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Assessment of behavior and personality characteristics of master's level counselor education students across training and supervision

Timothy E. Clinton
College of William & Mary - School of Education

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**Assessment of behavior and personality characteristics of
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Clinton, Timothy E., Ed.D.

The College of William and Mary, 1990

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**ASSESSMENT OF BEHAVIOR AND PERSONALITY
CHARACTERISTICS OF MASTER'S LEVEL COUNSELOR
EDUCATION STUDENTS ACROSS TRAINING
AND SUPERVISION**

**A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia**

**In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education**

**by
Timothy E. Clinton
May 1990**

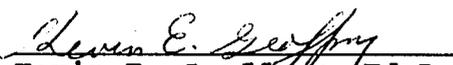
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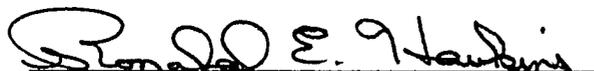
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Dedication

To Julie, my wife, love, companion and best friend and to the recent gift of love to us both, our daughter Megan Ann, born March 12, 1990.

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ASSESSMENT OF BEHAVIOR AND PERSONALITY
CHARACTERISTICS OF MASTER'S LEVEL
COUNSELOR EDUCATION STUDENTS ACROSS
TRAINING AND SUPERVISION

by

Timothy E. Clinton

Committee Chairperson:

Sally A. Franek

(ABSTRACT)

Calls for a more prescriptive, individually tailored approach to counselor training have recently appeared in the literature. The focus of this study was the assessment of behavior and personality characteristics of master's level counseling students and to determine if change occurred among these characteristics as a result of counselor training and supervision or to the gender of the student.

Behavior was assessed using the Hutchins Behavior Inventory which measures the thinking, feeling and acting domains of behavior. Personality

characteristics were measured using the Adjective Checklist and the California Personality Inventory. Data from eighty-five students were used.

Discriminant analysis was used to determine if personality characteristics discriminated the behavior groups. Additionally, repeated measures multivariate analysis of variance and the univariate analysis of variance component of the discriminant analyses were used to determine if change occurred.

Students differed across the behavior groups. Further, selected personality variables discriminated the behavior groups. When the discriminant function was used 85.88% of the students were classified correctly. Additionally, change was observed across training and supervision. The gender of the student was not significant in this analysis. The interventions of counselor training and supervision appeared to cause the change.

**BEHAVIOR AND PERSONALITY CHARACTERISTICS
OF MASTER'S LEVEL COUNSELING STUDENTS ACROSS
TRAINING AND SUPERVISION**

Chapter I

Justification for Study

Recently, Hollis and Wantz (1986) devoted an entire text to counselor preparation programs in the United States and its territories. They identified five hundred and eighty-two (582) recognized educational units that offered one or more counselor training programs. Of the units responding to their research efforts, four-hundred and fifteen (415) offered one or more master's degrees, making it the most ubiquitous. Upon review of these particular programs, they stated, "when master's degrees by titles, majors, number of hours credit required, number of students graduated, and experiential components required are all analyzed, one recognizes the complexity and multidimensional aspects of the counseling profession" (p. 24).

The importance of effectively training future counselors has been strongly indicated in the literature (Borders, 1989; Bradley, 1989; Boyd, 1978; Hess, 1980). Additionally, professional counseling

organizations have clearly identified the important role of counselor training to the profession, clients and trainees (AACD, 1984; ACES, 1987; APA, 1981).

However, while there is a virtual unanimity regarding the importance and necessity of this training, counselor educators have long debated how best to train future counselors (Austin, 1961; Bradley, 1989; Flemming, 1953; Hess, 1980; Rogers, 1957). In addition, over the last twenty years, those involved in counselor training have been challenged repeatedly to develop a more programmatic approach and empirically validate their efforts (Bartlett, 1982; Hess, 1980; Hosie, 1989; Lister, 1966; Ryan, 1978).

Some have responded to the need and have developed training approaches based on their theoretical approach to counseling. Bradley (1989) and Hess (1980) have described these approaches in detail. However, it has been established that the training process requires much more than simply a theory of counseling on the part of the trainer (Goodyear and Bradley, 1983; Loganbill, Hardy and Delworth, 1982; Stoltenberg, 1981). Because of the complexity of counselor training, calls have been issued for training efforts

that are more comprehensive in nature and prescriptive to the individual needs of future counselors (Hart, 1982; Hess, 1980; Lanning, 1986; Rosenthal, 1977).

Several educators have responded to this need and have set forth developmental models for counselor training (Littrell, Lee-Borden, and Lorenz, 1979; Hart, 1982; Stoltenberg, 1981; Stoltenberg and Delworth, 1987). These approaches have been described by Borders (1989) and Worthington (1987) as being more flexible and responsive to trainee needs and characteristics in training. Holloway and Hosford (1983) feel this approach could lead to a science of counselor training. However, while this developmental perspective is gaining popularity (Borders, 1989), research has not strongly established its position (Worthington, 1987). This led Borders (1989) to call for a moratorium on new and improved developmental models. Specifically, she encouraged efforts to focus on descriptions of the "thoughts, feelings and behaviors of supervisees at various developmental stages that are more detailed than these global descriptions" (p. 17).

Several counselor educators have suggested that training efforts should focus on the triad of thinking,

feeling and acting behaviors for the development of a prescriptive approach (Blocher, 1982; Bordin, 1982; Lenihan, 1980; Oratio, 1977).

This movement in counselor training toward a more comprehensive and prescriptive approach is consistent with the current theoretical preference in counseling for responsible eclecticism (Garfield and Kurtz, 1974, 1976; Smith, 1982; Ward, 1983; Watkins, et. al., 1986). Smith (1982) declared that, "The heyday of schools in psychotherapy is past" (p. 808). According to Norcross (1986), "clinicians of all persuasions are increasingly seeking a rapprochement of various systems and an integration of therapeutic interventions" (p. 4).

Several individuals have developed models they believe will meet the burgeoning call of "What treatment, by whom, is most effective for a particular individual with a specific problem in a particular circumstance?" (Howard, Nance and Myers, 1987; Ivey, 1986; Lazarus, 1986; Thorne, 1967a). Interestingly, Smith (1982) noted that "Multimodal Therapy" as advanced by Lazarus was consistently cited as a theoretical orientation that best represented the present zeitgeist in counseling. Lazarus (1986)

particularly builds his theory around the uniqueness of individuals, problems and circumstances.

Smith (1982) also maintained that a strong interest had developed concerning the integration of affect, cognition and behavior. Several professionals now maintain that attention to these particular domains is essential for increasing counseling effectiveness (Corey, 1986; Corsini, 1988; L'Abate, 1981). Such an interest led Hutchins (1979, 1982, 1984) to develop a model called the "TFA System". His intent was to develop a more comprehensive and prescriptive approach to counseling based on how people think, feel and act (TFA).

The TFA system advanced by Hutchins is the only model, at present, that is accompanied by instrumentation, namely the Hutchins Behavior Inventory (HBI). Furthermore, the HBI assesses the TFA patterns of individuals in situations. The instrument has been recommended by Walker (1984), Wheeler (1986) and Mueller (1987) for use in clinical research.

Rationale for the Study

Recently, Hawkins (1988) studied the relationship between personality characteristics as assessed by the Adjective Checklist and behavior as assessed by the Hutchins Behavior Inventory for master's level counseling students. He found significant differences across behavior patterns on personality characteristics. He encouraged future efforts into this assessment and called for a consideration of the effects of counselor training on these characteristics. He maintained that such investigations might be viewed as an initial step toward the development of a more prescriptive approach to training.

Statement of Purpose

Egan (1986) and Hosie (1989b) have continued to echo the call for greater accountability in counselor training and for the empirical validation of training efforts. Based on the current trend in counselor training toward a more individually prescriptive approach, and the need for further inquiry of trainee characteristics, (Hawkins, 1988; Borders, 1989), the major purpose of this study was:

- A) To assess what kinds of HBI group patterns emerge for master's level students involved in counselor education programs.
- B) To assess whether personality characteristics differ significantly across the behavior groups.
- C) To consider whether change in these characteristics occurred as a result of training and supervision.

Counselor training should never be a random process. The assessment of trainee styles of behavior and personality and development of a training approach that is informed by that assessment is demanded by present literature. This study should be viewed as a first step toward the development of an individualized instructional methodology that systematically broadens the trainee skills and affords the opportunity to individualize the training program. It could also have benefit for assessing trainee change as a function of the various training models and processes.

Theoretical Rationale

Lazarus's MultiModal Therapy

Smith (1982) found that Lazarus's "Multimodal Therapy" (MMT) was frequently cited by professionals as the theoretical orientation that best represented the present zeitgeist in counseling and psychology. Lazarus (1981, 1984, 1985, 1986) advocated a strong emphasis on the need for therapeutic pluralism. He believed that "few, if any, problems have a single cause or a unitary 'cure', and recognized that the human disquietude is multileveled and multilayered" (1981, p. 13). Therefore, multimodal therapists dissect human personality into discrete but interactive modalities or dimensions.

Theoretically, multimodal therapy is based primarily on "Social Learning Theory" and "General Systems Theory". The reciprocal interaction between personal and environmental variables is highly emphasized in multimodal therapy (Lazarus, 1984). Personality is formed, maintained, and altered through many processes: classical and operant conditioning, modeling and vicarious learning, unobservable thinking, feeling, images and sensations, nonconscious processes

neurophysiological-biochemical element being drugs/biology" (Lazarus, 1986, p. 66). These terms later were formed into the acronym, BASIC I.D. Lazarus hypothesized that any and every condition that "human flesh and the psyche is heir to, can be accounted for by using the BASIC I.D." (Lazarus, 1981, p. 16). Further, it must be understood that every modality is present to some extent in an individual's life. Awareness of this fact and a consideration of the interaction between the modalities is basic to Lazarus's theory. Hence, it is believed that, "clients usually are troubled by a host of specific problems across the BASIC I.D. that should be dealt with by a similar multitude of specific treatments" (Lazarus, 1984, p. 491).

Through assessment, the multimodal therapist examines each area of a person's BASIC I.D.. According to Lazarus, the therapist, through "examining the specific modalities and their salient interactions, is better able to achieve a thorough and holistic understanding of the person and his/her social environment" (1981, p. 13). Lazarus also maintained that, "With most practitioners, the client seems to get

only what the therapist practices - which may not necessarily be what is best for the client" (Lazarus, 1984, p. 496). In contrast, multimodal therapists constantly ask: "What works best, for whom, and under which particular circumstances?" (Lazarus, 1984, p. 496). Thus, they take care not to fit a client to a predetermined treatment.

Lazarus (1984) also maintained that counselors may use techniques from any given theory without subscribing to its underlying principles or beliefs. He called this activity, "technical eclecticism" (Lazarus, 1984, p. 491). Selection of technique is based on the probability of effectiveness with the type of problem, client, and situation.

In multimodal therapy the counselor starts by "bridging". Lazarus (1984) explains that "bridging refers to a procedure in which the therapist deliberately tunes into the client's preferred modality before branching off into other dimensions that seem unlikely to be more productive" (p. 493). The goal is not to fit clients to the "treatment" but rather to fit the therapy to the requirements of the client precisely (Lazarus, 1981). Once bridging is accomplished,

"tracking" becomes important. Tracking refers to a "careful examination of the firing order of the different modalities that the client presents at various times or in various situations" (1981, p. 493). This technique provides opportunities for the examination of antecedent factors and enables the therapist to select the most appropriate intervention techniques.

Multimodal therapy is a systematic and comprehensive psychotherapeutic approach. The BASIC I.D. is a strong operational means of tailoring to the question of, "What works, for whom, and under which particular circumstances?".

It is individualistic and allows for therapeutic flexibility and versatility in dealing with the diversity of human issues. Each client, problem and situation is unique. Therefore, treatment needs to be tailored and prescribed to such.

Multimodal therapists constantly adjust to clients. They seek the specific techniques and styles of interaction that will most likely enhance the probability of achieving desired aims in therapy. Therefore, reliable assessment, understanding, and

intervention of a client's BASIC I.D. is critical to multimodal therapy.

Definition of Terms

Behavior - The individually situational responses of thinking, feeling and acting as assessed by the Hutchins Behavior Inventory (HBI).

Counselor Training and Supervision - The recognized graduate level educational process designed to train counselors in the United States and its territories.

Eclecticism - The trend in counseling toward theoretical and technical pluralism. The approach prizes a more comprehensive and prescriptive focus and tailors interventions to the uniqueness of each client in specific situations.

Personality Characteristics - The specific scale descriptions of personality variables as assessed by both the Adjective Checklist (ACL) and the California Personality Inventory (CPI).

Subject/Student - An individual enrolled in the master's level counselor education program at a private southeastern university.

Research Hypotheses

This study focused on the assessment of behavior and personality characteristics of master's level counseling students. Additionally, an analysis of whether change occurred across these characteristics as a result of training was conducted. The following hypotheses were provided:

1. Subjects participating in the study will be diversified in their behavior patterns as assessed by the Hutchins Behavior Inventory (HBI).
2. Personality characteristics as assessed by the Adjective Checklist (ACL) and California Personality Inventory (CPI) of subjects participating in the study will discriminate the HBI group behavior patterns (TA, AF, FT, TFA).
3. Change in behavior and personality characteristics will occur as a result of counselor training.
4. Change in behavior and personality characteristics will not occur as a result of the gender of the student across training.

Data Gathering Procedures

Archival data were used in this study. The data were collected and secured by the graduate counseling department of a private southeastern university.

Subjects for the study included 85 graduate level counselor education students. Each student had successfully completed the counseling practicum I course. The following procedures were conducted in the utilization of the data by this researcher:

1. Permission was secured from the university in order to use the data.
2. The testing instruments were coded by the counseling department and then given to this researcher in order to protect the confidentiality of the students.
3. The data were secured and carefully reviewed by the researcher to protect the integrity of the data.
4. Upon completion, the data were returned to the counseling department.

Limitations

This research is limited by:

1. Use of subjects from a single institution. Therefore, the generalizability of the results to students from other institutions will be restricted.
2. The lack of a specific model for counselor training. Although there is a procedural format to the training interventions, neither was developed from a specific training model.
3. The assessment of change for only one course across the counselor training experience at the master's level.
4. The inability to consider the ethic, social and religious backgrounds of the students to the results of the study.
5. The lack of a control group. However, it would be improbable to have graduate students and not have them participate in their academic programs.
6. The use of archival data as compared to being able to actually conduct the experimental design.

Chapter II

Review of the Literature

Counselor Training An Overview

Accountability in counselor training

Recently, the counseling profession has been challenged to build stronger accountability in counselor training and to reduce the number of inept helpers currently involved in providing counseling and psychotherapy (Bradley, 1989; Ellis, 1984; Hosie, 1989b; Lambert, Bergen and Collins, 1977; Mays and Franks, 1980). Some have contested the overall effectiveness of counselor training efforts and have called for more competency-based programs in counselor education (Berstein and LeComte, 1979; Carkhuff, 1969; Garilan and Ryan, 1979; Hess, 1980). Egan (1986) shared this concern and called for better management of present training efforts. More recently, Hosie (1989), as president of the Association for Counselor Education and Supervision (ACES), also emphasized the need for more competency-based counselor training efforts. He challenged, "We must begin a concerted effort to

validate our training and show the efficiency and worth of our supervisors and graduates" (p. 2).

Yogev (1982) and Upchurch (1985) have identified a widespread movement toward accountability in the training of counselors. This growing commitment to accountability has led to substantive changes in the counseling profession over the last 20 years. Ethical guidelines for counselors have been established and strengthened (AAMFT, 1985; AACD, 1984; APA, 1981;). In 1978, Virginia was the first state to develop licensure statutes for professional counselors. At present, 32 states have such statutes to govern the practice of professional counseling (Hosie, 1989). Also, there are now three (3) accreditation organizations providing criteria for assessing master's level programs in counselor education. These accreditation agencies are the Council for Accreditation of Counseling and Related Educational Programs (CACREP)(1985); the Council on Rehabilitation Education (CORE)(1985); and the Commission on Accreditation for Marriage and Family Therapy Education (CAMFTE) (1979). Additionally, the National Board for Certified Counselors (NBCC) was formed and through its national examination process has

now certified some 17,000 counselors (Lipscomb, 1989).

However, as Corey, Corey and Callanan (1988) have noted, "Degrees alone do not confer competence to perform any and all psychological services" (p. 142). Further, according to Gill (1982) licensure and certification also do not ensure that practitioners can effectively and competently do what they are permitted to do. Rather the establishment of these and other guidelines are for the purpose of protecting the public from grossly unqualified and untrained counselors. Hence, according to Corey, Corey and Callanan (1988), it can be logically concluded that effective training serves as "a basic aspect of therapeutic competence" (p. 145).

The importance of counselor training

According to Hollis and Wantz (1986), there are now over five hundred (500) recognized educational programs to prepare counselors in the United States and its territories. The overall importance of training and supervising such future counselors has been well documented throughout the literature (Hess, 1980; Lambert 1980; Borders and Leddick 1987; Bradley 1989). The effects of this training have obvious implications

for the counseling discipline, clients and trainees.

The American Association for Counseling and Development (AACD) (1984) has maintained that the training of effective counselors is essential for the integrity of the counseling profession, the preservation and protection of individual rights and dignity, and the overall welfare of clients. Furthermore, it has been established, according to Cormier and Bernard (1982) that trainees have the legal right to periodic feedback and evaluation so they have a basis for improving their clinical skills.

Wrenn (1962), nearly thirty years ago, maintained that, "The counselor as a person is that single most important factor in counseling" (p. 168). He believed the therapist must first understand him/herself psychologically and be adequately trained in order to be effective in helping others. Bauman (1972) concurred with this position and described the counselor training process as helping the student acquire increased professional skill through learning. The implication was that the trainee would move toward "effective alterations in his professional self" (p. 251). Boyd (1978) later added to this understanding as

he defined the supervisory process as "the function of overseeing the counselor's work for the purpose of facilitating personal and professional development, improving competence, and promoting accountability in counseling and guidance" (p. 27). More recently, Bradley (1989) reinforced these positions. She claimed that the foremost purposes of this training were "facilitating professional development, increasing competencies and promoting accountability in guidance and counseling" (p. 8). Upon review, it becomes obvious that counselor trainees and the training process demand the guided efforts, attention and empirical validation of counselor educators.

The amorphous and disputed nature of counselor training

How best to train students who wish to become counselors has been considered for some time by counselor educators (Austin, 1961; Dreikers and Sonstegard, 1966; Flemming, 1953; Gardner, 1952, Rogers, 1957; Truax and Carkhuff, 1967). Yet, not until recently has serious attention been given to the development of a conceptual framework and the empirical validation of training efforts.

Over the last 20 years, counselor training and

supervision has been challenged repeatedly to develop a more programmatic approach and to document empirically the effectiveness of the process (Bergin and Garfield, 1978; Brown, 1985; Carkhuff and Berenson, 1967; Hess, 1980; Hosie, 1989; Lister, 1966; Ryan, 1978). However, while a review of the literature has evidenced a virtual agreement regarding the importance and necessity of counselor training and many have called for research in this area, little evidence yet documents the process and outcome (Ellis and Dell, 1986; Hansen, Robins and Grimes, 1982; Holloway and Hosford, 1983; Wiley and Ray, 1986). Also, according to these reviewers, fault can be found with most of the research that is available on grounds of inadequate sample size, unreliability of dependent measures and excessive reliance on neophyte trainers as subjects.

Initial responses to these deficits in counselor training has been exhibited in the development of models for counselor training based on the theoretical schools of counseling and therapy. Theory is important to training. Specifics regarding the major training theories have been described in several sources (Bartlett, 1982; Bradley, 1989; Hess, 1980; Goodyear

and Bradley, 1983; The Counseling Psychologist's "Supervision in Counseling II", 1983). Obviously, it can be safely concluded that theory is important to training.

Goodyear and Bradley (1983) maintained that "theory serves simultaneously as a guide for goals and behaviors and as a resource from which supervisees can draw as they develop their own models for counseling practice" (p. 228). Interestingly, some evidence has reinforced the idea that trainer style does closely correspond to the trainer's preferred theoretical orientation as a counselor (Friedlander and Ward, 1984; Goodyear, Abadie and Efros, 1984; Mairs, et. al, 1983). However, most educators have clearly noted that training on the part of the trainer requires much more than simply a theoretical position on counseling (Hart, 1982; Holloway and Hosford, 1983; Loganbill, Hardy and Delworth, 1982; Stoltenberg, 1981; Stoltenberg and Delworth, 1987; Bradley, 1989). While some were attempting to apply their counseling model to training, Holloway and Wolleat (1981) identified a more serious concern. They indicated that beginning supervisors had simply developed their own style of supervision rather

than even attempting to systematically develop a training program.

This unfortunate overall state of affairs led Holloway and Hosford (1983) then appropriately to conclude, "The overall wholesale dependence of the field to use theoretical bases and intuitive preferences in the determination of supervisory strategies, rather than empirically validated interventions, suggests that clinical supervision of counselors is presently an art and not a science" (p. 73). Blocher (1982) agreed in principle as he described these early efforts as "casual supervision" or "a seat of the pants approach" (p. 27).

Hess (1980) suggested that due to the influence of the "schools approach" to counselor training not much attention has been given to the necessary development of a comprehensive theoretical base. Hart (1982), upon a review of the training methods, concluded that efforts which are more inclusive needed to be generated. Lanning (1986) later joined and maintained that the early theoretical orthodoxies that dominated training theory, research, and practice, were too limited and inflexible to most people training

counselors. He urged for efforts that would be more concerned with the uniqueness of the individual and broader in scope regarding the training process.

Counselor training and current theoretical trends in counseling

A brief history of eclecticism

The trend in the conceptualization of the training and supervisory process is consistent with the current theoretical emphasis toward responsible eclecticism and metatheory in counseling and psychotherapy. This approach prizes a more comprehensive and prescriptive focus and tailors interventions to the uniqueness of each client in each situation.

The emergence of the eclectic stance in modern counseling and psychology is largely due to the work of F. C. Thorne. Thorne (1952) was the first to advocate a complete eclectic system for clinical practice. He suggested that all of the major theories or approaches to clinical practice were incomplete and attempted to incorporate them into an all-inclusive method, which he called "eclecticism". In doing so, Thorne "utilized and synthesized the contributions of all the recognized systems and schools of psychology according to their

indications and contraindications" (1973 a, pp. 446-447).

Further, he maintained that eclectic theoreticians hypothesize a wide spectrum of etiological factors potentially causing disorders. He, therefore, postulated that, "it is necessary to have a wide therapeutic armamentarium of methods suited to specific indications and contraindications" (Thorne, 1967b, p. 269).

According to Thorne, behavior consists of the "changing states of the total, or whole, individual living organism as it copes with the experience of interacting with its environment in the unique, individual ways that differentiates it personally and socially with others" (1973b, p. 466). Further, personality development is regarded as "a struggle to transcend affective-impulsive-unconscious determination of behavior by learning and perfecting rational-logical-voluntary control of behavior" (Thorne, 1961, p. 198).

The basic strategy of his eclectic stance, therefore, is to "differentiate all the possible etiologic causes of the disorder, and then to select

appropriate methods specifically indicated to modify etiological factors of the individual" (1967b, p. 269). He stated, "Every person is postulated to be active, dynamic, motivated, and, in general, striving for self-actualization. The primary motive in life is postulated to be "self-enhancement on all levels of integration" (Thorne, 1967a, p. 22). Hence, the etiological equation is to be the basis of treatment. These equations are unique to each client and are to be revised constantly. Therefore, with the acknowledgement of the inability of theories to offer complete systems providing complete answers, Thorne proposed that the "eclectic method is the only approach capable of reconciling and utilizing, according to their indications and contraindications, all the factors organizing the most complex integrations" (Thorne, 1973b, p. 472).

Thorne's work led to the completion of two volumes of Psychological Case Handling (1968). In these volumes, he attempted, "to collect and integrate all known methods of personality counseling and psychotherapy into an eclectic system which might be the basis of standardized practice" (Thorne, 1968, p.

VI). Unfortunately, according to Lazarus (1967), his work became so complex that it was of little practical value.

Fiedler (1950a, 1950b) also helped perpetuate the movement toward eclecticism. In his studies, he compared the therapeutic relationships of psychoanalytic, nondirective and Adlerian therapy. In his first study, (1950a), ten experts and ten non-experts of each orientation participated. Fiedler demonstrated that the expert therapists of the various schools agreed more with the experts of the other schools, than they did with the less expert within their own schools, in describing their concept of the ideal therapeutic relationship. Further, he concluded that "the ability to describe this concept was a function of expertness rather than theoretical allegiance" (p. 245). In his second study, (1950b) Fiedler investigated whether therapists with divergent theoretical views and therapeutic techniques differed in their concept of ideal therapeutic relationships. This study attempted to investigate the nature of the therapeutic relationships created by ten experts and ten non-experts in each school. He concluded, that

"therapists of different schools do not differ in describing their concept of an ideal therapeutic relationship" (p. 245). Hence, in practice the therapists of the different schools were all virtually doing the same thing.

Toward the latter part of the 1960's many professionals began heralding this trend in counseling and psychotherapy. Krumboltz (1966) stated, "What we need to know is which procedures and techniques, when used to accomplish which kinds of behavior change, are most effective with what kind of client, when applied by what kind of counselor" (p. 326). Paul (1967) also called for research in counseling to focus on the question, "What treatment, by whom, is most effective for this individual with that specific problem and under which set of circumstances?" (p. 109).

Surveys of theoretical orientation and the development of eclectic models

During the last forty-five years several surveys have been conducted that considered the theoretical orientation of professional helpers. Thorne (1945), initially referencing the eclectic position, found that no members of the American Psychological Association

(APA), division of Clinical Psychology identified themselves as eclectic. However, more recent surveys have now indicated that the most prominent approach to counseling and psychotherapy is eclecticism (Garfield and Kurtz, 1974, 1976; Smith, 1982; Norcross and Prochaska, 1982; Watkins, et. al., 1986).

Garfield and Kurtz (1974, 1976) surveyed 855 members of the division of Clinical Psychology of the American Psychological Association (APA). Their intent was to "survey the activities and views of the members, so as to gauge present trends in the field" (p. 8). They found that almost 55% of their study identified themselves as "eclectics". They concluded that, "it would appear as if there were some tendency for individual clinical psychologists to move away from a primary identification with one theoretical view and to adopt a more eclectic orientation" (1974, p. 11). In 1976, Garfield & Kurtz sent out another survey. This particular study reported on the views of 72 clinical psychologists who identified themselves as "eclectics" in the earlier study. They concluded that, "those who identify themselves as eclectics do not follow any one theoretical orientation and tend to draw either

theoretical concepts or clinical techniques from two or more theoretical viewpoints" (p. 82).

Smith (1982) also surveyed 422 members of both clinical and counseling psychologists of the American Psychological Association concerning their views on the current trends in counseling and psychotherapy. An overwhelming 41% of his respondents subscribed to the "eclectic" designation. In reference to the Garfield and Kurtz study (1974) Smith stated,

The most plausible exploration of the difference between our 41% and Garfield and Kurtz's 55% is that several of those who indicated a preference for cognitive behavioral, family systems, or other, would have opted for eclectic if the other choices had not been available, as was true in the study by Garfield and Kurtz (p. 804).

Smith noted that, "fewer than 2% of his sample believed that the phrase 'exclusive schools' (e.g. Freudian, Rogerian) adequately described the emphasis in psychotherapy today" (p. 807). Further, he concluded that, "the measures on nearly all the variables indicated consensus that the days of individual schools in counseling and therapy are drawing to a close" (p.

805). He also suggested that "the interest at this time in therapy systems is the integration of affect, cognition, and behavior and stress intervention strategies, more than heavily theoretical approaches" (p. 808).

Norcross and Prochaska (1982), following the format of Garfield and Kurtz, conducted a national survey of 479 randomly selected American Psychological Association members and fellows of Division 12 (Clinical Psychology) living in the United States. They concluded that 30% of active clinical psychologists identified with eclecticism. Further, they found that those who were eclectic tended to be older and more experienced. Inexperienced therapists tended to endorse an exclusive theoretical orientation.

Watkins et.al. (1986) more recently surveyed 716 randomly selected American Psychological Association members of Division 17 (Counseling Psychology). Over 40% claimed to be eclectic in theoretical orientation. They also found that respondents with ten (10) or more years of experience more frequently endorsed eclectic approaches. Once again inexperienced therapists tended to endorse an exclusive theoretical orientation.

The shift toward eclecticism has given rise to theoretical and technical pluralism in counseling and corresponding respect for the orientation of other practitioners. Norcross (1986) commenting on this trend stated, "clinicians of all persuasions are increasingly seeking a rapprochement of the various systems and an integration of therapeutic interventions" (p. 4). Their attempt is to address the question of "What works, for whom and under what circumstances?". Numerous examples of this trend can now be found and are a dominant force in contemporary counseling and psychotherapy (Burke, 1989; Bruce, 1984; Egan, 1986; L'Abate, 1981; Lazarus, 1986; Norcross, 1986; Stone, 1986; Ward, 1983). According to Nicholson and Golsan (1983) "eclecticism is an essential perspective for dealing with the complexity of human problems" (p.25).

The thinking, feeling and acting trichotomy and the Hutchins TFA system

Some have suggested that integrating approaches that primarily focus on patterns of how people think, feel and act is essential for increasing counseling effectiveness (Corey, 1986; Corsini, 1988; Ellis, 1982;

Egan, 1986; L'Abate, 1981). Such a belief led Hutchins (1979, 1982, 1984, 1986) to espouse a model called the "TFA System". His model is designed as a means for "examining theories, techniques, behavioral problems, and interactional patterns that exist between people (Hutchins, 1984, p. 573). Hutchins offered the following definitions of these behavioral orientations:

Thinking Orientation

Generally thinking persons are characterized by intellectual, cognitively-oriented behavior. They tend to behave in logical, rational, deliberate, and systematic ways. They are fascinated by the world of concepts, ideas, theories, words, and analytic relationships. The range of behavior in this category runs from minimal thought to considerable depth in quality and quantity of thinking. Organization of thoughts ranges from scattered to highly logical and rational.

Counselors with this orientation tend to focus on what clients think and the consequences. Special attention is paid to what the client says or does not say. Frequently, illogical, irrational thinking is seen as a major cause of client

problems. A primary goal of this approach is to change irrational thinking, thus enabling the client to see things more rationally and to resolve problems. Counselors who use this approach are likely to be influenced by the work of Ellis (Rational-emotive therapy), Beck (Cognitive therapy), Maultsby (Rational behavior therapy), and Meichenbaum (Cognitive modification) (Hutchins, 1984, p. 573).

Feeling orientation

Feeling persons generally tend to behave in emotionally expressive ways. They are likely to go with their feelings in making decisions: 'If it feels good, do it!' The expression and display of emotions, feelings, and affect provide clues to people with a primary feeling orientation. A person's look can range from angry, anxious, bitter, hostile, or depressed to one of elation, joy, or enthusiasm. One's emotional energy level can vary from low to high. Counselors with this orientation are likely to be regarded as especially caring persons. They tend to focus on the client's feelings, paying special attention to

how the person talks. Knotted and tangled emotions are seen as a major source of the client's problems. These counselors help the client describe, clarify, and understand mixed up and immobilizing emotions. As emotional incongruencies are straightened out, the client is frequently able to perceive things more clearly (insight). Counselors using this approach are likely to be influenced by the work of Rogers (Non-Directive, Client-Centered, Person-Centered Therapy), Perls (Gestalt Therapy), Maslow, and a host of phenomenological, humanistic, and existential writers (Hutchins, 1984 p. 573).

Acting orientation

Acting persons are generally characterized by their involvement in doing things and their strong goal orientation. They are frequently involved with others, and tend to plunge into the thick of things. Action types get the job done, one way or another. To them, doing something is better than doing nothing; thus, they are frequently involved in a variety of activities. Their behavior may range from loud, aggressive, and public-oriented,

to quiet, subtle, and private. Counselors with an action orientation tend to see client problems as arising from inappropriate actions or lack of action. These counselors focus particularly on what the client does or does not do, and they tend to encourage clients to begin programs designed to eliminate, modify, or teach new behavior. An action-oriented counselor is likely to be influenced by the work of Bandura (Behavior Modification), Wolpe (Behavior Therapy), Krumboltz and Thoresen (Behavioral Counseling), and others espousing a behavioral approach to change (Hutchins 1984, p. 573).

Hutchins (1982) believed that everyone uses these models of behavior in their own special and unique ways, emphasizing one or another. Hence, the goal of the TFA System is to help clients change their behavior (TFA) as necessary. Hutchins maintained that "systematic counseling using TFA strategies, provides a model counselors can employ with a diverse population, yet can be adapted to the uniqueness of the client in concert with the competencies of the counselor" (Hutchins, 1979, p. 529). The counselor's task is,

therefore, to "learn how to select intervention strategies that are specifically designed to affect the clients' thoughts, feelings, or actions" (Hutchins, 1979, p. 529). According to Hutchins (1984), "The goal of the TFA System is not to 'pigeonhole' people but rather to categorize and synthesize major patterns of behavior" (p. 573). Further, Hutchins purports the TFA system to be a systematic guide for linking counselor theories and techniques with current eclectic practices in counseling and psychotherapy. The model is designed as a "practical method by which counselors can usefully adapt theories, techniques and their personal style to working relationships with clients" (Hutchins, 1984, p. 572). Counselors, through implementation of the TFA System, are then able to answer such questions as: "What works? For which clients? With which concerns?" (Hutchins, 1984, p. 575).

The counselor should adapt theory and technique based on client behavior to promote an effective working relationship. Such an ability to identify behavior patterns of clients and adapt to a client's unique T-F-A pattern is certainly viewed as an essential element in the success of counseling and

psychotherapy. This affords a more individually tailored and prescriptive approach to the counseling process. This is first predicated on the counselor's understanding of, and personal depth in the T-F-A domains. Hutchins' concern for counselor "adaptation" corresponds to what Lazarus calls bridging. However, unlike bridging in multimodal therapy, which is more of a subjective exercise based on counselor experience, "adaptation" here is objectified through the administration of an assessment measure, the Hutchins Behavior Inventory.

Summary of current theoretical trends and counselor training

The trend toward eclecticism has been mounting. The studies of Fiedler (1950 a,b) brought attention to shared methodology among diverse clinicians and aroused thoughts of rapprochement in therapy. Further, early commitment and efforts toward eclecticism by those such as Thorne, have obviously filtered throughout counseling and psychotherapy. According to the findings of Garfield and Kurtz (1974, 1976), Smith (1982), Norcross and Prochaska (1982) and Watkins (1986), wholesale commitment to a particular school of

therapy is faltering. This led Smith to conclude that "the heyday of individual schools of therapy is over" (p. 802). Eclecticism has become the model orientation of counselors and psychotherapists. Further, most generally believe that eclecticism offers the best hope for a truly comprehensive approach to treatment (Norcross, 1986; Smith, 1982).

This overwhelming consensus lends credence to the future of eclecticism. However, while the eclectic model allows for openness and flexibility, it can encourage indiscriminant selection of bits and pieces from diverse sources resulting in a hodge-podge of inconsistent concepts and techniques (Brammer and Shostrom, 1982; Smith 1982).

The effectiveness of eclectic psychotherapy

Some research has been conducted on the effectiveness of eclectic psychotherapy. Thorne (1957) studied the results of eclectically-oriented psychotherapy. An evaluation was made of a group of 50 selected cases. These cases represented severe behavior disorders proven "refractory" to other therapies. Further, the Prognostic Index (PI) was used to objectively rate mental status at the start and end

of therapy. The PI measured five factors. These were malignancy of symptoms, trends of the disorder, chronicity, degree of social and economic incapacitation and subjective feelings of status. PI scores of the 50 cases at inception of therapy ranged from 16-24 (mean 20.8) "indicating moderately severe to an incapacitating disorder" (p. 461). Thorne's earlier works (1952, 1955) presented the diagnostic and therapeutic methods used in handling of some of the cases. The results showed significant improvements. Thorne stated that, "Although all cases were socially and economically incapacitated at the start, 6% considered themselves totally cured after therapy, 46% were rated as functionally cured with only minimal residuals, 38% showed marginal rehabilitation with some reduction of symptoms and incapacitation, and 10% were unchanged or worse" (p. 464). He concluded that "eclectically-oriented psychotherapy was capable of improving personality integration at both symptomatic and depths levels in selected severe cases" (p. 464).

Koss et al. (1983) studied the outcome of eclectic psychotherapy on 69 clients engaged in private psychological practice. Target symptoms, life-

adjustment ratings, and social adjustment ratings, and therapy expectancy data were collected both prior to and after four months of psychotherapy from clients, therapists, and independent clinical raters. The analysis of data suggested that significant behavior change occurred after four months of psychotherapy. The overall symptom-severity rating identified that 70% of the clients improved and 14% were unchanged versus 17% who deteriorated. Koss et al. found this to be consistent with the bulk of psychotherapy outcome research.

Lazarus (1984) presented three-year follow-up evaluations of 20 "complex cases" who completed a course of multimodal therapy. These clients suffered from obsessive-compulsive rituals, to extreme agoraphobia, pervasive anxiety and panic, depression, alcohol addiction, or enmeshed family and marital problems. Of the 20 clients, 14 (70%) had maintained their gains and progressed without further therapy. Lazarus stated, "Over the past seven years we have consistently found that treatment goals were achieved with more than 75% of the people who consulted us. Follow-ups reveal a relapse rate of less than 5%" (p.

518). Kwee (1984) cited in Lazarus (1986) studied the efficacy of multimodal therapy on 44 obsessive-compulsive clients and forty (40) severely phobic clients who were treated in a general psychiatric hospital. Of the clients, 90% had previously undergone psychiatric treatment and approximately 70% had been suffering from their disorder for four years. Process measures were administered at intake, admission, at 12 weeks, at discharge and at a nine-month follow-up. The nine-month follow-up findings for the obsessive-compulsive client (n=31) showed a 64% significant improvement, 26% were unchanged and 10% had deteriorated. The phobic clients (n=31) showed a 55% significant improvement, 39% remained unchanged and 6% had deteriorated. In the cases of deterioration, Kwee was able to demonstrate levels of primary or secondary gain.

Lazarus (1986) presented the results of a survey of 100 clients who sought multimodal therapy. Each of these clients had not responded to at least three previous therapists before seeking multimodal therapy. This helped to "exclude the 'placebo reactors' and those common-or-garden variety 'neurotics' who require

little more than a good listener, or a touch of empathy" (p. 88). Data analysis revealed that 61 had achieved "objective and unequivocal benefits (i.e. quantifiable decreases in compulsive behaviors, depressive reactions, panic attacks, marital and family disputes, sexual inadequacy, avoidance behaviors; and corresponding increases in assertive responses, work-related achievements and pro-social behavior)" (p. 88).

Summary of the effects of eclectic psychotherapy

Outcome studies on the efficacy of eclectic psychotherapy are scant. Unfortunately, this preferred orientation has not witnessed an emphasis on empirical validation in proportion to its growth. However, some initial findings and reports do lend credibility to the eclectic position.

The early work of Thorne (1957) established the essential usefulness of eclectic psychotherapy. However, the laborious and complex nature of his system has minimized its practicality. Lazarus (1967) commenting on Thorne stated, "Who, even in a life time of endeavor, could hope to encompass such a diverse and multivarious range of thought and theory?" (p. 415).

The investigation of Koss, et al. (1983), although minimal in theoretical value, is significant.

Comparable results to those reported from highly controlled studies of psychotherapy were discovered. Further, the reports and findings by Lazarus (1984, 1986) look very promising. Kwee (1984) also demonstrated respectable outcome results. However, it is disappointing to see such scant systematic effort directed toward controlled investigation of the effects of multimodal therapy.

Norcross (1986) has issued a call for empirical validation of eclectic position. Unfortunately, these efforts are just beginning. However, the future for eclecticism looks promising. It addresses the special concern of practitioners: the prescription of specific interventions to meet specific needs of clients. At present, the T-F-A model proposed by Hutchins and operationalized by the HBI appears to have the most considerable value in this pursuit.

**Prescriptive Counselor Training
and the Thinking-Feeling-Acting paradigm**

Prescriptive training efforts

Calls for a more prescriptive, individually tailored approach have been appearing in the literature. Of notable importance is the trend toward developmental perspectives in counselor training and supervision (Alonso, 1983; Brown, 1985; Hess, 1986; Grater, 1985; Littrell, Lee-Borden and Lorenz, 1979; Loganbill, Hardy and Delworth, 1982, Hart, 1982; Stoltenberg 1981; Stolenberg and Delworth, 1987). This approach affords counselor educators a more generic process for understanding and responding to counselor growth regardless of theoretical orientation (Borders and Leddick, 1987). Borders (1989) and Lanning (1986) described these approaches as being more flexible, inclusive and prescriptive in nature. This description was based on the premise that developmental models all identify some type of a sequential learning process that is believed all trainees go through as they gain experience.

Holloway and Hosford (1983) felt that this approach could eventually lead to a "science of

supervision" (p. 75). However, according to Borders (1989) there now are at least twenty-five (25) developmental models in existence.

Interestingly, a review of related research has tended to support the developmental perspective (Friedlander and Ward, 1984; Worthington and Roehlke, 1979; Worthington and Stern, 1985; Zucker and Worthington, 1986). Worthington (1987), based on his review of empirical evidence on developmental models, found the research to be limited but "reasonably congruent" with basic developmental tenets (p. 201).

Several additional recent reviews of research on developmental models have been conducted (Borders, 1986; Holloway, 1987; 1988). Varied theoretical concerns and problems in methodology have been identified. This, along with the growing number of models for training, led Borders (1989) to call for a moratorium on current efforts and to propose a pragmatic agenda for research on developmental models. Further, based on a review of the literature she noted, "The counseling field has made little progress toward answering the critical question that was first proposed six years ago: What supervision interventions by which

supervisors will lead to what outcomes for which supervisees? (Holloway and Hosford 1983; Russell, Crimmings and Lent, 1984)" (p. 16).

Our research and training efforts collectively remain inadequate. Training and supervision, like counseling, should never be a random hit-or-miss process.

Rosenthal (1977) claimed that the temptation to "operate on the assumption of uniformity in trainee characteristics and learning style was both inconsistent with common sense and eroding" (p. 231). Studies by Hunt (1974), Holloway and Hosford (1982) and Rosenthal (1977) all evidenced that learning was facilitated when training approaches were matched with trainee characteristics.

Rosenthal (1977) encouraged future efforts and stated, "It is not the formulation of a "best method" or even of a unified eclectic mode that is needed but rather the coordination between training approaches and personality characteristics of the trainees" (p.23). Such would offer an identification of strengths and weaknesses of the supervisee and allow the supervisor the opportunity to tailor supervision to individual

supervisee needs.

Several counselor educators have also clearly indicated that personality characteristics are an important consideration in the training of future counselors (Corey, Corey, Callanan, 1988; Corsini, 1988; Ivey, 1986).

They basically agree that the theoretical orientation of the future counselor should be built on and is unique to the characteristics of the individual. Corey, Corey and Callanan (1988) stated, "training programs have an obligation to address the issue of what personality factors are likely to interfere with trainees' work with clients, as well as what traits are assets in developing effective therapeutic alliances " (p. 146).

Counselor training and the thinking, feeling, and acting trichotomy

Several counselor educators have set forth models that suggest that thinking, feeling, and acting domains of behavior may be helpful in the development of a prescriptive approach to counselor training (Blocher, 1982; Bordin, 1982; Lenihan, 1980; Oratio, 1977).

Blocher (1982) proposed a "cognitive developmental

model" of supervision. He asserted that "supervision is a specialized instructional process in which the supervisor attempts to facilitate the growth of a counselor-in-preparation" (p. 27). His model was based on the premise that each student is unique and responds on thinking, feeling, and acting levels in counseling situations. Therefore, he suggested that the supervisor develop a sensitivity to individual needs, adjust to the individual differences and tailor the learning environment to fit these individual differences. To him, this would maximize the potential for successful outcome in supervision.

Bordin (1982) proposed a "working alliance model" of supervision. He suggested that "the kinds of change goals agreed upon usually are in terms of thought, feeling, and acting or some combination" (p. 35). Hence, the focus was on the identification of habits of thought, feeling and action that negatively impact supervisee effectiveness. Upon identification of such deficits, the supervisor selects tasks that have the power to tap into the individuals self-defeating patterns and facilitate needed changes. He stated, "As these obstacles are overcome, the individual is

provided with new, more satisfying ways of thinking, feeling and acting. Under the right circumstances, these changes will generalize beyond the working alliance to other areas of his or her life" (p. 36). Such a building and repairing process is seen as the key to successful supervision.

Oratio (1977) maintained that three elements in counselor education (thinking, feeling, and acting) should be advanced as major elements in the establishment of clinical competencies. He stated, "All three of these aspects are essential for effective therapy, and in the end the client will judge the clinician by what he knows, feels, and does" (p. 20). He suggested that the supervisor develop a sensitivity to these characterological traits and focus on the enhancement of such. He went on to state:

An integrated supervisory process is a microcosm of helping to facilitate all aspects of clinical development: cognitive, emotional and experimental. The ultimate challenge of clinical supervision involves helping the clinician to incorporate all of these aspects into a unique clinical self which will make for a

powerful approach to his future clinical practice with clients of all types (Oratio, 1977, p. 21).

Lenihan (1980) proposed a model for training based upon three systems: "the cognitive response system; the physiological/affective response system; and the overt motor response system" (p. 158). In less technical terms, she suggested that behavior can be thought of as thinking, feeling, and acting. She maintained that supervisees need to be taught to respond appropriately across each of these systems. To her, supervisees have different levels of appreciation for and ability in each of these systems. Therefore, focus given to each system would vary for each supervisee. She went on to state, "The variables controlling the trainees therapeutic behavior must be discovered empirically for each individual and within individuals for each setting" (Lenihan, 1980, p. 159).

Conclusion

The assessment of supervisee behavior patterns (TFA) and personality characteristics is warranted by the present literature. Furthermore, the examination for a significant difference of identifiable personality characteristics across behavioral patterns,

and whether the student exhibits change in these characteristics across training, could have value for the development of an individually prescriptive and tailored approach to training. Such could serve as one means for assessing supervisee change as a function of the various models and processes. Since the ultimate goal in training includes change in counselor behavior and personality (Galassi and Trent, 1987), any way of empirically establishing the reality of, and examining the direction of change in the supervisory process could have value for the development of a higher level of accountability in counselor education programs.

Chapter III

Methodology

This chapter presents a description and explanation of the methodology employed in investigating the research questions pertaining to the behavioral and personality variables of masters level counselors in training. Descriptions will be provided for the subjects, instrumentation, statistical hypotheses, research procedures and data analysis procedures.

Subjects

Subjects for this study were master's level counselor education students from a southeastern private liberal arts university. Archival data collected from this group of students during the 1987-88 and 1988-89 academic years by the graduate counseling department was used as the basis of this study. Data from a total of eighty-five (85) students who participated in the graduate COUN 660 - Practicum I course were included. The mean age for subjects was 37.5 years which included 45 males (52.9%) and 40

females (47.1%). All subjects experienced and completed both treatments considered in this study.

Procedures:

Each graduate counseling student registered for COUN 660, Counseling Practicum I, received a preparatory package containing the instruments used in this study. The information given to each student included detailed administration instructions for each instrument. Testing #1 was administered by a designated student proctor and completed prior to the lecture series on the problem-solving and metatheoretical approach of G. Egan (1986). Table 3:1 presents the administrative procedures for the testing process. Each student was required to complete the exercise as part of the coursework. A grade of pass or fail (worth 5 points to the final grade) was assigned to the testing element. A grade of pass was based solely on proper completion of the assessment. A signed statement of adherence to the administrative guidelines by both the proctor and the student, along with the completed instruments, was then returned to the course professor in a pre-addressed, postage-paid envelope.

Table 3:1

Administration Procedures

<u>INSTRUMENT</u>	<u>TESTING #1</u>	<u>TESTING #2</u>	<u>TESTING #3</u>
	Administered	Administered	Administered
	<u>Proctor</u>	<u>Professor</u>	<u>Professor</u>
	<u>INTERVENTION #1</u>	<u>INTERVENTION #2</u>	
HBI with situation: "Describe what would be your most characteristic behavior as a counselor"	1	2	3
ACL	2	3	1
CPI	3	1	2

(counter-balanced administration was used)

INTERVENTION #1 - Video-taped lecture with examinations on the metatheoretical model of G. Egan presented in "The Skilled Helper".

INTERVENTION #2 - Practicum training with Supervision

Intervention #1

Intervention #1 involved a series of six (6) video-taped lectures over G. Egan's text, "The Skilled Helper". The lectures were one hour in length and focused on the conceptualization and application of Egan's problem-solving approach. Each student was required to read the text and complete the "Exercise Workbook", (1986)", that accompanied the text. A series of six (6) objective examinations were also administered to each student. These were sequentially given upon completion of every two (2) of the twelve (12) chapters in the textbook and one (1) hour of corresponding lecture.

Upon completion of Intervention I and prior to the onset of the practicum modular intensive, the students again were administered the same instruments (Testing #2) by the course professor in a counter-balanced administration order. This was used to avoid the problems of interpretation due to order effects (Borg and Gall, 1983).

Intervention #2

Intervention #2 involved a one-week, 40 hour course focusing on the solidification of the problem-solving and metatheoretical approach for counseling.

During the practicum, students were involved in:

- 1) Class lecture involving the following areas:
 - A. Role of attribution in counseling
 - B. Atmosphere in counseling
 - C. Alignment in counseling
 - D. Case conceptualization
 - E. Assessment in counseling
 - F. Action in counseling
- 2) The review and critique of several journal articles relating to systematic eclecticism and the metatheoretical approach to counseling.
- 3) Video-taped role-play scenarios.
 - A. Students were paired and asked to function first in a therapist role and then in a client role in three different case scenarios.
 - B. This videotaping was supervised by the staff of the University counseling center.
 - C. Each student was evaluated using the "Overall Counselor Skills Rating Form" and was given immediate feedback. This checklist is not a

standardized instrument. Rather it is an informative tool for considering skill development of counselors in training. Therefore its place in the intervention was for training purposes only. Appendix A presents a copy of this checklist.

D. Each student was required to view each of their own role plays while functioning as a therapist using VHS equipment provided by the University during scheduled evening hours.

E. The student was also asked to self-evaluate him/herself on an "Overall Counselor Skills Rating Form".

F. Each of the individual student evaluation forms was then collected and given to the assigned supervisor for review and discussion with each respective student.

- 4) An analysis and discussion of a variety of role play counseling situations with the course professor.
- 5) A final comprehensive essay examination over the lectures.

Upon completion of the Intervention II, each student was administered the same instruments (Testing #3) by the course professor in counter-balanced administrative order.

All of the completed instruments were collected and secured by the course professor in order to protect the integrity of the data. Each student was provided post-study debriefing, feedback, and further instruction.

Instrumentation

Hutchins Behavior Inventory (HBI):

The HBI proposes to measure the thinking, feeling, and acting orientations believed to comprise human behavior in specific situations (Hutchins, 1984). Recent investigations by Walker (1984), Wheeler (1986), Mueller (1987), and Hawkins (1988) aid in understanding the HBI.

Walker (1984) concluded that the HBI possessed both content-related validity and a high degree of reliability. She was involved in the construction of the ipsative form of the instrument (HBI-I) to produce the dimensional measures of thinking, feeling, and acting. Five words were selected from each of the behavior categories that most accurately described the behaviors of thinking, feeling, and acting. The T,F,A words were paired with the words in all other groups to create the 75 pairs of forced-choice items found on the

HBI-I. The inventory thus consisted of 25 word-pairs in each of three combinations: thinking-feeling, feeling-acting, and acting-thinking. Further, she developed a method for scoring the inventory involving both raw and intensity scores. She then administered the HBI-I to 328 psychology students (4 groups) at a private liberal arts college. Internal consistency of the TFA frequency scores was determined by computing a Cronbach coefficient alpha for each group's ipsative test score. The scores ranged from .78 to .98. Only four alpha scores were below .90.

Walker also completed a study of test-retest reliability. This was to measure the stability of the test over a period of time. Two groups were retested after 15 minutes, while the remaining two were retested after sixteen days. Pearson product-moment correlation coefficients were computed for each behavior component per group. The 15 minute test-retest groups ranged from .84 to .93. The 16 day test-retest groups ranged from .71 to .88.

After Walker completed her study, Hutchins added instructions to guide in the selection of a specific situation on which focus while responding to the T,F,

or A words. He also added a set of intensities for subjects to use while rating how characteristic a T, F, or A word was of their behavior in a specific situation (Wheeler, 1986).

Wheeler (1986) also completed a study of the HBI. He noted that ispative scores possessed inherent psychometric properties that caused problems when subjected to certain types of statistical analyses. Therefore, in his study, a normative form of the HBI (HBI-N) was designed. He then investigated and compared both the reliability and validity of the HBI-I and HBI-N. Wheeler investigated reliability by using test-retest and internal consistency procedures. Construct-related validity was determined by using internal consistency analysis of the HBI-N scores; factor analysis of a multi-trait-multi-method validity matrix containing scores from the HBI-I, HBI-N, Strong Campbell Interest Inventory (SCII), and Myers-Briggs Type Indicator (MBTI); and a factorial validity analysis of scores from the HBI-N, SCII, and MBTI.

The HBI-N was designed to produce independent T, F, and A scales and normative scores for each scale. A likert-type scale was used to identify how characteric

each word was of their behavior in the specific situation upon which they were focusing.

Seven groups of undergraduate students totaling 245 males and 344 females attending psychology classes at a private liberal arts university were administered both the HBI-I and the HBI-N. Test administration counter-balancing was used. Seven-day, 14-day, and 28-day re-tests were administered throughout the different groups.

He found that test-retest reliability for the choice and bipolar scores were a high of .86 for the 7-day retest to a low of .70 for the 28-day retest. He also found that internal consistency scores were a high of .77 for the 7-day retest to a low of .57 for the 28-day retest. Wheeler did explain that the "subjects ability to recall the exact intensity of their behavior during the situation might be expected to change with the passage of time" (1986, p. 102). Hence, the time factor should be considered in the interpretation of the scores.

Wheeler also completed a multi-trait-multi-method validity matrix to investigate the construct-related validity of the HBI-N scores. High convergent and low

discriminant validity coefficients were evidenced between the HBI-I and the HBI-N. This evidence supported the position that the scores measured the thinking, feeling, and acting domains given by Hutchins. Further, high convergent validity coefficients did not occur between the HBI-N and the SCII nor the MBTI. He concluded the HBI-N measures constructs other than those proposed by the other instruments.

Wheeler (1986) did conclude that "the stability coefficients for the HBI choice and bipolar scores were high enough to warrant the use of these scores for research purposes" (p. 102). He also called for efforts to identify various HBI-I TA, AF, FT, and TFA patterns and for investigation into the way HBI behavior patterns may affect interpersonal relationships.

Meuller (1987) desired to extend and substantiate the results obtained by Walker (1984) and Wheeler (1986) regarding the reliability and validity of the HBI. More specifically, he focused on common-factor reliability and convergent construct validity of the HBI.

Meuller investigated the T-F-A orientations of 172 university resident counselors and how these orientations were dependent on "gender, socioeconomic status and the situational context" (p. II). He used path analysis and LISREL methods. According to Mueller, Hutchins and Vogler (1990), the results demonstrated "sufficiently high reliability" for the assessment of residence hall counselors. Further, the study identified "good construct validity" of the HBI when assessing their T-F-A orientations (p. 212).

Additionally, while Wheeler (1986) was concerned with the ipsativity nature of the HBI and the problems inherent with using such scores for statistical analyses, Mueller contested this position. He defended that the HBI does not meet ipsativity criteria for both bipolar and intensity scores (Mueller, Hutchins and Vogler, 1990, p. 206). He concluded that because the degree of ipsativity was low, the HBI's intensity and bipolar scores can be subjected to statistical analyses without much concern. Hawkins (1988) studied the relationship between master's level counseling or education supervisee behavior and personality characteristics. He found significant

differences across the HBI-I behavior groups on personality characteristics as assessed by the Adjective Checklist (ACL). He recommended that further inquiry be made into this assessment of behavior and personality characteristics for supervisees.

Additionally, he encouraged that future efforts in counselor training and supervision focus on an individual analysis of these areas. He maintained that this would make possible a more prescriptive approach to the training and supervision of masters level counseling students.

California Psychological Inventory (CPI):

The California Psychological Inventory (CPI) was developed by Harrison G. Gough, (Gough, 1987). It is a well known and respected personality instrument intended primarily for use with reasonably well-adjusted individuals 12 years of age or older. The instrument has 20 folk concept scales. These scales "focus on the assessment of personality characteristics important for social living and social interaction" (Walsh and Betz, 1985, p. 79).

Gough developed the test to provide a comprehensive, multidimensional personality description

of normal persons in a variety of non-clinical settings (Gough, 1987). It consists of 462 true/false items. Approximately half of the items used were selected from the Minnesota Multiphasic Personality Inventory (MMPI). Norms are based on standard scores for 6,200 males and 7,150 females (Walsh and Betz, 1985, p.17).

Scale reliability has been explored by using the test-retest method in two studies; one with high school students and the other with prison inmates (Gough, 1975). Test-retest coefficients are modest ranging from .57 - .75 for the high school students and .49 - .87 for the prison inmates. Internal consistency correlations range from .45 - .89 and .39 - .83 for females on the various scales (Gough, 1987). Nearly 1,500 studies have reviewed the validity of the CPI. Most have explored concurrent and predictive validity of the scales. While most validity coefficients tend to be low, the CPI is highly respected, researched and used by clinicians and educators (Buros, 1978). Table 3:2 identifies the CPI scales used in this study.

Table 3:2**Scales employed in this study from the
California Psychological Inventory**

Dominance
Capacity for status
Sociability
Social Presence
Self Acceptance
Independence
Empathy
Responsibility
Socialization
Self Control
Good Impression
Commonality
Well-being
Tolerance
Achievement via Conformance
Achievement via Independence
Intellectual Efficiency
Psychological Mindedness
Flexibility
Femininity/Masculinity

Adjective Checklist (ACL):

The Adjective Checklist (ACL) was developed by Harrison G. Gough (Gough and Heilbrun, 1983). It was initially used at the Institute for Personality Assessment (IPAR) in 1949 and is still very popular today (Gough, 1989). The instrument offers to the therapist and individual a comprehensive description of individual attributes that comprise personality.

The ACL originally consisted of 125 adjectives. However, through a series of early revisions, a number of selective adjectives were added. The instrument currently consists of 300 alphabetized adjectives. Individuals are asked to select adjectives they feel best describe themselves (Gough and Heilbrun, 1983). The ACL can be scored on 37 scales. The scales include a wide range of personality factors built on the concepts of individuals such as Catell, Freud, Jung, Mead, and Murray.

The ACL has been widely used in a variety of research studies. Gough and Heilbrun (1983) cited more than 700 references. Gough (1989) recently evidenced continued efforts. Norms for the ACL are based on standard scores of 5,238 males and 4,144 females

(Anastasi, 1988). Adult and college level students were both included.

Alpha coefficients for the ACL have a median of .76 for males and .75 for females. Test-retest correlations for males was .65 and .71 for females. Gough and Heilbrun (1983) stated "The reliability estimates based on single trial data are in the region of correlations commonly found for self report inventories" (p. 30). Table 3:3 identifies the ACL scales used in this study.

Scoring of the Tests

The HBI, ACL and CPI are computer scored instruments. The HBI was scored by the Learning Resource Center of Virginia Polytechnic Institute and State University. The ACL and CPI both were scored by National Computer Systems of Minneapolis, Minnesota.

Statistical Hypotheses:

This study was designed to discriminate student behavior patterns and personality characteristics, and to identify the effect of counselor training on these particular characteristics.

The statistical hypotheses regarding masters level counselor education student's behavior and personality

Table 3:3**Scales employed in this study from the
Adjective Checklist**

Achievement	Ideal Self
Dominance	Creative Personality
Endurance	Military Leadership
Order	Masculine Attributes
Interception	Feminine Attributes
Nurturance	Critical Parent
Affiliation	Nurturing Parent
Heterosexuality	Adult
Exhibition	Free Child
Autonomy	Adapted Child
Aggression	High Origence, Low Intellect
Change	High Origence, High Intellect
Succorance	High Origence, High Intellect
Abasement	Low Origence, Low Intellect
Deference	Low Origence, Low Intellect
Counseling Readiness	Low Origence High Intellect
Self Control	
Self Confidence	
Personal Adjustment	

characteristics are as follows:

1. There are no significant differences among student personality characteristics as assessed by the Adjective Checklist (ACL) and the California Psychological Inventory (CPI) across the four (4) behavior patterns as assessed by the Hutchins Behavior Inventory (HBI), at testing administration one (1) or to the gender of the student when considering the following HBI situation, "Describe what would be your most characteristic behavior as a counselor".
2. There are no significant differences among the initial four (4) behavior patterns as assessed by the HBI on personality characteristics as assessed by the ACL and the CPI when measured following completion of counselor training I or to the gender of the student.
3. There are no significant differences among the initial four (4) behavior patterns as assessed by the HBI on personality characteristics as assessed by the ACL and the CPI when measured following completion of counselor training II or to the gender of the student.

Data Analysis Techniques:

This research project is an experimental design based on archival data. The data will be analyzed using the statistical techniques of discriminant analysis and repeated measures multivariate analyses of variance. The level of significance will be set at .05 for rejection of each hypothesis.

Human Subjects Research Statement

Archival data were used in this study. Therefore, minimal risk to the subjects was involved in review and analyses. A "Proposal for Research with Human Subjects" was developed and submitted to the investigator's doctoral committee and the College of William and Mary Human Subjects Research Committee. Permission was granted to pursue the study. Confidentiality and the preservation of the integrity of the data were the primary responsibilities of the investigator.

Approval was sought and granted from the university whose graduate students were involved in the study. Further, prior to receipt by this researcher, the data were coded and handled in a strict confidential manner to protect the anonymity of each

subject. Upon completion of the analyses, the data were returned to the university counseling department.

Chapter IV

Presentation of the Data

This chapter is organized first by a description of the Hutchins Behavior Inventory (HBI) student patterns. It is then followed by a presentation of the results of the discriminate analyses that were performed to address the first research question in this study. The chapter then concludes with a summary of effects of the interventions based on the repeated measures multivariate analysis of variance (RM-MANOVA) that was conducted to address the second and third research questions. The short titles used in the text and tables are described in Table 4:1.

HBI Student Pattern Groups

Archival data for a total of eighty-five (85) graduate counseling students existed. Each case was processed. Upon scoring and computation, none were excluded from the analysis. The statistical procedures were run using the SPSS-PC+ program.

According to the preliminary results of the initial discriminant analysis, each of the four HBI

Table 4:1

Short Titles

1 = 1st Administration HBI - Hutchins Behavior
 2 = 2nd Administration Inventory
 3 = 3rd Administration ACL - Adjective Checklist
 CPI - California
 Psychological
 Inventory

IDNUMBER				N of 85				
SEX				FEMALE = 0		MALE = 1		
HBIG	1	2	3	HBI	TA,	AF,	FT,	TFA
AACHEVE	1	2	3	ACL		ACHIEVEMENT		
ADOMIN	1	2	3	ACL		DOMINANCE		
AENDUR	1	2	3	ACL		ENDURANCE		
AORDER	1	2	3	ACL		ORDER		
AINTRAC	1	2	3	ACL		INTRACEPTION		
ANURTUR	1	2	3	ACL		NURTURANCE		
AAFFILT	1	2	3	ACL		AFFILIATION		
AHETERS	1	2	3	ACL		HETEROSEXUALITY		
AEXHIBT	1	2	3	ACL		EXHIBITIONISM		
AAUTONO	1	2	3	ACL		AUTONOMY		
AAGGRES	1	2	3	ACL		AGGRESSION		
ACHANGE	1	2	3	ACL		CHANGE		
ASUCCOR	1	2	3	ACL		SUCCORANCE		
AABASEM	1	2	3	ACL		ABASEMENT		
ADEFERC	1	2	3	ACL		DEFERENCE		
ACOUNRS	1	2	3	ACL		COUNSELING READINESS		
ASELFCN	1	2	3	ACL		SELF CONTROL		
ASCONFD	1	2	3	ACL		SELF CONFIDENCE		
APERADJ	1	2	3	ACL		PERSONAL ADJUSTMENT		
AIDEALS	1	2	3	ACL		IDEAL SELF		
ACRPERS	1	2	3	ACL		CREATIVE PERSONALITY		
AMILITL	1	2	3	ACL		MILITARY LEADERSHIP		
AMASCUL	1	2	3	ACL		MASCULINE ATTRIBUTES		
AFEMINN	1	2	3	ACL		FEMININE ATTRIBUTES		
ACRTPNT	1	2	3	ACL		CRITICAL PARENT		
ANURPNT	1	2	3	ACL		NURTURING PARENT		
AADULTS	1	2	3	ACL		ADULT		
AFCHILD	1	2	3	ACL		FREE CHILD		
AADPCHD	1	2	3	ACL		ADAPTED CHILD		
AACH1	1	2	3	ACL	HIGH ORIGENCE,	LOW	INTELLECTENCE	
AACH2	1	2	3	ACL	HIGH ORIGENCE,	HIGH	INTELLECTENCE	
AACH3	1	2	3	ACL	LOW ORIGENCE,	LOW	INTELLECTENCE	

Table 4:1 continued

<u>AACH4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>ACL LOW ORIGENCE, HIGH INTELLECTENCE</u>
<u>CDOMINC</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI DOMINANCE</u>
<u>CCPSTAT</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI CAPACITY FOR STATUS</u>
<u>CSOCIAB</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI SOCIABILITY</u>
<u>CSOCPRS</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI SOCIAL PRESENCE</u>
<u>CSELFAC</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI SELF ACCEPTANCE</u>
<u>CINDEPN</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI INDEPENDENCE</u>
<u>CEMPATH</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI EMPATHY</u>
<u>CRESPON</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI RESPONSIBILITY</u>
<u>CSOCLIZ</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI SOCIALIZATION</u>
<u>CSELFCO</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI SELF CONTROL</u>
<u>CGOODIM</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI GOOD IMPRESSION</u>
<u>CCOMMUN</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI COMMUNALITY</u>
<u>CWELLBG</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI WELLBEING</u>
<u>CTOLERA</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI TOLERANCE</u>
<u>CACHCON</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI ACHIEVEMENT VIA CONFORMANCE</u>
<u>CACHIND</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI ACHIEVEMENT VIA INDEPENDENCE</u>
<u>CINTEFF</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI INTELLECTUAL EFFICIENCY</u>
<u>CPSYMIN</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI PSYCHOLOGICAL MINDNESS</u>
<u>CFLEXIB</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI FLEXIBILITY</u>
<u>CFEMMAS</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>CPI FEMININITY/MASCULINITY</u>

patterns showed student membership. Based on the HBI situation, "Describe what would be your most characteristic behavior as a counselor", a total of 9% responded thinking-acting, 19% responded feeling-thinking, 44% responded feeling-thinking and 28% responded thinking-feeling-acting. Table 4:2 contains a complete description of this data.

Research Question One

What HBI group patterns (TA, AF, FT, or TFA) emerge for master's level counselor education students and are personality characteristics associated significantly with these patterns?

Null Hypothesis 1

There are no significant differences among student personality characteristics as assessed by the Adjective Checklist (ACL) and the California Psychological Inventory (CPI) across the four (4) behavior patterns as assessed by the Hutchins Behavior Inventory (HBI), at testing administration one (1) or to the gender of the student when considering the following HBI situation, "Describe what would be your most characteristic behavior as a counselor".

Table 4:2
HBI Student Group Patterns

HBI Behavior Pattern	Number of Cases		Percentage by Sex
	Unweighted	Weighted	
Group 1 TA	8	8.0	.5000
Group 2 AF	16	16.0	.5000
Group 3 FT	37	37.0	.56757 (male)
Group 4 TFA	24	24.0	.5000
Column Total	85	85.0	.52941 (male)

Analysis

The 85 subjects were divided into the four (4) HBI pattern groups as assessed by the HBI as identified. A discriminant analysis was performed on each of the groups with the CPI and ACL personality variables entered as identified in Table 3:1 and 3:2 respectively, and sex of the student. The resultant discriminant function was used to predict the membership of the subjects in the four (4) HBI groups based on the observed set of personality characteristics. The SPSS/PC+ procedure DSCRIMINANT was used. This procedure predicts group membership more accurately after calculating each discriminant score (Norusis, 1988).

Classification Results

For the first analysis, group membership prior probabilities were set at .25 for each group to establish the ability of the function to improve classification over chance. When this discriminant function was used, membership for group one (1) was correctly predicted at 100.0%, group two (2) at 93.8%, group three (3) at 78.4% and group four (4) at 87.5%. Overall, when the discriminant function was used,

85.88% were classified correctly. The classification summary is given in Table 4:3.

Appendix B gives the group means and standard deviations for each of the variables. Appendix C gives the pooled within-groups correlation matrix.

Canonical Discriminant Functions

Table 4:4 presents the canonical discriminant functions. Canonical correlation (R_c) is "a measure of the degree of association between the discriminant scores and the groups" (Norusis, 1988, p. 89). The canonical correlation derived from the discriminant analysis was .8140. The variance (R_c^2) explained in group membership by the predictor variables then accounts for a total of 66%. Chi-square for this function was significant at the .05 level being .0000.

The standardized canonical discriminant function coefficients for analysis 1 are given in Table 4:5. The unstandardized canonical coefficients are given in Table 4:6.

Wilks' lambda and the Univariate F

Table 4:7 presents the Wilks' lambdas and the univariate F-ratios for analysis 1. Wilks' lambda is the ratio of the within-groups sum of squares to the

Table 4:3

**Research Question One
Predicted Group Membership Using
a Prior Probabilities Set at .25**

Classification Results

Actual Group		Number of Cases	Predicted Group Membership			
			1	2	3	4
Group	TA	8	8 100.0%	0 .0%	0 .0%	0 .0
Group	AF	16	0 .0%	15 93.8%	1 6.3%	0 .0%
Group	FT	37	0 .0%	5 13.5%	29 78.4%	3 8.1%
Group	TFA	24	0 0%	1 4.2%	2 8.3%	21 87.5%
Percent of "grouped" cases correctly classified: 85.88%						
<p>Classification Processing Summary:</p> <p>5 Cases were processed</p> <p>0 Cases were excluded for missing or out-of-range group codes.</p> <p>0 Cases had at least one missing discriminating variable.</p> <p>85 Cases were used for printed output.</p>						

Table 4:4
Canonical Discriminant Functions

FCN	1
Eigen Value	1.9634
Canonical Correlation	.8140
Wilks' lambda	.0677
Chi-square	183.139
DF	84
Significance	.0000

Table 4:5

**Standardized Canonical Discriminant
Function Coefficients**

SEX	.24485
AACHEVE1	1.16776
AORDER1	-.44008
AINTRAC1	.78907
AEXHIB1	1.59958
AAUTON01	.81625
AAGGRES1	-2.56811
ACHANGE1	.15631
ASCONFD1	.68172
APERADJ1	-.20749
AIDEALS1	-.77699
AMASCUL1	-.95825
AADULTS1	.79767
AADPCHD1	.95035
AACH21	.02724
CCPSTAT1	.47564
CSOCIAB1	-.71093
CSELFAC1	.82854
CINDEPN1	-.08539
CEMPATH1	-1.30295
CSOCLIZ1	.36967
CGOODIM1	-.12620
CWELLBG1	-.37591
CTOLERA1	-.79061
CACHCON1	.52931
CPSYMIN1	.39764
CFLEXIB1	1.09608
CFEMMAS1	.03623

Table 4:6

**Unstandardized Canonical Discriminant
Function Coefficients**

SEX	.4799553
AACHEVE1	.1486664
AORDER1	-.5494216E-01
AINTRAC1	.9228167E-01
AEXHIB1	.1739271
AAUTON01	.9122953E-01
AAGGRES1	-.2844802
ACHANGE1	.1961922E-01
ASCONFD1	.7495554E-01
APERADJ1	-.2570664E-01
AIDEALS1	-.8584877E-01
AMASCUL1	-.1111610
AADULTS1	.9794534E-01
AADFCHD1	.1114214
AACH21	.3609879E-02
CCPSTAT1	.5906961E-01
CSOCIAB1	-.9104495E-01
CSELFAC1	.9514437E-01
CINDEPN1	-.1178578E-01
CEMPATH1	-.1661881
CSOCLIZ1	.5550984E-01
CGOODIM1	-.1445476E-01
CWELLBG1	-.5587261E-01
CTOLERA1	-.1372417
CACHCON1	.1009738
CPSYMIN1	.6395949E-01
CFLEXIB1	.1288751
CFEMMAS1	.4223881E-02
(constant)	-.14.14582

Table 4:7

**Wilks' lambda and the
Univariate F-ratio
Administration 1**

Wilk's lambda (U-statistic) and univariate F-ratio
with 3 and 81 degrees of freedom

<u>Variable</u>	<u>Wilks' lambda</u>	<u>F</u>	<u>Significance</u>
SEX	.99550	.1222	.9468
AACHEVE1	.92369	2.231	.0909
ADOMIN1	.91551	2.492	.0660
AENDUR1	.94996	1.422	.2423
AORDER1	.92078	2.323	.0812
AINTRAC1	.79164	7.107	.0003
ANURTUR1	.90001	3.000	.0353
AAFFILT1	.91632	2.466	.0681
AHETERS1	.93825	1.777	.1581
AEXHIBT1	.92175	2.292	.0843
AAUTONO1	.90099	2.967	.0368
AAGGRES1	.84750	4.858	.0037
ACHANGE1	.84724	4.868	.0037
ASUCCOR1	.94491	1.574	.2020
AABASEM1	.89123	3.295	.0246
ADEFERC1	.87867	3.728	.0145
ACOUNRS1	.90400	2.867	.0416
ASELFCN1	.88427	3.534	.0184
ASCONFD1	.89636	3.122	.0304
APERADJ1	.91583	2.481	.0668
AIDEALS1	.90634	2.790	.0457
ACRPERS1	.81686	6.054	.0009
AMILITL1	.96951	.8490	.4711
AMASCUL1	.91979	2.355	.0781
AFEMINN1	.91386	2.545	.0618
ACRTPNT1	.88457	3.523	.0186
ANURPNT1	.87462	3.870	.0122
AADULTS1	.89207	3.267	.0255
AFCHILD1	.89434	3.190	.0280
AADPCHD1	.87649	3.805	.0132
AACH11	.95117	1.386	.2530
AACH21	.96478	.9856	.4038
AACH31	.95947	1.141	.3378
AACH41	.94064	1.704	.1727

Table 4:7 continued

CDOMINC1	.93041	2.020	.1177
CCPSTAT1	.97128	.7984	.4983
CSOCIAB1	.92696	2.127	.1031
CSOCPRS1	.92473	2.198	.0946
CSELFAC1	.90715	2.764	.0472
CINDEPN1	.96947	.8501	.4705
CEMPATH1	.92661	2.138	.1018
CRESPON1	.96425	1.001	.3968
CSOCLIZ1	.94418	1.596	.1967
CSELFCO1	.90644	2.787	.0459
CGOODIM1	.94624	1.534	.2120
CCOMMUN1	.99364	.1728	.9145
CWELLBG1	.93256	1.953	.1277
CTOLERA1	.97156	.7904	.5028
CACHCON1	.94682	1.516	.2165
CACHIND1	.94880	1.457	.2325
CINTEFF1	.95466	1.282	.2861
CPSYMIN1	.92816	2.090	.1080
CFLEXIB1	.98978	.2788	.8406
CFEMMAS1	.94392	1.604	.1948

total sum of squares. A lambda of 1 occurs when the means of the observed groups are equal. If a lambda is near 0, then the within-groups variability is small compared to the total variability (Norusis, 1988). From this, the univariate F-ratios are also obtained being the between mean square to within mean squares. Hence, this provides a test of the null hypothesis that the group means are equal.

Using Wilks' lambda, and the univariate F, 19 variables were found significant at the .05 level. These included intraception, nurturance, autonomy, aggression, change, abasement, deference, counseling readiness, self-control, self-confidence, ideal self, creative personality, critical parent, nurturing parent, adult, free-child, and the adapted-child variables from the ACL and the self-acceptance and self-control variables from the CPI. Based on the observed significance level, the null hypothesis that the groups have the same means is rejected. However, in presentation it is important to note that Wilks' lambda provides little information about the effectiveness of the discriminate function in classification (Norusis, 1988). The stepwise

procedure will clarify this.

Stepwise Variable Selection

The stepwise process of SPSS PC+ combines the features of forward selection and backward elimination. In this method, the first variable included has the largest acceptable value for the selection criterion. After it is entered, the criterion value is reevaluated for the variables not included in the model. The variable next with the largest acceptable value is then selected and added to the model. At this point, the first variable entered is then evaluated based on the removal criterion. This complete process continues until no more variables meet entry or removal criteria (Norusis, 1988, p. 93).

The most powerful discriminant function derived from the stepwise variable selection resulted in a 28 variables to predict group membership. These are identified in Table 4:8. Together, these were significant at the .05 level. Further, the overall significance of these variables was .0000. Sex of the student was a variable in the discriminant equation. After inclusion of the 28 variables, the remaining ceased to be significant and were left out of the

Table 4:8

**Stepwise Variable Selection
Discriminant Analysis 1**

Wilks' lambda	.06766	Degrees of Freedom		Significance
Approximate F	2.82365	28	3	81.0
			84	162.4
				.0000

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilks' lambda</u>
SEX1	.5595516	1.2937	.07253
AACHEVE1	.1337249	3.5517	.08101
AORDER1	.1682378	2.1699	.07582
AINTRAC1	.1622305	3.2431	.07985
AEXHIBT1	.1000849	3.9676	.08258
AUTONO1	.1316464	3.0571	.07915
AAGGRES1	.0712765	8.4549	.09945
ACHANGE1	.3593070	2.1581	.07578
ASCONFD1	.1291278	2.0995	.07556
APERADJ1	.2151283	2.7039	.07783
AIDEALS1	.1795096	2.0448	.07535
AMASCUL1	.2526003	5.6720	.08898
AADULTS1	.0835660	1.7383	.07420
AADPCHD1	.0958401	4.1092	.08311
AACH21	.3209302	1.3088	.07258
CCPSTAT1	.2515024	1.5971	.07367
CSOCIAB1	.1718256	2.2968	.07630
CSELFAC1	.1731048	3.4816	.08075
CINDEPN1	.2766579	2.0417	.07534
CEMPATH1	.2136617	6.7359	.09298
CSOCLIZ1	.4101049	6.9741	.09388
CGOODIM1	.2487545	1.8611	.07466
CWELLBG1	.2666006	1.4223	.07301
CTOLERA1	.3512791	4.8864	.08603
CACHCON1	.3057941	3.0222	.07902
CPSYMIN1	.3752149	2.0232	.07527
CFLEXIB1	.2883289	5.5592	.08856
CFEMMAS1	.5138804	1.1193	.07187

equation.

**Discriminant Analyses and Testing Administration
Two and Three**

As a preliminary step to the repeated measures multivariate analysis of variance, discriminant analyses were performed on the data from the second and third testing administrations. The purpose of these analyses was to determine if change occurred as a result of training and supervision. If change occurred across the HBI groups, it could be possible that different personality characteristics would discriminate the HBI groups.

The following presentation is to establish the reliability of the results of the discriminant analyses for testing administrations 2 and 3. These were done to identify the individual variables in the administration that were significant in their relation to HBI group membership. This, therefore, would help establish whether or not some type of change occurred as a result of the training and supervision.

All 85 subjects were included in these analyses. None were excluded. The HBI group membership for each administration was held constant for all subjects in

order to examine change in personality characteristics. The resultant discriminate function was used to predict the membership of the subjects in the four (4) HBI groups for each administration respectively. The SPSS/PC+ procedure DSCRIMINANT was used.

Classification Results

Group membership prior probabilities were set at .25 for each group per administration. When the discriminant function was used, membership for administration 2 overall was correctly predicted at 87%. For administration 3, membership was correctly predicted at 88%. Both of these percentages were slightly stronger than the initial administration membership prediction of 86%. The canonical correlation for the second analysis was .8219. The third analysis was .8604. Both were comparable with the initial analysis being .8140. All three discriminant analysis had chi-square significance of .000. When using Wilks' lambda with significant F-ratios, the second analysis had 9 variables significant at the .05 level and the third had 4 variables significant at the .05 level. Tables 4:9 and 4:10 present the results of Wilks' lambda and the Univariate

F-ratio for administrations 2 and 3 respectively.

The most powerful discriminant functions from each analysis derived from the stepwise variable selection resulted in variables and values unique to each. Tables 4:11 and 4:12 give a description of these particular variables for analysis 2 and 3 respectfully. The results indicate that change occurred.

Since repeated measures multivariate analysis of variance was conducted, research questions two and three are considered together.

Research Question Two

Does change occur as a result of counselor training I or because of the sex of the student across the personality characteristic specific to each HBI student group pattern.

Null Hypothesis 2

There are no significant differences among the four (4) behavior patterns as assessed by the HBI on personality characteristics as assessed by the ACL and the CPI when measured following completion of counselor training I or because of the gender of the student.

Table 4:9

**Wilks' lambda and
the Univariate F-ratio
Administration 2**

Wilks' lambda (U-statistic) and univariate F-ratio
with 3 and 81 degrees of freedom

<u>Variable</u>	<u>Wilks'lambda</u>	<u>F</u>	<u>Significance</u>
SEX	.99550	.1222	.9468
AACHEVE2	.97905	.5777	.6313
ADOMIN2	.99019	.2674	.8487
AENDUR2	.94948	1.437	.2382
AORDER2	.92450	2.205	.0938
AINTRAC2	.78794	7.266	.0002
ANURTUR2	.94776	1.488	.2240
AAFFILT2	.95130	1.382	.2542
AHETERS2	.96787	.8963	.4468
AEXHIBT2	.94908	1.449	.2348
AAUTONO2	.94792	1.483	.2252
AAGGRES2	.91129	2.628	.0558
ACHANGE2	.92534	2.178	.0969
ASUCCOR2	.91604	2.475	.0674
AABASEM2	.97320	.7435	.5293
ADEFERC2	.94622	1.535	.2118
ACOUNRS2	.86932	4.059	.0097
ASELFNC2	.93477	1.884	.1388
ASCONF2	.95061	1.403	.2480
APERADJ2	.93843	1.772	.1591
AIDEALS2	.90015	2.995	.0356
ACRPERS2	.87668	3.798	.0133
AMILITL2	.95803	1.183	.3215
AMASCUL2	.99152	.2309	.8746
AFEMINN2	.99251	.2036	.8936
ACRTPNT2	.94438	1.590	.1981
ANURPNT2	.92645	2.144	.1011
AADULTS2	.89961	3.013	.0348
AFCHILD2	.93837	1.773	.1588
AADPCHD2	.88578	3.481	.0196
AACH12	.93315	1.934	.1306
AACH22	.91004	2.669	.0531
AACH32	.95654	1.227	.3054

Table 4:9 continued

AACH42	.87799	3.752	.0141
CDOMINC2	.93444	1.894	.1371
CCPSTAT2	.98785	.3320	.8022
CSOCIAB2	.98154	.5077	.6781
CSOCPRS2	.95806	1.182	.3219
CSELFAC2	.97169	.7867	.5048
CINDEPN2	.98246	.4820	.6957
CEMPATH2	.96797	.8933	.4483
CRESPON2	.94910	1.448	.2349
CSOCLIZ2	.93072	2.010	.1191
CSELFCO2	.87311	3.924	.0114
CGOODIM2	.93077	2.008	.1193
CCOMMUN2	.97125	.7992	.4976
CWELLBG2	.97521	.6863	.5630
CTOLERA2	.96735	.9113	.4393
CACHCON2	.95231	1.352	.2634
CACHIND2	.97398	.7212	.5422
CINTEFF2	.96857	.8761	.4571
CPSYMIN2	.95387	1.306	.2783
CFLEXIB2	.98965	.2825	.8379
CFEMMAS2	.95813	1.180	.3226

Table 4:10

**Wilks' lambda and
the Univariate F-ratio
Administration 3**

Wilks' lambda (U-statistic) and univariate F-ratio
with 3 and 81 degrees of freedom

<u>Variable</u>	<u>Wilks'lambda</u>	<u>F</u>	<u>Significance</u>
SEX	.99550	.1222	.9468
AACHEVE3	.98244	.4825	.6953
ADOMIN3	.98613	.3798	.7678
AENDUR3	.96072	1.104	.3525
AORDER3	.92328	2.244	.0895
AINTRAC3	.87429	3.882	.0120
ANURTUR3	.95576	1.250	.2972
AAFFILT3	.96861	.8750	.4576
AHETERS3	.96998	.8355	.4783
AEXHIBT3	.93199	1.970	.1250
AAUTONO3	.95455	1.285	.2850
AAGGRES3	.92779	2.101	.1065
ACHANGE3	.89507	3.165	.0288
ASUCCOR3	.93450	1.892	.1374
AABASEM3	.97025	.8279	.4823
ADEFERC3	.94025	1.716	.1703
ACOUNRS3	.91323	2.565	.0603
ASELF3CN3	.92844	2.081	.1092
ASCONF3D3	.92442	2.208	.0935
APERADJ3	.93068	2.011	.1189
AIDEALS3	.95466	1.282	.2860
ACRPERS3	.87004	4.033	.0100
AMILITL3	.97315	.7449	.5284
AMASCUL3	.98963	.2829	.8376
AFEMINN3	.99287	.1940	.9002
ACRTPNT3	.94965	1.432	.2396
ANURPNT3	.94163	1.674	.1792
AADULTS3	.95199	1.362	.2604
AFCHILD3	.89138	3.290	.0248
AADPCHD3	.93876	1.761	.1612
AACH13	.97723	.6290	.5983
AACH23	.95039	1.409	.2461
AACH33	.96500	.9792	.4068

Table 4:10 continued

AACH43	.94474	1.579	.2008
CDOMINC3	.93522	1.870	.1412
CCPSTAT3	.97522	.6861	.5631
CSOCIAB3	.94841	1.469	.2292
CSOCPRS3	.96452	.9933	.4003
CSELFAC3	.95940	1.143	.3369
CINDEPN3	.94948	1.437	.2382
CEMPATH3	.98339	.4560	.7138
CRESPON3	.94428	1.593	.1974
CSOCLIZ3	.96308	1.035	.3816
CSELFACO3	.94671	1.520	.2156
CGOODIM3	.96336	1.027	.3852
CCOMMUN3	.96928	.8558	.4674
CWELLBG3	.98565	.3931	.7583
CTOLERA3	.92525	2.181	.0966
CACHCON3	.95724	1.201	.3148
CACHIND3	.93876	1.761	.1611
CINTEFF3	.96234	1.057	.3722
CPSYMIN3	.95727	1.205	.3132
CFLEXIB3	.96814	.8884	.4508
CFEMMAS3	.97491	.6949	.5578

Table 4:11

**Stepwise Variable Selection
Discriminant Analysis 2**

Wilks' lambda	.07937	Degrees of Freedom	28	3	81.0	Significance
Approximate F	2.57661			84	162.0	.0000

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilks' lambda</u>
SEX	.4435551	6.9714	.11010
ADOMIN2	.0544031	1.9575	.08800
AINTRAC2	.2269385	5.1782	.10220
ANURTUR2	.1730936	1.4099	.08558
AFFILT2	.0865364	3.1233	.09314
ACHANGE2	.2616856	2.0233	.08829
AABASEM2	.0919693	3.3031	.09393
ADEFERC2	.1345021	2.1388	.08880
ACOUNRS2	.4226961	3.1905	.09343
ASCONFD2	.0655325	3.1137	.09309
APERADJ2	.1167604	5.0009	.10142
AIDEALS2	.1442412	4.9562	.10122
ACRPERS2	.1566296	2.5825	.09075
AADPCHD2	.1313874	4.7473	.10030
AACH12	.4023674	2.9608	.09242
AACH22	.3889332	1.8347	.08746
AACH32	.2833207	3.5825	.09516
AACH42	.2827716	1.5036	.08600
CDOMINC2	.2385350	2.9127	.09221
CSOCIAB2	.1944174	3.7030	.09569
CEMPATH2	.3407726	1.4012	.08554
CRESPON2	.3606326	1.3673	.08539
CSOCLIZ2	.5459525	1.9009	.08775
CSELFCO2	.2747100	2.8866	.09209
CACHCON2	.3238249	3.5203	.09489
CACHIND2	.2754703	3.1369	.09320
CPSYMIN2	.3390086	4.4859	.09915
CFEMMAS2	.4502201	1.8001	.08730

Table 4:12
Stepwise Variable Selection
Discriminant Analysis 3

		Degrees of Freedom		Significance
Wilks' lambda	.07508	29	3	81.1
Approximate F	2.52191	89	159.5	.0000

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilk' lambda</u>
SEX	.5866059	2.3258	.08496
AENDUR3	.1260662	1.1566	.07999
AORDER3	.1959462	3.1112	.08830
AINTRAC3	.1454096	1.1178	.07983
AAUTONO3	.1109207	1.0183	.07940
ACHANGE3	.2452046	3.2122	.08873
ASUCCOR3	.1633075	4.8232	.09557
AABASEM3	.1410281	1.0814	.07967
ACOUNRS3	.2448748	3.8484	.09143
ASELFCN3	.1688380	1.0579	.07957
ASCONFD3	.1459949	2.5754	.08602
AIDEALS3	.1308989	2.5620	.08596
ACRPERS3	.2031172	3.7944	.09120
AMASCUL3	.2561947	2.0788	.08391
ANURPNT3	.1154597	2.9105	.08744
AADPCHD3	.0843989	2.6273	.08624
AACH23	.3008075	1.8665	.08301
AACH33	.1828381	9.3297	.11472
AACH43	.1356140	4.2268	.09304
CDOMINC3	.2822196	2.6087	.08616
CCPSTAT3	.2558959	4.4521	.09400
CEMPATH3	.2806254	4.3144	.09341
CRESPON3	.2099242	5.4049	.09804
CSOCLIZ3	.3984314	1.1425	.07993
CSELFCO3	.2527104	6.4830	.10263
CCOMMUN3	.3887613	10.074	.11788
CTOLERA3	.2338581	3.0809	.08817
CACHCON3	.2867174	4.9098	.09594
CPSYMIN3	.3160175	1.5271	.08157

Research Question Three

Does change occur as a result of counselor training II or to the sex of the student across the personality characteristics specific to each HBI student group pattern.

Null Hypothesis 3

There are no significant differences among the four behavior patterns as assessed by the HBI on personality characteristics as assessed by the ACL and CPI when measured following completion of counselor training II or because of the gender of the student.

Analysis

The 85 subjects were separated into their original group patterns as assessed by the HBI. A repeated measure multivariate analysis of variance (RM-MANOVA) was then performed considering the personality variables as assessed by the ACL and the CPI across each administration along with the gender of the student. The procedure was run using the SPSSX RM-MANOVA procedure.

Multivariate Test of Significance

Hotelling's T² was the multivariate test used in the study. This test compares the groups and asks

whether there is a difference between groups on one or more of the dependent variables (time). Hence, Hotelling's T^2 tests the null that the groups have the same means or in this case mean vectors. The means associated with any one of the criterion groups constitute a group's mean vector.

If the calculated T^2 value exceeds the critical value (.05), the null of identical mean vectors can be rejected. This means that the groups differ significantly from each other on at least one of the dependent variables. If T^2 is not significant, then, the factors are not related to group differences on any of the variables (Huck, Cormier and Bounds, 1974; Norusis, 1988).

Cells

A total of eight (8) cells were constructed based on the four (4) HBI student groups patterns and gender of the student. Of importance here is to note that analysis of variance is based on the assumption that the scores in each of the various groups have approximately the same variance. Since there was not an equal number of scores in each of the various groups, it was necessary to test for univariate

homogeneity of variance for each cell. Based on the results of the tests deriving homogeneity of variance, it was demonstrated that singular variance - covariance matrix existed for each cell. Therefore, it can be concluded that homogeneity of variance was present in the calculations.

Chi-Square

Based on the eight (8) cells an overall chi-square was calculated for the time within-subjects. The value was 46.611 with 5 degrees of freedom significant at .000. The value of this chi-square indicates change occurred and that placement in the groups was significant over the three administrations. Therefore, change did not occur by chance.

Interactive Effects

A total of four tests, showing the combinations of variables as treated in the analysis follow. Table 4:13 displays each possible testing combination. Since this is a repeated measures procedure, the following three possible effects, HBI groups, sex, and HBI groups and sex, were omitted. The reason was because they do not include the time dimension being explored by this research.

Table 4:13**Repeated Measures Testing Combinations**

	HBI Group Membership	Sex	Time
1. (excluded)	X		
2. (excluded)		X	
3. (excluded)			X
4. (included)	X	X	
5. (included)	X		X
6. (included)		X	X
7. (included)	X	X	X

HBIG by Sex by Time

This interaction effect was not found significant for the multivariate test of significance. Hotellings T was .627. Therefore, it can be concluded that the combination of HBI group by sex by time made no difference on change across the interventions. Table 4:14 presents the multivariate results in detail.

Sex by Time

This interaction effect was not found significant for the multivariate test of significance. Hotellings T was .811. Therefore, it can be concluded that the combination of sex by time made no difference on change across the interventions. Table 4:15 presents multivariate results in detail.

HBIG by Time

This interaction effect was found to be significant for the multivariate test of significance. Hotellings T was .008. This shows that there is change as a result of the interventions based on HBI group membership with time. Table 4:16 presents these results in detail.

Table 4:14**Interaction Effects For
HBIG by Sex by Time****Multivariate Test of Significance**

Test Name	Value	Appt.F	Hypo. DF
Hotellings	.09635	.78862	9.00
	Error DF	Significant F	
	221.00	.627	

Table 4:15

**Interaction Effects For
Sex by Time**

Multivariate Test of Significance

Test Name	Value	Exact F	Hypo. DF
Hotellings	.01280	.32008	3.00
	Error DF	Significant F	
	75.00	.811	

Table 4:16**Interaction Effects For
HBIG by Time****Multivariate Test of Significance**

Test Name	Value	Approx.F	Hypo. DF
Hotellings	.31091	2.54487	9.00
	Error DF	Significant F	
	221.00	.008	

Time

This interactive effect was found to be significant for the multivariate test of significance. Hotellings T was .000. This shows that change occurred across the administrations significantly as a result of the interventions. Table 4:17 presents these results in detail.

Summary

For the graduate counselor education students who participated in the practicum I course, discriminant analyses were run to determine if personality characteristics as assessed by the ACL and CPI, discriminated membership among the HBI group patterns (TA, AF, FT, TFA). Null hypothesis 1 was rejected at the .05 level of significance. To test the hypothesis, a prediction function was derived. Based on the discriminant function which included 28 variables, students were correctly classified into the appropriate HBI groups 85.88 percent of the time.

This study also sought to determine if change in behavior and personality occurred as a result of counselor training. Repeated measures multivariate analysis of variance and univariate analysis of

Table 4:17**Interaction Effects For
Time****Multivariate Test of Significance**

Test Name	Value	Approx.F	Hypo. DF
Hotellings	.69525	17.38114	3.00
	Error DF	Significant F	
	75.00	.0000	

variance were the statistical techniques used. The interactive effects of HBI group membership with time, and time alone were both significant at the .05 level for each testing administration. The gender of the students was not significant in the analyses. The interventions of counselor training have appeared to cause the change.

Null hypotheses 2 and 3 were rejected at the .05 level of significance. The gender of the students was not significant in the analyses.

Chapter V

Summary, Conclusion, Discussion and Recommendation

This chapter is organized first by a summary of the present investigation. It is then followed by a presentation of conclusions, implications and suggestions for future research as a result of this research.

Summary

This study was conducted to examine the nature of behavior and personality characteristics of master's level counseling students and to determine if change occurred as a result of counselor training. The population included a group of 85 students who participated in a graduate practicum course in a southeastern private liberal arts university during the 1987-1988 and 1988-1989 academic years. All subjects successfully completed both treatments in their study.

The results of the research established that the subjects for this study were not homogenous in their HBI behavior patterns, with subjects grouped in each of the 4 group patterns (TA, AF, FT, TFA). Further, each

of the groups had an equal representation of males and females except for group 3 (FT) which was 56% male.

Differences between the groups were established through the use of discriminant analysis. When all the students were considered together, 28 variables were useful in discriminating between the groups. They were sex, achievement, order, intraception, exhibition, autonomy, aggression, change, self-confidence, personal adjustment, ideal self, masculinity, adult, adapted child and achievement 2 from the ACL, and capacity for status, sociability, self-acceptance, independence, empathy, socialization, good impression, well-being, tolerance, achievement via conformance, psychological mindedness, flexibility and femininity/masculinity from the CPI.

Change in student characteristics as a result of counselor training was considered using repeated measures multivariate analysis of variance and the univariate analysis of variance component of the discriminant analyses.

The multivariate test, Hotellings' T, was significant at the .05 level for the interactive effects of HBI group and time, and time. The

univariate analysis of variance displayed variables significant at the .05 level unique to each administration. A presentation of these variables is included in Table 5:1.

Further, the step-wise procedure discriminant function identified significant variables unique to each administration equation. Table 5:2 presents a description of these variables across the administrations.

The results of the research demonstrated that change occurred as a result of both training interventions. Sex of the student was not a factor in consideration of the effect of the treatments.

In conclusion, the results of this research established that behavior heterogeneity of students seeking graduate counselor education is a reality. Additionally, diversity in personality traits as assessed by the ACL and CPI was demonstrated peculiar to each HBI group. Further, as a result of the counselor training, students changed across their behavior and personality characteristics.

Table 5:1
Univariate Analysis of Variance
Variables

Administration #1

<u>Variable</u>	<u>Wilks' lambda</u>	<u>F</u>	<u>Significance</u>
AINTRAC1	.79164	7.107	.0003
ANURTUR1	.90001	3.000	.0353
AAUTONO1	.90099	2.967	.0368
AAGGRES1	.84750	4.858	.0037
ACHANGE1	.84724	4.868	.0037
AABASEM1	.89123	3.295	.0246
ADEFERC1	.87867	3.728	.0145
ACOUNRS1	.90400	2.867	.0416
ASELFCN1	.88427	3.534	.0184
ASCONFD1	.89636	3.122	.0304
AIDEALS1	.90634	2.790	.0457
ACRPERS1	.81686	6.054	.0009
ACRTPNT1	.88457	3.523	.0186
ANURPNT1	.87462	3.870	.0122
AADULTS1	.89207	3.267	.0255
AFCHILD1	.89434	3.190	.0280
AADPCHD1	.87649	3.805	.0132
CSELFAC1	.90715	2.764	.0472
CSELFCO1	.90644	2.787	.0459

Administration #2

<u>Variable</u>	<u>Wilks' lambda</u>	<u>F</u>	<u>Significance</u>
AINTRAC2	.78794	7.266	.0002
ACOUNRS2	.86932	4.059	.0097
AIDEALS2	.90015	2.995	.0356
ACRPERS2	.87668	3.798	.0133
AADULTS2	.89961	3.013	.0348
AADPCHD2	.88578	3.481	.0196
AACH42	.87799	3.752	.0141
CSELFCO2	.87311	3.924	.0114

Table 5:1 continued

Administration #3

<u>Variable</u>	<u>Wilks' lambda</u>	<u>F</u>	<u>Significance</u>
AINTRAC3	.87429	3.882	.0120
ACHANGE3	.89507	3.165	.0288
ACRPERS3	.87004	4.033	.0100
AFCHILD3	.89138	3.290	.0248

Table 5:2
Stepwise Variable Selection
Administration #1

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilks' lambda</u>
SEX1	.5595516	1.2937	.07253
AACHEVE1	.1337249	3.5517	.08101
AORDER1	.1682378	2.1699	.07582
AINTRAC1	.1622305	3.2431	.07985
AEXHIBT1	.1000849	3.9676	.08258
AAUTONO1	.1316464	3.0571	.07915
AAGGRES1	.0712765	8.4549	.09945
ACHANGE1	.3593070	2.1581	.07578
ASCONFD1	.1291278	2.0995	.07556
APERADJ1	.2151283	2.7039	.07783
AIDEALS1	.1795096	2.0448	.07535
AMASCUL1	.2526003	5.6720	.08898
AADULTS1	.0835660	1.7383	.07420
AADPCHD1	.0958401	4.1092	.08311
AACH21	.3209302	1.3088	.07258
CCPSTAT1	.2515024	1.5971	.07367
CSOCIAB1	.1718256	2.2968	.07630
CSELFAC1	.1731048	3.4816	.08075
CINDEPN1	.2766579	2.0417	.07534
CEMPATH1	.2136617	6.7359	.09298
CSOCLIZ1	.4101049	6.9741	.09388
CGOODIM1	.2487545	1.8611	.07466
CWELLBG1	.2666006	1.4223	.07301
CTOLERA1	.3512791	4.8864	.08603
CACHCON1	.3057941	3.0222	.07902
CPSYMIN1	.3752149	2.0232	.07527
CFLEXIB1	.2883289	5.5592	.08856
CFEMMAS1	.5138804	1.1193	.07187

Table 5:2 continued

Administration #2

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilks' lambda</u>
SEX	.4435551	6.9714	.11010
ADOMIN2	.0544031	1.9575	.08800
AINTRAC2	.2269385	5.1782	.10220
ANURTUR2	.1730936	1.4099	.08558
AFFILT2	.0865364	3.1233	.09314
ACHANGE2	.2616856	2.0233	.08829
AABASEM2	.0919693	3.3031	.09393
ADEFERC2	.1345021	2.1388	.08880
ACOUNRS2	.4226961	3.1905	.09343
ASCONFD2	.0655325	3.1137	.09309
APERADJ2	.1167604	5.0009	.10142
AIDEALS2	.1442412	4.9562	.10122
ACRPERS2	.1566296	2.5825	.09075
AADPCHD2	.1313874	4.7473	.10030
AACH12	.4023674	2.9608	.09242
AACH22	.3889332	1.8347	.08746
AACH32	.2833207	3.5825	.09516
AACH42	.2827716	1.5036	.08600
CDOMINC2	.2385350	2.9127	.09221
CSOCIAB2	.1944174	3.7030	.09569
CEMPATH2	.3407726	1.4012	.08554
CRESPON2	.3606326	1.3673	.08539
CSOCLIZ2	.5459525	1.9009	.08775
CSELFCO2	.2747100	2.8866	.09209
CACHCON2	.3238249	3.5203	.09489
CACHIND2	.2754703	3.1369	.09320
CPSYMIN2	.3390086	4.4859	.09915
CFEMMAS2	.4502201	1.8001	.08730

Table 5:2 continued

Administration #3

<u>Variable</u>	<u>Tolerance</u>	<u>F to Remove</u>	<u>Wilk'</u> <u>lambda</u>
SEX	.5866059	2.3258	.08496
AENDUR3	.1260662	1.1566	.07999
AORDER3	.1959462	3.1112	.08830
AINTRAC3	.1454096	1.1178	.07983
AAUTONO3	.1109207	1.0183	.07940
ACHANGE3	.2452046	3.2122	.08873
ASUCCOR3	.1633075	4.8232	.09557
AABASEM3	.1410281	1.0814	.07967
ACOUNRS3	.2448748	3.8484	.09143
ASELFCN3	.1688380	1.0579	.07957
ASCONFD3	.1459949	2.5754	.08602
AIDEALS3	.1308989	2.5620	.08596
ACRPERS3	.2031172	3.7944	.09120
AMASCUL3	.2561947	2.0788	.08391
ANURPNT3	.1154597	2.9105	.08744
AADPCHD3	.0843989	2.6273	.08624
AACH23	.3008075	1.8665	.08301
AACH33	.1828381	9.3297	.11472
AACH43	.1356140	4.2268	.09304
CDOMINC3	.2822196	2.6087	.08616
CCPSTAT3	.2558959	4.4521	.09400
CEMPATH3	.2806254	4.3144	.09341
CRESPON3	.2099242	5.4049	.09804
CSOCLIZ3	.3984314	1.1425	.07993
CSELFCO3	.2527104	6.4830	.10263
CCOMMUN3	.3887613	10.074	.11788
CTOLERA3	.2338581	3.0809	.08817
CACHCON3	.2867174	4.9098	.09594
CPSYMIN3	.3160175	1.5271	.08157

Conclusions

The following conclusions were drawn with respect to the master's level counselor education students who were subjects for this study.

- 1) The subjects were heterogeneous in that the subjects were found to be in each of the TA, FT, AF, TFA groups as assessed by means of the HBI. The size of the groups vary such that placement was significant.
- 2) Selected variables, which differ among the 3 administrations are useful in prediction of group membership.
- 3) Students changed significantly across both counselor training I and II in respect to their behavior and personality characteristics.
- 4) Sex of the student was not a significant factor in the interactive effects for determining change as a result of either counselor training interventions.
- 5) The use of the HBI, ACL and CPI provided the researcher with a means for assessing student characteristics and change across counselor training.

Implications

Student diversity on behavior and personality characteristics has implications for counselor training. These include:

- 1) A knowledge of the specific individual differences should dictate training methodology. Counselor educators should tailor their training efforts to the student's characteristics; not just simply use a preferred instructional style.
- 2) The significant relationship between the HBI, ACL and CPI that occurred in this study offers a means for assessing and identifying the behavior and personality characteristics that could be used in identifying strengths and deficits of future counselors. This would provide a means for a more individually tailored and prescriptive approach to counselor training.
- 3) Since significant change was observed for students across both training I and II, counselor educators should become sensitive to the nature of change in their training efforts.
- 4) The call by Hutchins (1984) and others (Blocher, 1982; Borders, 1989; Hawkins, 1988;

Lenihan, 1980) regarding therapeutic strength and diversity in the thinking, feeling and acting domains and the development of a style of helping that is congruent with and built on individual personality characteristics (Corey, 1986; Corsini, 1988; Ivey, 1986; Rosenthal, 1977) can be pursued and monitored.

Recommendations

The following recommendations are offered based on the finding of this research.

- 1) It is recommended that the study be replicated by having the researcher:
 - A. Conduct the experimental design and not use archival data.
 - B. Develop interventions based on a particular model of counselor training.
 - C. Use a more diverse population with respect to institutions of higher learning attended, and considerations for social, cultural, religious and geographical grouping.
- 2) It is recommended that the direction of student change be identified and examined across

counselor training.

3) It is recommended that the study be replicated for doctoral level counseling students.

4) It is recommended that counselor educators give attention to and tailor their training to the behavior and personality characteristics of their students across training.

5) It is recommended that future data for a study of this type be collected across the entire training experience.

6) It is recommended that the assessment of student change as a function of the various training models and processes be undertaken.

Counselor training is essential to the future of the counseling profession. Such training should never be random process. Counselor trainees are diverse in their behavior and personality characteristics. They also change as a result of training and supervision. Hence, they have unique individual training needs. A research-oriented training process that is informed by an assessment of individual trainee behavior and personality characteristics could be viewed as the first step toward the development of an individualized

training methodology. The measurement of these characteristics across training experiences could provide counselor educators with the information necessary to accomplish a more prescriptive and individually tailored approach to counselor training.

APPENDIX A

OVERALL COUNSELOR SKILLS RATING FORM

STUDENT NAME: _____

DATE: _____

Rating Scale: **5 = Excellent** **4 = Good**
 3 = Average **2 = Fair**
 1 = Poor **NA = Not Applicable**

	Circle Only One					
Physical Attending						
Eye Contact	5	4	3	2	1	NA
Seating Posture	5	4	3	2	1	NA
Movements/Gestures	5	4	3	2	1	NA
Appropriately relaxed/Comfortable	5	4	3	2	1	NA
Cognitive Attending						
As illustrated in the use of reflections	5	4	3	2	1	NA
Verbal and/or non-verbal awareness	5	4	3	2	1	NA
Content/information accuracy	5	4	3	2	1	NA
Affective attending						
Accurate empathy	5	4	3	2	1	NA
Facilitates expression of feelings	5	4	3	2	1	NA
Use of Silence	5	4	3	2	1	NA
Use of Probes, Open Questions, Clarifications	5	4	3	2	1	NA
Appropriately Supportive/Reinforcing	5	4	3	2	1	NA
Challenging						
Confrontations	5	4	3	2	1	NA
Self-disclosing	5	4	3	2	1	NA
Risk-taking	5	4	3	2	1	NA
Facilitation of Goal-Setting Including Evaluation	5	4	3	2	1	NA

Identification of Presenting Problem	5	4	3	2	1	NA
Identification of Root Problem	5	4	3	2	1	NA
Closure	5	4	3	2	1	NA

SUPERVISOR COMMENTS: _____

SUPERVISOR SIGNATURE: _____

APPENDIX B

GROUP MEANS AND STANDARD DEVIATIONS

HBIG1		SEX	AACHEV1	ADOMIN1	AENDUR1
	1	.50000	52.62500	55.12500	52.75000
	2	.50000	53.25000	53.00000	55.25000
	3	.56757	53.02703	49.45946	57.81081
	4	.50000	57.91667	55.83333	57.95833
	Total	.52941	54.41176	52.45882	56.89412
HBIG1		AORDER1	AINTRAC1	ANURTUR1	AAFFILT1
	1	56.37500	47.37500	48.87500	51.00000
	2	54.12500	51.93750	57.43750	8.93750
	3	60.18919	58.40541	57.21622	55.24324
	4	57.37500	60.75000	58.66667	59.50000
	Total	57.89412	56.81176	56.88235	56.74118
HBIG1		AHETERS1	AEXHIBT1	AAUTONO1	AAGGRES1
	1	45.87500	49.00000	49.62500	55.50000
	2	53.37500	47.81250	43.87500	45.18750
	3	49.21622	43.32432	40.81081	42.10811
	4	53.50000	48.87500	45.95833	45.04167
	Total	50.89412	46.27059	43.67059	44.77647
HBIG1		ACHANGE1	ASUCCOR1	AABASEM1	ADEFERC1
	1	43.50000	47.12500	43.50000	49.50000
	2	41.93750	46.68750	48.00000	55.68750
	3	39.08108	46.48649	51.05405	58.37838
	4	47.00000	42.45833	44.66667	52.66667
	Total	42.27059	45.44706	47.96471	55.42353
HBIG1		ACOUNRS1	ASELFCN1	ASCONFD1	APERADJ1
	1	55.25000	48.62500	49.12500	50.00000
	2	44.43750	53.12500	52.87500	57.81250
	3	49.40541	57.91892	51.83784	55.75676
	4	46.70833	53.79167	58.12500	58.54167
	Total	48.25882	54.97647	53.55294	56.38824
HBIG1		AIDEALS1	ACRPERS1	AMILITL1	AMASCUL1
	1	50.87500	41.00000	52.75000	56.50000
	2	55.56250	44.56250	55.12500	48.56250
	3	57.18919	46.51351	55.70270	49.10811
	4	60.87500	53.41667	57.04167	52.62500
	Total	57.32941	47.57647	55.69412	50.69412

HBIG1		AFEMINN1	ACRTPNT1	ANURPNT1	AADULTS1
	1	45.62500	57.12500	50.12500	51.12500
	2	54.25000	45.87500	56.62500	55.93750
	3	51.24324	43.24324	58.81081	59.45946
	4	52.70833	43.45833	60.54167	60.33333
	Total	51.69412	45.10588	58.07059	58.25882

HBIG1		AFCHILD1	AADPCHD1	AACH11	AACH21
	1	47.50000	47.50000	38.50000	45.62500
	2	50.81250	43.00000	45.12500	40.25000
	3	45.78378	41.56757	41.78378	42.67568
	4	53.08333	36.83333	44.62500	43.12500
	Total	48.95294	41.05882	42.90588	42.62353

HBIG1		AACH31	AACH41	CDOMINC1	CCPSTAT1
	1	51.12500	53.75000	62.87500	51.50000
	2	55.18750	52.00000	65.43750	53.12500
	3	50.94595	57.83784	59.48649	52.10811
	4	53.16667	57.25000	62.54167	55.12500
	Total	52.38824	56.18824	61.78824	53.09412

HBIG1		CSOCIAB1	CSOCPRS1	CSELFAC1	CINDEPN1
	1	48.62500	40.00000	50.37500	51.12500
	2	55.12500	47.25000	55.43750	55.62500
	3	50.45946	43.78378	49.81081	54.54054
	4	53.50000	48.66667	55.29167	55.54167
	Total	52.02353	45.45882	52.47059	54.70588

HBIG1		CEMPATH1	CRESPON1	CSOCLIZ1	CSELFCO1
	1	54.12500	57.62500	51.62500	54.00000
	2	55.31250	59.37500	54.50000	56.56250
	3	50.81081	58.67568	55.89189	61.02703
	4	55.29167	56.62500	52.70833	58.25000
	Total	53.23529	58.12941	54.32941	58.74118

HBIG1		CGOODIM1	CCOMMUN1	CWELLBG1	CTOLERA1
	1	50.37500	55.12500	50.37500	54.00000
	2	57.00000	55.81250	55.37500	55.75000
	3	57.62162	54.83784	56.10811	56.32432
	4	56.58333	55.04167	56.83333	54.29167
	Total	56.52941	55.10588	55.63529	55.42353

HBIG1		CACHCON1	CACHIND1	CINTEFF1	CFSYMIN1
	1	55.87500	52.87500	50.37500	48.37500
	2	60.50000	57.62500	53.31250	54.31250
	3	59.21622	57.32432	54.51351	53.70270
	4	59.87500	56.83333	55.37500	54.41667
	Total	59.32941	56.82353	54.14118	53.51765

HBIG1		CFLEXIB1	CFEMMAS1
	1	45.62500	46.87500
	2	48.31250	50.93750
	3	47.75676	47.72973
	4	48.70833	44.91667
	Total	47.92941	47.45882

Group Standard Deviations

HBIG1		SEX	AACHEVE1	ADOMIN1	AAENDUR1
	1	.53452	8.17553	7.03943	6.31891
	2	.51640	7.86977	9.62635	6.43428
	3	.50225	8.05704	11.00150	8.01678
	4	.51075	7.41278	7.04437	7.57845
	Total	.50210	8.02569	9.69972	7.53883

HBIG1		AORDER1	AINTRAC1	ANURTUR1	AAFFILT1
	1	6.65341	10.50085	8.65922	8.28079
	2	7.08872	7.54956	7.65914	6.46497
	3	9.14949	9.65936	8.39687	10.52617
	4	6.97706	6.38102	7.92172	8.19862
	Total	8.19701	9.43713	8.44085	9.28921

HBIG1		AHETERS1	AEXHIBT1	AAUTONO1	AAGGRES1
	1	11.70394	9.62140	10.47361	10.36478
	2	12.13191	11.42056	9.82429	9.18853
	3	9.83230	9.19859	8.75544	9.62284
	4	9.25485	7.22503	8.09981	7.36903
	Total	10.45628	9.40667	9.25613	9.62929

HBIG1		ACHANGE1	ASUCCOR1	AABASEM1	ADEFERC1
	1	7.32900	6.26641	7.72750	8.94427
	2	3.82045	6.12883	10.05982	8.30838
	3	9.16933	9.82237	9.26447	8.94536
	4	8.12939	6.11469	7.55655	7.29900
	Total	8.49984	8.07186	9.20203	8.78903

HBIG1		ACOUNRS1	ASELFCN1	ASCONFD1	APERADJ1
	1	12.94770	9.75320	8.88719	8.75051
	2	8.35040	8.27748	11.24203	5.51626
	3	9.60746	8.45372	9.06309	9.95101
	4	7.63561	7.58706	7.50254	5.59487
	Total	9.52085	8.67533	9.43336	8.28236
HBIG1		AIDEALS1	ACRPERS1	AMILITL1	AMASCUL1
	1	6.97828	8.65200	9.51315	9.91392
	2	8.64075	7.14580	5.85235	13.17558
	3	9.33285	9.23647	8.02034	6.95135
	4	9.41466	8.51554	3.56894	6.55288
	Total	9.33553	9.37369	6.79114	8.82640
HBIG1		AFEMINN1	ACRTPNT1	ANURPNT1	AADULTS1
	1	7.38604	16.35706	6.08129	7.37636
	2	8.72926	10.70747	6.37574	6.15867
	3	7.18565	11.04889	9.51268	9.99054
	4	7.20193	10.26594	5.87537	6.00483
	Total	7.72137	11.83721	8.18359	8.46724
HBIG1		AFCHILD1	AAPCHD1	AACH11	AACH21
	1	9.59166	7.65320	10.83645	5.62996
	2	10.34871	6.27163	7.32006	5.70964
	3	9.31884	10.16678	9.35157	8.11396
	4	8.95844	7.13635	9.49971	8.15775
	Total	9.80513	8.94607	9.25900	7.54349
HBIG1		AACH31	AACH41	CDOMINC1	CCPSTAT1
	1	8.23646	9.70640	5.40998	8.45154
	2	7.25000	8.75595	10.14540	8.44492
	3	9.96646	9.51465	9.05729	7.69843
	4	5.09618	9.68302	6.83965	8.20558
	Total	8.21308	9.56244	8.59830	8.02322
HBIG1		CSOCIAB1	CSOCPRS1	CSELFAC1	CINDEPN1
	1	6.32314	4.69042	6.45728	7.19995
	2	9.27991	13.23883	11.37230	8.26136
	3	7.67606	9.63540	8.85951	7.87963
	4	7.36029	8.70615	6.86819	5.23350
	Total	7.96417	10.06473	8.97827	7.22565

HBIG1		CEMPATH1	CRESPON1	CSOCLIZ1	CSELFCO1
	1	5.43632	8.58466	6.92691	10.43346
	2	8.96451	5.28993	5.15105	5.48900
	3	7.56761	4.72025	6.77735	7.67567
	4	8.08906	5.70897	7.23806	6.82865
	Total	7.99799	5.54159	6.73015	7.60819

HBIG1		CGOODIM1	CCOMMUN1	CWELLBG1	CTOLERA1
	1	12.91663	3.68152	11.37588	7.48331
	2	6.89928	3.78098	3.64920	3.94124
	3	8.69339	4.43793	7.48251	6.17366
	4	8.26684	5.36072	4.86931	5.48103
	Total	8.81366	4.48549	6.84148	5.73912

HBIG1		CACHCON1	CACHIND1	CINTEFF1	CPSYMIN1
	1	3.97986	5.43632	5.37022	7.08998
	2	3.89872	4.81491	7.19925	4.42295
	3	5.87431	6.25857	6.73557	6.92766
	4	5.29407	5.55343	6.20527	5.74015
	Total	5.29013	5.79239	6.60475	6.33699

HBIG1		CFLEXIB1	CFEMMAS1
	1	7.22965	8.14928
	2	6.18297	5.22135
	3	9.04128	9.76857
	4	9.27118	8.47460
	Total	8.39471	8.67063

APPENDIX C

POOLED WITHIN-GROUPS CORRELATION MATRIX

SEX	AACHEVE1	ADOMIN1	AENDUR1	AORDER1	AINTRAC1	ANURTUR1
SEX	1.00000					
AACHEVE1	1.00000					
ADOMIN1	.50315	1.00000				
AENDUR1	.72979	.18545	1.00000			
AORDER1	.59772	.12344	.87789	1.00000		
AINTRAC1	.31146	.12798	.52650	.56102	1.00000	
ANURTUR1	.07247	.00835	.12325	.10282	.58544	1.00000
AFFILTI1	.13001	.13414	.11688	.04356	.53116	.73271
AHETERS1	.11488	.27792	-.14201	.12095	.28900	.64665
AEXHIBT1	.08428	.60321	-.26248	-.28821	-.25869	-.07692
AAUTONO1	.17276	.45849	-.10357	-.16795	-.41140	-.52341
AAGGRES1	.19930	.54057	-.16266	-.13181	-.49816	-.49026
ACHANGE1	.03288	.25234	-.43078	-.48904	-.21525	.13136
ASUCCOR1	-.46755	-.46355	-.37883	-.25795	-.52225	-.24459
ABASEM1	-.38575	-.66560	-.17008	-.02960	-.05211	.07143
ADEFERC1	-.19919	-.39878	.07897	.22881	.46853	.46339
ACOUNRS1	-.14219	-.26304	.03245	.06540	-.21178	-.42608
ASELFCN1	-.13810	-.49609	.28578	.36610	.39716	.19895
ASCONF1	.65224	.70406	.25755	.17165	.34094	.24491
APERADJ1	.28450	.13890	.33699	.32160	.66054	.70122
AIDEALS1	.48901	.28568	.42543	.35746	.60291	.42428
ACRPERS1	.30243	.41500	.07243	-.01795	.33761	.23203

AMILITL1	-.12530	.56529	.22012	.63941	.63517	.69346	.40187
AMASCUL1	.05819	.38806	.61873	.13726	.05006	-.03380	-.22854
AFEMIN11	.24433	-.08781	-.07176	-.21430	-.04028	.23030	.45409
ACRTPNT1	-.06854	.26472	.31991	.11568	.11747	-.44170	-.69736
ANURPNT1	.02786	.26441	.09591	.42677	.41822	.78979	.79381
AADULTS1	-.13862	.63818	.23071	.76966	.70640	.77415	.41037
AFCHIL1D1	.04367	.23196	.54427	-.13536	-.24881	.11316	.34522
AADPCHD1	.00590	-.50775	-.37014	-.58695	-.48122	-.72199	-.51606
AACH11	.16327	-.21339	.01998	-.31746	-.25239	-.07401	.20651
AACH21	-.09041	-.26841	-.02746	-.37127	-.40899	-.38404	-.44353
AACH31	.13037	-.12182	-.13242	-.02673	-.08633	.30253	.46930
AACH41	-.26544	.61672	.18298	.80843	.76255	.61986	.14893
CDOMIN1C1	.04379	.44540	.44372	.12931	.02121	-.00072	.04217
CCPSTAT1	.01271	.19971	.37800	.06011	.00620	.25278	.29100
CSOCIAB1	.02743	.26286	.43504	.08229	.00418	.23600	.40756
CSOCPRS1	.05534	.12670	.26630	-.03546	-.06880	.14583	.25319
CSELFAC1	.07357	.17275	.43366	-.03089	-.04448	.07028	.13302
CINDEPN1	-.18808	.37192	.37805	.24410	.13418	.22367	.02126
CEMPATH1	.03233	.13249	.19231	-.04862	-.11447	.26363	.36337
CRESPO1N1	-.04450	.27369	.26127	.32576	.29928	.41508	.27446
CSOCLIZ1	-.06079	.25073	.19851	.26019	.22994	.15404	.12063
CSELFCO1	-.15113	.23400	.10989	.43755	.41527	.54818	.37596
CGOODIM1	-.15675	.33442	.12199	.44857	.37448	.54408	.37456
CCOMMUN1	.23335	.07365	.17293	-.07939	-.12025	.03333	.26170
CWELLBG1	.09435	.17642	.20854	.12748	.08107	.44371	.51587
CTOLERA1	-.10213	.25981	.07815	.23015	.25835	.49315	.34861
CACHCON1	-.01634	.23601	.21653	.38876	.38546	.37786	.18993
CACHIND1	-.01394	.24413	.13480	.25223	.26137	.50688	.24045
CINTEFF1	-.14466	.22125	.13564	.25018	.22217	.44418	.29535
CFSYMIN1	-.12750	.23384	.20240	.22155	.20864	.28568	.10201

CFLEXIB1	-.01250	-.19953	-.09041	-.26907	-.26860	-.04272	.04095
CFEMMAS1	.06115	-.21821	-.08354	-.02923	.05626	.05367	.11503
AAFFILT1		AHETERS1	AEXHIBT1	AAUTONO1	AAGGRES1	ACHANGE1	ASUCCOR1
1.00000		1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
AHETERS1	.58736	.35896	.63701	.78224	.27513	-.12960	.65358
AEXHIBT1	.02585	-.04329	.73330	.34983	.03578	-.27030	.16515
AAUTONO1	-.35595	.00597	.43939	-.20263	-.48585	-.39496	.22691
AAGGRES1	-.46219	.42174	-.11666	-.67903	-.72574	-.29681	.03901
ACHANGE1	.16619	-.20349	-.59674	-.84845	.06103	-.51986	-.64660
ASUCCOR1	-.41517	-.18116	-.58360	.02682	-.75713	.31500	-.41242
AABASEM1	-.13277	.08694	-.24980	-.35891	.29839	.01239	-.55449
ADEFERCI	.38616	-.54731	-.82299	.34756	.46628	.41615	-.55410
ACOUNRS1	-.54629	-.26611	.51038	-.25543	-.27559	-.04960	-.44251
ASELFCN1	.12232	.50862	-.09530	.59049	.43330	.11437	.46610
ASCONFD1	.40427	.50161	.06779	-.29136	-.16828	.26923	.11047
APERADJ1	.82842	.34934	.43221	.68963	.76736	-.08315	.05054
AIDEALS1	.50499	.36510	-.24009	-.44883	-.53398	-.13943	-.47431
ACRPERS1	.27907	.20529	.45600	-.20962	-.34785	-.21366	-.67092
AMILITL1	.44995	.05815	.31745	.32172	.30549	.55981	-.40374
AMASCUL1	-.00663	.53993	-.18054	.06120	.28427	.01077	.72427
AFEMINN1	.38952	-.31669	-.23055	-.06184	-.04835	.27176	.02338
ACRTPNT1	-.65681	.16297	.73088	.46636	.35795	.24905	.11448
ANURPNT1	.72960	.45481	-.01972				
AADULTS1	.47624	.65856	.21996				
AFCHILDI	.46444	-.35506	.22826				
AADPCHDI	-.65109	.47523					
AACH11	.26028	-.24506					
AACH21	-.47491						

AACH31	.64581	.36065	-.06002	-.33087	-.42918	-.05204	-.10807
AACH41	.08553	-.05589	-.22774	-.20931	-.13055	-.41945	-.36115
CDOMINCL	.12939	.31701	.40070	.31506	.35294	.22887	-.38241
CCPSTAT1	.39513	.44259	.28848	.09127	.07678	.31844	-.32451
CSOCIAB1	.52572	.56322	.48382	.08727	.14901	.30525	-.36107
CSOCPRS1	.37905	.46212	.38903	.11839	.09913	.33407	-.27703
CSELFAC1	.17608	.34401	.48118	.20408	.33775	.28070	-.29848
CINDEFN1	.24224	.20231	.27033	.30319	.12457	.18746	-.56997
CEMPATH1	.46787	.41164	.29314	-.04717	-.05791	.38587	-.27262
CRSPON1	.34144	.20768	.09081	-.12077	-.08168	-.10043	-.27123
CSOCLIZ1	.12897	-.01204	.03647	-.11503	-.02942	-.11184	-.10811
CSELFCO1	.38321	.14286	-.22909	-.36110	-.42550	-.21984	-.31449
CGOODIM1	.47509	.16663	-.20383	-.33330	-.45512	-.17417	-.32703
CCOMMUN1	.19426	.40643	.15228	-.04094	.08941	.15478	-.13153
CWELLBG1	.67853	.49997	.10841	-.15659	-.27581	.15144	-.44221
CTOLERA1	.38608	.20745	-.07428	-.10538	-.26181	.16994	-.39193
CACHCON1	.29001	.10747	-.06388	-.14372	-.12829	-.29284	-.20511
CACHIND1	.37603	.22760	-.08329	-.08958	-.21576	.01433	-.38125
CINTEFF1	.43301	.19505	.01612	-.19953	-.15667	.08047	-.32496
CPSYMIN1	.18048	.14803	.07617	.09124	-.01576	.13576	-.28481
CFLEXIB1	.14828	.07434	.10922	.03448	-.07335	.23859	-.04132
CFEMNAS1	-.05286	-.01306	-.11802	-.29394	-.04897	-.24417	.31782

	AABASEM1	ADEFERC1	ACOUNRS1	ASELFNC1	ASCONFD1	APERADJ1	AIDEALS1
AABASEM1	1.00000						
ADEFERC1	.59575	1.00000					
ACOUNRS1	.24098	-.10453	1.00000				
ASELFNC1	.50126	.70561	.18968	1.00000			

ASCONFD1	--.63312	--.23102	--.39773	--.44414	1.00000	1.00000	1.00000
APERADJ1	--.08803	.40250	--.49515	.18675	.39630	.53622	.59821
AIDEALS1	--.24592	.07246	--.19079	.06871	.52759	.28843	.41703
ACRPERS1	--.51611	--.33977	--.17211	--.40591	.62682	.63996	.24330
AMILITL1	--.13917	.29543	--.22394	.23511	.38863	.01819	.01793
AMASCUL1	--.72966	--.51445	--.10365	--.45014	.57592	.36458	--.30284
AFEMINN1	.20546	.38194	--.30835	.05370	.08708	.54897	.78502
ACRTPNT1	--.35073	--.60884	.29215	--.44060	.10652	.78502	.70539
ANURPNT1	--.08895	.46835	--.37906	.35699	.33585	.64580	.40028
AAULTS1	--.24825	.22557	--.14379	.32016	.47478	.31900	--.67554
AFCHILD1	--.51798	--.32713	--.49212	--.68023	.73263	.70077	.19502
AADPCHD1	.48326	--.09753	.33105	--.15065	--.57033	--.70077	--.14625
AACH11	.04165	.01963	--.19169	--.16391	.11227	.09918	.16972
AACH21	--.10835	--.54542	.32955	--.31393	--.21686	--.50430	.38312
AACH31	.04496	.40549	.38392	.15594	.07115	.56157	.38312
AACH41	--.14624	.16707	.18836	.26340	.29658	.32152	.26183
CDOMINC1	--.44945	--.32769	--.10835	--.42282	.59294	.03453	.38962
CCPSTAT1	--.34718	--.09318	--.27070	--.27181	.39953	.36712	.35301
CSOCIAB1	--.39433	--.07091	--.31738	--.34057	.53696	.33868	.37454
CSOCPRS1	--.33291	--.10084	--.18083	--.32505	.40865	.26601	.28002
CSELFAC1	--.36727	--.24237	--.05351	--.37592	.40832	.00436	.46322
CINDEPN1	--.49450	--.27025	--.10831	--.25076	.52867	.17896	.38825
CEMPATH1	--.17084	.04168	--.28041	--.28173	.39189	.32744	.34767
CRESPON1	--.21276	.09000	--.14685	.00356	.32390	.26858	.21548
CSOCLIZ1	--.08605	.06478	--.03985	.07656	.14382	.10044	.43539
CSELFCO1	--.00474	.33343	--.30276	.38826	.16167	.41878	.57100
CGOODIM1	--.06491	.25053	--.32059	.29479	.24714	.52293	.06233
CCOMMUN1	--.11519	--.00221	--.01653	--.18947	.28363	.11873	.47417
CWELLBG1	--.26655	.14425	--.34699	.04768	.41996	.57545	.42334
CTOLERA1	--.18079	.17562	--.15368	.12381	.25485	.39332	

	ACRPERS1	AMILITL1	AMASCUL1	AFEMINN1	ACRTPNT1	ANURPNT1	AADULTS1
CACHCON1	-.09103	.20267	-.02079	.19154	.17914	.20806	.27674
CACHIND1	-.14998	.10571	-.11914	.09790	.24825	.45440	.49605
CINTEFF1	-.17318	.19814	-.13206	.05900	.25885	.34043	.44234
CPSYMIN1	-.27308	-.10756	-.13626	-.01107	.22209	.21375	.33237
CFLEXIB1	-.10655	-.06244	-.03084	-.06289	-.03856	.08822	.13418
CFEMMAS1	.25628	.32288	.06122	.18493	-.26826	-.05394	-.27189
ACRPERS1	1.00000						
AMILITL1	.14586	1.00000					
AMASCUL1	.36033	.10252	1.00000				
AFEMINN1	.02609	.16081	-.38360	1.00000			
ACRTPNT1	-.06388	-.20921	.44488	-.32061	1.00000		
ANURPNT1	.25421	.62746	.04015	.27319	-.59396	1.00000	
AADULTS1	.32989	.78319	.22689	-.04259	-.21755	.69775	1.00000
AFCCHILD1	.63480	.08965	.35297	.15094	-.09720	.19724	
AADPCHD1	-.44043	-.65504	-.34318	-.03500	.32445	-.77805	
AACH11	.15993	-.16428	-.00804	.29154	-.21116	.07779	
AACH21	.17460	-.49736	.04188	-.18575	.32723	-.55842	
AACH31	.04029	.17817	-.10042	.29195	-.52876	.51537	
AACH41	.08069	.65987	.10052	-.11122	.05730	.41693	
CDOMINCL	.39365	.14697	.42994	.04517	.22571	.11124	
CCPSTAT1	.42590	.26384	.22474	.12685	-.12977	.24027	
CSOCIAB1	.39312	.23556	.18947	.20397	-.16540	.30953	
CSOCPRS1	.43951	.11431	.20279	.10942	-.10804	.16671	
CSELFAC1	.39598	.06027	.28253	.08904	.08928	.04623	
CINDEPN1	.51110	.28863	.45160	-.16168	.04363	.25741	
CEMPATH1	.44696	.17349	.02814	.19626	-.28098	.20197	
CRESPON1	.24055	.41233	.26207	.07696	-.11296	.45142	

CSELFCO1	.01815	-.58311	.12491	-.40274	.18353	.40699	-.02827
CGOODIM1	.10726	-.64015	.04732	-.32611	.24536	.39601	.11830
CCOMMUN1	.31630	-.08581	.23056	-.07868	.20551	.05197	.29368
CWELLBG1	.46518	-.63562	.27619	-.33064	.39855	.20039	.25180
CTOLERAL1	.16755	-.49842	.01532	-.23005	.15387	.28323	-.04437
CACHCON1	-.00225	-.44251	.05816	-.29759	-.01939	.29520	.28752
CACHIND1	.16276	-.50611	-.07609	-.11461	.17456	.32618	.08111
CINTEFF1	.26177	-.40743	.04726	-.19796	.18327	.30604	.14103
CPSYMIN1	.13232	-.46345	-.02025	-.14605	-.00111	.26523	.17190
CFLEXIB1	.16557	-.05915	.04630	.09957	.10172	-.15530	-.18156
CFEMMAS1	-.24746	.18355	-.06186	-.17626	.03498	.08131	-.28400
	CCPSTAT1	CSOCIAB1	CSOCPRS1	CSELFAC1	CINDEPN1	CEMPATH1	CRRESPON1
CCPSTAT1	1.00000						
CSOCIAB1	.68701	1.00000					
CSOCPRS1	.66133	.73568	1.00000				
CSELFAC1	.60381	.73458	.71173	1.00000			
CINDEPN1	.46164	.43785	.45300	.50979	1.00000		
CEMPATH1	.65507	.67061	.68261	.61337	.35986	1.00000	
CRRESPON1	.25846	.30361	.07751	.27780	.34317	.15142	1.00000
CSOCLIZ1	.00387	.09501	.08881	.09450	-.05237	.05537	.50513
CSELFCO1	.01642	-.02456	-.23774	-.22631	.16276	-.10084	.44313
CGOODIM1	.11946	.09735	-.08685	-.12079	.24291	.06689	.42227
CCOMMUN1	.28770	.33300	.28549	.33861	.13527	.07656	.17122
CSELNBG1	.42177	.46401	.36845	.26322	.41686	.32876	.44560
CTOLERAL1	.27182	.15191	.23242	.03691	.22872	.29097	.31326
CACHCON1	.12694	.25982	.02837	.22725	.30473	.06429	.62394
CACHIND1	.54901	.30513	.45732	.32013	.42426	.43259	.28781
CINTEFF1	.48823	.44972	.48258	.40571	.38307	.45359	.42843

CPSYMIN1	.51684	.28903	.39100	.25852	.47719	.26368	.24598
CFLEXIB1	.24656	.14070	.36443	.08573	.07311	.37088	-.23040
CFEMMAS1	-.18123	-.14369	-.14668	-.10172	-.47132	-.14701	.07038
	CSOCLIZ1	CSELFCO1	CGOODIM1	CCOMMUN1	CWELLBGI	CTOLERA1	CACHCON1
	1.00000						
CSELFCO1	.24336	1.00000					
CGOODIM1	.16916	.81353	1.00000				
CCOMMUN1	.07675	-.05418	-.08951	1.00000			
CWELLBGI	.05962	.50536	.57077	.20334	1.00000		
CTOLERA1	.01298	.39459	.36953	-.10783	.44861	1.00000	
CACHCON1	.44298	.48084	.47804	.13399	.34866	.16814	1.00000
CACHIND1	-.06977	.31927	.38693	.02129	.49491	.60341	.27905
CINTEFF1	.10700	.21989	.22029	.13131	.51417	.53464	.29526
CPSYMIN1	-.06013	.24308	.28200	-.05436	.29953	.49289	.25438
CFLEXIB1	-.32971	-.08084	.01377	-.21068	.23173	.41632	-.34498
CFEMMAS1	.01026	-.02276	-.07108	.03110	-.10235	-.01534	.05389
	CACHIND1	CINTEFF1	CPSYMIN1	CFLEXIB1	CFEMMAS1		
	1.00000						
CACHIND1	.57695	1.00000					
CINTEFF1	.57767	.40346	1.00000				
CPSYMIN1	.39772	.23940	.27336	1.00000			
CFLEXIB1	-.19727	-.05900	-.25080	-.04722	1.00000		
CFEMMAS1							

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