institute which lasted one academic semester. Three groups were used in the study: the Institute group; a control group of counselors and teachers on the job; and a control group of graduate students not in the college of education. Pre- and post-test administrations of the instruments used in the study were conducted. It was found that changes in the personality variables of the counselor trainees in this study did occur and that counselors differ in some personality characteristics from some other professional groups.

A study of relationships between certain personal characteristics of counselor trainers and effective counseling behavior was conducted by Johnson and others (26).
Subjects for the study were counselor trainees enrolled in a counseling practicum at Purdue University. A number of instruments were used to measure personal characteristics, and counseling effectiveness was judged by counselees, peers, and supervisors. It was found that counselees, peers, and supervisors appeared to be largely in agreement in judging effective counselors, responding favorably to male counselor trainees who were affable, friendly, likable, accepting, capable, and satisfied and to females who were outgoing, confident, efficient, and assertive.

Schoch (32) examined the behavioral changes of counselor trainees enrolled in a counseling practicum at the University of Alabama. The study tested the hypothesis that practicum counselors' behavior in a counseling relationship would change in the direction prescribed by the perceptual orientation of "good" counselors as defined by Combs and Soper. Recorded tapes of counseling sessions were made, and tapes of first and last counseling sessions were evaluated. Results of the study support the hypothesis. It was concluded that the counselor trainees made significant changes in their behaviors in counseling relationships as the result of their practicum experiences.

A study of the relationships between certain personality variables and counseling effectiveness was made by Brown (13). Counselor trainees who were enrolled in a Guidance Institute at the Ohio State University were used as subjects for the
study. Seven instruments which measure personality variables and one instrument which measures perceived counseling effectiveness were used in the study. Results of the study indicate that outgoing behavior in social activities and settings helps counselor trainees to perform effectively in a counselor training program. The study also produced an indication that effective performance in counseling interviews is related to the verbal ability of the counselor trainees.

DeRoo (17) examined the relationships between the counselor trainee's personality and his counseling behavior. The counselor trainees who participated in the study were enrolled in an NDEA Counseling Institute at Michigan State University. The RDS was used as a measure of certain personality variables, and a measure to determine the counselor trainee's behavior in the counseling situation was used. A significant relationship between changes in the dogmatism scores and changes in counseling behavior of the counselor trainees was found.

Alcorn and Erb (1) studied groups of counselors, teachers, and administrators who were rated as being effective in their various fields, using the IOS. It was found that the counselors were significantly more altruistic than either teachers or administrators. It was also found that the counselors showed lower levels of preference for the
administrators. Alcorn and Erb suggest that the IPS has screening and selection value for persons entering any of these groups.

In an unpublished study of an NDEA Guidance and Counseling Institute at North Texas State University, Anderson (7) administered the POF, the RDS, and sociometric measures to the thirty counselors who participated in the study. Results of the study indicated that the counselors, as a group, were highly self-actualized as measured by the POF. It was noted that individual counselors who made significantly lower scores (indicating less self-actualization) on various scales of the POF also made lower sociometric scores when rated by their peers.

Steffire, King, and Leafgren (35) investigated the personality of counselor trainees whose counseling behavior was judged to be effective or ineffective by their peers. The subjects for the study were counselor trainees who were enrolled in an NDEA Guidance Institute. The RDS was used as one measure of personality variables. Results of the study showed that the nine counselor trainees who were "most chosen" as effective counselors by their peers had lower scores (were less dogmatic and more open minded) on the RDS.

Studies concerning the attitudes, personality, and counseling behavior (effectiveness) of counselor trainees seem to indicate that the counseling practicum does produce
changes in these variables. Since these changes have been produced in diverse kinds of practicum experiences, the problem of determining if one kind of practicum can better produce these changes does not seem to have been answered in the literature on counseling practicums.
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42. __________ and others, "Attitude Changes of Guidance Institute Participants," Counselor Education and Supervision, V (Summer, 1966), 213-220.
CHAPTER III

METHOD AND PROCEDURES

This study was conducted to compare three different approaches to the counselor-practicum—an on-campus practicum, an off-campus practicum, and a role-playing practicum—with regard to the changes in attitudes, personality, and effectiveness of counseling behavior of counselor trainees produced by each type of practicum.

Subjects

Subjects for this study consisted of sixty-one counselor trainees enrolled in four counseling practicums held during two six-week summer sessions at North Texas State University. The subjects were selected as intact classes. Two classes during the first six weeks were designated as the off-campus practicum. One class during the second six weeks was the on-campus practicum, and one class was the role-playing practicum.

Description of Practicums

In the off-campus practicum, the counselor trainees worked as counselors in a high school. Their counselees were eleventh grade students and their parents. The high school counselor had requested the students and the parents to
attend a counseling session to discuss the students' educational and vocational plans and to review the students' schedule for the following school year. The counseling done by this practicum group was mainly educational-vocational guidance. Many of the sessions were concerned with the interpretation of test results to the students and their parents. Each counselor trainee spent a minimum of sixty hours working in the high school. The counselor trainees spent one-half day every week of the six weeks and one full day every week of the six weeks in the school. The half-day sessions were used for counseling sessions with students and parents. The full-day sessions were used to administer interest and ability tests to the students, to score these tests, and to record the test results in the students' folders. Much of the counselor trainees' other time was spent doing routine clerical work concerned with checking students' schedules against the requirements for school graduation and college entrance.

Each counselor trainee in the off-campus practicum group had at least two counseling cases with which to work. He attempted to see each counselee at least once a week for an hour session. This gave each counselor trainee no less than twelve counseling sessions during the six weeks' period. If a counselee terminated counseling, the counselor trainee would then begin working with another counselee for the remainder of the semester. Most of the counseling cases in
this practicum group were one-session cases. The majority of these cases consisted of discussions concerning educational and vocational plans. In a number of instances, students returned the next week without their parents to discuss problems which they felt were too personal to discuss in the presence of their parents.

The supervision of the counseling done by the off-campus group was through recorded tapes made of counseling sessions. (Hereafter tapes will refer to recorded magnetic tapes, and the use of video tapes will be specified.) No less than five counseling sessions were recorded. The tapes were evaluated by the practicum supervisor. The members of this practicum group listened to some of each other's tapes in class sessions and also critiqued some of them. In class sessions, this practicum group discussed problems concerning their counseling sessions, methods and approaches to counseling, and ways to improve their counseling.

In the on-campus practicum, the counselor trainees' counseling sessions were held on the university campus. Their counselees were elementary, junior high, and high school students and the parents of these students. These counselees had requested counseling services through the practicum supervisor. The counseling problems dealt with by this practicum group were of a personal, emotional, and social nature. Each counselor trainee spent no less than
thirty hours observing the counseling sessions of other counselor trainees through the one-way screen. The counselor trainees wrote brief reports for each observation covering opening technique, rapport and relationship, mannerisms and ambitiousness, skill in using technique, closing technique, impression of the interview, and general comments on the interview (constructive criticism). The counselor trainees in this practicum groups spent a minimum of forty-five hours in actual counseling sessions and in observations of other counseling sessions. Additional outside time was spent by individual counselor trainees in preparing for cases.

Each counselor trainee had at least two cases with which to work, and many counselor trainees had three cases. Each counselor trainee attempted to see each counselee at least once a week for a fifty-minute session. Each counselor trainee had no less than fourteen counseling sessions during the six-week period. If a counselee terminated counseling, the counselor trainee would then begin working with another counselee for the remainder of the semester. Most of the counseling cases in this practicum group were continuous counseling cases. In some situations the counselee saw the counselor trainee twice a week during the six-week period because of the seriousness of his particular problem.
The supervision of the counseling done by this practicum group was by observation through a one-way screen. The practicum supervisor evaluated the counseling sessions as he observed them. Following each session, the supervisor spent an average of fifteen minutes to one hour discussing the counseling situation with the counselor trainee. Other counselor trainees who had observed the session also sat in on this discussion. The supervisor attempted to make recorded tapes of some of the counseling sessions, but background noise from other parts of the building interfered and made the tapes too difficult to understand when played back. The members of this practicum group spent an average of four hours during their class periods in group counseling discussing themselves as counselors, discussing how they felt about each other as counselors, and discussing other related issues. During the class periods, this practicum group discussed problems concerning their counseling sessions, methods and approaches to counseling, and ways to improve their counseling.

In the role-playing practicum, the counselor trainees' counseling sessions depended upon role-playing, rather than upon the use of actual clients. The "counselees" for these role-playing sessions were public school students, college students, or adults whom the counselor trainees contacted.

Each counselor trainee had no less than two role-playing counseling sessions of fifteen minutes each.
weeks' period, and these sessions were video taped. Each counselor trainee also did no less than two forty-five-minute to one-hour magnetic tapes of other role-playing counseling sessions. This gave each counselor trainee no less than two video taped role-playing counseling sessions and two magnetic taped role-playing counseling sessions. The amount of time required for playback of the video tapes made it impossible to do more than two video tapes. The supervision of the counseling done by this practicum group was by evaluation of the video tapes and the magnetic tapes. The members of the practicum group viewed and critiqued each other's video tapes. In class sessions, this practicum group discussed problems concerning their counseling, and listened to magnetic tapes of counseling sessions and critiqued them.

Procedure for Collecting Data

During the first week of each six weeks' session, the pre-testing with the instruments used in this study was conducted. The members of the practicums were given the Rokeach Dogmatism Scale, the Interpersonal Orientation Scale, the Philosophies of Human Nature Scale, the Test of Counselor Attitudes, and the Personal Orientation Inventory during their regular class periods. The Counselor Rating Blank was used by the practicum supervisors to rate each counselor trainee's first counseling session in the pre-test phase of the study. Examples of the Rokeach Dogmatism Scale, the
Interpersonal Orientation Scale, the Philosophies of Human Nature Scale, the Test of Counselor Attitudes and the Counselor Rating Blank may be found in the appendix.

During the sixth week of each six weeks' session, the post-testing with the same instruments was conducted. The Counselor Rating Blank was used by the practicum supervisors to rate each counselor trainee's last counseling session in the post-test phase of the study.

Description of the Instruments

The Rokeach Dogmatism Scale measures dogmatism along a continuum which runs from an open belief system to a closed belief system. Form E was used in this study. Reliabilities on the various forms of this scale range from .70 to .83. Rokeach's (6) work has been primarily concerned with the construct validity of the scale. Kemp's (5) studies also are favorable to the construct validity of this instrument.

The Interpersonal Orientation Scale is designed to measure key aspects of interpersonal relatedness (2). Erb and Hooker's (3, pp. 237-42) theory of interpersonal relationships was used as the rationale for this scale. Erb and Hooker propose that relatedness is a basic need of man. Because of this need, certain orientations to interpersonal relations are developed. Interpersonal orientation is viewed as an axis with a pole of manipulative relatedness and a pole of altruistic relatedness.
relatedness is viewed as that type of relatedness in which the "actor" attempts to effect influence or control over the behavior of others in order that his own particular goals are obtained rather than goals of the other persons. Altruistic relatedness is viewed as that type of behavior in which the "actor" is consciously and deliberately focused on helping others toward their self-selected objectives.

Manipulative techniques which the person might use in interpersonal situations to obtain goals desired either for himself or the other person include:

- **Coercing**—the manipulation of present or future punishment to elicit desired behavior from the other or others.
- **Coaxing**—the manipulation of present or future rewards to elicit desired behavior from the other or others.
- **Evaluating**—a specialized type of coercing or coaxing whereby behavior is categorized in a value context.
- **Masking**—withholding of correct information or the substitution of incorrect information or both as a means of eliciting desired behavior from the other or others.
- **Postponing**—putting things off with the expectation that new insight will occur during the interval of delay (2, p. 464).

In the normative studies on this instrument, Alcorn and Erb (2) found reliability coefficients of .87 for Section I and coefficients of .77 to .79 for the five sub-scales in Section II. In a recent study, Alcorn (1) has attempted to demonstrate the construct validity of this scale. His study indicates that the scale does a good job of measuring the bi-polar factor of manipulative relatedness and altruistic
relatedness. He found that the technique factors vary in their relationships to the bi-polar Factor II of the scale. Alcorn says that the technique sub-scales provide an assessment which is generally differential.

The Philosophies of Human Nature Scale, which was devised by Lawrence Wrightsman, attempts to measure a person's beliefs about human nature. The interpersonal aspects of human nature are the main focus of this scale. The six dimensions of human nature which this scale measures include: trustworthiness, altruism, independence, strength of will, complexity, and variability. The first four sub-scales can be summed to give a general Favorableness of Human Nature score, and the last two sub-scales can be summed to give a score on the Multiplexity of Human Nature.

Some of Wrightsman's (8, pp. 746-50) research which has been concerned with the reliability of his instrument has shown that with groups of undergraduates the reliability coefficients for the individual sub-scales range from .60 to .92 with nine of the twelve coefficients being above .70. Although the reliability coefficients for the graduate students in this study were lower, ranging from .40 to .78, Wrightsman points out that this is due to the homogeneity of the attitudes of the graduate students. Wrightsman's studies have demonstrated the construct validity of the scale. He says that predictions relating the scale to sex differences, self-ideal discrepancies, differences in religious background,
evaluations of one's instructor, and comparisons between the 
PELS and other measures have been borne out.

Porter's Test of Counselor Attitudes (revised by Hopke, 
1955) measures attitudes in five areas: evaluative responses, 
supportive responses, interpretive responses, understanding 
responses, and probing responses. In 1955, Hopke conducted 
a study on the reliability and validity of this instrument 
and also revised it. This revised instrument was used in 
this study. Hopke (4) found reliability coefficients which 
ranged from .46 to .85 with sixteen of the twenty coefficients 
being above .60. When Hopke correlated this scale with 
other measures, he found that with the exception of two 
supervisors' ratings, all correlations with the test were 
.60 or higher.

The Personal Orientation Inventory is based on Maslow's 
theory of the self-actualizing person—the person who is 
more fully functioning and lives a more enriched life than 
the average person. The test has two ratio scores and ten 
sub-scales which include: Self-actualizing Value, Existential-
ity, Feeling Reactivity, Spontaneity, Self Regard, Self 
Acceptance, Nature of Man, Synergy, Acceptance of Aggression, 
and Capacity for Intimate Contact. Using the test-retest 
method, Shostrom found reliability coefficients of .93 for 
the Support Ratio score and .91 for the Time Ratio score. 
In his validity study, Shostrom administered the test to two 
groups of "relatively self-actualized" and "relatively
non-self-actualized" adults and found that the scale significantly discriminates between clinically judged self-actualized and non-self-actualized groups on eleven of the twelve scales measured.

The Counselor Rating Blank is a rating scale which categorizes and rates certain characteristics of perceived counselor behavior. The categories include: an over-all rating of competence; flexibility in the counseling situation; and response to supervision. The authors (7) of this scale state that because rating of counseling behavior involves an inferential and evaluative process by the supervisor, this scale provides examples of specific behaviors for each scale to focus the rating process on less subjective factors. In the initial study with this instrument, the supervisors' ratings were analyzed for an estimate of internal consistency. Rank order coefficients ranging from .91 to .95 were obtained.

Procedure for Treating Data

The data collected in this study were treated statistically by the Data Processing Center, North Texas State University. P = .05 was used to accept the hypotheses.

A pre- and post-test using all instruments was conducted. The pre- and post-test scores were correlated and then were residualized. An analysis of variance was then run on the difference between the observed post-test scores and the
predicted post-test scores. The Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers was used to determine which group accounted for any significant variance on a measure.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

STATISTICAL ANALYSIS OF RESULTS AND
DISCUSSION

Analysis of Data

The data were analyzed statistically on the basis of their relevance to the hypotheses. The analyses of the results were made utilizing two statistical techniques—analysis of variance and Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers. The .05 level of significance was accepted as the basis upon which the hypotheses would be accepted.

In Hypothesis I it was predicted that the counselor trainees in the on-campus counseling practicum would score significantly lower (toward open-mindedness) on residualized mean scores on the Rokeach Dogmatism Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. The results of the analysis of variance computed to test this hypothesis are shown in Table I. An F ratio of 1.69 was obtained. This was not acceptable at the .05 level of significance; therefore, Hypothesis I was not sustained. This would indicate that none of the practicum groups became more open-minded.
TABLE I
ANALYSIS OF VARIANCE OF RESIDUALIZED SCORES ON THE
ROKEACH DOGMATISM SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>Between means</td>
<td>1187.94</td>
<td>2</td>
<td>593.97</td>
<td>1.69</td>
</tr>
<tr>
<td>Within means</td>
<td>20383.99</td>
<td>58</td>
<td>351.45</td>
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</tr>
<tr>
<td>Total</td>
<td>21571.93</td>
<td>60</td>
<td>. .</td>
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</tbody>
</table>

It was stated in Hypothesis II that the counselor trainees in the on-campus counseling practicum would score significantly higher (toward Altruism) on residualized mean scores on Section I, General Orientation, of the Interpersonal Orientation Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. The data, as revealed in Table II, do not sustain

TABLE II
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON
SECTION I, GENERAL ORIENTATION, OF THE
INTERPERSONAL ORIENTATION SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
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<tr>
<td>Between means</td>
<td>.65</td>
<td>2</td>
<td>.33</td>
<td>.013</td>
</tr>
<tr>
<td>Within means</td>
<td>1518.09</td>
<td>58</td>
<td>26.17</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1518.75</td>
<td>60</td>
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</tr>
</tbody>
</table>
the hypothesis. This would indicate that none of the practicum groups developed more altruistic attitudes toward people.

In Hypothesis III it was predicted that the counselor trainees in the on-campus counseling practicum would score significantly lower (having low preference for these techniques) on residualized mean scores on Section II, categories of Manipulative Techniques, of the Interpersonal Orientation Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Summaries of the analysis of variance of residualized mean scores on the various techniques (Coercing, Evaluating, Masking, Coaxing, and Postponing) are shown in Tables III, IV, V, VI, and VII.

### Table III

**Analysis of Variance of Residualized Mean Scores on Coercing Sub-Scale of the Interpersonal Orientation Scale**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
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<th>Mean Square</th>
<th>F</th>
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<tbody>
<tr>
<td>Between means</td>
<td>180.83</td>
<td>2</td>
<td>90.41</td>
<td>2.42</td>
</tr>
<tr>
<td>Within means</td>
<td>2168.33</td>
<td>58</td>
<td>37.38</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2349.16</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE IV

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON EVALUATING SUB-SCALE OF THE INTERPERSONAL ORIENTATION SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
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<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>119.61</td>
<td>2</td>
<td>59.81</td>
<td>1.10</td>
</tr>
<tr>
<td>Within means</td>
<td>3145.54</td>
<td>58</td>
<td>54.23</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3265.15</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE V

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON MASKING SUB-SCALE OF THE INTERPERSONAL ORIENTATION SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>23.37</td>
<td>2</td>
<td>11.69</td>
<td>.59</td>
</tr>
<tr>
<td>Within means</td>
<td>7054.52</td>
<td>58</td>
<td>121.63</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7077.89</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE VI

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON COAXING SUB-SCALE OF THE INTERPERSONAL ORIENTATION SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>316.14</td>
<td>2</td>
<td>158.07</td>
<td>3.74*</td>
</tr>
<tr>
<td>Within means</td>
<td>2445.31</td>
<td>58</td>
<td>42.16</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2761.45</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *p < .05.*
TABLE VII

ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON POSTPONING SUB-SCALE OF THE INTERPERSONAL ORIENTATION SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>36.24</td>
<td>2</td>
<td>18.12</td>
<td>.35</td>
</tr>
<tr>
<td>Within means</td>
<td>2642.97</td>
<td>58</td>
<td>45.57</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2679.21</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It will be noted that the F ratios for the residualized mean scores on the Coercing, Evaluating, Masking, and Postponing sub-scales of the Interpersonal Orientation Scale did not reach a significant level. The F ratio for the residualized mean scores on the Coaxing sub-scale of the Interpersonal Orientation Scale was significant at the .05 level. The summary of the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers which was computed following the analysis of variance on the Coaxing sub-scale of the IPS is shown in Table VIII.

In regard to the Coaxing sub-scale of the IPS, it will be noted that there was a significant variance between groups 2 (role-playing practicum) and 3 (on-campus practicum). Since the on-campus practicum group had a lower mean score on this variable, this group had less preference for the technique of coaxing in their counseling relationships. In other words, the on-campus practicum group did not prefer to
TABLE VIII

DUNCAN'S NEW MULTIPLE RANGE TEST WITH KRAMER'S EXTENSION FOR UNEQUAL NUMBERS APPLIED TO DIFFERENCES BETWEEN THREE GROUP MEANS ON COAXING SUB-SCALE OF THE INTERPERSONAL ORIENTATION SCALE

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &amp; 3</td>
<td>2.48 &amp; -4.18</td>
<td>6.67</td>
<td>5.21</td>
<td>.05</td>
</tr>
<tr>
<td>2 &amp; 1</td>
<td>2.48 &amp; -0.44</td>
<td>2.92</td>
<td>3.67</td>
<td>ns</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>-0.44 &amp; -4.18</td>
<td>3.74</td>
<td>4.76</td>
<td>ns</td>
</tr>
</tbody>
</table>

elicited desired behavior from their counselees through the manipulation of present or future rewards. Since the data in Tables VI and VIII reached an acceptable level of significance, Hypothesis III is partially sustained.

In Hypothesis IV it was stated that the counselor trainees in the on-campus counseling practicum would score significantly higher (indicating more favorable views of human nature) on residualized mean scores on the eight sub-scales of the Philosophies of Human Nature Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Summaries of the analysis of variance of residualized mean scores on the various sub-scales (Trustworthiness, Strength of Will and Rationality, Altruism, Independence from Group Pressures, Complexity, Variability, Favorableness of Human Nature) are shown in Tables IX, X, XI, XII, XIII, XIV, XV, and XVI.
### TABLE IX
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON TRUSTWORTHINESS SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>7467.36</td>
<td>2</td>
<td>3733.63</td>
<td>14.94*</td>
</tr>
<tr>
<td>Within means</td>
<td>14495.11</td>
<td>58</td>
<td>249.93</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21963.48</strong></td>
<td><strong>50</strong></td>
<td><strong>. . .</strong></td>
<td><strong>. . .</strong></td>
</tr>
</tbody>
</table>

*P < .01.

### TABLE X
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON STRENGTH OF WILL AND RATIONALITY SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>64.30</td>
<td>2</td>
<td>32.40</td>
<td>.51</td>
</tr>
<tr>
<td>Within means</td>
<td>3689.45</td>
<td>58</td>
<td>63.61</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3754.05</strong></td>
<td><strong>60</strong></td>
<td><strong>. . .</strong></td>
<td><strong>. . .</strong></td>
</tr>
</tbody>
</table>

### TABLE XI
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON ALTRUISM SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>249.02</td>
<td>2</td>
<td>124.51</td>
<td>.96</td>
</tr>
<tr>
<td>Within means</td>
<td>7512.29</td>
<td>58</td>
<td>129.52</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7761.22</strong></td>
<td><strong>60</strong></td>
<td><strong>. . .</strong></td>
<td><strong>. . .</strong></td>
</tr>
</tbody>
</table>
### Table XII

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON INDEPENDENCE FROM GROUP PRESSURES SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>273.18</td>
<td>2</td>
<td>136.59</td>
<td></td>
</tr>
<tr>
<td>Within means</td>
<td>6451.43</td>
<td>58</td>
<td>111.23</td>
<td>1.23</td>
</tr>
<tr>
<td>Total</td>
<td>6724.60</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table XIII

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON COMPLEXITY SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>249.95</td>
<td>2</td>
<td>124.98</td>
<td>1.30</td>
</tr>
<tr>
<td>Within means</td>
<td>5575.43</td>
<td>58</td>
<td>96.13</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5825.43</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table XIV

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON VARIABILITY SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>301.60</td>
<td>2</td>
<td>150.80</td>
<td>1.76</td>
</tr>
<tr>
<td>Within means</td>
<td>4978.30</td>
<td>58</td>
<td>85.83</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5279.90</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE XV
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON FAVORABleness OF HUMAN NATURE SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>433.42</td>
<td>2</td>
<td>216.71</td>
<td></td>
</tr>
<tr>
<td>Within means</td>
<td>28987.74</td>
<td>58</td>
<td>499.79</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>29421.16</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE XVI
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON MULTIPLEXITY OF HUMAN NATURE SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>579.58</td>
<td>2</td>
<td>289.79</td>
<td>1.35</td>
</tr>
<tr>
<td>Within means</td>
<td>12442.65</td>
<td>58</td>
<td>214.53</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13022.23</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Tables X, XI, XII, XIII, XIV, XV, and XVI, the F ratios for the residualized mean scores on the Strength of Will and Rationality, Altruism, Independence from Group Pressures, Complexity, Variability, Favorableness of Human Nature, and Multiplexity of Human Nature sub-scales of the Philosophies of Human Nature Scale did not reach the accepted level of significance. However, the F ratio for the residualized mean scores on the Trustworthiness sub-scale
of the Philosophies of Human Nature Scale, shown in Table IX, was significant at the .01 level. The summary of the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers which was computed following the analysis of variance on the Trustworthiness sub-scale of the PHN is shown in Table XVII.

**TABLE XVII**

**DUNCAN'S NEW MULTIPLE RANGE TEST WITH KRAMER'S EXTENSION FOR UNEQUAL NUMBERS APPLIED TO DIFFERENCES BETWEEN THREE GROUP MEANS ON TRUSTWORTHINESS SUB-SCALE OF THE PHILOSOPHIES OF HUMAN NATURE SCALE**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 &amp; 1</td>
<td>24.98 &amp; -5.09</td>
<td>30.07</td>
<td>12.20</td>
<td>.05</td>
</tr>
<tr>
<td>3 &amp; 2</td>
<td>24.98 &amp; -4.63</td>
<td>29.63</td>
<td>12.06</td>
<td>.05</td>
</tr>
<tr>
<td>2 &amp; 1</td>
<td>-4.54 &amp; -5.09</td>
<td>.45</td>
<td>8.94</td>
<td>ns</td>
</tr>
</tbody>
</table>

In regard to the Trustworthiness sub-scale of the PHN, it will be noted that there was a significant difference between Groups 3 (on-campus practicum) and 1 (off-campus practicum) and Groups 3 (on-campus practicum) and 2 (role-playing practicum). The on-campus practicum group changed significantly in regard to the Trustworthiness sub-scale of the PHN. Thus, the on-campus practicum group appeared to view people as being moral, honest, and reliable, as measured by the PHN. Since the data in Tables IX and XVII reached an acceptable level of significance, Hypothesis IV is partially supported.
In Hypothesis V it was predicted that the counselor trainees in the on-campus counseling practicum would score significantly lower (indicating greater preference for these techniques) on residualized mean scores on the Understanding and Supportive sub-scales of the Test of Counselor Attitudes than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Summaries of the analysis of variance of residualized mean scores on the Understanding and Supportive sub-scales of the TCA are shown in Tables XVII and XIX.

### TABLE XVIII

**Analysis of Variance of Residualized Mean Scores on Understanding Sub-Scale of the Test of Counselor Attitudes**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>412.99</td>
<td>2</td>
<td>206.50</td>
<td>5.26*</td>
</tr>
<tr>
<td>Within means</td>
<td>2276.08</td>
<td>58</td>
<td>39.24</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2689.07</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .01.

It will be noted that the F ratio for the Understanding sub-scale of the Test of Counselor Attitudes, as shown in Table XVIII, was significant at the .01 level. Following the analysis of variance, the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers was computed.
TABLE XIX

ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON SUPPORTIVE SUB-SCALE OF THE TEST OF COUNSELOR ATTITUDES

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>88.22</td>
<td>2</td>
<td>44.11</td>
<td>.95</td>
</tr>
<tr>
<td>Within means</td>
<td>2693.56</td>
<td>58</td>
<td>46.44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2781.77</td>
<td>60</td>
<td>. . .</td>
<td>. . .</td>
</tr>
</tbody>
</table>

for the Understanding sub-scale of the TCA. The summary of this data is shown in Table XX.

TABLE XX

DUNCAN'S NEW MULTIPLE RANGE TEST WITH KRAMER'S EXTENSION FOR UNEQUAL NUMBERS APPLIED TO DIFFERENCES BETWEEN THREE GROUP MEANS ON UNDERSTANDING SUB-SCALE OF THE TEST OF COUNSELOR ATTITUDES

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &amp; 1</td>
<td>3.40 &amp; -2.29</td>
<td>5.69</td>
<td>3.73</td>
<td>.05</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>3.40 &amp; -.84</td>
<td>4.23</td>
<td>4.78</td>
<td>ns</td>
</tr>
<tr>
<td>3 &amp; 1</td>
<td>-.84 &amp; -2.29</td>
<td>1.45</td>
<td>4.60</td>
<td>ns</td>
</tr>
</tbody>
</table>

It is indicated by the data shown in Table XX that there was a significant variance between groups 2 (role-playing practicum) and 1 (off-campus practicum) on the Understanding sub-scale of the Test of Counselor Attitudes. This would indicate that the counselor trainees in the role-playing
practicum became more able to understand the counselees in their frame of reference and that they became more able to identify with the counselees' values. This was not in the predicted direction. Thus, Hypothesis V was not sustained.

Hypothesis VI predicted that the counselor trainees in the on-campus counseling practicum would score significantly higher (indicating less preference for these techniques) on residualized mean scores on the Evaluative, Interpretive, and Probing sub-scales of the Test of Counselor Attitudes than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Summaries of the analysis of variance of residualized mean scores on the Evaluative, Interpretive, and Probing sub-scales of the TCA are shown in Tables XXI, XXII, and XXIII.

**TABLE XXI**

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON EVALUATIVE SUB-SCALE OF THE TEST OF COUNSELOR ATTITUDES**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>451.89</td>
<td>2</td>
<td>225.94</td>
<td>6.83*</td>
</tr>
<tr>
<td>Within means</td>
<td>1919.02</td>
<td>58</td>
<td>33.09</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2370.91</td>
<td>60</td>
<td>. .</td>
<td>. .</td>
</tr>
</tbody>
</table>

*P < .01.
TABLE XXII

ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON INTERPRETIVE SUB-SCALE OF THE TEST OF COUNSELOR ATTITUDES

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>665.62</td>
<td>2</td>
<td>332.81</td>
<td></td>
</tr>
<tr>
<td>Within means</td>
<td>2039.59</td>
<td>58</td>
<td>36.03</td>
<td>9.24*</td>
</tr>
<tr>
<td>Total</td>
<td>2755.21</td>
<td>60</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

*p < .01.

TABLE XXIII

ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON PROBING SUB-SCALE OF THE TEST OF COUNSELOR ATTITUDES

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>323.84</td>
<td>?</td>
<td>161.92</td>
<td></td>
</tr>
<tr>
<td>Within means</td>
<td>3935.40</td>
<td>58</td>
<td>67.85</td>
<td>2.35</td>
</tr>
<tr>
<td>Total</td>
<td>4259.23</td>
<td>60</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

It will be noted that the F ratios for the Evaluative and the Interpretive sub-scales of the Test of Counselor Attitudes were significant at the .01 level. Summaries of the data from the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers which was computed following the analysis of variance on these two sub-scales are shown in Tables XXIV and XXV.
**TABLE Xxiv**

Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers Applied to Differences Between Three Group Means on Evaluative Sub-Scale of the Test of Counselor Attitudes.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>( \beta )</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &amp; 3</td>
<td>3.60 &amp; -2.66</td>
<td>6.26</td>
<td>4.66</td>
<td>.05</td>
</tr>
<tr>
<td>2 &amp; 1</td>
<td>3.60 &amp; -1.82</td>
<td>5.42</td>
<td>3.26</td>
<td>.05</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>-1.82 &amp; -2.66</td>
<td>.84</td>
<td>4.22</td>
<td>ns</td>
</tr>
</tbody>
</table>

**TABLE XXv**

Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers Applied to Differences Between Three Group Means on Interpretive Sub-Scale of the Test of Counselor Attitudes.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>( \beta )</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 &amp; 2</td>
<td>5.57 &amp; -3.85</td>
<td>9.42</td>
<td>4.82</td>
<td>.05</td>
</tr>
<tr>
<td>3 &amp; 1</td>
<td>5.57 &amp; .99</td>
<td>4.57</td>
<td>4.40</td>
<td>.05</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>.99 &amp; -3.85</td>
<td>4.35</td>
<td>3.39</td>
<td>.05</td>
</tr>
</tbody>
</table>

It will be noted that there was a significant variance between groups 2 (role-playing practicum) and 3 (on-campus practicum) and between groups 2 (role-playing practicum) and 1 (off-campus practicum) on the Evaluative sub-scale of the Test of Counselor Attitudes. This variance was not in the predicted direction. In the area of attitudes, the role-playing practicum group seemed to have less preference for
value setting in the counseling situation. It will be noted that there was a significant variance between groups 3 (on-campus practicum) and 2 (role-playing practicum) and groups 3 (on-campus practicum) and 1 (off-campus practicum) and groups 1 (off-campus practicum) and 2 (role-playing practicum) on the Interpretive sub-scale of the Test of Counselor Attitudes. The on-campus practicum group appeared to account for this variance. The counselor trainees in the on-campus practicum group showed attitudes that indicated that they did not prefer to teach or to clarify in the counseling situation. It had not been predicted that there would be a significant variance between the off-campus practicum and the role-playing practicum. Since the data in Table XXV reached an acceptable level of significance, Hypothesis VI is partially supported.

In Hypothesis VII it was predicted that the counselor trainees in the on-campus counseling practicum would score significantly higher on residualized mean scores on all the sub-scales of the Personal Orientation Inventory than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Summaries of the analysis of variance of residualized mean scores on the various scales of the Personal Orientation Inventory are shown in Tables XXVI, XXVII, XXVIII, XXIX, XXX, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI, XXXVII, XXXVIII, and XXXIX.
### TABLE XXVI

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON TIME INCOMPETENCE SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>6.17</td>
<td>2</td>
<td>3.09</td>
<td>.54</td>
</tr>
<tr>
<td>Within means</td>
<td>331.68</td>
<td>58</td>
<td>5.72</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>337.86</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXVII

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON TIME COMPETENCE SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>19.29</td>
<td>2</td>
<td>9.62</td>
<td>1.52</td>
</tr>
<tr>
<td>Within means</td>
<td>344.80</td>
<td>58</td>
<td>5.94</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>364.09</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXVIII

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON OTHER SUPPORT SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>94.12</td>
<td>2</td>
<td>47.06</td>
<td>.48</td>
</tr>
<tr>
<td>Within means</td>
<td>5693.63</td>
<td>58</td>
<td>98.17</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5787.80</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXIX

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON INNER SUPPORT SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>523.34</td>
<td>2</td>
<td>261.67</td>
<td>2.69</td>
</tr>
<tr>
<td>Within means</td>
<td>5642.34</td>
<td>58</td>
<td>97.28</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6165.68</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXX

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON SELF-ACTUALIZING SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>52.78</td>
<td>2</td>
<td>26.39</td>
<td>3.45*</td>
</tr>
<tr>
<td>Within means</td>
<td>443.33</td>
<td>58</td>
<td>7.64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>496.11</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *F < .05.

### TABLE XXXI

**ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON EXISTENTIALITY SCALE OF THE PERSONAL ORIENTATION INVENTORY**

<table>
<thead>
<tr>
<th>Kind of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>21.56</td>
<td>2</td>
<td>10.33</td>
<td></td>
</tr>
<tr>
<td>Within means</td>
<td>633.53</td>
<td>58</td>
<td>10.92</td>
<td>.99</td>
</tr>
<tr>
<td>Total</td>
<td>655.19</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XXXII
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON FEELING REACTIVITY SCALE OF THE PERSONAL ORIENTATION INVENTORY

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>10.99</td>
<td>2</td>
<td>5.50</td>
<td>1.01</td>
</tr>
<tr>
<td>Within means</td>
<td>316.12</td>
<td>58</td>
<td>5.45</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>327.11</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXXIII
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON SPONTANEITY SCALE OF THE PERSONAL ORIENTATION INVENTORY

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>12.29</td>
<td>2</td>
<td>6.14</td>
<td>1.32</td>
</tr>
<tr>
<td>Within means</td>
<td>269.18</td>
<td>58</td>
<td>4.64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>281.47</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXXIV
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON SELF REGARD SCALE OF THE PERSONAL ORIENTATION INVENTORY

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>18.30</td>
<td>2</td>
<td>9.15</td>
<td>2.51</td>
</tr>
<tr>
<td>Within means</td>
<td>211.69</td>
<td>58</td>
<td>3.65</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>229.99</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table XXXV

Analysis of Variance of Residualized Mean Scores on Self-Acceptance Scale of the Personal Orientation Inventory

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>1.71</td>
<td>2</td>
<td>.86</td>
<td>.14</td>
</tr>
<tr>
<td>Within means</td>
<td>356.04</td>
<td>58</td>
<td>6.14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>357.76</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XXXVI

Analysis of Variance of Residualized Mean Scores on Nature of Man Scale of the Personal Orientation Inventory

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>.24</td>
<td>2</td>
<td>.12</td>
<td>.05</td>
</tr>
<tr>
<td>Within means</td>
<td>150.79</td>
<td>58</td>
<td>2.60</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>151.03</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table XXXVII

Analysis of Variance of Residualized Mean Scores on Synergy Scale of the Personal Orientation Inventory

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>17.39</td>
<td>2</td>
<td>8.69</td>
<td>1.00</td>
</tr>
<tr>
<td>Within means</td>
<td>505.86</td>
<td>58</td>
<td>8.72</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>523.24</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As indicated in Tables XXVI-XXXIX, only one scale, Self-Actualizing, of the Personal Orientation Inventory yielded an F ratio which reached the accepted level of significance. The F ratio for the Self-Actualizing scale was significant at the .05 level. The summary of the data from the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers which was computed following the analysis of variance on the Self-Actualizing scale of the Personal Orientation Inventory is shown in Table XL.
TABLE XL
DUNCAN'S NEW MULTIPLE RANGE TEST WITH KRAMER'S EXTENSION FOR UNEQUAL NUMBERS APPLIED TO DIFFERENCES BETWEEN THREE GROUP MEANS ON SELF-ACTUALIZING SCALE OF THE PERSONAL ORIENTATION INVENTORY

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 &amp; 2</td>
<td>1.72 &amp; -1.01</td>
<td>2.73</td>
<td>2.22</td>
<td>.05</td>
</tr>
<tr>
<td>3 &amp; 1</td>
<td>1.72 &amp; .17</td>
<td>1.54</td>
<td>2.03</td>
<td>ns</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>.17 &amp; -1.01</td>
<td>1.84</td>
<td>1.56</td>
<td>ns</td>
</tr>
</tbody>
</table>

It will be noted that there was a significant variance between groups 3 (on-campus practicum) and 2 (role-playing practicum) on the Self-Actualizing scale of the Personal Orientation Inventory. The on-campus practicum group changed in regard to the Self-Actualizing value. This group's views were more like those of self-actualizing people, as measured by the POI. This would mean that the counselors in this group were more fully functioning individuals who were using more of their potentials. Since this was the only scale of the POI which reached the accepted level of significance, Hypothesis VII was partially supported.

It was predicted in Hypothesis VIII that the counselor trainees in the on-campus counseling practicum would score significantly lower on residualized mean scores on the Counselor Rating Blank than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. The summary of the analysis of variance
of residualized mean scores on the Counselor Rating Blank is shown in Table XLI.

TABLE XLI
ANALYSIS OF VARIANCE OF RESIDUALIZED MEAN SCORES ON THE COUNSELOR RATING BLANK

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>711.71</td>
<td>2</td>
<td>355.86</td>
<td>15.43*</td>
</tr>
<tr>
<td>Within means</td>
<td>1337.49</td>
<td>58</td>
<td>23.06</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2049.21</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .01.

It will be observed that the F ratio for the Counselor Rating Blank reached the .01 level of significance; therefore the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers was computed following the analysis of variance for the Counselor Rating Blank. The summary of this data is presented in Table XLII.

TABLE XLII
DUNCAN'S NEW MULTIPLE RANGE TEST WITH KRAMER'S EXTENSION FOR UNEQUAL NUMBERS APPLIED TO DIFFERENCES BETWEEN THREE GROUP MEANS ON THE COUNSELOR RATING BLANK

<table>
<thead>
<tr>
<th>Groups</th>
<th>Respective Group Means</th>
<th>Mean Differences</th>
<th>Range Products</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 &amp; 3</td>
<td>2.04 &amp; -7.65</td>
<td>9.69</td>
<td>3.85</td>
<td>.05</td>
</tr>
<tr>
<td>2 &amp; 1</td>
<td>2.04 &amp; 1.09</td>
<td>.95</td>
<td>2.72</td>
<td>ns</td>
</tr>
<tr>
<td>1 &amp; 3</td>
<td>1.09 &amp; -7.65</td>
<td>8.75</td>
<td>3.52</td>
<td>.05</td>
</tr>
</tbody>
</table>
It will be noted that there was a significant variance between groups 2 (role-playing practicum) and 3 (on-campus practicum) and groups 1 (off-campus practicum) and 3 (on-campus practicum). Group 3 (on-campus practicum) appears to have accounted for the variance on this measure. Thus, the counselor trainees in the on-campus practicum were judged by their supervisor to be more effective in their counseling behavior than counselor trainees in the other practicums. Since the on-campus practicum group's scores were significantly lower than the other groups' and since this was in the predicted direction, Hypothesis VIII was sustained.

Discussion of the Results

This discussion is restricted to the implications of the statistical results just presented. The format of the "Changes in Personal Qualities of Counselor Trainees" section of Chapter II will be followed insofar as possible to preserve integration of the results.

Attitude Changes of Counselor Trainees

There is general agreement among counselor educators that the counselor trainee's attitudes should be considered in the training experience. There seems to be general agreement that the counselor trainee's attitudes should change as a result of the practicum experience.

Hypotheses I, II, III, IV, V, and VI pertained to the attitude changes of the counselor trainees.
tend to indicate that, in general, the counselor trainees did make some significant attitude changes which were measured by this study. There was an indication that Hypotheses III, IV, and VI were partially supported by the findings. Although none of the hypotheses regarding attitude changes were completely sustained, some notable attitude changes were measured by some of the scales.

It was predicted in Hypothesis I that the counselor trainees in the on-campus practicum would score significantly lower on residualized scores on the Rokeach Dogmatism Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. This hypothesis was not confirmed. This is generally inconsistent with the literature regarding the use of the RDS in counselor training. One explanation of this could be involved in the scores which were made by all of the counselor trainees on the RDS. On the pre-test of this measure, the scores were not extremely high. Thus, the counselor trainees in this study may have been generally open-minded before they reached the practicum training. If this had been the case, a great deal of attitude change on the RDS might not have occurred during the practicum.

Hypothesis II stated that the counselor trainees in the on-campus practicum would score significantly higher on residualized mean scores on Section I, General Orientation, of the Interpersonal Orientation Scale than the counselor
trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. This hypothesis was not sustained.

In Hypothesis III it was predicted that the counselor trainees in the on-campus practicum would score significantly lower on residualized mean scores on Section II, categories of Manipulative Techniques, of the Interpersonal Orientation Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. There was no significant change on the Coercing, Evaluating, Masking, and Postponing sub-scales of this measure. Differences between the three practicum groups on the Coaxing sub-scale of the IOS were significant at the .05 level. There was a significant variance between the role-playing practicum and the on-campus practicum in regard to this sub-scale with the on-campus group having the lower scores which indicates that they have less preference for the manipulative technique of coaxing. Hypothesis III was partially sustained.

Hypothesis IV stated that the counselor trainees in the on-campus counseling practicum would score significantly higher on residualized mean scores on the eight sub-scales of the Philosophies of Human Nature Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Only the Trustworthiness sub-scale of the PHN showed any differences between the three practicum groups. This difference was significant at
the .01 level. The on-campus practicum appeared to account for the variance on this measure; therefore, Hypothesis IV was partially supported. It would seem that the on-campus practicum is significantly more effective in increasing the counselor trainee's measured degree of trustworthiness than the other practicums. This is consistent with the literature which indicates that the more accepting climate of the on-campus practicum generates trust and acceptance toward others.

In Hypothesis V it was predicted that the counselor trainees in the on-campus practicum would score significantly lower on residualized mean scores on the Understanding and Supportive sub-scales of the Test of Counselor Attitudes than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Differences between the three practicum groups on the Understanding sub-scale of the TCA were significant at the .01 level. However, it appeared that the role-playing practicum accounted for some of the variance on this measure. This was not in the predicted direction. Thus, Hypothesis V was not sustained.

Hypothesis VI stated that the counselor trainees in the on-campus practicum would score significantly higher on residualized mean scores on the Evaluative, Interpretive and Probing sub-scales of the Test of Counselor Attitudes than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. On the
Evaluative sub-scale of the TCA, differences between the three practicum groups were significant at the .01 level. It appeared that the role-playing group accounted for the variance on this measure. This was not in the hypothesized direction. This might be explained by the role-playing practicum's advantage of both seeing and hearing themselves on video tape. Perhaps this group could be more critical of their own responses to counselees and could modify their mistakes through the role-playing situation. By enacting different types of counselor responses, this group may have been more able to make changes in their own responses. On the Interpretive sub-scale of the TCA, differences between the three practicum groups were significant at the .01 level. The on-campus practicum appeared to account for the variance on this measure. This was in the predicted direction of the hypothesis; therefore, Hypothesis VI was partially confirmed. Perhaps the close contact, which the on-campus practicum was able to maintain with the counselees, allowed the counselor trainees to feel less need to interpret in the counseling sessions. In other words, the attitudes of the counselor trainees in the on-campus practicum, as measured by the TCA, indicate that these counselor trainees did not prefer to teach or to point out things to their counselees in the counseling situation.
Personality Changes of Counselor Trainees

The counselor trainee's personality is considered by many counselor educators to be one of the most important aspects in his makeup as a counselor. The importance which counselor educators attach to the personality of the counselor in training is reflected in their almost complete consensus regarding the view that the counselor trainee's actual counseling should be a reflection of his total personality. It is indicated in a review of the professional counseling literature that counselor educators expect counselor trainees to experience personality changes as a result of the training received in the practicum.

In Hypothesis VII it was predicted that the counselor trainees in the on-campus practicum would score significantly higher on residualized mean scores on all the sub-scales of the Personal Orientation Inventory than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. On the Self-Actualizing scale of the POI, differences between the three practicum groups were significant at the .05 level. There was a significant variance between the on-campus practicum group and the role-playing practicum group on this measure. The on-campus group appeared to account for the variance in regard to this scale. It is particularly noteworthy that the on-campus practicum appeared to increase the counselor trainees' self-actualizing potential. Most counselor educators agree that counselor
trainees should become more self-actualizing as they complete their training experiences. Perhaps the fact that the counselor trainees in the role-playing practicum did not experience contact with actual counselees accounts for this group's not being able to show an increase on this scale. The fact that the counselor trainees in the off-campus practicum were able to work with actual counselees may account for there being no significant variance between the off-campus practicum and the on-campus practicum on this scale. There was not a significant difference between the groups on any of the other scales of the POI; therefore, Hypothesis VII was only partially sustained.

Changes in Effectiveness of Counselor Trainees

A review of counseling literature indicates that the counseling practicum should be expected to produce changes in the effectiveness (counseling behavior) of the counselor trainees. It would seem most reasonable to expect the counselor trainee to increase in effectiveness after his experiences in the counseling practicum. Since most counselor educators view the practicum as the culminating point in the training process, the counselor trainee should be expected to combine his theoretical knowledge and his actual counseling sessions to produce more effective counseling behavior.

Hypothesis VIII predicted that the counselor trainees in the on-campus practicum would score significantly lower
on residualized mean scores on the Counselor Rating Blank than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum. Differences between the three groups on this measure reached the .01 level of significance. It appeared that the on-campus practicum accounted for the variance on this measure. This was in the predicted direction; thus, Hypothesis VII was sustained. It seems particularly significant that the on-campus practicum appeared to produce more effective counseling behavior. In the field, others often judge a counselor by his effectiveness; therefore, it would follow that a particular type of practicum which appears to produce more effective counseling behavior should be examined closely.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to compare three different approaches to the counselor practicum—an on-campus practicum, an off-campus practicum, and a role-playing practicum—with regard to the changes in attitudes, personality, and perceived effectiveness of counselor trainees which each type of practicum produced.

The hypotheses were stated as follows:

I. The counselor trainees in the on-campus counseling practicum will score significantly lower (toward open-mindedness) on residualized mean scores on the Rokeach Dogmatism Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

II. The counselor trainees in the on-campus counseling practicum will score significantly higher (toward Altruism) on residualized mean scores on Section I, General Orientation, of the Interpersonal Orientation Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.
III. The counselor trainees in the on-campus counseling practicum will score significantly lower (having low preference for these techniques) on residualized mean scores on Section II, categories of Manipulative Techniques, of the IOS than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

IV. The counselor trainees in the on-campus counseling practicum will score significantly higher (indicating more favorable views of human nature) on residualized mean scores on the eight sub-scales of the Philosophies of Human Nature Scale than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

V. The counselor trainees in the on-campus counseling practicum will score significantly lower (indicating greater preference for these techniques) on residualized mean scores on the Understanding and Supportive sub-scales of the Test of Counselor Attitudes than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

VI. The counselor trainees in the on-campus counseling practicum will score significantly higher (indicating less preference for these techniques) on residualized mean scores on the Evaluative, Interpretive, and Probing sub-scales of the TCA than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.
VII. The counselor trainees in the on-campus counseling practicum will score significantly higher on residualized mean scores on all the sub-scales of the Personal Orientation Inventory than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

VIII. The counselor trainees in the on-campus counseling practicum will score significantly lower on residualized mean scores on the Counselor Rating Blank than the counselor trainees in the off-campus practicum and the counselor trainees in the role-playing practicum.

The subjects employed were sixty-one counselor trainees enrolled in four counseling practicums held during two six weeks' summer sessions at North Texas State University. They were selected as intact classes. Two classes the first six weeks were designated as the off-campus practicum. One class the second six weeks was the on-campus practicum, and one class was the role-playing practicum.

The counselor trainees in the on-campus practicum worked with students from elementary school through high school and also worked with their parents. These counselor trainees' counseling sessions were observed by the practicum supervisor through a one-way screen.

The counselor trainees in the off-campus practicum worked as counselors in a high school setting. Some of these
counselor trainees' counseling sessions were recorded for evaluation.

The counselor trainees in the role-playing practicum did not have actual clients for counseling sessions. Role-playing experiences provided counseling situations for this practicum group.

All the subjects responded on a pre- and post-test basis to five instruments. The Rokeach Dogmatism Scale, the Interpersonal Orientation Scale, the Philosophies of Human Nature Scale, and the Test of Counselor Attitudes were given as measures of the counselor trainees' attitudes regarding open-mindedness, relating to people, the nature of people, and the counseling situation.

The Personal Orientation Scale was given as a measure of the counselor trainees' personality. This scale measures twelve different aspects of personality.

The Counselor Rating Blank was used as a measure of the counselor trainees' counseling effectiveness and behavior. This scale was used by the practicum supervisors to rate the counselor trainees.

Following the collection and tabulation of the data, the results were analyzed by analysis of variance and the Duncan's New Multiple Range Test with Kramer's Extension for Unequal Numbers.

The statistical analysis of the data revealed the following:
Hypothesis I was not confirmed. There were no significant differences between the groups on the Rokeach Dogmatism Scale.

Hypothesis II was not sustained. There were no significant differences between the groups on Section I, General Orientation, of the Interpersonal Orientation Scale.

Hypothesis III was partially supported. There was a significant difference between the groups on the Coaxing sub-scale of the Interpersonal Orientation Scale. The on-campus practicum group appeared to account for the variance on this measure.

Hypothesis IV was partially supported. There was a significant difference between the groups on the Trustworthiness sub-scale of the Philosophies of Human Nature Scale. The on-campus practicum group appeared to account for the variance on this measure.

Hypothesis V was not sustained. There was a significant difference between the groups on the Understanding sub-scale of the Test of Counselor Attitudes, but the role-playing group appeared to account for the variance. This was not in the predicted direction.

Hypothesis VI was partially confirmed. There was a significant difference between the groups on the Interpretive sub-scale of the Test of Counselor Attitudes. The on-campus practicum appeared to account for this variance.
Hypothesis VII was partially supported. Only the Self-Actualizing scale of the Personal Orientation Inventory showed a significant difference between the groups. The on-campus practicum group appeared to account for this variance. Differences between the groups were not found on any of the other scales of the POI.

Hypothesis VIII was confirmed. There was a difference between the groups on the Counselor Rating Blank. The on-campus practicum group appeared to account for this variance.

Findings

Attitude Changes in Practicums

None of the counselor trainees in the counseling practicums appeared to become more open-minded after the practicum training program. This is not to say that they became more closed-minded. They did not show any significant increase in open-mindedness. None of the counselor trainees in the counseling practicums appeared to become more altruistic in their interpersonal orientation. Their attention did not appear to be consciously and deliberately focused on helping the counselees obtain their self-selected objectives. None of the counselor trainees in the practicum groups appeared to become more understanding or supportive toward their counselees.

The on-campus practicum group appeared to have less preference for the manipulative technique of coaxing. The
counselor trainees in this group did not favor the manipulation of present or future rewards to elicit desired behavior from their counselees. The counselor trainees in the on-campus practicum group were more trusting in their philosophy of the nature of man. They tended to believe that their counselees were moral, honest, and reliable. The counselor trainees in the on-campus practicum developed less preference for the technique of teaching or pointing out and interpreting the significance of behavior to their counselees.

The counselor trainees in the role-playing practicum became more able to understand the counselee in the counselee's own frame of reference and became more able to identify himself with the counselee's values. The counselor trainees in the role-playing practicum developed less preference for the technique of bringing to the attention of the counselees some idea they, the counselors, thought might be of value to the counselees.

**Personality Changes in Practicums**

The counselor trainees in the on-campus practicum appeared to become more self-actualizing. Their personalities tended to become more like that of people who have been judged to be self-actualizing individuals. They appeared to be more autonomous and appeared to be utilizing their capacities more fully.
Behavior Changes in Practicums

The counselor trainees in the on-campus practicum became more effective in their counseling behavior as rated by their counseling supervisor on the Counselor Rating Blank.

Possible Explanations of Findings

One explanation for the lack of more positive findings on all the measures regarding changes in counselor trainees' attitudes and personality in the counseling practicum may be attributed to the length of the practicum experience. It may be that six weeks' time may not be long enough for significant changes in attitudes and personality to occur.

Another explanation may be that changes in attitudes and personality have occurred as a result of the total training experience, rather than just as a result of the practicum experience.

Another explanation for the lack of more positive findings in regard to attitude and personality changes may be the position of the practicum experience in the training program. It may be that a practicum which is placed in the middle of the training program rather than near the end of it would produce more changes in the counselor trainees' attitudes and personality.

A possible explanation for the lack of more positive changes occurring in the off-campus practicum may have been inherent in the nature of the practicum itself. The off-campus
practicum could have been called a somewhat unnatural counseling situation. The students and their parents had been requested by the high school to come in for a counseling session. This is not always conducive to good counseling, and it is more like the "call them in" approach in counseling. Also counseling, unless it is group counseling, is usually considered a one-to-one relationship. In this off-campus practicum, the high school students may not have felt completely free to express themselves in the presence of their parents. Thus, the counselor trainees may have experienced some difficulty in establishing counseling relationships. The practicum was also greatly influenced by the attitude of the participating high school. The counselor trainees were advised by the high school that public relations was very important in this summer counseling program. The counselor trainees may have been so conscious of the restrictions imposed by the high school that they could not concentrate on their own feelings about the counseling relationship or view it in the light of their own responses.

Conclusions

1. It may be concluded that counselor trainees in the on-campus counseling practicum
   a. made significant attitude changes in the area of developing more favorable views of their counselees,  
   b. made significant personality changes in the area of self-actualization,
c. became significantly more effective in their counseling behavior.

2. It may be concluded that counselor trainees in the role-playing counseling practicum
   a. made some significant changes in the area of developing some more favorable views of their counselees,
   b. did not make any significant changes in personality,
   c. did not make any significant changes in counseling behavior.

3. It may be concluded that counselor trainees in the off-campus counseling practicum
   a. made no significant changes in attitudes,
   b. did not make any significant changes in personality,
   c. did not make any significant changes in counseling behavior.

Recommendations

In view of the findings of the study, the following recommendations are made:

1. That North Texas State University consider using only the on-campus counseling practicum during a six week summer session.

2. That North Texas State University consider using a twelve-week summer practicum in counseling.

3. That North Texas State University consider using the off-campus practicum only during a regular school term.
and that consideration be given to structuring this practicum for closer supervision, such as the observation of counseling sessions through a one-way screen, video tapes with instant replay, etc.

4. That North Texas State University consider limiting counseling practicums to fifteen counselor trainees.

5. That further study be considered to determine if a longer practicum might produce more changes in counselor trainees' attitudes and personality.

6. That further study be considered to determine the extent to which counselor trainees' attitudes, personality, and counseling effectiveness change as a result of the total counseling program.

7. That further study be considered in regard to the changes which might be produced in counselor trainees' attitudes, personality, and effectiveness if the practicum or a pre-practicum were placed earlier in the training program.
APPENDIX A

ADDRESSES AND REFERENCES FOR TESTS

Rokeach Dogmatism Scale

Interpersonal Orientation Scale
1. Dr. John D. Alcorn, Associate Professor of Guidance, Box 12, Southern Station, University of Southern Mississippi, Hattiesburg, Mississippi, 38401.
2. Dr. Everett D. Erb, Counseling Center, East Texas State University, Commerce, Texas.

Philosophies of Human Nature Scale
1. Dr. Lawrence S. Wrightsman, Jr., Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee.

Test of Counselor Attitudes
1. Dr. Dean Rochester, Assistant Professor, Office of Educational Research and Projects, Southern Illinois University, Edwardsville, Illinois, 62025.
Personal Orientation Inventory

1. Educational and Industrial Testing Service, Box 7234, San Diego, California, 92107.

Counselor Rating Blank

APPENDIX B

ROKEACH DOGMATISM SCALE

The following is a study of what people think and feel about a number of important social and personal questions. This is not an intelligence test nor an information test. There are no right or wrong answers. The best answer is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some statements, disagreeing just as strongly with others, and perhaps rather uncertain on others. Whether you agree or disagree with any statement, you can be sure that many people feel the same as you.

Respond to each statement by placing your response in the appropriate place on the separate answer sheet. Indicate the extent to which you agree or disagree by circling a number by the number for each statement. The numbers and their meanings are indicated below:

+1 I agree a little  -1 I disagree a little
+2 I agree on the whole  -2 I disagree on the whole
+3 I agree very much  -3 I disagree very much

1. The United States and Russia have just about nothing in common.

2. The principles I have come to believe in are quite different from those believed in by most people.

3. The highest form of government is a democracy, and the highest form of democracy is a government run by those who are most intelligent.

4. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

5. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
6. There are certain "isms" which are really the same even though those who believe in these "isms" try to tell you that they are different.

7. Fundamentally, the world we live in is a pretty lonesome place.

8. Most people just don't give a "damn" for others.

9. I'd like it if I could find someone who would tell me how to solve my personal problems.

10. It is only natural for a person to be rather fearful of the future.

11. There is so much to be done and so little time to do it in.

12. Once I get wound up in a heated discussion, I just can't stop.

13. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

14. In a heated discussion, I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

15. It is better to be a dead hero than a live coward.

16. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

17. Most people are failures and it is the system that is responsible for this.

18. It is only natural for a person to have a guilty conscience.

19. In the history of mankind there have probably been just a handful of really great thinkers.

20. There are a number of people I have come to hate because of the things they stand for.

21. A man who does not believe in some great cause has not really lived.

22. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
23. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

24. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

25. A group which tolerates too much difference of opinion among its own members cannot exist for long.

26. There are two kinds of people in this world; those who are for the truth and those who are against the truth.

27. My blood boils whenever a person stubbornly refuses to admit he's wrong.

28. A person who thinks primarily of his own happiness is beneath contempt.

29. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

30. I sometimes have a tendency to be too critical of the ideas of others.

31. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

32. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

33. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

34. Young people should not have too easy access to books which are likely to confuse them.

35. The present is all too often full of unhappiness. It is only the future that counts.

36. There's no use wasting your money on newspapers which you know in advance are just plain propaganda.

37. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
38. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

39. Most people just don't know what's good for them.

40. To one who really takes the trouble to understand the world he lives in, it's an easy matter to predict future events.
APPENDIX C

INTERPERSONAL ORIENTATION SCALE

Test Booklet

General Directions:

This instrument contains two sections: Section I - in which a number of situations are posed asking you to select response actions which you feel to be most appropriate; and Section II - in which you are asked to register your agreement or disagreement with an assortment of statements.

Be sure to keep in mind that there are no "right" or "wrong" answers. You should select each response category on the basis of how you honestly and realistically feel regarding the respective item.

In order to complete this instrument, you should have (a) this booklet and (b) a separate answer sheet. A pencil is generally recommended for marking your answers. If you desire to change an answer, simply erase or mark through the original selection and mark your new choice. Be sure to read the specific instructions presented at the beginning of each section since they contain different types of items.

Although this instrument normally requires only 30-50 minutes to complete, there is no time limit.

TURN TO THE NEXT PAGE AND BEGIN
PART I:  

Instructions:
Listed below are a number of interpersonal situations with accompanying response actions listed in pairs. (In most cases, there are two pairs of responses for each situation.) From each pair of responses you are to select one response which is MOST like what you would actually do if you found yourself in a similar situation. (Not what you think you should do.) Even though you might not actually choose to do either, select the one response from each pair which is most like what you would do if you had to make a choice.

Make no marks on this booklet. Indicate your choices on the separate answer sheet by marking a '+' in the box next to the letter (a or b) corresponding to the response selected as your choice. For example if you select item a as your choice, mark it in this manner:

a. [+] 

SITUATION #1:
Your mother is very old and has been recently widowed. She wants to visit a sister who lives quite a distance away. The trip would be unadvisable in your opinion since it would require lengthy travel. As an interested son or daughter, would you

1. a. respect her decision in the matter.  
   b. try to talk her out of making the trip.

SITUATION #2:
There is a man in your community who has a great deal of ability, but demonstrates little ambition toward making an adequate living for his family. If you were his wife, would you

2. a. simply stand behind him and provide moral support. 
   b. make sure he is aware of his family's plight due to his lack of ambition.

3. a. try to show understanding for his feelings. 
    b. point out his responsibilities toward himself and his family.

Turn to the next page and continue
SITUATION #3:
A wife wants to invite her mother to visit for the summer. The house is small and her husband doesn't feel that it would be good to have an extra person for such a lengthy visit. If you were her husband would you

4. 
   a. try to impress her with the inadequacy of the house.
   b. allow her to make the decision and cope with the space problem in the best way possible.

5. 
   a. accept her plans without grumbling.
   b. try to discourage the proposed visit.

SITUATION #4:
As principal of an elementary school, you ask one of your more competent teachers to try out a new program which you believe would greatly increase learning efficiency. The teacher tells you that she prefers not to participate in the new program for personal reasons. As her principal would you be more likely to

6. 
   a. point out that she has certain responsibilities to try new ideas.
   b. excuse her from the assignment.

7. 
   a. discuss the matter with her attempting to understand her reasons for not wanting the assignment.
   b. try to convince her that she should accept the challenge of the new program.

SITUATION #5:
A couple whom you know personally are in the process of making out a will. The husband wants to leave some property to a favorite younger brother of his. His wife doesn't feel that this would be fair to herself and their two children. If you were his wife, would you

8. 
   a. demand to know if his brother is of more concern to him than his own family.
   b. allow him to dispense with his estate in the manner that he desires.

9. 
   a. try "friendly persuasion."
   b. avoid making an issue of the brother's place in the will.
SITUATION #6:
Your daughter wants to join a sorority during her freshman year at college. You have strong fears regarding her ability to carry on the resulting social activities and still do well in school. As one of her parents, would you be more inclined to

10.  a. have a long private talk with her and explain why she shouldn't join a sorority at this time.
    b. in spite of your fears--tell her that she should do what she thinks best.

11.  a. try to get her to accept some alternate goal.
    b. allow her to join and see how things work out.

SITUATION #7:
A man you know works at a job which he likes very much. His wife is greatly concerned because the people he works with have acquired bad reputations. If you were his wife, would you

12.  a. have faith in the character of your husband and be content that he has a job which he enjoys.
    b. try to convince him that he should get a different job.

13.  a. discuss the matter frankly with him--insisting that he put your reputations first.
    b. believe in him enough to rely on his judgment in the matter.

SITUATION #8:
A neighbor is quite concerned because his 16 year old son recently got his second speeding ticket. If you were the neighbor and the boy were your son, would you

14.  a. try to show the boy that you still have faith in him.
    b. make him walk for a while to appreciate his driving privileges.

15.  a. let him know that he has the emotional support of his parents in facing problems such as this.
    b. give him a sound lecture on the responsibilities of driving a car.
SITUATION #9:
A boy of twelve wants a .22 cal. rifle. His mother does not want him to have one because she is afraid of an accident. If you were the mother, would you

16. a. have someone to teach him the rules of safety and allow him to purchase the rifle.
   b. point out that he is too young to have a rifle.

17. a. explain how dangerous a rifle can be.
   b. arrange for competent instruction and allow him to purchase a rifle.

SITUATION #10:
A husband wants to accept a position in a civic organization which will require him to be out late as much as two nights per week. His wife feels that it will be unfair for him to be away from home that much and doesn't want him to accept the position. If you were his wife, would you

18. a. let him accept the position and try to plan your activities when he is at home so that his home life will be enjoyable.
   b. try to discourage him from taking the office.

19. a. not interfere with his plans to accept the position.
   b. point out that involvement in the civic organization will be harmful to your marriage.

SITUATION #11:
A talented young man whom you have promised to help through college tells you that he has decided to drop out of college and attend a trade school. You feel that this decision would not be in his best interests in terms of long range goals. Would you

20. a. give him a choice of going to college with assistance or to the trade school on his own.
   b. let him make his own decision and continue to back him as before.

21. a. encourage him to continue for another semester in the hope that he will regain his interest in attending college.
   b. try to accept his decision in the matter.
SITUATION #12:
As president of a local service club, you have the responsibility for appointing various work committees. It has come to your attention that the chairman of one committee—a man who has told you that he wants to serve in the same position for another year—did a very poor job during the previous year. As president of the club, would you

22. a. help him to improve if he is sincere in his desire to serve another term.
   b. find some other job and tell him that he is more badly needed there.

23. a. explain that one year is long enough for one person to serve in a position.
   b. allow him to retain the position for another year—hoping that he will improve.

SITUATION #13:
A neighbor's son wants to go to the next state to attend college in order to be with former high school chums. His parents want him to commute to a nearby college in order to cut down on expenses which will strain their budget at best. If you were his father and he were your son, would you

24. a. try to make him attend the nearby college since he must wake up to reality sooner or later.
   b. assist him in working out a solution which will allow him to attend the college of his choice.

25. a. tell him that if all college means to him is being with friends, he is not ready to attend anyway.
   b. assist him in obtaining part-time work in order to to the out-of-state college.

SITUATION #14:
One of the brighter students in an accelerated class asks his principal to let him attend regular class because he doesn't want to devote the extra time necessary for the accelerated course. As his principal would you

26. a. let him do as he pleases in the matter.
   b. reprimand him for being lazy.
27. a. not allow him to leave the accelerated class unless he has a much better reason.  
   b. place him in the regular class with the understanding that he can return to the accelerated class if he so desires.

SITUATION #15:  
A boy and girl of five and six years of age, who play together regularly, have been caught in sex play. As one of their parents, would you

28. a. discuss the matter with them in a frank manner answering any questions which might evolve.  
   b. discourage them from playing together on a regular basis.

29. a. try to make them understand the seriousness of such behavior.  
   b. discuss their curiosity with them openly and frankly in private.

SITUATION #16:  
A boy you know who seems to be a talented athlete is enthusiastic about playing football. The mother is anxious because participation in football will possibly interfere with his completion of an extra course he will need to graduate with his classmates. If you were his mother, would you

30. a. be sure he graduates—without football, if necessary.  
    b. allow him to play football and arrange to relieve him of home duties in order to provide more time for studying.

31. a. let him play football if he thinks it is more important than graduating.  
    b. make him understand that his education must come first.

SITUATION #17:  
A family of five plans to purchase a new automobile. The husband has had his heart set on a sports car for some time. The wife is opposed to buying a sports car because she doesn't think that it would prove to be a practical choice. If you were the wife, would you be more likely to
32.  
  a. allow him the privilege of selecting the family car.
  b. insist on buying a sedan in view of the family's overall needs.

33.  
  a. let him make the decision based on what he feels will be best.
  b. ask some of his close friends to influence him away from the sports car.

SITUATION #18:
A friend's wife wants to hire a housekeeper and get a job outside of the home because housework and caring for small children completely frustrate her. He is opposed because he feels that both their home life and the children would suffer. If you were her husband, would you

34.  
  a. point out that her primary responsibility is in the home and not making a living.
  b. allow her to experience some self-realization and take on an outside job.

35.  
  a. let her try a job for awhile.
  b. try to convince her that she is needed at home.

SITUATION #19:
As an employer you offer an employee a new position with increased pay and responsibilities. Your employee refuses to accept the advancement because he doesn't want to deal with the pressures he knows will be associated with the new position. As his employer, would you be more inclined to

36.  
  a. be pleased that he realizes he isn't capable of handling the new job.
  b. try to convince him that he should take the new position.

37.  
  a. try to explain how much he is needed in the new position.
  b. allow him to remain in his old position.
SITUATION #20:
You have a female employee who is young, attractive and married. A male employee, also married, is obviously infatuated with her as she is with him. You fear the consequences of this association for the business as well as for them. As their employer, would you

38.  
a. try to make the man aware of his responsibilities to his job and his family.
b. do nothing since this is a private affair.

39.  
a. leave them alone since it is their own personal business.
b. inform them that if they want to keep their jobs, they had better stay away from each other while at work.

SITUATION #21:
A younger brother tells you that he plans to quit his present job to accept another. From what you know about the two jobs, you believe the proposed change to definitely be a bad move for your brother. Would you

40.  
a. tell him that you think the move would be a mistake.
b. allow him to make his own decision in the matter without interference.

SITUATION #22:
A husband likes to go to bed early and get up early; his wife stays up late at night reading books and wants to sleep late in the morning. He is concerned because the problem is becoming a source of friction. If you were the husband, would you

41.  
a. insist that she alter her schedule to more nearly fit yours.
b. alter your own schedule as a means of encouraging her to do the same.

42.  
a. make her get up early enough to cock breakfast and get you off to work.
b. try to see things from her point of view.
SITUATION #23:
Your teenage daughter wants to accept a date with a boy of doubtful character and social standing. You fear the consequences of such an association greatly. As her father or mother, would you

43. 
   a. make a decision about the matter for her if necessary.
   b. allow her to make her own decision in the matter and trust that she will mature by the experience.

44. 
   a. discourage her in a subtle manner by inviting the boy into your home so that she can see that he doesn’t fit in.
   b. allow her to accept the date under the usual conditions.

SITUATION #24:
You are the sponsor of a high school play. Your leading man comes to you after several weeks of practice and asks to withdraw in order to devote more time to a personal project. As sponsor of the play would you

45. 
   a. discuss the matter openly—trying to see things from the boy’s point of view.
   b. remind him of his obligation to the other members of the cast.

46. 
   a. have other members of the cast talk to him.
   b. allow him to drop out of the play if he is serious about his request.

SITUATION #25:
A teenager wants to baby-sit for extra money at night and after school. Her parents feel that with her chores at home and lessons to do she would not have time for this additional activity. If she were your daughter, would you

47. 
   a. exercise your authority over her to prevent this for her own good.
   b. let her make her own decision in the matter.

48. 
   a. tell her that you think she would be unwise to accept baby-sitting jobs at this time.
   b. relieve her of some of her home duties in order to allow her to baby-sit.
SITUATION #26:
Parents who are devout protestants have just learned that their daughter plans to marry a catholic boy. They are deeply concerned and very much opposed to this union. If she were your daughter, would you

49. a. ask some of her closest friends to talk to her about the proposed marriage.
b. try to show faith in her ability to make important decisions such as this.

50. a. show her statistical data related to marriages of this type.
b. allow her and the young man freedom to evaluate the situation from their own points of view.

SITUATION #27:
A man in his middle sixties plans to marry a younger woman in her thirties. His children are convinced that she is a "fortune hunter." If you were one of his children, would you

51. a. try to use your influence to stop his approaching marriage.
b. give him the emotional support he needs--allowing him to make his own decision in the matter.

52. a. allow him to make his own decision in the matter.
b. without his knowledge--try to discourage the woman.

PART II:

Instructions:
Listed below are 100 statements. Please indicate your agreement or disagreement with each statement by drawing a circle around the response category provided on the separate answer sheet which is most consistent with your own feeling toward the statement. As in Part I, there are no right or wrong answers. The response categories are as follows:

SA - Strongly Agree, A - Agree, U - Undecided, D - Disagree, SD - strongly disagree
THUS if you wish to register a response of "agree" to a given statement, you do so in the following manner:

\[
\text{SA (S) U d SD}
\]

1. The statement, "An eye for an eye and a tooth for a tooth," would provide a fair and just guide for dealing with criminals.

2. I really dislike seeing people not act their age.

3. Many times you have to fool people in order to get them to react in the right way.

4. Hard work should always receive extra pay and compensation.

5. If you are in doubt about something, you should always wait until you can be sure before going ahead.

6. To get along with people, I often indicate satisfaction with something when in reality I feel just the opposite.

7. "Why don't you sleep on it?" is the best advice for making a difficult decision.

8. Giving candy to children is one of the best ways to help them overcome the fright of the doctor's office.

9. Many people can be classed as either good or bad.

10. Low moral standards are quite prevalent these days.

11. The death penalty should be retained as a threat to potential murderers.

12. I believe that most people would be willing to lie to get ahead.

13. Other people's approval is a highly justifiable social goal.

14. We need much stiffer fines for speeders who threaten the lives of everyone else on the highways.

15. Things done quickly are usually half-done.

16. Often it is necessary to "out-smart" other people to get ahead.
17. One should always be sure of where he is going before making a move.

18. I might be considered something of a "con man" myself at times.

19. I often feel that I should wait for a time before checking into something.

20. Individuals who are never absent from their jobs should be eligible for extra benefits at the end of each year.

21. A youngster who misbehaves should be admonished to "act like a young man or young lady."

22. Acknowledgement for accomplishments is the only real way to motivate people to do their best.

23. One should always be sure before going ahead with a decision.

24. There is practical validity in the statement, "Spare the rod and spoil the child."

25. When in trouble it is better to keep your mouth closed.

26. "Snap" decisions are usually poor decisions.

27. Much of the time, what people don't know won't hurt them.

28. It is all right to fool people if it is for their own good.

29. Opportunities should be guaranteed to every person who applies himself.

30. Many times the best think you can do is to delay making a decision.

31. Wars are inevitable since aggressive nations must be punished in order to protect world peace.

32. It is sometimes difficult to blame someone for "taking individuals to the cleaners" if they are gullible enough to believe anything.

33. Capital punishment is necessary for the protection of society.
34. Giving away door prizes is the best way to persuade people to attend meetings.

35. I do not mind at all telling a person when he is wrong about something.

36. The statement, "As you sow, so shall you reap," should provide a realistic warning for those who would flaunt the rules of society.

37. First impressions are usually correct impressions.

38. I often imply an affection or liking for an individual that does not represent my true feelings.

39. I can usually size a person up after talking to him for a few minutes.

40. Unwed mothers should definitely be made to realize that what they have done is wrong.

41. Force is the only language some people can understand.

42. I have no use for a sissy.

43. By delaying a decision one usually gains insight.

44. Teenagers should not be allowed to break family rules.

45. Shaming is a good control measure for children's behavior.

46. I think it would be very exciting to go to a strange town, assume a new name, and see what life is really like.

47. No one ever learns anything important unless given some encouragement.

48. The only way to bring out the best in people is to accept the good things they do.

49. College graduates should be assured that they will receive better jobs than non-college people.

50. Much of the time I disguise my real motives from other people.

51. Every child must have a lot of encouragement if he is to do his best.
52. The use of punishment is the only way you can motivate some people to do their best.

53. Time solves most problems.

54. Rapists should be given the stiffest penalty allowed by law.

55. Everybody can be fitted into certain categories.

56. Regular increases in salaries is the best way to motivate employees to do a better job.

57. Good grades should go only to those who work hard.

58. A hasty decision is usually a wrong decision.

59. Many times you just naturally have to stretch the truth if you are going to make an impression.

60. Children should often be shamed when they are caught doing something bad.

61. I have strong opinions—for or against—on most subjects.

62. If one will just have the patience to wait, most problems will solve themselves of their own accord.

63. Drivers who are continually involved in auto accidents should have their licenses revoked.

64. Love and affection from an interested person are all that is necessary to change a problem child.

65. It is often better to make no decision at all than a wrong decision.

66. Students who are habitually late to class should forfeit their right to attend class if they arrive after starting time.

67. I usually like to put off doing things which can wait until some time later.

68. The trouble with most people who need help today is that they are too lazy and irresponsible to help themselves.

69. The death penalty is only fair for those who commit premeditated murder.
70. Only those employees who work hardest should be provided with promotional opportunities.

71. Students who play hooky should not be allowed to participate in athletics.

72. It is only proper for advertisers to exaggerate what their products will do.

73. If a pending decision troubles you, the best thing to do is to try to think about something else for a while.

74. One's ability to get along in life is dependent upon an ability to play different roles even when they don't fit.

75. A completely honest person is often not too successful.

76. When someone becomes argumentative over politics, you can quite easily identify them as either liberal or conservative.

77. Young people with rebellious ideas need firmer treatment.

78. The person who works hard in his younger years should be assured of having things relatively easy in the later years of life.

79. People who cry easily may be showing signs of weakness.

80. Good children should be rewarded and bad ones punished.

81. Individuals who do not plan ahead should be allowed to suffer the consequences when they get into trouble.

82. Haste usually makes waste.

83. Rewards must be presented before any real learning can take place.

84. I often like to keep people "in the dark" about myself.

85. One should never buy the first thing he sees when shopping.

86. Non-drinkers should be given cheaper auto insurance rates.

87. In child training, desired behavior should always be rewarded.
88. The longer you can wait in making a decision, the better are your chances of making the right one.

89. What our youth needs most today is a return to stricter discipline.

90. One should never "cross a bridge" until he gets there.

91. It is quite disgusting to be around teenagers who do not act in a mature manner.

92. There is a lot of truth in the statement, "Fools rush in."

93. It may be better to be a little dishonest and successful than honest and a failure.

94. You can usually tell what a person is like by the company he keeps.

95. People are getting by with too much these days.

96. You can usually spot an intelligent person by the way he acts.

97. Obedience and respect for authority are the most important virtues children can learn.

98. Most people will believe anything you tell them.

99. You have to be pretty sly to get what you want in this world.

100. Children should always be rewarded for making good grades in school.

END
APPENDIX D

PHILOSOPHIES OF HUMAN NATURE SCALE

The next section of this questionnaire is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with matters of opinion.

Read each statement carefully. Then on the separate answer sheet, indicate the extent to which you agree or disagree by circling a number by the number for each statement. The numbers and their meanings are indicated below:

- If you agree strongly - circle +3
- If you agree somewhat - circle +2
- If you agree slightly - circle +1
- If you disagree slightly - circle -1
- If you disagree somewhat - circle -2
- If you disagree strongly - circle -3

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number on the answer sheet. Be sure to answer every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one which is closest to the way you feel.
1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.

2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.

4. Most people try to apply the Golden Rule even in today's complex society.

5. A person's reaction to things differs from one situation to another.

6. I find that my first impression of a person is usually correct.

7. Our success in life is pretty much determined by forces outside our own control.

8. If you give the average person a job to do and leave him to do it, he will finish it successfully.

9. Nowadays many people won't make a move until they find out what other people think.

10. Most people do not hesitate to go out of their way to help someone in trouble.

11. Different people react to the same situation in different ways.

12. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

13. Attempts to understand ourselves are usually futile.

14. People usually tell the truth, even when they know they would be better off by lying.

15. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.

16. Most people will act as "Good Samaritans" if given the opportunity.
17. Each person's personality is different from the personality of every other person.

18. It's not hard to understand what really is important to a person.

19. There's little one can do to alter his fate in life.

20. Most students do not cheat when taking an exam.

21. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

22. "Do unto others as you would have them do unto you" is a motto most people follow.

23. People are quite different in their basic interests.

24. I think I get a good idea of a person's basic nature after a brief conversation with him.

25. Most people have little influence over the things that happen to them.

26. Most people are basically honest.

27. It's a rare person who will go against the crowd.

28. The typical person is sincerely concerned about the problems of others.

29. People are pretty different from one another in what "makes them tick."

30. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

31. Most people have an unrealistically favorable view of their own capabilities.

32. If you act in good faith with people, almost all of them will reciprocate with fairness towards you.

33. Most people have to rely on someone else to make their important decisions for them.

34. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.
35. Often a person's basic personality is altered by such things as a religious conversation, psychotherapy, or a charm course.

36. When I meet a person, I look for one basic characteristic through which I try to understand him.

37. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

38. Most people lead clean, decent lives.

39. The average person will rarely express his opinion in a group when he sees the others disagree with him.

40. Most people would stop and help a person whose car is disabled.

41. People are unpredictable in how they'll act from one situation to another.

42. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

43. If a person tries hard enough, he will usually reach his goals in life.

44. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

45. Most people have the courage of their convictions.

46. The average person is conceited.

47. People are pretty much alike in their basic interests.

48. I find that my first impressions of people are frequently wrong.

49. The average person has an accurate understanding of the reasons for his behavior.

50. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

51. Most people can make their own decisions, uninfluenced by public opinion.
52. It's only a rare person who would risk his own life and limb to help someone else.

53. People are basically similar in their personalities.

54. Some people are too complicated for me to figure out.

55. If people try hard enough, wars can be prevented in the future.

56. If most people could get into a movie without paying and be sure they were not seen, they would do it.

57. It is achievement, rather than popularity with others, that gets you ahead nowadays.

58. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.

59. If you have a good idea about how several people will react to a certain situation, you can expect most people to react the same way.

60. I think you can never really understand the feelings of other people.

61. The average person is largely the master of his own fate.

62. Most people are not really honest for a desirable reason; they're afraid of getting caught.

63. The average person will stick to his opinion if he thinks he's right, even if others disagree.

64. People pretend to care more about one another than they really do.

65. Most people are consistent from situation to situation in the way they react to things.

66. You can't accurately describe a person in just a few words.

67. In a local or national election, most people select a candidate rationally and logically.

68. Most people would tell a lie if they could gain by it.

69. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.
70. Most people inwardly dislike putting themselves out to help other people.

71. A child who is popular will be popular as an adult, too.

72. You can't classify everyone as good or bad.

73. Most persons have a lot of control over what happens to them in life.

74. Most people would cheat on their income tax if they had a chance.

75. The person with novel ideas is respected in our society.

76. Most people exaggerate their troubles in order to get sympathy.

77. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

78. People are too complex to ever be understood fully.

79. Most people have a good idea of what their strengths and weaknesses are.

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

81. Most people will speak out for what they believe in.

82. People are usually out for their own good.

83. When you get right down to it, people are quite alike in their emotional makeup.

84. People are so complex, it is hard to know what "makes them tick."
APPENDIX E

TEST OF COUNSELOR ATTITUDES

Part I

Instructions: In this part of the test are ten examples of possible exchanges between counselors and students. The counselor starts each exchange. The student replies. This is followed by five possible attitudes or responses by the counselor. Arrange these responses in the order of your preference from first to fifth by recording the letter on the answer sheet provided as suggested below.

1. beside the response you would be most apt to favor
2. beside the response which is next most desirable to you
3. beside the next
4. beside the next, and
5. beside the response that least represents your preference

The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type as you would favor. You may think of responses which would be preferable from your point of view to any of those listed. It is necessary, however, that you make your selection from the alternatives presented, and arrange all five in order of their desirability.

1. Financial Counselor: How do you do? I'm Mr. Smith. Now what is it that I can do for you?

Student: Well, sir, I'm not just too sure. I have a situation that I'm not too clear about and I don't know whether I need to get a loan, or whether I'm not planning well enough on what I have, or whether I'm a victim of inflation, or just what. And I thought—well, I mentioned it to one of my profs and he suggested I ought to see you, so here I am.

a. A little too confusing to dope out yourself, is that it?

b. Well, I hope that I can help. It's the kind of thing we want to do here; help you get lined up.
c. Let me get a piece of paper here. Okay; shoot! What's the story?

d. Chances are that it is a combination of factors; it usually is for most students.

e. Well, it strikes me that you're doing the right thing here. Sound financial planning can be a real help.

2. Fraternity Counselor: Hi, Ed. How'd the game with the upperclassmen go?

Fraternity Student: Aw, to hell with 'em! Good Lord, I tried to do my best, but when Jose got so darned mad at me when I miscounted trumps it just made me--well, I do try--but when they as much as tell me that my best isn't enough, it just points out to me more and more clearly that I'm just a sad sack.

a. Look, Ed, have you ever just stopped to consider the source? Like the guy that got kicked in the face by the mule?

b. In other words, when someone attacks you, you tend to feel guilty about it.

c. In other words, when you did your best and he found fault, it tended to make you feel rather worthless.

d. Now look, my friend, if you're going to let something like that throw you, you are a sad sack, for sure.

e. Tell me, Ed, is it only in a bridge game that you feel that way?

3. Marriage Counselor: All right, Miss Ex, what is it you wanted to see me about?

Miss Ex: I wanted to talk with you about my fiance and what you think about whether or not I should marry him. My whole relationship with him is such a changeable thing. One day we are all set to get married and the next day we want to call it off. We've set a time now, two weeks from tomorrow when we are either going to get married or quit seeing each other. Now I think we can make a go of it, if he will just be a bit more considerate of my feelings. I know I'm what you call a neurotic, but why can't he help me overcome it?
a. Well, now I certainly can't give an answer to your situation just like that, but I do think it is clear that whatever decision you reach should be one which is the most constructive for both of you.

b. I'd like to hear a little more about what you feel he could help you overcome.

c. I'm wondering here how much of your relationship might be a way of looking for help for something inside that troubles you: The same thing that brings you to me.

d. While you paint a picture of incompatibility at times, I'm thinking that it may be possible to reach some resolution of this conflict. It may be more apparent than real.

e. I gather the whole situation is a somewhat confusing one to you and one for which you want to work out an answer right away.

4. Student Activities Counselor: I wanted to talk with you, Tom, about the difficulties which seem to exist between your staff and the newspaper staff.

Student: Well, if you ask me, it's high time that pack of mutts got straightened out. Every time they print that sheet all they do is criticize. They run down every last thing we do. I've done everything I can do to work with them. They're so infernally superior. They ought to try to put a good foot forward for a change. But, I'll help in any way I can.

a. I'd like to hear your side of the story completely. Want to tell me more about it?

b. What you say about them may be true, Tom, but let's remember that we've just got to work together in order to exist.

c. From the way you see it, I can understand how it would be provoking.

d. From the way you see it, then, you're pretty well justified in feeling angry, but you're willing to help?

e. I gather you resent being made to feel inferior.
5. Religious Counselor: All right, Marian, we have half an hour now. Would you like to go ahead in your own way?

Student: I don't know just how to begin. It just seems that everything here is so negative. In all the classes they just tear things apart—and put nothing in their place. Now it really doesn't bother me a lot, but with all this analysis and taking things apart and explaining things mechanically, it just makes me wonder if there really is a God. And I want to see things constructively.

   a. You feel disturbed by these destructive activities.
   b. Sometimes it takes a lot of thinking to absorb conflicting ideas.
   c. You must want to be constructive but these destructive activities stand in the way, is that it?
   d. I'd like to get a little clearer idea of how this conflict works out. Could you give me an idea, say, by a more specific example?
   e. Have you thought of the possibility of asking your instructors just how they relate the two sides? Maybe you could get some help by a more complete discussion.

6. Student Discipline Counselor: I expect, Al, that you know why you've been sent for. Bringing liquor into the dorm was a violation of the University rules. Were you aware of that?

Student: Yes, I am aware of that and I do appreciate the fact that it was a foolish thing to do. I do not intend to try to justify myself in any way. It was childish. I can understand that such things cannot be tolerated by the University. I had an impulse to try it and I got caught. I am ready to accept the consequences.

   a. All right, Al. I'd suggest you keep up the same attitude. I don't like to jump you any more than you like to be jumped. I'll let you know what the Dean decides.
   b. All right, Al. I gather you wish to stand squarely on your own two feet in this matter. I'll let you know what the Dean decides.
c. You feel, then, that the treatment is just. You'll be hearing from the Dean as soon as he has reached his decision.

d. I hope you'll recognize this as something the dean's office must do and that we don't like it any more than you do. You'll be hearing from the Dean soon.

e. What's the score on this now? What the devil was it that prompted you to take a try at this?

7. Guidance Counselor: All right, Ralph, what was it you wanted to talk about?

Student: What I want to do is to narrow my interests down to one or two areas or objectives which can give me a source of economic support, of financial security, and yet give me a feeling of intellectual achievement. It seems to me that the time has come when this immature lack of direction has got to be straightened out.

a. Just how far has your thinking gone in this problem?

b. You know where you want to go and it's high time you got there, is that it?

c. That's a fine goal, Ralph. Let's see what we can do about it.

d. I expect that first we'll have to get a measure of your strengths and weaknesses and interests and then see how things seem to stack up.

e. Uh hm, I see. You're beginning to become concerned about growing up.

8. Faculty Counselor: Come in. What can I do for you?

Student: Dr. Allen, I'd like to get some help from you on my schedule for next winter quarter. I've talked with several people about what I ought to take but they all tell me different things and it's hard for me to know what to choose. Gee Whiz! I'm only a freshman and I just don't know what is best, so I decided finally that I ought to come to someone who could give me some expert advice.

a. If I follow you correctly there, you feel pretty sure that this is something that requires outside help, it's something you can't decide for yourself.
b. Are you speaking now of what major field you want to get into, or what you are going to take for electives?

c. Well, now maybe if you depended a little more on yourself, on what you can do and what you want to do instead of what others say, you'd get along a little better.

d. I'm wondering there if your difficulty isn't more a matter of developing self-reliance than a matter of selecting courses.

e. Sure. I'd be glad to help. Sometimes it's a bit brutal getting adjusted to the college set-up.

9. Counselor at Student Union: How do you feel about coming here, Joan? Do you feel it has been of any help to you?

Student: I think it's wonderful! I've never had a chance like this before in all my life. People are so friendly here. Oh, of course, I realize that there are others here who are just learning too, but I just don't feel afraid any more. I think the University is to be most wholeheartedly congratulated for providing the chance for students who might otherwise go through school as wallflowers.

a. That's just grand, Joan. I'm glad you're getting so much out of it.

b. You'll probably simmer down a bit as it becomes old stuff to you, but it's sure fun now, isn't it?

c. Keep at it, Joan, you're on the right track.

d. I'm rather wondering whether this same feeling is carrying over into other areas of your life.

e. Feeling pretty pleased and grateful, is that it?

10. Dormitory Counselor: How are things coming along, John?

Dormitory Student: Okay, I guess, except for that new roomie I got stuck with. He's a heel! He thinks he knows everything—a big shot. But I'll figure out some way to handle him, all right. And he'll know he's been handled, too. I'm not taking any guff off a peanut like that.
a. You feel you must be out in front of him, that it's really important to you to be a better man, isn't that it?

b. Do you think that's a very constructive attitude to take toward him?

c. Why should this thing be so important to you?

d. You feel pretty angry with him and want to put him in his place, is that it?

e. I see what you mean. A guy like that is a real pain in the neck.
Instructions: In this part of the test, a series of excerpts from interviews are presented. Each excerpt is an expression by a client concerning an aspect of the situation he faces. Little or nothing is given you as to the nature of the person speaking. No further information on the case is available. You will not know where in the course of the interview series the expression takes place. In brief, you are presented with isolated client responses.

Following each such client statement is a series of five possible counselor responses. As in Part I, you are to arrange all five responses in the order of your preference from first to fifth by placing the appropriate number in the left hand margin.

1. Man - age 39

"There is no other way to handle this than to destroy them completely. Remember this man was supposed to be my best friend—and he took my wife away from me—and after all divorce he married—and then he pushed me out of the business. But I've got the evidence to ruin him. I could clean him out—and put him behind bars for the rest of his life. (Laughs bitterly.) Wouldn't that be something? My ex-wife married to something kept behind bars and not a dime left to live on?"

_____ a. Your desire to destroy them seems to be largely a desire for revenge. It may have grown out of the rejection and denial you experienced from both of them.

_____ b. Wanting to get even is understandable but don't you think that it is going pretty far? I certainly wouldn't do anything I'd regret later.

_____ c. You want them to suffer at your hand just as they made you suffer at theirs.

_____ d. After all that, I can see where it would be really satisfying to see them suffer. Do you suppose, though, that you could get at them in some less drastic way?

_____ e. Has anyone else ever crossed you like that: in business, among your friends, when you were a kid in school?
2. Woman - age 28

"I just looked at her—She isn't so attractive as I am--She isn't smart—and she has no style—and I asked myself--'How does she fool so many people?' Why can't they see through that stickly-sweetness? She can always do up a job in a hurry. Everyone is always admiring the way she does things--and I can't stand it. It just makes me sick. She has everything I want. She got my job--She got Bill--took him right away from me--and then denied it--when I put it to her. I just told her what I thought and she said 'I'm sorry.' But--well, I'll show her!"

____ a. Is she pretty much like the other girls with whom you've been thrown in contact?
____ b. You feel that she always gets what you really should have.
____ c. It sounds to me as if you're taking a pretty strong attitude against her. We all have prejudices against people but they seldom, if ever, do us any good.
____ d. You've got a case of plain, old-fashioned jealousy brought on by being thrown into contact with someone possibly a little more capable and slicker than yourself.
____ e. Why don't you try to watch the things she does and beat her at her own game. If she's a four-flusher, you ought to be able to get the best of her.

3. Woman - age 43

"I've decided that this is not going to help me. All it does is make me realize what I have to do and I'm sick of taking responsibility--I don't think I'll come back anymore."

____ a. Of course it has to be your situation--I can't force you to come--but you certainly aren't going to settle anything by backing away from it.
____ b. This has been too painful to you, and now you want to escape the situation which produces the pain.
____ c. It just doesn't seem to fill the bill for you.
____ d. I'd like to know what your thinking has been in coming to this decision.
e. Sometimes taking responsibility can be pretty demanding. Possibly if you decided to continue coming we could reach a point where you enjoyed responsibility.

4. Man - age 30

"I have the queerest feeling. Whenever anything good happens to me—I just can't believe it. I act as though it never happened. And it worries me. I wanted a date with Myrtle—and I stood around for weeks before I got up enough courage to ask her for a date, and she said 'yes'—and I couldn't believe it. I couldn't believe it so much that I didn't keep the date!"

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a. You've got to grow up, fellow, and get a little more realistic ideas about women. They're human too, you know, and want dates just as much as you do.

b. It just doesn't seem real when something good happens.

c. You have probably denied to yourself so strongly that anything good could happen to you that when it does it seems unreal.

d. I am wondering whether or not these feelings of unreality are associated with any particular area of your life. Would you like to tell me about what you mean when you said, "Whenever anything good happens to me"?

e. Well, I'm not too sure that you should be so worried about it. It doesn't mean anything in itself, really; I think we'll be able to get to the bottom of it all right.

5. Man - age 27

"I've come to the conclusion that if I'm not happy in the work I'm doing, then I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. Now I think I'd be a lot happier if I chucked the whole thing and entered this other field—even if it does mean starting at the bottom again.

---

a. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate, is that it?
b. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.

c. Have you thought of the possibility of working out a combination line? It seems a shame to just toss all you've lined up so far.

d. You've decided that you'd do better to change.

e. How much study have you given this new field?

6. Man - age 35

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks--if I can see my goal out there in front. And I'm not averse to climbing over a few people--who get in my way--because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to be somebody."

a. You see yourself as a deeply ambitious person, is that it?

b. You feel that you just have to be out on top no matter what you may do to others.

c. What do you suppose is behind this strong determination of yours to get ahead?

d. Would you be interested in taking some tests to determine in what areas you might expect to be most successful? It might be of real help to you, although it is possible with your drive that you could be successful in a number of fields.

e. Strong ambition can be a real asset to any man. Are you really sure, though, that you mean it when you say you're not averse to climbing over those who get in your way? Couldn't that turn out to do you more harm than good?

7. Man - age 35

"I know I could make a success of that business. All a person needs is a little over-all vision, some common sense, and the courage to try it. I've got that--so--if I could just get ahold of the cash--I'd sure take the plunge."
a. If you'd think it wise I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.

b. That's fine! One must feel sure of himself if he expects to make a go of something. To go into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.

c. If you could get the cash to start, you feel sure you could make a go of it.

d. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly, assurance follows.

e. Have you figured out what the risks are as yet?

8. Man - age 60

"I've got it all figured out. There's nothing for me to live for anymore. My wife's dead. My kids don't need me. I'm too old to get a job. Just the fifth wheel on a wagon. And I'm tired of it all. I'm going to end it all--put a bullet through my brain. And rest in peace."

a. You feel there's nothing left in life for you.

b. When things add up for a person like they've added up for you, it really does make it tough to face; and sometimes there doesn't seem to be a way out. Yet—I think that if you'll stick with me on these interviews, we may be able to find a way out.

c. How long have you felt this way, may I ask?

d. Escaping is one way, all right, but have you thought of what it would mean to your children to have you commit suicide?

e. It seems to me that you are looking for a way to escape an otherwise intolerable situation.

9. Man - age 40

"I've been married four times and each time I've thought, 'Boy, this is the real thing!' but none of them has ever been like this girl. She's the most beautiful girl you ever saw—and dance! And she dresses like a million dollars. She's out of this world!"
a. You're really enthusiastic about her.

b. How does she compare with your other wives? How did you feel about them before you married?

c. If she's anything like you seem to feel she is, she must be quite a catch. Maybe this time you'll stick.

d. Doesn't it strike you as odd that every time you've felt the same way?

e. Just stop and analyze what you've said. The points which you mention as her good points are rather superficial. You are still a bit immature, I'm afraid.
APPENDIX F

COUNSELOR RATING BLANK

I. Overall Rating of Competence

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Extremely effective; works well with clients; approaches "ideal" Average competence; some short-comings but generally responsive to clients Minimal effectiveness. Goes through the motions Negative effectiveness. Does not really listen or understand clients. Preoccupied with himself or irrelevancess.

Comment:

II. Flexibility in the Counseling Process

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a) Counselor effectively collaborates with clients—explores and examines with. Early closure on presenting problem—little exploration with client.

Comment:

b) Focus on client's perspective Gathering information for its own sake

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<td><strong>c)</strong> Flexible responses. effective repertoire-- to feelings, content, &amp; comment on process when appropriate.</td>
<td>Rigid set of responses. Counselor appears straight-jacketed in one mode.</td>
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<td><strong>d)</strong> Professionally objective--works within limits of role as counselor.</td>
<td>Over-involvement with clients (rescue or adoption fantasies) or excessive distance to client--appears reserved--&quot;wooden.&quot;</td>
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<td><strong>e)</strong> Can handle the unexpected, i.e., situational contingencies such as outside interruptions, or sudden shifts in affect, mood, discussion, etc.</td>
<td>Gets confused in unexpected situations. Seems trapped, appears not to know what to do--flounder.</td>
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<td><strong>f)</strong> Interpretation or the suggestion of alternative perceptions, if used, remains close to client's level of awareness--offered tentatively to engage the client's participation &amp; consideration.</td>
<td>Interpretation appears as an exercise of the counselor's intellectual prowess--attempts to &quot;thread the needle&quot; with extended discussions.</td>
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III. Responses to Supervision

- **a)** Listens openly to supervisor. Picks up cues from own tapes. Develops an effective but personally idiosyncratic style.

  
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- **b)** Accurately understands the dynamic complexities of the psychological process within clients, i.e., "Normal" problems of developmental states—abnormal, long standing disruptive problems. Can convey to supervisor awareness of areas of strength as well as weakness.

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- **c)** Consults appropriately with school personnel (teachers & administrators).

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- **d)** A professional commitment to counseling as a career emerges. Collaborates well with supervisor. Uses supervision to focus on "self" in role of counselor.

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Appears not to hear supervisor—screens out cues—defends doggedly initial positions. Tries to imitate other styles.

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Either naive grasp of dynamics or over-intellectual (bookish) labeling of categories. Conveys to supervisor the impression that counseling is either "magic" or the classification of clients by "types" or "labels."

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Provides too much information (gossip) or too little (hides under the cloak of confidentiality to school).

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Little commitment or personal involvement in counseling as career—often discusses irrelevant issues in supervision; seems to "miss" appointments; some signs of genuine disinterest; excessive complaints on
BIBLIOGRAPHY

Books


Articles


"Necessary and Sufficient Conditions of Therapeutic Personality Change," *Journal of Consulting Psychology*, XXI (1957), 95-103.


and others, "Attitudes and Attitude Change in Guidance Institute Participants," Counselor Education and Supervision, V (1966), 212-220.

Unpublished Materials


