

EFFECTS OF SUPERVISION AND NONSUPERVISION
IN A MODIFIED MICROCOUNSELLING MODEL
WITH FAMILY AIDES

by

RICHARD HEIN BROWN

B.A., University of Victoria, 1972

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Faculty of


Education


ACCEPTED
FACULTY OF GRADUATE STUDIES

DATE

23 Dec 1982

We accept this thesis as conforming
to the required standard


Max R. Uhlemann, Ph.D.


Donald W. Knowles, Ph.D.


Pam Duncan, Ph.D.

© RICHARD HEIN BROWN

UNIVERSITY OF VICTORIA

July 1982

All rights reserved. This thesis may not be reproduced in whole or in part, by mimeograph or other means, without the permission of the author.

Supervisor: Dr. Max R. Uhlemann

ABSTRACT

This study was designed to examine the impact of supervision in a modified microcounselling communication skills training programme with paraprofessional family aides. The target skills presented in training were effective inquiry, reflection of feeling and reflection of content.

Eighteen family aides from the YMCA's Special Services to children and their families volunteered to participate in the three week training programme. All subjects participated in a 20 minute counselling interview before and after training. Subjects were randomly assigned to one of the three experimental conditions: (a) modified microcounselling without supervision; (b) modified microcounselling with supervision; and (c) no-treatment control.

The training was presented to the supervised and non-supervised groups via the modified microcounselling programme. The components of training included: written information and multiple choice questions from a programmed manual, video-tapes depicting positive and negative examples of the target skills, role-play practice and discussions. The control group received no counselling skills training.

Following the audiotaped posttraining interviews, pre and post interviews were rated for skill frequency and the qualities comprising the ideal therapeutic relationship. All subjects'

pre and posttraining interviews were assessed using the analysis of covariance (ANCOVA) and the Ideal Therapeutic Relationship Scale (ITRS) measures.

Hypotheses were formulated and tested. The ANCOVA revealed no significant differences among groups in the acquisition of counselling skills and the decreased use of skills opposite to the target skills. The ITRS ratings showed no significant difference between training groups but did indicate a significant improvement for the supervised group when compared to the control condition. The non-supervised group failed to show a significant improvement when compared to the control group in the ITRS ratings.

While the ANCOVA results did not indicate a significant improvement for training and control groups in the acquisition of counselling skills, a change in the desired direction was noted for the supervised and non-supervised groups when compared to the control group. The ITRS ratings revealed a significant improvement for the supervised group in comparison to the control group while the non-supervised group approached significance when compared to the control condition. Neither training group differed significantly from each other. The implications of these findings are discussed as they relate to the training of the YMCA's family aides. Suggestions for future research are also considered.

Examiners:

[Redacted]

Max R. Uhlemann, Ph.D.

[Redacted]

Donald W. Knowles, Ph.D.

[Redacted]

Pam Duncan, Ph.D.

TABLE OF CONTENTS	Page
ABSTRACT	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ACKNOWLEDGEMENTS	x
INTRODUCTION	1
LITERATURE REVIEW.	4
Dynamic Model of Supervision.	4
Facilitative Model of Supervision	5
Behavioural Model of Supervision.	7
Skills Training Model and Supervision	9
Microcounselling and Supervision.	12
Programmed Learning in the Microcounselling Model.	17
HYPOTHESES	22
METHOD	24
Subjects.	24
Clients	24
Supervisors	24
Subject Solicitation.	25
Setting for Training Interviews	25
Raters and Rater Training	26
Procedure	26
Preassessment.	26
Skill Frequency.	27

Effective Inquiry	27
Reflection of Content	28
Reflection of Feeling	28
Ideal Therapeutic Relationship Scale.	29
Training	29
Supervised Condition.	29
Presentation of Written Material on Target Skill	30
View Positive and Negative Models Performing Target Skill	30
Practice of Target Skill.	31
Self Observation and Supervised Feedback of a Practice Session	31
Non-Supervised Condition.	32
Control Condition	32
Postassessment.	32
RESULTS	34
Skill Training Measures.	35
Comparison of Training and Control Groups	35
Ratings on the Ideal Therapeutic Relationship Scale	45
Comparison of Training and Control Groups	45
Summary of Results	45
DISCUSSION	49
Impact and Examination of the Training Programme	49
Implications and Suggestions for Future Research.	54
Limitations of the Present Study	56

REFERENCES	58
APPENDIX I	63
APPENDIX II	65
APPENDIX III	67
APPENDIX IV	69
APPENDIX V	77
APPENDIX VI	79
APPENDIX VII	81
APPENDIX VIII	83
APPENDIX IX	100
APPENDIX X	116
APPENDIX XI	119

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Adjusted Means and Analysis of Covariance for Communication Skills	36
II	Adjusted Means and Analysis of Covariance for the Ideal Therapeutic Relationship Scale	46
III	Probability Matrix for Scheffe Multiple Comparison of Means for the Ideal Therapeutic Relationship Scale	47

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
I	Unadjusted Means for Listening Skills	37
II	Unadjusted Means for Opposite Skills.	38
III	Unadjusted Means for Miscellaneous Skills	39
IV	Unadjusted Means for the Ideal Therapeutic Relationship Scale.	40
V	Individual Unadjusted Means for Listening Skills	42
VI	Individual Unadjusted Means for Opposite Skills	43
VII	Individual Unadjusted Means for Miscellaneous Skills.	44

ACKNOWLEDGEMENTS

I would like to express my appreciation to a number of people who were involved in this project. To Dr. Max Uhlemann my committee supervisor, many thanks for the time and energy given in continual guidance and encouragement. Sincere gratitude is extended to Dr. Don Knowles and Dr. Pam Duncan, the other members of the committee, for their comments and support during the preparation of my thesis.

Appreciation is also extended to Jamie Dryburgh, past Coordinator of the YM/YWCA's Special Services, for his willingness to permit the employees of the YMCA to participate in this study. Special thanks go to those who volunteered to serve as subjects during the experimental portion of the project.

Finally, my deepest gratitude goes to my parents, Mary and Dick Brown for their staunch belief in me and to Karen Otton whose help and understanding was vital to the realization of this thesis.

Introduction

The purpose of this study was to examine the effects of supervision in a modified microcounselling training programme with family support workers. Microcounselling is a widely employed systematic approach to teaching counselling skills (Ivey, 1971; Ivey and Authier, 1978). Recently this training model has been modified (Hearn, 1976; Evans, Hearn, Uhlemann and Ivey, 1979) to present a paradigm which appears to be a useful and effective training alternative. The modified model employs the use of programmed learning material in place of portions of the traditional microcounselling model. One important variable in any counsellor training format is the impact of supervision in the model. This study evaluated the contribution of supervision to counsellor training in the modified microcounselling model by comparing the presence and absence of supervision in skill training with a control group.

The subjects in this study were paraprofessional family support workers from the YM/YWCA. The main criteria used for hiring the workers are effective levels of interpersonal skills such as the ability to listen well, project warmth and positive regard etc., traits presumed beneficial in the helping process. Relevant work or educational experiences are given consideration as well. Once on staff, the family support worker is assigned, on a 3-month contractual basis, one or more families or individuals considered at risk in the community. While occasional skill training workshops are offered, attendance is optional and strictly on a non-paid,

voluntary basis. Consequently, many family support workers receive little or no skill training.

According to Guerney (1969), there is considerably more demand for professional helping services than there are professionals to provide those services. Thus, training paraprofessionals with the necessary skills and abilities to function effectively with families and individuals at risk has provided a much needed additional source of manpower to meet the mental health needs (Danish and Hauer, 1973; Egan, 1975). Carkhuff (1969) in reviewing the literature in this area reported, "While the number of comparable studies is limited, with both outpatients and inpatients, lay persons affect changes on the indices assessed that are at least as great or, all too frequently, greater (never significantly less), than professionals". The results of recent studies (Hearn, 1976; Uhlemann, Stone, Evans and Hearn, 1982; Uhlemann, Hearn and Evans, 1980) suggest that programmed learning in the modified microcounselling model is a viable and appropriate method to provide counselling skill training for the YM/YWCA's paraprofessional family support workers.

Traditionally accepted as an important component of communication skill training, supervision has received scant research attention with mixed results. Of the studies on supervision in the microcounselling model, most involved different skills, instructions and subject types, yet the results were often considered under the rubric of effects of supervision on microtraining outcomes (Ivey and Authier, 1978).

What appears to be needed are studies examining specific skills under

specific conditions with an appropriate subject population to determine more accurately the importance of supervision in the microcounselling approach. By examining the supervisor variable within this framework, the potential for further understanding and refinement of the microcounselling model was explored. The component training model employed in the basic microcounselling approach is readily open to modification for adaptation and enhancement of training (Ivey and Authier, 1978).

This single skills approach to training counsellors, exemplified by microcounselling and its modified form, continues to evolve as various training models refine their methods and adapt components deemed most effective from competing skill training models (Ivey and Authier, 1978). The complexity of the skills imparted and the level of experience of the subjects may lessen the importance of some of the training components (McDonald and Allen, 1967). The authors suggest that simple skills may require only simple instructions for target behaviours to be acquired. As the skills become more complex, the importance of including all components is emphasized. Hence, the refinement or simplification of the microcounselling model with respect to learning simple skills is deemed as effective yet more efficient than the implementation of the entire microtraining programme. To this end, examination of the components of microcounselling is encouraged as a means of strengthening this single skills approach.

Literature Review

Until the mid to late 1960's there were three primary models of supervision used in counsellor training. These models of supervision were the dynamic, facilitative and behavioural approaches. In the 1970's, an eclectic model known as the skills training model was developed which combined elements of the earlier approaches. Presented below is a review of the literature related to these four models of supervision and the use of supervision in the microcounselling training approach.

Dynamic Model of Supervision

The major proponents of the dynamic model of supervision are Eckstein and Wallerstein (1959). In their approach, the authors speak directly to the role of supervision as opposed to reporting results of research. They constructed a three stage approach in the process of supervision. The three stages were compared to those of chess, with an opening, mid game, and end game. The opening corresponded to the supervisor and trainee probing for each others' strengths and weaknesses. The mid game, or second stage, was one of conflict between supervisor and trainee, characterized by attacking and/or avoiding each other. This stage is the working phase in which the supervisor's role is that of counsellor-teacher. Ideally, in the third stage the trainee becomes more autonomous. The supervisor relinquishes the role of teacher, and encourages the student to think and act independently.

Eckstein and Wallerstein's detailed model of supervision achieved some recognition with the acceptance of psychoanalysis, from which the model originated. However, its emergence had little impact

on the larger field of the helping professions (Leddick and Bernard, 1980). When this model was developing, counselling, social work and psychology were developing models in keeping with their own theoretical and applied orientations.

Facilitative Model of Supervision

Supervision, like the various approaches found in counselling psychology, evolved from the authoritative psychoanalytic model to a more non-directive style. Carl Rogers' (1957) client centered approach demystified psychotherapy and its intrapsychic theory. Objective data were gathered often in the form of audiotaped interviews. These interviews were used by the supervisor to help students discriminate between facilitative and non-facilitative sessions conducted by experienced and inexperienced counsellors. Despite research findings such as Fiedlers' (1950 a,b), in which specific therapist behaviours were cited as having positive effects in establishing a positive therapeutic relationship, non-directive Rogerian supervision opposed giving behavioural instructions and practice to trainees.

Truax and Carkhuff (1967) further developed Rogers' training approach by teaching their students to identify and incorporate therapeutic qualities characteristic of successful therapists. They suggested that warmth, genuineness, and empathy could be taught effectively using an experiential didactic training programme. Several studies demonstrated that therapists who were rated high on these qualities had positive therapeutic outcomes while therapists who were rated low on these dimensions were not effective (Truax,

1966; Truax and Carkhuff, 1967; Truax, Carkhuff, and Kodman, 1965). Didactic information was imparted to the student who incorporated the principle deemed most useful in therapy. In contrast, the experiential component offered the trainee an opportunity to practice and implement the theoretical conditions of empathy, warmth and genuineness in therapeutic settings. Despite this advance in specifying the facilitative conditions in their supervision model, Truax and Carkhuff did not specifically define the behaviours constituting the characteristics of warmth, genuineness and empathy.

The work of Truax and Carkhuff stimulated researchers into looking at the usefulness of various supervisor roles. However, the research findings were inconsistent. Alssid and Hutchinson (1977) and Gulanich and Schmeck (1977) found modelling to be the most efficacious form of supervision in training beginning counsellors. Hansen, Pound and Petro (1976) in their review of research on practicum supervision, made two general conclusions; (a) that the supervisor who directly or indirectly models facilitative behaviour was more effective; and (b) experiential training was more effective than didactic training. The main finding from the Selfridge, Weitz, Abromowitz, Steger, Calabria and Abromowitz (1975) study was the incremental effect of supplementary sensitivity training on client-rated counselling performance. They found that high school counsellors trained in the Carkhuff model plus sensitivity experiences, significantly surpassed in perceived congruence those trained in the Carkhuff model plus didactic mode.

The supervisor/trainee relationship also received attention from researchers and again the findings were contradictory. Pierce, Carkhuff, and Berenson (1967) and Pierce and Schauble (1970) confirmed earlier results by Carkhuff and Berenson (1967) that effective supervisors, like effective therapists, manifested facilitative traits such as empathy, warmth and genuineness. Lambert (1974) challenged the Pierce and Schauble study with results that indicated a significant tendency for therapists (supervisors) to offer lower levels of empathy and specificity in supervision than in counselling. These findings suggest that the process of trainee learning may be more didactic and less experiential than Carkhuff, Pierce and Schauble imagined.

Kagan's (1975) Interpersonal Process Recall model of supervision stresses a strategy based on developmental tasks. The process of supervision begins with a didactic presentation of concepts, then moves to simulated exercises concerned with interpersonal affective stress, and carries on to video feedback of the trainee in action. In general, the progression is from specific skills to complex interpersonal interaction and from low to high-anxiety tasks. The trainee comes to terms with interpersonal stress and ineffectiveness in therapy through self-observation via videotape and supervisor debriefing. The debriefing consists of facilitating and encouraging the student to relive the counselling experiences in as much depth and detail as possible.

Behavioural Model of Supervision

The chief objective of the behavioural model is to evaluate

counsellor education in an objective fashion. Instead of citing research results on supervision, this model is based on direct treatment in training. It describes a series of frameworks for supervisors to employ in teaching trainees. All therapeutic and instructional goals are to be stated in a measureable manner.

Krumboltz (1966) viewed clients' problems as learning problems. Trainees were encouraged to develop programmes of specific behaviour change for their clients. Operant conditioning, modelling, imitative and cognitive learning were the tools used to implement change. The supervisor's role was that of teacher (didactic instruction) and reinforcer to the student-counsellor.

Delaney (1972) presented a behavioural model of supervisor behaviour for counselling practicum. Five identifiable stages were included; (a) initial session; (b) development of a facilitative relationship; (c) goal identification; (d) use of supervisory techniques and procedure; and (e) termination of follow-up. Goals were established in each stage by the supervisor. The goals of each were to be attained by the counsellor before proceeding to another goal and stage.

Jakubowski-Spector, Dustin, and George (1971) proposed the Behavioural Counsellor Education Model. This model attempted to systematically coordinate the efforts of the supervisor in terms of counsellor training and evaluation. The operational activities of the supervisor were:

1. The specification of behavioural curriculum goals;

2. The facilitation of transfer of training from classroom to counselling practice;
3. Utilizing the supervisor as a model; and
4. Utilizing the supervisor as a reinforcer.

In a review of literature of microcounselling and imitative learning, Bellucci (1972) explored the possibility of combining the two as a potential behavioural approach to supervision. Bellucci cited related research suggesting the efficacy of modelling for behavioural change (Bandura, 1965a; Kanfer, 1965, and Mowrer, 1966). Because both incorporated components of learning theory, that is, positive reinforcement, imitative learning and specific counselling skill behaviour, their marriage into a behavioural model appeared to be a natural development for behavioural supervision.

Skills Training Model and Supervision

In the 1970's the trend toward integration continued. The following four skills training models are representative of this integration or blending of components of previously conflicting models.

1. Danish and Hauer's (1973) model presents six basic counselling skills deemed essential for the effective helper. These skills are defined as the specific behaviours comprising Rogers' (1957) core helping conditions. The skills are taught sequentially. Thus, concept A is learned before concept B, via role-play practice, group discussion and modelling. Supervisor competency is the most crucial element of this training programme according to Danish and Hauer. While previous experience in the programme is not a prerequisite, the trainer must have studied and internalized the theory, objectives and procedure

contained in the explicit workbook and leader's manual and must possess the necessary helping skills to impart effectively these basic helping skills to others. Danish and Hauer recommend using co-supervision as the most effective and enjoyable method of training. If the training group constitutes a special population such as an agency's staff, police officers et al, the authors urge that one of the supervisors come from the population being trained. The use of an "inside" trainer reduces the potential hostility felt toward outside "experts" (Danish and Hauer, 1973). This programme is used with professionals, non and paraprofessionals.

2. Hackney and Nye (1973) offer a training model using a "programmed" manual. Each chapter of the manual presents information on a different counselling skill followed by questions pertaining to the preceding material. This manual can be used by the individual trainee or by a training group. The authors suggest that groups using the exercise section of the manual organize into triads to role-play practice the target skill thereby offering trainees an additional component; an experiential encounter with the strategies. The programmed manual is designed for individual use, precluding supervision. Instructions, information, questions and answers are provided within each chapter. Trainees progress at their own pace and proceed to the next chapter when they feel they have mastered the present material.

3. The Mueller and Kell (1972) training programme is a blend of models that features components from the dynamic skills training

and facilitative approaches. In order to counteract trainees' feelings of vulnerability and anxiousness concerning their counsellor performance, the authors propose that the supervisor function as therapist to aid trainees in the exploration of this conflict. In addition, supervisors assume a didactic role, teaching the trainees about the origins of these defensive feelings. Finally, in a non-directive fashion, supervisors act as consultants to their trainees who have made self-determined choices for goals they wish to achieve.

4. Finally, Ivey, Normington, Miller, Morrill and Haase (1968) were the first to demonstrate the efficacy of microcounselling as a teaching model in training beginning counsellors three fundamental psychotherapeutic skills. In its current version (Ivey and Authier, 1978), microcounselling represents an amalgamation of traditional and contemporary elements resulting in a training model considered to be both effective and efficient. Microcounselling not only focuses on specific behaviours and the use of video and audio technology as a way of modelling and shaping skills, but emphasizes peer as well as trainer supervision during role-play practice. This role-play component provides the opportunity for the small group experiential aspect believed important by such humanistic researchers as Kagan, Truax and Carkhuff. They refer to research in the field of perceptual psychology, which indicates that value, attitude and concept changes accompany behaviour change. Mahon and Altmann (1977) claim that when these perceptions do not change, newly acquired skills will quickly deteriorate. They speculate that this perceptual imbalance may be partially responsible for unsuccessful skill training programmes.

This model will receive comprehensive examination at a later point in the presentation.

Calia (1974) too, is critical of the skills training approaches. He asserts "confining the helping process to a series of graded steps negates the importance of the inspirational and humanistic components of therapists' conditions" (p. 91). He suggests that skills training may be a beginning for a counsellor, but it does not go far enough; it does not help trainees to transcend their training nor influence their world outlook.

The skills training model has received some criticism. Mahon and Altmann (1977) purport that short-term retention of skills is good, but skills trained behaviour appears to decrease over the long run as exposure to new working situations and circumstances influence previous learning.

In summary, the state of supervision in counselling is still in flux. Initially, the three major models of the 1960's were distinct from one another. It became evident that no single model was sufficient on its own. By the late 1960's a synthesis of the models was evolving. Supervision models for training counsellors in the 1970's became more specific and systematic than their predecessors. This is more apparent today in the wide use made of the single skills model of counsellor training. The model receiving the most research attention overall, and to supervision in particular, is microcounselling.

Microcounselling and Supervision

There are two salient features of microcounselling. First, it is a technology; it has a specific method. As a structured approach to

imparting counselling skills, it employs videotape, step-by-step training manuals, self-observation and supervised feedback. There are a variety of ways the model can be presented; however, the standard paradigm (Ivey and Authier, 1978) consists of:

1. Baseline interview between trainee and volunteer client of 5 minutes on audio or videotape;
2. Training.
 - A. The trainee reads from a written manual describing the single skill to be learned;
 - B. Trainee and supervisor view and discuss videotape of models demonstrating the target skill;
 - C. Trainee views original baseline interview, comparing his or her performance with the modelling tape.
3. Re-interview.

When the trainee videotapes a second 5-minute interview special emphasis is placed on the skill to be learned. The tape is reviewed with a supervisor. If the skill is not satisfactorily acquired at the end of the first trial, then the procedure may be repeated until competence is demonstrated. To determine competence, the trainees' responses must correspond to the accepted skill level indicated in the training manual and on the videotape.

The second important aspect of microcounselling is its conceptual framework. Based on research (Ivey, et al. 1968; Zimmer and Anderson, 1968; Zimmer and Pepyne, 1971) determining the most effective skills for helping, microcounselling uses specific skills (e.g. attending, specific questioning, reflection of feeling) fundamental to helpers

of diverse orientations. This conceptual framework provides an overview for the helper and client. Thus, the technology is the tool designed to convey the conceptual framework in small, meaningful units.

As mentioned previously, research indicates microcounselling is an effective method of teaching counselling skills (Ivey, 1971; Ivey and Authier, 1978). In a continuing effort to make more efficient and to better understand the most effective components of the model, the area of studying and isolating important variables in this model receives extensive and ongoing attention. However, with respect to the role of supervision, microcounselling has yielded inconsistent results. For example, Goldberg (1970), found supervision unnecessary to teach accurate reflection of feeling. Two crucial microcounselling variables, modelling and instructions, were compared to determine their effectiveness, individually and in combination. Supervision was not included as part of the treatment. The experiment was conducted by audiotape. Subjects listened to their assigned treatments, including pre and posttests. The major conclusion was that modelling plus instructions strongly facilitated the performance of accurate reflection of feeling. Conversely, Hutchcraft (1970) found supervision to be one of the most potent factors of the microtraining paradigm. Groups viewed videotapes of counsellors interviewing a client, a supervisor reinforcing the counsellor for his interview, and a combination of the two. The supervisor tape was associated with more significant differences on specified interview variables than

the other experimental and control conditions. Kelley (1971) in a study examining the effects of supervisor reinforcement versus self-reinforcement, obtained mixed results. Supervisor reinforcement was significantly superior to self-reinforcement on two hypotheses relating to modification of verbal aspects of interview skills (e.g. number of utterances, duration of utterances) and use of silence during interviewing. On the remaining four hypotheses neither training group differed significantly from each other. Forge (1973) compared three variations of microtraining, individualized study, independent peer group study (cooperative effort) and a supervisor-led group with a control group. The independent peer feedback group and supervised group showed non-significant improvements when compared to the control group. He suggests further study of these variables as his findings contradict other research establishing the effectiveness of the supervisor-led condition.

Authier and Gustafson (1975, 1976) conducted two studies on the impact of supervision in the microcounselling model. In the first study (Authier and Gustafson, 1975) the effect of supervision on the acquisition of counselling skills was examined. Twelve paraprofessional counsellors employed in a drug research center were randomly assigned to either a supervised or non-supervised micro-counselling training condition. The skills taught were six skills composing the original microcounselling package. There were no significant differences found between training groups for the six skills. The authors suggested that the failure to demonstrate the

effectiveness of traditional microcounselling with supervision may be attributed to a number of confounding variables in the research design. The study was weak in important ways which limited potential interpretation regardless of the results. For example, after the study it was speculated that the skills taught were inappropriate for their target population. It was indicated that paraprofessionals on a drug unit might be better equipped using a confrontation skill, a skill not taught in this study, than a skill like reflection of feeling, perhaps better suited for a psychiatric population. In addition, it was speculated that lack of motivation may have impeded skill acquisition. Some trainees failed to appear for training sessions, while other volunteers ostensibly participated more out of obligation to fulfill their commitment as workers on a research unit than for intrinsic purposes.

In a second study with nurses working in a psychiatric setting, Authier and Gustafson (1976) employed a more rigorous experimental design to further test the role of supervision in the microcounselling paradigm. A notable change was the use of skills deemed appropriate for this target population. Two skills from the original micro-counselling package were used and four defined by the authors as more complex therapeutic skills were added. A significant difference for combined target skills and opposite skills was found for the supervised group when compared to the non-supervised and control groups. The non-supervised group was significantly higher in post-training on a rating quality of counsellor-client therapeutic

relationship than the control group, while the supervised group was not. The authors noted the non-supervised group's preference for primarily attempting the more simple microcounselling skills. It was speculated that the supervised group's attempts at the use of more complex skills, with which they were not yet comfortable or proficient, may have had a detrimental effect on their overall empathic performance as measured by the therapeutic relationship assessment.

In summary, these inconsistent results accentuate the need for further examination of the role of supervision within a structured format such as microcounselling. It is evident that a clear definition of skills appropriate to the selected population and rigorous experimental controls over possible confounding variables are essential in future research in the area.

Programmed Learning in the Microcounselling Model

The modified microcounselling model developed by Evans et al. (1979) involves the use of a programmed-learning manual in place of the traditional prose written instructions describing the skill to be taught. The manual may also replace the modelling portion of the training model. The programmed format presents both positive and negative examples of interviewing behaviour. The reader is presented with information on the target skill followed by an interviewing problem or issue and a series of responses to a question, only one of which is correct. The next frame provides the reader with an expository evaluation of the response. A correct answer entitles the

respondent to proceed to the next piece of information while an incorrect response requires the choice of a different answer from the original selection. The technique used by Evans et al. (1979) was developed by Crowder (1960), who demonstrated that mistakes can provide opportunities for further clarification and understanding of important issues. The programmed model consists of the following steps:

1. A 5-minute audio or videotaped baseline interview is conducted between counsellor and client

2. Training.

- A. Programmed-manual information pertaining to a single microcounselling skill is presented.

- B. Trainee views (or listens to) and discusses with supervisor and peers, video or audiotapes of models demonstrating the target skill.

- C. Trainee compares his or her original performance with the modelling tape.

3. Re-interview

A second 5-minute video or audiotape is made placing special emphasis on the target skill. The tape is reviewed with a supervisor in order to assess the trainees' competency.

Research in the area of programmed learning with respect to teaching applied counselling skills is minimal. The following experiments are important to this study because they incorporate programmed learning in the modified microcounselling format in order to teach basic interviewing skills.

Saltmarsh (1973) compared a programmed-instructed group and a control group in acquiring the basic components of empathy. Subjects were Masters level students in Counselling. The programmed group was taught five components of empathy using a two-media approach: programmed instructions; and tape-directed practice sessions. A control group read and discussed written material from Rogers and Saslow. In addition, they viewed a Dreikurs film concerning relationship building for effective counselling. The Michigan State Affective Sensitivity Scale (measuring the psychological state of affective sensitivity) posttest scores yielded a significant effect for the programmed group. In comparison, it was demonstrated that subjects who completed training were able to specifically identify and apply empathic components in functional ways.

Hearn (1976) compared three methods for training counselling skills: microcounselling, sensitivity training, and programmed learning. A control group was included for comparison. Significant effects were found for microcounselling and programmed learning during posttraining interviews. There was little difference between the sensitivity and control groups. Hearn suggested, that with a few modifications such as the addition of practice sessions following the written information, programmed learning may be as effective or more effective than the traditional microcounselling model. She cited less cost, equipment and manpower as advantages of employing programmed learning in the microcounselling model over other training modalities.

Uhlemann, Hearn and Evans (1980), in a field study with twenty-five telephone hotline workers, compared traditional microtraining, programmed learning in the microcounselling model, and no-training. The data revealed significant improvements in interviewing skills for the programmed and microcounselling groups. Both training methods were superior to no-training but did not differ from each other. The authors point out that the programmed procedure covered basically the same didactic material as in the microcounselling procedure, but was purported to be more efficient, allowing twice as much time for role-play practice and feedback in each session.

In another study (Uhlemann, Stone, Evans and Hearn, 1982), 20 paraprofessional human service workers associated with a therapeutic community were randomly assigned to one of the two training conditions. The first group read sections of a programmed text and participated in role-play practice and feedback. The second training group in addition to reading programmed text, observed in vivo demonstrations of appropriate and inappropriate counselling behaviours and engaged in role-play practice and feedback. A control group was included for comparative purposes. Results were significant for both training groups indicating that the programmed text is effective in facilitating communication skills. However, workers who viewed trainers modelling target skills were more enthusiastic about training.

The authors suggest that the modified microcounselling with the programmed manual may convey sufficient information about the

skills via verbal modelling and cognitive rehearsal. The addition of in vivo modelling, therefore, may present information already present in the programmed manual thereby rendering it redundant.

In summary, programmed learning in the microcounselling model appears to be a viable alternative to microcounselling as a method of training interviewing skills. It emphasizes the instruction component with material which includes instruction, practice, modelling and feedback. The above studies have demonstrated its effectiveness as a training model, especially in terms of cost efficiency and utilization of time. With respect to supervision, there has been no research examining the effects of this variable.

Hypotheses

As indicated above, much of counsellor training has evolved into a single skills approach. The impact of supervision within this framework has yet to be determined satisfactorily. The present study was an attempt to examine the impact of supervision in a modified microcounselling programme when teaching para-professional family support workers three basic interviewing skills.

In studying the influence of supervision in this training model, the following null hypotheses were formulated:

1. A. There will be no significant differences between the two training groups and the control group in the acquisition of counselling skills taught via the modified microcounselling approach.
B. There will be no significant differences between the supervised and non-supervised training groups in the acquisition of counselling skills taught via the modified microcounselling approach.
2. A. There will be no significant differences in the decreased use of skills opposite to the target training skills between the two training groups and the control group in the acquisition of counselling skills.
B. There will be no significant differences in the decreased use of skills opposite to the target training skills, between the supervised and non-supervised training groups.

3.
 - A. There will be no significant differences in the ratings on the Ideal Therapeutic Relationship Scale between the two training groups and the control group.
 - B. There will be significant differences in the ratings on the Ideal Therapeutic Relationship Scale between the supervised and non-supervised groups.

Method

Subjects

Five male and 13 female family support workers from the YM/YWCA's Special Services Programme served as subjects. They were volunteers from a group of 50 workers, and were randomly assigned to one of the three experimental groups: (a) Supervision; (b) No supervision; and (c) Control Group. Each group contained six subjects. A demographic description of the subjects by experimental group is presented in Appendix 1.

Clients

Two females were trained to role-play as concerned clients in interviews. Training consisted of the development of written summaries of appropriate client roles and role-play practice of those roles in an effort to simulate realistic portrayals of clients at risk. The roles were similar to the kind commonly encountered by family support workers. Before the role-playing assessments began, both role players were evaluated and judged satisfactory by two experienced counsellors in terms of clarity of expression, affect and realism. The content of each client role is presented in Appendix II.

Supervisors

The two supervisors, one male and one female, were experienced counsellors previously trained in the microcounselling model for teaching communication skills. One was a doctoral level counsellor with 10 years experience in counselling and counsellor training. The second trainer was an advanced level Master's student with 5 years experience in counselling. Their level of expertise made further training unnecessary for the purposes of this study.

Subject Solicitation

Subjects were solicited in Victoria, B.C. at YMCA staff meetings. They were told that a professional development programme was available which was to be evaluated. In addition, the prospective participants were told the general nature of the training, including the components of the programme such as role-playing, video-taped modelling, working from a written manual, and evaluation procedure. The interview and practice sessions procedure using the audiotapes was discussed as were issues such as commitment to the programme upon volunteering and confidentiality of specific training procedures. Prospective volunteers were offered personal feedback on their post interview performance. Those who did volunteer signed a participation form summarizing their participation in the training programme. This contract is included in Appendix III.

Setting for Training Interviews

The training workshops took place in two small seminar rooms at the University of Victoria. In one of the rooms, two tables provided space for the subjects to work on the programmed written material. There were sufficient chairs to seat at least six subjects and two supervisors for the viewing of the modelling tapes. The second seminar room was arranged with chairs and a cassette recorder for the role-play practice component of the training. The same rooms were used for conducting pre and post-interview assessments. The rooms were necessarily quiet and private and free from distraction.

Raters and Rater Training

Two experienced judges, graduate students in Counselling Psychology, unaware of the purpose of the research and the identity of the subjects, were trained to evaluate trainee performance. Both judges rated verbal utterances for the presence of specific counselling skills, as well as, the overall quality of trainee interaction as assessed by the Ideal Therapeutic Relationship Scale (ITRS), (Fiedler 1950a, 1951). Each rater was given an instruction manual (Appendix IV) that defined and described each component communication skill. After reading the manual, each rater participated in two 1½ hour practice sessions, rating verbal utterances for communication skills and scoring the Ideal Therapeutic Relationship Scale (Appendix V). Practice continued until both raters were able to independently agree upon the skill category for at least 17 of 20 counsellor utterances on three consecutive protocols. Practice on the ITRS was completed when the raters independently scored within at least one point of one another on each of the 10 ideal therapeutic characteristics for five consecutive protocols.

Procedure

Preassessment. All 18 subjects participated in a 20-minute audiotaped interview, one week before training. They were randomly assigned to one of the two role-playing clients. Minutes before the interview subjects were given a brief written explanation outlining their client's salient concerns (Appendix VI). They were instructed

to consider the dialogue a first interview and to use the 20 minutes to "get to know this person and about her concern". In addition, subjects were asked to refrain from discussing the interview and training programme with others involved in the study until the project was completed.

Skill Frequency. Using a behavioural count form (Appendix VII) the middle 15 minutes of each audiotape was rated to evaluate specific counselling skills used in the interview. The presence of specific skills was determined by rating verbal utterances. Consistent with the definition offered by Authier and Gustafson (1976) an utterance was considered any counsellor verbalization that was responded to by the client. Any counsellor verbalization that was not responded to by the client and that had a latency period of over 2-3 seconds was coded as a second utterance. Utterances from each tape were rated and tallied as:

(i) A particular training skill including the following:

(a) Effective inquiry. Effective inquiry requires a knowledge of open and closed questions. Open questions provide the opportunity for an extensive response. They usually begin with an interrogative adverb and help the client explore the topic under discussion. Closed questions are used as infrequently as possible. They are questions that can be answered with a yes/no or specific, brief factual information. A closed inquiry must be on topic, that is, focusing the client on a specific point. Usually beginning with a verb, their purpose is to provide information that is important to the interview's progress.

(b) Reflection of Content. A reflection of content paraphrases the main idea(s) of the client's statement(s) without changing the meaning. With regard to grammatical structure, if the client is speaking of a present difficulty, then the counsellor should keep the focus in the present as opposed to the past or the future.

(c) Reflection of Feeling. Reflection of feeling involves identifying and reflecting a client's feelings or mixed emotions with fitting words.

- (ii) an opposite skill; that is, the corresponding opposite to the training skill. For example, an opposite skill to effective inquiry is the "why" question. The use of the why questions may put the client on the defensive. A corresponding opposite skill to reflection of content is repeated "parroting", or a word for word repetition of the client's statements. An instance of an opposite skill to reflecting feeling is the counsellor's under or over reaction to the feeling or emotional component of the client's words. This has the effect of either imputing feelings that are not present or over emphasizing ones that are present.
- (iii) miscellaneous microcounselling skills, other skills either positive or negative in the interview, or
- (iv) an inadequate skill; that is, a counselling skill that appears correct in form or structure but is delivered without appropriate affect, thereby negating its efficacy.

Elaborated definitions and examples of the above skills are contained in the Raters' Training Manual (Appendix IV).

Ideal Therapeutic Relationship Scale. The second means of subject evaluation was the ITRS (Appendix V). This scale was developed for use in micrcounselling by Authier (1973). He derived the criteria selected by Fiedler (1950a, 1951), as characteristic of the ideal therapeutic relationship. Counsellor performance is assessed on a 5-point scale over the ten items. A rating of 1 indicates the characteristic is of a "low quality", 2, 3, or 4 a "moderate quality", while a 5 is characteristic of an extremely "high quality".

The ITRS has been used in several counsellor training assessment studies (Ivey and Authier, 1978). The range of interrater reliabilities has been from .41 to .91. In all instances, these reliability coefficients were significant at least at the .05 level of probability.

In the Authier and Gustafson studies (1975, 1976) the ITRS produced interrater reliabilites of .91 ($P < .01$) and .41 ($P < .05$) respectively.

Training

Supervised Condition. The six subjects in the supervised condition met with the two supervisors for three 3-hour training sessions over three weeks. One of the three target counselling skills, effective inquiry, reflection of content, and reflection of feeling, was taught each session. A procedural manual (Appendix VIII) was given to each subject and supervisor at the beginning of every training session. Modelled on the basic micrcounselling paradigm presented by Ivey and Authier (1978), it provided step-by-step instructions for skill acquisition. The manual, in addition to offering structure and direction for the workshop, helped trainees to focus their discussion and practice by posing specific questions pertinent to the theoretical

and practice components of training. The following four steps were followed, providing equal time between didactic and experiential activities:

1. Presentation of written material on target skill.

Specific chapters from a programmed manual describing and illustrating the skill to be learned during that session was read by all subjects. The programmed material was used from Evans, Hearn, Uhlemann, Ivey (1979), and offered the trainee multiple choices from which they selected the one, best answer. The subject was directed to various locations in the training manual for evaluation of response choices. If the choice was inappropriate, the trainee was referred back to the original question and selected an alternate response. An appropriate response entitled the subject to continue with the next segment of information and response alternatives. Upon completion of the programmed material, the supervisors led a brief discussion, helping trainees to explore questions and ideas generated from the exercise and procedural manual. Samples pages of the programmed learning material for each skill is shown in Appendix IX.

2. View positive and negative models performing target skill.

The trainees viewed and discussed first negative then positive videotaped models of the skill to be learned during that particular session. The supervisors again led group discussion following each 5-minute modelling segment, using the procedural manual's leading questions as a focus. The modelling tapes are from the Ivey and Gluckstern (1974) training programme. The positive and negative modelling segments are each approximately 5 minutes in length.

3. Practice of target skill. In steps 3 and 4, the six subjects divided into two groups of three, as they did in the Authier and Gustafson (1976) study. Authier and Gustafson considered the triad an optimal size for practice and discussion. A 5-minute audiotaped interview is completed by each subject with another group member. A third person is present as an observer. Both groups of three have two opportunities to participate in each of the following roles: observer, client and counsellor. Client and counsellor role-play a brief interview focusing on the target skill. The observer keeps time, checks frequency and quality of the skill used, as well as provides feedback after completion of the interview. Roles change after each five-minute audiotape and subsequent discussion as trainees took 2 turns at each of the roles. The supervisor, like the observer, is attending to the interaction between the role-players, noting in particular, frequency, and quality of skill usage, as well as areas needing improvement.

4. Self-observation and supervised feedback of a practice session. Upon completion of a 5-minute practice interview, the audiotape is reviewed by the supervisor and trainees. Discussion of how the subjects felt using the skill, that is, the degree of naturalness evinced, the positive or negative quality of the experience and feedback pertaining to the performance of the target skill are conducted for each subjects' session. The supervisor criticizes the interview, pointing out positive examples of the target skill and missed or ineffective uses of those skills by replaying portions of the tape.

Hence, after each role-play, the supervisor explored individual difficulties in training tasks with those subjects unable to use the skill effectively.

Non-Supervised Condition. The six subjects in the non-supervised condition also met for a 3-hour session, once a week for 3 weeks. They followed the above procedure except for the absence of a supervisor to provide instruction, feedback and discussion. Subjects were informed at the beginning of each training by one of the trainers, to carefully follow the instruction manual, detailing the steps to be followed for skill acquisition. Thus, with the aid of the same explicit written instructions used by the supervised group, the non-supervised group assumed responsibility for its own supervision, which entails feedback, instruction and discussion. Strict compliance to the written instructions was stressed as any deviation from the basic procedure would weaken their training experience and invalidate experimental results.

A person to operate the videocassette machine was present in all three sessions. In addition to setting up and operating the video equipment, this person's only role was to verbally remind subjects to follow the training procedure precisely.

Control Condition. The control group subjects received no counselling skills training during the study. However, their pre and post interviews were conducted at the same time as the two training groups.

Postassessment. The audiotaped post-training interviews were

conducted for all subjects one week after completion of the three session training programme. Each subject was assigned to the second role-playing client, that is, the client not seen during the first interview. With this exception, the procedure for the 20-minute audiotaped interview was the same as the pretest. Subjects read a brief, written explanation of the clients' main concerns minutes before the interview. They were instructed that this was a first interview, and that they should use the time to "get to know this person and about her concerns". The subjects and client were informed that the interview would be 20 minutes in length. Upon finishing the interview, subjects were asked to complete an evaluation sheet eliciting their feelings and attitudes to various aspects of the training programme. The evaluation form is presented in Appendix X.

Results

Remaining consistent with the Authier and Gustafson studies (1975, 1976), the three training skills, reflection of content, reflection of feeling and effective inquiry were combined to yield a single, global score, designated listening skills. The same was done for the opposite of each target skill. The three opposite skills were combined under the one heading, opposite skills. Both positive and negative incidences of miscellaneous skills were combined to give a global score entitled, miscellaneous skills. Group unadjusted means were computed and depicted graphically in order to illustrate differences or similarities among groups. The ten items comprising the ITRS were combined yielding a global score. Finally, individual means were taken from the raw data post analysis, where no sign of significant change was found. They were graphically presented to compare and contrast the effects of training on individual subjects as compared to the group unadjusted means.

For each of the dependent measures, the frequency and quality of each type of response was tallied and rated respectively and subjected to group analyses of covariance (ANCOVA) with the pre-training measures as the covariates and posttraining measures as dependent variables. These analyses were performed in order to obtain unadjusted and adjusted means, as well as the adjusted error mean squares. Where significant effects were found, the Scheffe Multiple Comparison of Means Test was performed to determine the significance of differences among conditions. In addition, inter-

rater reliability between judges on the various measures was determined using the Pearson Product Moment Correlation.

Skill Training Measures

Comparison of training and control groups. When the two training groups and the control group were compared on the communication skill categories, listening skills, opposite skills and miscellaneous skills, the analysis of covariance did not reveal a significant difference among adjusted group means. The adjusted group means and the results of the ANCOVA for the three communication skills categories are shown in Table 1. There was not sufficient data available to generate results for the Inadequate Skill category, thus this category was not included in Table 1.

Insert Table 1 about here

While significant results were not found in these analyses, inspection of the graphs in Figures 1, 2, 3, and 4 depicting the

Insert Figures 1, 2, 3, and 4 about here

pre and post unadjusted means for listening, opposite and miscellaneous skills, suggest overall positive change for the training groups in comparison to the control group. Figure 1 shows the two training groups substantially improving their posttest means on listening skills while the control group showed no change. Figure 2 depicts some differences among conditions on Opposite Skills at posttest, but

Table 1
 Supervised, Non-Supervised and Control Conditions
 Adjusted Means and Analysis of Covariance
 for Communication Skills

Measures	Supervision ^a \bar{X}	No Supervision ^a \bar{X}	Control \bar{X}	F
Listening Skills	26.70	27.13	20.83	.88
Opposite Skills	5.73	10.81	12.29	1.13
Miscellaneous Skills	42.54	60.32	50.97	1.37

^a_n = 6

^b_{df} = 2,14

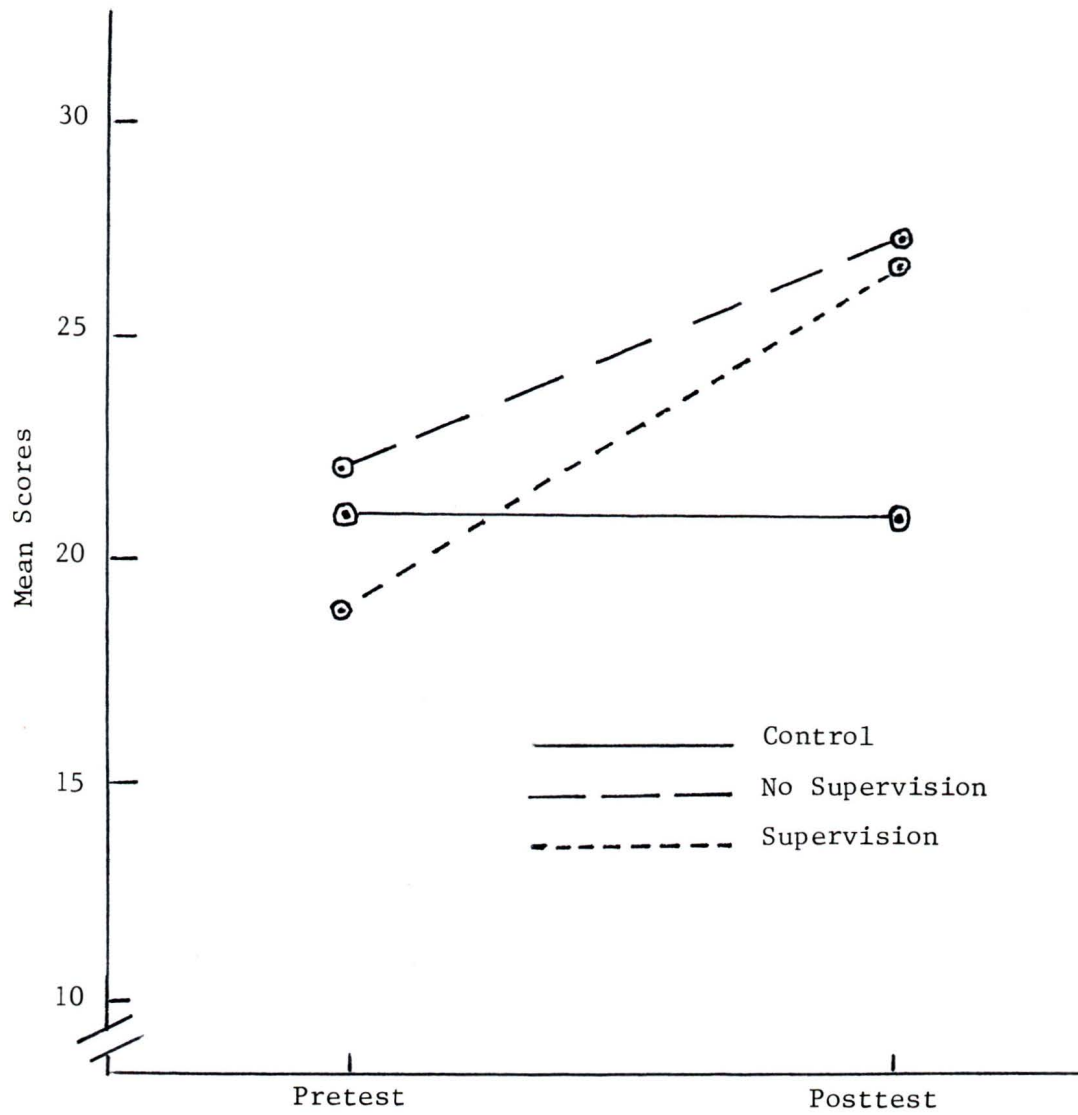


Figure 1. Unadjusted Means for Listening Skills.

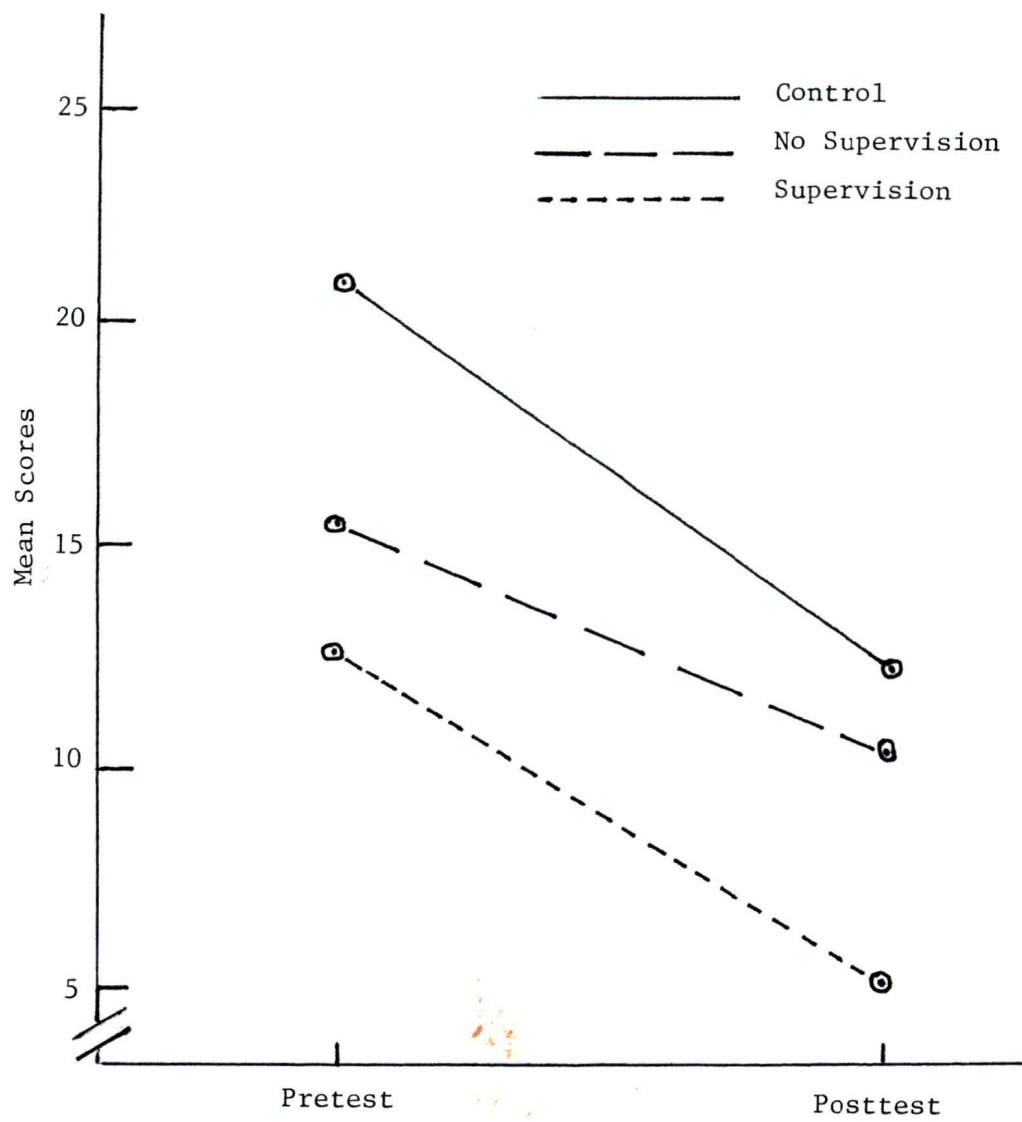


Figure 2. Unadjusted Means for Opposite Skills.

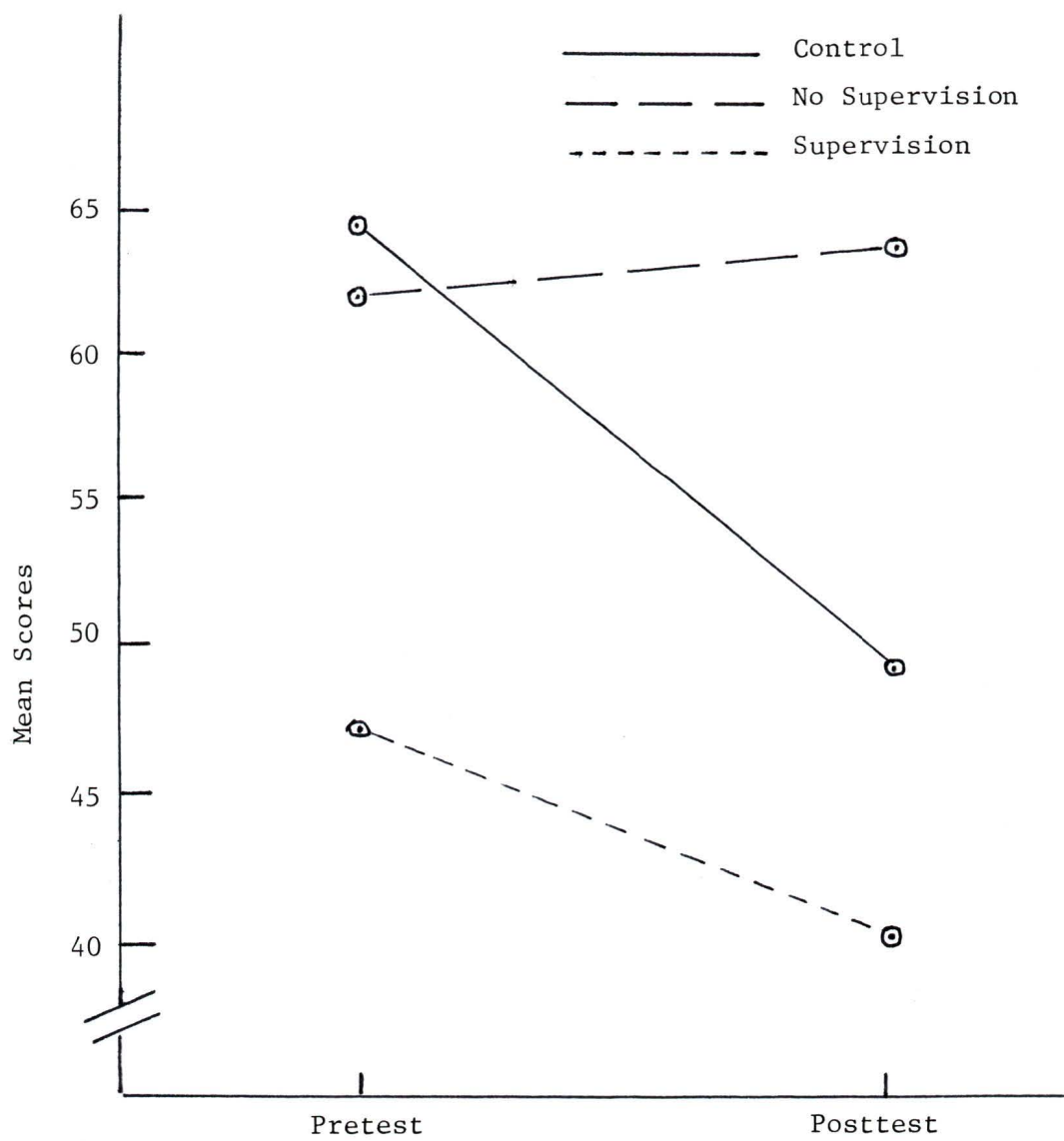


Figure 3. Unadjusted Means for Miscellaneous Skills.

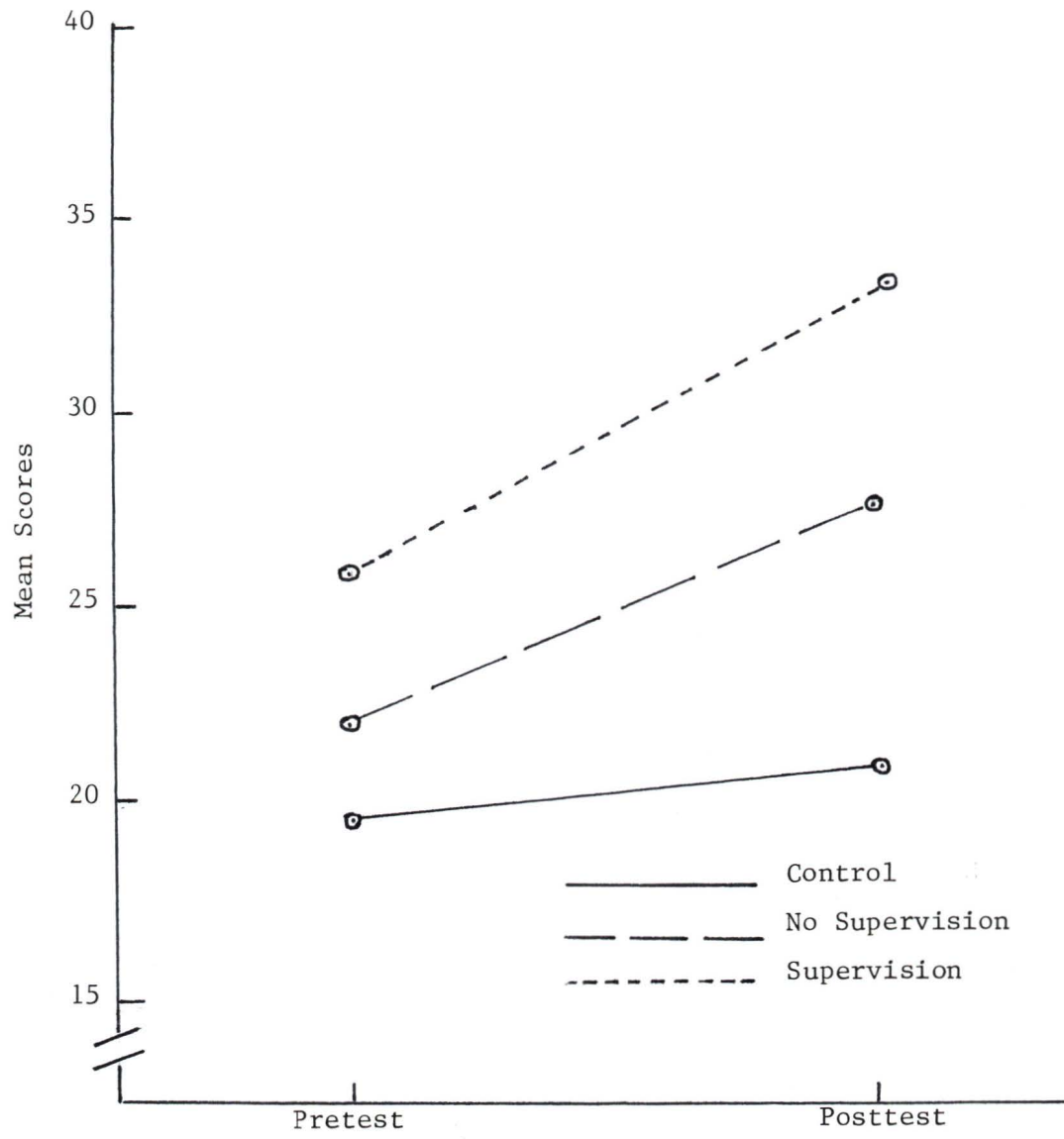


Figure 4. Unadjusted Means for the Ideal Therapeutic Relationship Scale.

none of marked proportion. In Figure 3, while the non-supervised group increased slightly and the supervised group decreased slightly in the acquisition of miscellaneous skills, the reduction in skill for the control group was pronounced.

Figures 5, 6, and 7 depict the pre and post unadjusted means for each individual comprising the 3 groups, on the dependent measures, listening skills, opposite skills and miscellaneous skills.

- - - - -
 Insert Figures 5, 6 and 7 about here
 - - - - -

Figure 5 shows four individuals improved in both the control and non-supervised condition, while five subjects in the supervised group improved in listening skills. Improvement in the training conditions appeared to be slightly more pronounced than the control. Figure 6 shows the majority of individuals in all three conditions decreased their use of opposite skills including five in the control group, four in the non-supervised group and all six members of the supervised condition. Figure 7 depicts a slight improvement on the part of two individuals from the control group with the remaining four members showing a decrease on the miscellaneous skills category. On the same measure, one individual improved markedly from the non-supervised condition, while five members decreased slightly. Lastly, in the supervised group, three individuals improved and three members' scores decreased on the miscellaneous skill category.

Scores from all 18 subjects pre and posttest interviews were included for the Pearson Product Moment Correlations yielding inter-rater reliabilites of .94 for listening skills, .86 for opposite skills,

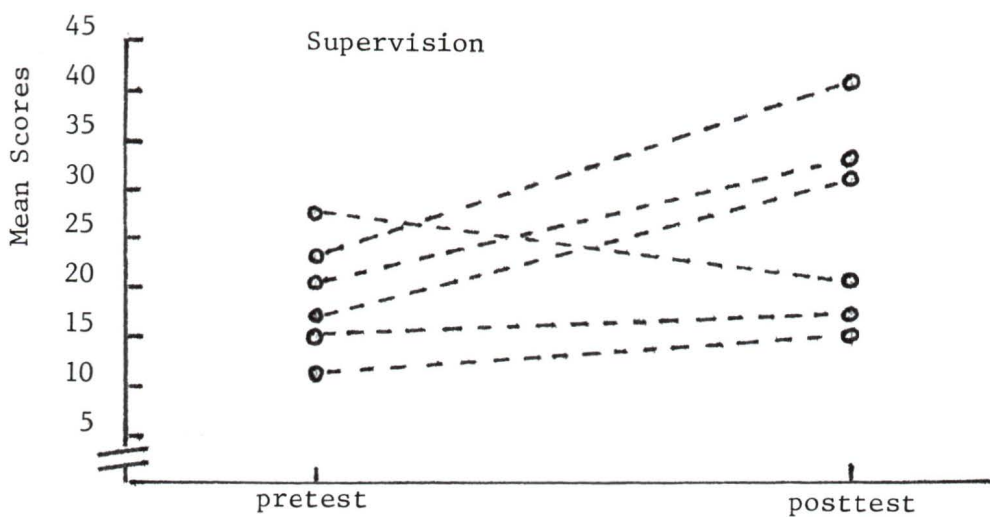
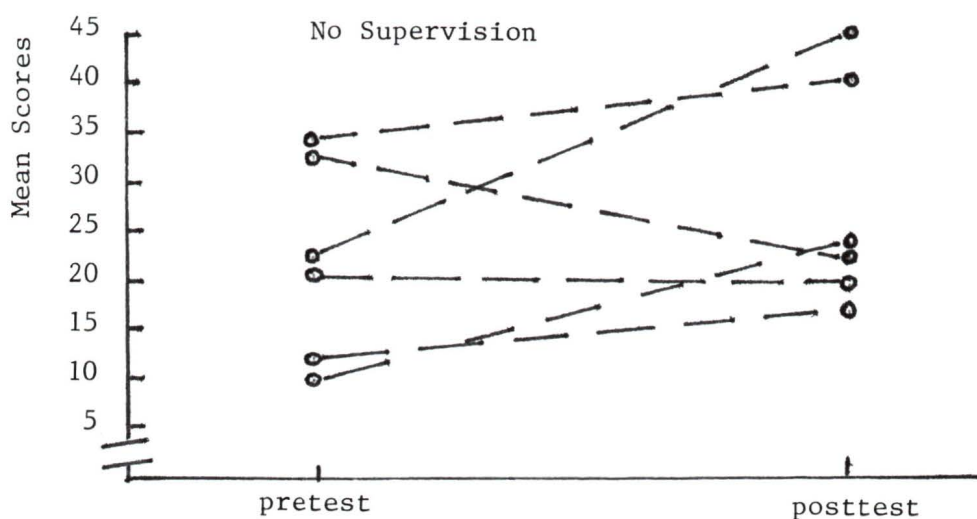
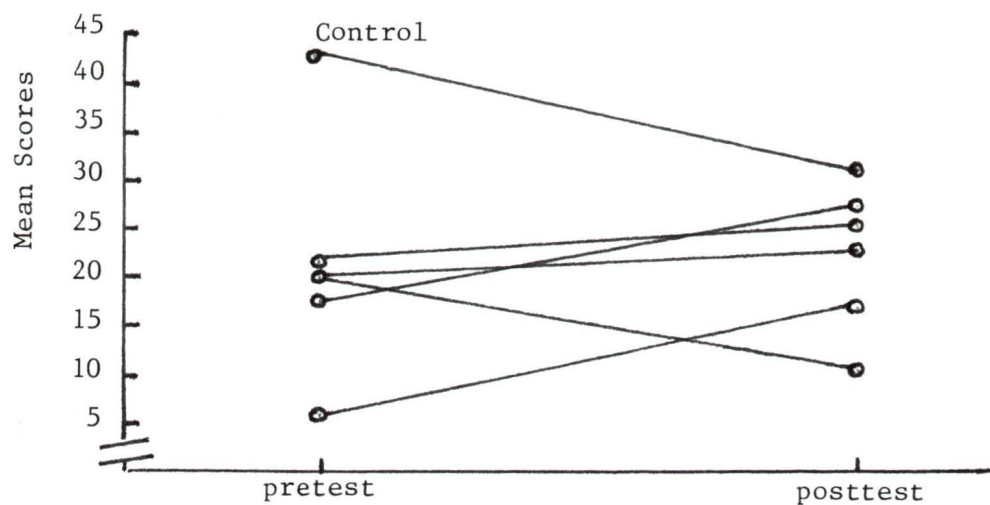


Figure 5. Individual Unadjusted Means for Listening Skills

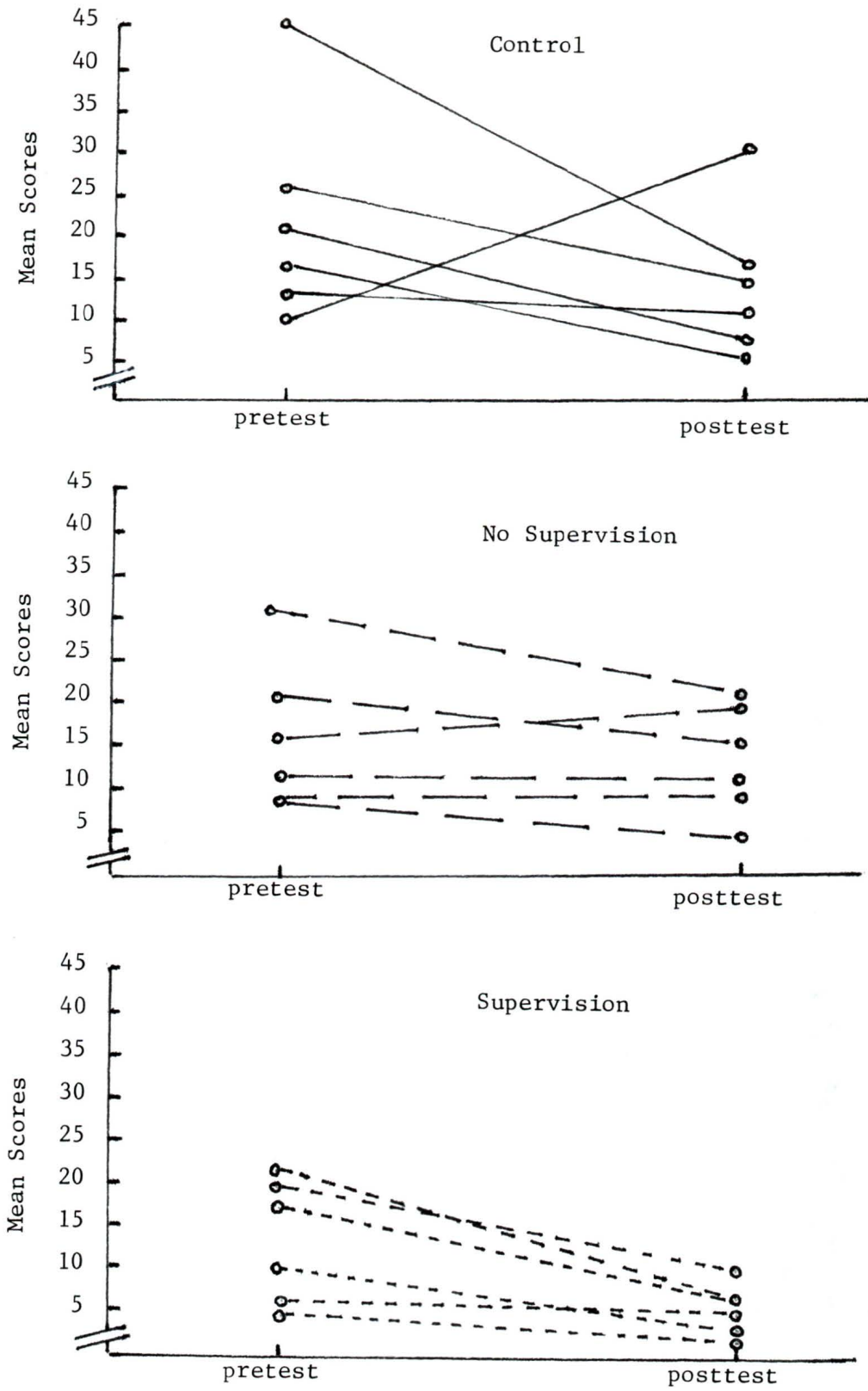


Figure 6. Individual Unadjusted Means for Opposite Skills.

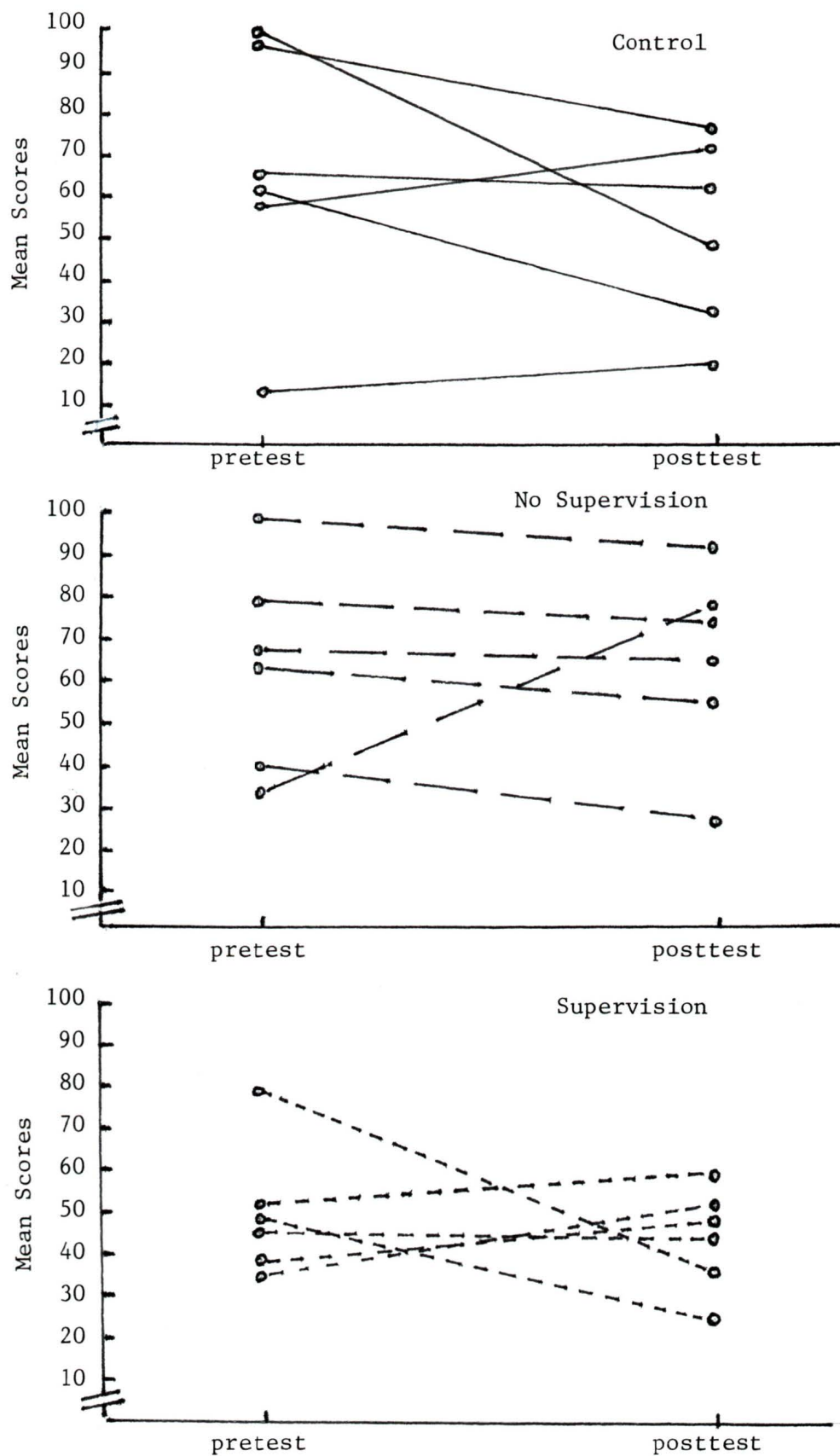


Figure 7. Individual Unadjusted Means for Miscellaneous Skills

and .96 for miscellaneous skills.

Ratings on the Ideal Therapeutic Relationship Scale

Comparison of training and control groups. The analysis of covariance shown in Table 2, revealed a significant difference among

Insert Table 2 about here

groups on the ITRS. In Figure 4, the three conditions are presented graphically and depict the differences among unadjusted means from the analysis of covariance. The training groups, particularly the supervised group, exhibited decidedly superior scores from pre to posttest when compared to the control group. In Table 3, a Scheffe

Insert Table 3 about here

Multiple Comparison of Means Test showed that the improvement in the supervised group was significantly greater than the control group ($P < .01$), but not significantly different from the non-supervised group. The difference between the supervised and control conditions approached significance but did not achieve it (.059).

Based on all subjects pre and posttest scores, the interrater reliability of the ITRS ratings using the Pearson Product Moment Correlation

Summary of Results

The six hypotheses formulated for this study were tested and analyses relative to these hypotheses were performed. The null hypothesis could not be rejected for hypotheses 1a and b; 2a and b;

Table 2
 Supervised, Non-Supervised and Control Conditions
 Adjusted Means and Analyses of Covariance
 for the Ideal Therapeutic Relationship Scale

Measures	Supervision ^a \bar{X}	No Supervision ^a \bar{X}	Control \bar{X}	F
Ideal Therapeutic Relationship Scale	31.49	28.24	23.10	7.91 ^c

^a n = 6

^b df = 2,14

^c p < .01

Table 3
 Probability Matrix for Scheffe Multiple
 Comparison of Supervised, Non-Supervised and Control Group
 Means for the Ideal Therapeutic
 Relationship Scale

	Control ^a	No Supervision ^a	Supervision ^a
Control	--	--	--
No Supervision	0.0589	--	--
Supervision	0.0027 ^b	0.2966	--

^a_n = 6

^b_p < .01

and 3b. That is, there were no significant differences among groups in the acquisition of counselling skills and the decreased use of opposite skills to the target training skills. Similarly, there was no significant difference between the two training groups on the ITRS ratings. Hypothesis 3a, however, was partially rejected as results indicated that the supervised group did improve significantly in the ratings on the ITRS when compared to the control group, while the non-supervised group failed to show significant improvement.

Discussion

Impact and Examination of the Training Programme

Generally, the results obtained in this study indicated no significant effect of training in imparting the communication skills. However, there is evidence to indicate that the supervised condition was significantly different from the control condition in the development of counsellor qualities found in the ideal therapeutic relationship.

Specifically, hypothesis 1a (see hypotheses pp. 22 and 23) cannot be rejected. The posttest adjusted means are considerably higher for the training groups in comparison to the control on the Listening Skills variable (Table 1). However, the F of .88 appears lower than might be expected, given these mean differences. This is likely attributable to the large standard deviations, indicating great variability among scores which in turn decreases the size of the F value (Table 4, Appendix XI). Nevertheless, the failure to reject hypothesis 1a is in contrast to the general findings of microcounselling research which indicate the effectiveness of microtraining. For example, the early research by Ivey et al. (1968), Moreland, Phillips, Ivey and Lockhart (1970), and more recently the modified microcounselling approach exemplified by Hearn (1976), Uhlemann, Stone, Evans and Hearn (1982) have demonstrated that component counselling skills can be taught efficiently and effectively using this model. The lack of significant differences between the training groups and control group may have been owing to such factors as previous experience, training or related education. In other words, these basic skills may already

have been present to a degree in the repertoires of some control subjects (see Figure 5), thereby lessening the impact of training.

Hypothesis 1b cannot be rejected. There was no significant difference between the treatment groups on the acquisition of the 3 counselling skills. The analysis of covariance (ANCOVA) reveals the training conditions to have improved proportionately. The unadjusted group and individual means in Figures 1 and 5 reflect this parallel movement in the expected direction for the supervised and non-supervised groups. The findings of the present study indicating no difference between experimental groups in training counsellors interviewing skills are consistent with the findings from the studies conducted by Authier and Gustafson (1975, 1976). The training in the traditional microcounselling model was the same in format and content as that in the Authier and Gustafson studies for both the supervised and non-supervised groups. Perhaps the skill information and practice made available to the trainees through the written procedural instructions, programmed learning manual, modelling, role-play practice and discussion are sufficient without the addition of supervision, to impart target skills.

Hypothesis 2a cannot be rejected. The ANCOVA revealed no significant differences between the training groups and the control group with respect to the decreased use of opposite skills. Figure 2 depicts a decrease for all three groups, and Figure 6 reinforces this illustration as it indicates all but 2 subjects in the three groups (one control and one non-supervised subject increased on this variable), decreased or stayed the same from pre to post interview. Again, this

is inconsistent with the Authier and Gustafson studies (1975, 1976). However, Authier and Gustafson expected a significant improvement for their training groups compared to the control group regarding the decreased use of skills opposite to the target skills. The failure to reject this hypothesis might result from the manner in which the didactic written information is presented. While both positive and negative examples are given in the programmed material, the emphasis is not so much on avoiding the use of opposite skills. Instead, the focus is on the specific use of the positive target skills. Hence, it is possible that the desired communication responses might be interspersed with opposite target skills because less emphasis is given to eliminating these unwanted, opposite responses in training.

Hypothesis 2b cannot be rejected. The supervised group achieved the lowest adjusted mean score on the decreased use of opposite skills of the two training conditions. Their non-significant superiority is depicted in both Figures 2 and 6 where the unadjusted group means decreased more markedly for the supervised group, and the individual unadjusted means show an all inclusive decline for the supervised group in contrast to the non-supervised group in which one individual's score increased and another's remained the same. Again, this is consistent with the Authier and Gustafson studies (1975, 1976), in which no difference between training groups was found for the decreased use of opposite skills. Perhaps the lack of significant differences may be explained by the similarity of procedural and didactic written information, discussion, practice and feedback inherent in the training sessions for both conditions. The super-

vised condition conferred upon the trainees an "expert" level of criticism, offered "professional" instruction and facilitation, and provided "high status" reinforcement for appropriate skill responses. Possibly the supervised group may have significantly benefitted from further instruction and encouragement over a longer training period.

Hypothesis 3a is rejected. The Scheffe Multiple Comparison of Means Test presented in Table 3, indicates a significant improvement ($P < .01$) for the supervised group in comparison to the control group on the ITRS ratings. The non-supervised group, although approaching significance at the .05 level, did not improve significantly when compared to the control condition. These results contrast with those of the Authier and Gustafson studies (1975, 1976). They found no significant changes on the Ideal Therapeutic Relationship Scale in their first study (1975), and only the non-supervised group improved significantly in comparison to the control group in the second study (1976). Authier and Gustafson noted that the non-supervised group made fewer attempts at using the more complex skills in their training programme: relying instead on the simpler microcounselling skills taught. The authors reasoned the non-supervised group would appear more polished or skilful than the supervised group who attempted the complex skills more often. They speculated that a global measure such as the ITRS would reflect a lower rating for the less polished and skilful supervised trainees using the more challenging skills. In the present study, all three skills were considered basic: No complex skills were taught. Therefore, the differences in training groups compared to the

control group are probably not attributable to selection of skills used in the interviews. Rather, the supervised group's demonstration of significant improvement over the control group may be indicative of the superiority of training plus supervision for enhancing the quality of the therapeutic relationship. As mentioned previously, while the written training procedures and didactic information were indeed very close, the additional dimension of supervision may have given the trainees in that condition a slight advantage with respect to providing trainee awareness and incentive to attend to and practice this facet of the counselling interview. The non-supervised group had no trainer to cue them to this aspect of the interview or encourage them to be aware of and incorporate the counsellor qualities inherent in a good therapeutic relationship.

Hypothesis 3b cannot be rejected. There was no significant difference in ratings on the ITRS between training conditions. Although the analysis of covariance yielded a higher adjusted mean for the supervised group (Table 2), the Scheffe Multiple Comparison of Means Test (Table 3) shows a non-significant relationship between the training groups. Similarly, Authier and Gustafson (1975, 1976) found no significant differences between the supervised and non-supervised group regarding the quality of the therapeutic relationship. In the present study, the non-supervised group had to rely on the written instructions alone for their role-play practice directions. The instructions emphasized individual skill rehearsal without specific mention of attending to the subjective qualities of client-

counsellor relationship. Hence, in addition to receiving feedback on skill usage, the supervised group was more likely made aware of the affective climate between counsellor and client by the trainer. Yet the non-significant difference between training groups might be explained by the relationship between skill acquisition and the quality of the counselling dialogue. The improvement indicated by the adjusted mean scores for the training groups with respect to their listening and opposite skills may reflect their mutual improvement in the ITRS ratings. Increasing listening skills and decreasing opposite skills may affect an improvement in the subjective rating of the helping relationship. While the ITRS does not measure empathy per se, it is an analogous measure of the quality of client-counsellor interaction. Research has demonstrated that people trained via microcounselling are more empathic and facilitative to others, often more so than those trained by different counselling models (Hearn, 1976; Moreland, Ivey and Phillips, 1973; Toukmanian and Rennie, 1975). Perhaps, therefore, because both training groups showed some improvement in listening and opposite skills when compared, a similar improvement followed on the ITRS rating.

Implications and Suggestions for Future Research

Modified microcounselling with supervision appeared to be the most effective approach in increasing the quality of the therapeutic relationship. Neither training group demonstrated a significant improvement in skill training. Nevertheless, the adjusted means indicated training did have some impact on skill acquisition. These results suggest that modified microcounselling, with or without supervision may be comparable despite their negligible effect in this study in imparting basic

counselling skills. In contrast to the results found in the present study, research has demonstrated the efficacy of the modified micro-counselling format (Uhlemann et al., 1980; Uhlemann et al., 1982). In the context of this study, if the YMCA were to select either of the training conditions for the purpose of teaching their employees counselling skills, the results favour the modified microcounselling without supervision, largely because of its cost effectiveness, which would preclude the hiring of skilled supervisors on an ongoing basis. The training without supervision could provide continual training and upgrading of skills for experienced workers and still meet the needs of those with little background in counselling. Training could then become an integral part of the job, providing a common theoretical and practical approach among workers. Most of the time and effort in implementing this programme would likely go into identifying and establishing counselling skills deemed appropriate for paraprofessional employees and their clients. Some initial consultation with an experienced modified microcounselling trainer would preclude continual supervision. The above recommendation is based on the research findings of the present study, and relates exclusively to basic skill training with paraprofessionals. Until otherwise demonstrated, clinical training best remains served by the presence of a supervisor.

In the present study, trainees responded to a brief questionnaire with almost equal preference regarding their satisfaction and enthusiasm for the modified microcounselling programme. The training groups gave virtually identical positive ratings with respect to

recommending the programme to colleagues as well as their efforts to learn and understand the material. Moreover, the most frequent response from both training conditions on the list of most helpful components of the training programme was "participants' comments", while "supervisor's comments" appeared to a lesser extent. Thus, both training groups identified their peers as the key factor in training. There is a discrepancy between these responses and those described by Authier and Gustafson (1976). The supervised condition selected the supervision component more often and were more enthusiastic and responsive to their programme. Future research into this area is important in order to determine the level of satisfaction and acceptance of a programme of two subtly distinct approaches to training: that is, the non-supervised format where the trainees are responsible for their own learning, contrasted with the more traditional student-teacher orientation, where a trainee may rely more on the supervisor for direction and information than peers or self. If future research should indicate little or no difference between a supervised training group and a non-supervised group, then the decision whether or not to include a trainer may be contingent upon the trainee's subjective preference for one format or the other.

Limitations of the Present Study

The following limitations ought to be considered for the purposes of future research:

1. The sample size, six per group, may not have been large enough to reflect differences in variability among conditions. One way to increase the sensitivity of the analysis is to increase the sample size. Given that the increased sample size is random and

representative of the population, the mean treatment differences and variability among individuals within treatments should remain relatively constant. The net effect of this procedure is a substantial increase of the F ratio offering a greater opportunity to obtain statistical significance should the mean differences be large enough.

2. The short training period, 9 hours over three weekly sessions, may have played a major role in areas where observed changes failed to reach a statistically significant level. Practical limitations, such as availability of subjects and the amount of time they were willing to volunteer, governed to a large extent the brief training programme. Ideally, a longer training period with added opportunity for in training and on the job practice might enhance the impact of acquired skills.
3. Perhaps the skills selected for training were basic enough to have been already present in the repertoires of most subjects. The variability of backgrounds, educational status, and years of experience in the field, made the choice of skills to include in training a difficult task. Determining skill level by a pre-training survey or competency test might alter the selection of skills offered and provide a programme more appropriate to the level and expertise of the trainees. Too, drawing a sample from a more homogenous population with respect to counselling education, experience etc., would make simpler the selection of an appropriate battery of skills to present in training.

References

- Alssid, L.L. & Hutchinson, W.R. Comparison of modeling techniques in counselor training. Counselor Education and Supervision, 1979, 17, 36-41.
- Authier, J., & Gustafson, K. Application of supervised and non-supervised microcounseling paradigms in the training of para-professionals. Journal of Counseling Psychology, 1975 a, 22, 74-78.
- Authier, J., & Gustafson, K. The application of supervised and non-supervised microcounseling paradigms in the training of licensed and practical nurses. Journal of Consulting and Clinical Psychology, 1976, 44, 704-709.
- Bandura, A. Behavioral modification through modeling procedures. In L.S. Krasner and L.R. Ullman (Eds.), Research in behavior modification. New York: Holt, Rinehart and Winston, 1965 a.
- Belluci, J. Microcounseling and imitation learning: A behavioral approach to counselor education. Counselor Education and Supervision, 1972, 12, 88-95.
- Calia, V.F. Systematic human relations training: appraisal and status. Counselor Education and Supervision, 1974, 14(2), 85-94.
- Carkhuff, R. Helping and Human Relations. New York: Holt, Rinehart and Winston, 1969b, Vol. II.
- Cormier, L.S., Hackney, H., & Segrist, A. Three counselor training models: A comparative study. Counselor Education and Supervision, 1974, 14, 95-104.
- Crowder, N.A. Automatic tutoring by means of intrinsic programming. In A.A. Lumsdaine and R. Glaser (Eds.), Teaching machines and programmed learning. Washington, D.C.: National Education Association, 1960, 286-298.
- Danish, S.J. & Hauer, A.L. Helping skills: A basic training program. New York: Behavioral Publications, 1973.
- Delaney, D.J. A behavioral model for the practicum supervision of counselor candidates. Counselor Education and Supervision, 1972, 12, 46-50.
- Eckstein, R., & Wallerstein, R. The teaching and learning of Psychotherapy. New York: Basic Books, 1958.

- Egan, G. The skilled helper: A model for systematic helping and interpersonal rating. Monterey, California: Brooks/Cole Publishing Company, 1975.
- Evans, D., Hearn, M., Uhlemann, M., & Ivey, A. Essential Interviewing: A programmed approach to effective communication. Monterey, California: Brooks/Cole Publishing Company, 1979.
- Fiedler, F. A comparison of therapeutic relationships in psychoanalytic, non-directive, and Adlerian therapy. Journal of Consulting Psychology, 1950 a, 14, 436-445.
- Fiedler, F. Factor analyses of psychoanalytic, non-directive and Adlerian therapeutic relationships. Journal of Consulting Psychology, 1951, 15, 32-38.
- Fiedler, F. The concept of an ideal relationship. Journal of Consulting Psychology, 1950 b., 14, 239-245.
- Forge, H. Comparison of three variations of microtraining in teaching basic interviewing skills to counselor trainees (Doctoral dissertation, University of Kansas City, 1973). Dissertation Abstracts International, 1972, 32, 737.
- Goldberg, E. Effects of models and instructions on verbal behavior: An analysis of 2 factors of the microcounseling paradigm (Doctoral dissertation, Temple University, 1970). Dissertation Abstracts International, 1972, 32, 737.
- Guerney, B.G., Jr. (Ed.). Psychotherapeutic agents: New roles for nonprofessionals, parents and teachers. New York: Holt, Rinehart and Winston, 1969.
- Gulanick, N. & Schmeck, R.R. Modeling, praise and criticism in teaching empathic responding. Counselor Education and Supervision, 1977, 16, 284-290.
- Hackney, H. & Nye, L.S. Counseling Strategies and Objectives. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
- Hansen, J.C., Pound, R. & Petro, C. Review of research on practicum supervision. Counselor Education and Supervision, 1976, 16, 107-116.
- Hearn, M. Three modes of training counselors: A comparative study (Doctoral dissertation, The University of Western Ontario, 1976).

- Hutchcraft, G. The effects of perceptual modeling techniques in the manipulation of counselor trainee interview behavior (Doctoral dissertation, Indiana University, 1970). Dissertation Abstracts International, 1970, 31, 2685.
- Ivey, A.E. Microcounseling: Innovations in interviewing training. Springfield, Illinois: Charles C. Thomas, 1971.
- Ivey, A.E., & Authier, J. Microcounseling: Innovations in interviewing counseling psychotherapy and psychoeducation. Springfield, Illinois: Charles C. Thomas, 2nd Ed., 1978.
- Ivey, A.E. & Gluckstern, N. Basic Attending Skills: Videotapes. North Amherst, Microtraining, 1974c.
- Ivey, A.E., Normington, C.J., Miller, D., Morrill, W.H., & Haase, R. Microcounseling and attending behavior: An approach to pre-practicum counselor training. Journal of Counseling Psychology, 1968, 15 (5), part 2.
- Jakubowski-Spector, P., Dustin, R., & George, R.L. Toward developing a behavioral counselor education model. Counselor Education and Supervision, 1971, 10 (3), 242.
- Kagan, N. Influencing human interaction - eleven years with IPR. Canadian Counsellor, 1975, 9 (2), 74-97.
- Kanfer, F. Vicarious human reinforcement: A glimpse into the black boss. In L.S. Krasner and I.P. Ullman (Eds.), Research in behavior modification. New York: Holt, Rinehart and Winston, 1965.
- Kelley, J. The use of reinforcement in microcounseling. Journal of Counseling Psychology, 1971, 18, 268-272.
- Krumboltz, J.D. Behavioral goals for counseling. Journal of Counseling Psychology, 1966, 13, 153-159.
- Lambert, M.J. Supervisory and counseling process: A comparative study. Counselor Education and Supervision, 1980, 2, 186-196.
- Leddick, G.R., & Bernard, J.M. The history of supervision: A critical review. Counselor Education and Supervision, 1980, 2, 186-196.
- McDonald, F., & Allen, D. Training effects of feedback and modeling procedures on teaching performance. Unpublished report, Stanford, Stanford University, 1967.

- Mahon, B.R. & Altmann, H.A. Skill training: Cautions and recommendations. Counselor Education and Supervision, 1977, 17, 42-50.
- Moreland, J., Ivey, A., & Phillips, J. An evaluation of microcounseling as an interviewer training tool. Journal of Clinical and Consulting Psychology, 1973, 41, 294-300.
- Moreland, J., Phillips, J., Ivey, A., & Lockhart, J. A study of the microtraining paradigm with beginning clinical psychologists. Unpublished paper, Amherst, University of Massachusetts, 1970.
- Mower, O.H. The behavioral therapies with specific reference to modeling and imitation. American Journal of Psychotherapy, 1966, 20, 439-461.
- Mueller, W.J. & Kell, F.L. Coping with conflict: Supervising counselors and psychotherapists. New York: Appleton-Century-Crofts, 1972.
- Pierce, R.M., Carkhuff, R.R., & Berenson, B.G. The effects of high and low functioning counselors upon counselors-in-training. Journal of Clinical Psychology, 1967, 23, 212-215.
- Pierce, R.M. & Schauble, R.G. Graduate training of facilitative counselors: The effects of individual supervision. Journal of Counseling Psychology, 1970, 17 (3), 210-215.
- Rogers, C. Training individuals in the therapeutic process. In C. Strother (Ed.), Psychology and Mental Health. Washington, D.C.: American Psychological Association, 1957b.
- Saltmarsh, R.R. Development of empathic interview skills through programmed instruction. Journal of Counseling Psychology, 1973, 20, 375-377.
- Selfridge, F.F., Weitz, L.J., Abromowitz, S.I., Calabria, F.M., Abromowitz, C.V., & Steger, J.A. Sensitivity-oriented versus didactically-oriented in-service counselor training. Journal of Counseling Psychology, 1975, 22 (2), 156-159.
- Toukmanian, S., & Rennie, D. Microcounseling versus human relations training: Relative effectiveness with undergraduate trainees. Journal of Counseling Psychology, 1975, 22, 345-352.
- Truax, C. Effective ingredients in psychotherapy: An approach to unraveling the patient-therapist interaction. In G. Stollak, B. Guerney Jr., & M. Rothberg, (Eds.), Psychotherapy Research: Selected Readings. Chicago, Illinois: Rand, 1966, 586-594.

- Truax, C., & Carkhuff, R. Toward Effective Counseling and Psychotherapy: Training and Practice, Chicago, Illinois: Aldine, 1967.
- Truax, C., Carkhuff, R., & Kodman, F. The relationship between therapist offered conditions and patient change in group psychotherapy. Journal of Clinical Psychology, 1965, 21, 327-329.
- Uhlemann, M., Hearn, M., & Evans, D. Programmed learning in the microtraining paradigm with hotline workers. American Journal of Community Psychology, 1980, 8, 603-612.
- Uhlemann, M., Stone, G., Evans, D., & Hearn, M. Evaluation of microtraining modifications: Implications for paraprofessional training. Journal of Counseling Psychology, 1982, 16 (2), 115-121.
- Zimmer, J.M. & Anderson, S. Dimensions of positive regard and empathy. Journal of Counseling Psychology, 1968, 15, 417-426.
- Zimmer, J.M. & Pepyne, E.W. A descriptive and comparative study of dimensions of counselor response. Journal of Counseling Psychology, 1971, 18, 441-447.

APPENDIX I
DEMOGRAPHIC DESCRIPTION OF SUBJECTS COMPRISING
SUPERVISED, NONSUPERVISED AND CONTROL GROUPS

DEMOGRAPHIC DESCRIPTION OF SUBJECTS COMPRISING
SUPERVISED, NONSUPERVISED AND CONTROL GROUPS

Control Subjects	Age	Years of Training	Years of Experience
1	28	2	3
2	22	0	.5
3	21	0	.5
4	31	2	3
5	33	0	2
6	30	0	4
No Supervision			
7	22	3	1.5
8	35	2.5	5
9	31	1	5
10	31	0	1
11	37	0	1
12	31	2	4
Supervision			
13	30	0	4
14	31	0	.5
15	39	0	9
16	26	1	2
17	35	2	4
18	27	0	1

APPENDIX II
CLIENTS' ROLE-PLAYS

You will be meeting with a mother of two pre-school children who feels isolated at home. She receives only minimal support from her husband who is frequently away. Consider this a first interview. Take the role of a helping person and use the counselling skills you have to get to know this person and about her concern as best you can in the 20 minutes you have together. For purposes of this project, you are requested to refrain from discussing the contents of your interview session with others until after completion of the project.

You will be meeting with a 35 year old divorced woman who is feeling mildly depressed. In part, she attributes this depression to her father's death a year ago, and a strained relationship with her step-mother. Consider this a first interview. Take the role of a helping person and use the counselling skills you have to get to know this person and about her concern as best you can in the 20 minutes you have together. For purposes of this project you are requested to refrain from discussing the contents of your interview session with others until after completion of the project.

APPENDIX III
SUBJECT PARTICIPATION FORM

This study is concerned with the evaluation of a communication skills training programme. Participants will be involved in:

1. conducting a "typical to families at risk" helping discussion/interview of 20 minutes in length twice during the project - one week prior to training and one week after completion of the training, and
2. participating in a three week communication skills training programme - one 2½-3 hour session per week.

Both interviews will be audiotaped. The contents of the audiotapes will be strictly confidential. This material will be used exclusively to evaluate the project. Prior to reviewing the tapes, all identifying names will be removed and code numbers will be substituted for evaluation purposes.

Following the project's completion, individual feedback on the assessment of your interviews will be made available to anyone interested. When the results of the project are available you will receive a brief summary of the findings.

I have read the above information describing the procedures of this research project. I understand the purpose of this study and my role in it.

I accept and will honour the conditions and requirements for participating as a volunteer in the project.

NAME: _____

DATE: _____ SIGNATURE: _____

APPENDIX IV
INSTRUCTION MANUAL FOR RATERS

RATER TRAINING MANUAL

- 1) On the Response Category forms, categorize each counsellor utterance* as:
 - i) a Training Skill - i.e. one of the following microcounselling skills:
 - a) Reflection of Content
 - b) Reflection of Feeling, and
 - c) Open Inquiry;
 - ii) an Opposite Skill - i.e. responses that are opposite to the micro-counselling skills;
 - iii) a Miscellaneous Skill - i.e. any of the remaining microcounselling skills contained in the manual Essential Interviewing. These additional (miscellaneous) skills will be categorized as either positive or negative depending upon their appropriateness;
 - iv) an Inadequate Skill - i.e. any interviewer response which is structurally a counselling skill, that is, the form appears correct, but is lacking in appropriate tone or sensitivity. More elaborate definitions of each skill are to follow.

- 2) Each counsellor will be rated on the Ideal Therapeutic Relationship Scale (Authier, 1972). This scale consists of 14 items, characteristic of the ideal therapeutic relationship. Each counsellor will be rated on a 5 point scale for the interview segments. A rating of 1 indicates the skill was not present while a 5 demonstrates an extremely high degree of skill proficiency.

*utterance - any counsellor verbalization that is verbally responded to by the client. Any counsellor verbalization that is not responded to by the client and that has a latency period of over 2-3 seconds is coded as a second utterance.

REFLECTION OF CONTENT - PARAPHRASING

TRAINING SKILL

i) reflects main idea(s) of the client's statements without changing it (them). i.e. emphasis is on the cognitive aspects(s) or objective verbal content of the client's statement(s).

eg. Client: I guess all my problems are caused by what's going on at home.

Counsellor: You think that your problems stem from your difficulties at home.

ii) reflection to be similar in grammatical structure to client's statement. i.e. if client is speaking of a present difficulty, keep the focus in the present, not the past of the future.

eg. Client: It's my daughter. She's 15, you know, and we're having trouble with her. She stays out all night.

Counsellor: The fact that your daughter doesn't come home at night is a major problem.

iii) reflection of the main portion of the client's statement verbatim is a positive example of a minimal encourager unless used repeatedly i.e. 2 or 3 times consecutively or on several occasions in a brief interview.

eg. Client: I've got a lot of problems

OPPOSITE SKILL

i) interviewer adds or changes meaning (objective verbal content) of client's statement.

eg. Client: I feel overwhelmed by my new responsibilities as a mother, and by the complete dependence of my child. I have to do everything-wash clothes, prepare bottles, change diapers....

Counsellor: You're finding it difficult to organize your time. *This is ineffective because too much has been assumed. The counsellor has gone beyond the material which the client has said.

ii) interviewer repeatedly parrots client's statement i.e. word for word repetition of client's statements several times during a brief interview.

eg. Client: I don't seem to have any time for myself or my husband.

Counsellor: You have no time for yourself of your husband.

*When "parrotting" occurs, interviews become circular rather than progressive. Attention should be paid to the main ideas of the client's statements rather than the words used.

iii) reflection is dissimilar in grammatical structure to client's statement i.e. changing focus from present to past or future experience.

eg. Client: It's my daughter. She's 15 you know, and we're having trouble with her. She stays out all night.

Counsellor: You've had a lot of problems

right now.

*This is acceptable provided it's used infrequently. More appropriate when responding to short, concise client statements.

with your daughter.

*By changing the focus from the present to the past, the counsellor makes an assumption that isn't present in the client's statement.

EFFECTIVE INQUIRY

TRAINING SKILL

- i) An "open-ended" question. An inquiry which provides the opportunity for an extensive response rather than a brief factual answer or a "yes" or "no" response.
- eg. usually begins with an interrogative adverb such as "could", "can", "what" and "how"
- an effective open inquiry helps the client explore his own problem rather than provide information of concern to the counsellor.
- open inquiries can elicit specific examples of general situations
- eg. Client: I'm having problems with my marriage.
- Counsellor: Could you tell me a little more about these problems? This is an open inquiry that encourages the client to continue the discussion.

OPPOSITE SKILL

- i) inquiries which put the client on the defensive
- eg. "why" questions
- Client: Well, last night, as soon as I was in the door, my wife started complaining. I was tired and didn't really want to hear her complaints. After all, I have complaints too. I got pretty angry.
- Counsellor: Why did you react that way?
- *This question may seem to imply that the client should not have reacted the way he did, and as a result may cause him to feel defensive.
- ii) Inappropriate use of closed inquiries (inquiries eliciting brief factual responses and "yes" or "no" answers). An inappropriate use of closed inquiry may give the client the feeling of being cross-examined. Using closed inquiry frequently (two or more ^{times} consecutively or repeatedly over the course of a brief interview), or for the purpose of

ii) Closed Inquiry - closed questions are used as infrequently as possible. They are questions that can be answered with a "yes" or "no" or a simple fact. A closed inquiry must be on topic, that is, focusing the client on a specific point. Their purpose is to provide information that is important to the progress of the interview. Closed questions usually begin with a verb, "do, are, is", etc.
 eg. Client: I just can't stand living at home anymore. One night last week I got in the car and felt like smashing it into a pole and ending it all.

Counsellor: Did you actually try to kill yourself?

*This closed inquiry helps to evaluate the degree of risk present. If the client answered "yes", his potential suicide should be discussed. If he answered "no" then it would be appropriate to discuss his desire to leave home. In either case, one should continue with open inquiries.

satisfying the counsellor's curiosity are instances of inappropriate closed questions.

eg. Client: (in response to effective and important closed inquiry from Counsellor -- Did you actually try to kill yourself?) No, not really. I could never kill myself.

Counsellor: You weren't really serious then, were you?

*This assumption doesn't encourage client to discuss his present stressful situation. The previous response was a closed question; a more open response is required if the client is to participate again in the discussion.

iii) Avoid leading questions. These impose the counsellor's ideas and assumptions on the client.

eg. Client: Well, if we could get our money problems sorted out, I'm sure my wife and I could get along fine. Before we had money problems we had good times.

Counsellor: What about getting a consolidated loan?

*Leading questions such as this are inappropriate at any time during an interview. This question assumes that there is a single solution to the client's problems.

iv) Avoid asking more than one question at a time. A barrage of questions leads to client confusion.

eg. Client: As far as I'm concerned there's nothing I can do to make our marriage work, so I guess I'd be better off out of it. But then, I should stay.
Counsellor: What makes you feel that you should stay? How would you get along if you left?

*The initial open inquiry is appropriate but its impact is lost, when it is followed with a second question. Double and multiple questions confuse clients.

REFLECTING FEELING

TRAINING SKILL

- i) Reflect feelings or mixed emotions the client is expressing or experiencing (including tone of voice rhythm of speech, behaviour). That is, reflect the affective component of what the client says and does using a wide range of words to label emotions appropriately. Reflection of feeling is effective in the following circumstances:
- 1) In response to all types of emotion (positive, negative or ambivalent)
 - 2) Regardless of the direction of the emotion (toward the client, interviewer or others)

OPPOSITE SKILL

- i) Ignores feeling or emotional component of client's words and actions-i.e. when the affective aspect is most clearly the salient feature of the client's words and the counsellor focuses on the cognitive aspect.
- eg. Client: (describing a co-worker) You should see him. He is really something Good looking! And I've got a date with him.
- Counsellor: So you have a date with him.
- *This response ignores the strong feeling component and reflects content-a repetition of a portion of what the client has said.

- 3) When the client has feelings about the interview that may impede its progress.
- 4) When the client is having difficulty continuing in an interview.
 eg. Client: I didn't do well in the exams. I'm going home next week. I'm looking forward to seeing my parents, but I don't know what they will say about my grades.
Counsellor: You're quite anxious about your parents' reaction to your grades?
 *This is a minimally acceptable counsellor response. Although there is more than one emotion expressed the counsellor has correctly identified an important one, which provides the opportunity for further exploration of the client's previous statement.
- ii) Reflecting the emotional component of the client's statement verbatim is a positive example of a minimal encourager unless used repeatedly - i.e. 2 times or more consecutively, or on several occasions in a brief interview).
 eg. Client: I'm feeling very unhappy about going to work.
Counsellor: You're unhappy about going to work.
 *This reflection is acceptable provided it's used infrequently. It's more appropriate when responding to short, concise client feeling statements.
- ii) Failure to identify and reflect a client's mixed emotions - i.e. focusing on a single aspect of an obvious conflict of emotions or widely disparate emotions to the exclusion of other equally important facets.
 eg. Client: I'm glad I told him how angry I was with him, but I don't know whether I lost him or not. I don't want to lose him.
Counsellor: You were pleased to tell him how you felt, but you now think he might leave you.
 *The client has mixed feelings. Only one of these feelings has been responded to. The client hasn't been helped to explore or to clarify her disparate feelings.
- iii) Interviewer repeatedly "parrots" client's statement - i.e. repeated repetition of client's statements.
 eg. Client: I'm glad I finally told you about it. You seem to understand. You seem to understand everything I tell you.
Counsellor: You sound glad about talking to me about it and that I appear to understand.
 *This is a poor reflection of feeling. The client's statement has merely been parroted. When reflecting feeling, it is important to identify the underlying feeling.

MISCELLANEOUS SKILLS

Any of the remaining skills found in the manual Essential Interviewing, when used appropriately will be acknowledged in the positive category. Inappropriate miscellaneous skills will be placed in the negative category.

a) Positive Miscellaneous Skill Category

Client: (Whose looks are above average) I just can't stand myself. I'm so ugly.

Counsellor: You say that you're ugly, but I'm impressed by how attractive you are. I wonder if you could sort out this contradiction.

*This confrontation focuses the client's attention on the discrepancy between what she sees and what you see and asks her to examine it.

b) Negative Miscellaneous Skill Category

Client: I've always looked down on people who were on unemployment. I thought that they were lazy. But, now that it's me, it's hard to admit that I've been wrong all this time...I do need the money.

Counsellor: I once thought that people on unemployment were a little lazy.

*This inappropriate self-disclosure might reinforce the client's bias. Self-disclosure should facilitate rather than inhibit action on the part of the client.

INADEQUATE SKILL

Any counsellor response whose form appears correct (i.e. structurally a counselling skill) but is lacking an appropriate tone or sensitivity. For example:

- a) sarcasm - or the expression of meaning by the use of words conveying the opposite meaning.
- b) the emotionally "flat" - the counsellor response devoid of affect, that is, a response delivered in a monotone, producing a deadening effect on the dialogue.

APPENDIX V

THE IDEAL THERAPEUTIC RELATIONSHIP SCALE

THE IDEAL THERAPEUTIC RELATIONSHIP SCALE

Ten statements are listed below which have been identified as being most characteristic of the "ideal therapeutic relationship". Please rate the preceding interview on a scale ranging from 1 to 5 along each of these dimensions. Circle a rating of 5 if the interview is highly characterized by the statement, an intermediate rating if the interview is somewhat characterized by the statement, and a 1 if the statement is not a characteristic of the interview.

1. An empathic relationship existed between the counselor and counsellee.
1 2 3 4 5
2. The counsellor and counsellee related well.
1 2 3 4 5
3. The counsellor stuck closely to the counsellee's problems.
1 2 3 4 5
4. An atmosphere of mutual trust and confidence existed between the counsellor and the counsellee.
1 2 3 4 5
5. Rapport existed between the counsellor and the counsellee.
1 2 3 4 5
6. The counsellor left the counsellee free to make his/her own choices.
1 2 3 4 5
7. The counsellor manifested a tolerant attitude toward the counsellee.
1 2 3 4 5
8. The counsellor was understanding.
1 2 3 4 5
9. The counsellor was really able to understand the counsellee.
1 2 3 4 5
10. The counsellor really tried to understand the counsellee's feelings.
1 2 3 4 5

APPENDIX VI

SUBJECTS' WRITTEN EXPLANATION OF CLIENT'S ROLES

TIMES AND PLACE FOR TRAINING SESSIONS

Nov. 10 - Monday - 7:00 - 10:00 p.m. Mac 520

Nov. 17 - Monday - 7:00 - 10:00 p.m. Mac 520

Nov. 24 - Monday - 7:00 - 10:00 p.m. Mac 520

The time and day for your final 20 minute interview will be announced at the last session on November 24th.

TIMES AND PLACE FOR TRAINING SESSIONS

Nov. 13 - Thursday - 7:00 - 10:00 p.m. Mac 520

Nov. 20 - Thursday - 7:00 - 10:00 p.m. Mac 520

Nov. 27 - Thursday - 7:00 - 10:00 p.m. Mac 520

The time and day for your final 20 minute interview will be announced at the last session on November 27th.

HELPING SESSION #1

You will be meeting with a 35 year old divorced woman who is feeling mildly depressed. In part, she attributes this depression to her father's death a year ago, and a strained relationship with her step-mother.

Consider this a first interview. Take the role of a family contract worker and get to know this woman as well as you can in the 20 minutes you have together. For purposes of this project, you are requested to refrain from discussing the contents of your interview session with others until after completion of the project.

HELPING SESSION #1

You will be meeting with a mother of two pre-school children who feels isolated at home. She receives only minimal support from her husband who is frequently away. Consider this a first interview. Take the role of a family contract worker and get to know this woman as well as you can in the 20 minutes you have together. For purposes of this project, you are requested to refrain from discussing the contents of your interview session with others until after completion of the project.

APPENDIX VII

RATERS' BEHAVIOURAL COUNT FORM

APPENDIX VIII

TRAINING SESSION OUTLINES AND PROCEDURAL MANUALS

TRAINING SESSION #1 - OUTLINEEFFECTIVE INQUIRY - OPEN ENDED QUESTIONS

1. INTRODUCTION

- i) Video Tape - What is microcounselling?
- ii) Purpose of Project
- iii) Procedures

2. PROGRAMMED MANUAL

Read and respond to multiple choice questions from chapter entitled "Effective Inquiry"

3. DISCUSSION

Group discusses specific questions pertaining to the chapter on Effective Inquiry

4. MODEL TAPE

Group views ineffective model - closed questions

5. DISCUSSION

Group discusses specific questions pertaining to ineffective modelling tape.

6. MODEL TAPE

Group views effective model - open questions

7. DISCUSSION

Group discusses specific questions pertaining to effective modelling tape.

8. BREAK - 10 minutes

9. ROLE PLAY PRACTICE AND FEEDBACK

Practice in groups of three using open questions in an interview format. You will provide each other with feedback upon completion of these short audiotaped interviews and listen to the tape for specific clarification.

10. REVIEW AND SHARE LEARNING

WRITTEN INSTRUCTIONS FOR EFFECTIVE INQUIRY - OPEN QUESTIONS

PHASE 1 - READ INSTRUCTIONAL MATERIAL (TIME: approximately 30 - 40 minutes)

This training session is designed to help you explore the nature of questions and their impact in counselling. By the end of this session, you will have examined your own style of questioning and made some preliminary decisions as to how you want to use this type of interviewing lead.

Open your booklets to the chapter entitled Effective Inquiry. The program-text format followed here presents both positive and negative instances of interviewing behaviour. You'll be presented with some information, an interviewing problem or issue, and you'll be asked to respond to a question. You will then be directed to the next frame, where your answer to the question is evaluated. If your answer is correct, it will explain why it is correct and you will be asked to continue. If your answer is incorrect, it will explain why it is wrong and you will be asked to return to the original frame to select another answer. You should not move ahead until you have mastered each segment of information.

Read this chapter and respond to the multiple choice questions on the answer sheet provided. Circle the best answer, then check to see if you have made the correct response. Please do not mark the booklets. Make sure that you ultimately select the one correct response and understand why, before moving onto the next client statement and set of responses. Complete the chapter on Effective Inquiry now, before proceeding to Phase 2.

PHASE 2 - DISCUSS INSTRUCTIONAL MATERIAL (TIME: 5 minutes)

When everyone has finished reading the written material on Effective Inquiry, discuss the following as a group:

- i) any points from the programmed reading material which are of particular interest or are unclear
- ii) define or describe what kinds of questions lead to open inquiry
- iii) formulate a closed and then an open question in order to begin an interview.

Upon completion of this group discussion proceed to Phase 3.

PHASE 3 - VIEW INEFFECTIVE INQUIRY MODELLING TAPE (TIME: 7.5 minutes)

The first part of the model tape demonstrates ineffective inquiry. Please ask the videotape operator for assistance in running the machine.

View the tape illustrating the absence of open-ended questions. While you're viewing the tape, use the Question Rating and Count Form to tally the number of closed and open-ended questions in the row entitled Ineffective Modelling Tape. Now please observe the tape and mark the frequency count form before proceeding to Phase 4.

PHASE 4 - DISCUSS THE MODELLING TAPE ON INEFFECTIVE INQUIRY (TIME: 5 minutes)

After viewing the film discuss the following questions as a group:

- a) How many questions were asked?
- b) What kinds of questions were used in the interview?
- c) What was the impact of these questions on the length of time of the client's responses and the quality of his/her involvement?

Please discuss these questions as a group before proceeding to Phase 5.

PHASE 5 - VIEW EFFECTIVE INQUIRY MODELLING TAPE (TIME: 7.5 minutes)

The second segment of tape demonstrates the effective use of open-ended questions. Please ask the videotape operator for assistance in running the machine.

View the tape demonstrating the effective use of open-ended questions. Again, while you're viewing the tape, use the Question Rating and Count Form to tally the number of open and closed questions in the row entitled Effective Modelling Tape #1. Please observe the modelling tape and mark your count form before proceeding to Phase 6.

PHASE 6 - DISCUSS EFFECTIVE INQUIRY MODELLING TAPE (TIME: 5 minutes)

Having viewed the film, discuss the following questions as a group:

- a) How many questions were asked?
- b) What kinds of questions were asked in this interview?
- c) What was the impact of these questions on the length of time of the client's responses and the quality of his/her involvement?

Please discuss these questions as a group before proceeding to Phase 7.

BREAK: 10 minutes

PHASE 7 - ROLE PLAY PRACTICE (TIME: 5 minutes)

Divide into two groups of three, one group using Room 520, and the other 524. You are now to participate in a series of role-play practice sessions focused on the effective use of open inquiry. Each participant is to have two opportunities for brief role-play practice sessions during this portion of the workshop. Each group will include the following roles: interviewer, interviewee and observer. Take turns conducting a 5 minute interview on any topic the interviewee chooses. The topic should be real or at least very familiar to the interviewee. As the interviewer, try to ask primarily open-ended questions. The observer is to run the tape recorder, keep time (5 minute practice sessions) and tally the number of open and closed questions used in the interview on the blank piece of paper provided.

Complete the role-play interview before proceeding to Phase 8.

PHASE 8 - REVIEW PORTIONS OF AUDIOTAPE, AND GIVE EACH OTHER FEEDBACK (TIME: 10 minutes)

After the role-play segment the observer is to briefly give feedback on the number of open and closed questions presented in the practice session.

Replay portions of the audiotape and discuss interviewer and

PHASE 8 (cont'd)

interviewee reactions to the material. Point out the following as they occur:

- i) open questions - the observer can point these out and all three persons can discuss their impact in the session.
- ii) closed questions - reformulate them as open questions (all three group members)
- iii) Give each other general impressions of the segment.

Complete Phase 8 before proceeding to Phase 9.

PHASE 9 - PRACTICE A SECOND TIME (TIME: 5 minutes)

The observer and interviewer will now trade roles. That is, the observer becomes the interviewer and the interviewer becomes the observer. The interviewee does not change roles but selects a new topic for his/her second 5 minute practice interview. Conduct the 5 minute practice interview again.

Complete Phase 9 before proceeding to Phase 10.

PHASE 10 - AUDIOTAPE REVIEW AND DISCUSSION (TIME: 10 minutes)

When the second practice interview is completed replay portions of the audiotape and discuss the following:

- i) open questions - the observer may point these out and all three persons may discuss their impact on the session
- ii) closed questions - reformulate them as open questions (all three group members)
- iii) Give each other general impressions of the segment.

Complete Phase 10 before proceeding to Phase 11.

PHASE 11 - COMPLETE ROLE-PLAY PRACTICE AND DISCUSSION (TIME: 60 minutes)

Continue practice interviews and discussion until everyone has had two opportunities to participate in each role. That is, a new interviewee conducts his/her two practice interviews one after the other, with a review discussion following each. The observer and interviewer trade roles for the interviewee's second practice interview.

Replay portions of the audiotape and discuss the three points as above in Phase 10 for each role-play practice interview. Remember each interview is 5 minutes, and take 10 minutes only for review and discussion.

Complete Phase 11 before proceeding to Phase 12.

PHASE 12

Come back together into Room 524 for 5 minutes to review and share your learning experience. Discuss the following questions as a group:

- 1) Is the idea of open inquiry clear?
- 2) How does it help us to be more effective counsellors?

TRAINING SESSION #2 - OUTLINEREFLECTING CONTENT - PARAPHRASING

1. PROGRAMMED MANUAL
Read and respond to multiple choice questions from the chapter entitled Reflecting Content.
2. DISCUSSION
Group discusses specific questions pertaining to the chapter on Reflecting Content
3. MODEL TAPE
Group views first ineffective model tape on paraphrasing
4. DISCUSSION
Group discusses specific questions pertaining to the modelling tape
5. MODEL TAPE
Group views second model tape on paraphrasing - "Understanding the Other"
6. DISCUSSION
Group discusses specific questions pertaining to modelling tape
7. BREAK - 10 minutes
8. ROLE PLAY PRACTICE AND FEEDBACK
Practice in groups of three using paraphrases in an interview format. You will provide each other with feedback upon completion of these short audiotaped interviews and listen to the tape for specific clarification.
9. REVIEW AND SHARE LEARNING

WRITTEN INSTRUCTIONS FOR REFLECTING CONTENT - PARAPHRASING

PHASE 1 - READ INSTRUCTIONAL MATERIAL (TIME: 30 - 40 minutes)

In this training session you will explore reflection of content, or paraphrasing. Paraphrasing achieves the facilitation of the communication goal by showing the patient that the interviewer understands the topic of discussion. Additionally, paraphrasing serves to clarify confusing content, act as a perception check, and highlight issues by stating them more succinctly

Open your booklets to the chapter entitled Reflecting Content. Again, the programmed text format is followed here, presenting both positive and negative instances of interviewing behaviour. If your answer is correct, it will explain why it is correct and you will be asked to continue. If your answer is incorrect, it will explain why it is wrong and you will be asked to return to the original frame to select another answer. You should not move ahead until you have mastered each segment of information.

Read this chapter and respond to the multiple choice questions on the answer sheet provided. Circle the best answer, then check to see if you have made the correct response. Please do NOT mark the booklets. Make sure that you ultimately select the one correct response and understand why before moving onto the next client statement and set of responses. Please remember to complete the six (6) review questions on pp. 106 and 107. Complete the chapter on Reflecting Content now before proceeding to Phase 2.

PHASE 2 - DISCUSS INSTRUCTIONAL MATERIAL (TIME: 5 minutes)

When everyone has finished reading the written material on Reflecting Content, discuss the following as a group:

- i) any points from the programmed reading material which are of particular interest or are unclear
 - ii) How would you define or describe an effective paraphrase?
 - iii) How does paraphrasing differ from simple restatement or 'parroting' in terms of providing direction for the interview?
- Upon completion of this group discussion proceed to Phase 3.

PHASE 3 - VIEW INEFFECTIVE PARAPHRASING MODELLING TAPE (TIME: 5 minutes)

This model tape demonstrates the ineffective use of paraphrasing. Please ask the videotape operator for assistance in running the machine.

View the tape illustrating the absence of effective paraphrasing. While you're viewing the tape, use the Rating and Behavioural Count Sheet for Paraphrasing to tally the number of paraphrases in the row entitled # of paraphrases. Now please observe the tape and mark the frequency count form before proceeding to Phase 4

PHASE 4 - DISCUSS THE MODELLING TAPE ON PARAPHRASING (TIME: 5 minutes)

After viewing the film discuss the following questions as a group:

- i) How many paraphrases were used in this interview?
- ii) What kinds of statements were made in this interview?
- iii) What was the impact of these statements on the client's quality of involvement in this interview?

Please discuss these questions as a group before proceeding to Phase 5.

PHASE 5 - VIEW EFFECTIVE MODELLING TAPE ON PARAPHRASING :
UNDERSTANDING THE OTHER (TIME: 7 minutes)

This segment of tape demonstrates the effective use of paraphrasing to understand the other. Please ask the videotape operator for assistance in running the machine.

View the tape demonstrating the effective use of paraphrasing in facilitating decision-making. Again, while you're viewing the tape, use the Rating and Behavioural Count Sheet for Paraphrasing and tally the number of paraphrases in the row entitled # of paraphrases, column 2.

Please observe the modelling tape and mark your count form before proceeding to Phase 6.

PHASE 6 - DISCUSS EFFECTIVE MODELLING TAPE ON PARAPHRASING:
UNDERSTANDING THE OTHER (TIME: 5 minutes)

Having viewed the film, discuss the following questions as a group:

- i) How many paraphrases were used in the interview?
- ii) How does the interviewee communicate to the interviewer that he understands the essence of what she is saying?
- iii) How does paraphrasing effect the quality of the helper's involvement in the interview?

BREAK - 10 minutes

PHASE 7 - ROLE PLAY PRACTICE (TIME: 5 minutes)

Divide into two groups of three, one group using Room 520, and the other 524. You are now to participate in a series of role-play practice sessions focused on the reflection of content (paraphrasing). Each participant is to have two opportunities for brief role-play practice sessions during this portion of the workshop. Each group will include the following roles: interviewer, interviewee and observer. Take turns conducting a 5 minute interview on any topic the interviewee chooses. The topic should be real or at least very familiar to the interviewee. As the interviewer, try to use primarily the paraphrase or reflection of content. The observer is to run the tape recorder, keep time (5 minute practice sessions) and tally the number of paraphrases on the space provided on the Rating and Behavioural Count Sheet.

Complete the role-play interview before proceeding to Phase 8.

PHASE 8 - REVIEW PORTIONS OF AUDIOTAPE, AND GIVE EACH OTHER FEEDBACK

(TIME: 10 minutes)

After the role-play segment the observer is to briefly give feedback on the number of paraphrases presented in the practice session.

Replay portions of the audiotape and discuss interviewer and interviewee reactions to the material. Point out the following as they occur:

- i) paraphrases - the observer can point these out and all three persons can discuss their impact in the session
- ii) parroting - reformulate these repetitions as paraphrases (all three group members)
- iii) Give each other general impressions of the segment.

Complete Phase 8 before proceeding to Phase 9.

PHASE 9 - PRACTICE A SECOND TIME (TIME: 5 minutes)

The observer and interviewer will now trade roles. That is, the observer becomes the interviewer and the interviewer becomes the observer. The interviewee does NOT change roles but selects a new topic for his/her second 5 minute practice interview. Conduct the 5 minute practice interview again.

Complete Phase 9 before proceeding to Phase 10.

PHASE 10 - AUDIOTAPE REVIEW AND DISCUSSION (TIME: 10 minutes)

When the second practice interview is completed replay portions of the audiotape and discuss the following:

- i) paraphrases - the observer may point these out and all three persons may discuss their impact on the session
- ii) parroting - reformulate any repetitive statements as paraphrases (all three members)
- iii) Give each other general impressions of the segment.

Complete Phase 10 before proceeding to Phase 11.

PHASE 11 - COMPLETE ROLE-PLAY PRACTICE AND DISCUSSION (TIME: 60 minutes)

Continue practice interviews and discussion until everyone has had two opportunities to participate in each role. That is, a new interviewee conducts his/her two practice interviews one after the other, with a review discussion following each. The observer and interviewer trades roles for the interviewee's second practice interview.

Replay portions of the audiotape and discuss the three points as above in Phase 10 for each role-play practice interview. Remember each interview is 5 minutes and take 10 minutes only for review and discussion.

Complete Phase 11 before proceeding to Phase 12.

PHASE 12

Come back together in Room 524 for 5 minutes to review and share your learning experience. Discuss the following questions as a group:

- i) Is the idea of reflection of content (paraphrasing) clear?
- ii) How does it help us to be more effective counsellors?

TRAINING SESSION #3 - OUTLINEREFLECTING FEELING

1. PROGRAMMED MANUAL
Read and respond to multiple choice questions from the chapter entitled Reflecting Feeling.
2. DISCUSSION
Group discusses specific questions pertaining to the chapter on Reflecting Feeling.
3. MODEL TAPE
Group views first ineffective model tape on reflecting feeling.
4. DISCUSSION
Group discusses specific questions pertaining to the modelling tape.
5. MODEL TAPE
Group views second model tape on reflecting feeling.
6. DISCUSSION
Group discusses specific questions pertaining to the modelling tape.
7. BREAK - 10 minutes
8. ROLE PLAY PRACTICE AND FEEDBACK
Practice in groups of three using reflections of feelings in an interview format. You will provide each other with feedback upon completion of these short audiotaped interviews and listen to the tape for specific clarification.
9. REVIEW AND SHARE LEARNING

WRITTEN INSTRUCTIONS FOR REFLECTING FEELING

PHASE 1 - READ INSTRUCTIONAL MATERIAL (TIME: 30-40 minutes)

In this training session you will explore reflection of feeling. Reflection of feeling achieves the facilitation of the communication goal by showing the interviewee that the interviewer understands the feelings expressed by his/her words. Additionally, the interviewer echoes feelings not always expressed as such by the interviewee but clearly sensed by the interviewer from what the other has said.

Open your booklets to the chapter entitled Reflecting Feeling. Again, the programmed text format is followed here, presenting both positive and negative instances of interviewing behaviour. Remember to circle on your answer sheet the correct or best answer and understand why before moving onto the next client statement and set of responses. Please do not mark the booklets. Complete the chapter on Reflecting Feeling now before proceeding to Phase 2.

PHASE 2 - DISCUSS INSTRUCTIONAL MATERIAL (TIME: 5 minutes)

When everyone has finished reading the written material on Reflecting Feeling, discuss the following as a group:

- i) any points from the programmed reading material which are of particular interest or are unclear.
- ii) How would you describe an effective reflection of feeling?
- iii) What is the rationale for reflecting feeling?

Upon completion of this group discussion proceed to Phase 3.

PHASE 3 - VIEW INEFFECTIVE MODELLING TAPE ON REFLECTING FEELING (TIME: 5 minutes)

This model tape demonstrates the ineffective use of reflecting feeling. Please ask the videotape operator for assistance in running the machine.

View the tape illustrating the ineffective reflection of feeling. While you're viewing the tape, use the Responding To Feelings Rating and Count Form to tally the number of reflections of feelings in the helper responses in category 7, row 1, column 1. Now please observe the tape and mark the frequency count form before proceeding to Phase 4.

PHASE 4 - DISCUSS THE MODELLING TAPE ON REFLECTING FEELING (TIME: 5 minutes)

After viewing the film discuss the following questions as a group:

- i) How many reflections of feelings were used in this interview?
- ii) What kinds of statements were made in this interview?
- iii) What was the impact of these statements on the client's quality of involvement in this interview?

Please discuss these questions as a group before proceeding to Phase 5.

PHASE 5 - VIEW EFFECTIVE MODELLING TAPE ON REFLECTING FEELING (TIME: 5 minutes)

This segment of tape demonstrates the effective use of reflecting feeling. Please ask the videotape operator for assistance in running the machine.

View the tape demonstrating effective reflection of feeling. Again, while you're viewing the tape, use the Responding to Feelings Rating and Count Form and tally the number of reflections of feeling in the helper responses category row 3, column 1.

Please observe the modelling tape and mark your count form before proceeding to Phase 6.

PHASE 6 - DISCUSS EFFECTIVE MODELLING TAPE ON REFLECTING FEELING (TIME 5 minutes)

Having viewed the film, discuss the following questions as a group:

- i) How many reflections of feeling were used in the interview?
- ii) How does the interviewee indicate that the interviewer has responded with an accurate reflection of feeling?
- iii) What effect do accurate reflections of feeling have on the interviewee's involvement in the interview?

Please discuss these questions as a group before proceeding to Phase 7.

BREAK: 10 minutes

PHASE 7 - ROLE PLAY PRACTICE (TIME: 5 minutes)

Divide into two groups of three, one group using Room 520, and the other 524. You are now to participate in a series of role-play practice sessions focused on the reflection of feeling. Each participant is to have two opportunities for brief role-play practice sessions during this portion of the workshop. Each group will include the following roles: interviewer, interviewee and observer. Take turns conducting a five minute interview on any topic the interviewee chooses. The topic should be real or at least very familiar to the interviewee. As the interviewer, try to use primarily the reflection of feeling. The observer is to run the tape recorder, keep time (5 minutes practice sessions) and tally the number of reflections of feeling on the space provided on the Responding to Feelings Rating Count and Form.

Complete the role-play interview before proceeding to Phase 8.

PHASE 8 - REVIEW PORTIONS OF AUDIOTAPE AND GIVE EACH OTHER FEEDBACK (TIME: 10 minutes)

After the role-play segment the observer is to briefly give feedback on the number of reflections of feeling presented in the practice session.

Replay portions of the audiotape and discuss interviewer and interviewee reactions to the material. Point out the following as they occur:

- i) reflections of feeling - the observer can point these out and all three persons can discuss their impact in the session
- ii) inaccurate reflections of feeling - reformulate these inaccuracies as accurate reflections of feelings (all three group members)
- iii) give each other general impressions of the segment.

Complete Phase 8 before proceeding to Phase 9.

PHASE 9 - PRACTICE A SECOND TIME (TIME: 5 minutes)

The observer and interviewer will now trade roles. That is, the observer becomes the interviewer and the interviewer becomes the observer. The interviewee does NOT change roles but selects a new topic for his/her second five minutes interview. Conduct the 5 minutes practice interview again.

Complete Phase 9 before proceeding to Phase 10.

PHASE 10 - AUDIOTAPE REVIEW AND DISCUSSION (TIME: 10 minutes)

When the second practice interview is completed replay portions of the audiotape and discuss the following:

- i) reflections of feeling - the observer can point these out and all three persons can discuss their impact in the session.
- ii) inaccurate reflections of feeling - reformulate these inaccuracies as accurate reflections of feeling
- iii) Give each other general impressions of the segment.

Complete Phase 10 before proceeding to Phase 11.

PHASE 11 - COMPLETE ROLE-PLAY PRACTICE AND DISCUSSION (TIME: 60 minutes)

Continue practice interviews and discussion until everyone has had two opportunities to participate in each role. That is, a new interviewee conducts his/her two practice interviews one after the other, with a review discussion following each. The observer and interviewer trade roles for the interviewee's second practice interview.

Replay portions of the audiotape and discuss the three points as above in Phase 10 for each role-play practice interview. Remember each interview is 5 minutes and take 10 minutes only for review and discussion.

Complete Phase 11 before proceeding to Phase 12.

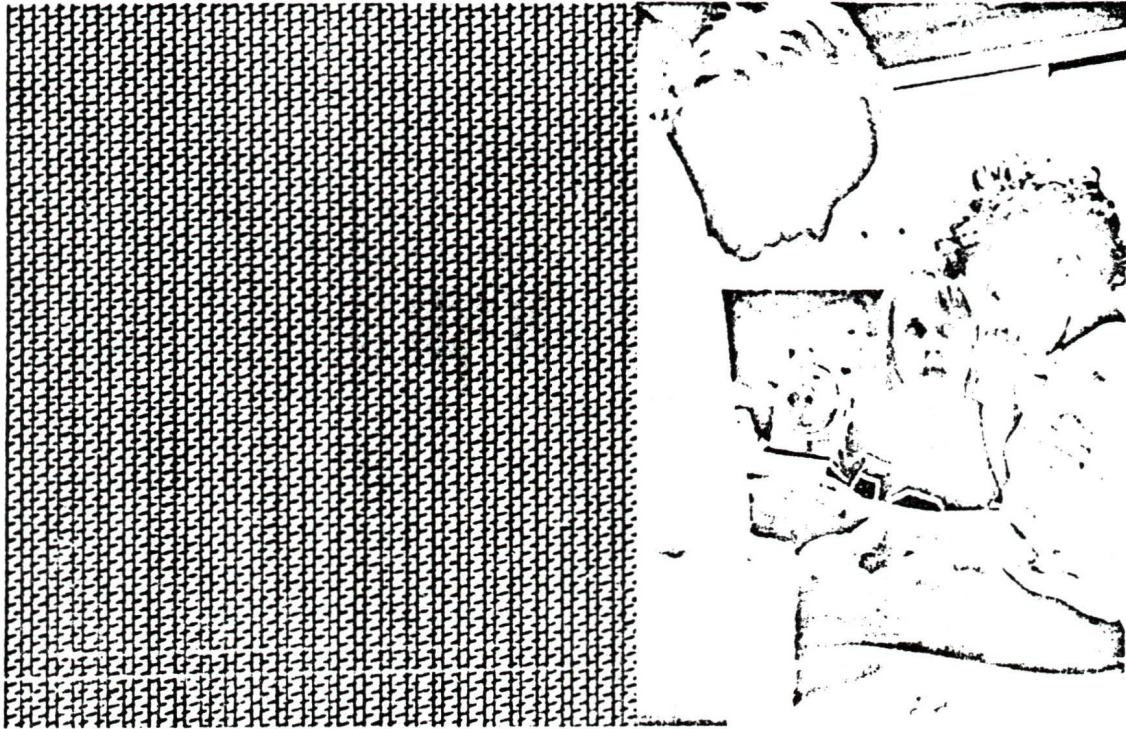
PHASE 12

Come back together in Room 524 for 5 minutes to review and share your learning experience. Discuss the following questions as a group:

- i) Is the idea of reflection of feeling clear?
- ii) How does it help us to be more effective counsellors?

APPENDIX IX

PROGRAMMED MANUAL AND VIDEOTAPE BEHAVIOURAL COUNT FORM



EFFECTIVE INQUIRY

The material in this chapter is intended to help you master an effective style of inquiry that facilitates communication. Effective inquiry requires a knowledge of open inquiry, closed inquiry,

After you have completed this chapter, you should be able to do the following:

1. Formulate and make open inquiries.
2. Decide whether open inquiry is appropriate in a given situation.
3. Formulate and make closed inquiries.
4. Decide whether closed inquiry is appropriate in a given situation.
5. Identify the forms of inquiry that should be avoided.

EFFECTIVE
INQUIRY

In this chapter, open and closed inquiries are defined, the various forms of open inquiry are considered, the comparative importance of open and closed inquiries in interviewing is examined, and situations are studied in which open and closed inquiries are appropriate. Following a discussion of the forms of inquiry that should be avoided, there is an examination of the use of minimal encouragements.

The program in this chapter focuses on portions of two interviews conducted by a marriage counselor. The client is a man who has come to discuss his stressful marriage. Proceed to 3.1 to begin this program.

3.1

A client comes to an interview to enter into a discussion. The task of the interviewer is to facilitate discussion by providing limited structure through the use of open inquiry.

An open inquiry, often referred to as an open-ended question, usually requires an extensive response rather than a "yes," "no," or a brief factual answer. In contrast, a closed inquiry, or closed-ended question, can be answered with "yes," "no," or a simple fact.

Client: I'm having problems with my marriage.

Choose the most appropriate response.

Interviewer:	How long have you been married?	Go to 3.2
Interviewer:	Could you tell me a little more about these problems?	Go to 3.3
Interviewer:	Are you still living with your wife?	Go to 3.4

3.2

Your Answer: How long have you been married?

This closed inquiry invites a brief, factual answer and interferes with the client's discussion of his current concern. An open inquiry provides a less restrictive structure and encourages discussion. Return to 3.1 and try again.

3.3

Your Answer: Could you tell me a little bit more about these problems?

Correct. This is an open inquiry that encourages the client to continue the discussion. Proceed to 3.5.

**CHAPTER
THREE**

3.4

Your Answer: Are you still living with your wife?

This closed inquiry demands a 'yes' or 'no' answer and interferes with the client's discussion of his problem. An open inquiry is preferable at this point. Return to 3.1 and try again.

3.5

Before you can make effective inquiries, you have to listen carefully to what the client says. Development of this listening skill depends on your ability to focus and follow.

Client: My marriage is no good anymore. We're always fighting and quarreling. We don't even talk to each other very much anymore. I don't enjoy it.

Choose the most appropriate response.

Interviewer: What do you argue about? Go to 3.6

Interviewer: How do you think you could change your behavior? Go to 3.7

Interviewer: What was your home like when you were a child? Go to 3.8

3.6

Your Answer: What do you argue about?

Correct. This is an open inquiry that allows you to attend to what the client is discussing. When you ask open-ended questions, the client will be inclined to discuss himself and his problems further. Proceed to 3.9.

3.7

Your Answer: How do you think you could change your behavior?

This is an open inquiry, but it's premature. You don't know enough about the client to begin seeking solutions to his problem. Moreover, you've shifted the focus from his concerns to yours. Return to 3.5 and try again.

3.8

Your Answer: What was your home like when you were a child?

EFFECTIVE
INQUIRY

This is an open inquiry, but it is off the topic the client is discussing. You'll be of more help to the client if you stay on the topic. Return to 3.5 and try again.

3.9

There are four commonly used methods of introducing an open inquiry. Questions that begin with *what* are frequently used to elicit factual data.

Client: I guess we fight about a lot of things, but the major thing we fight about is that I'm never home.

Choose the response that enables you to collect factual information about the client's problem.

Interviewer: How do you feel about your situation? Go to 3.10

Interviewer: What does your wife do while you're away?

Go to 3.11

Interviewer: What keeps you away from home? Go to 3.12

3.10

Your Answer: How do you feel about your situation?

This is a good open inquiry, but it will not lead to the factual information you were requested to obtain. Return to 3.9 and try again.

3.11

Your Answer: What does your wife do while you're away?

This open inquiry is off topic and will not lead to factual information about the client's problem. Return to 3.9 and try again.

3.12

Your Answer: What keeps you away from home?

Correct. This open inquiry enables you to gather factual information concerning the client's problem. Proceed to 3.13.

3.13

Open inquiries that begin with the word *how* are often used to encourage a client to give a personal or subjective view of a situation. Therefore, these inquiries are considered people oriented rather than fact oriented.

Question Rating and Count Form

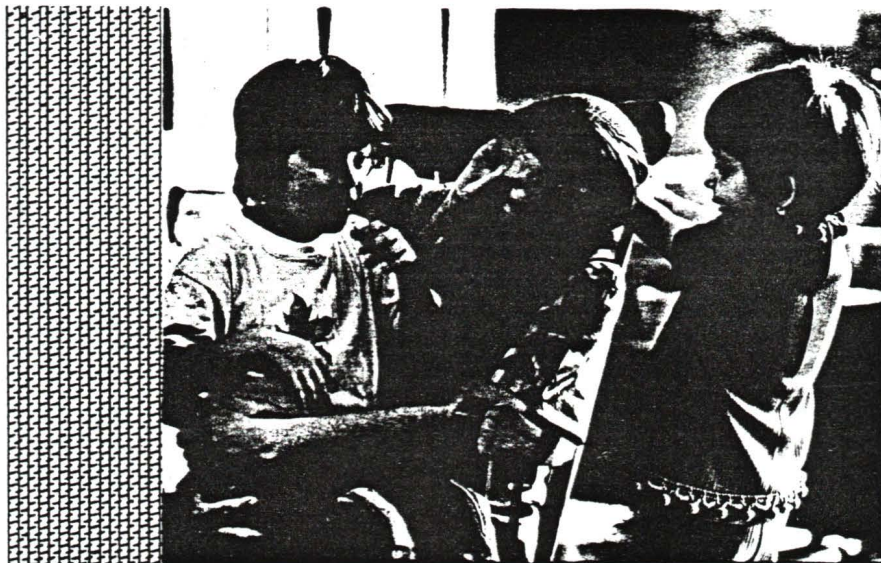
During each practice session, count the number of open and closed questions. As you make your counts, notice the response of the helpee to the different types of questions. How long does the individual talk? What body movements do you note in response to questions?

	No. of Closed Questions	No. of Open Questions
Ineffective modeling tape		
Effective modeling tape #1		
Effective modeling tape #2		
Extra space for other counts		

An open question can sometimes be ineffective, a closed question can sometimes be effective and facilitative to the helpee. You may want to use the following five-point scale to rate the degree of helpfulness of either: 1) a single question; or 2) the total questioning used by a helper. After you have made a rating, check with someone else to compare your observations.

- 5 maximally facilitative Use of question(s) significantly adds to and enriches the communication.
- 4 facilitative Use of questions adds to and enriches communication.
- 3 minimally facilitative Use of behavior adds slightly to communication.
- 2 non-facilitative Use of behavior detracts from communication.
- 1 destructive Use of questions disrupts and significantly hinders communication.

Rate an individual question or a series of questions from 1-5 and compare your ratings with others.	Rating	Ratings By others	Final Rating



Chapter 4 REFLECTING FEELING

The material in this chapter is intended to help you master the skill of reflecting feeling. After completing this chapter, you should be able to do the following:

1. Identify the feelings a client conveys to you by selecting those words that best describe them.
2. Reflect a client's feelings with fitting words.
3. State the rationale for reflecting feeling.
4. Decide whether reflection of feeling is appropriate in a given situation.

The first part of this chapter deals with relatively simple emotions in order to help you develop the ability to identify and reflect feelings. In actual practice, however, individuals rarely convey simple emotions when they communicate. Most people demonstrate a number of emotions when they interact with one another. Therefore, the

REFLECTING
FEELING

latter part of this chapter is devoted to the identification and reflection of "mixed" emotions. When identifying the emotions of others, it's important to attend not only to what they are saying, but also to how they say it. The posture, voice tone, and mannerisms of individuals often provide important information about their emotions. Each of the following frames is complete in itself—that is, each depicts a different client. Proceed to 4.1 to begin this program.

4.1

In order to reflect feeling, you must be able to identify the emotions a client is experiencing. This first series of frames is designed to help you develop the ability to identify emotions.

Client (describing his relationship with his employer): I try and I try, but I hardly ever seem to succeed. Every time I try to do what he wants, it doesn't work out. When I try to do things the way I think they should be done, he doesn't like that either. I just don't know what to do.

Choose the word that best represents the client's feelings.

Guilty	Go to 4.2
Angry	Go to 4.3
Frustrated	Go to 4.4

4.2

Your Answer: Guilty

The client's response indicates that he is trying and has tried to do something about his situation. He would be likely to feel guilty only if he hadn't tried to do something about his problem. Return to 4.1 and try again.

4.3

Your Answer: Angry

The client may be angry, but you need more information to substantiate this conclusion. To identify feelings accurately, you must attend closely to the client. Return to 4.1 and try again.

CHAPTER
FOUR:

4.4

Your Answer: Frustrated
Correct. The client is trying to reach his goal, but his attempts have failed, and he feels frustrated. Proceed to 4.5.

4.5

Client (whose car was recently damaged in an accident): I'd like to take something and wrap it around his head—anything to get even with that bastard.
Choose the word that best describes the client's feelings.

Depressed	Go to 4.6
Revengeful	Go to 4.7
Annoyed	Go to 4.8

4.6

Your Answer: Depressed
The client is feeling hostile—not depressed. Return to 4.5 and try again.

4.7

Your Answer: Revengeful
Correct. Although the first part of the client's statement communicates anger, the second part communicates a desire to get even. Proceed to 4.9.

4.8

Your Answer: Annoyed
The client is undoubtedly annoyed; however, the language being used suggests feelings that are far stronger than mere annoyance. This response is an understatement of the client's feelings. Return to 4.5 and try again.

4.9

Client (discussing a close friend): It bothers me, and I really worry about him. I want to help, but I just can't get through to him.

REFLECTING
FEELING

Choose the emotion that best represents the client's feelings.

Resigned	Go to 4.10
Frustrated	Go to 4.11
Concerned	Go to 4.12

4.10

Your Answer: Resigned

When attempting to identify feelings, you must attend to the client's entire message. The client has expressed a desire to help, which doesn't indicate an attitude of resignation. Return to 4.9 and try again.

4.11

Your Answer: Frustrated

Although the client may be frustrated, the feelings being revealed can be more accurately identified. Return to 4.9 and try again.

4.12

Your Answer: Concerned

Correct. "I want to help . . ." suggests concern. Proceed to 4.13.

4.13

Client (discussing her recent remarriage): There is just one feeling I have when I look at him; I'm not sure I can find the word. I feel good inside—sort of glowing—like I used to when I woke up on Christmas morning.

Choose the emotion that best represents the client's feelings.

Happy	Go to 4.14
Surprised	Go to 4.15
Appreciated	Go to 4.16

4.14

Your Answer: Happy

Correct. It's as important to identify positive emotions as it is to identify negative ones. The example the client gives of how she feels suggests a strong positive emotion. Proceed to 4.17.

Responding to Feelings Rating and Count Form

During each practice session, count the number of reflections of feeling responses. Note which take the form of pure or relatively pure reflections and which are in the form of questions emphasizing emotion. In addition, count responses which do not emphasize feelings, but appear to ignore the emotional aspects.

Note also the responses of the client on the client rating form below. This time emphasis is on affect statement and word counts. What happens to the client after each counselor lead?

HELPER RESPONSES	# of reflections of feeling	# of questions relating to feeling	# of other category of statements
Ineffective modeling tape			
More effective model tape			
Effective model tape			
Space for other sessions			

HELPEE RESPONSES	# of times helpee statement dealt with affect	# of affective words in session (direct word count)
Ineffective modeling tape		
More effective model tape		
Effective model tape		
Space for other sessions		

As on other skills, it is also possible to rate the effectiveness of individual helper statements or the total session on the 1-5 scale. (5-maximally facilitative, aids helpee moving into real depth and understanding; 4-facilitative, aids move into depth to some extent; 3-minimally facilitative, does not add much, nor does it delete; may help client explore slightly; 2-non-facilitative, typical conversation which tends to ignore affect; 1-destructive, significantly hinders communication.)

Ratings

Ineffective modeling tape	
More effective model tape	
Effective model tape	
Other sessions	



Chapter 5

REFLECTING CONTENT

The material in this chapter is intended to help you acquire the ability to reflect content. When reflecting content, you either paraphrase a single statement or summarize a number of statements. After completing this chapter, you should be able to do the following:

1. Paraphrase a client's statement.
2. Explain the rationale for paraphrasing.
3. Decide whether paraphrasing is appropriate in a given situation.
4. Summarize a series of client statements.
5. Explain the rationale for summarizing.
6. Decide whether summarizing is appropriate in a given situation.

Interviewer trainees sometimes confuse the restatement of the content or cognitive aspects of a client's statement with the repetition

CHAPTER
FIVE

of a client's message, or "parroting." When parroting occurs, interviews become circular rather than progressive and clients become uncomfortable and are unable to continue. Therefore, careful attention should be paid to the essence of a client's statement rather than the words a client uses.

The program in this chapter focuses on an interview that takes place in the personnel office of an insurance firm. The client—an insurance agent who is married and has one daughter—has been employed by the firm for approximately 20 years. Until recently, when his work began to deteriorate, he was regarded as a reliable and efficient employee. An interview has been arranged by the personnel manager to discuss the employee's tardiness and absenteeism. Proceed to 5.1.

5.1

In order to reflect the content of a client's statement, an interviewer must paraphrase the main idea contained in the statement without changing it.

Client: I'm not really sure why you've asked me to see you today, unless it's because I've been late a few times this month.

Choose the response that best reflects the content of the client's comments.

Interviewer: I'm sure you know why I've called you in to see me.

Go to 5.2

Interviewer: You think that your tardiness is causing problems.

Go to 5.3

Interviewer: We do have to talk about your tardiness. Go to 5.4

5.2

Your Answer: I'm sure you know why I've called you in to see me.

This response fails to acknowledge the content of the client's statement. It detracts from his comment and indicates that you weren't focusing on what he was saying. Try to identify the essence of the client's statement. Return to 5.1 and try again.

5.3

Your Answer: You think that your tardiness is causing problems.

Correct. You have paraphrased the essence of the client's communication without changing its meaning. Proceed to 5.5.

REFLECTING
CONTENT

5.4

Your Answer: We do have to talk about your tardiness.

Your response acknowledges the fact that you've heard the client, but it significantly detracts from his communication and will probably increase his apprehension. Return to 5.1 and choose a response that focuses on the main thought expressed by the client.

5.5

As an interviewer, you should reflect the essence of a client's communication, no matter where it occurs in his or her response.

Client: Well, it's one of the problems I'm concerned about, and I know you people worry about attendance and punctuality.

Choose the response that best reflects the content of the client's comments.

Interviewer: There are a number of problems bothering you right now. Go to 5.6

Interviewer: You seem to be aware of my position as personnel manager. Go to 5.7

Interviewer: Then you know that the firm is interested in your attendance and punctuality. Go to 5.8

5.6

Your Answer: There are a number of problems bothering you right now.

Correct. This reflection of content focuses on the most important aspect of the client's comment. Proceed to 5.9.

5.7

Your Answer: You seem to be aware of my position as personnel manager.

This is an inappropriate reflection of content. The essence of a client's response isn't always contained in his or her last comment. You should be concerned with the client's problems, not his knowledge of your position. Return to 5.5 and try again.

CHAPTER
FIVE

5.8

Your Answer: Then you know that the firm is interested in your attendance and punctuality.

You've parroted the last part of the client's comment and ignored the message contained in his response. Although your response isn't totally inappropriate, it won't help you or the client to explore his problem in any depth; instead, it concentrates on the interests of the firm. Return to 5.5 and try again.

5.9

By appropriately reflecting content, you assure clients that you understand what they're talking about.

Client: I guess all my problems are caused by what's going on at home.

Choose the response that best reflects the content of the client's comments.

Interviewer: You have a problem with your marriage. Go to 5.10

Interviewer: You think that your problems stem from your difficulties at home. Go to 5.11

Interviewer: You don't seem to be concerned about your status in the firm. Go to 5.12

5.10

Your Answer: You have a problem with your marriage.

You've assumed too much. With this reflection of content, you've gone beyond the essence of what the client has said. He may have a number of problems at home. It's unwise to assume that you know what his problem is before he tells you about it. If he has no problem with his marriage, the client is likely to react negatively to your comment. Return to 5.9 and try again.

5.11

Your Answer: You think that your problems stem from your difficulties at home.

Correct. By accurately reflecting the content of his last statement, you've confirmed that you've heard the client's communication and that you want him to continue. Proceed to 5.13.

Rating and Behavioral Count Sheet for Paraphrasing

This rating sheet is divided into three categories. Ordinarily, it will not be possible to rate more than one area at a time.

.....
Task #1 Behavioral counts of helper's behavior

	First Model Tape	2nd Model Tape	Use remainder of space for other practice sessions.			
# of paraphrases						
# of verbal statements in another category (i.e. questions, reflections of feeling, etc.)						
Length of helper statement in seconds or # of words						

.....
Task #2 Behavioral counts and ratings of helpee's behavior

	First Model Tape	2nd Model Tape	Use remainder of space for other practice sessions.			
# of "yes," "right" or similar statements in reaction to helper						
# of times helpee seems to go into more depth after a helper statement						
Length of helpee statement in seconds or # of words						

.....
Task #3 Rate individual or series of paraphrases on a 1-5 scale.
 (5-maximally facilitative: the use of paraphrases significantly helps the individual to explore and clarify in more depth; 4-facilitative: helps individual to explore at more depth; 3-minimally facilitative: helps to some extent; 2-non-facilitative: more normal conversation at this level; 1-destructive: significantly hinders communication.)

Ratings

First Model Tape	
Second Model Tape	
Use additional space for other practice sessions.	

APPENDIX X
SUBJECT EVALUATION FORM

Training Programme Evaluation

Rate each question on a scale of 1 to 7 where 1 indicates the lowest or poorest rating and 7 indicates the highest or best rating.

Please circle your answers.

supervised
unsupervised

- | | |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1. Are the objectives of the programme clear? | 1 2 3 4 5 6 7 |
| 2. How relevant do you see this programme to your professional training? | 1 2 3 4 5 6 7 |
| 3. Now that you have completed the programme, would you recommend it to a co-worker who did not <u>have</u> to take it? | 1 2 3 4 5 6 7 |
| 4. Rate your effort to learn and understand the materials and/or concepts presented in this programme. | 1. Maximum effort
2. Above average
3. Average
4. Below average
5. No effort |

Rate the effectiveness of each of the following programme components in helping you accomplish the goals of the programme.

- | | |
|-------------------------------------------------------------------------------|---------------|
| 5. the written manuals | 1 2 3 4 5 6 7 |
| 6. the model tapes | 1 2 3 4 5 6 7 |
| 7. the practice interviews | 1 2 3 4 5 6 7 |
| 8. immediate audiotape replay of practice interviews. | 1 2 3 4 5 6 7 |
| 9. supervisor's comments | 1 2 3 4 5 6 7 |
| 10. other participants comments | 1 2 3 4 5 6 7 |
| 11. pre and post interviews | 1 2 3 4 5 6 7 |
| 12. of the 6 components listed above, list in order the 3 most helpful parts: | |
| 1. (most helpful) _____ | |
| 2. _____ | |
| 3. _____ | |

Rate the following areas for each of the skills:

<u>Open Ended Questions</u>	useless -----essential
13. How valuable or relevant do you see this skill	1 2 3 4 5 6 7
14. Rate your <u>understanding</u> of the definition of this skills.	1 2 3 4 5 6 7
15. Rate your <u>performance</u> level of this skill <u>before training</u> .	1 2 3 4 5 6 7
16. Rate your <u>present</u> level of <u>performance</u> of this skill.	1 2 3 4 5 6 7
<u>Reflection of Content</u>	
17. Value	1 2 3 4 5 6 7
18. Understanding	1 2 3 4 5 6 7
19. Prior performance level	1 2 3 4 5 6 7
20. Present performance level	1 2 3 4 5 6 7
<u>Reflection of Feeling</u>	
21. Value	1 2 3 4 5 6 7
22. Understanding	1 2 3 4 5 6 7
23. Prior performance level	1 2 3 4 5 6 7
24. Present performance level	1 2 3 4 5 6 7

APPENDIX XI
MEANS AND STANDARD DEVIATIONS FOR
COMMUNICATION SKILL CATEGORIES
AND THE ITRS

Table 4
 Unadjusted Means and Standard Deviations
 for Communication Skill Categories and the
 Ideal Therapeutic Relationship Scale (ITRS)

Measures		Supervision ^a		No Supervision ^a		Control ^a	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Listening Skills	Pre	18.83	5.64	21.67	9.77	20.92	11.96
	Post	25.66	10.09	27.41	11.13	20.92	6.73
Opposite Skills	Pre	12.83	7.20	15.25	8.52	20.83	12.29
	Post	5.08	2.90	10.58	7.18	12.75	9.16
Miscellaneous Skills	Pre	47.16	15.86	62.16	23.72	64.83	30.46
	Post	40.58	11.85	63.50	21.61	49.33	21.38
ITRS	Pre	25.67	9.34	22.08	3.11	19.92	3.67
	Post	32.75	5.54	27.83	4.76	21.58	3.11

^a_n = 6

VITA

Surname: BROWN Given Names: RICHARD HEIN

Place of Birth: SAN RAFAEL, CA. Date of Birth: April 9, 1950

Educational Institutions Attended, with Dates of Entering and Leaving:

UNIVERSITY OF VICTORIA, VICTORIA, B.C. 1968 to 1972

UNIVERSITY OF VICTORIA, VICTORIA, B.C. 1977 1982

Degrees, Diplomas, Etc., Awarded, with Dates and Names of Institutions:

B.A. 1972 University of Victoria, Victoria

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis or dissertation (the title of which is shown below) to users of the University of Victoria Library, and to make *single copies only* for such users or in response to a request from or for one of its users. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis:

EFFECTS OF SUPERVISION AND NONSUPERVISION
IN A MODIFIED MICROCOUNSELLING MODEL
WITH FAMILY AIDES

Author:



Signature

Richard Hein Brown

Name

July 12, 1982.

Date