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Monitor-Modeling Versus Immediate Feedback; a Study of Supervisory Styles in a Counseling Practicum

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LOYOLA UNIVERSITY

MONITOR-MODELING VERSUS IMMEDIATE FEEDBACK:
A STUDY OF SUPERVISORY STYLES IN A COUNSELING PRACTICUM

A dissertation
submitted to the Graduate School
in partial fulfillment of the
requirements
for the degree

DOCTOR OF PHILOSOPHY

Department of Guidance and Counseling
School of Education

by

Philip F. Quinn, S.J.

Chicago, Illinois
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LIFE

Philip Francis Quinn was born on February 8, 1932, in Chicago, Illinois. He attended catholic grammar and secondary schools receiving his diploma in 1949. The author entered the Society of Jesus in 1952, Milford Novitiate, Milford, Ohio, and received his bachelor's degree from Xavier University in 1955. He began graduate work at Loyola University, Chicago, and received his M.S. degree in sociology in 1960. From 1958-1961, the author was an instructor and counselor at Xavier High in Cincinnati, teaching Latin, sociology, and algebra. He was ordained a priest in June, 1964, and became a consultant in a clinical-pastoral counseling program that summer, Traverse City, Michigan.

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iii
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Frequency Distribution of Counselor Candidates by Age and Sex.</td>
<td>46</td>
</tr>
<tr>
<td>2.</td>
<td>Level of Training and Years of Work Experience of Counselor Candidates Group I and Group II.</td>
<td>48</td>
</tr>
<tr>
<td>3.</td>
<td>Marital Status of Counselor Candidates, Group I and Group II.</td>
<td>49</td>
</tr>
<tr>
<td>4.</td>
<td>Means, Standard Deviations and Significance of the Pre-POI.</td>
<td>62</td>
</tr>
<tr>
<td>5.</td>
<td>Means, Standard Deviations and Significance of the Pre-CPI.</td>
<td>63</td>
</tr>
<tr>
<td>6.</td>
<td>&quot;Z&quot; Test Used to Show Inner Consistency Among Judges.</td>
<td>67</td>
</tr>
<tr>
<td>7.</td>
<td>Judges' Ratings on Pre-Practicum Tape.</td>
<td>70</td>
</tr>
<tr>
<td>8.</td>
<td>Post Judges' Rating of Group I and Group II.</td>
<td>71</td>
</tr>
<tr>
<td>9.</td>
<td>Comparison of Group I - Pre and Post Judges' Ratings.</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>Comparison of Group II - Pre and Post Judges' Ratings.</td>
<td>73</td>
</tr>
<tr>
<td>11.</td>
<td>Differences of Group I and Group II Judges' Ratings.</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Background of the Problem

The importance of a practicum experience in counselor education is certainly evident from widespread support and testimony. Its endorsement can be found in the statements of policy and preparation of The American Personnel and Guidance Association,1 The Association for Counselor Education and Supervision,2 The American School Counselor Association,3 and The American Psychological Association.4

It is assumed that the practicum is a necessary part of the


educational experience of the counselor-in-training. During this experience the counselor-in-training has the maximal opportunity to develop appropriate attitudes, feelings, and intellectual understanding about himself and others. Basically, the supervised practicum should allow the candidate to integrate theory with practice. The text book knowledge which has been mastered in previous courses should now be utilized in new ways. The practicum, then, is the period in which the counselor-in-training has the opportunity to test his skills.

Although most counseling educators would agree with the statement that the supervised counseling practicum is one of the most important facets of a counselor's education, there appears to be little information on the topic. Patterson related that in contrast to the extensive literature on the subject of supervision in psychotherapy, there is comparatively little on the supervision of counseling.\textsuperscript{5} Hansen and Warner in their review of research on practicum supervision in four journals, \textit{Counselor Education and Supervision}, \textit{Journal of Counseling Psychology}, \textit{American Psychologist}, and \textit{Journal of Consulting Psychology} from 1960 to 1969, found only twenty-five articles. They concluded that little had really been learned from the various

studies and that what was needed was an end of description and a move toward more solid experimental investigation. Cash and Munger, after reviewing the literature on counselor preparation from 1963 to 1966, reported that, "the scarcity of investigations in the area of supervision indicates the need for study in this important area of the counselor education program." This study's own research into the counseling literature has led to the conclusion that while there are articles about practicum, or certain phases of supervision, most, if not all of these, seem to rely on established practicum procedures. As will be noted in Chapter II, little if any research has incorporated the evaluation of new or novel supervisory procedures developed from psychological or sociological models. It is in the light of this lack of basic research regarding possible alternatives to a "standard" practicum experience that this present study is offered.

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Purpose of the Study

The purpose of this study is not merely to compare two methods of conducting a practicum, but rather it is an attempt to compare two different methods of supervision, where all other practicum experiences are held constant. One group of counselors-in-training had the opportunity to be exposed to supervision in which the supervisor was present during the counseling sessions, serving as a co-counselor. In this group, the monitor-modeling group, labeled Group I, a non-threatening attitude was assumed by the supervisor. The objective being that both supervisor and trainee would act as collaborators in the counseling effort.

In the other group, the immediate feedback group, labeled Group II, emphasis was placed on the supervisor being a "learned other" serving as an evaluator of the counseling efforts of the trainees. It was more of a didactic approach to supervision. The supervisor listened to, and evaluated the tapes of the trainees in their presence immediately following the counseling sessions.

Basically, then, this study attempts to evaluate the facilitative skills of these counselors-in-training following specific differential methods of supervision.
Illinois. During this semester, the counselors-in-training are exposed to a wide range of activities including role-playing, video taping, exercises in listening, listening to "professional" tapes, and above all, counseling experiences. More details about the practicum will be found in Chapter III.

Counselors-in-training - Counselor-trainees

These were those students enrolled in the above practicum during the second semester of the academic year, 1970-71. Data relating to age, sex, occupation, and test scores are summarized in Table 1 to 5, Chapter III.

Monitor-modeling - Group I

This was a term coined and applied by this researcher and by Dr. Manuel S. Silverman, the director of this study, to a specific form of counseling supervision. This form of supervision places the supervisor in the room with the beginning counselor so that it appears as though both the counselor-in-training and the supervisor are co-counselors. In one way this is true since both are actually counseling. Yet, in another way this concept is inaccurate, for the counselor-in-training is actually responsible for the sessions. An analogy might be noted here. In a driver's education course both the instructor and the trainee step into a car. Both have a set of instruments
before them. The actual direction of the automobile, however, is in the hands of the trainee. From time to time, though, the instructor may have to brake or accelerate the vehicle. Thus in the monitor-modeling situation the supervisor intercedes from time to time with a more accurate response when he perceives that the trainee has missed the communication from the client or is pursuing a tangential point. The supervisor's response "monitors" or regulates the session as well as providing a "model" type of communication. This procedure is based on a theory of learning by imitating or modeling. The major processes involved in imitative learning are observing a model and patterning one's behavior after that model. Spector, Dustin, and George speak precisely to this point of the counselor educator as model:

"In modeling, changes in behavior occur on a vicarious basis through observation of other persons' behavior and its consequences for them, (Bandura, 1969, p. 118). When counseling students are exposed to modeling influences, three kinds of behavior change may occur: (a) the students learn new behaviors that they did not previously possess; (b) the students' inhibitory behaviors may be strengthened or weakened; ... (c) the model may serve to facilitate previously learned behaviors that are similar to the modeled behaviors, (Bandura and Walters, 1963). Since modeling can facilitate significant learnings, deliberately acting as a model is an important activity of the counselor
educator. He demonstrates the behaviors he is trying to teach, and students carefully watch his behavior.\textsuperscript{8}

Hargrove and Porter also utilize this process of modeling. In reference to the early stages of training in discrimination these authors remark that, "modeling by the trainer is extremely important because it is here that he begins building his base or relationship with his trainees. The trainer's understanding of the trainees' apprehension or resistance regarding the training can be a good opportunity to model both discrimination and communication."\textsuperscript{9}

**Immediate Feedback - Group II**

One-half the practicum students were provided with the opportunity of having their tapes listened to immediately following the counseling session. In the past, the supervision of a taped interview would range anywhere from an hour to a week after the interview. It was often found that the feelings and questions which a beginning counselor experienced about a session would be lost and could not be summoned forward at the

\textsuperscript{8}Patricia Spector; Richard Dustin; Rickey L. George, "Toward Developing a Behavioral Counselor Education Model," Counselor Education and Supervision, X (1971), 242-25.

time of his supervision. During the forty-five minute period of supervision which took place immediately after the interview, the supervisor would play segments of the tape, offer comments, and perhaps ask a few questions of the counselor. The trainee might be asked how he felt about the interview, what, in his opinion, constituted the main problem of the client, what was his direction or purpose in the interview, and how he reacted to the silences? This procedure was based on the idea that in "going over the tape" the beginning counselor would gain valuable insight into his counseling techniques by hearing himself on the tape, and, aided by the remarks of the supervisor, could affect a more efficient counseling session.

Assumptions

This study is based upon the following assumptions which have come to be accepted by the profession, either theoretically or through empirical research. First, a supervised practicum is recognized as a necessity in the professional preparation of counselors. This point has been articulated upon in the previous pages.

Second, the training of counselors should produce individuals "high" in facilitative skills. According to Truax and Carkhuff and the research which they have enacted over the
years, clients improve when certain conditions are present. These conditions are empathy, respect, concreteness, genuineness, confrontation, and immediacy. Hence, it is assumed that the trainees of the program should grow in the use of these facilitative skills.

Third, it is assumed that the counselors-in-training are interested in improving their counseling skills and are capable of doing so. This assumption provides that counselors want to and can learn to understand their clients better, so that they can more readily help them solve their problems.

The fourth assumption establishes that learning to be a counselor is both an emotional and intellectual experience. Both are important, but of the two, the emotional aspect is the more important.

Limitations

First: Since the practicum was only sixteen weeks long, it may not be justifiable in making judgments on the effect of the treatment. It is also conceivable that one form of treatment could take longer than the other to be meaningful.

Second: Regardless of the degree to which the obtained

data reflects attitudinal differences existing between the two groups, it must be acknowledged that no provision has been made to determine if these will be of lasting or temporary consequence.

Third: To generalize to the total population of counselor candidates may not be justified on the basis of the small number of subjects (twenty-four) involved in this experiment.

Fourth: Another limitation of the study concerns the treatment itself. The design of the study does not provide for evaluation of any single aspect of either paradigm. Hence, it is not possible to weigh the relative value of any of the stimuli composing the total treatment.

Fifth: Still another limitation of the study constitutes the consideration of the performance as the only criterion for judging the relative success of the supervised practicum for any individual counselor candidate. Certainly significant experiences and growth in a practicum cannot be limited to increase in skills alone. This excludes the whole idea of self awareness, self growth, self actualization which may accompany or even precede growth in performance skills.

Sixth: One further limitation arose from the very nature of the experiment. The counselors in the monitor-modeling group had no opportunity to experience this new method of supervision.
by role-playing prior to the time they saw their first clients. Many of those in the group felt this to be a handicap.

Seventh: A final limitation occurs in that only one instrument was employed, namely the pre and post judges' ratings as based on the Carkhuff scale of "Gross Ratings of Facilitative Interpersonal Functioning."\[11\] While it would have been helpful and even valuable to have used other criteria to evaluate the success of the practicum experience, this instrument was considered adequate for judging the relative helpfulness of counselors.

Organization of the Study

Chapter I presented an introduction to the study. The background of the problem, including assumptions made, was described. The specific hypotheses to be tested were stated, and terms used in the experiment were defined. Consideration was then given to the limitations of the study. In Chapter II, related research literature will be discussed, so that the current status of the problem may be assessed. Chapter III will describe the design of the experiment, including characteristics of the subjects, the experimental treatments, descriptions of

the data-gathering instruments, and the rationale for their selection. Chapter IV reports the summaries of the pre and post-treatment data and explains the statistical tests applied to determine the significance of the results. The results are interpreted in this chapter, and the extent of the consistency of the data with the hypotheses is also analyzed. Chapter V draws some conclusions on the study, and the meaning this research might have for present practice and theory in counselor education is discussed with suggestions offered for the direction of future research. Appendices containing materials pertinent to this study are included at the end of the dissertation.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter will be to review the literature pertaining to the supervised practicum. This segment will attempt to restrict itself to four general categories, the first, a description of the purposes and goals of supervision, the second, the nature of supervision, the third, empirical studies on the supervised practicum, and the fourth, the multiple therapy approach to the supervised practicum. It will be difficult to use a rigid system of classification since there is much overlap among the research studies.

Counselor educators and counselor-trainees would probably all agree that the supervised practicum is the most important course in the training of a counselor. Various professional organizations previously cited endorsed its value and importance (cf. Chapter I). However, as the reader reviews the literature in this area, it becomes increasingly clear that massive confusion exists pertaining to the function and goal of the practicum. How should trainees act as a result of the practicum experience? What effects should a successfully trained
counselor produce as a result of practicum supervision? Is the supervised practicum a teaching experience or a therapeutic experience? How does one judge the success of a supervised practicum? These were only a few questions this inquiry proposed as it began the search of literature, hoping for answers. The results, however, were far from encouraging. This study wonders just how much of the research has really made a difference. To be more precise, exactly what will or what have counselor educators enacted differently as a result of the research studies in counseling practicum? Has the research, which has been produced over the past ten years, really made an impact in terms of better counseling and ultimately greater in benefit to the clients? Perhaps these are difficult questions to answer and perhaps even unfair, yet, it seems that they should be posed.

This study does believe that some very good work has been done and is being done in the field of practicum supervision, but all of it does not merit the name of "research." It seems that much of the confusion concerns the very nature of supervision. This next section explores that very point.
The Purpose of Supervision

Patterson\textsuperscript{12} believes that the purpose of supervision is to help the neophyte counselor understand the feelings and experiences of the client at each moment of the interview and to communicate this understanding to the client. He supports this position because he considers this the essence of good counseling. The supervisor is therefore providing a model of good counseling for this trainee.

Arbuckle\textsuperscript{13} tends to focus more on the student counselor. He believes that the purpose of supervision is to help the student counselor come to a greater understanding of who he is so that he can develop his own theoretical position at a more visceral level and become a more genuine person who is then more capable of developing a human relationship in which others are helped to grow and develop toward greater personal freedom. It would seem that he would want his trainee to become an expert in interpersonal relationships, but first the trainee must come to a knowledge of himself and those hindrances which would impede his work with others.

\textsuperscript{12}Patterson, "Supervising Students," pp. 47-53.

Personal growth of the counselor seems to be the goal and purpose of the practicum for Peters and Hansen. For them, the practicum should provide those learning experiences which can facilitate the optimal growth of the student by freeing his potentialities to be himself. Hence, supervision would have to be more than just procedure and techniques.

A threefold goal for the supervised practicum has been established by Hansen and Barker. First, practicum provides an opportunity for the application and integration of the principles and methods which the trainee has studied. Second, practicum provides an opportunity for the trainee to enhance his self-concept. Third, practicum provides experiences which can facilitate the optimal growth of the person by freeing his potentialities to be himself. This point is quite similar to that of Peters and Hansen.

In their book, Supervised Counseling Experience, Kelz and Trembley spell out six goals for the supervised practicum course:


1. Establish counseling relationships.
2. Employ appropriate counseling techniques.
3. Deal effectively with counselee problems.
4. Deal with practicum procedures, i.e., scheduling, conducting interviews, etc.
5. Learn counseling ethics.
6. Develop self evaluative habits.

The first four goals appear technique-oriented while the last two underscore the professional dimensions of the supervised practicum.

Somewhat similar are the ideas of Antoinette Ryan. The purpose and function of the supervised practicum, states Ryan, is to establish a process by which the counselor-trainees are assisted in improving their competencies and enhancing their professional growth and thereby implementing the goals of counseling and their professional obligations.

The most general description for the purpose of the supervised practicum was that developed by Delaney, Long, Masucci, and Moses who stated that the basic purpose of the practicum

was to provide supervised experience in the development of well-educated and effective counselors.\textsuperscript{18} It would seem that no one would disagree with such a purpose, but just how would one define "well-educated," and "effective?"

The purpose of the supervised practicum is to facilitate the process whereby the counselor-trainee comes to a better understanding of what is going on in the counseling session. This is the position held by Altucher.\textsuperscript{19} He sees the counselor candidate as beginning his counseling experiences with much ambiguity and uncertainty and as he begins immersing himself into his work he begins to achieve a better understanding of what the client is saying and what is actually happening in the counseling session. Therefore, the supervisor should do all in his power to expedite the process.

There are some counselor educators as Munger and Johnson who feel that if you change the attitudes of the counselor-trainee there will follow the acquisition of certain skills.\textsuperscript{20}


One cannot disagree with such a purpose, but what attitudes does one change so that certain skills can follow?

Whiteley senses that the problem about goals of supervision is much more complicated. He believes that when we know more about what the counselor does and how he does that which facilitates client change, the problems in defining the purpose of supervision will be much more readily approached. Such understanding, according to Whiteley, will allow a clearer perspective on the desired counselor behavior which the supervisor is attempting to develop in the supervisee.

Hosford in his review of literature involving the supervised practicum, categorized the goals into five classes:

1. Gaining greater awareness and understanding of one's personality.
2. Building and maintaining a counseling relationship.
3. Refining past learning, incorporating theoretical constructs into counseling practice.
4. Understanding the dynamics of one's behavior and their effect on the client.


5. Integrating research-findings with counseling practice.

It would appear that a few more classes could be listed, i.e., in the sixth category would be added the counselor's personal growth. The seventh category would pertain to the counselor's professional growth. Here, the counselor would come to a better understanding of the ethics of counseling and also develop self-evaluative habits.

One can now begin to appreciate what appears to be certain gaps in the information on counselor supervision. There seems to be little agreement among writers in counselor education and supervision concerning the primary goals of supervision; the purposes and goals regarding the tasks of supervisors have certainly not always been clear to the counselor educators.23 One might also add that part of the confusion about goals evolves from the fact that this is usually the last course counselor-trainees take in their counseling education curricula. As a result, counselor supervisors realize that there are so many areas which have been untouched in the trainees' education that they as supervisors must remedy the situation. One part of this dilemma might be solved by inserting a "mini-practicum" into the counselor education curriculum. During the time of

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this "mini-practicum," which should take place early in the course of graduate study, the trainee would be exposed to many experiences such as role-playing, group process, two-way mirror use, and exercises in listening. Such experiences would enable the trainee to also have the opportunity to refine past learning, and come to a more realistic assessment of himself as a counselor. The teaching staff would also be provided with an opportunity for making a better evaluation of a trainee's aptitude of counseling skill.

Another prime source of confusion regarding counselor supervision information arises from the fact that the literature concerning the supervised counseling practicum has existed for only about ten years. This short span of time definitely contributes to the communication gap surrounding counselor supervision.

The Nature of the Supervisory Process

Is supervision a teaching process or is it a therapeutic process? Does the supervisor consider himself an educator or a counselor? As the reader would suspect there is again little agreement among writers on this aspect of supervision.

Patterson\textsuperscript{24} does not believe that the supervisory process should be therapy, but he feels that it should be like all good

\textsuperscript{24}Patterson, "Supervising Students," pp. 47-53.
relationships, therapeutic. He feels that supervision is a special form of relationship in which a type of learning, similar to that experienced in therapy, takes place. He is more interested in the counselor-trainee developing sensitivity, understanding, and the ability to communicate these therapeutic ingredients. Patterson believes that supervision should fall somewhere between teaching and therapy.

Arbuckle\textsuperscript{25} is concerned with the supervisor as an evaluator of the trainee, and yet believes that the supervisory relationship should be as non-threatening as possible. He feels that the student goes through a number of experiences and needs someone to help him understand just what is happening. What Arbuckle seems to suggest is that the supervisor must act very much like a counselor possessing such qualities as honesty, genuineness, self-congruence, and unconditional positive regard.

Boy and Pine\textsuperscript{26} further support the idea of supervision being a relationship. The supervisor attempts to create a relationship in which a counselor candidate is able to develop an awareness of himself and his interactions with his environment and the characteristics of a facilitative relationship.


\textsuperscript{26} Angelo V. Boy and Gerald S. Pine, "Strengthening the Off-Campus Practicum," Counselor Education and Supervision, VI (1966), 40-43.
These authors believe that this relationship helps the prospective counselor become comfortable with himself so that he becomes less defensive, more honest with himself, thus, more facilitative, and less dogmatic. It would seem that these authors are almost describing the results of therapy.

The idea that supervision is a special form of therapy is articulated by Truax and Carkhuff.27 During supervision, a learning or re-learning process takes place in the context of a special kind of interpersonal relationship which is free of threat and facilitative of the trainee self-exploration. It is interesting to note how many of the writers highlight the fact that supervision as a process should be free of anxiety-producing situations. This does not seem to be the experience of the trainees.

Rogers,28 Hansen and Barker,29 and others could be listed as supporting the idea that the nature of the supervisory process


29 Hansen and Barker, "Experiencing the Supervisory Relationship," pp. 107-111.
is that of therapy. This experiential approach is more concerned with the counselor's growth and development.

The nature of the supervisory relationship has been described by some as didactic-intellectual. According to Truax and Carkhuff, "the didactic approach is supported by theorists holding that supervision represents the conscious effort of a professional to program future therapists with the proper "sets" and repertories of correct responses." Thorne and Wolberg would seem to fall into this category.

Perhaps the nature of the supervisory process could be listed as having the following characteristics:

1. The supervisory relationship is more than just learning techniques and proper cues.

2. The supervisory relationship is the matrix in which the counselor trainee has the opportunity to discover himself, experiment with new behaviors, become less defensive, accept himself more honestly, and experience himself in a new way.

3. The supervisory relationship resembles the therapeutic relationship much more than it

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does a teacher-student relationship. The supervisor should see that anxiety-producing situations are cut to a minimum.

4. The supervised practicum must contain certain evaluative and cognitive elements to it, but the greater emphasis must be placed on the student's experiential feeling qualities in his relationship with his clients.

Up to this point the focus of research has been on the theoretical side of purpose and nature of the supervised practicum. First arose the question of how the counselor educators conceived the purpose of the practicum. Then, an attempt was made to answer the question concerning the nature of the supervisory relationship. In the next segment of this study the empirical studies on the supervised practicum will be explored.

The nature of the research in the area of the supervised practicum is very inconclusive. The critics, and they are many, are quite harsh in assessing the value of the work done by the researchers in counseling. Thoresen indicates that most published research is quite simply a waste of valuable time and

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resources. The author feels that most studies as they are conceptualized, designed, executed, and analyzed, make little difference to counseling theory or practice. Carkhuff noted the very same thing when he indicated, "there are no well designed, controlled, and implemented studies assessing the efficacy of training programs."^32 Hansen and Warner^33 state that the striking element in most of the studies proposes that they are descriptive and limited in nature. These writers go on to note that as educators we are no closer to knowing what kind of role or roles a supervisor should play; they wonder if we have any substantial data informing us of the difference the various roles played by supervisors make in terms of developing counselors' attitudes and skills.

The major objections to the research can be summarized in this manner:

1. Confusion of goals - one cannot do research in counselor education in the areas of selection, training, supervising, evaluating, without first stating the desired end-product.^34


2. Lack of information in the areas of specific types of changes in the supervisees due to specific supervision variables.  

3. Lack of information on the effects of the supervised practicum on the candidates.  

4. Lack of information on extent to which supervisors implemented a rationale in selecting materials and methods.  

With these precautions in mind one can now examine the research provided in this area.

Empirical Studies on the Supervised Practicum

Just exactly how does a supervisor organize his supervisory hours with his students? Walz and Roeber discovered that a group of supervisors at mid-western universities when asked to provide comments on a typescript of a counseling interview tended to emphasize the cognitive aspects of the interview. These authors found the focus more on the counselor than on the client, and that the supervisors were more concerned


37Ryan, "Problem of Counselor Supervision," pp. 4-22.

with the initial stages than the closing stages of an interview and thus responded to counselor candidates by instructional statements, less frequently by questions, therefore, implying some kind of error.

Four years later, Johnston and Gysbers\(^{39}\) surveyed supervisory practices. They examined normative data on practicum supervisors' reactions to selected alternatives for handling some typical practicum situations. The situations were sent to fifty-one counselor educational programs in the North Central Region of ACES. In general, the responses seemed to indicate that the supervisors viewed their role as one of non-intervention. The supervisory relationship was indicated as being more similar to counseling than teaching. The supervisors expressed a preference for democratic relationships with counselor candidates, feeling that paternalistic or laissez-faire relationships were not appropriate.

Although the Johnston and Gysbers study differed somewhat from the Walz and Roeber study, the survey still does not establish exactly what the supervisor does or why he does it.

Expectations of Supervision

Another line of inquiry has centered on the perceptions and

expectations counselors-in-training have of their supervisors. Delaney and Moore\textsuperscript{40} found that supervisors were perceived before supervision as primarily instructors in a role analogous to the traditional role of any instructional relationship.

Hansen\textsuperscript{41} found that trainees had a distorted view of the supervisor's role. Thirty NDEA trainees perceived their supervisor as someone who would be only moderately genuine in his relationships, would have a fairly low empathic understanding of their feelings, and in general, would have only a conditionally positive regard for their counseling behavior. The candidates' post practicum responses indicated that the sincerity and behavior of their supervisors exceeded their expectations. Hansen concluded that the supervisors should explain their role ahead of time. No attempt was made in this study to relate this kind of supervision experience to counselor effectiveness, nor was there any attempt made to manipulate this kind of supervision.

Supervisors' and counselor-trainees' expectations were

\textsuperscript{40}Daniel Delaney and James C. Moore, "Student Expectations of the Role of Practicum Supervisor," \textit{Counselor Education and Supervision}, VI (1966), 11-17.

analyzed by Gysbers and Johnston.\textsuperscript{42} Fifty-one graduate students and ten supervisors at the University of Michigan were given the "supervisor Role Analysis Form," three times during a six weeks course. These writers discovered that the trainees wanted their supervisors to be a person who would supply extensive help in dealing with initial counseling contacts, as well as supplying detailed factual information such as counseling techniques, test information, and relevant reading assignments. They also expected their supervisors to evaluate them and to provide personal counseling for them. These expectations were found to change with the development of the supervisory relationship.

It is important to note at this time two men who proposed, independently of one another, the developmental stages or phases of the counselor candidate's growth. Clifford Hunt sees five distinct periods:\textsuperscript{43}

1. Initial period - where the counselor is full of threat for the new situation and anxious about an unfamiliar situation.

2. Mechanical period - emphasis at this point


becomes focused on tools and techniques of the trade.

3. Discovery period - the counselor trainee begins to be confused as to what he is doing and what he is trying to accomplish.

4. Fuller realization of self - a period of reflection regarding self, inadequacies are discovered which effect the establishment of full counseling relationship.

5. Transcending the former view of self - these new enlightenments are reflected in a broader concept and fuller utilization of self. The person can become more honest in the counseling relationship.

Charles Thomas has a similar model describing the various stages that the counselor-trainee goes through during the course of a supervised practicum:

1. Initial period - adjusting to the practicum setting, operational procedures, etc. The beginning of the counseling experience and the trainee's concern with the preservation of himself.

2. Dependency - trainee feels that there must be a right way of counseling and he looks to the supervisor to provide the model. He also tends to follow the "experts" faithfully. Counseling during this period is rather mechanical.

3. Exploratory - a period of questioning the models, himself, and the counseling process. He begins to see that there is no "right" way. He explores different models of counseling and explores himself. This is the period for coming to understand the real meaning of counseling. This is also the start of the emerging self-concept of the trainee as a counselor.

4. Period of establishment - the emergence of a counselor self-concept. A period of reality testing. The establishment of style and counseling rationale congruent with self.

5. Maintenance period (a non-practicum period) - the trainee continues the process of becoming a counselor or the entrenchment of an established self on the job. No significant growth occurs.
These two studies seem to support what work has been written concerning the expectations of the counselor-trainees.

Gysbers and Johnston also discovered in their research that the supervisors agreed more at the close of the semester on most of their functions, but they differed on whether or not the supervisor should be a counselor for his students. It should be noted here that the supervisors did not feel that they should teach specific techniques, yet this was precisely what the practicum enrollees wanted. By the end of the practicum, the trainees were less dependent on the supervisor and expressed a need for greater freedom. There was no control group or experimental treatment. These expectations might have changed had no supervision taken place.

Supervisors' Supportive and Non-Supportive Behavior

The next three studies consider the immediate effect of the supervised experiences on counselors. Blane\(^{45}\) set out to investigate one aspect of the supervisory experience - the immediate effect of positive, negative, and no supervisory experiences on the measured empathic understanding of the counselor candidates.

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\(^{45}\)Stephen M. Blane, "Immediate Effect of Supervisory Experiences on Counselor Candidates," Counselor Education and Supervision, VIII (1968), 39-44.
Thirty NDEA counseling students who had had a month and a half of counseling experiences were divided into three random groups. They made a thirty minute taped interview and then each group was subjected to fifteen minutes of either positive, negative, or no supervisory experience. Finally, another thirty minute taped interview was made, and thirteen and one half to sixteen and one half sections of the second tape were listened to by judges. After the judges' ratings, Blane concluded that, first, a positive supervisory experience significantly increased the level of empathic understanding a counselor was able to offer to his client; second, the level of empathic understanding did not change without supervision during the time interval investigated here; third, a negative supervisory experience did not significantly increase a counselor's level of empathic understanding. It scarcely needs to be noted that this study indicated nothing of the long term effects of supervision.

Payne and Gralinski studied the effects of the supervisor's style-empathy on a counselor's perceptions in a simulated counseling experience. Three groups of trainees heard two sets of recorded client statements and responded as counselors. The two experimental groups had twenty minute

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conferences with supervisors. The control group received no supervision. In the technique approach group, the supervisors sought to establish warm relationships but also discussed the performance of the counselor and suggested specific techniques for improving the counselor's level of empathy. In the second group, the supervisors sought to establish warm relationships and discussed counselor feelings, but avoided evaluation or techniques. Comparison among the three groups of their recorded counselor performances revealed that the counselor learning was superior under the technique-type of supervision.

This piece of research could lend support to the position that technique-oriented supervision is better than any other methods of supervision. On the basis of the Payne and Gralinski study and also on the basis of the Hunt and Thomas work previously cited, one could conclude that "techniques" were the one thing beginning counselors were looking for and that they were just not ready for a counseling-type of supervision.

Davidson and Emmer have provided a beginning toward understanding the relationship between supervisor behavior and counselor change. They found that there was a significant dif-

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ference between those receiving supportive and those receiving non-supportive supervision on pre and post treatment administration of "A Focus of Concern Scale." The non-supportive groups focus of concern shifted toward themselves and away from the client.

No doubt other research is needed to identify how other supervisor-behavior affects counselor-trainees. This study suffers from the fact that there was no control group nor was there any possibility of evaluating long term effects.

Counselor Trainer Level of Functioning

The next set of studies could well be entitled, "the Truax and Carkhuff Series." Most of the research examined in this section was performed by these authors or their associates. These researchers believe that the most critical variable in effective counselor training is the level at which the counselor trainer is functioning. Carkhuff remarks that:

"...in relation to helpee change, research has led us to discern what we term both facilitative and action-oriented interpersonal dimensions (empathy, respect, concreteness, genuineness, self-disclosure, confrontation, immediacy) as the critical ingredients of effective interpersonal process. ...hopefully, the trainer is not only functioning at high levels on these dimensions in a systematic manner. ...the implementer of any program should fulfill at least the following key conditions:
1) he should be experienced in the relevant areas, and 2) he should have demonstrated a level of expertise or excellence in the relevant areas. "48

Pierce, Carkhuff, and Berenson49 hypothesized that two groups of counselors-in-training would gain differentially in their levels of functioning according to the level of function of their counselor-trainers with those of the high functioning counselors' group gaining the most. In their study, seventeen subjects enrolled in a lay mental health counselor training program were randomly assigned to either the high level or the moderate level functioning counselor. The groups met for ten two hour sessions. Ratings of growth from pre-training to post-training in empathy, respect, genuineness, concreteness, and self-disclosure were established through tapes of interviewer and interviewee reports. They found that all the trainees assigned to the higher level functioning counselor continued in training. Five trainees (out of nine) of the moderate level counselors terminated their training program. These results seem to indicate that the highest level functioning counselor

48 Carkhuff, Helping and Human Relations, Volume 1, pp. 152-153 passim.

elicited the greatest amount of constructive gain in functioning in the trainees.

Pierce and Schauble\textsuperscript{50} substantiated the same findings in their study of thirteen interns and two advanced practicum students. Their supervisors, twelve Ph.D. level counseling staff members, represented four theoretical orientations. The trainees were asked to submit a tape within the first three weeks of the practicum and then every six weeks for the remainder of the academic year. Three excerpts from each tape were rated on core-dimensions of empathy, regard, genuineness, and concreteness. They concluded that the supervisees of the high level supervisor group improved significantly on the facilitative conditions and as a result were functioning significantly higher than supervisees in the low supervisor group. The trainees in the low supervisor group were not significantly different from the supervisors to begin with and showed no change; in some instances these latter supervisees declined slightly.

Carkhuff\textsuperscript{51} examined the research from sixteen professional.


sub-professional, and helpee programs and concluded that three critical variables emerged: first, the type of program; second, the level of trainee functioning; third, and most important of all, the level of trainer functioning on facilitative and action-oriented dimensions.

Two other studies, although quite different from the kind of research presented on the previous page, are note-worthy here. Miller and Oetting\textsuperscript{52} studied the reactions of students to supervision. The characteristics perceived as good in supervisors were the following: non-threatening, tactful, non-authoritarian, warm and friendly, supportive, understanding, professionally competent, concreteness. Poor supervisors were listed as having characteristics just the opposite of the above list.

Hansen and Barker\textsuperscript{53} in their study of twenty-eight graduate students in an NDEA counseling and guidance institute indicated that trainees who felt that they had a good supervisory relationship were less defensive and more sensitive to themselves than trainees who gave a low rating to their supervisory relationship.

\textsuperscript{52}Dean C. Miller and E.R. Oetting, "Students React to Supervision," \textit{Counselor Education and Supervision}, VI (1966), 73-74.

\textsuperscript{53}Hansen and Barker, "Experiencing the Supervisory Relationship," pp. 107-111.
It should be rather obvious from the studies in this section that the level of functioning of the supervisor in the supervised practicum is the key factor in any training program. It would seem to be a logical conclusion that all the technique-oriented programs are useless unless the supervisors are highly facilitative and therapeutic individuals.

The Multiple Therapy Approach to the Supervised Practicum

A method of instruction for counselor-trainees which has not received much attention is the type whereby an experienced counselor or therapist is present with a student counselor during an actual interview. The reader is certainly aware of the co-therapist type of therapy or the "two-headed" type of counseling. In such a situation the client is seen simultaneously by two counselors or therapists. Lott\(^54\) in his two articles explained the value and efficiency of such a system of training. He felt that more cases could be carried and that there is a better utilization of professional time. He believed that fewer errors were made because of the alertness fostered by two therapists. Above all, he indicated, the training values were remarkable in

giving first-hand supervised experience to the students. Lott's work was not strictly a research project, but his own subjective reactions.

Dreikurs\textsuperscript{55} is also an advocate of multiple therapy as a means of instruction and training, and believes that it is a more didactic purpose than controlled therapy or the use of tape recorders. The training is not merely restricted to verbal instruction, but provided in the actual setting through action and experience. It is a special on-the-job training and the therapist-in-training functions actively and efficiently almost from the beginning.

Patricia Mallars\textsuperscript{56} has also utilized a team approach in counselor education. The purpose of her study was to evaluate the effectiveness of counseling by comparing client, counselor, and supervisor satisfaction on counseling inter-action under a team approach and under a standard counseling approach.

In the counseling team approach, two student counselors worked together simultaneously with one or more clients in preparation for an interview, the interviewing of the clients, and the evaluation of the results. The counselor teams involved the


use of one student counselor playing a more dominant role in conducting the interviews while the second team member served mainly as a recorder, and supporter, reflector of feelings. On a different case the team members often reversed roles. Mallars discovered that the team approach increased both counselor and client security and thereby facilitated the counselor-client relationship and enhanced communication, client self-insight, and client awareness of problems and solutions to them.

Summary

The literature concerning the counseling practicum and supervision of such has been growing each year. Fortunately or unfortunately the structure of this chapter does not allow for greater in-depth evaluation of the many positive contributions. Numerous articles on the use of video tape and the practicum, the value of encounter groups and the supervised practicum, and the selection of counselor candidates must be omitted.

There are those individuals, already mentioned in this chapter, who believe that there is no sure or certain knowledge about the practicum, its goals and purposes, and what is effective and or not effective training. This opinion appears to be short-sighted and not totally accurate.

While it is true that some of the studies examined by this
study seemed more interested in short term effects and only a few concentrated on the differential effects of supervisor-behavior, the evidence does not seem to warrant a pessimistic outlook. The creative work of Truax and Carkhuff, to cite just one example, leads one to be optimistic.

It is a fact that many limitations of the past research projects have been singled out in this chapter, yet, this study does not want to leave the impression that there were no important contributions made in the field of supervised practicum. The studies cited here and some not incorporated in this chapter have provided counselor educators with valuable data for their supervision. However, further studies, and examinations are needed to enlarge upon the findings of past inquiries into practicum supervision.
CHAPTER III

DESIGN OF THE STUDY

There are three main purposes pertinent to this chapter: first, to present the experimental procedures utilized in investigating the problem, including descriptions of the population involved in this research, i.e., counselors-in-training, clients, and practicum staff; second, to describe the experimental treatments to which both groups of trainees were exposed; third, to explain the data-gathering procedures, as well as the methods employed in processing the data.

Population

Counselors-in-training Population

The twenty-four students enrolled in the course, Practicum in Guidance and Counseling, 495, Department of Guidance and Counseling, second semester, 1971, Loyola University, Chicago, Illinois, became the subjects for this study. The subjects were divided into two groups of twelve each; selection into the two groups was based on age, sex, occupation, and counseling experience. Although several of the subjects expressed disappointment over their group assignment, it was explained to them that both groups would experience basically the same practicum,
and where differences existed, both were valid methods of supervision.

Biographical Characteristics

Indicated in Table 1 are some of the personal and professional characteristics of the subjects involved in the practicum. The data was taken from a short questionnaire administered during the first class session.

**TABLE 1**

**FREQUENCY DISTRIBUTION OF COUNSELOR CANDIDATES BY AGE AND SEX**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Group I Monitor-Modeling</th>
<th>Group II Immediate Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>31-35</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>36 and over</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Mean Age</td>
<td>25.5</td>
<td>31.8</td>
</tr>
</tbody>
</table>
There were nine females and three males in Group II and ten females and two males in Group I. Comparisons of the age distribution of the two groups also reveals similarity. The mean age of all subjects in Group II, 30.0, closely resembles the mean age of all subjects in Group I, 30.8.

With respect to work experience (cf. Table 2), ten out of twelve subjects in Group II, and twelve out of twelve subjects in Group I, were Master's degree candidates. One post-Master's degree candidate and one doctoral candidate comprised the balance of Group II.

The counselor candidates' years of work experience are identified in Table 2. Group I had less total years of employment than Group II. In Group II all the subjects had some teaching experience. In Group I, however, there were two who had no teaching experience. One individual in Group II accounted for almost half the years of teaching experience - forty-two. The groups were just about equal as far as counseling experience.
<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Years of Work Experience</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Teaching</td>
<td>Counseling</td>
<td>Other</td>
</tr>
<tr>
<td>Master's Candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>12</td>
<td>69</td>
<td>5½</td>
<td>0</td>
</tr>
<tr>
<td>Group II</td>
<td>10</td>
<td>88</td>
<td>2½</td>
<td>9</td>
</tr>
<tr>
<td>Post-Master's Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Training Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>12</td>
<td>69</td>
<td>1½</td>
<td>0</td>
</tr>
<tr>
<td>Group II</td>
<td>12</td>
<td>92</td>
<td>2½</td>
<td>14</td>
</tr>
</tbody>
</table>
TABLE 3

MARITAL STATUS OF COUNSELOR CANDIDATES
GROUP I AND GROUP II

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Group I</th>
<th>Group II</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Married</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Religious</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The most typical subject in this study was an unmarried female in her late twenties. She had about eight years of teaching experience, and was working toward a Master's degree in counselor education. Inspection of the professional and personal characteristics of the subjects did not reveal any discrepancies between the groups. While no claim to representativeness can be made with complete assurance, there is no apparent reason to believe that these subjects differed from previous practicum students at Loyola University, Chicago, Illinois.

Client Population

The vast majority of the clients for this study consisted of high school students from Angel Guardian Home. The average age of the client was about sixteen. Their concerns revolved
around domestic issues, i.e., life in the Home, going to different high schools next year, past treatment in the Home, and issues in their own family life.

Two months before the beginning of this experiment, this study secured permission from the authorities of Angel Guardian Home to have the students take part in this experiment. This examiner then talked to the various high school groups, explained the nature of the experiment he was conducting at Loyola University, and asked for volunteers for the project. It was explained to the students that this was primarily an interest in studying the counseling skills of the trainees and not the clients. The students were told that this would be an excellent opportunity to discuss their needs and concerns whether here or at home with someone who was not immediately associated with Angel Guardian Home. The boys and girls of Angel Guardian were asked to sign up for a minimum of two interviews.

Sixty students volunteered for the project. When the actual time came for the interviews, however, a few of the students had transferred out of Angel Guardian, and a few more had withdrawn their names. Besides the students from the Home, a few of the staff members from Angel Guardian, house parents - nuns and brothers, and a few students from Loyola University, undergraduate division, volunteered as clients. Each counselor had four interviews with two or more clients. There were a
There were three supervisors in this study, the initiator of this research being one of them. Two were doctoral candidates while the third had had his doctorate in counseling and guidance for two years. All three had worked together previously in conducting practicums and so were well acquainted with each other’s style. The school of counseling followed by the three supervisors could more or less be defined in terms of “client-centered.” Previous to the inception of the study, the supervisors had spent many hours in the planning of this experiment. Some of the experimental procedures utilized in this research project, e.g., listening exercises, role-playing, the use of “professional” tapes, etc., were utilized on a trial basis in a previous practicum. The supervisors, therefore, were quite familiar with the procedures.

Experimental Treatments

This section of the study will describe the methodology used in conducting the counseling practicum: first, a description of the activities common to both groups, and second, a description of activities peculiar to each group will be presented.
Activities Common to Both Groups

After the twenty-four students were divided into the two major categories of monitor-modeling and immediate feedback groups, there came a further division into three specific work groups designated as "A," "B," and "C." Each work group was composed of four members from the monitor-modeling group and four members from the immediate feedback group. One supervisor was assigned to each group. Each group experienced all of the activities of the practicum together.

The subjects participated in weekly group process sessions for an hour and a half. Each group had as its leader one of the supervisors, but not its own supervisor. The supervisor for group "A" for example, would be the group leader for group "B" and the group leader from group "C" would be the supervisor of group "B."

The style of each leader was somewhat different. In general, it can be said that the participants were asked to discuss each participant's behavior and to deal only with the "here and now." The leaders tended to take a somewhat passive stance during each session. The role of the leader in each group was defined differently, however, by that specific group.

Each work group with its supervisor spent the first two weeks of class in role-playing exercises. Each member of the group had the opportunity to be both counselor and a client.
Care was taken to make sure that all of the members had the same opportunities. On occasion the supervisor would act as a client. Role-playing exercises were also employed at various times later in the semester.

Discussion usually followed each role-playing situation. The purpose of the role-playing was to help the neophyte counselor learn to respond to counseling situations. It would also aid the counselor in achieving a better understanding of exactly what a client was saying. Some of the sessions were taped and parts replayed. All the students had experience watching role-playing interviews through a two-way mirror. Some of the students had the opportunity to counsel behind the two-way mirror or be observed role-playing as a client.

Within the first two weeks one class period was given over to an exercise in listening. Statements were read and then the students were asked to note the kind of feelings being expressed. A copy of these statements will be found in Appendix I. Later in the semester another exercise in listening was used. In this second case, twenty-five client-statements were organized in booklet form and the students were asked to respond to each of the statements without looking at the next client-statement. After each of these exercises there followed a discussion of the feelings involved in the statements, and perhaps why an individual reacted as he did to each.
During the four month practicum each student had the opportunity to view himself on video tape three times, once as a client and twice as a counselor. At the last video taping a trained actor was interviewed by each member of the group for five minutes while the rest of his classmates were present. In other words, the same client was interviewed by all eight members of the group so that each member could build on what information had been gleaned by the previous counselor.

It was announced at the first class that the students would have to research six to eight articles on counseling from any of the journals such as, The Journal of Counseling Psychology, Counselor Education and Supervision, Personnel and Guidance Journal, or some other counseling or psychological journal. The articles all had to be xeroxed and accompanied by a one page summary of student reflections on each article. The staff of supervisors did not want to assign articles since there was interest in seeing what kinds of articles the students would choose. Half the articles were to be submitted before the Easter vacation and the other half at the end of the course.

Four or five times during the semester the twenty-four students assembled for general meetings. The purpose of these classes was to provide necessary information and explanations of tests and other materials. The items on the agenda covered the following points at the beginning, middle, and end of the
course:

1. Orientation to the practicum.
2. Orientation to Angel Guardian Home.
3. Clarification of assignments.
4. Filling out biographical questionnaires and taking tests.
5. A feedback session regarding the process of the practicum.

Twice during the semester the students listened to "professional" tapes and discussed them. These tapes served the function of providing experienced, "more knowing" role-models for the counselor candidates to imitate. The two chosen for classroom listening represented the client-centered and the interactional psychoanalytic approach to counseling.

Special attention was given to insure that all the students in the practicum had the same kind of experiences, whether it was role-playing, video taping, listening exercises, or the "professional" tapes. This experimenter wanted to give the same type of treatment to both groups to reduce the number of possible variables which could affect the outcome of this study.

At the end of the course the students were asked to submit evaluations for each member of their work group including themselves, which were shared, plus an evaluation of the course, and an evaluation of the supervisor. The purpose of these
evaluations was to have each trainee look at himself in relationship to his counseling ability.

Activities Peculiar to Each Group

Monitor-modeling - Group I: In monitor-modeling, both supervisor and trainee were present in the same room for the interview. The student counselor knew in advance that he was responsible for conducting the interview. These interviews were usually conducted in a classroom in which there were three chairs off to the side of the room. The chairs were equidistant from one another constructing a perfect equilateral triangle. The chairs were arranged in this manner so that it would appear to the client that he actually had two counselors. The experimenter of this study wanted to reduce, as much as possible, the feeling that the supervisor was evaluating the progress of the trainee. This same room design was also incorporated in the interviews conducted by Group II.

Interviews were begun by the trainee introducing him or herself to the client and introducing the supervisor as another counselor. The supervisor would enter into the counseling situation only when he felt for some reason that the trainee had begun to lose his way in the session or that he was not responding to the appropriate client-articulations or when he sensed that the trainee was just totally confused as to how to
respond to the client. How often a supervisor entered a session depended on many variables such as the skill or lack of skill of the trainee, the difficulties encountered during the interview, the nervousness of the client or the counselor and other factors. During an interview of thirty minutes, the supervisor would offer approximately fifteen responses. Immediately following the interview the trainee and the supervisor discussed the interview for about ten minutes. There was no replay of the actual tapes of the interview. Observations about the interview were made, and an opportunity was provided for the asking of questions by the trainee. This was the only direct supervision given Group I.

Immediate Feedback - Group II: The individuals in this group would have a one-half hour interview with a client. The interview was taped and fifteen minutes after the session the student counselor would have his supervisory session. Portions of the taped counseling session were played and commented upon. The student had a chance to ask questions about his interview, inquire about alternate ways of handling the interview, or explain just why he reacted in such a manner in the interview.

It was assumed that if a student could hear himself in an actual interview and understand his characteristic way of responding, such an insight would bring about a change in his counseling techniques. It was also believed that the counselor
would come away with a better understanding of what was going on in the session and know what to look for in the next interview or what to avoid in future sessions.

**Data-Gathering Procedures: Pre-Treatment**

The methodology of data-collection for the two groups prior to their practicum experience is explained in this section of the study. This includes a description of the pre-testing session and selection of the instruments used in evaluation. An assumption of equivalence between the groups in the areas of interest to the study is stated, accompanied by descriptions of the pre-treatment findings upon which the assumption is based.

**Collection of Data**

On the first class day of the second semester all twenty-four counselor candidates assembled for a three hour class. The first hour and a half the three supervisors outlined the purpose of the course, explained the various assignments, and the nature of the research. To obtain full cooperation of the subjects, it was considered necessary to share the rationale for the research with them before they were tested. All the trainees were informed that both methods to be used during the semester were "experimental," because this information was thought essential so that some individuals in the immediate feedback group would not feel left out and become disinterested
in the practicum since they were not chosen for the monitor-modeling group.

The Carkhuff Scale of Gross Ratings of Facilitative Interpersonal Functioning

Charles Truax and Robert R. Carkhuff and their associates have studied the question of the helping relationship over the past ten years. In their research on counseling and psychotherapy these authors have uncovered what they consider to be core-dimensions for aiding individuals in the growth of a relationship. The core-dimensions are empathy, understanding, positive regard, genuineness, concreteness or specificity in expression. These important therapeutic ingredients may be defined operationally. A five-point "X" scale was developed to assess these facilitative dimensions of a helping relationship. Carkhuff indicated that these scales present many limitations, especially a high degree of subjectivity on the part of the raters.57

In his research, Carkhuff speaks of the condition termed, "discrimination," in a helping relationship by which he means two things. First, he understands that a helper can discern that which is happening in the total relationship and what the client is saying; second, the helper is able to discern that

which is helpful to do or say in a situation. The relationship, therefore, of "discrimination" of the core-facilitative conditions to the communication of them is an important one. A high level of discrimination is necessary for effective communication, although it does not insure it.

A number of instruments exist for judging counseling effectiveness; since the goal of this practicum focused on the facility of the trainees to listen more acutely and respond more effectively, the Carkhuff five-point scale appeared to be the best single simple instrument to evaluate this outcome.

**Selection of Instruments**

After the explanations concerning the purpose of the experiment were completed, the students were grouped and given either the Personality Orientation Inventory - POI; or the California Personality Inventory - CPI. When class time had elapsed, the trainees were advised to take home whichever test they had not completed and return it at the next class.

These two instruments were used to establish that equivalency existed between the two groups at the beginning of the experiment. Ordinarily, if the experimental subjects had been assigned randomly to the different groups, it would be assumed that the groups were equivalent at the beginning of the experiment. Since the students were not assigned randomly,
however, but matched on the bases of age, sex, occupation, and
d experience in counseling, it was decided that personality traits
should be measured. These tests played a minor part in the ex-
periment. The data gathered from the tests simply helped est-
ablish equality between the groups.

The POI and the CPI were chosen for the following reasons:
1. They are widely used measuring instruments
    considered among the more important tools
    in the clinical and counseling fields.
2. They are appropriate for use with the age
    and educational level represented by this
    study's subjects.
3. The two cover a wide range of psychological
    constructs.

Analysis of Pre-Treatment Data: Establishing Group Equivalency

This study used the scores of the two pre-test instruments
to insure the initial comparability of the two groups. The
statistical procedure used to answer the question of group
equivalency was the "T" test of significance.58 The results
of the analysis are presented in detail in Tables 4 and 5.
Table 4 gives the means, standard deviations, and the sig-

58Merle W. Tate, Statistics in Education and Psychology
nificance of differences existing between the groups on the POI. Table 5 lists the same information for the CPI. Tables 4 and 5 indicate that the groups were quite similar at the beginning of the study. The only personality factor which appeared significant was the self-actualizing value. Group I appeared to be more self-actualizing at the .05 level, (cf. Table 4).

**TABLE 4**

**MEANS, STANDARD DEVIATIONS, AND SIGNIFICANCE ON THE PRE-POI**

<table>
<thead>
<tr>
<th>POI Scale</th>
<th>Group I Mean</th>
<th>SD</th>
<th>Group II Mean</th>
<th>SD</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time competent</td>
<td>20.083</td>
<td>2.353</td>
<td>19.833</td>
<td>2.980</td>
<td>(P=0.266)</td>
</tr>
<tr>
<td>Inner directed</td>
<td>98.167</td>
<td>14.096</td>
<td>89.333</td>
<td>8.953</td>
<td>(P=0.081)</td>
</tr>
<tr>
<td>Self-actualizing value</td>
<td>21.500</td>
<td>2.611</td>
<td>19.333</td>
<td>2.270</td>
<td>(P=0.041)(^{a})</td>
</tr>
<tr>
<td>Existentiality</td>
<td>25.083</td>
<td>3.397</td>
<td>23.083</td>
<td>3.232</td>
<td>(P=0.154)</td>
</tr>
<tr>
<td>Feeling reactivity</td>
<td>17.167</td>
<td>3.398</td>
<td>15.667</td>
<td>2.774</td>
<td>(P=0.241)</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>14.417</td>
<td>3.450</td>
<td>13.667</td>
<td>1.826</td>
<td>(P=0.513)</td>
</tr>
<tr>
<td>Self-regard</td>
<td>13.000</td>
<td>2.594</td>
<td>12.583</td>
<td>1.881</td>
<td>(P=0.657)</td>
</tr>
<tr>
<td>Self-acceptance</td>
<td>19.250</td>
<td>4.393</td>
<td>17.500</td>
<td>3.261</td>
<td>(P=0.280)</td>
</tr>
<tr>
<td>Nature of man, constructive</td>
<td>13.833</td>
<td>1.267</td>
<td>12.417</td>
<td>2.575</td>
<td>(P=0.101)</td>
</tr>
<tr>
<td>Synergy</td>
<td>7.417</td>
<td>1.084</td>
<td>7.000</td>
<td>1.348</td>
<td>(P=0.413)</td>
</tr>
<tr>
<td>Acceptance of aggression</td>
<td>17.750</td>
<td>3.646</td>
<td>15.417</td>
<td>4.481</td>
<td>(P=0.176)</td>
</tr>
<tr>
<td>Capacity for intimate contact</td>
<td>21.667</td>
<td>3.822</td>
<td>19.583</td>
<td>3.753</td>
<td>(P=0.192)</td>
</tr>
</tbody>
</table>

\(^{a}\)Significant at the .05 level
<table>
<thead>
<tr>
<th>CPI Scale</th>
<th>Group I Mean</th>
<th>Group II Mean</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Dominance</td>
<td>58.750</td>
<td>52.167</td>
<td>(P=0.126)</td>
</tr>
<tr>
<td></td>
<td>10.797</td>
<td>9.428</td>
<td></td>
</tr>
<tr>
<td>Capacity for status</td>
<td>55.000</td>
<td>53.333</td>
<td>(P=0.712)</td>
</tr>
<tr>
<td></td>
<td>11.473</td>
<td>10.351</td>
<td></td>
</tr>
<tr>
<td>Sociability</td>
<td>55.667</td>
<td>53.583</td>
<td>(P=0.613)</td>
</tr>
<tr>
<td></td>
<td>9.193</td>
<td>10.630</td>
<td></td>
</tr>
<tr>
<td>Social presence</td>
<td>58.917</td>
<td>58.833</td>
<td>(P=1.000)a</td>
</tr>
<tr>
<td></td>
<td>12.923</td>
<td>10.089</td>
<td></td>
</tr>
<tr>
<td>Self-acceptance</td>
<td>55.000</td>
<td>57.000</td>
<td>(P=0.593)</td>
</tr>
<tr>
<td></td>
<td>11.290</td>
<td>5.985</td>
<td></td>
</tr>
<tr>
<td>Sense of well-being</td>
<td>53.500</td>
<td>50.167</td>
<td>(P=0.448)</td>
</tr>
<tr>
<td></td>
<td>9.415</td>
<td>7.930</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>46.417</td>
<td>45.333</td>
<td>(P=0.768)</td>
</tr>
<tr>
<td></td>
<td>8.723</td>
<td>9.059</td>
<td></td>
</tr>
<tr>
<td>Socialization</td>
<td>44.000</td>
<td>48.533</td>
<td>(P=0.226)</td>
</tr>
<tr>
<td></td>
<td>9.005</td>
<td>9.030</td>
<td></td>
</tr>
<tr>
<td>Self-control</td>
<td>47.083</td>
<td>51.167</td>
<td>(P=0.242)</td>
</tr>
<tr>
<td></td>
<td>8.691</td>
<td>7.930</td>
<td></td>
</tr>
<tr>
<td>Tolerance</td>
<td>54.250</td>
<td>54.833</td>
<td>(P=1.000)a</td>
</tr>
<tr>
<td></td>
<td>2.646</td>
<td>7.107</td>
<td></td>
</tr>
<tr>
<td>Good impression</td>
<td>47.083</td>
<td>49.167</td>
<td>(P=0.638)</td>
</tr>
<tr>
<td></td>
<td>10.013</td>
<td>11.328</td>
<td></td>
</tr>
<tr>
<td>Communality</td>
<td>51.167</td>
<td>48.083</td>
<td>(P=0.422)</td>
</tr>
<tr>
<td></td>
<td>6.780</td>
<td>11.139</td>
<td></td>
</tr>
<tr>
<td>Achievement via conformance</td>
<td>52.167</td>
<td>53.333</td>
<td>(P=0.757)</td>
</tr>
<tr>
<td></td>
<td>8.089</td>
<td>10.039</td>
<td></td>
</tr>
<tr>
<td>Achievement via independence</td>
<td>58.417</td>
<td>61.750</td>
<td>(P=0.335)</td>
</tr>
<tr>
<td></td>
<td>10.022</td>
<td>6.047</td>
<td></td>
</tr>
<tr>
<td>Intellectual efficiency</td>
<td>55.250</td>
<td>53.000</td>
<td>(P=0.566)</td>
</tr>
<tr>
<td></td>
<td>10.613</td>
<td>8.146</td>
<td></td>
</tr>
<tr>
<td>Psychological-mindedness</td>
<td>55.667</td>
<td>58.033</td>
<td>(P=0.505)</td>
</tr>
<tr>
<td></td>
<td>9.912</td>
<td>7.354</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>59.500</td>
<td>59.417</td>
<td>(P=1.000)a</td>
</tr>
<tr>
<td></td>
<td>10.775</td>
<td>11.365</td>
<td></td>
</tr>
<tr>
<td>Femininity</td>
<td>51.000</td>
<td>53.417</td>
<td>(P=0.515)</td>
</tr>
<tr>
<td></td>
<td>8.539</td>
<td>9.317</td>
<td></td>
</tr>
</tbody>
</table>

*aApproximately
pre-Practicum Taped Interview

To further establish the equivalency of the two groups and to establish some baseline for counseling competence, each student had a ten minute interview with a trained actor on the second day of class. The students taped this interview once the initial division of students into the two major categories of monitor-modeling and immediate feedback and the further breakdown into the three separate groups of "A," "B," and "C," were effected. All the students (twenty-four) were presented the same "mythical" problem.

Three trained actors, two men and a woman, from the Loyola University Drama Guild presented themselves as college students who were having academic problems. Each actor worked with one group, either A, B, or C. In this way the very same problem would be presented to four members of the monitor-modeling group and four members of the immediate feedback group. No doubt there would be some variation in the presentation of the problem, but basic consistency was retained.

Data-Gathering Procedures: Post-Treatment

During the last two classes of the semester the students re-took the POI and the CPI. These tests were re-administered to see if there were any significant changes in personality variables.

The trainees also made another taped interview lasting ten
minutes with another trained actor. The very same procedures which existed in the pre-practicum tape existed for the post-practicum tape. After all the interviews had been recorded, they were coded and given to the judges.

**Judges**

The judges, two women and a man, were in their early forties. They all possessed doctorates in counseling psychology and had at least two years of experience in supervising practicum students. They were presently teaching or counseling, or both, in local colleges and universities in the Chicago area.

Each judge evaluated sixteen coded tapes. The judges did not know which ones were Group I or Group II tapes, neither did they know which were pre-practicum nor post-practicum tapes. In each package of sixteen tapes there were eight pre and eight post practicum tapes from the three separate groups. Each judge evaluated eight tapes from the monitor-modeling group and eight tapes from the immediate feedback group. The scale used to evaluate the tapes was Carkhuff's five-point scale of "Gross Ratings of Facilitative Interpersonal Functioning," (cf. p. 59). This scale along with the other material given to the judges will be found in Appendix V.

Prior to the evaluation of the tapes, this study had the judges evaluate a series of responses of clients and compared
them against an "expert's" response. The judges were evaluated on forty-four responses and three taped interviews in order to arrive at an inner consistency or an equality between the judges. The "Z" test was then employed to establish the hypothesis of equality or consistency among the judges.

The "Z" Test

The "Z" test was used to test the significance of the differences between means in the judges' ratings. The sample of testing data for a "Z" test must be more than thirty items; if the sample is less, the "T" test is applied because of the adjustment this test makes for small samples, (cf. Statistical Procedures, page 68). The hypothesis proposed states that the three judges were equal or had an inner consistency in their rating tendencies to that of an expert. Therefore, each judges' rating scores had to be compared against those of the expert, and on the basis of the results of the "Z" test, we can either accept or reject the hypothesis proposed concerning the two sample groups. This study then selected a level of significance of .05. When a level of significance of .05 is selected the "Z" must fall between 1.97, plus or minus, in order that the hypothesis may be accepted. Therefore, based on a normal distribution, it can be stated that the means of the judges' and experts' scores are significantly close enough to indicate that they are equal or that they show an inner consistency.
The formulae for the "Z" test of significance is stated as follows:

\[ Z = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2 + S_2^2}{1/N_1 + 1/N_2}}} \]

<table>
<thead>
<tr>
<th>Judge A</th>
<th>Judge</th>
<th>Expert</th>
<th>Difference</th>
<th>&quot;Z&quot; Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.402</td>
<td>2.308</td>
<td>.093</td>
<td>.383</td>
</tr>
<tr>
<td>S.D.</td>
<td>1.245</td>
<td>1.120</td>
<td>.119</td>
<td>.365</td>
</tr>
<tr>
<td>Se</td>
<td>.181</td>
<td>.163</td>
<td>.006</td>
<td>.026</td>
</tr>
<tr>
<td>N</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Judge B</th>
<th>Judge</th>
<th>Expert</th>
<th>Difference</th>
<th>&quot;Z&quot; Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.427</td>
<td>2.308</td>
<td>.119</td>
<td>.365</td>
</tr>
<tr>
<td>S.D.</td>
<td>1.936</td>
<td>1.120</td>
<td>.119</td>
<td>.365</td>
</tr>
<tr>
<td>Se</td>
<td>.282</td>
<td>.163</td>
<td>.006</td>
<td>.026</td>
</tr>
<tr>
<td>N</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Judge C</th>
<th>Judge</th>
<th>Expert</th>
<th>Difference</th>
<th>&quot;Z&quot; Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.302</td>
<td>2.308</td>
<td>.006</td>
<td>.026</td>
</tr>
<tr>
<td>S.D.</td>
<td>1.219</td>
<td>1.120</td>
<td>.119</td>
<td>.365</td>
</tr>
<tr>
<td>Se</td>
<td>.177</td>
<td>.163</td>
<td>.006</td>
<td>.026</td>
</tr>
<tr>
<td>N</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be noted from the "Z" test (cf. Table 6), the scores are all well within the plus or minus 1.97 which indicates that the difference between any judge and the expert was negligible and that it really made no difference who evaluated the tapes since there was an inner consistency among the judges.

**Statistical Procedures**

When all the data had been gathered, representing the pre and post scores on the POI and the CPI, and the judges' ratings of the interviews, pre and post, the information was transferred to IBM punch cards. A computer program written by Mr. Maurice Moore of the University of Chicago was used. "T" tests were computed to measure change over time within each group. The formulae used was appropriate for small correlated samples:  \[ T = \frac{(X - X_p)}{\sqrt{\frac{N \sum x^2 - (\sum x)^2}{N^2 (N-1)}}} \]

This concludes the summary of the experimental procedures of this study. The next chapter will detail the results.

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60 Tate, *Statistics in Education*, p. 237.
CHAPTER IV

RESULTS AND DISCUSSION

This chapter will present an analysis of the data collected in this study. Unless otherwise noted, only those items which yielded significant differences will be discussed. In the following presentation of results, tables will identify the significant data, the significant items will be described, and the particular results explained. Since five separate analyses were performed to test each of the five hypotheses in Chapter I, this segment will present the results relevant to each analysis independently and conclusions of the results will be discussed.

Differences Between Group I and Group II on Pre-Practicum Judges' Ratings

Hypothesis 1:

There are no significant differences between the pre-practicum judges' ratings for Group I and Group II.

The trainees from both groups interviewed one of three trained actors presenting the very same problem. On the basis of these ten minute taped interviews the judges found, according to the Carkhuff scale of gross discrimination, that no significant difference existed between the two groups regarding counseling skills. The results are recorded in Table 7.

69
The judges found that both groups were nearly the same at the beginning of the course. It would appear that Group II had just a slight advantage, but the difference is not significant. Group II had two individuals who had scores of 4.0 and 3.2 on the Carkhuff scale, while the highest score in Group I for the pre-practicum tape was only 2.5 on the scale. The major significance of the pre-practicum rating was to establish the fact that no significant difference existed between the two groups at the beginning. In the previous chapter it was also established that no significant difference existed as far as personality characteristics were concerned, (cf. page 64).

Differences Between Group I and Group II on Post-Practicum Judges' Ratings

**Hypothesis 2:**

There are no significant differences between post-practicum judges' ratings between Group I and Group II.

At the conclusion of the practicum experience the two
groups differed much more than at the beginning. The difference, although somewhat impressive, is not significant at the .05 level. The results are presented in Table 8.

TABLE 8
POST JUDGES' RATINGS OF GROUP I AND GROUP II

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Difference</th>
<th>T-test</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.675</td>
<td>2.175</td>
<td>.500</td>
<td>1.460</td>
<td>.158</td>
</tr>
<tr>
<td>SD</td>
<td>.979</td>
<td>.670</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 8, we can see that the mean for Group I was 2.675 and the mean for Group II was 2.175. The difference of .500 yielded a "T" score of 1.460 with a level of probability of .158. Therefore, both groups were at least minimally facilitative with neither group significantly more facilitative.

Hypothesis 3:

There are no significant differences between pre and post practicum judges' ratings for Group I.

Group I improved significantly during the course of the practicum. The results of the judges' ratings are identified in Table 9.
### TABLE 9

**Comparison of Group I Pre and Post Practicum Judges' Ratings**

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Degree of Freedom</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.508</td>
<td>2.675</td>
<td>1.166</td>
<td>22</td>
<td>6.82a</td>
</tr>
<tr>
<td>SD</td>
<td>0.538</td>
<td>0.979</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE</td>
<td>0.155</td>
<td>0.282</td>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the comparison of Group I from pre to post on practicum judges' ratings the mean for Group I on the pre test was 1.508 and the mean for Group I on the post test was 2.675. The difference of 1.166 with 22 degrees of freedom yielded a "T" test of 6.82, which is significant at the .01 level.

#### Difference for Group II Between Pre and Post Practicum Judges' Ratings

**Hypothesis 4:**

There are no significant differences between pre and post practicum judges' ratings for Group II.

Group II also changed significantly, over the course of the practicum, but the rate of change was not as great as that of Group I. Table 10 records the results for Group II.
In the comparison of Group II from pre to post scores on practicum judges' ratings the mean for Group II on the pre test was 1.791 and the mean for Group II on the post test was 2.175. The difference of .383 with 22 degrees of freedom yielded a "T" test of 6.56, which is significant at the .01 level.

### Differences Between Group I and Group II on Pre to Post Practicum Judges' Ratings

**Hypothesis 5:**

There are no significant differences between the pre and post judges' ratings for Group I and the pre to post judges' ratings for Group II.

Table 11 indicates the significant differences between Group I and Group II on the pre to post practicum judges' ratings. Group I improved at a much faster rate.
TABLE II

DIFFERENCES OF GROUP I AND GROUP II ON JUDGES' RATINGS

<table>
<thead>
<tr>
<th></th>
<th>Group I</th>
<th>Group II</th>
<th>Difference</th>
<th>Degree of Freedom</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.167</td>
<td>.383</td>
<td>.774</td>
<td>22</td>
<td>6.30&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>SD</td>
<td>1.709</td>
<td>1.223</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE</td>
<td>.141</td>
<td>.101</td>
<td></td>
<td>&lt;sup&gt;a&lt;/sup&gt;&lt;sub&gt;P=.01&lt;/sub&gt;</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The final analysis, as recorded in Table II, revealed that Group I showed significantly greater improvement. This indicated that Group I improved at a much faster rate than did Group II.

The mean difference of 1.167 as compared to the mean difference of .383 for Group II, was a .774 with 22 degrees of freedom which yielded a "T" value of 6.30, significant at a .01 level.

Summary of Results

The data recorded in this chapter indicated the following results: first, that the two groups were basically the same at the beginning of the practicum course; second, the psychological tests established the equivalency regarding a number of personality variables; third, the judges' ratings on the pre-practicum tapes, using the Carkhuff scale of "Gross Ratings of Facilitative Interpersonal Functioning," showed the groups to be equivalent.
As a result of the practicum experiences, role-playing, video taping, group process, live counseling, and different methods of supervision, both groups changed significantly in the direction of increased counseling ability as measured by Carkhuff's scale. The groups were statistically similar as the beginning of the practicum evidenced by a probability value of .42. Although statistical differences at the end of the practicum were not significant, the probability level approaches significance as reflected by a probability level of .15.

A final analysis was performed to establish if the rate of change between the two groups was significantly different. This final computation revealed the Group I showed significantly greater improvement over the course of the semester. Therefore, this analysis established that Group I improved at a much faster rate over the four months of the practicum.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The importance and the significance of the supervised practicum experience in counselor education programs has been endorsed by many prestigious groups. The American Personnel and Guidance Association,61 The American School Counselor Association,62 The Association for Counselor Education and Supervision,63 and the American Psychological Association,64 have all issued strong recommendations for counselor education. It seems almost self-evident that counselors-in-training should have some opportunity in the course of their studies to appropriate attitudes and skills relating to the counseling experience. The practicum is precisely suited for this purpose.


63 Association for Counselor Education and Supervision, Standards for Counselor Education.

64 American Psychological Association, "The Scope and Standards of Preparation," pp. 149-152.
Yet, with all of the endorsements from various professional groups, the literature in the area of the supervised practicum is scarce. What research and descriptive studies exist offer little in the way of new or novel procedures to the supervisory experience. It is in the light of this lack of basic research regarding possible alternatives to a standard practicum experience that this present study has been offered.

**Purpose**

The basic purpose of this study was to compare two different methods of supervision. Perhaps it would be more accurate to indicate that it was a study of two different kinds of relationships established with counselors-in-training during the practicum for the purpose of observing which relationship produced a better counselor.

One group of counselors-in-training - the monitor-model group - had the opportunity to be exposed to a kind of supervision in which the supervisor was present during the counseling session, acting as a co-counselor or colleague. A non-threatening attitude was assumed by the supervisor in the hopes that a more collaborative or team effort would develop.

In the second group - immediate feedback - emphasis was placed on the supervisor being a "learned other" who evaluated the counseling efforts of the trainees. It was the more traditional, didactic approach to supervision with this one ex-
ception, i.e., supervision was given to the trainee immediately following his counseling session.

Population

The counselor population consisted of twenty-four students enrolled in the counseling practicum course, 495, Department of Guidance and Counseling, second semester, 1971, Loyola University, Chicago, Illinois. Twelve students were assigned to the monitor-modeling group and the remaining twelve to the immediate feedback group. The basis of assignment was age, sex, occupation, and counseling experience.

Instruments

The Personality Orientation Inventory - POI, and the California Personality Inventory - CPI, were administered prior to the practicum experience and again at the end of the practicum course. These instruments were primarily used to establish the fact of equality between the groups.

Carkhuff's "Gross Ratings of Facilitative Interpersonal Functioning,"[65] was the scale by which three judges evaluated the pre and post practicum interviews taped by the counselors-in-training. According to Carkhuff, a score of "3" indicated that all of the conditions - empathy, congruence, respect, genuine-

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65Carkhuff, Helping and Human Relations, Volume 1, pp. 115-123.
ness, etc., were being communicated at a minimally facilitative level. A score of "2" indicated that only some of these conditions were being communicated. Tables were constructed to record the relevancy of the judges' ratings for each group.

**procedures**

After the twenty-four counselors-in-training had been assigned to either the monitor-model group or to the immediate feedback group, they were subsequently divided again into three groups of eight, designated as "work groups." These groups consisted of four individuals from the monitor-modeling section and four from the immediate feedback section. A supervisor was also assigned to each of these work groups.

During the first week of the semester all the trainees taped a ten minute interview with a trained actor. Three trained actors presented the same problem to each group and this same procedure was again followed at the end of the course. The individuals in all three groups received the same experiences as far as role-playing, video taping, group process work, and listening to "professional" counseling tapes.

The distinctive treatment given each group concerned the supervision. The counselors-in-training in the monitor-model group had their supervisor present during all of their counseling interviews. The situation resembled that of a co-counseling situation. Although the supervisor was present to
"monitor" the trainee's responses or at times offer better responses and reflections, the trainee was responsible for conducting the interview. The supervision took place during the actual counseling session. After the counseling session was completed, the supervisor and the trainee discussed the session for a maximum of ten minutes.

Those individuals in the immediate feedback group taped their interview with a client and then had immediate supervision. The supervision took the form of asking questions of the trainee, replaying the tape and indicating errors or poor responses, and working out a strategy for the next interview.

Analyses of the data gathered indicated that both groups were similar at the beginning of the course. As a result of the practicum experience both groups improved significantly according to the judges' ratings. The difference in counseling skills between the two groups at the end of the practicum was not significant, however, the final analysis established that the rate of change of such skills between the two groups was significantly different, i.e., the monitor-model group recorded a much greater rate of improvement over the course of the semester.

Null Hypotheses

The following null hypotheses were tested:

1. There are no significant differences between the pre-
practicum judges' ratings for Group I and Group II. Using Carkhuff's scale (cf. Appendix V), the judges found no significant differences existing between the two groups regarding counseling skills at the beginning of the practicum.

2. There are no significant differences between post-practicum judges' ratings between Group I and Group II. At the conclusion of the practicum experience the two groups differed much more than at the beginning. The difference, although somewhat impressive, is not significant at the .05 level.

3. There are no significant differences between pre and post practicum judges' ratings for Group I. The null hypothesis was rejected. Group I improved significantly over the course of the practicum. In terms of the Carkhuff scale, the students were offering practically none of the conditions - empathy, respect, genuineness, etc., which he considered essential for good counseling, but by the end of the practicum the trainees had become at least minimally facilitative.

4. There are no significant differences between pre and post judges' ratings for Group II. This null hypothesis was also rejected. Group II also changed significantly over the course of the practicum, but the rate of change was not as great as that of Group I. It can be concluded that the different treatments of supervision offered to both groups were effective in bringing about a change in the trainees.
5. There are no significant differences between the pre to post judges' ratings for Group I and the pre to post judges', ratings for Group II. This hypothesis was also rejected. Final computation revealed that Group I showed significantly greater improvement over the course of the semester. Group I improved at a much faster rate than Group II during the four month practicum experience.

Conclusions

The following observations are presented in an attempt at further explanation of the results of this study. The first observation concerns the nature of the supervisory relationship in the two different kinds of practicum experience that were examined in this research. The individuals who participated in the monitor-model group enjoyed a special kind of relationship with their supervisor. It might be described as a "we" feeling. The trainee and the supervisor were part of a team working together therapeutically helping an individual client. The slight supervision provided after the counseling session to those in the monitor-model group resembled two colleagues discussing a case rather than a student seeking help from the professor. This study believes that the significance of this relationship cannot be underestimated and that this relationship influenced the other results recorded in this study.

Because of this special team approach to supervision the
Group I counselors-in-training all seemed to be much less anxious than the Group II counselors-in-training, the immediate feedback group. The initial counselor anxiety prior to an interview was not in evidence with the individuals in the monitor-model group, but it seemed more prevalent with the individuals in the immediate feedback group. Since the anxiety level of the trainees in the monitor-model group was lower, they could therefore concentrate much more intensely on the client and what he was articulating or not articulating, and how he was reacting during the counseling session.

A fourth significant factor in the explanation of change in skills of Group I, monitor-model, was that of immediacy, i.e., stray responses, inaccurate reflections, confusion that might arise of what the client was actually conveying could be responded to immediately, and usually was during the session. The immediacy of the situation helped the trainee check sights while the supervisor responded to the client. This factor of immediacy was also valuable from the supervisor's point of view. When the discussion of the interview took place with the trainee, the supervisor could make accurate observations about the session since he was present and could detail his comments with, "did you notice what the client did after such and such was said?" The immediacy of presence of the supervisor, therefore, intensified the learning experience. This adds an
initial impact, since Group II's supervision was also rather "immediate." Even though this group had their supervision immediately after the counseling session it was not as profitable as having supervision during the actual time of the counseling session.

It would be an error to leave the impression that there were no drawbacks to monitor-modeling. Certainly it would have been helpful for the trainee to have had some role-playing experience with their individual supervisors before they first stepped into a counseling situation. Valuable time was lost while the trainee adjusted to the counseling style of the supervisor. Some individuals of a more autonomous and independent nature found initial sessions of monitor-model counseling difficult. Past life-experiences might have made them more self-reliant and less dependent on others. However, this initial blocking, or competitive spirit, tended to disappear as the semester progressed.

One final significant observation can be made for this study. The developmental model of counselor training presented in this paper and substantiated by the computed research established that more emphasis in the supervised practicum should focus on establishing a "we" feeling or a team approach. From this "team" affect, the neophyte counselor could then gradually move toward a more autonomous existence so that eventually he
would be able to work by himself with a client and a tape recorder with a substantial degree of success. In this manner, the experimenter would blend the old methods with a new approach to the counseling practicum. As was shown in Chapter IV, the two groups of counselors-in-training were judged similar in terms of personality characteristics at the end of the practicum experience. Yet, the two groups of counselors were judged somewhat different at the end of the practicum in terms of level of functioning, although the results were not significant at the .05 level. The two groups of counselors, when compared from beginning to end, were significantly different in that Group I counselors showed much more growth. The more traditional method of having the supervisor listen to the taped interview proved valuable, but not as valuable as having the supervisor act as a co-counselor present during the counseling session.

**Recommendations**

The design and procedures of this study, as well as the results, suggest several recommendations for counselors and counselor educators. Several of these recommendations are particularly important regarding any future research on the supervised practicum which might be generated by efforts such as this one. Other recommendations that have been drawn from the study pertain to effective methods of counselor training.

**First:** The study should be replicated with a greater
number of counselors at other institutions, and using the same
and different instruments to measure change. Should the same
results obtain, the findings could then be generalized to a
greater population.

Second: The study should be replicated with attention to
two factors. The period of time for the practicum should be
lengthened and the number of interviews increased. The prac-
ticum staff for this study felt that too many activities were
crowded into an already full schedule. Therefore, by the
lengthening of the period of practicum study one might discover
that the rate of change, although swift at the beginning of the
practicum, would level off by this extension of time. Perhaps
a "mini-practicum" might be introduced earlier in counselor
education whereby counselor-trainees would be exposed to some
counseling experiences such as role-playing, group process, etc.,
prior to the actual counseling practicum.

Third: More study and research is needed in order to
understand the kind of relationship which developed in the
monitor-model group between the supervisor and the trainee. It
was felt that all of the dynamics of this relationship were
not totally explored.

Fourth: This study might well be replicated in areas other
than counselor education and psychotherapy. For instance, one
could work out a similar study for trainees in speech therapy.
Fifth: The results showed that both methods led to improved skills in the trainees. Counselor educators might well be advised to employ both methods in a supervised practicum. It is possible that beginning with monitor-modeling and then gradually moving toward the immediate feedback model might be a more effective method of practicum supervision.
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APPENDIX I

EXERCISE IN LISTENING
EXERCISE IN LISTENING

INSTRUCTIONS: Below are some typical statements people often make in conversation. You are to read each one separately, trying to listen carefully for the feeling being expressed. Then in the right-hand column write in the feeling you heard in the statement. WRITE IN ONLY FEELINGS, NOT CONTENT. Some of the statements may contain more than one feeling. Write in all the MAIN FEELINGS YOU HEAR.

After you have finished, compare your list of feelings with those on the last page. Give yourself a "4" if your choices match those given in that list for a particular item. Give yourself a "2" on that item if your choices only partially match or if you missed a feeling. Give yourself a "0" if your choices are quite different or if you missed all of the feelings. BE SURE AND COVER UP THE "CORRECT" LIST WHILE YOU ARE DOING THE EXERCISE.

EXAMPLE: "I don't know what is wrong. I can't seem to figure it out. Maybe I should just quit trying." stumped discouraged defeated

<table>
<thead>
<tr>
<th>HE SAYS</th>
<th>HE IS FEELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wow! Do all that in three hours?</td>
<td></td>
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<tr>
<td>2. I'm sure things will work out OK. As a matter of fact, I want to</td>
<td></td>
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<td>get started as soon as possible.</td>
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<tr>
<td>3. I've worked for the company 25 years now. I have given them all</td>
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<tr>
<td>I've got. I've never shirked my duty and I went through the depression</td>
<td></td>
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<tr>
<td>with them, never complaining about my pay. Now they tell me I have to</td>
<td></td>
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<tr>
<td>step aside and let a younger man take over. It's damned unfair.</td>
<td></td>
</tr>
<tr>
<td>HE SAYS</td>
<td>HE IS FEELING</td>
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<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4. You know what? My sales have increased every month now since I started those phone calls. I'm glad you had me figured out so right, Jim. Thanks for the tip.</td>
<td></td>
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<tr>
<td>5. No question about it. I've seen this sort of thing before. I know I'm right on this no matter what those other birds say is the reason. We just need a new approach. It's just that simple.</td>
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<tr>
<td>6. I feel like getting out while the getting is good. Why wait around until one day you'll get fired on a whim or just because you didn't dot an &quot;i&quot; or cross a &quot;t.&quot;</td>
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<tr>
<td>7. Well, don't you think you would like to have the same thing done for you if you were in my shoes? Wouldn't everyone feel this way?</td>
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<tr>
<td>8. This place is sort of home to me and my job fits me like a glove.</td>
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<tr>
<td>9. As I look back on what I did I just can't believe it was me. I shouldn't have ever treated Nina that way.</td>
<td></td>
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<tr>
<td>10. Boy, I wouldn't treat a dog that way. Who does he think he is anyway? I should have punched him in the nose!</td>
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<tr>
<td>12. Alright, I said I was sorry didn't I? What more do you want me to do? I know I was wrong.</td>
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<tr>
<td>HE SAYS</td>
<td>HE IS FEELING</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------</td>
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<tr>
<td>13. Do you mean that you think I should go back and just tell him to his face? Won't that make him resent me?</td>
<td></td>
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<tr>
<td>14. I came up the hard way - no formal education. These young punks have it easy, stepping into these jobs right out of college. Wish I'd had the money to get me a degree.</td>
<td></td>
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<tr>
<td>15. I'd like to check with you again on this problem you gave me. I've got an answer to it but, I don't know, maybe it's goofy. You have more experience than I will ever have on stuff like this.</td>
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<tr>
<td>16. You know I've been feeling this way now for two weeks. It should have gone away by now. What would cause this sort of fatigue?</td>
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<tr>
<td>17. I wish my boss would let me know more often how I'm doing. He never pats me on the back anymore.</td>
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<td>18. I've known of other companies that tried this and it didn't do much good. Look at Spencer company, they've gone broke. It sounds good, but I don't know whether it will work.</td>
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<td>19. Now that he did it for me last year, I have to do it for him, but I sure don't want to.</td>
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<tr>
<td>20. My boy won the Best Athlete Award at school. What do you think of that? He's a real boy! But, tell me, how do you make your boy study? Maybe we've just let him get by.</td>
<td></td>
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<tr>
<td>HE SAYS</td>
<td>HE IS FEELING</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
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<tr>
<td>21. Tell me something will you. How much do you think the average man my age makes per month? Of course, I was in the service for four years and that held me back.</td>
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<tr>
<td>22. Do you definitely have to have those government reports by Monday? I also have that aircraft job as well as the monthly cost sheet to do. When will this push ever stop?</td>
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<tr>
<td>23. Can't we go on to another topic - why do we have to hash and rehash this same problem?</td>
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<tr>
<td>24. Gee, it's ten after twelve and the meeting was called for twelve sharp. Some of us get here on time. I hate coming in and sitting every week just waiting for others.</td>
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<tr>
<td>25. You can say that again!</td>
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</tbody>
</table>

USE THE SCORING KEY ON THE NEXT PAGE TO CHECK YOUR RESPONSES.
Scoring Key

DIRECTIONS: When finished, detach this sheet and use this key as a guide in evaluating your own responses. Mark your score on the LEFT on each item on the previous three pages, NOT ON THIS PAGE, using the scoring system described in the INSTRUCTIONS.

Finally, total your scores and write this total on the last page of the exercise.

1. Amazed, unbelieving.
2. Hopeful, confident, optimistic, eager.
4. Proud, pleased, happy, grateful, appreciative.
5. Certain, sure.
6. Shakey, insecure, precarious.
7. I'm not out-of-line, my feelings are justified.
8. Contented, satisfied.
10. Angry, mistreated, offended.
11. Depressed, feel like giving up, low as I can get.
12. You're rubbing it in, lay off. I've paid enough.
13. Skeptical of idea, afraid of consequences.
15. Lack of confidence, unsure inadequate, can't trust my judgment.
16. Worried, concerned.
17. I need some assurance, uncertainty.
18. Skeptical, I have some doubts, like to be sure.
19. Under an obligation, I should, but I don't feel like it.
20. Proud, pleased, yet concerned about his academic work. Concerned if I'm doing enough for him.
23. Impatient, fed up, sick of the problem.
24. Resentful of late comers. Irritated, anxious to begin.
25. I agree with that. I'm for that.
APPENDIX II

COUNSELING EVALUATION FORM
COUNSELING EVALUATION FORM

Client ___________________  Session _______  Date ______________________
Counselor ___________________  Supervisor ___________________

<table>
<thead>
<tr>
<th></th>
<th>Freq'ly</th>
<th>Occ'ly</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The counselor misses the cues of what is important to the client.</td>
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<tr>
<td>2. The counselor's remarks make things clearer for the client.</td>
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<tr>
<td>3. The counselor tries to see things from the client's point-of-view.</td>
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<td>4. The counselor appears alert to the feelings which are expressed in the client's remarks, positive and negative.</td>
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<td>5. The counselor is not with the client emotionally.</td>
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<td>6. Counselor uses a level of vocabulary similar to that of the client.</td>
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<td>7. Counselor seems to make the client defensive.</td>
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<td>8. The counselor accepts the client's expressions without approval or disapproval.</td>
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<tr>
<td>9. Counselor uses effective leads to help the client talk about his problem from new perspectives.</td>
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<tr>
<td>10. The counselor selects the topics for the interview.</td>
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<tr>
<td>11. The counselor's reflection or restatement of a client's response is an accurate representation of what the client says.</td>
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APPENDIX III

SUPERVISION INSTRUCTIONS TO GROUP I - MONITOR-MODELING
SUPERVISION INSTRUCTIONS TO GROUP I - MONITOR-MODELING

BACKGROUND: For the past year I have been engaged in the work of supervision. Hundreds of hours have been logged in listening to tapes made by beginning counselors. It became quite evident after such intense listening that one could detect certain patterns among new counselors, i.e., obvious cues from the clients that were missed, irrelevant questions that were asked, certain feelings that were passed over. In reviewing the tape with the counselor I frequently wished that I could have been present to correct the inappropriate response then and there preventing the new counselor from just wandering around lost in the interview.

An appropriate example of the statement above might be found in the teaching of swimming. The instructor presents himself as a model to the neophyte swimmer showing the new swimmer a stroke, watching him try to perform in a similar way, but making any necessary corrections.

In learning how to drive an automobile the instructor is present with a duplicate set of instruments before him. The new driver directs the auto, but from time to time the instructor may have to regulate or control the car with his own brake.

Examples such as these have led me to attempt a different approach to supervision and ultimately the learning of counseling.

PURPOSE: The purpose of monitor-modeling is to help the beginning counselor learn to counsel more effectively and efficiently. This supervisor asks two questions:

1. Does the neophyte counselor learn counseling skills better when the supervisor offers immediate supervision as a role-model, i.e., occasionally coming in with a more accurate and understanding response?

2. Does the beginning counselor learn more effectively about counseling skills when supervision follows immediately after the counseling session? During that time the taped interview is replayed and the counselor's non-understanding responses and missed cues are discussed. This form of supervision places the neophyte...
counselor in the role of a client and the supervisor in the role of a counselor?

FOCUS:

One must be mindful that in monitor-modeling, the focus IS ON THE NEOPHYTE COUNSELOR. To some it may appear that the focus is on more effective counseling for the client. It is taken for granted that better counseling should result when you place an experienced counselor and a beginning counselor together with a client. Only INDIRECTLY is the supervisor concerned with the client's problems. The supervisor is MORE DIRECTLY CONCERNED with the beginning counselor and how he is reacting to what the client articulates or feels. The example coming to mind here is that of driver education. The instructor does NOT DO the driving even though he has a duplicate set of instruments before him. No, he allows the new driver to direct the car, and only rarely will he utilize his instruments. The whole purpose being to have the new driver handle the car by himself. Thus, with monitor-modeling, the supervisor's task is to aid the new counselor in feeling more at ease in the counseling situation and so to respond in a more understanding and empathic way.

METHOD:

The client enters the room where the counselor and the supervisor are seated, (cf. diagram below). The client is equidistant from both supervisor and counselor.

```
  client
  \  /
  \//
supervisor------counselor
```

The session begins like any other counseling session. If the supervisor feels that an inappropriate remark has been made by the counselor, or that the counselor has missed a particular cue from the client, or failed to understand certain feelings, or asked the wrong question, he would at that particular moment address his remark to the client. It is possible that he could also make his reflection to the counselor. His remark to the client would act as a type of modeling response for the beginning counselor. The supervisor's reflection could also be considered as regulating, controlling, or "monitoring" the counseling session. The remark
allows the neophyte counselor a realization that perhaps he has missed something in the client's communication and would give him the opportunity to "zero-in" on what the client has said instead of wandering around in the session.

QUESTIONS:

1. How often does the supervisor enter the session?
   ANSWER: This will depend on the nature of the interview. In all likelihood, he will make more reflections or remarks at the beginning of the course than at the end of the semester.

2. Does not the having of two counselors intimidate the client?
   ANSWER: This could be a possible result. It might also, however, make the client feel special in having two counselors.

3. Monitor-modeling supervision seems to be very similar to multiple counseling or "two-headed" counseling?
   ANSWER: At times it would certainly appear that way. The supervisor does make remarks directly to the client and the client may respond to him, but the supervisor's chief purpose is to help the COUNSELOR, and only indirectly help the client. If it were a form of multiple counseling, and the aim would be more effective counseling, the supervisor would be more concerned with his counseling the client rather than his supervising the counselor.
APPENDIX IV

SUPERVISION INSTRUCTIONS TO GROUP II - IMMEDIATE FEEDBACK
SUPERVISION INSTRUCTIONS TO GROUP II - IMMEDIATE FEEDBACK

SUPERVISION: (in general) The purpose and manner of supervision for counselors has received much attention in the last few years. Many have talked or written about its importance in counselor education, but have not indicated just how it should be performed.

I feel that the period of supervision should be that time in which one comes to know himself better and in that very process of knowing himself becomes more helpful to those who come to him for counseling. During supervision, I believe the counselor comes to a much better understanding, a more realistic and existential understanding, of what it means to be a counselor. He becomes a much better listener, much more attentive to what individuals say and do not say, he comes to grasp the dynamics of personality in a much more tangible way, he learns ways of aiding individuals in exploring their feelings, and hopefully, he is learning a style of counseling consonant with his personality.

RELATIONSHIP: (the supervisor) This relationship to the supervisor is very difficult to describe. Some say that it cannot be that of a teacher to a student, but unfortunately the expectations of the students usually make it thus. Some feel that it should be very close to that of a therapist to a client, but even that analogy seems to break down. I suspect that it borders between the two of these relationships. At times sessions do become didactic because certain information is lacking to the neophyte counselor, at other times the supervisor is handling the feelings of the new counselor as they intrude on the counseling situation.

SUPERVISION: (in the past) In the past, supervision of a taped interview could take place anywhere from immediately after the session to two weeks after these sessions, thus such supervision took place after much of the
immediacy of the counseling situation was gone or lost. So often I found that the feelings which the counselor had immediately after a counseling session were not retrievable at the time of the supervision and that questions which the new counselor would have liked to ask could not be summoned forward.

Therefore, as part of this research project it was decided that the beginning counselor should get IMMEDIATE FEEDBACK on his counseling performance. In this way he would have an opportunity to review his counseling techniques used in a session while the situation was still fresh in mind.

**PROCESS:**

The process of supervision will vary somewhat from supervisor to supervisor and from interview to interview. Here are some considerations:

1. How does the counselor feel about the interview?
2. What did he feel was the main problem?
3. What was he attempting to do in the interview?
4. What hypothesis does he have to account for the student's or client's behavior?
5. How did he feel about the prolonged silence?
6. How did he feel about the client?

The supervisor may replay sections of the tape, especially the first five minutes of the interview. So often patterns of counseling are established here and are continued for the rest of the interview. The supervisor may be particularly interested in seeing how well the beginning counselor is listening. Does it seem that the counselor is missing cues or asking too many questions or not following the client's communication. The supervisor may replay just the response of the client, then have the counselor give a response in other words of what the client conveyed, have him then give a good response, and finally play his actual response to see how the two match. At other times the supervisor may play longer sections of the taped interview to evaluate the quality of it.

**ADVANTAGES:**

One large advantage of immediate feedback supervision is that the beginning counselor has an opportunity to review his tape when the issues and feelings are still fresh.

I also believe that hearing his own tape is a
valuable learning experience. Some beginning counselors are shocked at some of the things they say on tape and would not believe responses they make had they not been recorded. A further advantage would be that through hearing the tape, a counselor develops insight into the manner of his counseling and listening or non-listening which is difficult to duplicate.
APPENDIX V

INSTRUCTIONS TO JUDGES
INSTRUCTIONS TO JUDGES

Gross Ratings of Facilitative Interpersonal Functioning

The facilitator is a person who lives effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathic understanding and a respect for all of the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relations with others, in his commitment to the welfare of the other person he is quite capable of active, assertive, and even confronting behavior when it is appropriate.

Discriminative learning is defined as ... "the learning to note those particular cues or clues in a stimulus situation needed to evoke one response rather than another."

There are two basic types of discrimination possible in a relationship in which one person is seeking help from another. The first involves discerning what is happening in the total relationship and what the helpee is communicating to the helper. ...the second, and most difficult, is discerning what would be helpful for the helper to do or say in the particular situation.

By facilitative we simply mean that which frees the individual to attain higher and more personally rewarding levels of intrapersonal functioning. While facilitative may also connote the behavioral change resultant from the symptom and or anxiety reduction due to techniques as systematic counter-conditioning, we employ the construct primarily to denote those counselor dimensions of attitude and sensitivity that create a therapeutic atmosphere enabling the client to relate constructively to the counselor and to himself within the therapeutic encounter. Dimensions such as the counselor's accurate empathic understanding of the client, his respect for the client, his genuineness within the encounter, and the concreteness or specificity with which the counselor and the client deal with feelings and problem expressions, enable the client to explore himself constructively in his areas of concern.

A more complete version of these instructions including the client responses used for judges' training can be found in Robert Carkhuff's book, HELPING AND HUMAN RELATIONS, Volume 1, pp. 115-123.
## Scale of Gross Ratings of Facilitative Interpersonal Functioning

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<thead>
<tr>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
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<tbody>
<tr>
<td>None of these conditions are communicated to any noticeable degree in the person.</td>
<td>Some of the conditions are communicated and some are not.</td>
<td>All of the conditions are communicated at a minimally facilitative level.</td>
<td>All of the conditions are communicated and some are communicated fully.</td>
<td>All of the conditions are fully communicated simultaneously and continually.</td>
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The dissertation submitted by Reverend Philip F. Quinn, S.J., has been read and approved by four members of the Department of Guidance and Counseling, School of Education.

The final copies have been examined by the director of the dissertation, the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

12-16-71
Date

[Signature of Advisor]