

AN ABSTRACT OF THE THESIS OF

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Title: AN INVESTIGATION TO DETERMINE THE EXISTENCE OF
SEX BIAS IN COUNSELOR-TRAINEE RESPONSES TO A
VIDEO-BASED SIMULATION

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(Dr. James L. Firth)

The purpose of this study was to determine if male and female Counselor-Trainees enrolled in master's degree programs in the State of Oregon would emit significantly different responses to a new and professionally developed video-based client simulation.

The sample consisted of ninety-two Counselor-Trainees enrolled during the 1975-76 academic year in the following Counseling and Guidance programs:

- (a) Oregon State University, Corvallis
- (b) University of Oregon, Eugene
- (c) Oregon College of Education, Monmouth
- (d) Portland State University, Portland
- (e) Lewis and Clark College, Portland

The Counselor-Trainees were shown the "Our Gang Series"

research simulation, a video recorded program consisting of ten client stimulus sequences. Written responses to the sequences were collected, typewritten, and coded so that judges would be sex-blind when evaluating a particular response. The Global Scale, a four point Likert-type scale, was utilized as a rating instrument. Two doctoral students in Counseling, familiar with the applications and parameters involved with the use of the rating instrument, assisted in evaluating responses. An index of agreement (interrater reliability = .85) was determined at the preestablished .05 level of significance.

The following null hypotheses were examined:

1. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation.
2. There are no significant differences in mean Global ratings assigned by judges to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation.

A one-way analysis of variance "F" statistic was selected to test for the significance of hypothesis one. A two-way analysis of variance was utilized to test for the significance of hypothesis two. The .05 confidence interval was chosen for all statistical analyses.

Hypothesis one was rejected. The female Counselor-Trainee responses were assigned higher ratings than were their male

counterparts. Hypothesis two was also rejected. There was an interaction effect. Same-sex pairings produced higher ratings than did opposite-sex pairings.

Replications of this study utilizing samples from different demographic areas and comprised of different ethnic populations were recommended as a means of providing additional data which might prove helpful in further understanding the dynamics of counselor-client relationships. Replications of this study utilizing female and male investigators were suggested as a means of providing data concerning the possible presence of a researcher sex effect.

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ARTHUR SETH TROTZKY

1976

AN INVESTIGATION TO DETERMINE THE EXISTENCE
OF SEX BIAS IN COUNSELOR-TRAINEE RESPONSES
TO A VIDEO-BASED SIMULATION

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AN INVESTIGATION TO DETERMINE THE EXISTENCE OF SEX BIAS IN COUNSELOR-TRAINEE RESPONSES TO A VIDEO-BASED SIMULATION

CHAPTER I

INTRODUCTION

Most people are likely to agree that men and women differ not only physically but also psychologically and emotionally. In keeping with the recent trends toward developing equal educational opportunities for all, these differences need to be continually examined so that the outcomes of educational efforts might be maximized.

Differences, it might be conceded, do in fact exist. However, value judgments as related to the superiority and inferiority of these differences may serve to bias our pedagogical endeavors.

Phillip A. Goldberg (1968) discusses the bias issue:

It is quite possible to perceive a difference accurately but to value it inaccurately. Do women automatically view the differences from men as deficiencies? The evidence is that they do and that this value judgment opens the door to anti-female prejudice. For if someone (male or female) concludes that women are inferior, his perceptions of women - their personalities, behavior, abilities, and accomplishments - will tend to be colored by his low expectations of women. (p. 29)

Goldberg emphasizes that this prejudgmental orientation is particularly manifest by females:

That there is a general bias by women against women, and that it is strongest in traditionally masculine fields was clearly borne out. . . We had expected the anti-female trend to be reversed in traditionally feminine fields. But it appears that even here, women consider themselves inferior to men. Women seem to think that men are better at everything. (p. 30)

In the counseling profession which ardently underscores principles concerning the importance and dignity of each individual, the presence of sex bias would be incongruous with the values basic to the helping process.

If one were to draw inferences concerning sex bias from the preceding research, our counseling orientations might indeed differ. Subsequent research (Pheterson, Kiesler and Goldberg, 1971) has provided additional outcomes. This research further expanded the Goldberg research paradigm. Women who were seen as attempting to achieve success in the field of art had their paintings judged less favorably than those of men. However, women who were viewed as having already successfully accomplished were evaluated as favorably as were their male counterparts.

Knowledge of sex bias ought to be particularly relevant for counselors and any new awareness might benefit the helping process.

Pietrofesa and Schlossberg (1970) indicated that practicum students, both male and female, displayed negative bias toward a

female client who was considering entry into a traditionally "masculine" occupation. Female counselors displayed as much bias as did their male counterparts. Thomas and Stewart (1971) obtained similar findings with female clients seeking "masculine" career roles.

Perhaps sex bias is not as blatantly obvious in the behavior patterns of counselors. Educators and counselor educators would most likely want to see themselves as valuing each individual uniquely and equally, and certainly this is an underlying theme which underscores many of the strivings of our pedagogical and supervisory endeavors.

Millett (1968) discusses sex bias in American education:

American education is blighted by a sex-split in its curriculum. At present the whole field of knowledge is divided along tacit but well understood sex lines. Those subjects given the highest status in American life are "masculine;" those given the lowest are "feminine". . . thus math, the sciences. . . business administration. . . are men's subjects. . . and the humanities are relegated. . . "suitable to women." (p. 14)

A newly released publication "Mathematics and Sex" (Ernest, 1976), a relatively thorough analysis of sex bias in the mathematical related disciplines, discusses this point:

The crucial task of eliminating sexual bias and stereotypes from the mathematics curriculum will require the persistent and sincere efforts of educators and mathematicians for some time to come. We seem to be taking the first decisive steps by becoming aware and sensitive to the problem. (p. 21)

Employment statistics in other professions also demonstrate inequities. Discrimination in employment, an overt manifestation

of sex bias, is further documented in the Pietrofesa and Schlossberg study (1970). They point out that discrimination in the world of work is obvious when one examines the number of women in certain high-status fields such as physics, engineering, chemistry, dentistry, and medicine in the early nineteen-sixties. These were the formative years of the Women's Liberation Movement.

Oliver (1975) indicates a changing trend and cites United States Department of Labor statistics to substantiate that the percentage of married women in the labor force was increasing in the early nineteen-seventies and continues to rise. She further points out that almost all of the women representing this increase were under the age of thirty-five and that many were the mothers of preschoolers. Dr. Oliver speculates that women are remaining single longer, having fewer children than in the past, working when their children are very young and returning to educational and occupational settings as their responsibilities to their families ease.

Trends such as these point up the need for better career counseling for younger women and a need to provide meaningful assistance to older women who wish to continue their education or to reenter the work force.

Hawley (1972) underscores the benefit of counselors being sensitive to changing values:

Counselors who are sensitive to what is happening to

women today can help them sort through the confusion of changing values and life styles to find a variety of ways to express and define what it means to be female. Whether the client finally chooses a traditionally sanctioned life/style or one that fits the most radical model of the Women's Liberation Movement, it is important that she have the opportunity to examine consciously many models of femininity. (p. 308)

Rosenkrantz and Associates (1968) suggest that:

Sex-role stereotypes may articulate for the individual the sex-role behaviors others expect from him and, in that manner, influence his self-concept. (p. 287)

These same researchers further found that stereotypically masculine characteristics were perceived by New England college students as socially desirable significantly more often than stereotypically feminine characteristics. Both college men and college women continue to clearly define sex-role stereotypes and to perceive "masculine" characteristics as more socially desirable.

When the above research model was later applied to judgments made by professional clinicians, Broverman and Associates (1970) found that particular behaviors and characteristics may be perceived as pathological in members of one sex, but not pathological in members of the opposite sex. The author indicates that seventy-nine clinicians in the Worcester, Massachusetts area had displayed a "double standard" frame of reference in defining a healthy adult. That is, clinicians attributed traits which characterize healthy adults more so to men than to women. With this in mind, it would seem difficult, to say the least, to apply approaches, theoretical

orientations, and personal endeavors without becoming as aware as possible of the constantly changing values of the times. The origins and conditions which foster the development of sex bias need also be examined.

The evidence seems to indicate that sex-role stereotypes are acquired at early ages. Leo Goldman suggests this in his introduction to a special issue of the Personnel and Guidance Journal (1972) concerning the counseling of women:

From my own perceptions and experiences, I have been realizing that sexism is even more deeply rooted than racism. While the disease of racism doesn't reach its full virulence until about the time children enter school, sexism begins at birth and is, I think, more subtle and more pervasive. (p. 84)

Lee and Gropper (1974) in presenting a cultural explanation of the acquisition of sex-role stereotype, suggest similar origins:

. . . males and females share a common range of sex-role information, interest and aspiration, and that the developmental origin of these lie in early childhood. (p. 401)

Further research (Goldberg and Lewis, 1972) would indicate that differing behavior patterns emerge at an early age.

The implication of the previous works is that they begin to suggest a definite presence of sex bias in the therapeutic or counseling relationship.

Ivey (1971) discusses an additional and subtle communication variable which he feels is important to the attending or helping process:

A variety of studies have considered the importance of eye contact and visual interaction patterns (Exline, Gray and Schuette, 1963; Exline and Winter, 1965) and has found that competitive and "Machiavellian" subjects tend to maintain eye contact longer under stressful conditions. (p. 39)

Research concerning sex-stereotyped actions may further serve to clarify behaviors which might prove helpful in facilitating client-counselor interactions. Information about cultural patterns and norms is helpful in understanding an interaction variable such as eye contact and its differing meanings. For example, eye contact which is socially appropriate for many might be viewed as inappropriate by some Native Americans. Certainly, counselors need to be aware of the many subtle but influential interaction variables.

Results from the previous Exline study (1963) showed mutual glances to be more prevalent between women than between men. The study by Exline and Associates (1965) reported that female subjects looked significantly more regardless of the experimenter's sex.

Parker (1967), in a study of therapist-client dyadic interaction, showed that differences in initial interview verbal behavior of therapists are related to both personality differences and the sex of the client. Audio tapes were made of interviews and were converted into transcripts to be analyzed and evaluated.

A study of dependency in psychotherapy for male and female clients and therapists (Alexander and Abeles, 1969) did not provide

different data across sex lines. That is, they failed to find sex differences in dependency. Ratings of audio tapes of therapy sessions provided data concerning the dependency variable.

Smith (1974) investigating the influence of the client sex and ethnic group variable on counselor judgments found that there were no significant differences caused by the sex or ethnic group of the client.

Brooks (1974), however, found differences in client disclosure were affected by the sex variable. Hill (1975) also found that sex pairings affect the counseling process. Five point rating scales derived from the Carkhuff Model (1969) were applied to audio tapes, and Dr. Hill concluded that same-sex pairings in the counselor-client dyad offered more facilitative responses than opposite-sex pairings. Same-sex pairings were also found to offer fewer genuine responses. This was especially true for female counselors with female clients.

An important conclusion and recommendation for counselor educators was that trainees need to become aware that they do act differently with different clients and that their actions do affect the counseling process. Hill offers a final suggestion:

Use could be made of video-tape feedback with male and female clients, using different response modes. (p. 10)

Olesker and Balter (1972), in a unique study employing video

technology, pointed out inconsistent findings in the investigation of the empathic process as well as the role of sex differences in this process:

conclusions regarding empathic ability may be a function of the sexual similarity between subjects and persons being judged rather than an accurate comparison of the sexes in this ability. (p. 559)

Concurrently, but most likely separately and independent of the Women's Liberation Movement of the 1960's, came new developments in the technology of television and video recording systems. Olesker and Balter (1972) have applied this new technology to their investigative approach using the Affective Sensitivity Scale (Campbell et al., 1967); a video-based instrument developed to measure empathic abilities.

Rosenkrantz and Associates (1968) suggest:

It might be expected that the convergence of socially permissible behaviors of men and women that the present century is witnessing will eventually break down and blur the stereotypes. The fact that the stereotypes continue to exist is, presumably, due to cultural lag. (p. 193)

In a more recent replication of the Goldberg model (1968)

Levenson and Associates (1975) asked the question:

In view of the impact of women's liberation and the concomitant growing awareness of sexism, would the female college student of today be as anti-female as her counterpart was in the 1960's. (p. 68)

Hill (1975) also points to the need for further research:

. . . little research has focused on the specific behavioral effects of sex of client and sex and experience level of counselors. (p. 6)

PURPOSE OF THE STUDY

Because of the conflicting research outcomes and of the rapidly changing times, it is the purpose of this research to determine if sex bias exists in Counselor-Trainee responses to a new and professionally developed video-based simulation and to examine the interaction effects, if any, between sex of client and sex of Counselor-Trainee.

STATEMENT OF THE PROBLEM

The problem was to determine if male and female Counselor-Trainees enrolled in master's degree programs in the State of Oregon emit significantly different responses to a standard stimulus sequence or to a standard client. These stimulus sequences were presented on a videotape which was a refinement of the "Our Gang Series", a counselor training simulation developed by this researcher. (See Chapter III)

DEFINITION OF TERMS

Sex Bias: "Bias refers to the overall or long-run tendency of the sample results to differ from the parameter in a particular way." (Blommers & Lindquist, 1960, p. 240) If the sample means of the male and female groups differ at more than the pre-established level of significance, a bias caused by the sex variable, sex bias, exists.

Counselor-Trainee: A student enrolled in a master's level training program in Counseling and Guidance at one of the following institutions:

- (a) Oregon State University, Corvallis
- (b) University of Oregon, Eugene
- (c) Oregon College of Education, Monmouth
- (d) Portland State University, Portland
- (e) Lewis and Clark College, Portland

Video-Based: Video recorded for use on helical scan 1/2 inch reel to reel equipment or EIAJ 3/4 inch cassette.

Simulation: "refers to a model (physical, verbal, or mathematical) of a real or proposed system." (Beaird & Standish, 1964, p. 1), "assuming the appearance of, without really being." (Delaney, 1969, p. 184), and in the present study role-played clients are video recorded.

Global Ratings: Ratings assigned a Counselor-Trainee response utilizing the Global Rating Scale. (Gazda, 1973)

"Our Gang Series": Trademark of a thirty-one minute video recorded program consisting of twenty student generated and role-played sequences produced and directed by this author.

"Our Gang Series" Research Simulation: A twenty minute, ten sequence derivative of the "Our Gang Series" counselor training simulation.

RESEARCH HYPOTHESES

This investigation was designed to test the following hypotheses which are stated in the null form:

Hypothesis one: There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation.

Hypothesis two: There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation.

LIMITATIONS OF THE STUDY

The following limitations are presented to further explain the parameters of this investigation:

1. Although the use of written responses serves to allow for a larger sampling at a lower cost and technical involvement, they may lack generalization potentials to real helping situations.

(Gormally & Hill, 1974)

2. Written responses also allow an opportunity for writing stylistically correct responses for a person who might be unable to respond facilitatively in a real interview situation.

3. Although being able to give verbally a 'good' response translates into writing a response, the lack of nonverbal cues undoubtedly limits performance on a written measure.

4. The sample population of Counselor-Trainees in the State of Oregon was an atypical representation of counseling students at large because no minority or ethnic groups were present. Therefore, one must be careful to draw inferences for understanding trends in the larger population.

5. As in all research this study could contain extraneous variables that could have obscured or contaminated the assessment of the effects of the independent variables on the dependent variables. This is especially plausible since sex bias is a difficult, psychological phenomenon to isolate.

SIGNIFICANCE OF THE STUDY

In view of our democratic philosophies which attempt to expand

and equalize educational opportunities for all persons, a current assessment of the bias variable would be helpful. Further, in view of recent trends and developments in video recording technology (see Chapter II. Review of Related Literature) an exploration of this type utilizing a new simulation might prove an interesting contribution to the profession.

SUMMARY

This chapter presented a review of research relating to sex bias and the conflicting results and methods which suggests a need for current analysis.

It further suggested the beginning applications of new technology to the investigation of the sex variable.

The fundamental terms used in this investigation were defined to establish a consistent and clear means of understanding terminology.

The research hypotheses were proposed.

The limitations of this research and the significance of the study were reported so as to determine areas of strength and weakness in the study.

The researcher suggests in this chapter that there is a need for a current analysis and that the further use of a video instrument might prove to be a valuable contribution.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this review of the literature is to summarize the results of significant previous research studies which have produced inconsistent and diverse findings concerning the sex variable in the counseling relationship. This researcher will also review new methodologies and instrumentations which are video-based and which have been developed by counselor educators and researchers in an attempt to utilize relatively recent technological developments in video recording techniques for the enhancement, enrichment, and validation of counselor training procedures. In addition, this review will focus on the video simulation technique as it has been applied to the investigation of differences in behaviors manifested in the counseling relationship which may be influenced by the sex factor. Finally, research related to the use of rating scales to evaluate counselor behavior, and the developments and validations of a relatively new scale (Gazda, 1973) are presented since this research will utilize these scales in part. This researcher believes that there are advantages in the use of this revised form and finds the reliability and validity statistics acceptable.

Literature Concerning the Sex Variable

Goldberg (1968) hypothesized that when work is identical, women value the professional work of men more highly than that of women. However, when the profession was one traditionally associated with women, i. e. nursing, dietetics, this tendency will be reversed or significantly reduced. Preliminary subjects were 100 female students at Connecticut College. Subjects were instructed to rate the degree to which they would assign a particular field to men or women. Law and city planning were strongly characterized as masculine while elementary school teacher and dietitian were judged as feminine. Two fields, linguistics and art history appeared to be rather neutral. An article from each of these fields was presented to each of forty subjects who had not participated in the original ratings. The independent variable, sex of author, was manipulated by presenting the article as written by John T. McKay or Joan T. McKay. In all situations the articles purportedly written by males received higher ratings for value, persuasiveness, and profundity. Males were also rated higher for writing style, professional competence, professional status and ability to sway the reader.

Because the articles did not differ except for the manipulation of the author's sex, which was introduced by the use of the name 'John' or 'Joan', the perception that the males' articles were superior was suggested as a distortion and manifestation of sex bias.

Pheterson (1969) in a replication of the previous study reported findings which did not support the Goldberg conclusions and this is reported from a later summary:

Women judged female work to be equal with male work; in fact, evaluations were almost significantly more favorable for female work than for male work. (Pheterson, et al., 1971, p. 114)

The subjects in the Pheterson study (1969) were reported to be middle-aged, uneducated women, whereas in the Goldberg study (1968), the subjects were young and enrolled in a well known liberal arts college. These educational differences might have been the source of the variance.

Pheterson and Associates (1971) suggested that success or attempting success might also be variables worthy of examination. One hundred twenty subjects from the freshman class at Connecticut College were presented eight paintings to evaluate. The artists' sex and the status of the paintings were presented so that for each painting half of the subjects were led to believe that it had been created by a male and half were led to believe it had been created by a female. Half were told the painting had won a prize and half were told it was just another painting entered in a show. Entry paintings of men were judged significantly higher than identical paintings of women. However, winning paintings showed no difference for the sex variable.

It was concluded:

. . . women who are attempting to accomplish are judged less favorably than men, but that women who have successfully accomplished work are evaluated as favorably, as are men. (p. 114)

It is worthy of note that in all three previous studies women served as the subjects. Also, these studies were conducted in the late 1960's.

In a recent replication of the Goldberg study, Levenson et al. (1975) asked 79 male and 55 female subjects to rate the articles from the Goldberg model and the results indicated:

. . . no significant differences when authors' purported sex was the independent variable. (p. 69)

It was further suggested that:

The growing impact of women's liberation with its emphasis on the abilities and accomplishments of women may account for such a change. (p. 70)

Pietrofesa and Schlossberg (1970) indicated:

1. Counselors display less bias against female counselees entering a female occupation than toward females entering a so-called "masculine" occupation.
2. Female counselors display as much bias against females as their male counselor counterparts. (p. 7)

A coached female counselee describing herself as a transfer student, entering her junior year, and having difficulty deciding on future career directions involving engineering, a purportedly masculine occupation, and education, supposedly felt to be feminine, presented herself to sixteen male and thirteen female subjects who

were Counselor Trainees involved in a supervised practicum setting. The authors do not specify how they obtained the 'masculine' and 'feminine' assignments to the occupations used in the research.

The interviews were audio-recorded and nominal data was collected from the auditory responses to compare the frequency of supportive and encouraging leads as opposed to repressive and discouraging ones. The researchers do not delineate in their article the interview schedule. A possible ordering effect contamination and certainly a fatigue factor could have existed which would affect subsequent performances of the coached-client. One might speculate that these intervening variables might not have altered the results significantly, but certainly, the results and methodology do prove interesting.

Thomas and Stewart (1971) in a similar research hypothesized that:

high school counselors will perceive female clients having traditionally feminine goals (conforming goals) differently than they will perceive female clients having traditionally masculine career goals (deviate goals). (p. 353)

Again, as in the previous study audiotapes of a coached-client in an interview were utilized to elicit evaluations. The subjects were 18 female and 44 male counselors in the suburban area of St. Paul, Minnesota. A six point Likert-type scale was utilized to assess an Appropriateness of Career Score and a Need for Further

Counseling Score. An acceptance score based on the Gough Adjective Check List was used to measure the counselor's acceptance of the client. The client reported to be considering engineering and home economics. The authors state:

these occupations hold extreme positions on the masculine-feminine continuum. (p. 353)

The tapes were presented to each of four groups balanced for sex and experience. Except for an introduction stating the client's vocational preference (conforming or deviating, home economics or engineering), the groups heard the same stimulus tape. The results indicated that female clients who claimed to be pursuing engineering were perceived to be in greater need of counseling than were female clients pursuing conforming career goals. It was also concluded that female counselors assigned higher Need for Counseling ratings than did the men to the client aspiring toward a deviate career goal. This raised an important consideration as to the best sex identity of a counselor in such a counseling situation. That is, would the female counselor who felt the client with deviate career goals needed additional counseling try to change the client's directions? This study might stimulate interesting debate along these lines.

Stereotypically masculine traits are more often perceived as socially desirable than are attributes which are stereotypically feminine. (Rosenkrantz et al., 1968) The researchers define sex

role stereotypes as:

consensual beliefs about the differing characteristics of men and women in our society. (p. 1)

The conclusions of the Rosenkrantz et al. study were derived from the development of a Stereotype Questionnaire which was utilized in a subsequent study conducted by the same researchers. (Broverman et al., 1970) These researchers suggested that a double standard of health exists whereby ideal constructs of health for a mature adult, sex unspecified, apply more so to males than to females. One might be overlooking subtle influences that may serve to bias this research by applying a questionnaire developed from male and female college students in 1968 to research stereotypical attitudes of clinicians varying in age from twenty-three years to fifty-five years of age and functioning in a changing society two years later. The researchers, in dealing with this problem, modify their questionnaire:

Seven original items seemed to reflect adolescent careers with sex, for example "very proud of sexual ability. . .not at all concerned with sexual ability." These items were replaced by seven more general items. (p. 2)

One could maintain that conclusions as to sex appropriate drive levels, ego states, and motivational levels were drawn without empirical foundation.

No significant differences were found between male and female responses to the questionnaires:

all further analyses were performed with the samples of men and women combined. (p. 2)

and the authors conclude:

that high agreement exists among clinicians as to the attributes characterizing healthy adult men, healthy adult women, and healthy adults, sex unspecified. This agreement, furthermore, holds for both men and women clinicians. The results of this study also support the hypotheses that (a) clinicians have different concepts of health for men and women and (b) these differences parallel the sex-role stereotypes prevalent in our society. (p. 5)

Parker (1967) revealed that the verbal behavior of a therapist was significantly related to the sex of the client being interviewed. Audio tape recordings of client-counselor interactions were converted into written form and judged for classification of each therapist response. (Dir) therapist responses were defined as those which would tend clearly to lead, direct, or control the verbal activity during the therapy session. (NDir) therapist responses were defined as those which would tend to give responsibility of decision for choice of area and direction of verbal activity largely to the client as well as responses which reflect or clarify the client's affect. While all therapists gave roughly equal proportions of Dir responses to both male clients and female clients, they gave significantly more NDir responses to female clients than to male clients.

One limitation of this study was the use of all male therapists as the source of data. It would prove interesting to see the judgments

of female counselors responding to a client statement. An additional limitation in this study is that affect may, in fact, be lost when transcription of audio protocols are made for further analysis.

Brooks (1974) analyzed the interactive effects of sex and status on self-disclosure. The status of the counselor was manipulated by presenting him/her as Dr. or Mr./Ms. The counseling setting was also more pleasant and prestigious for the high-status condition. The sessions were audio-taped and the first and middle three minute segments were evaluated using the Counselor Evaluation Inventory (Linden et al., 1965).

The data supported the contention that male interviewer-male subject pairings resulted in the least self-disclosure. The results indicate that opposite-sex client-counselor dyads might produce the most self-disclosure and that by maximizing the status of the counselor one might also influence self-disclosure in a counseling setting. It might be somewhat limiting to consider only these two specified segments of the session. The fact that the interviews were fifteen minutes in length may also serve to present data from atypical time dimensions for an effective counseling model. Although the researcher reports training the therapists to conduct the interviews in a similar manner, it might be questionable as to the outcomes considering responses that might be elicited or emitted by sex and status variables and other unintended communications such as;

differing techniques, personalities, etc.

Smith (1974) presented four identical case histories to 512 high school and junior high school counselors in the five county area surrounding Denver, Colorado. As in previous studies the names were used to manipulate the sex and ethnic group identifications of the clients. (Steve Miller, Susan Taylor, Bob Rodriguez, Linda Garcia.) The counselors were asked to predict chances of future success. The author took extreme care in obtaining preliminary reliability and validity statistics using graduate students as subjects. No significant differences were reported for sex of client, ethnic group of client, or sex of counselor. A major difference in this design from other researches of the sex variable is that no evaluation of the client's behavior was observed or listened to, but rather, inferences were drawn from the more familiar public school guidance profiles; transcripts, descriptive data, SVIB, Kuder.

A study by Hill (1975) examined the interaction of counselor experience and the concurrent sex variables. Audio-taped sessions of client and counselor interviews were recorded and evaluated on a quantitative rather than a qualitative basis, i.e. number of uninterrupted speaking units. Frequency counts were also conducted and applied to the Carkhuff (1969) model. That is, three minute segments were extracted from the beginning, middle, and final portions of the tape. Ratings were obtained from observations of the

experimenter and one male graduate student in counseling for activity level, which was operationally defined as the percentage of time spent talking. Two additional judges, one male and one female, blind to the purpose of the study, were trained for ten hours in the use of the Empathy scale and the Self-exploration scale (Carkhuff, 1969). Inter-rater reliabilities of .87 and .91 on the preceding dimensions were established. Same-sex pairings offered more facilitative responses than did opposite-sex pairings. Same-sex pairings offered fewer genuine responses especially for female counselors with female clients. At all levels, female clients were judged to do more self-exploration. The author concludes:

These results support sex-role stereotypic behaviors such that counselors can take a more directive and supportive role with their own sex than with the opposite sex. (p. 10)

One methodological consideration might serve to bias the experiment. Counselors provided their own clients for the experiment and these clients had been seeing one of the above counselors in an ongoing counseling relationship. Therefore, it might be possible that the three minute audio recorded excerpts were not balanced or controlled for differing levels of the therapeutic interaction.

Dr. Hill also looks forward to possible future video technology as a follow-up medium since a visual dimension might expand the abilities to analyze additional variables.

A recent doctoral dissertation by Olesker (1971) applied video

technology to the research of the sex variable in the counseling relationship, and a follow-up report entitled "Sex and Empathy" (Olesker and Balter, 1972) found that being of the same sex was significantly related to being more empathic. Empathy was measured by a video-based device, the Affective Sensitivity Scale (Campbell, 1967).

In a paper entitled "Women as Experimenters," Piacente (1974) examines the competency factor arising from the results of Pheterson (1969), Goldberg (1968), and Pheterson et al., (1971).

Video technology was applied for the purpose of systematically manipulating the competency variable: two male and two female confederates each acted in two videotaped sequences of fifteen minutes duration each. In one sequence the confederate acted competently and in another, incompetently. The videotape was introduced to two hundred fifteen male and female Introductory Psychology students at the University of South Florida in Tampa. The tape was supposedly to be evaluated as part of a laboratory training procedure of a shock administration-stress related study. Piacente (1974) concludes:

When there is little ambiguity as to their competence, women and men are judged to be equally competent, but when there is reason to doubt competence, women are perceived as much less competent than men - more so by men than women. (p. 529)

The use of video technology enabled the preceding researcher

to systematically manipulate variables and this is but one advantage of this newly developed media. Innovations in video-recording technology and its concurrent application to counseling related investigations and training procedures will be presented in the following review.

This section presented a review of the literature concerning the sex variable in the dyadic counseling interaction. The conflicting research outcomes suggest a need for additional investigations of this variable.

Developments of Video Technology as Applied to Counseling Research

The development and refinement of television recording apparatus and capabilities has opened to investigators a vast new approach in the methodology of counselor research and counselor training. Awarenesses which may be extremely important to the phenomenological study of personality dynamics and counselor training may be further examined utilizing this new technology. The promise of this new technology was discussed in professional journals in the early 1960's. Landsman and Lane (1963) discussed beginning explorations:

There seems to be no doubt that audiovisual media will be sought by conscientious and progressive counselors as demands of the new age are felt both in counselor training and in counseling itself. (p. 28)

Walz and Johnston (1963) in an exploratory investigation con-

cerned with change in counselor self perceptions as a result of video viewing conclude:

The major implication of this investigation is that video taping offers promise as a unique means of assisting counselor candidates to view their interview performance. (p. 236)

In beginning explorations (Kagan et al., 1963) video recorded interviews were used as a stimulus for furthering the exploration of client or counselor behaviors. Interpersonal Process Recall, as the methodology has become known, opened new directions as suggested by these researchers:

IPR protocols suggest several potential uses of the technique: (a) validation of theory (b) gaining insights about the nature of various supervisory relationships (c) examination of group processes (d) education of counselors (e) acceleration of Psychotherapy. (p. 237)

In the mid-sixties video recording technology was explored with funding from the National Defense Education Act and through the Department of Health, Education and Welfare (Buchheimer et al., 1965; Poling, 1965; & Kagan et al., 1965) with further indications of the promise of this medium. One of the investigators comments:

With the advent of closed circuit television, it became possible to construct a situational test of an interview in which the counselor and counselee were not only heard but seen. (Buchheimer et al., p. 5)

The results of experimental exercises that were developed by Buchheimer and Associates (1965):

. . . provided safety for the trainee. It provided an atmosphere of freedom from threat, freedom from evaluation

and freedom from fear of the harmful effects of the counselee. It provided conditions for self-discovery. It provided critical incidents for the learner which were both conceptual and personal. It provided a set of conditions where complete focus could be placed on the essential elements to be learned. It provided a richness of reality of detail without being distracting. It provided at once a simple and complex stimulus for learning. (p. 7)

The environmental considerations of the recording situation were examined (Poling, 1965) to determine if it were better to conduct a counseling session for video recording in a counseling cubicle equipped with a one-way vision screen, a simulated cubicle with cameras partially hidden, or an open studio arrangement with no attempt to camouflage or conceal the equipment.

The setting did not seem to cause significant differences in self-report on an environmental rating scale. However, it should be noted that two female and eight male counselors served as subjects which might have provided an atypical evaluation.

Media Therapy (Higgins, Ivey, & Uhlemann, 1970; Ivey, 1968) has been proposed as an educational or preventative supplement to a psychotherapeutic program. Media Therapy is the application of video technology for the therapeutic benefit of psychiatric patients. Use is made of video recording technology to provide a focus on the helping process.

Ivey (1971) in focusing on individual single skills in the interaction relationship has developed an extensive video-based training

and research program referred to as microcounseling. Ivey points to the potentials of video applications:

These suggestions for further research using microtraining and its adaptations are only a sampling of the many ways of using this framework for developing more systematic research procedures in interviewing, dyadic or small-group interaction, and teaching. The structure of microtraining encourages new combinations of interviewing and its practice, of theory and research, and of testing and implementation of new ideas in human research. (p. 126)

Ivey (1974) also discussed the importance and relative ease with which we, in counseling and clinical training programs, might pass on to our trainees this video-based training program as well as its recently reported concomitant positive outcomes.

In seeking to improve the educational quality of counselor training at the University of Maine, Ryan (1969) utilized a video system in an effort to improve a rapidly expanding program. The following year this same researcher along with a colleague reported that:

In an exciting and viable profession such as counseling, all new advances in technology need to be examined for their relevance to the profession. Use of any innovation, however, should increase the time he has for meaningful interaction with his clients. Videotape seems to meet this criterion. In our opinion, counselors would do well to explore the tremendous potentialities of this medium. (Ryan & Whitman, 1970, p. 69)

The applications of video technology to Counselor Education programs were presented in an Association for Counselor Education and Supervision committee report to the American Personnel and

Guidance Association (Moorhouse & Associates, 1969). The indications were that video technology was being applied to counseling practicum and to group procedures practicum for the recall or review of counseling interactions.

In the late sixties a new direction for the application of video technology to counseling research developed which involved the use of simulation. Simulation was described by Beaird and Standish (1963) in a report of audiosimulation in counselor training:

a model, physical, verbal or mathematical of a real or proposed system. (System being used in its broadest sense.)
(p. 1)

Delaney (1969) defines simulation as:

. . . assuming the appearance of, without really being.
(p. 184)

and further concludes:

In summary, research supports the following conclusions:

1. Simulation is effective as an instructional technique.
2. The use of a television monitor for stimulus presentation is appropriate.
3. Realism is not a primary requirement for transfer of training.
4. Simulation positively affects actual performance.
5. Simulation provides economy of time and reduces long-term expense.
6. The application of simulation techniques to counselor education has shown to be feasible and effective. (p. 185)

Eisenberg (1971) suggests the implications of simulation for research purposes, the advantage of "standard clients" (p. 51), and the elimination of extraneous sources of client variances:

Audio recordings of these counselor responses would be rated along any set of categories or dimensions of interest to the investigator. (p. 51)

Beymer (1969) in a discussion of simulation also suggests the benefit of reducing client variables and the use of coached clients and actors. He concludes:

Simulation, videotape recording and analysis systems when used in harmony have the potential of boosting counseling research to new levels of insight and relevance. They are here to stay, and we should get on with our task of finding ways to utilize them most effectively. (p. 57)

Using actors as clients, Kagan and Schauble (1969) developed a series of 16mm filmed sequences which they refer to as "vignettes" (p. 311). These are shown to a client who is video recorded reacting to each stimulus sequence. Thus, the researchers have added simulation to the IPR methodology (Kagan et al., 1963). The film is limited to focusing on four emotions which were felt to be prevalent and primary in a dyadic interaction; hostility, fear of hostility, affection, fear of affection.

Eisenberg and Delaney (1970) created a simulation by having five male and five female assistants, appearing to be of high school age, role play four clients each. It is this researcher's experience (see Appendix B) that counselor educators were somewhat critical of my use of the same actor more than once and preliminary findings have caused me to eliminate sequences which attempted to portray a client role-played by an actor of a different age.

Twenty-two male and twenty-one female students in a graduate course in counseling at the University of Illinois served as subjects. These subjects were assigned to one of four treatment conditions: modeling reinforcement, modeling only, reinforcement only, or treatment control. In each case, the subjects watched the videotape; the manner in which the videotape was presented varied with the treatment condition. Each subject recorded an audio response to each client; these responses constituted the dependent variable in this study. These tapes were analyzed on a nominal basis. i.e. judges were asked to classify a response as to whether or not it was a counselor tacting response lead (CTRL). This was defined as a response which:

. . . would evoke a client tacting response. A client tacting response in turn may be considered a verbal response which would either describe a particular abstract concept in more operational or behavioral terms, or would give specific examples of whatever it is the client is trying to communicate. (p. 16)

The rating procedure is further described by the authors:

Two raters, one male and one female, neither in the counseling and guidance program, were trained to score the audio tapes during the videotape situation and transfer situation. Their training consisted of verbal explanation by E of the CTRL response class, observations of sections of the videotape, discussion of difficult to score responses, and practice with several tapes from pilot studies. They were trained to rate on the basis of the criteria previously described. Fourteen audio tapes of counselor responses to the video tape were independently scored by both judges. Since very high interjudge agreement resulted (cf. Results Section) the remainder of the audiotapes were scored

by one rater. Audio tapes from each condition were randomly assigned to each rater, so that each rater scored tapes from each condition. (p. 17)

The results indicated that the subjects who were exposed to modeling only and modeling reinforcement conditions were influenced to emit more CTRL's to a client simulation.

Video applications at the University of Michigan centering around the IPR model were extended into the development, measurement, and validation of an instrument to measure affective sensitivity (Chapman, 1967; Campbell et al., 1971; Danish & Kagan, 1971).

Danish & Kagan explain the characteristics of their device:

The scenes are taken from actual counseling sessions of clients. They represent typical counseling situations, varying in emotional depth and content of client concern. Each showing of a videotaped sequence is followed by the subjects answering several multiple-choice items to describe the affective states which the client may "really" be experiencing. A subject must choose from among three sentences, the one which most clearly defines what he, the subject thinks the client feels about the content of client communication and also from among three other sentences which describe the client's feelings about the counselor. The video sequences and multiple-choice items are called the Affective Sensitivity Scale. (p. 51)

Campbell et al. (1971) found that the scale did not differentiate between persons judged high and low in empathy. He reports sound track distortion on a kinescope which many subjects had to use because of a lack of equipment, and suggests that this might, in fact, be responsible for the lack of significant differences reported.

The forced-choice technique has definite advantages:

They are easier to score and reduce the chances of correct guessing by presenting several alternative responses. (Anastasi, p. 162)

However, after reviewing the scale, this researcher finds that the choices are obvious as to the affect of the observed client, and that this might account for the scale's inability to distinguish between groups. i.e. calm and collected, anxious and stimulated. Further, the high-level applications of the usage of the English language might serve to limit the subject selection for further research.

The Affective Sensitivity Scale has also been used as a research device in two subsequent studies (Olesker, 1971; Olesker & Balter, 1972).

Present criticisms regarding the Affective Sensitivity Scale considered, the latter researchers report that:

being of the same sex is significantly related to being more empathic. Hence, in terms of counselor effectiveness there is an advantage to having a same-sex counselor rather than an other-sex one. (p. 561)

Chernoff (1971) also used the Affective Sensitivity Scale as well as two videotape instruments that were designed at the University of Oregon in Eugene in an outcome evaluation of a counselor training program. The researcher desired a Standard Stimulus Video Interview (SSVI) which was simply a video recorded session of two experienced counselors role-playing a dyadic counseling interaction.

Following a client response, the counselor says "Hold" and the screen becomes blank. Each client speaks into a microphone a response which is audio recorded and this process continues to develop with several pauses. Raters were used to evaluate the responses which were transferred onto index cards in written form. One might question the practice of transcribing audio responses to written form and the concurrent loss of affect. A direct written response might include underlinings and punctuations that would eliminate a possible greater loss of affect than in the preceding transcription.

In a second device, the Video Test of Implied Meanings (VTIM), forty sentences were read by four persons: ten each spoken by an eleven year old boy, a thirteen year old girl, a twenty-eight year old man and a thirty-one year old woman. Each subject was instructed to write down the implied meaning of a statement. After submitting a written implied meaning, the subject was asked to judge the person's feelings from a list of four possibilities: joyful, angry, fearful, depressed.

The SSVI and the VTIM were not made in a studio setting with professional assistance and the quality of the presentation left something to be desired:

The presentation of the Standard Stimulus Video Interviews was adequate; there were some minor difficulties with the picture of the client, but the sound was good throughout the tape. The Video Test of Implied Meanings presented some serious difficulties; at times the picture rolled so that it was impossible

to see facial expressions and the sound was also of variable quality. In addition, there was a great deal more variability in the presentation of this instrument. That is, the sequences that were 'good' in the morning session were not necessarily the same sequences that were good in the afternoon session. These technical difficulties were not foreseeable since part of the problem turned out to be that although this video tape could be played with 'good' results on the machine on which it was produced, for reasons unknown to the researcher it could not be played with 'good' results on any other machine. (p. 70)

Feedback techniques are proving helpful in alcohol rehabilitation programs (Greer & Callis, 1975) and in working with emotionally disturbed children (Savicki, 1976).

Huckins (1975) and Kranitz (1976) are presently developing video simulations to assess the effectiveness of group facilitator responses. Huckins (1976) delineates his experiences with the one to one counseling situation:

1. Using drama students or other individuals to role play different, but fairly typical kinds of client concerns with the student counselor. I videotape these for playback and feedback to the student.
2. Using videotaped role-played simulations as a teaching device. That is, taping a series of episodes for playback and stopping after each to raise questions for discussion in the nature of:
 - (a) If you were counseling here, how would you respond?
 - (b) How would proponents of various counseling theories respond?
 - (c) What hypothesis can you develop regarding the cause-effect aspects of this client's behavior?
 - (d) How would you proceed with this client in subsequent interviews?

As of this writing the group facilitation assessment videotape is in the developmental stages and one might be alerted to forthcoming

publications of Dr. Huckins' efforts.

The research simulation developed by this investigator (see Chapter III) was used to elicit written responses of Counselor-Trainees and a subsequent review of the literature concerning appropriate choice of scales for the evaluations of these responses is next presented. This section reviewed the recent developments in video recording technology and their concurrent applications to Counselor Education.

Literature Related to the Ratings of Facilitative Conditions

Ratings scales have been used extensively as a means of systematizing judgments of helper responses and to further the explorations of the conditions which are presumed facilitative to the therapeutic process. (Truax & Carkhuff, 1964; Truax & Carkhuff, 1967) Further, the use of rating scales has been extended to systematic human relations training models (Carkhuff, 1966) and to the ongoing research of reported "core dimensions" (Carkhuff & Berenson, 1967; Carkhuff, 1969(a); Carkhuff, 1969(b)). In the latter publications Carkhuff has developed five point scales which attempt to measure separate dimensions of therapist behaviors. Facilitating or retarding effects of counseling on the client are accounted for largely by the level of facilitative functioning of the counselor. This level of facilitation is determined by assessing

the degree to which the counselor provides certain core conditions.

The use of these scales has been extended by using judges to rate responses to audio stimuli (Butler & Hansen, 1973):

Each subject's written responses (both pre- and post-training) were rated independently by two trained raters (interrater reliability = .92) for gross level of functioning, and a mean score was computed for each person. (p. 62)

These researchers found significant changes in levels of facilitative responding as a result of human relations training.

Buchheimer and Associates (1965) realized some of the limitations of trying to define these core conditions that had received much attention. In regard to empathy:

The investigation and analyses of dimensions of empathy suggest that empathy in counseling is not based on a unitary trait but probably involves several psychological mechanisms and processes. (p. VII)

This research begins to suggest to this investigator a global therapist quality which might prove to be a more helpful approach to the assessment of the effects of therapist offered conditions.

Although the Carkhuff model has been used extensively it has not been without critical and necessary scrutiny. Gormally and Hill (1974) in a review of research on the Carkhuff model suggest a global therapist quality might be more realistic than isolating dimensions such as genuineness, concreteness, etc. Zimmer and Anderson (1968) concur:

Ratings of counselor effectiveness based on the use of such

scales assume that these 'facilitative dimensions' are undimensional, orthogonally related, and represent a genuine scale capable of legitimate measurement. It is possible, however, that they may be more effectively described in terms of multiple characteristics. (p. 417)

Chinsky & Rappaport (1970), Truax (1972), and Rappaport & Chinsky (1972) continue to debate the meaning and reliability of accurate empathy ratings. Chinsky and Rappaport (1970) indicate that a more general therapist quality might be represented by the use of accurate empathy as an empirical construct.

Hefele and Hurst (1972) discuss the reliability and validity of the Truax-Carkhuff approach to the measurement of interpersonal skill. They conclude by offering an interesting concept from Kaplan (1964):

We ought to be willing to subjugate 'criterion of rigor to the criterion of meaning.' If we can focus on meaningful problems (e.g. the suffering of our fellow humans and what we can do to alleviate it), then perhaps the rigorous methodology for evaluating our treatment procedures can come after the fact. Perhaps we can, by the changed focus, evolve a broad methodology for the social and behavioral sciences which is courageously different from that of the physical sciences, which we have been so busily - and poorly - attempting to emulate. We may be able to thereby escape being, as Carkhuff and Berenson (1967) so aptly suggest, 'methodologists in pursuit of a question.' To paraphrase Kaplan (1964), we may succeed instead in achieving the role of 'questioners in pursuit of apt methodologies.' (p. 68)

The outcomes of systematic human relations training efforts would appear to be worthy of sacrificing the rigor of the methodology to some extent but, at the same time, this researcher believes

that recent research and concurrent production of the Systematic Human Relations Development (SHRD) program at the University of Georgia in Athens (Gazda, 1973) corrects, in part, previous shortcomings. Of particular interest is the Index of Perception which involves the Global Scale similar to the Carkhuff model, but somewhat improved, since a four point scale is adapted from the Carkhuff five point scale. This eliminates a level of communication that Dr. Gazda feels is reserved for relations outside of the professional counseling interaction. The Global Scale (see Appendix K) allows for the rating of levels of helpfulness while reducing the ambiguous definitions of previous models. Further, the scale and the SHRD program have been utilized in the training of classroom teachers, principals and central office staff administrators in the Atlanta, Georgia Public School system (Taylor & Barnes, 1970). The SHRD model has been studied for the effects of group composition on outcomes of training (Hornsby, 1973), and the Global Scale was used as the measurement instrument for assessing pre- and post-test parameters. The findings of Walters (1973) support the validity of the Global Scale. Childers (1973) also used the Systematic Human Relations Development model and found that it was beneficial to the performance of student-teachers who underwent the training process. The Global Scale of the Index of Perception is a significant part of the SHRD training experience.

Bixler (1972) utilized the Global Scale to investigate the effects of cognitive similarity between four trainers and one hundred twenty trainees at the University of Georgia. The results indicated significant gains in communication skills as a result of Systematic Human Relations Development training. There was no indication of a clear relationship between trainer-trainee similarity and subsequent increase in communication skills.

Balzer (1973) employed the Global Scale to assess the level of communication skills before and after SHRD training. The subjects were one hundred twenty-eight undergraduate students enrolled in the Introduction to Education course at the University of Georgia. Results indicated that students were assigned higher post-test ratings by four experienced counselor-researchers after completing the SHRD training program.

This researcher finds this four point scale a more realistic parameter for examining the counseling relationship, the applications of the SHRD program helpful, and the Global Scale an instrument which meets the criteria for the previously suggested need for a global rating form.

This section summarized the recent research and development of a new and improved rating scale for the assessment of interpersonal communications.

Summary

This chapter has reviewed the research concerning sex bias in counselor-client relationships; the development of video technology and its application to counselor training and counseling research; the use of rating scales as a measure of interpersonal skills and the development of a new and refined Global Scale (Gazda, 1973) was discussed.

CHAPTER III

DESIGN OF THE STUDY

This study was designed to investigate the possible existence of sex bias in Counselor-Trainee responses utilizing a video instrument which was modified for this study. A description of the sample is included as well as a brief history of the development of a video-based counselor training simulation and its subsequent utilization as a research device. The null hypotheses will be stated. The experimental procedure, the collection of data, and the methodology for the treatment and analysis of the data are discussed and clarified.

Sample: The sample consisted of fifty-four female and thirty-eight male Counselor-Trainees seeking a master's degree in Counseling and Guidance and enrolled in programs in the State of Oregon at one of the following institutions:

- (a) Oregon State University, Corvallis
- (b) University of Oregon, Eugene
- (c) Oregon College of Education, Monmouth
- (d) Portland State University, Portland
- (e) Lewis and Clark College, Portland

These schools were contacted initially by mail and by subsequent follow-up telephone communications. Dates and conditions for the presenting of the stimulus tape were developed (see Appendix G).

Development of the Instrument: A ten sequence video simulation was utilized to elicit responses from the sample population. These sequences were taken from the "Our Gang Series" counselor training simulation. The "Our Gang Series" is a manifestation of this researcher's interest in videotape potentials, and a request to assist in the teaching of a unit on communication skills coordinated by Dr. Glenn Clark (see Appendix A). Oregon State University has, in this researcher's opinion, more than adequate video systems at its disposal to assist and complement its counselor training endeavors. It was this combination of the availability of video facilities, a need to demonstrate communication skills in the interviewing relationship, and a cooperative, energetic and creative group of graduate students and advisors who collectively developed a primitive technical production using a reel to reel Sony 3600, 1/2 inch video recorder, a Sony AVC 3200 camera, and pen-drawn credits and introductory titles. It provided each master's level student with a unique opportunity to create and to role-play a client in a simulation of a problem situation which the student felt was of importance for Counselor Education efforts.

It was because of the invitation offered by Dr. Clark that this writer presented the simulation to the West Coast Association of Counselor Educators and Supervisors in November of 1975 and written evaluations (see Appendix B) were received which were so supportive and enthusiastic that planning for the professional production of a similar and refined simulation was begun. The services of Classroom Television of Oregon State University were requested and the services of the Instructional Resources and Materials Center were contracted for the development of a new simulation. Students generated their own sequences and these were discussed and rehearsed as much as possible within the videotaping schedule and deadlines (see Appendix C). Appropriate release forms were obtained from the talent involved (see Appendix D).

An Ampex 1100, transverse scan, professional 2 inch videotape recorder was employed equipped with Ampex electronic editing. Cameras were General Electric Image Orthicon in a television studio setting. Datavision D3600 equipment was used for superimposing titles and credits. The "Our Gang Series," professionally developed, and studio recorded 2 inch videotape was dubbed at Classroom Television to Sony 8650 and Sony 3650 equipment for use on 1/2 inch helical scan reel to reel or 3/4 inch EIAJ cassette.

The simulation contains standardized instructions for responding to the program and these are presented in the opening sequences by

Dr. Clark who introduces the first client (see Appendix E). Each viewer is introduced to the client-actor through the use of a narrator (see Appendix F) and a simultaneous slide presentation of the client in a relevant setting. This prepares the viewer for the particular counseling simulation. Each sequence terminates by dissolving into a still slide of an empty chair, and the words "your response" are superimposed.

The tape allows forty seconds of response time between each sequence. Preliminary testing suggested that forty-five seconds would be adequate but it was shortened to forty seconds so as to reduce extraneous cognitive processing and to allow for spontaneity of response.

The program received attention at the 1975 West Coast Association of Counselor Educators and Supervisors meeting in Honolulu, Hawaii and is presently being used in the following programs in Educational Psychology and/or Counselor Training:

- (a) University of Washington, Seattle
- (b) Eastern Michigan University, Ypsilanti
- (c) California State University, Los Angeles
- (d) California State University, Northridge
- (e) Oregon State University, Corvallis
- (f) University of Bridgeport, Connecticut
- (g) University of Puerto Rico

Preliminary communications indicate that the simulation is helpful to these training endeavors and recommendations for the creation of a similar program in Spanish have been offered as well as suggestions for intercultural communications workshops. Although the program promises to prove beneficial to counselor training, it lacked utility for research purposes. Several sequences were eliminated on the basis of criticisms offered, age discrepancy, gum chewing, relevance, (see Appendix B). Further, a group of five judges, two master's level students in Speech Communication and Drama at Oregon College of Education, two technicians in the Instructional Media Center at that institution, and the author selected out the ten best sequences for quality of performance, realism and the technical quality of the videotaped simulation.

Ten sequences (see Appendix F) were chosen for research stimuli and dubbed from the original 20 sequence tape to a Sony 3650 video recorder for use on one-half inch helical scan reel to reel equipment. The services of the Instructional Media Center at Oregon College of Education at Monmouth were utilized in developing the research simulation in its final form.

Statistical Hypotheses:

HO₁: There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses

to the "Our Gang Series" research simulation.

HO₂: There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation.

Procedure

Initial telephone communications were made with departments of Counseling and Guidance at the sample institutions. Appropriate letters of introduction, clarification, and follow-up were sent (see Appendix G) and coordinated with continuous telephone contacts in order to confirm a mutually beneficial setting and schedule.

In order to standardize the viewing conditions and to allow time for the resolution of possible technical difficulties which are often associated with video programs and presentations, the investigator arrived beforehand to rearrange the seating in a consistent fashion and to set up the viewing monitor as a central focus in a room which could be darkened. A standard introductory statement was prepared for each class (see Appendix H). Another statement (see Appendix I) attempted to maintain equal treatment conditions. There were no unusual distractions, interferences, or delays in obtaining reasonably complete trainee responses as well as fairly extensive background, personal data information. (see Appendix J)

All written responses were typewritten and coded on 3x5 index cards so that judges would be sex-blind in evaluating a response. The Global Scale (Gazda, 1973), a four point Likert-type scale, was utilized as a rating instrument (see Appendix K). Mary Maples, who has had extensive experience with the scales as well as being a trainer for the Systematic Human Relations Development training program created by Dr. Gazda, offered her help as a rater for this project. A male doctoral student in Counseling familiar with the applications and parameters involved with the use of the Global Scale also offered to assist with the rating task. In order to assure interjudge agreement, a sample of the responses was randomly chosen and duplicated. Each judge viewed a sequence and rated matched pairs of Counselor-Trainee responses. The results were tabulated and a reliability coefficient of .85 was obtained using the following raw score formula:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

This coefficient was found to be highly significant at both the .05 and .01 confidence levels. Consequently, both judges proceeded to rate the entire sample of Counselor-Trainee responses. After viewing a stimulus sequence the judges rated half of the responses each and continued until all ten sequences were viewed and all

corresponding responses were rated. The cards were extensively shuffled and hence, randomized so as to eliminate any subtle or unforeseeable intervening variables. The index cards were then decoded and sorted for the analysis of the effects of the experimentally manipulated independent variables.

Treatment of Data

An IBM 360/50H computer at the University of Oregon was utilized for the analysis of the data using the BMDO8V program from the UCLA Bi-Med package. IBM cards were keypunched and subsequently verified indicating the sex of the Counselor-Trainee, the training program attended and the ratings assigned to the trainee responses. The sample of thirty-eight males was reduced to thirty-five after eliminating three subjects presenting incomplete response forms. The female population was randomly reduced to an equal size so as to facilitate statistical analyses. A one-way analysis of variance was selected to test for the significance of hypothesis one. A two-way analysis of variance was utilized to test for the significance of hypothesis two and to further permit the analysis of possible interaction effects. To test for significant differences which might be attributed to the particular stimulus sequence, ten one-way analyses of variance were utilized. A comparison of variances between training programs was tested by an

additional one-way analysis of variance. The .05 confidence interval was chosen for all computations.

Summary

This study was designed to determine if sex bias exists in Counselor-Trainee responses to a video based simulation and further, to see if there are any interaction effects attributable to the sex of the client and the sex of the Counselor-Trainee involved. This chapter described the sample selected for the research as well as the development of a video recorded research simulation utilized to assess any differences which might be attributed to the sex variable. The hypotheses were stated in the null form. The procedures for conducting the research were described as well as the methods for computing and analyzing the data.

CHAPTER IV

FINDINGS

The purpose of this study was to determine if sex bias exists in Counselor-Trainee responses to a new and professionally developed video-based client simulation. This researcher also sought to determine whether or not there were interaction effects which might be attributed to pairings of Counselor-Trainees with same-sex or opposite-sex clients presented by the stimulus sequences.

The statistic used to test the null hypotheses was the "F" statistic. The .05 level of confidence was selected as the acceptable level of statistical significance. Calculations were performed utilizing the BMD08V program from the UCLA Bi-Med package. This chapter will present the results of the analysis of the following hypotheses:

1. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation.
2. There are no significant differences in mean Global ratings assigned by judges to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation.

Hypothesis 1. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation. The results are presented in Table 1 below.

Table 1. Mean Global Ratings: Counselor-Trainee Sex

| <u>Males</u> | <u>Females</u> |
|--------------|----------------|
| 1.91 | 2.30 |
| N=35 | |

Table 1 reveals that the mean Global ratings were higher for the female Counselor-Trainees than for the males. In order to test for the significance of this difference an analysis of variance "F" statistic was utilized and the .05 confidence level was selected. The results are presented in Table 2 below.

Table 2. Analysis of Variance: Between Subjects - Males and Females

| <u>Source of Variation</u> | <u>S.S.</u> | <u>d.f.</u> | <u>M.S.</u> | <u>F</u> |
|----------------------------|-------------|-------------|-------------|----------|
| Counselor-Trainee Sex | 21.53 | 1 | 21.53 | 17.31* |
| Error | 84.58 | 68 | 1.24 | |

* $P < .05$

.05=3.98

From Table 2 it is apparent that the computed F at 17.31 is greater than the tabular ratio at that same level. Therefore, hypothesis 1 is rejected and the differences presented in Table 1 are considered significant at the .05 level. Possible factors influencing these results will be discussed in Chapter V.

Hypothesis 2. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation. The results are presented in Table 3 below.

Table 3. Mean Global Ratings: Counselor-Trainee and Client Interaction

| | | Clients | |
|--------------------|--------|---------|--------|
| | | Male | Female |
| Counselor-Trainees | Male | 1.96 | 1.86 |
| | Female | 2.20 | 2.40 |

N=35

Table 3 reveals that same-sex pairings displayed higher ratings than did the opposite-sex pairings. The male Counselor-Trainees received higher ratings when the simulated client was male rather than female. The female Counselor-Trainee responses were also

rated higher when the client was of the same sex. In order to test for the significance of these differences a two-way analysis of variance "F" statistic was utilized. A .05 level of significance was chosen as the confidence limit. This analysis of variance design allowed for a test of the significance of differences which might exist and which might be attributable to the sex of the client or the character sex. These differences are presented in Table 4 below.

Table 4. Mean Global Ratings: Character Sex

| <u>Male Sequences</u> | <u>Female Sequences</u> |
|-----------------------|-------------------------|
| 2.07 | 2.13 |
| N=70 | |

The analysis of variance F statistics for the differences displayed in Tables 3 and 4 are presented in Table 5 below.

Table 5. Analysis of Variance: Within Subjects

| <u>Source of Variation</u> | <u>S.S.</u> | <u>d.f.</u> | <u>M.S.</u> | <u>F</u> |
|---|-------------|-------------|-------------|----------|
| Character Sex | .47 | 1 | .47 | 1.10 |
| Counselor-Trainee x Client Interaction | 2.74 | 1 | 2.74 | 6.47* |
| Error | 28.85 | 68 | .42 | |

* $P < .05$

.05=3.98

Table 5 reveals that the computed value of $F=6.47$ is larger than the tabular F at the .05 probability level. Therefore, the null hypothesis is rejected and the differences reported in Table 3 are considered significant at the .05 confidence level. The analysis of variance presented in Table 5 indicates that the differences which might be attributable to the sex of the client were not significant, ($F=1.10$) The analysis, however, indicated a significant interaction effect between sex of Counselor-Trainee and sex of client. ($F=6.47$) Therefore, ten one-way analysis of variance "F" tests were employed to examine differences for each sequence. These differences in assigned ratings are presented in Table 6 below.

Table 6. Mean Global Ratings by Sequence

| | <u>Males</u> | <u>Females</u> | <u>Character</u> |
|-------------|--------------|----------------|-------------------|
| Sequence 1 | 1.84 | 2.41 | Sheryl |
| Sequence 2 | 1.76 | 2.44 | Ms. Weston |
| Sequence 3 | 2.11 | 2.31 | Don |
| Sequence 4 | 1.99 | 2.53 | Sheila |
| Sequence 5 | 2.23 | 2.21 | Jim |
| Sequence 6 | 1.73 | 2.04 | Rosemary & Martin |
| Sequence 7 | 1.80 | 2.20 | Alice |
| Sequence 8 | 1.74 | 2.29 | Mr. Parker |
| Sequence 9 | 1.87 | 2.20 | Ginny |
| Sequence 10 | 1.70 | 1.99 | Mr. Morgan |

It is apparent from Table 6 that the female responses were

assigned higher ratings than were those of the male Counselor-Trainees except for Sequence 5. Significance tests of these differences are presented in Table 7 below.

Table 7. Summary: Ten One-way Analyses of Variance by Sequence

| | Source of Variation | S.S. | d.f. | M.S. | F |
|--------------------|---------------------|-------|------|------|--------|
| <u>Sequence 1</u> | Between | 5.71 | 1 | 5.71 | 10.06* |
| | Within | 38.63 | 68 | .57 | |
| <u>Sequence 2</u> | Between | 8.23 | 1 | 8.23 | 15.51* |
| | Within | 37.07 | 68 | .53 | |
| <u>Sequence 3</u> | Between | .70 | 1 | .70 | 1.09 |
| | Within | 43.59 | 68 | .64 | |
| <u>Sequence 4</u> | Between | 5.16 | 1 | 5.16 | 10.89* |
| | Within | 32.21 | 68 | .47 | |
| <u>Sequence 5</u> | Between | .70 | 1 | .70 | .01 |
| | Within | 33.34 | 68 | .49 | |
| <u>Sequence 6</u> | Between | 1.73 | 1 | 1.73 | 2.88 |
| | Within | 40.86 | 68 | .60 | |
| <u>Sequence 7</u> | Between | 2.80 | 1 | 2.80 | 3.95 |
| | Within | 48.20 | 68 | .71 | |
| <u>Sequence 8</u> | Between | 5.16 | 1 | 5.16 | 7.74* |
| | Within | 45.33 | 68 | .67 | |
| <u>Sequence 9</u> | Between | 1.89 | 1 | 1.89 | 3.31 |
| | Within | 38.77 | 68 | .57 | |
| <u>Sequence 10</u> | Between | 1.43 | 1 | 1.43 | 2.75 |
| | Within | 35.34 | 68 | .52 | |

P < .05

.05=3.98

*indicates significance at the .05 level or better

Table 7 reveals that the differences computed for Sequences 1, 2, 4, and 8 are considered significant at the .05 confidence level. A discussion of the possible reasons for these outcomes will be presented in Chapter V.

Summary

This chapter reported and analyzed the data collected for this study. The following null hypotheses were tested using the analysis of variance "F" statistic employing the BMD08V program from the UCLA Bi-Med package:

1. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation.
2. There are no significant differences in mean Global ratings assigned by judges to same-sex and opposite-sex sequences from the "Our Gang Series" research simulation.

The .05 level of confidence was selected as the acceptable level of significance. Both hypotheses were rejected and significant differences were found to exist.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem

The problem of this study was to determine if male and female Counselor-Trainees enrolled in master's degree programs in the State of Oregon would emit significantly different response leads to a new and professionally developed video-based client simulation. The stimulus sequences were generated by master's degree candidates enrolled in the training program at Oregon State University during the 1974-75 academic year. The facilities of Classroom Television at Oregon State University were utilized in creating the standard stimulus sequences.

The Sample

The sample used in this study was composed of 92 Counselor-Trainees enrolled in a master's level training program in Counseling and Guidance at one of the following institutions during the 1975-1976

academic year:

- (a) Oregon State University, Corvallis
- (b) University of Oregon, Eugene
- (c) Oregon College of Education, Monmouth
- (d) Portland State University, Portland
- (e) Lewis and Clark College, Portland

Review of the Procedures

Ten sequences were chosen from the original twenty sequence tape to be utilized as the stimuli for research purposes. The services and staff of the Instructional Media Center at Oregon College of Education at Monmouth were contracted for the development of the research tape in its final form. Mutually acceptable appointments were scheduled and each group of Counselor-Trainees viewed the simulation and submitted written responses to each sequence. Equal treatment conditions were maintained. There were no unusual distractions, interferences, or delays in obtaining reasonably complete trainee responses. These responses were typewritten and coded onto index cards so that subsequent raters would be sex-blind in evaluating the responses. The Global Scale (Gazda, 1973) was used as the rating device. Two doctoral students, familiar with the applications and parameters involved with the use of this scale, offered their assistance with the rating task. One of the raters has

worked with Dr. Gazda and is a trainer for the Systematic Human Relations Training program. An index of agreement was determined using a random sample of the responses. An interrater reliability coefficient of .85 was determined to be highly significant at both the .05 and .01 confidence limits. Subsequently both raters were accepted as highly correlated judges for the completing of the evaluations of the responses.

Analysis of the Data

The data was decoded and keypunched onto computer cards and was processed at the University of Oregon Computing Center using the BMD08V program from the UCLA Bi-Med package. One-way and two-way analysis of variance designs using the "F" statistic tested the following null hypotheses:

1. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to the "Our Gang Series" research simulation.
2. There are no significant differences in mean Global ratings assigned by judges to male and female Counselor-Trainee responses to same-sex and opposite-sex stimulus sequences from the "Our Gang Series" research simulation.

The .05 level of confidence was selected as the acceptable level of significance.

Conclusions

It is with due consideration for the limitations of this study as stated in Chapter I that findings are discussed and conclusions are drawn.

Hypothesis one was rejected. An F ratio of 17.31 was considered highly significant at the .05 level. Females were assigned higher ratings than were their male counterparts. From the results displayed in Table 1 it is apparent that the female population received mean ratings .41 higher than did the males on the Global Scale. In reviewing the levels of the Global Scale one can see that a level 2.0 response is minimally facilitative or ineffective. The Global Scale tends to evaluate a helper response as more facilitative when it is a paraphrase or a reflection of feeling. Questions and directions might tend to be viewed as less facilitative when the Global Scale parameters are utilized. A counseling orientation might employ interrogation as a means of clarifying feelings or for the setting of goals. These types of counselor behaviors may elicit lower Global ratings, but may not necessarily reflect a low level of therapeutic interaction. A suggestion offered by a gestalt-oriented Counselor-Trainee to become aware of one's breathing, for example, may be seen as a low level response on the Global Scale but would be highly appropriate within the framework of a gestalt-oriented counseling

contract.

The reported mean ratings might have been affected by the motivation, anxiety, or set factors which might have been present covertly during the rating session. The use of two judges and the subsequent interrater reliability coefficient obtained may not necessarily negate these possible intervening factors. In addition, there may have been covert factors which might have influenced the responding behaviors of the Counselor-Trainees in the sample population which might be attributable to the researcher's sex.

The implications of these findings are relevant to the goals of today's Affirmative Action programs which seek to equalize employment opportunities for women. If, in fact, women do perform better than men in the counseling relationship their abilities and talents would certainly help Counselor Education programs and counseling services. However, to draw this conclusion on the basis of this research which isolates one dimension of facilitative responding as measured by the Global Scale seems premature.

Hypothesis two was also rejected. An F ratio of 6.47 was considered significant at the .05 level. There is an interaction effect. That is, male clients were assigned higher ratings when the responses were to male clients as opposed to female clients. Similarly, responses of female clients tended to be rated higher when the client was female. Same-sex pairings indicated improved

performance in responding by Counselor-Trainees. This does not seem unreasonable. That is, one might argue that a Counselor-Trainee can understand and empathize with a person of the same sex better than with a client of the opposite sex. If, in fact, the findings of this research in focusing on a single skill can generalize to an actual counseling relationship, pairing clients with same-sex counselors might prove beneficial.

Upon further examination of the means presented in Table 3 it is apparent that the responses of female Counselor-Trainees received higher ratings when the client was male than did the responses of the male Counselor-Trainees to the male clients. In other words, even though same-sex pairings indicated higher Global ratings received, the female Counselor-Trainees obtained higher ratings with male clients than did the male trainees with male clients. Thus, females performed significantly higher than males even with male clients. This finding suggests that not only might pairing female clients with female counselors be more facilitative, but that male clients might also receive better treatment by a female counselor. As indicated in Table 7 there were significant differences in the Counselor-Trainee responses to sequences 1, 2, 4, and 8. Females received significantly higher ratings to these four particular sequences. A review of the content of these sequences might offer a basis for speculation as to the reason for these differences. In Sequence 1

the female client presents a problem involving a career decision which might necessitate leaving her family if she chooses the particular position. Her husband, a lawyer, would have to assume responsibility for the children of this marriage while the wife pursues her career opportunities. The changing trend of women in the world of work might suggest that females might be more receptive and, hence, more empathic and understanding when dealing with this type of problem. One could also speculate that males might feel more threatened by this sequence especially if the Counselor-Trainee identified with, or projected himself into this type of situation.

The second sequence involved an assertive and angry female client, Ms. Weston, who demands that the counselor reveal the content of previous sessions with her son. The female Counselor-Trainees seemed to offer higher level responses perhaps as a result of not being threatened by the sex of the client. Perhaps, males tend to feel more threatened by an assertive female and consequently offer lower levels of responses to this type of situation.

In Sequence 4 the client is a young woman who is seeking help in dealing with her reported pregnancy. One might speculate that females would be more likely to be empathic and supportive since they might be able to identify with the client to a greater degree than their male counterparts.

Sequence 8 introduces Mr. Parker, a black assertive parent,

who demands that the Counselor-Trainee make a change in his son's curriculum. The male trainees offered lower level responses which might have been a result of a greater degree of competitive and aggressive behavior having been learned and reinforced during the socialization process. There also may be present in this sequence a racial variable which might have influenced the outcomes. One might speculate that women and blacks might have had collective discriminatory experiences which might be evidenced by an empathic identification by women with the black client. Further research would be necessary to test this assumption.

Perhaps sex bias as indicated in this research can be explained as a function of the particular training programs involved. A subordinate analysis indicated that there were no significant differences in mean Global ratings assigned Counselor-Trainees from different training programs comprising the sample.

This researcher concludes that there is sex bias present in Counselor-Trainee responses to the stimulus sequences in the "Our Gang Series" research simulation. However, to draw generalizations to the actual counseling process would be premature on the basis of this study which served to isolate one dimension of a relationship and which utilized a video simulation. Certainly, the results suggest a need for further research into the variables present in the counseling relationship which may serve to facilitate or hinder the

therapeutic process.

Recommendations

Because the sample chosen for this research is most likely to be representative of one particular demographic area, further research utilizing the "Our Gang Series" simulation might prove interesting. Obtaining responses to a standard stimulus in different areas of the country and from different ethnic groups may serve to provide information helpful in understanding the client-counselor interaction.

The mean Global ratings computed in this study centered about the level 2.0 or ineffective level. A replication of this study utilizing different populations may serve to clarify whether, in fact, this phenomenon reflects a level of responding typical to the particular sample population chosen for the study or reflective of built-in limitations of the Global Scale. The Global Scale may tend to reflect lower scores when questioning behavior is emitted by the Counselor-Trainees. Additional research may serve to clarify possible limitations of the use of the Global Scale.

The ratings received by trainees who respond to the "Our Gang Series" might further be analyzed in relationship to the personal orientations reported by the Counselor-Trainees. A research of this type might also help to clarify which group of counselors

reporting a particular counseling orientation might be rated as offering higher levels of therapeutic interaction using the parameters of the Global Scale.

Replications of this research by male and female researchers may further provide data concerning the possibility of a researcher sex effect. Female researchers may, in fact, obtain different results from male researchers. Additional research may serve to provide data reflecting the presence or absence of this experimenter effect.

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APPENDICES

APPENDIX A

COMMUNICATION AND INTERVIEWING SKILLS

UNIT OUTLINE

COMMUNICATION AND INTERVIEWING
COUNSELING: A POINT OF VIEW
GLENN E. CLARK 11-74

Communication skills (or the absence of them) are involved in interpersonal relations. This paper presupposes exposure to and acquisition of some degree of faculty in using basic communication skills such as:

- 1) Paraphrasing
- 2) Behavior Description
- 3) Description of Feeling
- 4) Expression of Feeling
- 5) Non-Verbal Communication
- 6) Feedback
- 7) Questioning

Some of these skills are elementary enough so that some persons may be put down by constant review. Yet most of us continue to fail to use skills we have access to in our interviewing and/or counseling. Discomfort with ourselves, our emotions, our feelings, may cause communication difficulties.

Familiarity with skills (saying skills) and comfort in relationships enhance each other. Both can be developed through practice, involvement, feedback, critique and modeling.

As communication (saying) skills develop, responding behaviors may be developed which enhance relationships. Such as:

- 1) Responding to Feelings
- 2) Summarizing Feelings
- 3) Perception Checking
- 4) Defining Problems
- 5) Developing Strategies

Thus responding may be developed in much the same way as the saying skills. The uniqueness of the person, both interviewer and interviewee, become more evident as these dimensions develop.

The counseling dimensions sought through the use of "saying" and responding skills are used with the idea of bringing about, for counseling purposes, counseling dimensions. . .these include:

- 1) Attending Behavior
- 2) Relationship Building
- 3) Responding to Feeling
- 4) Summarizing Feeling
- 5) Defining Problems

Interviewing is sometimes considered a process somewhere between simple interpersonal communication and counseling. Interviewing skills are simply for the purpose of assisting a client to express himself well. Effective interviewing skills include:

- 1) Attending Behavior
- 2) An invitation to talk - open-ended questions:
 - "Could you please tell me about your desire to attend this school?"
 - "How did you feel about that?"
- 3) Minimal encouragers to talk:
 - "Uh-hmmm,"
 - "then _____," and
 - "tell me now, . . .", repetition of the words.
 - "How does that make you feel?"
 - "Can you help me with the information on this sheet?"

APPENDIX B

REVIEWS OF PROTOTYPE

"OUR GANG SERIES"

WEST COAST ASSOCIATION
OF
COUNSELOR EDUCATORS AND SUPERVISORS

November 15, 1975

Palm Springs, California

REVIEWS OF PROTOTYPE:
"Our Gang Series:
Palm Springs, California

West Coast Assoc. of Counselor
Educators and Supervisors
November 15, 1975

1) I would use it in my Counselor Ed. classes.

Setting it up as a project for students is an excellent idea.

2) Selection of incidents seems very appropriate. I would be interested in using this material in my classes.

3) Publish a booklet to go with this and you'll become rich like Al Ivey.

4) Possible uses -- screening applicants.

Responses from different theoretical positions

5) What do I think of the video tape as a training methodology?

a. Good representation of types of people and circumstances.

b. I would assume those who developed the tape learned the most, particularly if they pilot-tested it and investigated its efficacy.

c. I would think it'd be more effective if "real" class participants role played the cases in class, rather than have it on video tape. Or maybe the "real" role playing could or should be used as an adjunct or follow-up or classification of the roles depicted on video tape. Good job.

6) I feel that it would be a good research tool for determining efficacy of teaching methods for empathy training and other forms of quantitative responses.

7) Tape presentation too brief - more background info, and about 5 or 10 minutes of tape - then look for:

1. Goals of counseling (what you intend to do)
2. Here-now response to client.

These devices can be useful in discussion - especially on ethical issues!!

8) Generally good role playing. Basically a good concept. Might need to be revised in terms of what you would look for in different contexts.

9) The production of this tape was probably a useful learning experience - I doubt if I foresee much further use for it.

10) Not sure what you want or how you plan to use this. Do believe this might be a helpful device in counselor training programs - particularly masters level -

11) #6 and #8 - bothered by age discrepancy - liked the vignettes. Good openings for discussion and techniques.

12) #5 - too phony

#6 - a very real situation for a high school counselor - running away from home.

13) It would be fun and potentially worthwhile to use many of the excerpts in a pre-practicum laboratory - or counseling course.

They might be discussed at at least 2 levels:

1. immediate response
 2. overall strategy
-

14) Appreciated the variety of clients presented. The brevity of comment by the clients would allow maximum trainee interaction due to the variety of responses possible.

Good guitar work!

I assume there had been ample discussion/presentation of communication skills prior to use of tape.

15) Great idea - similar to Carkhuff training models - Good masters level training device.

Role playing - some real clients would not be that psychologically aware - it seemed like counselors playing clients. There are no right or wrong answers to any statement - masters level students should be made aware of that.

16) First, it's fun. Also presents common responses or client reactions that counselors will contact: therefore, it's practical. Each segment is worth a class period - leading to role play and practice.

Continued on next page

16) continued. . .

Danger - standardized response set vs. individual, immediate and spontaneous responses.

17) A valuable tool - technique, well done - How much? (\$\$)

18) Your film depicted some really critical episodes in counseling.

As a counselor educator I would definitely like my students to discuss their responses to these clients. I think it would be valuable. However, I worry a little about the bulkiness of the equipment. Isn't it possible to have students role play these in the classroom and discuss them? Or, are they likely to get too involved in their own classmate playing the role?

19) Definitely can be used to get individuals involved in exploring natural tendency vs. trained responses to people's concerns.

Use in screening introductory graduate students also would be good. Don't have people do more than one - get high school to contribute. Might use a group who were getting involved.

20) What kind of explanation do you give of the communication skills listed at the end of the statements? Excellent role plays. Good variety of situations. You could strengthen the "bickering" couple. They could get a lot angrier to go with their words.

21) I like the concept - It would be most useful to have tapes on specific types of situation, i.e. 10 typical drug situations, etc.

22) Very good video tape but I would have preferred that you used a different person for every situation instead of using one person for 2 or 3 situations. If I had a copy of this tape, I would use it to obtain the reactions of counselors-in-training before training and then obtain their reactions again after their training. Let them (counselors-in-training) evaluate their reactions initially and later, after taking their techniques courses. Is it possible to get a copy of your video-tape for our use in the Philippines? How much? If this is possible, please communicate with me.

23) I'd love to have a copy of these tapes? Are you in a position to make copies? I use role-playing in my format and we do some similar things, but your tape suggests some good, solid and challenging questions.

Suggestions for you - use a 12-year old for #8; #6 actress and #9 actress are the same - interferes. Real potential for a selection procedure in counseling program, as well as a training model.

24) This would appear to be a worthwhile tool for facilitating counselor growth re: communication. May need some polish but should be extremely useful.

25) Some samples too short - first two - for example. Good film for training - would you allow other institutions to borrow it, or to make copies? Some excellent samples, especially the first visit ones - Compliments.

APPENDIX C

SCHEDULE AND ACTORS

"OUR GANG SERIES"

SCHEDULE FOR "OUR GANG SERIES"

Monday, May 19 in Classroom TV Studio -- Kidder Hall

- 9:40 Dr. Clark
- 10:00 Daryl Wood
Anita Curry
Linda deCaccia
- 11:00 Don Weinhouse
Ginny Douglas
Jan Bottjer
Rosemary Sullivan, Martin Morris
- 1:30 Sheryl Hartman
Al Grapoli
Marilee Trahms
Peggy Adams
- 2:30 Jim McWilliams
Faith Cloud
Jack Casey
Bev McNeil
- 3:30 Carolyn Heggen
Laurie Willis
Carl Parker
Bev Butters
Jim Morgan

APPENDIX D

COUNSELING SKILLS VIDEOTAPE

RELEASE FORM

"OUR GANG SERIES"

COUNSELING SKILLS VIDEOTAPE--RELEASE

For and in consideration of the sum of One Dollar (\$1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged, I, _____ (the undersigned), do hereby grant to you, and to your successors, assigns, distributees and licensees forever, throughout the world, the irrevocable and unconditional right and license to use, simulate and portray (factually and/or fictionally, in such manner and to such extent as you, in your sole discretion, may elect) my likeness, personality, life, activities and career, under my name or under any other name selected by you, in or in connection with motion picture, television, radio and other productions, based upon, adapted from or suggested by my life, activities and/or career, and in any and all reissues, remakes and sequels of any such productions, together with the right to publish synopses and adaptations thereof, and to advertise, exploit, present, distribute, exhibit and/or otherwise utilize said productions and publications throughout the world.

I do hereby covenant and agree that I shall never bring or maintain any action or suit, at law or in equity, against you, your successors, assigns, distributees and licensees, or any thereof, based upon or arising out of any such use which you may make of my name, likeness, personality, life, activities and/or career, regardless of your treatment thereof and regardless of the manner in which or the extent to which you, in your sole discretion, may elect to use, simulate and/or portray the same.

In the granting of the foregoing rights and licenses, I warrant that I have not been induced or persuaded so to do by any representation or assurance made by you or in your behalf relative to the manner in which or the extent to which any of the rights or licenses granted hereunder may be exercised, and I agree that you, your successors, assigns, distributees and licensees are under no obligation whatsoever to exercise any of the rights or licenses granted hereunder.

APPENDIX E

STANDARDIZED INTRODUCTORY SEQUENCE

"OUR GANG SERIES" SIMULATION

Introduction: Dr. Clark

The videotaped presentation you are about to see was prepared by students in the Counseling and Guidance Program here at Oregon State University. Presently, you will be seeing our students simulating client roles in different counseling settings. You are asked to imagine yourself as the counselor in each particular setting. After seeing each person you will have time provided to write down your individual response.

The student who directed the production of this tape would like me to tell you that he will be doing some research with the information you provide and he wanted me to emphasize that your rights of privacy will be assured. He has taken precautions in preparing the questions and in the method of distributing and collecting data so that your individual responses will remain anonymous.

There are many different and unique responses you might make to each simulation. Write down the one you feel would be most appropriate as you might in the privacy of an actual counseling relationship.

So now let's meet our first client.

APPENDIX F

"OUR GANG SERIES"

RESEARCH SIMULATION

"OUR GANG SERIES"

RESEARCH SIMULATION (MAY 1976)

1) SHERYL

Narration: This is Sheryl. Sheryl's career opportunities necessitate some major decisions and she has made an appointment to see you, the counselor.

Sheryl: You know, I got this fantastic job opportunity. They came and discussed it with me last week but it's back East in Washington and it's everything I've ever wanted in a job. It's perfect for me. There's a fantastic amount of pay, I have responsibility, position. You know, a really important job. But I'd have to go there for about a year - a year and a half, and I have a family and I have a husband who has a very well established law practice in town and he needs to be here. Do you think I'd be right in going ahead and taking the job?

Your response: (40 seconds)

2) Ms WESTON

Narration: This is Ms. Weston. Her son John is in the 4th grade in your elementary school. He is known as a discipline problem. You have spent two sessions with John.

He has been open and honest with you in talking about himself and his family relationships. Ms. Weston telephoned this morning to make an appointment. She said she wanted to discuss her son in school this year.

Ms. Weston: I understand you and my son have been talking together. I suppose he's been telling you his troubles and what awful parents he has, or better yet, why don't you just tell me what he's been saying!

Your response: (40 seconds)

3) DON

Narration: This is Don. Don is an elementary school teacher. He is coming to see you, the counselor, concerning one of the children in your school.

Don: I've got this kid, Felipe, in my class. I've been working with him all year. Everything I do turns to nothing. No matter what I do, he doesn't get anything out of it. The kid's just stupid.

Your response: (40 seconds)

4) SHEILA

Narration: This is Sheila. Sheila is a junior at State University. She has made an appointment to see you because of some personal concerns.

Sheila: (Sighs) I really have a problem. I don't even know how to tell you. This morning I found that I was pregnant. Oh! My father's going to kill me if he finds out. I don't know what to do. Should I have an abortion, should I have the child, or what? What do you think?

Your response: (40 seconds)

5) JIM

Narration: This is Jim. Jim is a senior at State University.

He is coming to see you, a college counselor.

Jim: (Rubs hands, looks at camera, sighs)

Your response: (40 seconds)

6) ROSEMARY AND MARTIN

Narration: Here are Rosemary and Martin. A mutual friend suggested they see you concerning their marriage. They are having some problems they would like to resolve.

Martin: We came to see you because we've been having problems. We just can't seem to get along or see eye to eye on anything.

Rosemary: Oh, Martin, I'm not so sure it's a problem. We're just having some trouble understanding each other, that's all.

Martin: Understanding each other? What happens is I come

home and nothing is done. The housework isn't done, dinner isn't ready; she spends all day gallivanting around town.

Rosemary: Martin, you know that these things are important to me. I have my club work, and committees, and errands to run for the house, and volunteer work. I just can't be home at six o'clock like clockwork every night.

Martin: I don't mind if you do your volunteer work, but if you could only organize your time and get things done around the house and then go out.

Rosemary: Organize my time! Martin, you know I've never been able to stick to a schedule. I just can't function that way.

Martin: Yeah, but you don't even try.

Rosemary: Try, Martin!

Martin: See what I mean? Whenever we start going around like this nothing happens. Can you help us?

Rosemary: (Nods)

Your response: (40 seconds)

7) ALICE

Narration: This is Alice. She is being brought in to see you, the counselor, by a teacher in your elementary

school.

Alice: (Thrown into chair. Male adult voice: "Look, I've had it with this kid. I don't want her back in my classroom until she learns to behave. I'm not going to have her interfering with the teaching of 30 other kids because she won't sit still.") (Door slams) I don't care.

Your response: (40 seconds)

8) MR. PARKER

Narration: This is Mr. Parker. He has called you to make an appointment concerning his son's progress.

Mr. Parker: (Angrily) I'm going to be very straight with you. That math teacher has been giving my son low grades and I don't like it. I want him changed to another class right now. Do you understand what I'm saying? I want him changed right now!

Your response: (40 seconds)

9) GINNY

Narration: This is Ginny. A mutual friend had some concerns about Ginny and encouraged her to see you.

Ginny: My friend suggested that I talk to you. I am just so busy and I have so much to do. I am the Assistant Dean of Women at the junior college here in town and I've got my

two small boys. I have to get them up every morning, fix their breakfast, pack their lunches, take them to school, rush home and get myself ready for my job. Then in the afternoon on my coffee break I pick them up and take them to the babysitter. Got graduate classes two nights a week and then there's the house. The jobs at the house are just endless. There's always washing and ironing. Dishes to do. Beds to make. The lawn to mow. I am just really, really tired.

Your response: (40 seconds)

10) MR. MORGAN

Narration: This is Mr. Morgan, the principal of the high school. He is coming in to see you to tell you about some changes needed in the guidance program.

Mr. Morgan: I've been watching you for some time now and it looks to me like you're spending most of your time working with the students who are in trouble. Now most of these kids are going to flunk out or drop out regardless of what you do. I want you to start spending much more of your time working with the better students who are having difficulties making vocational choices.

Your response: (40 seconds)

APPENDIX G
COMMUNICATIONS

May 11, 1976

Dr. John Schulz
Portland State University
P.O. Box 751
Portland, Oregon 97207

Dear Dr. Schulz,

Just a brief note to confirm my visit Monday,
May 24 at 4:45 P.M. Looking forward to meeting you
at that time, I am

Very truly yours,

Arthur S. Trotzky

AST:bl

May 9, 1976

Dr. Joan McIlroy
Lewis and Clark College
Portland, Oregon 97207

Dear Dr. McIlroy,

At your husband's suggestion I am writing to confirm my visit to your seminar on Tuesday, May 25 at 5 P.M. I will at that time present a videotaped counselor training simulation which was produced at Oregon State University. The tape has been well received and is presently being used in several training programs. I would like to have your students view the tape and respond to it. We could then discuss the value of this device, or I could tell your class about the research being done nationally with video-based systems. In any case, I think it would be an interesting class and would probably last for an hour although I would be prepared to spend the entire time period if need be.

I appreciate your help and look forward to meeting you at that time, I am

Very truly yours,

Arthur S. Trotzky

AST:bl

May 10, 1976

Dr. J. McCubbin
Lewis and Clark College
Portland, Oregon 97207

Dear Dr. McCubbin,

I am writing at the suggestion of Dr. McIlroy to confirm my visit to your seminar Wednesday, May 26 at 5:30 P.M. I will at that time present a videotaped counselor training simulation which was produced at Oregon State University. The tape has been well received and is presently being used in several training programs. I would like to have your students view the tape and respond to it. We could then discuss the value of this device, or I could tell your class about the research being done nationally with video-based systems. In any case, I think it would be an interesting class and would probably last for an hour although I would be prepared to spend the entire time period if need be.

I appreciate your help and look forward to meeting you at that time, I am

Very truly yours,

Arthur S. Trotzky

AST:bl

Dr. Merlin D. Darby
Counseling and Guidance
Oregon College of Education
Monmouth, Oregon 97361

Dear Dr. Darby,

As I mentioned briefly, I have developed a new videotaped simulation using stimulus vignettes to elicit a counselor tacting response lead. The actors were students in the master's program at Oregon State. Presently, the tape is being used in several counselor training programs around the country and is also being utilized as a research tool.

I am writing to ask a favor and perhaps to add an interesting dimension to your program. I would like to show the tape to the Counselor Trainees in your program as part of a Northwest Regional study I am conducting.

It would require approximately fifty minutes to show the tape and to collect responses. I then could, if you would like, talk about the research being done in videotape nationally and facilitate a discussion of each vignette which is, in and of itself, an important and relevant focus for counselor education. The anonymity of each respondent is assured. I will provide all the viewing equipment and you would need to provide me two rooms and the students. I need to present two tapes simultaneously to a randomly split group.

I am planning to collect data the last two weeks of May and hope that we can arrange a date within that period. I will call you the week of April 5 to exchange further ideas and to hopefully confirm a date. I am leaving for the APGA convention and the east coast and will not be returning until early May, so it would be helpful to speak with you before I leave. I shall try to telephone you the week of April 5.
Warmest regards, I am

Very truly yours,

Arthur S. Trotzky

May 19, 1976

Dr. James Booth
College of Education
University of Oregon
Eugene, Oregon 97401

Dear Dr. Booth,

A brief note to confirm my visit on May 27, 1976 at 1 P.M. I understand that I will meet with Dr. Ray Lowe at the Busk Memorial Center.

I will be bringing the necessary video equipment and will need to leave by 2 P.M. at the very latest.

Once again, thanks for your assistance,
I am

Very truly yours,

Arthur S. Trotzky

AST:bl

APPENDIX H

STANDARDIZED INTRODUCTION

Mr. Arthur Trotzky will be here (date) , 1976
at (time) to present a videotaped counselor training
simulation which was produced at the Oregon State University.
The tape has been well received and is presently being used in
several training programs. Mr. Trotzky would like to have
you view the tape and respond to it. He will also tell you
something about video based systems being developed in
training programs throughout the United States.

APPENDIX I

STANDARDIZED INSTRUCTIONS: COLLECTION OF DATA

"OUR GANG SERIES" SIMULATION

The videotaped simulation you are about to see was prepared by students in the Counseling and Guidance program at Oregon State University.

Dr. Glenn Clark, the coordinator of the training program, will explain to you in the opening sequences the extent of your involvement with the simulation. I will be happy to answer any questions you might have after the program is completed.

The response form that has been distributed asks you to provide some information on one side and your responses to the videotaped program on the other.

Please fill out the informational form as completely as you can and if you have any questions, please wait until after we have finished viewing the simulation. I will be happy to assist you at that time.

APPENDIX J

INFORMATIONAL INTAKE FORM:
COUNSELOR-TRAINEE RESPONSE FORM

Please provide the following information:

Date of Birth: _____ Age: _____ Sex: _____ male
Month Day Year female

Ethnic Group: ☐ Black, Afro, or Negro American
☐ Asian, Oriental American, or Micronesian
☐ Chicano, Mexican Amer., or Span-Surnamed Am.
☐ Native American
☐ Other

Marital Status: single divorced widowed separated
 married

Student Status: full time part time

Occupation/Profession:

Degree towards which you are working:

Expected date of completion: _____
month year

Estimation of work complete towards my degree:

| | | | |
|-----|-----|-----|------|
| 25% | 50% | 75% | 100% |
|-----|-----|-----|------|

Major or Area of Specialization: ____ elem. ____ secondary
 ____ comm. coll. ____ coll. ____ rehab. ____ agency
 Indicate other:

Number of years of counseling experience: _____
Please indicate setting: _____elem. _____secondary _____comm. coll.
_____coll. _____rehab. _____agency
Indicate other: _____

Have you completed a practicum: ____ Yes ____ No
If yes, please indicate setting: ____elem ____secondary
____comm. coll. ____coll. ____rehab. ____agency
Indicate other: _____

With which orientation do you identify the most:

_____ Psychoanalytic _____ Client-Centered _____ Rational-Emotive

_____ Learning Theory _____ Gestalt _____ Transactional

Indicate other: _____

"OUR GANG SERIES"
A Videotaped Simulation

(Please write your responses in the spaces provided.)

- 1) Sheryl:
- 2) Ms. Weston:
- 3) Don:
- 4) Sheila:
- 5) Jim:
- 6) Rosemary and Martin:
- 7) Alice:
- 8) Mr. Parker:
- 9) Ginny:
- 10) Mr. Morgan:

APPENDIX K

GLOBAL SCALE

GLOBAL SCALE ¹

| 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 |
|--|-----|---|-----|--|-----|---|
| <p>A response in which the helper attends to neither the content nor the surface feelings of the helpee; discredits, devalues, ridicules, or scolds the helpee; shows a lack of caring for, or belief in the helpee; is vague or deals with the helpee in general terms; tries to hide his feelings or uses them to punish the helpee; reveals nothing about himself or discloses himself exclusively to meet his own needs; passively accepts or ignores discrepancies in the helpee's behavior that are self-defeating; ignores all cues from the helpee regarding their immediate relationship.</p> | | <p>A response in which the helper only partially attends to the surface feelings of the helpee or distorts what the helpee communicated; withholds himself from involvement with the helpee by declining to help, ignoring the helpee, responding in a casual way, or giving cheap advice before really understanding the situation; behaves in a manner congruent with some preconceived role he is taking, but is incongruent with his true feelings; is neutral in his nonverbal expressions and gestures; is specific in his verbal expressions (e.g., gives advice or own opinion) or solicits specificity from the helpee (e.g., asks questions) but does so prematurely; does not voluntarily reveal, but may briefly answer questions regarding his own feelings, thoughts, or experiences relevant to the helpee's concerns; does not accept discrepancies in the helpee's behavior but does not draw attention to them either; comments superficially on communications from the helpee regarding their relationship.</p> | | <p>A response in which the helper reflects the surface feelings of the helpee and does not distort the content; communicates his openness to entering a helping relationship; recognizes the helpee as a person of worth, capable of thinking and expressing himself and acting constructively; communicates his attention and interest through his nonverbal expressions or gestures; shows that he is open to caring for and believing in the helpee; is specific in communicating his understanding but does not point out the directionality emerging for helpee action; shows no signs of phoniness but controls his expression of feeling so as to facilitate the development of the relationship; in a general manner, reveals his own feelings, thoughts, or experiences relevant to the helpee's concerns; makes tentative expressions of discrepancies in the helpee's behavior but does not point out the directions in which these lead; discusses his relationship with the helpee but in a general rather than a personal way.</p> | | <p>A response in which the helper goes beyond reflection of the essence of the helpee's communication by identifying underlying feelings and meanings; is committed to the helpee's welfare; is intensely attentive; models and actively solicits specificity from the helpee; shows a genuine congruence between his feelings (whether they are positive or negative) and his overt behavior and communicates these feelings in a way that strengthens the relationship; freely volunteers specific feelings, thoughts, or experiences relevant to the helpee's concerns (these may involve a degree of risk taking for the helper); clearly points out discrepancies in the helpee's behavior and the specific directions in which these discrepancies lead; explicitly discusses their relationship in the immediate moment.</p> |

¹ Rarely if ever would all of the conditions described in each level be represented in a single response; therefore when the scale is used to rate responses, the rater must be guided by the level(s) of the condition(s) that are offered or withheld in the helper's response.