

DIFFERENTIAL PERCEPTIONS OF THE
UNIVERSITY OF VICTORIA
COUNSELLING CENTRE

by

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ABSTRACT

The role of the University of Victoria Counselling Centre, as seen by four groups within the university, was studied. Three of the groups were comprised of randomly selected subjects from: the teaching faculty, students who had received counselling at the Centre and students who had not been counselled at the Centre. The fourth group, the student-helping services, was made up of staff employed at the University Counselling Centre, the Advising Centres and the Student Health Centre. The role of the Counselling Centre was determined by assessing the degree of appropriateness attached to discussing certain kinds of problems in a counselling session at the University Counselling Centre. The Warman Counseling Appropriateness Check-List (W.C.A.C.) was used to assess this degree of appropriateness. Factor analysis of the responses to the Check-List revealed three factors: adjustment to self and others, vocational choice and study habits. Significant between-group differences with respect to the degree of appropriateness attached to each factor, were studied. The student-helping services rated concerns related to adjustment to self and others to be significantly more appropriate to discuss with Counselling Centre staff than

did any of the other three groups. The only other significant difference between the groups occurred between the teaching faculty and the counselled students on the factor related to study habits. The within-group variability of the groups on each factor was compared. Results indicated that the teaching faculty were significantly more varied in their perceptions of the role of the Counselling Centre on every factor than were the other three groups. The only other significant difference in the within-group variability of the groups occurred on the factor related to study habits, the non-counselled students being significantly more varied in their ratings than either the counselled students or the student-helping services. It was suggested that one cause of the between-group differences may be a lack of knowledge of the services provided by the Counselling Centre. Recommendations were put forward which may assist the Counselling Centre in improving its public relations with the students, faculty and other student-helping services and thereby possibly increasing the general effectiveness of the Centre.

Examiners:

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Purpose of the Study	2
Procedure	4
Limitations of the Study	5
II. DEVELOPMENT OF THE UNIVERSITY OF VICTORIA COUNSELLING CENTRE	7
General Background	7
Services Provided by the Counselling Centre	8
Recent Trend of Counselling Centre Services	16
Summary	17
III. REVIEW OF THE LITERATURE	19
Importance of the Perceived Counsellor's Role	19
Formation of Perceived Counsellor's Role	20
Influence of School Counsellor	21
The Influence of the University Counselling Centre	22
Influence of the Teaching Faculty	25
Attitude Toward Counselling Centre's Role	26
Research Related to Relevant Groups	27
School Children	27
Teaching Faculty	28

Chapter	Page
University Students	30
University Counselling Centre Staff . .	34
Differences in Perceptions Between the Groups	36
Summary	38
IV. METHODOLOGY OF THE STUDY	40
Selection of the Subjects	40
Teaching Faculty	40
Students After Counselling	41
Students Who Have Not Used the Counselling Centre	41
Student-Helping Services	42
Selection of the Instrument	42
Factor Analysis of the W.C.A.C.	45
Definition of Factors	48
Factor Scores	51
Administration of the Questionnaire	51
Teaching Faculty	52
University Students	53
Student-Helping Services	54
Analysis of the Data	55
Hypotheses to be Tested	58
V. RESULTS OF THE STUDY	60
Between-Group Differences	60
Differences in Group Variability Within Each Factor	67

Chapter	Page
VI. SUMMARY OF CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	73
General Conclusions	73
Discussion	76
Recommendations	88
REFERENCES	105
APPENDIX A	112
APPENDIX B	117
APPENDIX C	120

LIST OF TABLES

Table	Page
1. Loadings on Unrotated Factor Matrix of W.C.A.C.	47
2. Number of Questionnaires Sent to Each of Four Groups Studied. Number and Percentage of Those Returned . . .	56
3. Mean Factor Scores and Standard Deviation for Each Group on Each Factor . . .	61
4. Analysis of Variance of Factor Scores on Each Factor	62
5. Probability Matrix for Scheffé's Multiple Comparisons of Means	64
6. 'F' Distribution to Test Within-Group Variability	68

CHAPTER I

INTRODUCTION

Statement of the Problem

During a recent research seminar group meeting of graduate students, the Acting Director¹ of the University of Victoria Counselling Centre expressed some concern as to the possible image held of the Centre by students and faculty. Students on their part frequently admit to uncertainty concerning the specific functions of the Centre. These feelings have been communicated to this researcher during his personal contact with university students throughout the academic year 1971-72. Personal contact occurred particularly with the male and female students of the Craigdarroch College University Residence Halls. A survey of the literature suggests that such uncertainty is by no means unique to the University of Victoria Counselling Centre, but appears to be a general problem deriving from confusion as to the proper function of counselling on a university campus. The Acting Director of the Centre feels that some students may not see the Counselling Centre as being the appropriate

¹At the time of writing, the Acting Director of the Counselling Centre is Dr. R. S. Martin. Unless otherwise specified, further mention of the Director of the University of Victoria Counselling Centre will refer to Dr. Martin.

place to bring some of their problems, in particular, problems of the personal-emotional nature. Members of the teaching faculty may be uncertain of the services provided for students at the Centre, and consequently will be unlikely to refer students to the Centre. The Student Health Centre and the Advising Centres at the university may be providing some duplication of Counselling Centre services.

It appears that adequate knowledge of the counselling service function may be crucial to its effective use by students. Perceptions of the Centre may be developed through the type of contact personally experienced, indirectly from others who have this kind of contact and through university-supplied information. The image of the University Counselling Centre, therefore, may be created by both its various services offered and student perceptions regarding its function.

Purpose of the Study

The purpose of this study is firstly to discover if there exist differences in conceptions of the role of the Counselling Centre amongst four relevant groups. Secondly, it is intended to discuss if utilization of the Counselling Centre services is related to the conception held of the Centre. Further, it is intended to measure the perceptions of the role of the University of Victoria Counselling Centre as held by four groups: teaching faculty; students who have received counselling at the Centre; students who have not

received counselling at the Centre; student-helping service (comprised of the staff employed at the University Counselling Centre, the Advising Centres and the Student Health Centre).

The latter of these groups consists of three different student personnel services which may not, within themselves, view the Counselling Centre in the same manner. However, a student desiring some form of assistance may contact any one of these three bodies. There is communication between the personnel of the three services and a student may be referred from one service to another. It is hoped that as a result of this process the student will be provided with the type of assistance most appropriate to his particular concern. In effect, therefore, the student-helping services are operating to a certain extent as a single unit. It is this unit's perception of the role of the Counselling Centre that this researcher wishes to measure.

Information revealed from the study of the four groups' differing perceptions of the Counselling Centre's role will:

1. Estimate images and levels of agreement amongst the four groups as to the role which they perceive the Counselling Centre as fulfilling.
2. Identify groups who may require further orientation to the services the student-helping services perceive the Counselling Centre as desiring to render.
3. Indicate services that the students or faculty may desire

from the Counselling Centre which the student-helping services do not see the Centre as providing.

4. Demonstrate if direct student contact with the Counselling Centre results in a closer orientation to the services the student-helping services perceive the Counselling Centre as desiring to render.

5. Assess the level of homogeneity of each group with regard to their perception of the role of the Counselling Centre.

Importance of the study. The study may suggest ways by which counsellors and other groups can reach a more common viewpoint towards counselling, i.e., how to improve public relations and general effectiveness of the Counselling Centre's service function. The results of this study may also provide a basis for discussion among representatives of each group and lead to establishing more effective communications and working relationships between the groups.

Procedure

A description of the development of the University of Victoria Counselling Centre will be presented. Included in this description will be an overview of the types of services currently provided at the Centre. A review of the literature related to this research topic will be given. The review will include reference to literature dealing with the formation of the perceived counsellor's role and literature concerned with measuring attitudes toward the

role of a Counselling Centre.

A method of defining the role of the Counselling Centre is in terms of the problems which various people feel to be appropriate for discussion with the University of Victoria Counselling Centre staff. An attempt will be made to identify the various viewpoints and how they may differ from one group to another. Three factors will be identified by statistical procedures as appropriate for discussion at the Centre. The four groups will be scored on the degree of appropriateness they attach to each factor. Differences between the four groups, in the degree of appropriateness attached to each factor, will be analyzed. The within-group variability of the four groups on each of the factors will be calculated. Differences between the groups in their within-group variability will be analyzed. The results obtained from the analysis of the data will be used to discuss conclusions with respect to perceptions of the role of the University of Victoria Counselling Centre. If necessary, suggestions will be made which may possibly assist the Counselling Centre to improve its public relations with relevant groups within the university.

Limitations of the Study

1. The investigation is limited to studying the perceptions of students, teaching faculty and student-helping services concerning the role and practice of the University Counselling Centre at the University of Victoria during the

academic year 1971-72. As such, it cannot be considered as representative of all universities or of other academic years.

2. Limitation is placed on this research by considering perception of the role of the University of Victoria Counselling Centre as the way in which the informants respond to the Counseling Appropriateness Check-List.

3. Limitation is created by the necessity of including staff from the Counselling Centre, the Advising Centres and Student Health Centre, in the one group. It is appreciated that each of these three student personnel services that comprise the group of student-helping services may perceive the role of the Counselling Centre differently. The Counselling Centre's staff's perception of its own role cannot, however, be measured, neither can the Advising Centre's nor the Student Health Centre's perception of the role of the Counselling Centre be measured.

CHAPTER II

DEVELOPMENT OF THE UNIVERSITY OF VICTORIA COUNSELLING CENTRE

General Background

Location. The University of Victoria was opened in 1963. The forerunner of the university was Victoria College, which had existed as an educational institute providing instruction in courses prescribed by the University of British Columbia. The first counselling centre at Victoria College was founded in 1955. It was located in the Ewing Building which was part of the Lansdowne College campus. In 1964 the Counselling Centre moved its offices from the Lansdowne campus to its present location in the Clearihue Building on the new university campus.

Staff. The Director of the Counselling Centre at the time of its formation in 1955 was Dr. J. Beattie MacLean. Dr. Esne N. Foord, who joined the staff at the Centre in 1959 as controller of tests and measurements, took over the Directorship in 1962. She filled this position until 1968 when Dr. R. Vance Peavy succeeded her as Director. In the two years that followed, 1969 and 1970, Dr. Peavy returned to the teaching faculty full-time and Dr. Foord took on the role of Acting Director. In 1971, after an extensive search, Dr. Horace D. Beach, of the Student Counselling Centre at

Dalhousie University, was appointed as Director of the Counselling Centre at the University of Victoria. Since he was unable to leave Dalhousie University before July 1972, Dr. Raymond S. Martin filled the position of Acting Director up until this date. The number of staff working at the Centre has fluctuated during any one year, and from year to year. In the summer months, temporarily employed counsellors assist the full-time staff in meeting the extra numbers of clients seeking assistance. The present number of four full-time workers at the Counselling Centre consists of: the Acting Director, two full-time counsellors and a full-time secretary.

Naming of the centre. The first centre was originally called the Counselling and Placement Office. This title was lengthened in 1965 to become, the Counselling, Testing and Placement Offices. The existing name of Counselling Centre was first adopted in 1968.

Services Provided by the Counselling Centre

This description of the services provided by the Counselling Centre from 1955 to the present day has been compiled from three major sources: the University of Victoria calendars, from the years 1955 to 1972; a mimeographed handout prepared by Mrs. Wendy J. Woodley,¹ entitled History

¹Mrs. Woodley has been the secretary at the University of Victoria Counselling Centre from 1967 to the present day.

of the University of Victoria Counselling Centre; and personal meeting between this researcher and Dr. Foord, a former Director of the Centre.

Testing services. The first record of testing being carried out at the Centre was in 1955, when vocational tests were administered twice weekly, during the month of September, to those students desiring to take them. The next year the Counselling Centre administered tests to all students anticipating entrance to the college. These tests were given during the months of April and May at the high schools in the province, with the exception of local residents who were assessed at the Centre itself. The majority of those taking the tests were Grade 12 students in the secondary schools on Vancouver Island. The School and College Ability Tests (SCAT) and a University of British Columbia test were the two tests administered until 1967. The latter test was then dropped from the programme and replaced with the Davies Reading Test in order to evaluate students' reading problems. In 1969 both of these tests were discontinued.

The Counselling Centre in 1961 began to administer and continues to administer the College Entrance Examination Board (CEEB), the Graduate Record Examination (GRE) and the Miller Analogies Test (MAT). Other tests which may now be taken at the request of the student include the Dental Aptitude Test (DAT), the Law School Admission Test (LSAT),

the Medical College Admission Test (MCAT), the Service for Admission to College and University (SACU), and the occasional administration of the Test of English as a Foreign Language (TOFEL) and the Admission Test for Graduate Study in Business (ATGSB). The Counselling Centre has offered from 1961 through to the present day, interest tests, personality inventories (Edwards Personality Preference Inventory, Minnesota Multiphasic Personality Inventory), aptitude tests and various vocational tests (Strong Vocational Inventory Blank, Kuder Occupational Interest Survey) for students who desire to take them.

Vocational assistance. In addition to providing students with the opportunity to take tests that may assist their vocational choices, the Counselling Centre provides opportunities for individual vocational counselling. This provides students with opportunities to consider their educational and vocational goals as a preliminary step towards choosing the university faculty and programme which may be of greatest interest and value to them. In 1967 seminars on career planning and occupations were held at the Centre during the months of February and March. This service was provided for three years and was discontinued in 1969. In 1966 a library of vocational information was initiated. Today the Counselling Centre maintains a comprehensive library of vocational information, including an extensive collection of calendars from Canadian and

American universities and colleges and professional schools.

For the first four years of its existence, the Counselling Centre acted as an employment agency for students. A student desiring part-time work or full-time summer employment was encouraged to bring his request to the Centre. Close liaison between the National Unemployment Commission Office and the Counselling Centre was maintained. In 1960 the National Employment Service and Unemployment Insurance Commission provided a representative of that office to be on campus several days each week. The service proved to be so successful that in 1967 a Canada Manpower Office was established as a part of the university campus. The Counselling Centre maintains communication with the Manpower Centre. When met with a student request for part-time work or summer employment, for example, the Counselling Centre staff will refer the student to the Canada Manpower Office.

Course planning. One of the original services provided by the Counselling Centre was that of assisting the individual student in his course selection. In 1963 the Centre remained open to students during the summer months, and students planning to enter university in September were encouraged to make an appointment with staff at the Centre to discuss choice of programme and courses. The establishment of the Education Advising Centre in 1967 and the Arts and Science Advising Centre in 1971, which offer

information on courses needed to obtain a degree, has lessened the Counselling Centre's involvement with course planning. However, Counselling Centre staff still meet a number of students who bring questions related to course planning. If these are requests for academic information the student is referred to the appropriate Advising Centre. In a number of cases it has been found that students who initially bring questions relating to course planning desire counselling of a more personal nature.

Reading study skills. In 1965 Dr. Foord developed a Reading and Study Skills Programme, to assist those students encountering difficulties with the basic skills of reading and learning. This service expanded considerably during its first three years, and in 1968 it warranted a separate department within the Counselling Centre, with its own Director. The Reading and Study Skills Programme now offers an eight week non-credit course, the aim of which is to assist students in developing and improving their skill in these areas. Provision is made for students, who so require, to take a course on vocabulary improvement subsequent to taking the Reading and Study Skills Course. A Transition Course was first offered in the summer of 1969 to help incoming students develop those organizational and communicational skills which one must have if he is to survive in university. This course has been offered during the two weeks before Registration every summer since 1969.

with capacity (45 students) enrolment.

Personal counselling. The Counselling Centre has always provided students with an opportunity to explore with a counsellor any topic or situation causing concern. Personal counselling at the Centre was first advertised in the University Calendar in 1965, although students desiring personal counselling prior to this always had been welcomed at the Centre. The next mention in the University Calendar of personal counselling being available at the Centre occurred in 1970. The types of problems which the Centre suggests may be resolved through counselling include general dissatisfaction, inability to make a decision, problems in relating to fellow students or anxiety. Group counselling services are available and the student is given the opportunity to decide whether he prefers individual or group counselling.

Services to high school students. Although the general ability tests administered to prospective university students were discontinued in 1969, the Counselling Centre retains links with the high school system. Counsellors visit secondary schools for the purpose of acquainting students with programmes available at the Counselling Centre, and for help, if required, in discussing course planning. All the senior secondary and private schools on Vancouver Island are visited, as well as a number of schools in the Interior. In addition, prospective university students are

encouraged to visit the Counselling Centre during the summer months prior to their attendance at the university in September.

Discontinued services. Services no longer provided by the Counselling Centre include a number of services that were offered during the first few years of the Centre's existence. As student enrolment increased, certain services provided by the Counselling Centre became too time-consuming for the Centre to handle adequately. As a result, services such as providing information on student scholarships and loans and providing assistance with student employment were discontinued. In 1960 the National Employment Service established a branch office on campus and approximately five years later the Financial Aid Office came into existence to assist students seeking information on student scholarships and loans, thus freeing the Counselling Centre from providing these services. Until 1968 the Counselling Centre was responsible for organizing the Faculty Advisory System. This service entailed assigning all new students to a faculty member who was responsible for helping new students adjust to university life. This service is no longer offered due to the lack of participation by the parties involved. Other services outlined above, such as the seminar on career planning and occupations, have also been discontinued and the number of tests available to students has been decreased.

Publicizing Counselling Centre. The Counselling Centre has relied on a number of methods to publicize the kinds of services offered to the student body. University publications such as the University Calendar, the Students' Handbook, and the Graduate Students' Guide, contain descriptions of the services offered by the Counselling Centre. All students attending the university are given copies of these publications. As a result of personal observation and discussion with fellow university students, this researcher considers that the average university student at Victoria is more likely to refer to the Student Handbook than to the University Calendar for information regarding student personnel services. The description of the Counselling Centre as contained in the Student Handbook for 1971-72 is given below:

The aim of the Counselling Centre is to help students realize their full potential while at University. Assistance with educational, vocational, personal and social problems is provided through individual interviews, group discussions and the Reading and Study Skills Programme. Various psychological tests and vocational interest inventories may be given when these are appropriate in providing student self-understanding.

Reading and Study Skills courses are offered in both the Fall and Spring terms, and assist in developing improved speed and comprehension in reading, and skill in study and time management, assignment preparation and examination writing.

Your counsellors, Dr. Martin, Miss Cowan and Mrs. Murphy would like to meet you, whether you have a problem or not. Come to the main floor, Clearihue Building anytime between 9:00 a.m. and 4 p.m.

Another method of publicizing the Counselling Centre is the displaying of posters advertising the Centre. These posters have been located at various strategic points around the university for the past three years.

Recent Trend of Counselling Centre Services

The services provided by the Counselling Centre appear to have changed slightly from year to year. For the year 1971-72 the activities of the Centre have been described in Mrs. Woodley's (1972) report dealing with the history of the University of Victoria Counselling Centre. The paragraph which follows illustrates the views of the two full-time counsellors at the Centre concerning the services rendered this past year.

During the past year, especially with the establishment of the Academic Advising Centre, the major emphasis of the Counselling Centre has been on personal counselling. Increasing numbers of students visit the Counselling Centre with personal concerns which may be satisfactorily resolved by counselling, including anxieties, general dissatisfaction, inability to make decisions, inadequate adjustment to university work and indefinite future plans. Students still come with questions about courses, but for the most part these are not just academic questions but related to the student's searching for a deeper understanding of himself, of what he wants out of life. Many students lack a clear sense of what they want to do at university, or in later years; some are not sure whether they belong here or at a technical college. Along with counselling, tests of interests, abilities and aptitudes are given to help students reach satisfactory decisions. The Transition Course and the Reading and Study Skills Course continue to meet the needs of students who wish to improve reading comprehension or speed, or to cope more efficiently with their studies.

Summary

The University of Victoria Counselling Centre has undergone a number of changes since its formation in 1955. Changes have been made in the location, the name, the staff and the services provided by the Centre. The Counselling Centre has always been involved with testing procedures of some nature. Over the years there has been a shift in the type of tests administered by the Centre. Tests are no longer compulsory for students intending to enter the university, but are provided at the request of and for the benefit of the individual student.

The Centre has always provided some form of educational, vocational and personal counselling. While staff at the Counselling Centre still handle educational and vocational concerns of students, there has, since the establishment of the Advising Centres, been a lessening of responsibility in assisting students with course planning. The staff at the Counselling Centre, therefore, during the past two years, has been able to concentrate on counselling of a more personal nature. Other changes taking place within the Counselling Centre between the years 1955 to 1972 indicate a lessening of the Centre's responsibilities for various student services, such as student employment and financial aid. In recent years there has been more of an emphasis on specialized programmes such as the Reading and Study Skills Course. It seems that the Counselling Centre has been, and

still is, in a state of transition. Changes are continually being made in staff and in the kinds of services provided by the Centre.

CHAPTER III

REVIEW OF THE LITERATURE

This chapter will survey three areas of the literature relevant to the present study:

1. The importance of the individual's perception of the counsellor's role in determining the utilization of the Counselling Centre.
2. The manner in which a university student's perception of the role of the University Counselling Centre is determined.
3. Attitudes toward the role of the University Counselling Centre as held by relevant groups. This includes a review of the research which attempts to measure the degree of appropriateness of dealing with kinds of problems at a Counselling Centre, as seen by such groups.

Importance of the Perceived Counsellor's Role

Brammer and Shostrom (1960) and Rogers (1961) have stated that the expectations a client has prior to entering the counselling relationship can either help or hinder the establishment of a helping or therapeutic relationship. Frankel and Perlman (1969) consider adequate knowledge of counsellor service functions to be crucial to its effective use by students. Grant (1954a), discussing how students perceive the counsellor's role, states:

It seems safe to assume that the functions potential clients perceive the counselor as performing, which have value for them as clients, will operate to determine the type of problem or problems on which they will accept assistance from the counselor. That is the client will involve the counselor in those situations in which he is perceived as being able to make an acceptable contribution. Within the counseling situation if the counselor moves out of this framework he can likely expect resistance from his clients. (Grant, 1954a, p.386)

Grosz (1968), however, did not find evidence to support the general assumption that positive client expectations for counselling must be present before a counselling relationship can be established between client and counsellor. He discovered that the prior expectations of the client need not interfere with his perception of a counselling relationship if the counsellor is skilled in handling these expectations and deals with them as part of the total counselling process. Geller (1966) found that while client expectations appear to be somewhat related to outcome, other factors are more vital.

Formation of Perceived Counsellor's Role

This section deals with the literature that discusses and attempts to measure how students' perceptions of the role of the University Counselling Centre are determined. There appear to be three main areas which contribute to the university students' perceptions of the role of the Counselling Centre. The extent of their influence will vary from student to student, but it is likely that all three

will have some bearing on him.

Influence of School Counsellor

For the majority of university students, previous contact with a counsellor will have occurred in the school setting. This contact will affect the way in which the student regards the University Counselling Centre. Sonne and Goldman (1957) found that expectations and preferences of potential clients at a University Counselling Centre were learned and were related to social and cultural influence. They suggest that the school counsellor has an important influence on the way in which students perceive the functions of a University Counselling Centre. Scott (1966) reported that two-thirds of the students, in a random sample of freshman university students, named their high school counsellor as the person who gave them the worst advice (about going to college) indicating that they felt their school counsellors were not sufficiently well-informed or equipped to handle this type of counselling. He considers that this attitude toward school counsellors will affect the way in which students perceive university counsellors.

Altmann (1969), measuring the changing perceptions of first-year university students over a year, is aware of the influence the school counsellor has on the student's views and the counselling process. He looks at the extensive changes that take place during the first year of university and states, ". . . a great deal more has to be done at the

high school setting to clarify student perceptions of available services and the function of some of those services" (Altmann, 1969, pp.40-41).

The Influence of the University Counselling Centre

Services and functions. The University Counselling Centre, by the type of image it projects, influences the student's perception of its role. The image of the University Counselling Centre is created largely by both its various services offered and student perceptions regarding its functions. Berdie and Stein (1966) clarify this point: STAFF?

The function of a University Counseling Centre is determined in part by the characteristics of students seeking counseling, and in turn the clientele attracted to a centre is determined in part by the perceived function of the agency. A centre which places much emphasis on vocational counseling will tend to attract students seeking this service, and this will result in increasing emphasis placed on vocational counseling. A centre attracting many students who are seriously disturbed emotionally will tend to appoint counselors interested in working and competent to work with these students. As the presence of these counselors becomes known on the campus large numbers of disturbed students will be attracted. (Berdie and Stein, 1966, p.310)

Gross (1968) reports that as the Ohio State University Counseling Center gained a reputation for being a place that could help students with their personal problems, the number of clients rose accordingly.

Foulds and Guinan (1969) considered that University Counselling Centres have tended to perform assessment services and to play an adjustive, reparative, reactive role.

For this reason they have tended to be somewhat isolated from the mainstream of student growth and development. Albert (1968) and Nugent and Pareis (1968) provide figures that display the high use of testing procedures in University Counselling Centres.

Sieveking and Chappell (1970) measured the reactions of students to the names Counseling Center and Psychological Center. The name Counseling Center was associated with the treatment of problems which were likely to be considered minor. The two centres differed on a number of descriptive items, with Psychological Center being seen as more medical, expensive, professional, embarrassing to go to and more competent than Counseling Center.

Perceived quality of services. Berdie and Stein (1966) and Pressma (1969) consider the factors that influence students' opinions about the quality of help to expect from a university counsellor. Pressma (1969) lists in order of importance (1) a student's past experience with a counsellor, (2) a student's friends' experience with that counsellor, (3) a course taken with that counsellor. Berdie and Stein (1966) list in order of importance (1) having a friend recently attending the Counselling Centre, (2) talking with a faculty member who happened to mention the Centre, (3) having a parent who knows of the Centre.

Publicizing centre. Bigelow, Hendrix and Jensen (1968) found that mailing Counselling Centre brochures to university

students increased the number of students requesting and receiving counselling. The brochures also increased the emotional counselling load of the Centre.

Effect of counsellor's perception of role. It seems that the type of role the counsellor sees himself as fulfilling is the type that he will practice in counselling interviews. Shertzer and Stone (1966) consider that, "How the counselor views himself will determine not only what he will do in the school and community but the effectiveness with which he does it" (Shertzer and Stone, 1966, p.692). Geller (1966) found that counsellor role perceptions were strongly and consistently related to both client and counsellor evaluations of outcome.

Warnath (1971) explains how simple procedural practices in counselling situations can strongly influence the number of students who make use of the Centre and the types of problems which they present. He considers that if the clientele of a Centre is restricted primarily to students with critical needs for help, the Centre can become a largely remedial service. Patterson (1968), discussing the importance of the counsellor's perception of his role, concludes:

Counselors cannot focus upon a single, specific, practical or limited problem or accept a restricted or limited goal for counseling, since this compartmentalizes the person, isolating the specific problem from his life and person. Adherence to this narrow concept of counseling prevents the client from exploring himself and perhaps discovering or recognizing that what he thought was the

problem isn't the real problem. The problem may be, or involve, the entire life of the student. (Patterson, 1968, p.32)

Impact of counsellor and counselling experience.

Galinsky (1971) discovered that client role behaviours, measured through counsellor perceptions, seem to fit into a distinct pattern that is unique to each counsellor. He also found that the initial counselling interview, and more specifically the counsellor's within-interview behaviour, effectively changes some client role-expectations. Form (1953) measured the frequency of the types of problems students brought to a University Counselling Centre. He discovered that the rank order shifted with the number of visits made, such a shift occurring as students re-define their problems more realistically and re-assess the role of the University Counselling Centre.

Danskin (1965) states:

My belief is that a University Counseling Centre's staff members should actively, purposely and explicitly determine the major role their centre is to have in accomplishing their Universities' objectives. (Danskin, 1965, p.263)

It appears clear that the activities of the University Counselling Centre have a definite influence on the manner in which it is regarded by students. There has been no research undertaken that measures the actual extent of this influence.

Influence of the Teaching Faculty

It is difficult to measure the effect faculty members

3. Adjustment to self and others: reflects both inter-personal and intra-personal adjustment. Other instruments, measuring the appropriateness of dealing with kinds of problems at the Counselling Centre have tended to focus on the same three areas Warman measured (King and Matteson, 1959; DeVolder, 1969; Gallagher, 1970).

Research Related to Relevant Groups

Researchers have generally been concerned with measuring perceptions towards the Counselling Centre of specific groups. Leading from this a number of comparisons between the perceived appropriateness of specific groups, with respect to the Counselling Centre dealing with kinds of problems, has frequently been undertaken. Research indicating the attitudes towards the counsellor's role as perceived by four separate groups will be outlined. The measured differential perceptions between groups, with regard to the appropriateness of kinds of problems to be dealt with at the Counselling Centre, will be discussed.

School Children

Students entering a university for their first year are likely to hold similar conceptions of the functions of the Counselling Centre as high school students do toward the services provided by their school counsellor (Altmann, 1969; Scott, 1966; Sonne and Goldman, 1957). It seems valuable, therefore, to consider the perceptions of school children to

the counselling role because of its effect on these children when they become university students.

Grant (1954a) measured school children's perceptions of the counsellor's role and showed that there were definite problem areas in which the children perceived the counsellor to be effective in giving assistance. While children would visit him for educational or vocational concerns, it was clear that the counsellor was not seen as an effective, or at least an acceptable, source of help in the broad area of personal-emotional problems. Gibson (1962), in another assessment of students' attitudes toward counselling, found that pupils regarded counsellors as being persons who performed various interesting duties, few of which appeared related to counselling. Shertzer and Stone (1963) found that students did not view the school counsellor as being an effective source of help except in the area of educational-vocational decision making. Grant (1954b), Shertzer and Stone (1963), Dunlap (1965), Ford and Koziey (1969), Herman, Altmann and Sears (1971) and Conklin, Altmann and Hengel (1971) measured distinct differences in perceptions of the counsellor's role amongst school children and parents, teachers, principals, school superintendents, counsellor educators and school counsellors.

Teaching Faculty

Warman (1958), Glennen (1965), Barnes (1969), Resnick and Gelso (1971) and Wilcove and Sharp (1971) have measured

the kinds of problems felt by faculty members to be appropriate for consideration at a Counselling Centre. These researchers report faculty members seeing the Counselling Centre as being appropriate for problems of vocational choice and college routine, but an inappropriate place to take personal problems. Barnes (1969) measured significant differences in role perceptions amongst groups of faculty members who taught in different academic divisions of the university.

Patterson (1968) considers that:

There are still many faculty members who feel that the function of an educational institution is the development of the mind or intellect, and that it has no responsibility or justification for becoming involved in other aspects of the student's life. (Patterson, 1968, p.27)

Faculty members holding such opinions are unlikely to regard the services of a University Counselling Centre favourably. Appley, Heinzl and Lee (1968), in their review of counselling services in Canadian universities, report relatively low faculty acceptance of University Counselling Centre services. Redding (1971) discovered that counselling is more effective with self-referred students than with faculty-referred students. He indicates that increased Counselling Centre staff-faculty interaction may increase faculty knowledge of the types of services the Counselling Centre sees itself as offering.

Koile (1960) measured faculty-counsellor relationships and found that in only one of the 17 centres studied were

the relationships regarded as unacceptable by the faculty. He also found that the counsellors in general held a low opinion of faculty counselling with individual students. Danskin (1965), Putsell (1965), Davison (1968), Johnson (1968), Morrell, Ivey and Oetting (1968) and Pressma (1969) are a few examples of researchers who stress the importance of interaction and increased understanding between teaching faculty and Counselling Centre staff. Hudson (1971) and Kirk, Free, Michel, Roston, Johnson, Redfield and Warman (1971), in an American replica of Hudson's study, stressed the necessity of counselling services contacts with the teaching faculty.

University Students

Warman (1958), Altmann (1969), Barnes (1969), Resnick and Gelso (1971), and Wilcove and Sharp (1971) used the Warman Counseling Appropriateness Check-List (W.C.A.C.) to measure students' perceptions of the Counselling Centre. They all found students as recognizing the Counselling Centre to be a source of help mainly in the areas of vocational choice and college-routine types of problems. In all of the studies students saw problems concerned with adjustment to self and others as being the least appropriate area for discussion at the Centre. Students in four of the studies rated problems concerned with vocational choice as the most appropriate type of problem. The findings of Resnick and Gelso (1971) indicated that students regarded

problems concerned with college routine as slightly more appropriate than those dealing with vocational choice. Altmann (1969), using an amended version of the W.C.A.C. with university freshmen, found significant changes on all three factors after one year of university. The findings also indicated that students perceived the Counselling Centre as a source of help mainly in the areas of vocational choice and college routine.

Research with other measuring devices tended to produce similar results to those using the W.C.A.C. King and Matteson (1959) devised a rating scale of forty statements that tested the students' perceptions of the Counselling Centre on four specific factors. Results indicated that students felt freest to take educational problems to the Counselling Centre; after this the order was (2) vocational problems, (3) social problems, and (4) personal problems. Heaps (1967) found that of a sample of students from the University of Utah over half thought that problems of vocational choice and college routine were the most frequently presented at the Counselling Centre, while 12% considered problems of personal adjustment to be so. De Volder (1969) developed and administered the Community College Counselor Function Inventory to 75 students in selected Iowa Community Colleges. Students tended to see the counsellor's role as primarily educational-occupational involving activities concerned with registering and

scheduling of students and checking credits for graduation or transfer. Frankel and Perlman (1969) devised and administered a questionnaire measuring student perceptions of the student counselling service function. Results of the study indicated that the student body in general perceived the function of individual counselling primarily as serving the needs of those with personal problems. Gallagher (1970) measured student perceptions of the duties counsellors should perform. Students ranked the order to be (1) Academic counselling, (2) Vocational counselling, and (3) Personal counselling.

A more recent attempt to judge students' attitudes toward the Counselling Centre's role has focussed on students' evaluation of the services offered by a University Counselling Centre. Harman (1971), using the Counseling Services Assessment Blank, found that students at the University of Kentucky rated counsellor services there highly.

Counselled vs. non-counselled students. A number of researchers [Warman (1958), Frankel and Perlman (1969), Wilcove and Sharp (1971) and Resnick and Gelso (1971)] compared the differing perceptions, regarding counsellor role, between students who had visited the Counselling Centre, and those who had not. Significant differences resulting from such a comparison could be regarded as a demonstration of a consequence of the counselling experience.

Three of the studies reported no significant differences in the two groups' perceptions of the counsellor's role. On the other hand, Wilcove and Sharp (1971) found students who had used the Counselling Centre rated problems concerned with adjustment to self and others as significantly more appropriate for discussion at the Counselling Centre than did non-counselled students.

Students' selected sources of help. Anderson (1970), from a survey of 219 counselling centres across the United States, indicates that over 90% offer counselling for personal problems, study problems and vocational problems. However, it seems unlikely that all university students are aware of the services offered by their Counselling Centres. Minge and Cass (1966) attempted to measure the awareness of the student body at Washington State University to that institute's counselling centre. They found that while 7% of the student population had used the counselling services, 14% had never heard of its existence.

It seems clear that some students prefer to rely on other sources of help for coping with their problems. Rust and David (1961) found that students are more likely to take their problems to some unofficial source of help, primarily friends or parents, rather than to some official source, such as the dean, a faculty advisor or a member of the Psychiatric Service. Pressma (1969) found that peer groups represented a frequently chosen resource and consequently a

potentially influential force in helping students with major difficulties. Akers (1970) discovered that sources of help not connected with the Purdue University helping-services were the most often selected sources of help for students with personal problems. He also found that students frequently indicated that they did not use Purdue University counselling services because they felt that they could or should be able to handle their problems by themselves, or that they were unaware of available services. Strong, Hendel and Bratton (1971) measured college students' views of counsellors, advisors and psychiatrists. While students saw little difference between counsellors and advisors, they did see counsellors as different from psychiatrists. The report concludes:

These results suggest that students to some degree perceive counselors as counselors would like. Counselors are good resources for dealing with vocational and educational problems; they are also sources of help in achieving personal growth and with some specific problems. As the problems become more severe and difficult, the more knowledgeable, analytic and intense psychiatrist is more appropriate. (Strong, Hendel and Bratton, 1971, p.237)

University Counselling Centre Staff

Studies measuring the University Counselling Centre's staff's perception of its role frequently use the W.C.A.C. as their measuring instrument. Warman (1958) found the Ohio State University Counseling Center staff ranked the order of appropriateness of kinds of problems to be dealt with at a

University Centre to be (1) vocational problems, (2) adjustment to self and others, and (3) college routine problems. Wilcove and Sharp (1971) and Resnick and Gelso (1971), using the W.C.A.C., found the ranked order to be (1) adjustment to self and others problems, (2) vocational problems, and (3) college routine problems. The study by Resnick and Gelso (1971) was undertaken at Ohio State University, where Warman (1958) undertook his original study. The change in rank order of appropriateness, therefore, represents an actual change in perception by the Counseling Center staff of their role as counsellors.

De Volder (1969), using the College Counselor Function Inventory, discovered that counsellors saw their role to be dealing more with personal problems than educational-vocational concerns. Gallagher (1970), using yet another measuring technique, found counsellors to rate personal counselling as the most appropriate kind of problem to be brought to the centre, with vocational counselling and academic counselling next most appropriate.

Warman (1961) undertook a study to identify differences among views held by professional staffs of 21 College and University Counselling Centres as to the appropriateness of various problems for discussion by counselees with counsellors. Differences between centres on the three factors measured on the W.C.A.C. were found to be significant. In general, vocational counselling was considered the most

appropriate of the three groups of problems for discussion with counsellors, followed by adjustment to self and others, and college routine. Ogston, Altmann and Conklin (1969) conducted a replication of Warman's study, using as their population 25 College and University Centres across Canada. Generally the results obtained in the study were consistent with those of Warman's study.¹

Differences in Perceptions Between the Groups

The majority of studies measuring perceptions of the counsellor's role compared perceptions among the various groups. Warman (1958) found significant differences between the Counselling Centre group and the other four groups involved in his study: student personnel, teaching faculty, students before counselling and students after counselling. The Counselling Centre group differed significantly from all the other groups in their perception of the appropriateness of the factor of adjustment to self and others. They also differed in their perceptions with the students before counselling group on the factor of college routine and with the teaching faculty on all three of the factors. A significant difference was also found between the students after counselling and the teaching faculty with respect to

¹The University of Victoria's Counselling Centre was one of the Centres involved in this study. They rated the order of appropriateness of problems for discussion with counsellors to be (1) Vocational counselling, (2) Adjustment to self and others, (3) College routine problems.

the importance placed on the vocational choice factor. The Counselling Centre group had the least within-group variability in its perceptions, i.e., it was most homogeneous in viewpoint. Students after counselling had less within-group variability than they did before counselling.

Resnick and Gelso (1971), in their replication of Warman's original study, had similar findings, the differences between groups' perceptions again being pronounced in the area of adjustment to self and others. Wilcove and Sharp (1971), using the W.C.A.C. and including a group of parents of university students in their study, found most of the significant differences between groups to be on the factor of adjustment to self and others. With the exception of the parents' group, none of the other four groups saw factors of college routine or vocational choice as significantly more or less appropriate for discussion with a Counselling Centre. When Barnes (1969), using the W.C.A.C., compared the student groups' perceptions with the faculty groups' perceptions, significant differences were found only on the adjustment to self and others factor.

Glennen (1965) devised and administered an "opinionnaire" and personal interview study of students, faculty and administration at the University of Portland. Results showed that the perceptions of counselling services differed amongst the three groups, and that the differences

were greatest between students and faculty. De Volder (1969) found a discrepancy between student and counsellor perceptions of what counsellor functions are important. It was concluded that the counsellor's role ought to either be re-defined to include tasks not presently recognized as important, or that an effort should be made to change the student's understanding of the counsellor's role.

Summary

Research which has attempted to measure the effect of counsellor role perceptions on the type of problem that clients might bring to the counsellor seems generally not to have supported the assumption that counsellor role perceptions, on the part of the client, are closely related to the effectiveness of the counselling relationship. A number of writers have discussed the importance of the influence of the school counsellor, the teaching faculty and the University Counselling Centre on the student's perceptions of the role of the University Counselling Centre, however, none have measured the extent of this influence.

An area which has been measured related to the attitudes held by relevant groups toward the role of a University Counselling Centre. This has been done by measuring the degree of appropriateness of dealing with kinds of problems at a University Counselling Centre as perceived by these relevant groups. The groups chosen by most of the researchers have included: teaching faculty, student

personnel, Counselling Centre staff, students who have used the Counselling Centre and students who have not used the Counselling Centre. The Warman Counseling Appropriateness Check-List has proved to be the most commonly chosen instrument for measuring the perceptions of these groups.

Although there is some similarity between the results of the research, differences do occur between studies. Therefore, it would appear necessary that in order to assess the perceptions of relevant groups to any one University Counselling Centre, research relating exclusively to that university must be undertaken. No research has been conducted which attempts to measure the perceptions of relevant groups toward the Counselling Centre at the University of Victoria. It is with the intention of measuring these perceptions that this study is being undertaken.

CHAPTER IV

METHODOLOGY OF STUDY

Selection of the Subjects

In deciding who were to be used as subjects in this study, the general principle followed was to include a broad variety of people who might be expected to know something about the University of Victoria Counselling Centre. Earlier studies,¹ suggesting where significant differences may be found in perceptions of the role of the Counselling Centre, influenced the selection of the groups.

Four groups were chosen to participate in the study: teaching faculty; students who had been counselled at the Counselling Centre; students who had not been counselled at the Centre; student-helping services. Subjects in the first three groups were selected at random from a list of student and faculty names in the University of Victoria Telephone Directory. This was accomplished by the use of a table of random numbers. The fourth group consisted of the entire population of the student-helping services.

Teaching Faculty

Thirty members of the University of Victoria's teaching

¹Warman (1958), Barnes (1969), Resnick and Gelso (1971), Wilcove and Sharp (1971).

faculty, for the academic year 1971-72, were randomly selected to take part in the study. Barnes (1969) measured significant differences between teaching departments in their perceptions of appropriate problems to bring to a University Counselling Centre. It appears necessary, therefore, for the purposes of this study to ensure that the thirty faculty members included in the sample are representative of the entire University of Victoria teaching faculty. A breakdown of the academic divisions represented is presented in Appendix A.

Students After Counselling

Thirty students who had visited the University of Victoria Counselling Centre for counselling services between the period of September 1971 and April 1972 were randomly selected to comprise this group. It was assumed that one visit by a student was sufficient for him to possibly modify his perception of the Centre. Students in this group, therefore, may have visited the University Counselling Centre only once or any number of times during these dates. The sample is representative of sex and year of university of those students who utilized the Counselling Centre. Details of the representation may be found in Appendix A.

Students Who Have Not Used the Counselling Centre

Thirty members of the present student population, excluding those who have utilized the services of the

Counselling Centre, were randomly selected to take part in the study. The sample is representative of the entire university student population, with respect to sex and year of university study. Details of the representation can be found in Appendix A.

Student-Helping Services

The fourth group consisted of the twenty individuals in the student-helping services. They were members of: the University Counselling Centre, the Education Advising Centre, the Arts and Science Advising Centre and the Student Health Centre. The Counselling Centre provided four subjects: the Acting Director, two full-time counsellors and a secretary. The Arts and Science Advising Centre provided two subjects: one advisor and a secretary. The Education Advising Centre contributed three subjects: two advisors, one part-time, one full-time, and a secretary. The Student Health Centre consisted of eleven subjects: eight doctors, two nurses and a secretary.

Selection of the Instrument

This research aims to measure different perceptions of the counsellor's role at the University of Victoria. For the purpose of this study the counsellor's role is defined in terms of the problems which various relevant people believe to be appropriate for discussion with counsellors. The instrument most frequently used to measure this perceived

appropriateness appears to be the Warman Counselling Appropriateness Check-List (W.C.A.C.)(Warman, 1958). Warman devised this check-list with the aim of measuring the differential perceptions of the counselling role of the Ohio State University Counseling and Testing Center.

The W.C.A.C. is an attitude scale which lists problems that are commonly encountered by students. The respondent is asked to judge each statement on a five point scale as to how appropriate it would be for a student to discuss this problem with a counsellor at the University Counselling Centre. The original W.C.A.C. was made up of 100 items. This check-list was administered to 297 subjects, and a Wherry-Winer factor analysis was performed on the responses (Warman, 1958). The factor analysis produced four factors, one general and three specific. The general factor represented a rather generalized positive attitude towards counselling. Warman described the three specific factors to be as follows: Factor I - College Routine (adjustment to the necessities of establishing oneself satisfactorily in the academic setting). Factor II - Vocational Choice (concerns about career planning: deciding on a vocational goal with consideration for interests, personality and abilities, and choosing curriculum which will best enable one to achieve this goal). Factor III - Adjustment to Self and Others (inter-personal and intra-personal adjustment).

No specific item in the questionnaire could be scored

for the general factor. Certain items were found to be highly loaded on one of the three specific factors, with relatively low loadings on the other two factors. Thirty-four items having heavy loadings on more than one factor were rejected. The revised W.C.A.C. consists of sixty-six items: twelve items loaded on factor I; fourteen on factor II; and forty on factor III.

Other factor analysis on the W.C.A.C. Ogston, Altmann, and Conklin (1969), using the W.C.A.C., performed a factor analysis on the responses of twenty-five counsellors in colleges and universities across Canada. Factor analysis, using Varimax rotation of the sixty-six items, produced eleven principal components with roots greater than one. However, using Cattell's scree test this was reduced to three meaningful factors, the ones described by Warman. The composition of the factors was only minimally different to that found by Warman (1958).

Using a Varimax rotation, Conklin, Altmann and Hengel (1971) factor-analyzed the responses on the W.C.A.C. of a group of school counsellors, principals and counsellor educators. This analysis produced three factors: Factor I - Adjustment to Self and Others (includes such items as, wanting to be more popular, lacking in self-confidence, feeling timid, etc.); Factor II - Educational-Vocational (includes items concerning school routine, namely ineffective use of study time, proper curriculum choice, choosing an

occupation, etc.); Factor III - Love, Religion, Morality (includes being disappointed in a love affair, having to wait too long to be married, having conflicts about religion, etc.).

Two items did not load on any of the three factors and were discarded, leaving a total of sixty-four items.

For the present study this writer considers it necessary to subject responses on the W.C.A.C. to a further factor analysis, for a number of reasons. Firstly, Warman's (1958) original analysis was conducted fourteen years ago, on an American population. Secondly, Ogston, Altmann and Conklin (1969) were concerned with the perceptions of university counsellors, whereas the present study deals with a more diverse population. Thirdly, Conklin, Altmann and Sears (1971) in their factor analysis of the W.C.A.C. discovered slightly different factors than those presented by Warman or Ogston, Altmann and Conklin.

A copy of the questionnaire used in the present study may be found in Appendix B. The Check-List is identical to the one used in the Ogston, Altmann and Conklin study, which itself is a replica of the original Warman questionnaire, with the exclusion of the thirty-four unused items.

Factor Analysis of the W.C.A.C.

Program used. The Bio-Medical Factor Analysis program, BMD03M as described in Dixon (1968), was used to derive a principal-axes factor analysis. The program in addition

provided scores based on the Varimax rotated factor matrix.

Eigenvalues. The eigenvalues extracted are reported in Table 1. They indicated that the first three factors accounted for 56% of the total variance of the items.

Unrotated factor matrix. The factor loadings obtained on the first three factors, from this procedure, are reported in Table 1. This table shows that on the 66 items only three had loadings of less than .35 on at least one of the first three factors. Overall and Klett (1972) argue that attention to the number of variables having significant loadings on each factor is a meaningful basis for the decision of when to stop defining additional factors. They state that:

If one wants each factor to represent a primary underlying source of variance that is measured in common by several variables, and if factor loadings are conceived as indices of relationship of variables to the factors, then it is desirable to have at least three variables with significant loadings on each factor. (Overall and Klett, 1972, p.108)

Overall and Klett (1972) continue by stating that factors defined by three or more variables have loadings exceeding .35 have been found to be stable and replicable. The first three factors contained three or more variables with loadings in excess of .35. The fourth and subsequent factors did not have loadings of .35 or over on more than two of the variables. It was concluded, therefore, that the items on the W.C.A.C. were measuring three significant factors.

Rotated factor matrix. The Varimax rotation involved

Table 1

Loadings on Unrotated Factor Matrix of W.C.A.C.

Item	I	Factor II	III	Commun- alities	Item	I	Factor II	III	Commun- alities
1	.11	.54	.23	.36	34	.80	-.04	-.22	.71
2	.72	.18	.07	.56	35	.48	.41	.41	.57
3	.77	.04	.11	.61	36	.81	-.07	.28	.74
4	.12	.60	.15	.40	37	.85	.06	.22	.77
5	.67	-.16	-.03	.47	38	.04	.70	.35	.61
6	.50	.24	-.32	.41	39	.82	-.08	.18	.71
7	.77	-.03	.15	.62	40	.81	-.11	-.21	.71
8	-.01	.68	.28	.52	41	-.01	.66	.22	.48
9	.62	.17	.10	.42	42	.77	-.18	.04	.63
10	.78	-.10	-.12	.63	43	.82	-.12	-.08	.69
11	.20	.25	-.33	.21	44	.04	.80	.21	.69
12	.75	-.10	.07	.58	45	.77	.18	-.02	.63
13	.72	-.10	.24	.59	46	.70	-.04	.01	.49
14	.23	.50	.07	.31	47	.18	.67	-.31	.58
15	.74	.13	-.09	.57	48	.85	-.15	.25	.81
16	.81	-.01	.11	.67	49	.76	-.06	-.19	.62
17	.34	.32	-.40	.38	50	.04	.49	.04	.24
18	.74	-.04	.25	.61	51	.78	-.01	-.17	.64
19	.79	-.02	-.01	.62	52	.14	.77	.08	.62
20	-.05	.76	.26	.65	53	.87	-.06	.01	.76
21	.81	-.18	-.12	.70	54	.28	.62	-.10	.47
22	.77	-.06	-.05	.60	55	.77	-.11	.07	.61
23	.38	.65	-.04	.57	56	.42	.55	-.44	.67
24	.81	.11	.16	.69	57	.73	.06	-.13	.55
25	.76	.01	.23	.63	58	.09	.59	-.21	.40
26	.07	.61	.04	.38	59	.78	-.13	.17	.65
27	.79	-.04	.19	.66	60	.15	.52	-.51	.55
28	.78	.09	-.05	.62	61	.82	-.17	-.04	.70
29	-.21	.28	-.11	.13	62	.17	.49	-.14	.29
30	.81	-.02	-.13	.67	63	.77	-.11	.19	.64
31	.69	.09	-.20	.52	64	.04	.26	-.03	.07
32	.14	.82	.09	.70	65	.77	-.15	.25	.68
33	.78	-.21	.06	.66	66	.10	.67	.37	.60

	I	II	III	Total
Eigenvalues	25.37	9.29	2.72	37.38
% Common Variance	67.9	24.9	7.2	100.00
% Total Variance	38.4	14.1	4.1	56.6

only the three factors. The Varimax rotation factor loadings for each item on the questionnaire are presented in Appendix B. Only factor loadings which are significant, .35 or over, are reported. Factor loadings obtained from this rotation were used to define the factors and provided the basis for the estimation of the factor scores.

Definition of Factors

The Varimax rotation revealed 41 items with 'significant' factor loadings on factor I, 19 items 'significantly' loading on factor II, nine items on factor III and two items that did not receive factor loadings of .35 or over.

Factor I - Adjustment to self and others. The 41 items in this area have rotated factor loadings of .35 or higher on factor I. Forty of these items correspond exactly with those produced by Warman (1958) in his original factor analysis of the W.C.A.C. and with those produced by Ogston, Altmann and Conklin (1969) in a later factor analysis of this Check-List. Warman (1958) and Ogston, Altmann and Conklin (1969) labelled this factor to be "concerns related to adjustment to self and others". For the purpose of this research it seems reasonable to adopt the label of adjustment to self and others for this first factor. The items seemed to represent inter-personal and intra-personal adjustment. The items appear to cover a broad sweep of personal issues: family, friends, inferiority feelings, moral issues, religious views, social skills, etc. Items representative

of the factor include: not getting along with a member of my family, difficulty forming new friendships, feeling inferior, confused on some moral questions, want to be more popular, have conflicts about religion, have too few social contacts, having to wait too long to get married.

Factor II - Vocational choice. The 19 items on this factor contained rotated loadings of .35 or higher on the second factor. Included in these 19 items are the 14 items Warman (1958) discerned to be representative of his second factor and the ten items Ogston, Altmann and Conklin (1969) related to their second factor, on their respective factor analyses of the W.C.A.C. Warman (1958) and Ogston, Altmann and Conklin (1969) labelled this second factor to be "concerns related to vocational choice". Concerns related to vocational choice appears to be a satisfactory definition of those items produced on the second factor in this researcher's factor analysis of the W.C.A.C. They represent concerns about career planning: deciding on a vocational goal with consideration for interests, personality and abilities and choosing curriculum which will best enable one to achieve this goal. Items representative of the factor include: doubting the wisdom of my vocational choice, wondering what type of job would be best for me, information about different vocations, am good at several occupations and don't know which one to choose, wanting interest tests to clarify vocational goals.

Three items which loaded on this factor, but appear unrelated to concerns in the realm of vocational choice, caused a problem in factor definition. These three items are numbered 41, 23 and 56. The latter two items have factor loadings of .35 or higher on factor III and are thus related to more than one factor. It was decided that as the other 16 items, loading significantly on factor II, appeared closely related to a vocational choice factor, despite the apparent anomalies the large majority of items loading on factor II did relate primarily to the area of vocational choice.

Factor III - Study habits. Nine items had factor loadings of .35 or higher on the third factor. This factor seems to represent concerns about study habits; methods of effective study, and how to attain maximum benefit from study time. Items representative of the factor include: not having enough time to study, wanting assistance in learning proper study methods, ineffective use of study time, not getting studies done on time.

Two items that loaded significantly on factor III, but did not appear to be related to study habits were items 11 and 58. Item 58 loaded more highly on factor II than on factor III, and is thus related to more than one factor. As the other seven items on the third factor appeared to be measuring concerns related to study habits it was decided to retain the label of "study habits" for the third factor.

Other items. Two items (29 and 64) did not receive a factor loading of .35 or higher on any one of the first three factors and it was concluded that these two items were not significantly related to any one of the three factors outlined above.

Factor Scores

The factor analysis program also provided factor scores for each subject, on the first three Varimax factors. The factor scores were used as dependent variables in testing the hypotheses. The scores are derived by the "complete estimation method" described in Harman (1959, 1967). Overall and Klett (1972) give a brief description of factor scores:

Factor scores are composite variables that represent the status of individuals on factor dimensions. They are measurements of the factor, and they are usually defined as weighted combinations of several original variables. Most of the differences between individuals that were originally represented in terms of numerous correlated measurements can be represented in terms of the smaller numbers of factor scores. (Overall and Klett, 1972, p.89)

Factor scores, therefore, provide an accurate representation of a subject's status on that factor.

Administration of the Questionnaire

The questionnaires were distributed to all the subjects during the month of April, 1972. Since the initial distribution and follow-up techniques are different for three of the four groups the specific procedures used with

each of the groups will be discussed separately in the sections below.

Teaching Faculty

On April 12, 1972, each faculty member selected to participate in the study was sent, via campus mail, a copy of the Warman Counseling Appropriateness Check-List, a self-addressed envelope, and a covering letter of explanation (Appendix A, Exhibit 1). There was a 53% return from the group within two weeks of the original mailing. During the time from April 26th to April 28th an attempt was made to contact personally those faculty members who had not returned their questionnaires. When located they were asked if the original material had been received and if it had, they were encouraged to complete and return the questionnaire to the researcher. In two cases faculty members had not received the original material in which case they were given the necessary materials and requested to return the questionnaire promptly. This procedure increased the returns to 83% by May 5th, the date after which replies could not be included in the data analysis.

Of the questionnaires not returned, two were from members of the Mathematics Department, while the other three came from teaching members of other academic divisions. Of these five non-respondents only two could be located personally by the researcher. The other three were presumably out of the area when the materials were circulated,

thus explaining their non-return of the questionnaire.

University Students

The procedure used to contact students who had, or had not, used the Counselling Centre was identical. Those students not living in University Residence Halls were contacted by telephone during the day of April 5th. Each subject was told of the research being undertaken, and having confirmed that they attend the University of Victoria, were encouraged to return the questionnaire promptly. This method of contact revealed three potential subjects who had not attended the university for the academic year 1971-72. For these three individuals, randomly selected spares of corresponding sex and year of university were substituted. The next day the subjects were mailed a copy of the Warman Counseling Appropriateness Check-List, a stamped self-addressed envelope, and a covering letter of explanation (Appendix A, Exhibit 2).

Those students randomly selected and living in residence halls of the university were personally contacted by the researcher. They were handed a copy of the Warman Counseling Appropriateness Check-List, a self-addressed envelope, and a covering letter of explanation. At this meeting they were encouraged to return their questionnaires promptly.

Within two weeks of distributing the questionnaire, 66% of the group representing those students who had visited the

Counselling Centre had returned their questionnaires. Within the same two weeks, 63% of the group representing those students who had not used the Counselling Centre had returned their questionnaires.

A letter reminder was sent to those students who had not responded to the original letter (Appendix A, Exhibit 3). This resulted in an increase of returns to 90% for students who had used the Counselling Centre and to 97% for those who had not. No differences with regard to sex and year of university were apparent between the people who did and did not reply.

Student-Helping Services

Advising centre staff. The full-time advisor at each of the Arts and Science Advising Centre and the Education Advising Centre was contacted. Both were asked to distribute copies of the Warman Counseling Appropriateness Check-List and covering letters to their staff. The letter accompanying the questionnaire was the same as the letter sent to the teaching faculty (Appendix A, Exhibit 2). This applies to all three subdivisions of the student-helping services. The five completed questionnaires were collected a few days later.

Counselling centre staff. The secretary of the Counselling Centre was given copies of the Warman Counseling Appropriateness Check-List and covering letters to distribute to the staff working at the Centre. The four completed

questionnaires were collected the next day.

Student health centre. The director of the Student Health Centre distributed the copies of the Warman Counseling Appropriateness Check-List and the covering letters to members of his staff. After two weeks four of the eleven questionnaires were collected from the secretary of the Student Health Centre. Two weeks later four more replies were collected, making an overall total of eight replies from the eleven originally distributed.

Table 2. summarizes, for the four groups in the study, the number of questionnaires sent out and the numbers returned. The percentage of returns in this study compares favourably with that of other studies which have used similar procedures.

Analysis of the Data

The factor analysis program produced factor scores for each subject on the first three factors. The factor scores obtained by the members of each of the four experimental groups were then compared for between-group differences, using analysis of variance to test for overall significance. Following the tests for analysis of variance, probability matrices for Scheffé (Roscoe, 1969) multiple comparisons of means were calculated to indicate which of the groups were responsible for the differences found on those factors showing overall group differences. Kirk (1968) and Roscoe (1969) state that if the overall analysis of variance is

Table 2

Number of Questionnaires Sent to Each of Four Groups Studied
Number and Percentages of Those Returned

Group	Sent	Recd.	% Returned
Teaching Faculty	30	25	83
Counselled Students	30	27	90
Non-counselled Students	30	29	97
Student-Helping Services	20	17	85
Total	110	98	
Average			88

found to be significant, Scheffé's procedure can be used to make all possible comparisons among means.

Homogeneity of variance. Bartlett's test for homogeneity of variance was performed on the obtained factor scores. It indicated that while factor I had a non-significant chi-square, factors II and III did reveal a significant chi-square ($p=.008$, $p=.003$). However, for a number of reasons it was decided that analysis of variance was an adequate measuring device for the purposes of this research. Firstly, relevant literature has reported that the analysis of variance test is sufficiently robust that moderate departures from homogeneity should not seriously affect the validity of inferences drawn from the data (Box, 1954; Ferguson, 1959; Kirk, 1968). Secondly, Cochran (1947) and Norton in Lindquist (1953) have shown that the analysis of variance is robust with respect to violation of any assumption of homogeneity of population error provided that each sample is similar in cell size. The numbers in each cell in this present research appear to be sufficiently similar for Cochran's (1947) and Norton's (1953) observations to be applicable. Thirdly, the Scheffé procedure which is used in this research to test for any and all possible comparisons between the means of the factor scores, has been shown to be relatively insensitive to departures from normality and homogeneity of the variances (Scheffé, 1959; McNemar, 1962; Roscoe, 1969). Fourthly, factor scores on

the first and most powerful factor, which is the only factor that revealed clearly significant differences between the groups, exhibited homogeneity across groups.

The standard deviations of the factor scores for each group on each factor were compared for indication of the within-group variability. The F max ratio was used to test the significance of the within-group variability between the groups. The F max test was used because it has been found to be a simple and powerful test to determine homogeneity of variance (Kirk, 1970).

Hypotheses to be Tested

Hypothesis one. Differences will occur between the four groups on the degree of appropriateness they attach to each factor measured on the Warman Counseling Appropriateness Check-List.

Hypothesis two. Students after counselling will reveal less difference, from the student-helping services, in the degree of appropriateness attached to each factor, than will students who have not used the Counselling Centre. This can be a demonstration of the consequence of the counselling experience.

Hypothesis three. The student-helping services group will have the least within-group variability of any of the four groups.

Hypothesis four. Students after counselling will have less within-group variability than will students who have

not been counselled.

Hypothesis five. The teaching faculty group will have more within-group variability than will any other group.

CHAPTER V

RESULTS OF THE STUDY

This section presents a comparison of the mean factor scores made on each of the three specific factors by the four groups. The mean factor score and the standard deviation of each group for each factor may be found in Table 3. In order to test the original hypotheses tests were carried out to determine whether or not differences existed between the mean factor scores of each group and whether or not differences occurred between each group on the extent of within-group variability.

Between-Group Differences

The first two hypotheses are concerned with the between-group differences in factor scores for each factor. Analysis of variance was performed on the obtained mean-factor scores to test for significant overall between-group differences on each factor. The results of the analysis of variance are presented in Table 4.

Analysis of variance. Table 4 indicates that significant overall between-group differences occur on factor I and factor III ($p < .00002$, $p < .041$ respectively). Between-group differences on factor II were not significant, but results approached significance ($p < .058$).

Table 3

Mean Factor Scores and Standard Deviation
for Each Group on Each Factor

Group		Factor		
		I	II	III
Teaching Faculty	Mean	-0.0370	-0.4629	0.4399
	S.D.	1.1803	1.3494	1.3813
Counselled Students	Mean	-0.2443	0.1202	-0.2813
	S.D.	0.7434	0.9091	0.6282
Non-Counselled Students	Mean	-0.3330	0.2229	0.0335
	S.D.	0.8019	0.7253	0.9746
Student-Helping Services	Mean	1.0105	0.1094	-0.2575
	S.D.	0.7632	0.9950	0.6374

Factor I : Adjustment to self and others
Factor II : Vocational choice
Factor III: Study habits

Table 4

Analysis of Variance of Factor Scores on Each Factor

Source	SS	MS	<u>df</u>	F	<u>p</u>
Factor I: Adjustment to Self and Others					
Groups	.22	7.41	3.00	9.31	.00002
Error	.75	.80	94.00		
Factor II: Vocational Choice					
Groups	.74	2.46	3.00	2.58	.05787
Error	.89	.95	94.00		
Factor III: Study Habits					
Groups	.81	2.71	3.00	2.86	.04107
Error	.89	.95	94.00		

Hypothesis one. Hypothesis one states that differences will occur between the four groups on the degree of appropriateness attached to each factor measured on the W.C.A.C. To test for significant differences Scheffé's procedure was used to make all possible comparisons among the mean factor scores. The probability matrices for Scheffé's multiple comparisons of means are reported in Table 5. The table indicates where significant between-group differences, with respect to the mean factor score on each factor, occur.

On factor I (adjustment to self and others) three significant between-group differences could be identified. Each significant difference in mean rating involved the rating of student-helping services in comparison with the other groups. The differences were so pronounced that they could be accepted at the .01 level of significance. The student-helping services considered problems belonging to the category of adjustment to self and others to be more appropriate for discussion with counsellors at the Centre than did any of the other three groups. None of the other between-group comparisons on this factor approached significance.

On factor II (vocational choice) the analysis of variance revealed no significant overall between-group differences. As was to be expected, therefore, the Scheffé multiple comparisons of means (Table 5) indicated no

Table 5

Probability Matrix for Scheffe's Multiple Comparisons of Means

Factor I: Adjustment to Self and Others				
Group	1	2	3	4
1	1.0000	.8727	.6880	.0045
2	.8727	1.0000	.9868	.0003
3	.6880	.9868	1.0000	.0001
4	.0045	.0003	.0001	1.0000

Factor II: Vocational Choice				
Group	1	2	3	4
1	1.0000	.2085	.0923	.3299
2	.2085	1.0000	.9845	1.0000
3	.0923	.9845	1.0000	.9859
4	.3299	1.0000	.9859	1.0000

Factor III: Study Habits				
Group	1	2	3	4
1	1.0000	.0752	.5083	.1661
2	.0752	1.0000	.6920	.9999
3	.5083	.6920	1.0000	.8115
4	.1661	.9999	.8115	1.0000

Group 1 - Teaching Faculty
 Group 2 - Counsellled Students
 Group 3 - Non-Counsellled Students
 Group 4 - Student-Helping Services

significant between-group differences on this factor.

With respect to factor III (study habits), the analysis of variance indicated significant overall between-group differences at the .05 level of significance. However, the Scheffé multiple comparisons of means indicated that no significant between-group differences occurred. It is not at all uncommon to follow a significant finding by the analysis of variance with the Scheffé procedure and find no two means differ significantly. This may be attributed to the fact that the analysis of variance provides a more powerful test of the hypothesis of equal means (Roscoe, 1969). When this occurs and if the various samples are of near equal size, it is reasonable to conclude that the largest mean is significantly larger than the smallest mean, even though the Scheffé test was unable to detect this difference (Roscoe, 1969). This would suggest that the differences of acceptance between the teaching faculty and the counselled students on factor III approaches significance. While the difference in acceptance of factor III between the above two groups may be tentatively accepted as significant, none of the other between-group comparisons on this factor approach significance.

In conclusion, hypothesis one, which states that differences will occur between the groups on the degree of appropriateness attached to each factor measured on the W.C.A.C., can be accepted at the .01 level of significance

for one of the three specific factors, namely adjustment to self and others. For the other two factors, vocational choice and study habits, the hypothesis cannot be accepted with any degree of confidence, as only one between-group comparison, occurring on factor III, approached significance.

Hypothesis two. Hypothesis two states that students after counselling will reveal less difference from the student-helping services in the degree of appropriateness attached to each factor than will students who have not used the Counselling Centre. The probability matrix for the multiple comparisons of the group mean factor scores (Table 5) is used in testing this hypothesis. The table reveals no significant differences between the rating scores of the two groups of students on any of the three factors, and, therefore, the hypothesis cannot be accepted. However, a comparison of the extent to which each of the student groups' rating scores on each factor approximate the score of the student-helping services group (Table 5) indicates that the counselled students' rating scores approximate more closely with the scores of the student-helping services than do the scores of non-counselled students (factor I, .0003 to .0001; factor II, 1.0000 to .9859; factor III, .9999 to .8115). These figures suggest that the counselled students may view the Counselling Centre in a more like manner to the student-helping services than do the non-counselled students. However, as the differences between the student groups are

not significant the results on this hypothesis must be considered inconclusive.

Differences in Group Variability Within Each Factor

The remaining hypotheses are tested by comparing differences in intra-group variability scores within each of the obtained factors. This is done by determining the homogeneity of the rating scores within each of the groups on the three factors. Comparisons of the standard deviation of each group's mean factor scores gives evidence for this variability. The significance of the variability between the groups was determined by an F max test.

Hypothesis three. Hypothesis three states that the student-helping services will have the least within-group variability of any of the four groups. Table 3 reporting the standard deviation of the groups' mean factor scores and Table 6 determining the significance of these differences were used in testing this hypothesis.

On factor I (adjustment to self and others) the standard deviation of the factor scores for the student-helping services was significantly smaller than only one of the three groups. With this group, the teaching faculty, the difference was significant at the .05 level of significance. In the case of the non-counselled students the difference in the standard deviations, while being in the right direction, was not significant. The students after counselling actually had a smaller standard deviation

Table 6

'F' Distribution to Test Within-Group Variability

Group	I	Factor II	III
Teaching faculty vs. Counselled students	2.58**	2.20*	4.83**
Teaching faculty vs. Non-counselled students	2.18*	3.46**	2.01*
Teaching faculty vs. Student-helping services	2.24*	3.02*	4.70**
Counselled students vs. Student-helping services	0.93	1.36	0.97
Non-counselled students vs. Student-helping services	1.10	0.73	2.34*
Non-counselled students vs. Counselled students	1.19	0.64	2.41*

Factor I : Adjustment to self and others

Factor II : Vocational choice

Factor III: Study habits

* significant at .05 level

** significant at .01 level

than did the student-helping services on factor I, although the difference was not a significant one.

As was true on the first factor, the student-helping services' standard deviation on the second factor (vocational choice) was significantly smaller than the standard deviation of the teaching faculty at the .05 level of significance. However, when compared with the other two groups, the standard deviation of the student-helping services proved to be the greatest of the three. The counselled students made the next highest standard deviation score, while the non-counselled students had the lowest standard deviation of the four groups on this factor. None of the differences between the standard deviations of the latter three groups were found to be significant.

The student-helping services' standard deviation on factor III (study habits) was significantly smaller than that of the teaching faculty at the .01 level of significance, and in the case of the non-counselled students, the difference in the expected direction was significant at the .05 level of significance. This pattern was not evident in comparing the standard deviations of the student-helping services and the counselled students. Indeed, the standard deviation of the counselled students was actually smaller than that of the student-helping services, although not significantly so.

To summarize, hypothesis three, which states that the

only on factor III (study habits) where it is accepted at the .05 level of significance. Table 6 indicates that the differences in within-group variability on factor I (adjustment to self and others) is relatively small, and that on factor II the non-counselled students actually have a smaller standard deviation than the counselled students, although the difference is not significant. The results for the testing of the hypothesis do not support the expectation that when the members of a group have experience with another group (the Counselling Centre) the views of the first group about the second become more homogeneous.

Hypothesis five. Hypothesis five states that the teaching faculty will have more within-group variability than any other group in the study. Table 6 indicates that this hypothesis is supported on all three factors, the standard deviation of the teaching faculty being significantly greater than the standard deviation of the other three groups on each of the three factors.

On factor I (adjustment to self and others) the difference in the expected direction was significant at the .01 level for the counselled students and for the other two groups at the .05 level. The standard deviation of the teaching faculty was again the largest of the groups on factor II (vocational choice). This difference reached the .01 level of significance when compared with the standard deviation of the non-counselled students and the .05 level

of significance with the counselled students and the student-helping services. As was true on the other two factors, the teaching faculty's standard deviation on factor III (study habits) was the largest of all the groups. This difference reached the .01 level of significance when compared with the counselled students and the student-helping services, and the .05 level of significance with the non-counselled students.

It seems clear that the teaching faculty is more diversified in its views of the Counselling Centre than the other groups. This considerable variability within the teaching faculty leads to the acceptance of hypothesis five.

CHAPTER VI

SUMMARY OF CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter is divided into three sections. The first section considers the general conclusions that may be drawn from the results of testing the various hypotheses. The second section discusses some of the factors which may account for the results of the study, and considers some of the implications arising from these results. The third section offers some recommendations as to how the current image of the Counselling Centre may be improved.

General Conclusions

Probably the most important single conclusion to be reached by this study is that the student-helping services differ significantly from the other groups in their perceptions of the appropriateness of discussing, at the Counselling Centre, problems concerned with adjustment to self and others. Students and teaching faculty see the Counselling Centre as being a significantly less appropriate place to bring concerns associated with adjustment to self and others than do the student-helping services. This difference in perception between the groups probably accounts for some of the uncertainty that exists on the part of the

students and teaching faculty with respect to the specific functions of the Counselling Centre. It may also partly account for the reasons why students do not see the Counselling Centre as being the appropriate place to bring some of their problems, in particular, problems of a personal-emotional nature. It would seem that if the students and faculty are to fully appreciate the services provided by the Counselling Centre, they may require further orientation to the kinds of services which the student-helping services perceive as appropriate to be handled by Counselling Centre staff.

The fact that no significant differences occurred between the four groups with regard to the degree of appropriateness attached to the other two factors (vocational choice and study habits) indicates that the groups have a similar image of the role of the Counselling Centre in dealing with concerns in these areas. As such, the study does not indicate any services that the students or faculty may desire from the Counselling Centre which the student-helping services do not see the Counselling Centre as providing. There may be other concerns which students and the teaching faculty see as appropriate for discussion with counsellors at the Centre, which were not measured by the Check-List. This study concerned itself only with the three factors on the W.C.A.C.

The two student groups were compared in terms of the

extent to which each of the student groups' rating scores on each of the given factors approximate the scores of the student-helping services. The results indicate no significant differences in the perception of the role of the Counselling Centre by the two student groups. Therefore, it cannot be concluded that contact with the Counselling Centre influences students' perceptions of the role of the Counselling Centre.

Contact with the Counselling Centre seems to have made little difference to the variety of views held by students regarding the role of the Centre. Students who have used the Centre for counselling purposes appear to be almost as varied in their opinions as to the degree of appropriateness for discussion of kinds of problems with the Counselling Centre staff as do students who have had no contact with the Centre.

Those individuals making up the student-helping services group appear to have some variation in their views as to what problems are appropriate for discussion with staff at the University Counselling Centre. Although contact between members of the various student-helping services is considered by the staff to be relatively close, there appear to exist a number of diversified viewpoints amongst the student-helping services group, pertaining to the role of the Counselling Centre.

Since the variability of responses by the teaching

faculty is significantly greater than for the other groups, it may be concluded that teaching faculty hold a wide range of viewpoints as to what is appropriate for discussion at the Counselling Centre. Certainly as a group the teaching faculty disagree amongst themselves as to what problems can be suitably handled by the staff at the Counselling Centre.

Discussion

This study deals solely with identifying the various perceptions of the Counselling Centre by different groups. Various differences in perceptions were found amongst the groups and in this section some attempts will be made to account for these differences.

Appropriateness of adjustment to self and others. The most evident discrepancy between the perceptions of the groups occurs on concerns related to adjustment to self and others. The student-helping services see this kind of problem as being significantly more appropriate for discussion with the staff at the Counselling Centre than do the other three groups. A possible reason for this difference in outlook may be connected with the history of the development of the Counselling Centre. Although personal counselling has always been available, only during the past three years has the Counselling Centre advertised its availability for dealing with problems of this nature.

With the inception of the Education Advising Centre four years ago, and especially with the introduction of the

Arts and Science Advising Centre in the last 18 months, the Counselling Centre has been able to devote more time to providing personal counselling. It is quite possible that while the student-helping services, that have been closely involved with the establishment of the Advising Centres, recognize that the Counselling Centre is an appropriate place for dealing with problems relating to adjustment to self and others, the student body and teaching faculty are not as yet aware that the Counselling Centre provides counselling of a personal nature. It is possible that in time the student body and teaching faculty will adjust to the availability of the Counselling Centre staff in dealing with problems of a personal nature. It is reasonable to assume that the Counselling Centre itself can initiate some type of action that will assist in this re-orientation of students and teaching faculty to the kinds of services available at the Counselling Centre. Possible courses of action designed at re-educating the student body and the teaching faculty toward the role of the Counselling Centre, particularly with respect to the provision of counselling services of a personal nature, will be outlined in the next section.

However, even though individuals may be aware of the services offered by the Counselling Centre it does not necessarily follow that they consider the Centre to be an appropriate place to discuss such concerns. Antonovsky and

Kats (1970), discussing the utilization of dental services, consider that the predisposing motivation to visit a professional service (such as the Counselling Centre) may be 'blocked' by a number of factors. In the case of a Counselling Centre 'blockage' may result from such things as, anxiety, fear, lack of time, dislike of sharing personal problems with other people, satisfaction in discussing problems with others outside the Counselling Centre. It may well be necessary in discussing utilization of Counselling Centre services to go beyond the possibility that the student and teaching faculty groups are not aware of the services offered at the Counselling Centre.

Impact of counselling experience. The data revealed no significant differences between the perception of the role of the Counselling Centre as held by the counselled and non-counselled groups of students. As such, it would seem that attendance at the Counselling Centre by students does not result in any significant re-orientation of their views toward the role of the Counselling Centre. That significant differences do not occur between these groups on factors II and III(vocational choice and study habits, is to be expected, as the two student groups appear to hold views similar to those of the staff of the student-helping services on these two factors.

However, on factor I (adjustment to self and others), significant differences were found between the student-

helping services' and the non-counselled students' perceptions of the Counselling Centre's role. Therefore, it seems reasonable to expect that involvement with the Counselling Centre, a branch of the student-helping services, may re-orient students' views of the role of the Counselling Centre, to be more in line with the student-helping services' perceptions of the role of the Centre. That this re-orientation does not occur, to a significant extent, may be accounted for by a number of factors.

It will be remembered that the students comprising the counselled students group were randomly selected from all those students who had visited the Counselling Centre during the academic year 1971-72. Since approximately two-thirds of the students who visited the Centre did so less than three times,¹ it is likely that a similar proportion of such students are represented in the group of counselled students. It may be argued that one or two visits are insufficient for a re-orientation of the perceived role of the Counselling Centre to occur. It is possible that were the counselled students group drawn from students who had extended involvement with the Counselling Centre, significant differences between counselled and non-counselled students would have occurred on the first factor.

¹Information drawn from the Counselling Centre's Appointment Book for the Academic year 1971-72.

Another possible reason for there being no significant re-orientation of students' views as a result of the counselling experience may be related to the students' perceptions of the role of the Counselling Centre prior to the initial visit. For example, a student not recognizing the Counselling Centre as a place to relate personal concerns may not desire to discuss personal concerns with Counselling Centre staff. Given such a student, it may be difficult for the Counselling Centre staff to bring to his attention the fact that personal counselling is available at the Centre. However willing the staff at the Centre may be to provide counselling of a personal nature, unless the student feels the need for such counselling it is unlikely that he will appreciate the provision of personal counselling services.

While students who have visited the Centre may become aware of the opportunity of discussion various types of problems at the Counselling Centre it does not necessarily follow that they will regard the Counselling Centre as an appropriate place to discuss such concerns. As described above, it is possible that knowledge of the availability of a service is only a part of the requirements that may lead to the Centre being regarded as an appropriate place to bring certain concerns. Actual contact with counsellors at the Centre, while bringing awareness of the opportunity to deal with certain concerns, may also create feelings that the Centre is not an appropriate place to discuss such

concerns.

Within-group variability of student-helping services.

On the basis of past studies, it would be expected that the student-helping services would demonstrate significantly less variability in role appropriateness rating than all the other groups. However, this was only partially true since only the teaching faculty demonstrated significantly more variability than the student-helping services staff on all three factors. Furthermore, only on one factor did the non-counselled students demonstrate significantly more variability than the student-helping services staff and on no factors were the counselled students significantly more varied on their ratings. The general conclusion drawn from these observations is that the student-helping services group has relatively varied views of the role of the Counselling Centre. Possible reasons for this variability may be related to the actual composition of the student-helping services group. Although the student-helping services are considered to operate to a certain extent as a single unit, the group was actually composed of three different personnel services. It is possible that this within-group variability may be accounted for by the differing perceptions of the Counselling Centre's role as held by these three sub-groups of the student-helping services.

In order to test this assumption, the student-helping

services group was divided into three sub-groups made up of (a) Counselling Centre staff, (b) Advising Centre staff, and (c) Student Health Centre staff. Analysis of variance was carried out to determine whether or not differences existed between each group's responses to the W.C.A.C. The results of this statistical analysis are reported in Appendix C. It should be remembered that with such small numbers in the cells; four for the Counselling Centre staff, five for the staff of the Advising Centres and eight representing the staff of the Student Health Centre; no firm conclusions can be drawn from the data. However, the statistical analysis does allow a number of tentative conclusions to be put forward.

Firstly, the staff of the Student Health Centre appear to consider problems associated with adjustment to self and others as being far less appropriate for discussion at the Counselling Centre than do those individuals employed at the Advising Centres and the Counselling Centre. Secondly, the staff at the Student Health Centre appear to consider problems associated with vocational choice as more appropriate for discussion at the Counselling Centre than do Advising Centre staff. A possible cause for the apparent differences in these perceptions may be that while the Student Health Centre staff consider the Counselling Centre to be adequately equipped to deal with concerns of vocational choice and study habits, they consider the

Counselling Centre staff to be less adequately equipped to handle personal problems. Perhaps this is related to the fact that student-helping service staff carry out therapeutic counselling.

The standard deviation of the three sub-groups indicates that the Counselling Centre staff has the least within-group variability of the three groups. A probable explanation for this situation is that all of the staff employed at the Counselling Centre are closely involved with the activities of the Centre and, therefore, hold similar views amongst themselves as to what kinds of problems the Counselling Centre is equipped to handle. The standard deviation of the Advising Centres is relatively high with regard to factors II and III (vocational choice and study habits). Two explanations may be offered as to why this level of within-group variability occurs. One is that as the sub-group of the Advising Centres is actually composed of two separate Advising Centres (the Education Advising Centre and the Arts and Science Advising Centre), there may exist differences between the two Advising Centres in their perceptions of the role of the Counselling Centre. The other may be that as the Advising Centres are relatively newly-formed bodies, particularly the Arts and Science Advising Centre, the staff employed at the Advising Centres may be as yet a little uncertain as to the roles they fulfil as part of the student-helping services and, therefore, are

somewhat uncertain as to the role of the Counselling Centre.

The within-group variability indicated by standard deviation of the Student Health Centre is relatively high on the first and third factors (adjustment to self and others, and study habits). This may be related to the fact that the group representing the Student Health Centre is composed of medical doctors and nurses. It is quite possible that these two different types of employees at the Health Centre hold different perceptions of the role of the Counselling Centre, thus accounting for the level of within-group variability within this group.

It must be taken into consideration that the small numbers involved in each cell makes any conclusions drawn from a statistical analysis of the responses of the student-helping services somewhat tentative. Nevertheless, the results suggest that the staff employed at the Student Health Centre do differ in their perceptions of the Counselling Centre role from the Counselling Centre staff and from those who are employed at the Advising Centres. As might be expected, the staff at the Counselling Centre display the least within-group variability of the three sub-groups.

Within-group variability of student groups. It was found that contact with the Counselling Centre appeared to have little effect on the variety of views held by students regarding the role of the Counselling Centre. Counsellled

students' perceptions were significantly more homogeneous on only one factor, factor III (study habits). Reasons for this situation may be similar in part to the proposed explanation as to why counselled students were not significantly more like the student-helping services in their perceptions of the role of the Counselling Centre than were the non-counselled students.

The number of visits to the Counselling Centre necessary for a student to be effectively oriented toward the services the Centre desires to render is difficult to estimate and probably varies from student to student. It may well be that a number of those students comprising the group of counselled students have had insufficient meetings with the Counselling Centre staff for their views to be significantly influenced. The student who visits the Counselling Centre desiring to discuss a certain kind of problem will probably receive counselling that deals specifically with this concern. It is unlikely, therefore, that he will become aware of the Counselling Centre being an appropriate place to discuss kinds of problems which he previously considered inappropriate to be handled by staff at the Centre. Awareness of the opportunity to discuss certain problems at the Counselling Centre may not necessarily lead to counselled students regarding the Counselling Centre as an appropriate place to bring such concerns.

There appears to be no obvious explanation why the

counselled students should be more homogeneous in the degree of appropriateness attached to factor III (study habits) than the non-counselled students. One possibility is that the student body in general is not aware that the Reading and Study Skills Programme is offered by the Counselling Centre. It is possible that while making, or waiting to fulfil an appointment, a student will have an opportunity to observe the display situated in front of the Counselling Centre offices, advertising the Study Skills Programme. It should be remembered that, while the counselled students have significantly more homogeneity in their perceptions of the appropriateness of discussing concerns relating to study habits with Counselling Centre staff than do non-counselled students, differences between the mean ratings of the two groups were not significant.

Within-group variability of the teaching faculty. The teaching faculty displayed significantly more within-group variability on all factors than any other group. One reason for this could be that the teaching faculty as a group have a lack of knowledge as to what services are provided by the Counselling Centre. This lack of knowledge could result in a wide variety of views being held regarding the role of the Counselling Centre. Lack of communication between Counselling Centre staff and members of the teaching faculty may in part account for faculty uncertainty of Counselling Centre services. A few members of the teaching faculty have

met and talked with members of the Counselling Centre staff, but these faculty members are in the distinct minority.

Some of the apparent diversity of the teaching faculty may be accounted for by the differing perceptions amongst faculty members of the role of the university. It is conceivable that certain faculty members regard the university solely as an institution providing academic learning. It is unlikely that faculty members holding such a view of the role of the university would consider a Counselling Centre a necessary service. It is also possible that the perceptions of many of the teaching faculty, with regard to the role of the University Counselling Centre, are based upon their own previous experiences with counsellors. This experience may have taken place a number of years ago and it is quite possible that such perceptions of a counsellor's role are vague and outdated. For a number of faculty members, particularly those who have lived primarily in Europe, there has probably never been any contact with the counselling experience and their perceptions of the role of the University of Victoria Counselling Centre are, therefore, somewhat uncertain.

That the teaching faculty appear to be so diversified in their perceptions of the Counselling Centre's role could be a reflection of the different views held by various academic departments toward university counselling. It is possible that while the services the Counselling Centre

offers are familiar to faculty members, there still exist widely differing viewpoints amongst the faculty as to what topics are appropriate for discussion with Counselling Centre staff. Such a broad variety of viewpoints would account for the significantly lower level of homogeneity within the teaching faculty group.

Recommendations

The main purpose of this study was to determine whether or not differences in perception existed between the four groups as to the role of the University of Victoria Counselling Centre. However, it was considered that if differences did exist some recommendations would be made that could lead to improving public relations and the general effectiveness of the Counselling Centre's service function. Differences in perception were apparent in some instances and suggestions for improving the understanding of the Counselling Centre's role will now be outlined. Earlier it was suggested that there is a need for increased communication between the groups with regard to the services provided by the Counselling Centre. It is considered that as the Counselling Centre is the institution primarily concerned with improving its general effectiveness, the staff from the Centre be responsible for initiating any recommendations that may appear to be relevant to this purpose. Some ways in which communication between groups may be achieved will be discussed.

Relations with student body. It appears that one possible service that the Counselling Centre offers, which the students may not be fully aware of, relates to the willingness and competency of the staff at the Centre to deal with personal problems. Students will not bring personal problems to the Counselling Centre unless they appreciate that staff at the Centre are fully qualified and prepared to discuss such concerns. It is important, therefore, that the Counselling Centre advertises the willingness and professional competency of its staff to handle personal problems. The Counselling Centre at the University of Victoria relies on a number of methods to publicize to the student body the services it offers. These methods are described below and in some instances possible improvements or extensions of them are suggested. Other ways of publicizing the Centre which may be effective and which are not at present practised are also described.

Although difficult to estimate, perhaps the most potential form of advertising of the Counselling Centre occurs by word of mouth from students who have visited the Centre for counselling purposes. It is likely that students who consider the services offered by the Counselling Centre as satisfactory will recommend the Centre to fellow students. On the other hand, those students who have not felt satisfied with the counselling provided will not recommend the Centre to others.

Chapter II made reference to the description of the Counselling Centre services as reported in the University Calendar. It is suggested that this form of advertising be continued and that a similar description of services be included in the Summer Session Calendar. The description of the Counselling Centre in the Student Handbook is recorded in Chapter II. While it is considered that this passage provides an adequate description of the Counselling Centre, it is suggested that the Student Handbook (a more informal publication than the University Calendar) could also include a pictorial form to advertise the Counselling Centre. Posters explaining the location and kinds of services provided by the Counselling Centre are posted at strategic points around the university campus. While these posters are generally well distributed around the university, the areas in which they were not posted during the academic year 1971-72 were the Residence Halls. As students living in Residence Halls probably depend on university student personnel services more than any other student group, it, therefore, seems important that posters advertising the services provided by the Counselling Centre be placed in the Residence Halls. It is suggested further that a careful examination be made to ensure that posters advertising the Counselling Centre are located in every building on the university campus. Another recommendation with respect to these posters is that they be made more 'eye-catching' so

as to attract the attention of the student. The present poster is considered by this researcher to be somewhat drab and ordinary when compared with most other posters located around the university campus and, therefore, it may not be as noticeable to students.

A brochure advertising the Counselling Centre has, for the past three years, been handed out to students at registration. The brochure appears to be quite adequate in its description of the Counselling Centre services, although it is questionable how much attention the students give to its contents during the hectic registration procedure. It is suggested that while continuing the distribution of brochures during registration, a copy of the brochure also be located in each room of the Residence Halls where the students may have more time to study its contents. The staff employed at the Counselling Centre have, in past years, set up a desk in the registration building and made themselves available to students who require information about the registration procedure or any university business. While it is suggested that this procedure be continued, no further forms of publicity during registration week are recommended because students are generally so occupied by course registration that further attempts to publicize the Counselling Centre will probably have a limited impact.

Through the course of the academic year, staff from the Counselling Centre visit all of the high schools on

Vancouver Island and a number of high schools on the mainland of British Columbia. The object of these visits is to talk with Grade 12 students who may be considering attending the University of Victoria the next academic year. These talks concentrate primarily on describing the academic procedures, faculties, courses, degrees and the like provided by the university. Mention may be made of the Counselling Centre at the university and the Counselling Centre brochure may be distributed to students. It is considered that the above procedure could be harmful to the image of the Counselling Centre in that prospective university students may obtain an impression of the Counselling Centre as being a place dealing exclusively with academic type problems and, therefore, possibly not being an appropriate place to bring personal concerns. An alternative to the present system may be that these talks be given by members of the Advising Centres, whose duties are to handle course planning and the like at the university. An alternative procedure for informing prospective university students of the University Counselling Centre may be through the school counsellors at the respective high schools. Communication between staff at the University Counselling Centre and the relevant school counsellors could serve to instruct the school counsellors about the services the University Counselling Centre sees itself as providing for students. This information could then be transmitted from

the school counsellor to those students who will be attending the University of Victoria during the next academic year.

The University of Victoria student newspaper (The Martlett) may provide one potential form of publicity for the University Counselling Centre which as yet the Counselling Centre seems not to have fully exploited. A few editions of this weekly newspaper have contained brief references to the Counselling Centre services provided on campus, but these references have been confined to occupying a small part of one page. It is suggested that efforts be made by Counselling Centre staff to contact staff working for the university student newspaper in order to arrange space in the newspaper for publicity of the Counselling Centre. It is suggested that if newspaper space is provided, careful consideration be made of how the Counselling Centre utilize the space.

Other methods of publicizing the Counselling Centre to the student body which have not as yet been practised may be worthy of consideration. A Victoria radio station (CFAX) advertised services provided by establishments whose main purpose is that of 'helping people'. Similarly, a thirty minute program about the University of Victoria is broadcast each evening on a Port Angeles radio station (KOMP). It is suggested that contacting the radio stations and explaining the services provided by the University of Victoria

Counselling Centre could lead to advertisement of the Centre over the radio.

Another way of possibly making students more aware of the University Counselling Centre could be by contacting, during the summer, all those students who will be attending the University of Victoria for the first time in the September of that year. The method suggested for making this contact is to send a letter to these new students welcoming them to the university and describing the services provided at the University Counselling Centre.

Resident students, for reasons outlined above, may provide a number of potential clients for the Counselling Centre. Counselling Centre staff could interact with resident students during various evening talks and discussions organized by the Resident Councils of Craigdarroch and Lansdowne Colleges. During the past academic year (1971-72), these discussions were well attended by students. A number of the topics discussed, such as "Drug Use on University Campuses", "Birth Control in North America", could provide an opportunity for Counselling Centre staff to involve themselves in the discussions.

The above methods of publicizing the Counselling Centre to university students may help to increase awareness, on the part of the student body, of the services the Counselling Centre desires to render, particularly that of offering counselling of a personal nature. While these recommendations

may increase student awareness of the Counselling Centre, it does not necessarily follow that students will regard the Counselling Centre as being an appropriate place to bring their problems. However, it is only when students realize the concerns on which the Counselling Centre may offer help that the students will even begin to consider the Centre as a place to bring their problems. While not directly related to increasing student awareness of the Counselling Centre, some suggestions as to ways of possibly increasing the general effectiveness of the Counselling Centre service function will be described.

The procedure for a client desiring to make an appointment with one of the Counselling Centre staff could possibly be revised. The present procedure requires a student to give his name, year and faculty enrolled in, to the secretary of the Counselling Centre. This procedure, taking place at the front desk of the Counselling Centre offices where a number of students often congregate, may cause embarrassment on the part of the student. It is suggested that if the student be allowed to fill out a form stating the personal details required, the appointment-making process may be less threatening to him. While recognizing the importance of efficient and helpful behavior of the Counselling Centre secretary toward prospective clients, it is suggested that, if possible, an intake counsellor be available to students at all times. All

discussions about the nature and purpose of requesting counselling ought to be made in the privacy of a counsellor's office rather than in the public area of the Counselling Centre. Such a procedure would accomplish a number of objectives. Firstly, counsellors may become known to and openly involved with the student body. Secondly, counsellors would have the opportunity of determining whether or not a student needs immediate help. Thirdly, the open, accepting attitude which the counsellors would display when interacting with the student, would encourage students to bring to the counselling sessions concerns that they may otherwise not have considered appropriate for dealing with at the Counselling Centre.

It appears that students are presently uncertain as to the proper place to discuss certain problems. Therefore, it is possible they may inappropriately visit one of the student-helping services. Although there is some evidence of disagreement between the various student-helping groups, it is still reasonable to assume that students will be referred to appropriate centres for assistance. If the student-helping services could be located in close proximity to one another it seems likely that staff at the particular centres may be more willing to refer students to the centre which could best handle the student's problems. Similarly, the student may be more inclined to make an appointment at the alternative centre if it were located in close proximity

to the one he had just visited. An added advantage of housing all three of the student-helping services in one building is that the respective staff members of each service would have more opportunity to interact and understand the services that each of them are providing for the students.

Relations with teaching faculty. Significant differences between the perceptions of the role of the Counselling Centre as seen by the teaching faculty and the student-helping services occur on the factor of adjustment to self and others. The results of the study also indicate that the teaching faculty are the most varied of the four groups in their views of the role fulfilled by the University Counselling Centre. It seems likely that one reason for this variability may be a lack of knowledge on the part of the teaching faculty, of the services provided by the Counselling Centre. It is considered that closer liaison between the teaching faculty and staff of the Counselling Centre may serve to the mutual benefit of both groups. The teaching faculty could communicate their expectations of what services they would like to see the Counselling Centre fulfilling, and the staff of the Counselling Centre on their part could make the teaching faculty more aware of what types of counselling the Counselling Centre provides.

At present there are almost no forms of communication between the Counselling Centre staff and the teaching

faculty. The discontinuing of the Faculty Advisory System in 1968 ended one form of faculty-Counselling Centre staff interaction. In 1970 the Counselling Centre mailed, to all faculty members, a brochure explaining the location of and the services offered by the Centre. Included with this brochure were referral slips which a faculty member could use to refer a student to the University Counselling Centre. Although no referral slips were returned to the Centre, it is impossible to estimate the effect of this contact on the teaching faculty. The mailing out of brochures and referral slips represents the last official attempt by the Counselling Centre to communicate with the teaching faculty.

A recommended form of written communication between faculty and counsellors is that of a letter written by the Director of the Counselling Centre to all members of the teaching faculty. The letter could contain a statement of the concern felt at the Counselling Centre about the lack of communication between the Counselling Centre and the teaching faculty. Mention could be made of the possibility that some of the teaching faculty are uncertain of the services provided by the Counselling Centre, perhaps the results of this study could be quoted as evidence. An expression of a desire for improved liaison between the two groups could be included along with a request for suggestions from the teaching faculty of possible ways in which this improved liaison could be accomplished. A description of the major

functions of the Centre, of the staff working at the Centre and the location of the Centre could also be included in the letter. The letter would thus be serving the dual purpose of informing teaching faculty of Counselling Centre functions and encouraging involvement between the teaching faculty and the Counselling Centre.

Other written forms of communication between the Counselling Centre staff and teaching faculty could include distribution of results of any research projects undertaken by staff at the Counselling Centre. These results would ideally state practical implications and applications of the findings and a request could be made for faculty comments on these implications. Such a procedure requires research to be undertaken by staff at the Centre. It seems reasonable to suggest that research projects could be undertaken jointly by staff at the Counselling Centre and members of the teaching faculty.

Perhaps another way in which the services offered by the Counselling Centre could be made apparent to the teaching faculty is through the appointment of a senior staff member at the university to facilitate communication between members of the faculty and the Counselling Centre. This staff member could be responsible for setting up committees where members of the teaching faculty could put forward ideas as to what services they would like the Counselling Centre to provide and the counsellors, on their part, could

outline how they interpret their present role. It is felt that the discussion developing in such meetings would be of benefit to both groups. Similarly, it is considered that the Counselling Centre could interact with the teaching faculty by attending inter-departmental faculty meetings. A formal request by the Centre to be allowed to send a member of its staff to such a meeting would be necessary. It could be explained that the Counselling Centre staff member would outline and clarify the services provided by the Centre and would then encourage faculty members to put forward their ideas with regard to the appropriate role of a University Counselling Centre.

The opportunity for Counselling Centre staff to give lectures to or conduct discussions with students may be an important way of encouraging student and faculty involvement with the Counselling Centre. For example, counsellors could give guest lectures in a number of courses offered at the university. While it is suggested that this teaching assignment form only a small part of the university counsellor's duties, a number of advantages do arise from this arrangement. Firstly, the counsellors make themselves known to the students. Secondly, Counselling Centre staff-teaching faculty involvement will occur, and counsellors may come to be recognized as colleagues by members of the teaching faculty. Thirdly, the lecture could possibly include a description of the services provided by the

University Counselling Centre, thus providing an opportunity for the Counselling Centre to publicize the services it provides.

The recommendations listed above may assist in bringing to the awareness of the teaching faculty the types of services provided at the University Counselling Centre. However, it does not necessarily follow that this awareness on the part of the teaching faculty will lead to their holding a similar perception of the Counselling Centre role as does the Counselling Centre staff. It is considered, nevertheless, that more involvement between the staffs of the teaching faculty and the Counselling Centre may benefit both groups and lead to an increase in the general effectiveness of the University Counselling Centre.

Relations with other student-helping services. The figures representing the within-group variability of the student-helping services indicated that there was a greater degree of heterogeneity within this group than may have been expected. Further analysis revealed that there were definite differences in perception amongst the student-helping services regarding the role of the Counselling Centre. Increased involvement between the respective Centres would likely increase the general effectiveness of all of the student-helping services. The first effect may be that of increased knowledge on the part of the entire staff of the Counselling Centre, the Advising Centres and the Health

Centre, concerning the background, method, attributes, limitations and goals of staff employed at the various branches of the student-helping services. As indicated above, one possible way of increasing such knowledge would be by the housing of all the helping services in one building.

Implications for further research. The general conclusions of this study suggest a number of possibilities for further research. The group of students representing those who had visited the Counselling Centre, it will be remembered, were selected from students who had visited the Centre once or any number of times. It was considered that the number of visits to the Counselling Centre may be a crucial factor in determining students' perceptions of the Centre. Future research could compare the views of non-counselled students with those students who visited the Centre at least three or four times.

In an earlier part of the study, several possible explanations were offered to account for differences among various groups in their perceptions of Counselling Centre roles. Future research could well be undertaken to confirm or reject some of these proposals. For example, the measured perception of students and teaching faculty of the Counselling Centre's role did not indicate the amount of knowledge these groups had of the Centre. It was suggested that a part of the differences between the groups may be due

to the lack of knowledge of Counselling Centre services. Further research could possibly measure the extent of this knowledge and the influence this has on perceptions held of the Counselling Centre. Research assessing how the students and faculty formed their impressions of the Counselling Centre's role could also be of interest to those concerned with the image of the Counselling Centre.

Only brief reference was made to the disparity that appears to exist between the perceptions of the Counselling Centre as held by the student-helping services (Counselling Centre staff, Advising Centre staff and Student Health Centre staff). Future research could concentrate more closely on the relationships between the staff employed at the Centre.

This study does not indicate any services which the students or faculty may desire from the Counselling Centre which the Counselling Centre does not now provide. The kinds of concerns that were discussed in this study were limited to concerns in three areas, adjustment to self and others, vocational choice and study habits. It may be possible in future research to reveal types of problems that students or faculty consider appropriate to be handled by Counselling Centre staff which the Counselling Centre does not at present offer.

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APPENDIX A

Division of Faculty into Academic Branches

Department	% of Total Faculty	No. Included in Sample
Physical Sciences	19	6
Education	15	4
English	14	4
History	12	4
Languages	11	3
Social Sciences	9	3
Mathematics	8	3
Fine Arts	7	2
Geography	5	1

Counselled Students: Division by Sex and Year of University

Year of University	% of Student Body	No. of Males	No. of Females
First	39	7	5
Second	32	5	5
Third	16	3	2
Fourth	8	1	1
Other	5		1
	% of Males - -	55%	
	% of Females - -	45%	

Non-Counselled Students: Division by Sex & Year of University

Year of University	% of Student Body	No. of Males	No. of Females
First	28	5	4
Second	27	5	3
Third	20	3	3
Fourth	14	2	2
Others	11	2	1
	% of Males - -	58%	
	% of Females - -	42%	

Exhibit 1

Letter Sent to Members of
Teaching Faculty

Box 21,
Craigdarroch College,
University of Victoria,
Victoria, B.C.

Dear

You have been selected to participate in an important research project. The project relates to the University of Victoria Counselling Centre, located on campus in the Clearihue Building. Briefly, the project of the study has been undertaken to determine if the University of Victoria Counselling Centre's role is perceived differently by students, faculty and student-helping services. The importance of the project is to determine what student counselling needs, if any, are not being met under the present system at the University Counselling Centre. The data gathered in this study will also serve as important information for a Master's Thesis that I have undertaken.

Accompanying this letter you will find: a copy of the "Counseling Appropriateness Check-List", and an envelope for use in returning the completed list to me. As I am a Graduate student with my own mail box in the Education Department inter-campus delivery service will provide the most efficient mailing service.

You are requested to complete the Check-List without consulting others about it. The number at the top of the list is to be used for tracking those replies returned and placing them into their appropriate group. All information will be kept in strict confidence and once the scores have been recorded, will be destroyed.

Your co-operation in this project is extremely important and I hope that you are willing to participate.

Yours sincerely,

Donald J. Astley.

DJA:ww
Enc.

Box 21,
Craigdarroch College,
University of Victoria,
Victoria, B.C.

Exhibit 2

Letter Sent to
University Students

Dear

You have been selected to participate in an important research project. The project relates to the University of Victoria Counselling Centre, located on campus in the Clearihue Building. Briefly, the project of the study has been undertaken to determine if the University of Victoria Counselling Centre's role is perceived differently by students, faculty and student helping services. The importance of the project is to determine what student counselling needs, if any, are not being met under the present system at the University Counselling Centre. The data gathered in this study will also serve as important information for a Master's Thesis that I have undertaken.

Accompanying this letter you will find: a copy of the "Counselling Appropriateness Check List", an eight-cent stamp, and an envelope for use in returning the completed list to me. The return envelope may be handed in without a stamp to the Craigdarroch College Office and the stamp retained for your own personal use, or with the use of the stamp, via regular Postal Service.

You are requested to complete the check-list without consulting others about it. The number at the top of the list is to be used for tracking those replies returned and placing them into their appropriate group. All information will be kept in strict confidence and once the scores have been recorded, will be destroyed.

Your co-operation in this project is extremely important and I hope that you are willing to participate.

Yours sincerely,

Don J. Astley.

DJA:ww
Enc.

Exhibit 3

Reminder Letter Sent
to University Students

Box 21,
Craigdarroch College,
University of Victoria,
Victoria, B.C.

Dear

A short time ago you should have received some materials from me. These materials should have included:

- (1) A letter of explanation
- (2) An addressed return envelope
- (3) A copy of the Counselling Appropriateness Check-List.

If you did not receive these materials, or if they were incomplete or if they have been lost or misplaced and you would like to participate in this research project, please notify me at the above address. I will be glad to send a copy of these materials to you, and refund the postage.

If you did receive all of the above materials, I hope that you will complete them and return them to me as soon as possible. Without your assistance this research cannot be completed.

Thanking you in advance for your co-operation.

Sincerely yours,

Donald J. Astley.

P.S. If this letter has passed your completed questionnaire in the mail, please consider this an expression of thanks for your assistance.

DJA:pja

APPENDIX B

COUNSELLING APPROPRIATENESS CHECK-LIST

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. College students often do this with various people on campus. We are interested in your feelings about problems that students might talk over with one of the counsellors at the University Counselling Centre. Read over the following list of problems. Indicate to what extent you consider each problem appropriate for discussion in a counselling session. Please respond to each item. Mark your responses as follows:

- If the problem is Most Appropriate for discussion with a college counsellor, check A a ? i I
- If the problem is Appropriate but there are some other resources that would be just as appropriate, check A a ? i I
- If you are Uncertain or Undecided, check A a ? i I
- If the problem is probably Inappropriate for discussion with a counsellor, check A a ? i I
- If the problem is Definitely Inappropriate, check A a ? i I
1. Doubting the wisdom of my vocational choice A a ? i I
 2. Disappointed in a love affair A a ? i I
 3. Home life unhappy A a ? i I
 4. Choosing best courses to prepare for a job A a ? i I
 5. Troubled by moral values of others A a ? i I
 6. Ineffective use of study time A a ? i I
 7. Want to be more popular A a ? i I
 8. Am I qualified for the vocation I'm considering A a ? i I
 9. Science conflicting with my religion A a ? i I
 10. Lacking self-confidence A a ? i I
 11. Going in debt for school expenses A a ? i I
 12. Feel inadequate about social skills A a ? i I
 13. Having beliefs that differ from my church A a ? i I
 14. Want to know what I'm suited for A a ? i I
 15. Taking things too seriously A a ? i I
 16. Having to wait too long to get married A a ? i I
 17. Not knowing how to study effectively A a ? i I
 18. Don't know what to believe about God A a ? i I
 19. Feel timid in presence of other people A a ? i I
 20. Am I in the proper curriculum? A a ? i I
 21. Being in love A a ? i I
 22. Parents making too many decisions for me A a ? i I
 23. Not getting as much out of my studying as I put into it . A a ? i I
 24. Have no close friends in school A a ? i I
 25. Have conflicts about religion A a ? i I
 26. Am good at several occupations and don't know which to choose A a ? i I
 27. Having troubles with one or both parents A a ? i I
 28. Afraid to do new and different things A a ? i I
 29. Want some sort of scholarship to help an expense A a ? i I
 30. Do not know when to talk, when to be still A a ? i I
 31. Tend to avoid my responsibilities and obligations A a ? i I
 32. Considering many fields but not certain about any one ... A a ? i I
 33. Want help in a marital problem A a ? i I
 34. Unable to discuss certain problems at home A a ? i I
 35. Not getting studies done on time A a ? i I

Significant Factor Loadings on Varimax Rotation

Item	Factor			Item	Factor		
	I	II	III		I	II	III
1		.59		34	.75		
2	.71			35			-.62
3	.73			36	.85		
4		.60		37	.88		
5	.66			38		.78	
6	.40		-.48	39	.84		
7	.78			40	.76		
8		.74		41		.69	
9	.60			42	.78		
10	.75			43	.80		
11			-.44	44		.82	
12	.75			45	.72		
13	.76			46	.69		
14		.51		47		.52	-.55
15	.68			48	.89		
16	.80			49	.71		
17			-.55	50		.47	
18	.77			51	.73		
19	.77			52		.75	
20		.79		53	.86		
21	.79			54		.56	
22	.75			55	.78		
23		.61	-.35	56		.38	-.69
24	.80			57	.68		
25	.78			58		.48	-.41
26		.58		59	.80		
27	.82			60			-.68
28	.73			61	.81		
29				62		.41	
30	.76			63	.80		
31	.63			64			
32		.81		65	.82		
33	.80			66		.75	

APPENDIX C

Mean Factor Scores and Standard Deviation
for Each Sub-Group of the
Student-Helping Services

Group		I	Factor II	III
Counselling Centre	Mean	1.6967	0.3177	-0.2455
	S.D.	0.1088	0.5317	0.3535
Advising Centres	Mean	1.4248	-0.6810	-0.2408
	S.D.	0.3979	0.9334	0.8023
Student Health Centre	Mean	0.4085	0.4991	-0.2470
	S.D.	0.6558	0.3500	0.7118

Factor I : Adjustment to self and others
 Factor II : Vocational choice
 Factor III: Study habits

Analysis of Variance and Homogeneity of Variance of
 Factor Scores for the Three Sub-Groups
 of the Student-Helping Services

Source	SS	MS	<u>df</u>	F	<u>p</u>
Factor I: Adjustment to Self and Others					
Groups	.56	2.82	2.00	10.73	.00149
Error	.37	0.26	14.00		
Chi square=7.1043 Probability=.028					
Factor II: Vocational Choice					
Groups	.45	2.26	2.00	6.09	.01253
Error	.52	0.37	14.00		
Chi square=4.6410 Probability=.098					
Factor III: Study Habits					
Groups	.41	0.00	2.00	0.00	.99554
Error	.65	0.46	14.00		
Chi square=1.8130 Probability=.403					

Probability Matrix for Scheffé's Multiple Comparison of Means
For the Three Sub-Groups of the Student-Helping Services

Factor I: Adjustment to Self and Others			
Group	1	2	3
1	1.0000	.7365	.0040
2	.7365	1.0000	.0128
3	.0040	.0128	1.0000

Factor II: Vocational Choice			
Group	1	2	3
1	1.0000	.0830	.8893
2	.0830	1.0000	.0148
3	.8893	.0148	1.0000

Factor III: Study Habits			
Group	1	2	3
1	1.0000	.9999	.9977
2	.9999	1.0000	.9964
3	.9977	.9964	1.0000

Group 1 - Counselling Centre
Group 2 - Advising Centres
Group 3 - Student Health Centre

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