A DEMONSTRATION OF A METHOD OF EVALUATING THE EFFECTS OF COUNSELING

by

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A DEMONSTRATION OF A METHOD OF EVALUATING
THE EFFECTS OF COUNSELING

CHAPTER I

Introduction

Professional counselors have had the benefit of relatively few studies to evaluate the effects of counseling. Typically, the investigators doing research in the field of evaluating the effects of counseling have ended their reports with a suggestion for further research. Coe and Habbe (18, p.338) stated that counselors are generally "... so preoccupied with the day to day routine of counseling and office duty that they neglect matters of research and evaluation." As emphasized by Froehlich (29), Rogers (59), and by Williamson and Bordin (78), progress in counseling is dependent upon research.

Some researchers have accused counselors of applying new counseling methods and then, as Wrenn (80, p.409) stated, "trust in God that it will prove to be all we expect of it." Wischner and McKinney (72, p.180) suggested in a 1948 review of the status of counseling that "... since there has been an introduction of new methods without adequate evaluation of the old, it would seem desirable to take stock..." In a critique of the guidance movement,
Wrenn (80, p. 409) wrote "... a constant check must be made upon what has been done so that procedures can be changed in the light of what is learned... no large claims as to the value of these new procedures should be made unless there is at least some objective proof."

Professional groups interested in improving the practices of counselors are keenly aware of the impelling need for coordinated research to bind together and give larger meaning to the continued efforts of the individual researcher. Hahn (32) pointed out that the need for evaluating the effects of counseling has been so severely felt that at present several divisions of the American Psychological Association are pushing over-all and team-research activities. The American College Personnel Association has been directing increasing attention to the evaluation of counseling. The National Vocational Guidance Association has interested itself in the assessment of total programs. Despite these past and current over-all efforts, counselors have been lacking in direction of progress due to the need for more research as to specific ways of evaluating the effects of counseling.

Statement of the Problem

The fundamental problem in this study is: "How can changes due to counseling best be evaluated, and what are
these changes?"

The problem implies that effective counseling has measurable effects on the counselee and that these changes due to counseling can be measured.

The purposes of the study are to develop an improved methodology of evaluation. The development of a methodology to evaluate the effects of counseling necessitates a selection of criteria for the purpose of the evaluation of counseling. It is the opinion of the writer that the effects of counseling can be measured in a more complete and feasible manner than is generally offered at the present time.

Method of Procedure

A thorough investigation of the literature revealed that as many as ten different criteria have been extensively used by investigators in the past for the purpose of evaluating the effects of counseling. The ten criteria are: (a) Congruence of Objectives (Counselor and Counselee), (b) Counselee Satisfaction (Student Opinion), (c) Counselee understanding of test data, (d) Judgment of an "outside-expert" counselor (from case records), (e) Before-and-after tests of personality and changes of self-attitude, (f) Grades (Academic achievement and ratings), (g) Social Adjustment, (h) Continuance in college training, (i) Observation of student associates,
and (j) Counselor's judgment of progress.

On the basis of the reading reported in Chapter II, Table I in Chapter II, and the properties of desirable measurement devices as discussed by Darley (23), three criteria were selected by this writer for the purposes of this study. The criteria selected were: (a) counselee satisfaction, (b) counselee understanding of test data, and (c) before-and-after tests of personality and social adjustment.

The step-by-step procedure used in this study was:

Step One — When any student came to the Counseling and Testing Bureau to make an appointment, the student or counselee was given an autobiographical form to fill in. A copy of this form is included in Appendix A. In addition, a pamphlet, shown in Appendix B, explaining the services of the Counseling and Testing Bureau was given to each counselee along with a form letter, shown in Appendix C, explaining a desire to administer two inventories to him before his first appointment with a counselor. The form letter explained to the counselee why the request was made. There were no refusals.

Step Two — The counselee returned to the Bureau with the autobiographical form, and then took the Minnesota Multiphasic Personality Inventory and a Test of Self-Understanding (25). A copy of the Test of Self-Understanding is included in Appendix D. The counselee than began
his sessions with the counselor.

Step Three --- In the early stages of his counseling, the counselee completed a uniform battery of tests which included:

(a) Cooperative Reading Test (Higher Level)
(b) Minnesota Paper Form Board
(c) Kuder Preference Record
(d) A.C.E. Psychological Examination

In addition, the counselor may have assisted the counselee in the selection of additional tests which would apply to the particular counseling situation. In most cases, a Strong Vocational Interest Inventory, along with other tests, was selected by the counselee. The counseling process of test selection used in this study was patterned after Bordin's and Bixler's point of view (9).

Step Four --- One month after the termination of the counseling sessions, the counselee was asked to return to the Counseling and Testing Bureau. At this time he was again given the Minnesota Multiphasic Personality Inventory and the Test of Self-Understanding. The counselee also indicated his satisfaction with the services received at the Counseling and Testing Bureau by use of an opinionnaire. A copy of the opinionnaire used to measure counselee satisfaction is included in Appendix E. Further discussion of the opinionnaire, developed at
Michigan State College (25), is presented in Chapter III.

Step Five -- Three to five months after the termination of the counseling sessions, the counselee was again asked to return to the Bureau to retake the California Test of Personality. The precounseling and post-counseling scores of the inventory, as well as the other scores of each counselee, are discussed in Chapter III.

The Test of Self-Understanding used in this study was developed at Michigan State College (25). The test is scored by comparing the counselees' responses with the uniform test battery which was given to each counselee at some time during the counseling sessions. The gains, differences between pre- and post-test, were used to measure the increase in self-understanding. The uniform test battery used in this study for this purpose is the same as the test battery used at Michigan State College where the Test of Self-Understanding is used (25).

Limitations of the Study

One limitation of the study is that an evaluation of the effects of counseling may, regardless of precautions, contain some uncontrollable influences which impinge upon the client outside the counseling situation, and which may or may not be responsible for changes attributed to counseling.
Another limitation of many counseling evaluation studies is the time factor. This specific study would have been of more value if the immediate effects of counseling, as determined in this study, could have been compared with the scores of tests given to the same counselee years later.

Any conclusions from the study have been made with precaution to prevent distortions in the interpretation of the results. The conclusions are limited because of the small numbers of counselees and counselors involved and because of the acknowledged crudity of some of the instruments used.

Definition of Terms

Before proceeding further, it seems desirable to find a common ground of understanding relative to basic terms. Recent publications emphasize the uncrystallized state of general semantics in the counseling field. For the purposes of this study, counseling is considered as a limited aspect of guidance. Guidance, to the writer, is a broad field of personnel services in addition to the services of counseling. The definition of counseling developed by the writer is, in effect, the process whereby through the application of techniques and with the participation of the counselee, the interaction of composite...
characteristics will proceed toward the overcoming of causes of maladjustment and the bringing about of a better adjustment of the counselee to society.

The "effects of counseling" is a phrase used numerous times in the study. The word "effects", for the purposes of this study, refers to the outcomes or the measureable changes in the counselee as a result of the counseling processes.

The word "methodology" is defined as the arrangement and use of the criteria and instruments used to measure the effects of counseling. The methodology pertains to the principles of procedure as explained previously in this chapter.
CHAPTER II

REVIEW OF THE LITERATURE

and

The Results of An Opinionnaire

The first published studies, known to this writer, on evaluation of counseling methods and effectiveness were the 1925 studies of Paterson and Langlie (54) at Minnesota; and that of Lemon (44) at Iowa in the same year dealing with counseling by professionally trained counselors. Lemon's work consisted of intensive remedial training for half of the lowest decile of students on the Iowa Qualifying Examination. At the end of three years, Holladay, summarizing Lemon's study, reported that the "counseled" group were making a better academic adjustment than the equally weighted group left to their own devices. However, Freeman and Jones (27) in a final report of Lemon's same group states that at the end of their college career there was no difference between the two groups because academic failure appeared later for the experimental group.

Since 1925, numerous studies employing various criteria have been made to measure the outcomes of counseling. Some research workers have used a single criterion, and others have used several criteria in different combinations (41) (42).
Williamson and Darley, in their book on student personnel work, wrote with reference to the use of criteria for the evaluation of counseling (79, p. 250):

There would seem to be four possible methods (of counseling), with four corresponding criteria, for evaluating college guidance work. The first is the case-work method, in which the individual cases are described and evaluated by common-sense judgment regarding the adjustments brought about... The second method and its corresponding criterion pertain to scholastic adjustment... The third method involves a recording of the student's satisfaction with the diagnosis made in guidance and with the advice and counseling. Much could be said in favor of this criterion and this method since, without this feeling of satisfaction, the student may not carry out the recommendations of the counselor enthusiastically and effectively. The fourth method is somewhat similar to the third and has to do with the change and development of attitudes toward the vocational problem.

Williamson and Bordin (78, p. 6), pointed out in 1941 that evaluative investigations in counseling had taken one of three approaches:

First, there is the approach which clings to traditional statistical methodology in utilizing only those criteria that are objectively quantifiable. This approach is based upon the premise that a straightforward statistical analysis of such data as grades, years in college, number of jobs held or wages earned, are sufficient criteria for evaluation experiments. Second is the approach which utilizes non-statistical case study methods of evaluation. The third approach attempts to avoid the objections to the other two methods by using various objectives and systematically derived criteria which are combined by means of impartial judgmental treatment in contrast with statistical summations.
Evaluation studies of counseling, according to Williamson and Bordin (78), have used the following criteria: (a) academic achievement, (b) educational and vocational choices, (c) cooperation with the counselors, (d) the student's satisfaction, (e) satisfaction with a job, (f) success on a job, (g) quality of case work, (h) predictive efficiency, and (i) composite criteria. Each of these criteria was discussed and found to be a partial criterion (78, p.17) "... since none of them was assumed to be evaluating all objectives of counseling." Williamson and Bordin suggested the use of a "judgment criterion" "... by means of which the adjustment of the student is estimated in terms of his original problems and any of the available data, including the part criteria."

The use of a "judgmental criteria" was not considered by Williamson and Bordin as more than a gross measure of the effectiveness of counseling. They pointed out that (78, p.20): "... evaluation must necessarily be a long-time process, involving a great deal of experimentation with different methods." They drew the following conclusions concerning the evaluation of vocational and educational counseling (78, p.22):

1. All available methods of evaluation have weaknesses.

2. Composite criteria which avoid arithmetic combinations of the part-criteria are at present least open to question, although still being crude measures.
3. The problem of securing sufficient data without doing violence to the concept and practice of counseling is a real one. Involved also are the inadequacy and incompleteness of most available case records.

4. The proper time interval to use for evaluation is extremely important because of the possible relationship between the intervention of confusing factors and the length of time between counseling and evaluation.

5. The methods used for validation of diagnostic and prognostic tools (e.g., tests) may not be applicable because of the uniqueness of each counseling situation. Stated another way, the methods of studying students in general may not be applied to the study of individual students with particular problems.

6. An impediment to more exact evaluation is the inability to control conditions for an adequate test of counseling recommendations.

Berdie (8) sought to determine the consistency of different counselors in making judgments about vocational choices and the factors which were instrumental in their arriving at those judgments. The judgments were based on the materials contained in the case folders of students who had been counseled at the Minnesota Testing Bureau. It was found that (8, p.53): "In making judgments regarding the appropriateness of students' vocational choices, trained counselors agree with the original judgment 84 per cent of the time."

Three broad approaches to be used in evaluation studies of counseling were outlined by Wrenn (80, pp. 411-412):
The first of these might be called the logical or survey method. The needs of students are determined and appropriate services installed to meet these needs. Or the objectives of the institution are studied and checked against the procedure and facilities that now exist...

The second method could be called the experimental cross-section approach. If one group has been exposed to study-habits assistance, for example, and another has not, the differences between the two groups at the end of a stated period is accepted as the outcome of counseling. The use of control groups for such short cross-section studies is praiseworthy, but the difficulty of controlling all variables but the one being studied is well-nigh insurmountable...

The third method might be called the developmental. Two characteristics of this method are significant. The activities of the student or students are followed over a considerable period of time in order to determine the permanence of whatever changes have taken place... the total adjustment or behavior of the individual is observed over a period of time thus eliminating conclusions drawn from a study of fragments, both cross-sectional and vertical...

Jones, in 1948, wrote (40, p.210): "The past few years have shown a definite increase in the interest in the evaluation of guidance and counseling. Two lines of approach have been used: (a) appraisal of the effect of the training program upon the counselor-in-training and (b) appraisal of the effect of the program of guidance or personnel work upon the counselee."

Past attempts to evaluate the results of counseling, according to Foley and Dugan appear (26, pp.145-146):
... to be shifting from the use of scholastic achievement to measures of social and emotional adjustment as criteria. As might have been expected, several contributions to this field have come from studies conducted on military personnel.

The design most often used in evaluating the outcomes of counseling is a control group experiment in which comparable groups are compared before and after one of them has received counseling. Other methods used include (a) comparisons of groups of counseled students with non-counseled students matched on selected characteristics, (b) statistical follow-up of counseling cases, and (c) client's evaluation of the services received. These latter methods all fail to give the desirable degree of experimental control.

Hahn and MacLean (32) listed a modification of past approaches to categorization of evaluation studies. These authors established their categories as: (a) general program evaluation, (b) evaluation of specific counseling tools and techniques, (c) evaluation by counselees, (d) evaluation by problem type, (e) evaluation by faculty, (f) evaluation by administrators, (g) evaluation by other counseling specialists, (h) evaluation by measurement of group changes, (i) evaluation through long-range follow-up studies, and (j) counselor self-evaluation.

Related to Hahn and MacLean's (32) categories of evaluation is a recent (1951) analysis of studies in the evaluation of counseling by Williamson (73). Williamson (77) reviewed the methods utilized for evaluating results of counseling under the following headings: (a) job
adjustment, (b) adjustment in college, (c) college grades, (d) social adjustment, (e) student opinion, (f) continuance in training, (g) measured changes in personality, and (h) changes in self-attitudes.

Froehlich (29) attempted a comprehensive review of the literature concerning the evaluation of guidance reported during the period from 1921 to the summer of 1947, and included 177 sources. Many of the 177 sources apply specifically to studies related to measuring the effects of counseling. He classified the studies according to the principal method employed and summarized the findings of each briefly. The seven categories listed by Froehlich corresponded rather closely to those proposed by other authors (32). These were (29, p. 2):

1. External criteria, the do-you-do-this? method,

2. Follow-up, the what-happened-then? method,

3. Client opinion, the what-do-you-think? method,

4. Expert opinion, the "Information Please" method,

5. Specific techniques, the little-by-little method,

6. Within-group changes, the before-and-after method,

7. Between-group changes, the what's-the-difference method.

It is recognized that the methods employed in few or
none of the studies reviewed by Froehlich and other re-
search workers in the field of evaluation fit neatly
into or employ all of the parts of any of the above
categories. All of these writers agreed that no one
method of evaluating the outcomes of counseling could
presently be identified as the best method. The same
conclusion was arrived at by these writers about the use
of any of the specific criteria. They point out repeat-
edly that there is a need for further research to dis-
cover the relative efficiency of the various evaluation
methods and nearly all recommend that comparative data
be obtained on the evaluation criteria which have been
used or proposed.

A Caution in Evaluation Studies

Robinson (58) cautioned personnel workers to beware
of studies using a limited number of criteria. Several
types of errors in the designing of experiments to eval-
uate the outcomes of counseling have frequently oc-
curred (29((64)(75). Robinson stated (58, pp.21-22):

Since counseling services mostly reach
students who make low scores on tests, this means
that more students come for help who accidentally
make scores lower than their true ability than
do students who accidentally make scores higher
than their true ability. On the retest, how-
ever, about half of those students make scores
better than their true scores. Although these
students may not themselves have changed, the
average score on this retest is higher than
for the selected scores on the first test;
some workers mistakenly attribute this gain to counseling rather than to chance.

...Another type of error is to attribute improvement to certain peculiarities of a particular counseling method when actually it may simply be due to the fact that the individual attention has increased a client's desire to work on his problems.

Robinson (58, pp.22-23) cautioned against the use of limited aspects of the client's behavior, for example, improvement in grade-point average which has been used in many studies as the principal or the only proof of gain.

A wide range of criteria needs to be used not only to get at the many outcomes of counseling but to overcome the unreliability of a single criterion. Robinson stated that some of the evaluation studies having favorable characteristics in terms of a wide range of criteria used are those by Sherburne (62), Stone (63), Muench (51) and Rogers (60).

Review of Selected Literature

The writer, with the aid of his advisory committee, selected ten criteria which have been used to evaluate the effects of counseling. These ten criteria seem to represent the total of all the earlier classifications used in evaluating the effects of counseling.
Congruence of Objectives

Williamson (74) stated that congruence between the expressed desires of the client and the counselor's suggestion is one of the simplest criteria which can be used. An experienced counselor is well aware that in a number of counseling cases the counselor simply confirms what the counselee already knows and is planning to do. In such situations, the counselee clarifies his own objectives, that is, in a sense, the counselor serves as a person who helps the individual by giving the counselee additional information so he will be able to consider his objectives more clearly. On the other hand, in such an environment the client may discover some completely new things about himself which will possibly alter his objectives. In the first session, the counselee may say: "I have this objective or major in mind. I've come to see whether it is feasible." When such situations develop in the counseling room, what happens afterwards in the counseling situation? The student comes in with one objective; he may complete counseling with another.

Williamson wrote (74, p.306):

...If a counselor does not reveal why there is a discrepancy, he may not be a good counselor. If he is not aware of the discrepancies, he has missed a significant point. What is the explanation and is it a valid explanation? It may be that the counselor has the case neatly
ticketed with a particular vocational objective in mind. But when the total case record is reviewed - background, schooling, desire to establish a home today or at an early date, amount of supplementary resources, aptitude, etc. - the projected vocational objective is not feasible. Therefore, the counselor and the client searched for a satisfactory substitute objective. That kind of an explanation of the putting together in a congruent and balanced "whole" of all the known pieces of relevant data is evidence of good counseling.

It appeared to the writer that a number of counseling situations would be difficult to lend itself to this method of evaluation. The use of this criterion would be difficult to apply to some diagnostic categories not related to educational and vocational choices. There are reviews of studies by Froehlich (29), however, which suggest that researchers have considered this criterion as a usable method of evaluation.

A study by Williamson and Darley (79) gave some support to this criterion as a means of evaluating counseling effectiveness. This widely cited study was a follow-up of 196 students by the Testing Bureau at the University of Minnesota one year after their initial contact. Williamson and Darley found that eighty-seven per cent of those who followed the suggestions wholly or in part had made satisfactory adjustments. Less than ten per cent of the thirty-seven cases not following the suggestions had made satisfactory adjustments. The study did not explain
what is meant by satisfactory adjustments. Important to this writer is that counseling should be considered as a mutually shared relationship between two people and not as a one-way track for giving "advice".

The literature concerned with this method of evaluation, congruence of objectives, causes the writer to wonder what place the word "advice" has in a counseling situation. There are, however, as indicated in the literature, counselors that frequently give advice and make judgments about clients' choices. A study by Berdie (9) is of interest to counselors because the results indicated that a counselor's judgment is quite accurate with respect to feasible objectives even, in some cases, after the first interview.

Froehlich (29) made this comment regarding the study by Berdie (9), (29, p.9):

Berdie used expert opinion in an attempt to find out how consistent different counselors were in making judgments about vocational choice. He selected the case records of 21 precollege men whose vocational choice had been changed in the first counseling interview. After the identifying information was removed from the folder, they were given to each of five experienced counselors. With each folder he included the following statements: "A student comes to you and says, 'If you say so, I will attempt to become (occupational choice inserted); if you say no, I will not.' In this case you are forced to make a judgment. On the basis of the contents of this folder alone, would you say yes or no?" He found that trained counselors agreed with the original judgment 84 percent
of the time and that the majority of the five reviewing counselors agreed with the original counselor 90 percent of the time. In all cases where the counselor who had originally handled the case reviewed it, he made the same judgment. Other conclusions regarding the interpretations of tests were included in this report.

There is a limited amount of research either to support or to reject this method of evaluation. On the other hand, most counselors would agree that where there is an agreement of objectives at the close of the session there may be evidence of a transition from one stage of insight to another by the counselee. When a counselee came in with one mental set and left with another, then this change may be measurable and significant.

On the debit side of using this method of evaluation is the feeling that some counselors may be persistent or even slightly demanding in terms of their objectives. If such "counseling techniques" were used by a counselor, then the research would be misleading in terms of the understanding of counseling by this writer. Then too, the congruence of objectives may have no part in many counseling situations. This being the case where it is axiomatic that the full decision be made by the counselee, it may be erroneous for the counselor to have specific objectives other than that of an improving adjustment. In such situations, it is questionable for one to propose the method for the evaluation of counseling.
Counselee Satisfaction (Client Opinion)

Few psychologists would disagree that satisfied people often tend to think more clearly because they are not distracted by frustration. The question is: how one can measure counselee satisfaction. The majority of research related to counselee satisfaction was found in follow-up studies. Froehlich (29) called this method of evaluation the "what do you think method?"

Love and McCabe (49) used the client opinion method to evaluate the freshman counseling program at Ohio State University. To each of the items on his questionnaire, the client responded on a five-point scale ranging from "of very great help" to "of practically no help." He found that advisors who had extensive personnel training were rated significantly higher than other advisors on most items. Higher ranking professors were rated more favorably than junior members of the staff on two-thirds of the items.

Froehlich (29) in his review of the literature related to evaluating guidance procedures cites numerous studies which would give some evidence of counselee satisfaction as a favorable method of evaluation. Studies using this method have been made by Hawkins and Fialkin (36), Christensen (17), O'Dea (53), Hoppock and Diehl (39), and others.
Glazer and England (30) inquired from 144 clients counseled at the Wayne University Guidance Center as to their satisfaction with the decisions reached during the counseling sessions. Of the 144 clients, 88.2% expressed either full or partial satisfaction with the decision reached.

On the debit side, using the "What do you think method?" may have what Hathaway (35) calls the "good-bye effect." Robinson (58) partially credits the tendency for positive remarks at the close of counseling sessions similar to (58, p.23) ..."just as one says nice things to the host on leaving a party, so in leaving a conference the client says appreciative things because of social custom."

Williamson wrote (74, p.119):

The apparently simple, straightforward procedure of asking clients to evaluate the counseling they have received is not so simple as it seems to be. For one thing, the influence of the status of the questioner undoubtedly is considerable, although no experimental studies of this phenomenon have been reported. But borrowing from studies of suggestibility, we have reasonable grounds for supposing that the age-expert status of the counselor himself may serve as a deterrent to the client's frank and critical (though not necessarily unfavorable) evaluation of the services he has received at the hands of the individual who now asks him to evaluate those experiences. For this reason, it would seem to be sound experimental design for such client evaluations to be reported to some person not directly and obviously involved in the counseling process itself. But such an
experimental precaution has not always been observed.

The majority of the experts, as shown in Table I, favored counselee satisfaction as a criterion for evaluating the effects of counseling. This criterion received the highest number of votes and more combined first and second ratings than any of the other ten methods. One cannot overlook the fact that there were some highly trained specialists from numerous universities who did not consider the counselee opinion method as even a fifth choice. The writer wonders if it is possible that those experts rejecting this criterion did not confuse the criterion with the "willy-nilly" research methods used in some of the studies to measure counselee satisfaction.

Counselee Understanding of Opportunities and Test Data at Termination of Sessions

If counseling is to be considered a process in which information about the individual and about his environment is organized and reviewed in such a way as to aid him reaching workable solutions, then this criterion appears to be important. Counseling is a learning situation.

In 1944, Toven (69) published a thorough research study related to this criterion. Froehlich (28) gives this review of Toven's study (28, p.15):
... Toven selected 188 college freshmen in order of registration and matched them with a control group on the basis of their standing on the American Council Psychological Examination, sex, age, college class, race, religion, and curriculum. A statistical analysis showed that the groups were approximately equal on socio-economic background and geographical distribution. These freshmen were then assigned to counselors. The counselors were selected on the basis of teaching ability, good judgment, sensitivity to students' problems, and expressed willingness to serve as advisors. During the freshman year they were required to have at least six interviews with their counselors, during the sophomore year a minimum of four interviews, and in the junior and senior years at least two. Toven found decided differences in favor of the counseled group. For example, 101 of the counseled group were graduated as opposed to 68 in the non-counseled group despite the fact that the counseled group which graduated had a lower mean score on the psychological test than the non-counseled group.

A similar study was made by Allen and Smith (3). They found that individuals who were counseled with regard to their choices of employment had greater chances of achieving satisfactory adjustments if the counselor had access to vocational test results.

The work of Kefauver and Hand (42), Hand (33), and Lincoln (46) pointed out the advantages of counseling for increasing self-understanding as a preparation for later readjustment.

Williamson (79, p.309) in referring to this criterion stated "... it is the most important outcome of counseling, the one least understood, and the one on which we have the fewest established facts and techniques."
Williamson was supported in his point of view by other specialists in this writer's survey of expert opinion. This criterion received forty-two votes out of a possible forty-eight votes and received as many first choice votes as the criterion counselee satisfaction.

Certainly counselee understanding is a significant criterion, yet Williamson (74) pointed out that it is difficult to measure when considering its properties of economy of effort and usability.

Judgment of an "Outside-expert" Counselor (from case records)

This method of evaluation involves non-regular inspections by a visiting consultant who, after reading case records and all available data regarding the counselees, makes a report of the effects he was able to detect due to the counseling processes. The "outside-expert" may search for bits of evidence of the counselor's attempts to develop insight and self-understanding in the counselee.

Bordin and Williamson stated (78, p.466):

A critical analysis of the techniques used by the counselor and a critical reading of case history and interview notes are the most feasible methods to determine their appropriateness (7, 39). An unbiased but well-informed "outside" judge would seem to be the most desirable agent to perform such an analysis of case records. There is a
difficulty here in that a well-informed judge is likely to be one who has had counseling experience himself and is, therefore, unlikely to be free of convictions. This method is at best a rough measure of whether the counselor used the particular techniques judged appropriate by other counselors. No measure of the effectiveness of these techniques results from the use of this criterion.

The accuracy of case notes is most important, particularly if there is to be any validity to the use of this criterion of effectiveness of the counseling. Covner (19) in his studies on the accuracy of case notes when compared with phonographic transcriptions of the interviews pointed out that the case notes are very likely to omit many important elements of the counseling situation. The study by Covner cast doubt on the effectiveness of this criterion.

In a 1936 study by Williamson (76) a method was proposed of evaluating counseling by having the case records read by a trained independent reader. The reader rated the counselor's records on the following items: (a) adequacy of the first few interviews in establishing and locating student's chief problem; (b) the attitude of the student toward the counselor and work of the latter; (c) the thoroughness of diagnosis of problem and causes; (d) adequacy of treatment of these problems, including use made of other agencies; and, (e) completeness of case record. Although he found that the readers'
ratings did not correspond to the clients' reactions when they are polled, he concluded that the method is "feasible" for evaluation. Williamson did not make any mention of the merit or value of his suggested method.

Before and After Tests of Personality

This before-and-after method measures to some extent the changes which occur within a client when he is exposed to counseling (28). The criterion has much in its favor because each client would serve as his own control. It would be, therefore, unnecessary to have a control group with all its attendant problems. It is considered extremely difficult to match individuals so that two strictly comparable groups are obtained. The difficulty of obtaining strictly comparable groups appears to be one of the major reasons why some research workers have used the single group technique.

A 1947 study by Muench (51) evaluated non-directive counseling by this means. The Rorschach test, the Kent-Rosanoff Word Association Test and the Bell Adjustment Inventory were given to 12 clients before and after the completion of counseling. The changes in the tests were studied for evidence of personality change in the clients. The counselors also made judgments on the outcome of the cases; these estimates were compared to the test results.
The relationship between judgments and results on tests was quite high. The use of tests before and after is an objective and acceptable technique for evaluation. This study was designed only to investigate the effectiveness of the non-directive technique. He did not analyze the degree of adjustment or relate it to the characteristics of the clients and aspects of the counseling process.

In a 1949 study, Carr (16) reported results contradicting those of Muench. Analyzing pre- and post-therapy Rorschach tests given to nine cases, Carr used essentially the same adjustment indicators used by Muench. In general, the study does not corroborate Muench's findings; and Carr admitted inability to understand the discrepancy in the results of studies.

Mosak (50), in a study of twenty-eight neurotic clients, also used pre- and post-tests to measure the effects of counseling. Mosak used the Bell Adjustment Inventory with his group of twenty-eight, and found results similar to those by Muench. The mean score changed from 62.8 to 47.6, a statistically significant change. The greatest changes occurred in the areas of emotional adjustment and health, with social adjustment third in significance. Improvement was shown in all five areas, including home and occupational adjustment.

Another test used by Mosak (50, p.177) was the Minnesota Multiphasic Personality Inventory. In the study,
it was pointed out that the Minnesota Multiphasic Inventory showed significant decreases on five of the nine diagnostic scales and on two of the validity scales. The scales showing the greatest changes in the direction of normality were Depression and Schizophrenia. Significant changes also occurred in the Hypochondriasis, Hysteria, and Paranoia scales. Some positive change occurred on ten of the thirteen scales. When the mean profile of the group before therapy is compared with the post-therapy profile, the profile pattern remains very much the same, but a general drop in profile intensity is observed.

The remaining publication which can be considered a before-and-after method with reference to personality tests was a study by Cowen and Combs (20). The study was a follow-up of thirty-two persons who were counseled. The authors studied the results of the Bernreuter Test given to twenty of these persons before they were counseled and after the conclusion of counseling. Cowen and Combs stated that they recognized the fact that the Bernreuter Test is a rather crude and unsatisfactory instrument.

Even though research was encouraged in the before-and-after method, Rogers (59, p.17) offered a few words of caution.

The personality tests which have been used to measure change are themselves of
dubious validity...

The second caution is in regard to the magnitude of change. While the changes described are of sufficient magnitude to be statistically significant even when applied to a random group containing therapeutic failures as well as successes, and while the degree of change is even more marked in some of the presumably highly successful cases, it is still true that the amount of change, compared to the total personality configuration, is small. People do not ordinarily change in overwhelming degree as a result of client-centered therapy.

Grades: Academic Achievement

Pepinsky, wrote to this writer that this criterion ranks high when one considers administrative usefulness and feasibility. Studies using this criterion supported the statement made by Pepinsky. Froehlich (28) reported that all of the studies published to determine the effectiveness of counseling in increasing academic achievement were in favor of the counseled group.

One study using grades as a criterion was made by Williamson (76). In a study of freshmen at the University of Minnesota, Williamson found that the counseled group made significantly higher grades than the non-counseled group. Walters (71) concluded that the gains in grade point averages are great enough to justify counseling by faculty members. Blackwell (10) evaluated the effectiveness of the Testing and Guidance Bureau of
the University of Texas employing the criterion of grade-change. A statistically significant difference in favor of the counseled group in the semester following counseling was reported. Newland and Ackley (52) selected groups of potential scholastic failures and matched them on the basis of sex and mental age. Each week the work of pupils in one group was checked to see whether or not it was satisfactory. A definite improvement in scholastic achievement was noted. Fewer of the students in the experimental group failed subjects and none dropped out of school for reasons of scholastic failure whereas nearly one-fourth of the control group left school.

Even though Robinson (58) recognizes the merits of grades as a criterion, he did not overlook its limitations (58, p.23).

Grade point average represents a particularly severe criterion because grades are affected by so many factors and tend to be rather unreliable. On the other hand, grades do not measure many important aspects of adjustment. To counsel just to improve grades may bias counseling efforts and grades alone may miss many of the important gains that are obtained from counseling.

Three counselors, Kirchheimer, Axelrod, and Hickerson (43), published a study on the use of grades as a criterion (43, p.250).

In most academic settings, grades alone are an objective indication of progress or adjustment. In view of the fact that grades
are the only specific criterion of which we are in possession, that they lend themselves to objective treatment, and that, with all their weaknesses, they are the accepted gauge of academic success or failure, the present authors have adopted this criterion as the most workable measure so far available whereby to evaluate the success of a counseling program.

With reference to this criterion, Williamson (73, p.90) stated "grades are a legitimate outcome of counseling because grades are one method of evaluating behavior which we have come to accept in our culture."

Social Adjustment in College

Three studies have been published where social adjustment was used as a criterion to measure the outcomes of counseling.

The publications by Aldrich (1) and by Hill (37) reported the use of a group of non-participating students who mixed relatively little in organized social relationships. Aldrich (1) had a control group of non-participants and she counseled one group and did not counsel the other group with regard to participation in student activities and in student social life. While the results are not statistically clearcut, there does seem to be an indication that the counseled students tended to participate in activities, informal and group-organized, more than did the control students. The two groups of students were relatively the same kind of people, that is they were the
non-participating, quiet, and shy individuals. As a result of counseling with regard to participation and social relations, the counseled students apparently participated more and the record even after eight years is rather clearcut. The number of activities, the number of committee offices held, and the number of offices, all indicated a gain for the counseled group as contrasted with the control group.

Hill (37) reported the effects of activities counseling upon social adjustment as indicated by increased participation in social and extra-curricular activities of college students. Hill found some indications of a slight increase in activity participation following counseling, but the results were reported to be not statistically significant.

Continuance in College

Under certain circumstances, this criterion may be an indication of effective counseling. Presumably, counseling, to be effective, should enable the individual to maintain a high enough level of effective use of aptitudes, reinforced by concentrated interests and drives, to produce better grades and, therefore, to remain longer in his college program than would otherwise be possible (77). Every experienced counselor can recall situations where
continuance in college hindered rather than assisted the counselee to achieve a better life adjustment.

Continuance in college has some merit if the evaluation study was to convince the administrator that students receiving counseling had a tendency to remain in college longer than those of similar ability that did not seek counseling services.

Williamson (74, p.122) would consider this criterion at best a gross indication of many factors which combine to determine the behavior of a client, of which counseling is only one and at that not-too-well identified one.

Observations of Student Associates

A primary question with this criterion is: "Can the changes in behavior, as observed by the lay person, be measured?" The problem in using this criterion would be the complexity involved in measuring change as observed by the counselee's associates. There are no publications, to the writer's knowledge, in which this criterion was used specifically to measure the effects of counseling.

One specialist wrote to the writer that the observations of student associates was "too risky". The specialist had reference to the possibility of losing the counselee's confidence by use of this criterion. Not one of the specialists, Table I, gave to this criterion a first preference vote.
Counselor's Judgment of Progress

Muench (51) used this criterion as one means of evaluating the effects of non-directive counseling. In general, the counselor's judgment was not supported in all of Muench's cases by the other criteria he used. Even so, Muench considered the counselor's judgment to be one of the better criteria to evaluate the progress made by the counselee. Most of the studies related to this criterion were reported under Congruence of Objectives. It was difficult to find studies pertaining to the counselor's judgment of progress that did not overlap with the criterion of congruence of objectives.

Froehlich (28) classified this criterion as the Expert Opinion Method or the Information Please Method.

The specialists who returned cards to the writer did not consider this criterion to be highly desirable for measuring the effects of counseling.

The Results of An Opinionnaire

The ten criteria reviewed in Chapter II were listed on double post cards with the following message:

Dear Colleague:

We are interested in evaluating the effects or outcomes of counseling in our counseling center. Ten evaluating criteria have been selected, and we would appreciate your professional opinion as to what five criteria you believe would most likely assist us. Please
select five, indicating your preference by numbering 1, 2, 3, 4, 5 according to choice.

The cards were mailed to professional people who had published articles concerning the criteria being considered. In addition, cards were mailed to 71 of the members of the American Psychological Association who have a fellow rating in the Division of Counseling and Guidance Psychologist as of 1948. Forty-eight usable cards were returned. The purpose for sending the cards was to obtain the combined and individual opinion of some of the specialists in the field of evaluation techniques. Each specialist voted for five of the criteria, indicating his preference by numbering 1, 2, 3, 4, and 5 according to his choice.

Table I reports the choice preferences of the forty-eight specialists. The votes were also given weighted scores so as to be able to record a combined rank preference of the forty-eight specialists.
TABLE I

Results of the Preferences of Forty-eight Specialists for Ten Selected Criteria Used to Evaluate the Effects of Counseling

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Votes 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Weighted Scores</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Congruence of Objectives (Counselor and Counselee)</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>69</td>
<td>6</td>
</tr>
<tr>
<td>2. Counselee Satisfaction (Student Opinion)</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>122</td>
<td>1</td>
</tr>
<tr>
<td>3. Counselee understanding of opportunities, test data, &quot;advice&quot;, at termination of sessions</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>111</td>
<td>2</td>
</tr>
<tr>
<td>4. Judgment of an &quot;outside-expert&quot; counselor (from case records)</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>5. Before-and-after tests of personality and changes of self-attitude</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>92</td>
<td>3</td>
</tr>
<tr>
<td>6. Grades: Academic achievement</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>7. Social adjustment</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>8. Continuance in college training</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>9. Observations of student training</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td>10. Counselor's judgment of progress</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Read Table I thus: Nine of the forty-eight specialists cast a first preference vote for counselor satisfaction as a criterion to measure the effects of counseling. Counselee Satisfaction received eight second preference votes. Computing the votes for each criterion by use of weighted scores, Counselee Satisfaction received preference in terms of rank order.
It is interesting to observe the voting on the selection of criteria by the specialists in the field of evaluation techniques. Even though some of the criteria receives a limited number of votes, it is evident that there are authorities who merit the same criterion as a first choice. The range of different opinions is significant to this study.
Summary of the Literature

The literature reviewed led to the following conclusions:

1. There is a need for research to discover the relative efficacy of the known criteria for evaluation of counseling.

2. There is a need for evaluative methods which meet acceptable research standards, but which are not beyond the reach of the practicing counselor.

3. The lack of suitable criteria has been the greatest single difficulty of evaluation.

4. To date, there is no clear-cut set of criteria that would be applicable in evaluating the effects of counseling in all situations.

5. Every criterion that has been used in evaluating counseling has elements of error.

6. In any experiment measuring the outcomes of counseling, a range of three or more criteria needs to be used not only to get at the many aspects of counseling outcomes but also to overcome the unreliability and the biasing effects of single criterion.

7. It is extremely difficult to design studies to evaluate counseling and at the same time even partially eliminate extraneous factors in causing counselee gains.

8. In order to have relatively complete evaluative methods, both immediate and delayed effects of counseling should be measured.

9. There is wide disagreement among counseling specialists as to what criteria should be used to measure counseling outcomes.

10. Different criteria measure different aspects of the effects of counseling. There is no one universal criterion yet.
DISCUSSION OF THE EFFECTS OF COUNSELING OF SIX COUNSELEES

For the purpose of this chapter, six individual cases were selected at random from the files of the students at the Counseling and Testing Bureau who were originally selected for the study. Since the major purpose of this study is to demonstrate a method of evaluating the effects of counseling, rather than to provide a methodological presentation of counseling techniques or a statistical study of numerous students, each of the six counselees are discussed separately. There are several published studies to provide information pertaining to the use of specific counseling techniques and group statistical studies on the measured effects of counseling (15), (25), (58), (61), (63), (72).

The presentation of the first case is given in greater detail than the others, in order that this case may serve as an example for the other cases. The discussion of the remainder of the cases is restricted in terms of the maximal reduction consistent with an understanding of the material.

Case I: Mrs. A, age 25

Mrs. A telephoned the Counseling and Testing Bureau
and indicated that she would very much like to talk over some matters with the writer. Arrangements were made at this time for Mrs. A to come to the Bureau to take the preliminary tests before the actual counseling sessions got under way the following day.

The counselee was forthright in the discussion of her problems. After a brief statement by the counselor to structure the counseling sessions, Mrs. A carefully proceeded to tell about her chief problem of "learning to get along with others...the lack of knowing how...". Her opening remark was lengthy and a rather complete tentative discussion of her social adjustment problems. Mrs. A, regardless of her talkativeness, found it difficult to discuss why she was unable to get along with others and "at times feel hostile toward people." An appointment was made at Mrs. A's request for the following day. No tests were selected or discussed during the initial interview.

The individual record form, Appendix A, is a duplicate of Mrs. A's form with identifying data slightly altered. A review of this form is descriptive of Mrs. A's stated problems. This entire case took eight sessions lasting over a period of five weeks.

In the second session, Mrs. A appeared eager to discuss her problems. During this time the counselee spoke
freely, with periodic mild crying sessions, of her unhappy childhood. As revealed on the individual record form, Mrs. A had spent considerable time at St. Anthony's Hospital for crippled children. The counselee had been an osteomyelitis patient at the hospital. The bone inflammation was in her right leg and as a result of this condition she has a stiff right hip and her right leg is one inch shorter than the left leg. Mrs. A considered this period of childhood, however, to be her happiest. The counselor, as a matter of coincidence, had worked at this Kansas hospital while in college. This fact seemed to aid in breaking down a defensive barrier sensed heretofore in the sessions. Mrs. A spent considerable time, with emotional blockings, talking of her hostile feelings toward her parents, brothers, and sisters. For the most part, the counselor's role was that of reflecting the feelings expressed by the counselee. Considerable time was spent by Mrs. A reassuring the writer that in spite of the "rather loose reputation she had in her home town" it was all unwarranted, and with considerable aberration explained how she had been abused as a highschool girl by a soldier. She felt that it would be better to "destroy her memories of the past concerning poverty, childhood illness and other memories." On the other hand, Mrs. A found that this was the first time she had been able to talk about "these drastic times".
From all apparent indications, Mrs. A was adjusting rather well to marriage, and she considered her future "financially bright" since her husband was to be graduated, with honors, from the School of Engineering. The husband, a former counselee at the Bureau, recommended that Mrs. A should come to the counselor for assistance. Mrs. A's husband, according to the Bureau's records and other indications, is a quiet, well adjusted, mature person in his thirties.

During the later sessions, Mrs. A seemed to be able to accept her past experiences of rather turbulent times, and she expressed in greater proportions a positive attitude toward herself and her future.

Mrs. A had made an acquaintance with another counselee in the reception room at the Bureau. Both of the ladies were married, of similar age, and the writer has been informed that the acquaintance has led to a rather close and continued friendship.

During the fifth session, Mrs. A stated that she would like to take some additional tests to help her decide if she should remain in the School of Home Economics. In summary, Mrs. A decided to remain in the School of Home Economics but not to work toward a degree at Oregon State College since her husband would not be in school next year. "Anyway, I've gone to college, and that is more than any of my brothers and sisters have done,"
stated Mrs. A.

In the opinion of the writer, a crucial point in the counseling sessions came about when the counselee began to accept her past and desired to discuss current school adjustment problems. In the sixth interview, Mrs. A stated that she had "gotten to the place where I'm beginning to see people differently...Now I can change my outlook on life because really I'm not much different from other people...what I need is to find some friends, not many, and then do my part."

In the last session, Mrs. A may have applied what Robinson and Hathaway call the "good-bye effect," but at least insofar as the counselee was concerned verbally, she felt convinced that the "talks" were most helpful, and that she was now able to find a solution to her problems.

One may wonder if she might not have solved the problems by herself, and this is a possibility, but it seems to the writer that more than merely a solution to the original problem as stated in the initial contact was achieved. Not only was Mrs. A apparently better able to accept herself, but she seemed able to deal with other minor problems which were discussed in a more realistic way.

With reference to the counselee's vocational plans, she had considerable training leading toward the completion
of a physical therapist certificate. In time, Mrs. A plans to make arrangements to complete her training in physical therapy.

Discussion of Test Results

After the termination of the regular counseling sessions, Mrs. A was again given some of the same tests she had taken before the initial counseling contact. An analysis of Mrs. A's progress in terms of the test results before and after the counseling sessions, and other criteria, will be discussed in the following paragraphs.

Graph I illustrates the measured changes which occurred in The Minnesota Multiphasic Personality Inventory. The broken line is a profile of Mrs. A's MMPI scores before the initial counseling contact. The solid line is a profile of Mrs. A's MMPI scores after the termination of her eighth and last regular counseling session.

The results of the inventory before and after the sessions indicate some evidence of change in the direction of better adjustment. Insofar as the pretest profile indicates, the high F and low K scores are an indication of an attitude of severe self-criticism or a wish to appear in an unfavorable light, which may be either deliberate or unconscious. As pointed out by the authors of the inventory, the validity scales of the question score (Q), the lie score (L), the (F) score, and the (K) score do
serve as attitude indicators of the person (34). Accepting the authors' research, it would appear to the writer that significant changes in the validity scores may correlate with a change in self-concept with its concomitant effects upon behavior.

The abbreviations, Graph I, may be read as follows:
(Hs) hypochondriasis, (D) depression, (Hy) hysteria, (Pd) psychopathic deviate, (Mf) masculinity-femininity, (Pa) paranoia, (Pt) psychasthenia, (Sc) schizophrenia, and (Ma) hypomania. The meanings of the clinical terms used are those stated by Hathaway and Meehl in their Atlas for the Clinical Use of the MMPI (34).

**GRAPH I**

Profile Chart, Mrs. A

<table>
<thead>
<tr>
<th>L</th>
<th>F</th>
<th>K</th>
<th>D</th>
<th>Pd</th>
<th>Pa</th>
<th>Sc</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>110</td>
<td>100</td>
<td>90</td>
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Pre-test ---
Post-test ---

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<th>?</th>
<th>L</th>
<th>F</th>
<th>K</th>
<th>Hs</th>
<th>Hy</th>
<th>Mf</th>
<th>Pt</th>
<th>Ma</th>
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<td>120</td>
<td>110</td>
<td>100</td>
<td>90</td>
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<table>
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<th>?</th>
<th>L</th>
<th>F</th>
<th>K</th>
<th>.5K</th>
<th>Hy</th>
<th>Mf</th>
<th>Pt</th>
<th>.2K</th>
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<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
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</table>
The pretest profile, the broken line on Graph I, would indicate the intensity of Mrs. A's "self-criticism." Since self-criticism to some degree is generally considered to be desirable, the significant fact remains that Mrs. A seems to have been functioning in a more critical degree of self-blaming than a normal group, using the authors' norms (34). Since Mrs. A did express during the earlier counseling sessions a great deal of guilt feelings, it is reasonable to expect in the pretest a profile indicative of a more self-critical manner than that of normal individuals. Moreover, aggression directed against the self may in a milder case, such as Mrs. A's, express itself in increased self-criticism. Lastly, it is not inconceivable that Mrs. A, who willingly submitted herself to counseling, may want or feel the need to impress the counselor with the seriousness of her difficulty.

A comparison of the pre- and post- F and K scores showed a marked tendency to move away from severe self-criticism to the degree of self-criticism generally considered to be within the normal range. The measured effects of eight counseling sessions would seem to indicate in Mrs. A's situation that counseling was helpful in the attainment of a greater degree of self-acceptance, rather than the counselee remaining in an attitude of the abnormal range of self-criticism.
In coding an MMPI profile, the band of T scores from T=54 down to T=46 inclusive is not recorded with the code (34). MMPI users generally conclude that the non-coded range would "ideally" be the scores of individuals adjusting well to the problems of life. It is observable that the pre-test profile in Graph I protrudes to a T score of 63 on the depressive scale, a T score of 68 on the psychopathic scale, and a T score of 66 and 63 on the schizophrenia and hypomania scales respectively. Any standard score greater than 70 is generally taken as an indicator of possible significant abnormality.

The D, Pd, Sc and Ma scores, Graph I, broken line, all lie toward the high-point maladjustment end of the distribution. Mrs. A's pre-test profile contains no significant low-point clinical scores.

An Atlas for the Clinical Use of the MMPI is intended as a prime source book for interpretation of individual cases (34). A review of profiles similar to Mrs. A's broken line profile indicates her need for psychological treatment. The Atlas contains numerous cases similar to the pre-test profile in which the aggression directed against self resulted in self-mutilation or self-destruction. At no time during the eight counseling sessions did Mrs. A give any indication that she had ever, or was, entertaining such thoughts. The hostile feelings expressed by the counselee were directed toward her parents.
and sisters. These hostile emotions were directly related to Mrs. A's guilt feelings which may be interpreted as one of the reasons she was unable to accept herself, and as one cause of her stated problem of being unable to accept other people and to make friends. The syndrome of D and Sc are commonly found to be together as shown in Mrs. A's pre-test profile.

The post-test profile, the solid line on Graph I, gives an account of the effects of counseling. The effects of counseling, using the changes in the profiles as an indicator, are in accord with the stated claims of Hathaway and McKinley. The authors of the MMPI have found that no therapy is especially effective with persons who have high Pd scores and limited effect on the Ma scale. It is important, however, to note that college students do normally measure high in the personality factor characteristic of marked overproductivity in thought and action. The post-test profile places, for the most part, T scores closer to 50. The writer is unable to account for the slight increase in the Hy scale and the Pd scale. There is a possibility that the deviate validity scores on the pre-test profile had a limited effect on the reliability of the clinical scores in the first test. There are some active professional persons who have similar scores to Mrs. A's (34). Regardless of the high
Pd score, Mrs. A's prognosis is considered by the counselor to be good. This opinion is supported by observing the post-test profile of the California Test of Personality, Graph II.

The California Test of Personality has been designed to identify and reveal the status of certain highly important factors in personality and social adjustment usually designated as intangibles. This instrument has two main sections: self-adjustment, based on feelings of personal security; and social adjustment, based on feelings of social security. The twelve subscores of the test pertain to the following components: (1A) self-reliance, (1B) sense of personal worth, (1C) sense of personal freedom, (1D) feeling of belonging, (1E) withdrawing tendencies, (1F) nervous symptoms, (2A) social standards, (2B) social skills, (2C) anti-social tendencies, (2D) family relations, (2E) school relations, and (2F) community relations. The authors of the California Test of Personality have written a brief description of what is meant by the various components of this instrument (68). The test administrator's attention is called to the fact that these components are not names for so-called general traits. They are, rather, names for groups of more-or-less specific tendencies to feel, think, and act (21).

Mrs. A's pre- and post-test scores of the California
Test of Personality are presented in Graph II. The pre-test was taken in January, 1952, and the post-test was taken May 6, 1952. One reason for the nearly five months period between the pre- and post-testing of the counselee was an attempt to demonstrate, with specific counselees, the continued effects of counseling. Naturally, this attempt has several recognized weaknesses. Nevertheless, a comparison of the scores, Graph II, does show indications of slight personality changes. The broken line, Graph II, is Mrs. A's pre-test profile. With reference to the criterion of social adjustment, Table I, the profiles of Mrs. A do demonstrate, to some degree, the effects of counseling in her situation.
A Profile of Personal and Social Adjustment

Components

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td.
      (Freedom from)
   F. Ne. S.
      (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td.
      (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.

GRAPH II, Mrs. A
An analysis of some of the test items in the post-test scores reflect Mrs. A's increased feelings of personal worth. The following items in the "personal worth" section were answered in a negative fashion in the pre-test, Graph II, and in the post-test the answers indicated positive adjustment:

1. Do you feel that you are very good at handling money?
2. Do people seem to think that you are dependable?
3. Do your friends seem to think that your ideas are usually poor?

The following items under the section of personal freedom, in which Mrs. A made a 40 percent gain, were answered in a positive way in the post-test:

1. Do you have enough time for play or recreation?
2. Do you earn part or all of your spending money?
3. Do your folks (husband) give you a reasonable amount of spending money?
4. Do you feel that you are given enough liberty in doing what you want to do?
5. Do your folks (husband) often try to stop you from going around with your friends?
6. Are you usually allowed freedom to attend the socials or shows that you like?
7. Are you free to go to interesting places during your spare time?

In the social adjustment section of the profile, Graph II, it is observed that the two gains in freedom from withdrawing tendencies and community relations are the greatest. The person of withdrawing tendencies is characteristically sensitive, lonely, and given to self-concern. These characteristics are identical to the way Mrs. A described herself in the Individual Record Form,
Appendix A.

The fact that Mrs. A, who remained in the same neighborhood with the same neighbors, shows indications of adjustment to those that were once inclusive in her stated problems is encouraging. It is not improbable that the effects of counseling are directly related to Mrs. A's change of attitude and a post-test profile representative of improving adjustment.

The personal and social adjustments of Mrs. A have been discussed in the preceding paragraphs with reference to the effects of counseling. The two remaining criteria selected to demonstrate the effects of counseling are (1) counselee understanding of self with reference to vocational opportunities and test data, and (2) counselee satisfaction.

In scoring the Test of Self-Understanding, Appendix D, the writer followed the instructions used in the study made at Michigan State College (25). Three points for each correct answer of the first twelve questions allow a maximum score of 36 points for the counselee. The Test of Self-Understanding was scored by comparing the client's responses with his test results. The gains--differences between pre- and post-test--were used to measure the increase in self-understanding.

At the verbal level, at least, few would quarrel with the idea that counseling should seek for the
development of the counselee's self-understanding, self-acceptance and self-sufficiency, always with due regard for his social responsibility. Unfortunately, the writer is not convinced that the instrument used in this study, Appendix D, actually measures counselee understanding of self. However, thus far, the writer has been unable to obtain any other instrument which pretends to measure counselee self-understanding. Dressel and Matteson fully recognize the limitations of their instrument and are currently in the process of its revision (25).

The norms developed for this test are as follows:
0-15 points indicate a lack of understanding of self, 16-22 points indicate limited understanding of self, 23-29 points indicate considerable understanding of self, and 30-36 points indicate satisfactory understanding of self. The authors of The Test of Self-Understanding, Dressel and Matteson, fail to report what gains or regressions from pre-test to the post-test scores have been determined as statistically significant. Again, this limits the use of The Test of Self-Understanding in its present form as a highly useful instrument.

Mrs. A's responses to the Test of Self-Understanding after counseling, Appendix D, give her a total score of 28 points. Mrs. A's pre-test score on The Test of Self-Understanding was 15. A gain of 13 points in the final
total score of 28 points would most certainly, even with the acknowledged crudity of the instrument, indicate the positive effects of counseling toward obtaining a better understanding of self. Mrs. A's gain of 13 points does, nevertheless, show growth in self-understanding.

The post-test clearly exhibits a greater degree of self-understanding in the test items related to academic ability. One interesting but unexplainable comparison of the pre-test and post-test items is that Mrs. A on both tests considered her personal adjustment to be about average compared with others. The fact that she verbally admitted having considerable personal difficulty did not effect her reactions to the point of checking the appropriate blank to the test item.

As noticed in Appendix D, there are five questions which were ungraded and answered only on the post-test of The Test of Self-Understanding. These five questions are related to the fourth criterion of counselee satisfaction. Mrs. A's answers pointed out that she thought she had been helped a great deal and that in her opinion the responsibility for making necessary decisions were left entirely up to her. Mrs. A also felt that the results of the tests she took at the Bureau were valuable, but not the most important basis for her vocational choice. Mrs. A considered the "counseling discussions",
rather than the information obtained from the test scores, to be the most helpful for the basis of her vocational choice of physical therapy.

Assuming that the specialists, Table I, are correct in believing that counselee satisfaction is a highly desirable criterion to evaluate the effects of counseling, then there is considerable evidence that Mrs. A was constructively aided from her counseling sessions, Appendix E.

The opinionnaire used in this study has been considered to be a valid instrument to measure counselee satisfaction (25). The twenty-two items of the opinionnaire have weighted scores ranging from 0 to 4 points for each item. The maximum score which would imply complete satisfaction with the counseling sessions and the personnel at the Bureau would be 88 points. Norms developed for use of the opinionnaire by the writer are as follows: 0 to 18 points suggest strongly negative attitude and opinion of the counseling sessions; 19 to 35 points imply a feeling of negative response to the counseling sessions; 36 to 59 points indicate an indifferent attitude toward the services at the Bureau; 60 to 75 points suggest a positive attitude toward the services; and 76 to 88 points indicate a highly positive degree of counselee satisfaction toward the services received at the Bureau.
Mrs. A, according to the opinionnaire, ranked high with a total of 81 points which places her in the highest degree of counselee satisfaction range of scores. In evaluating the effects of counseling, the individual items may be more revealing than a total score. The answers Mrs. A gave on the opinionnaire are recorded in Appendix E. A review of the answers would indicate a feeling of rapport and acceptance by the personnel at the Bureau. At the same time it is important to recall that in spite of Mrs. A's high degree of counselee satisfaction, her post-test personality scores may be interpreted to indicate a further need for counseling services.

A summary of the effects of counseling with reference to Mrs. A would indicate there was some definite improvement. The criterion of personal adjustment measured by the use of a pre- and post-test of the MMPI, Graph I, displays the measured effects of counseling. Graph II gives some indication of the effects of counseling pertaining to personal and social adjustment. The Test of Self-Understanding, pre- and post-test scores, imply a greater degree of self-understanding with specific reference to scholastic aptitude and a selection of a vocation. Finally, Mrs. A recorded on the counselee opinionnaire a high degree of counselee satisfaction.

In all of the problems listed by Mrs. A at the outset of the counseling sessions, there is considerable
evidence of definite improvement. For example, May 6, 1952, Mrs. A returned to the Counseling and Testing Bureau to take the California Test of Personality. During this time the receptionist mentioned that it was enjoyable to see her again. Mrs. A replied, "Thank you, Mrs. H, the world just seems to be so much better now than when I first came here." The counselee's own words are tribute enough to her feelings of an improved condition. There is evidence that she not only feels more confident in dealing with life's situations, but actually looks forward to meeting life's problems.

It is true that Mrs. A had not achieved complete social integration, in essence her primary stated problem at the beginning of the counseling sessions, but it is the feeling of the counselor that this would in a greater degree follow since she had apparently achieved sufficient growth to go forward in meeting social situations. This positive prognosis by the counselor is supported by the evidence of the demonstrated effects of counseling pertaining to the case of Mrs. A.
Case 2: Mr. B, Age 18

Mr. B was a senior in one of the high schools near Oregon State College at the time he requested an appointment at the Bureau. Mr. B was a handsome young man and the son of college graduates. He was the oldest of four children and from all indications came from a family of a minimum of squabbling or parental friction.

The Individual Record Form revealed to the counselor that Mr. B preferred history to any subject studied in high school. Mathematics was the subject he liked least. The counselee was active in high school social events, an honor student and a school leader. In addition, he played a major role in the Boy Scout and DeMolay organizations in his community.

The counselee described himself in the Individual Record Form as a friendly, patient, stubborn, tolerant and cooperative person. The problems he checked as being unable to solve without help and wishing to discuss with a counselor were as follows:

1. I have been unable to determine what I am best able to do.
2. I am unable to determine what I would like to do.

In the initial interview, Mr. B was friendly, relaxed, and in general looking forward to his new experiences in coming to the Bureau. Following a brief
introduction and a few minutes of visiting, the counselee remarked that the booklet in the reception room, Appendix B, was most interesting, and that he certainly hoped after taking the tests and talking to the counselor that he could decide what he should do.

Mr. B had always considered going to college, but didn't want to go to school just because "it was the thing to do." He had considered being a radio announcer, dairyman, salesman, social science or commercial teacher, and a business man.

The present conflict Mr. B seemed to have was: shall I remain in the dairy business where I am now employed part-time and learning the fundamentals of the business, or should I consider the other fields which are of interest to me. If Mr. B were to remain in the dairy business as a part-time employee, he correctly thought that a major in dairy management in the School of Agriculture would be the place for him when he enrolled at Oregon State College. Then, too, since his father is an extension dairy specialist, Mr. B reasoned that this relationship would have definite advantages.

On the other hand, during the initial counseling session, Mr. B realized that the other fields he and his counselor had discussed were not closely related to that of becoming a dairy specialist. The counselor stated that
the tests mentioned in the booklet, Appendix B, should help him with his decision. "One thing I do know," Mr. B added, "is that I find mathematics and chemistry to be my most difficult subjects even though my marks are above average. My dad and I were looking at the college catalogue, and if I'd decide to be a dairy specialist, chemistry most certainly would be a major part of my studies."

The remainder of the initial counseling session consisted of assisting Mr. B select tests which would possibly help him with the stated problems (9). The following is a copy of a summary of significant test results that were made available to the counselee to help him with his choice of educational and vocational problems. The following comments and test results were mailed to Mr. B after the final counseling session:

SIGNIFICANT TEST RESULTS: Name of Tests Norm Percentile

A senior student enrolled in high school.

<table>
<thead>
<tr>
<th>Name of Tests</th>
<th>Norm Percentile</th>
</tr>
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<tbody>
<tr>
<td>COOP. READING</td>
<td>E. Fr. 64</td>
</tr>
<tr>
<td>MINN. PAPER FORM BOARD</td>
<td>Occup. Gr. 98</td>
</tr>
<tr>
<td>KUDER: Outdoor, Mechanical,</td>
<td></td>
</tr>
<tr>
<td>Persuasive, Social Service</td>
<td>Adults 55, 60, 89, 71</td>
</tr>
<tr>
<td>STRONG: YMCA Phys. Dir., Person-</td>
<td>Succ. Adult A, B+, A,</td>
</tr>
<tr>
<td>nel Mgr., Soc. Sci. Tchr., Office</td>
<td></td>
</tr>
<tr>
<td>worker, Purch. Agent, Sales Mgr.</td>
<td>&quot; &quot; A, B+, A, A,</td>
</tr>
<tr>
<td>&quot;</td>
<td>Life Ins. S.</td>
</tr>
<tr>
<td>CARDALL BUSINESS INTEREST:</td>
<td></td>
</tr>
<tr>
<td>Collec- Bus.Coll.Fr. 82,</td>
<td></td>
</tr>
<tr>
<td>tion &amp; Adjustments, Sales-Office,</td>
<td>&quot; &quot; &quot; 50, 95</td>
</tr>
<tr>
<td>Sales-Store</td>
<td></td>
</tr>
<tr>
<td>IOWA H.S. CONT. (achievement)</td>
<td></td>
</tr>
<tr>
<td>H.S. Senior</td>
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Eng. 92%, Math. 74%, Science 68%, History 94%
COMMENT:

The tests at the Counseling and Testing Bureau indicate the following:

On the A.C.E. Test, which is used to give an indication of your scholastic aptitude, you scored high enough in scholastic aptitude to indicate you can succeed in college. You scored in the 8th decile in both the linguistic and quantitative fields. That is, when comparing you with entering college freshmen, on the average only about 20 or less out of 100 would have more scholastic aptitude than you in the quantitative field. The quantitative field refers to, for the most part, abstract sciences and analytical thinking while the linguistic score refers to the social sciences, speech and English or related fields. You will recall, though, that your school experience would encourage you to capitalize on your scholastic aptitude in the linguistic area.

On the Strong Vocational Interest Inventory, which is used to compare your interests with successful men in specific fields, you scored high in YMCA work, social science teaching and consistently high in most areas of business. In breaking down your interest areas in the field of business with the Cardall Business Interest Inventory the areas of collection and adjustment and sales-store work were predominant. These scores were supported on the Kuder Preference Record by showing a high persuasive and social service interest pattern. On the Coop. Reading Test, which gives an indication of your vocabulary by comparing you with entering college freshmen, you scored in the 66th percentile. That is, on the average about 34 out of 100 college freshmen would have scored higher than you on this test. In level of comprehension you scored in the 52nd percentile comparing you with other college freshmen.

The personality inventory indicated that you are well adjusted, and all phases of your personality characteristics scored within the normal range.
SUMMARY:

During our counseling sessions you decided that possibly it would be desirable for you to enroll in Lower Division of Business and Technology; this would place you in the School of Business and Technology. We discussed your choice of public relations and radio work. In reviewing your tests and the occupational outlook you decided that the aspect of radio that was of most interest to you would be that of management and selling of radio time to various industries and concerns. It was suggested that when you enroll at Oregon State it may be to your advantage to take a course in "Effective Reading".

In the event that we may be of further help, please feel free to return to the center.

The second session consisted of discussing the test results and current occupational material related to the stated interests of Mr. B.

In the third and final counseling session, Mr. B decided that his field was not that of a dairy specialist. Rather, he tentatively decided eventually to attempt to become a radio station manager and public relations man. The occupational information cautioned the counselee of the limitations in specializing in radio announcing, a highly competitive and overcrowded field. "Then, too," reasoned the counselee, "by entering the School of Business and Technology, I can broaden my knowledge and still remain in my specific field of interest and aptitudes."
Discussion of Test Results

The profiles, Graph III, of the Minnesota Multiphasic Personality Inventory appear to support the counseling sessions in that the primary problems of Mr. B were for the most part typical of one lacking adequate information from which to make a satisfying decision (55). The profiles do not suggest problems which are emotionally complexed to the extent of approaching the deviate score. Mr. B's profiles do demonstrate, however, that one who indicates limited evidence of maladjustment still seeks assistance in the practical area of a vocational decision (24).

The pre- and post-test profiles, Graph III, do not indicate any basic personality changes. The clinical scores consistently demonstrate a profile below a total score of 60. None of the scores are low enough to display an unusual pattern. The only change in the pre- and post-test profile pattern which may merit attention is the slight indication of regression, shown in the post-test profile, on the Sc scale.

The post-test profile, Graph IV, again pictures a slight regression on the F component of the self-adjustment components. The regression, in the component "nervous symptoms", is altered by the counselee marking that he sometimes talks in his sleep and frequently reads without remembering the contents.
GRAPH III

Profile Chart, Mr. B

L F K D Pd Pa Sc

+ .4K + .1K

120 110 100 90 80 70 60 50 40 30 20 10 0

Pre-test ---
Post-test 10

Hs Hy Mf Pt Ma

+ .5K + .4K + .1K + .2K
GRAPH IV, Mr. B

A Profile of Personal and Social Adjustment

Components

Percentile

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td.
       (Freedom from)
   F. Ne. S.
       (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td.
       (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.
In general, the profiles, Graphs III and IV, do not demonstrate significant measured effects of counseling. The instruments do demonstrate that from all indications Mr. B is not in need of psychological services other than the dissemination of informational material in a counseling situation.

Robinson supports the findings of the writer by stating that it is difficult to evaluate the effects of counseling when working with the "higher-level skills of adjustment" (58, p.231). That is, from all apparent data, there is little concerning Mr. B's basic personality that according to the personality inventories would merit changing during the counseling sessions. However, when the stated problems of the counselee are considered, there is evidence of the effects of counseling. The pre- and post-results of The Test of Self-Understanding point out the increase Mr. B obtained with reference to a better understanding of his scholastic aptitude and his possible vocational choice. The pre-test score, 16 points, placing Mr. B in the range of limited self-understanding, would suggest one reason why Mr. B was in need of counseling. The post-test score was increased by a total of 12 points which placed the counselee in the range of scores implying considerable understanding of self (25). The measured increase in self-understanding
is in accord with one of the needs to be filled in order to assist Mr. B in finding a possible solution to his problem.

The post-test items, Appendix D, which are not scored, stress the importance of occupational information to the counselee. Mr. B checked that the results of the interest inventories and aptitude tests were valuable, but not the most important basis for his stated choice of vocation. He wrote on the test that he was presently following through with his idea of talking to men employed in the local radio stations and contacting the counselor in the School of Business.

The counseling techniques, which consisted primarily of supplying information from a counselee-centered point-of-view, left the counselee feeling well satisfied with the total counseling process. At the same time, the counselee checked that the responsibility for making decisions were entirely his own.

Mr. B's total score of 77 points on the Counselee Satisfaction Scale, Appendix E, suggested that he was well satisfied with the results of the counseling sessions. A score of 77 points from a possible total score of 88 points placed him just within the top range of scores for counselee satisfaction.

To illustrate Mr. B's feeling of satisfaction,
Appendix E, the following items were checked as "strongly agree":

1. Sometimes the reassurance and guidance offered to wavering students by the counseling center is helpful.
2. I believe the tests used by the counseling center are worthwhile taking.

Mr. B also marked that he strongly disagreed with the following items:

1. I feel the counseling center is highly inadequate to solve any kind of problem.
2. The counseling center's efforts to help students are impractical and inefficient.
3. It is a complete waste of time to go to the counseling center.
4. I feel that I cannot trust anyone at the counseling center to help me.
5. The counseling center is not effective in helping Lower Division students.
6. I believe the counseling center does not adequately interpret test results.
7. The counseling center is of no direct help to students. One finds nothing he didn't already know by going there.
8. I believe the counseling center is simply not interested in students or their problems.
9. There is a complete lack of organization at the counseling center---one always gets the run around.

Summarizing Case 2, with reference to evaluating the effects of counseling, it is observable that three sessions had little, if any, effects upon the personality
characteristics profiled in Graphs III and IV. The counselee, from all observations, tests, and inventories, gave evidence of a healthy personality. Thus, one would expect little change in the personality characteristics since the personality pattern was not deviated. The problems of the counselee were directly related to his lack of occupational information and a limited understanding of his measured interests, abilities, and aptitudes. The counselor considers the counseling sessions to have been beneficial to Mr. B in that his acquirement of occupational information will in time most likely enable him to come to an intelligent vocational decision. The measured effects of counseling are to be found in his increase in knowledge of himself and of occupational information, as well as the degree of counselee satisfaction. Also, Mr. B made a free choice of a field of endeavor apparently favorable to his capabilities and interests. These effects of counseling in Mr. B's situation, appear to represent a better adjustment to life, the ultimate objective of counseling.

Case 3: Miss C, Age 17

Miss C was an attractive high school senior looking forward to her college enrollment. She stated that she came to the Counseling and Testing Bureau to gain
additional information about her chosen field of work, camp counseling. Miss C also had heard of special courses offered at the college level which would assist students in need of remedial reading. She told the counselor that her chief problem was to learn to read faster and more accurately. Miss C was confident that she could do satisfactory college work, but she recognized that she would benefit from courses in remedial reading and methods of studying.

Miss C was the youngest of three daughters. One sister had received a college degree from Oregon College of Education and was an elementary school teacher. The other sister had not attended college and was employed as a store clerk. Her parents each had had one year of college training, and were described by Miss C as a well matched couple.

Miss C was active in school and church organizations. She stated that she was unable to do her school work well because of too many social activities. However, a report of her high school grades consisted of mostly all A's, few B's, and no C's. In spite of her numerous activities, consisting, among others, of Rainbow Girls, 4-H, concerts, dancing, dates, church attendance, and piano lessons, Miss C spent a minimum of twelve hours per week other than school time studying her required subject matter. It is
worthwhile to note that although Miss C is nearly a straight A student, her scholastic aptitude for college work is below average using Oregon State College norms.

The counselee wrote on the Individual Record Form that she was very satisfied with and certain of her occupational choice. The only problems she wrote of as having were related to how to study more effectively and to learn more about camp counseling, her chosen field. In answer to the question of what things influenced her vocational interest, Miss C wrote the following:

"I worked as a 4-H camp counselor under a person whom I liked very much. Through his help I took on many camp responsibilities. I grew to love the satisfaction received from helping young children, eager to learn, enjoy and appreciate life and the beauty of the outdoors.

I have never been able to work at quiet things, as I am very full of nervous energy. This, of course, is a strong influence on my choice. You work until you are exhausted.

Through 4-H work I have learned to associate and accept all kinds of people. This has helped me learn to study and analyze behavior which is necessary in this physical education work. My parents have always encouraged me to be active in outdoor activities and have helped me study and learn all I can about nature."

Again, in recording a history of her physical condition, Miss C mentioned that she had always been nervous. In her fifteenth and sixteenth years she had frequent or persistent headaches and felt exhausted a good part of the time. Miss C wrote that "the only
reason for the exhaustion has been due to an over-load of activities. I realize my fault and have started corrections."

The counselor had two sessions with Miss C. In the first session the counselor explained some of the regulations and procedures pertaining to the School of Lower Division of Liberal Arts which were not clearly understood by Miss C. In the second session the counselor and counselee discussed the results of her tests and tentatively outlined a course of study for next fall. The counselor described Miss C as being sociable, poised, and immensely interested in the test results. At the close of the second session, Miss C stated that she had found out exactly what she wanted to know as if to imply that she came with specific questions and had now found the answers to her questions.

Discussion of Test Results

The pre-test profiles, Graphs V and VI, along with the information on Miss C's individual record form warned the counselor of the possible adjustment problems of the counselee.
GRAPH V
Profile Chart, Miss C

? L F K D Pd Pa Sc +.4K +.1K

Pre-test --- 20
Post-test --- 10

? L F K Hs Hy Mt Pt Ma +.5K +.1K +.2K
GRAPH VI, Miss C

A Profile of Personal and Social Adjustment

Components

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td. (Freedom from)
   F. Ne. S. (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td. (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.
The writer and the counselor discussed the test profiles, Graphs V and VI, before the counselor's second session with Miss C. The decision agreed upon was for the counselor to re-structure the second session in such a way as to provide an atmosphere conducive to a non-directive setting. The counselor stated that when he said to Miss C, "Your tests' scores seem to be in agreement with what you wrote regarding your nervous feeling," Miss C replied, "Oh yes, I know I'm nervous. Always have been, but I'm overcoming that myself. Let's see how well I did on the reading test. That's my problem."

The counselee, obviously, was setting up defense barriers and resistant factors to any discussion of probable personal problems. The counselor and the writer, anticipating such a reaction, deemed it to be professionally sound not to probe or to force the client verbally to express her feelings. Thus, the second session consisted, as mentioned, of discussing most of the test results.

The Counseling and Testing Bureau at Oregon State College, as far as the writer is concerned, never discusses the profiles of the Minnesota Multiphasic Personality Inventory with any of the counselees. The chief function of this test is for evaluative and diagnostic purposes (5) (14) (34).
The profiles, Graphs V and VI, do not actually demonstrate the effects of counseling. However, by the use of counseling tools, the counselor is able to determine, to some degree, when counseling is advisable with reference to the services of the Bureau and the qualifications of the counselor. The clinical scores of the MMPI strongly indicated that Miss C is in need of psychological services beyond the scope of the Bureau.

The writer, with the permission of the counselor, inquired of the Dean of Girls at Miss C's high school as to what she knew regarding the counselee's adjustment problems. The Dean of Girls stated that Miss C appeared to be far better adjusted during her senior year than at any other time in high school.

The Dean of Girls also stated that she had discussed with Miss C her feelings of exhaustion. Miss C replied to the Dean that recently she has been seeing a doctor in Salem and was feeling better. The Dean of Girls was under the impression that Miss C was and is currently receiving psychiatric assistance from a Salem psychiatrist.

The results of the pre- and post-Test of Self-Understanding do demonstrate the effects of counseling. The pre-test score of 19 points indicates a limited amount of understanding. The post-test score of 32 points placed the counselee in the highest range of scores indicating
considerable self-understanding.

Miss C, regardless of the lack of assistance at the Bureau, with her emotional or nervous disorder, indicated a positive attitude of counselee satisfaction. Her total score on the opinionnaire was 73 points. The counselee, from all indications, obtained from the Bureau what she wanted and expected. In view of the possible seriousness, in the writer's opinion, of Miss C's situation, the writer believes that the counselor was most effective and professional. Since Miss C was receiving psychiatric assistance, it was deemed advisable by the writer and the counselor to deal only with the counselee's stated problems.

Miss C marked with strong agreement that the reassurance and guidance offered to wavering students by the Bureau is helpful in straightening them out. Then, too, in spite of the non-emotional atmosphere of the sessions, the counselee indicated that she felt that she could trust the counselor with any problem she might have.

In summary, the writer realizes that two counseling sessions will, in most any situation, have a limited, if any, effect on the measured personality characteristics of a person as demonstrated by the profiles in Graphs V and VI. The counselor was not attempting to deal with
the clinical personality characteristics of the counselee since she was under psychiatric care. The most distinctive feature of this case was that the personality inventories served as a caution to the counselor. As a result of the pre-test scores on the MMPI the counselor was able to avoid possible detrimental effects of counseling and yet remain within his range of professional service.

The counselee did demonstrate that one outcome of the counseling sessions was a better understanding of her scholastic aptitudes as indicated in The Test of Self-Understanding. The counseling sessions provided Miss C with a better understanding and perspective of her next major step toward college.

**Case 4: Mr. D, Age 20**

Mr. D was referred to the Counseling and Testing Bureau by his roommate, who had just finished a series of sessions with the writer. Mr. D was a reserved, intelligent, and serious appearing young man. He was a college junior in the field of mechanical engineering. The counselee had received his first two years of college work in a junior college and was greatly disturbed because his first term grades at Oregon State College were below a C, or a 2 point, average.
Mr. D was considering the possibility of either changing his major to industrial administration or withdrawing from college. He stated, "I just don't know what to do, I never considered anything before but eventually to become a mechanical engineer. I should be able to do better," he continued, "you know, I even received a scholarship at Oregon State College because of my grades at ---- Junior College."

Mr. D preferred physics and mathematics to any other subject. He frequently read scientific magazines such as the SAE Journal and Motor Trend. In addition, the counselee was active in an inter-varsity crew, and on the week-ends "played a few rounds of golf".

On the Individual Record Form the counselee checked that the problems with which he definitely needed help were:

1. I have been unable to determine what I am best able to do.
2. I have trouble making myself study.
3. I usually have difficulty understanding what I read.

He wrote in addition, "The wind sure has been taken out of my sails." This statement was illustrated by Mr. D's rather depressive nature or "what's-the-use-now" attitude.
Discussion of Test Results

The pre-test profile, Graph VII, represents a defensiveness against psychological weakness. It is probable, considering the clinical scores, that this defensiveness was a reflection of the low grades he had recently received. The high D score is in accordance with the counselee's stated feelings of poor morale and inability to assume normal optimism with regard to the future. The low hypomanic score also tends to support the counselee's apparent lack of confidence.

GRAPH VII

Profile Chart, Mr. D

? L F K D Pd Pa Sc +.4K +.1K

120 110 100 90 80 70 60 50 40 30 20 10 0

? L F K Hs Hy Mf Pt Ma +.5K +.1K +.2K
A Profile of Personal and Social Adjustment

Components

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td.  
     (Freedom from)
   F. Ne. S.  
     (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td.  
     (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.
Equally supportive to Mr. D's decision of possibly quitting college are the low scores in Self-reliance and Feeling of belonging, broken line, Graph VIII. In addition, reflected in his pre-test of The Test of Self-Understanding, the counselee considered himself to be below average in reading skills and aptitude for college work. Actually, Mr. D had a high scholastic aptitude as evidenced by results of the test taken at the Bureau.

The test scores placed Mr. D in the 92 percentile using the Hermon-Nelson Mental Ability test and college junior norms (14). The Strong Vocational Interest Blank rated the counselee in the A field for engineer and in the B field for the other scientific professions. The Kuder Preference Inventory displayed an interest profile indicating a preference for mechanical engineering. He scored in the 99 percentile in the Engineering and Physical Science Aptitude Test, using technical school norms for college freshman (14). In summary, the counselee ranked in the upper quartile in all of the achievement and reading tests taken at the Bureau. The past educational record, the personality and interest inventories, and the desire Mr. D previously showed in his vocational choice would certainly suggest that he is capable of doing college work in his chosen field of mechanical engineering.
When the counselor interpreted the test results to Mr. D during the second counseling session, the counselee gave some indication of scepticism toward the results. Mr. D inquired with great detail as to what was meant by norms, exactly what was the purpose of each test, and even went to the point of rechecking some of the test items to make certain there were no errors in grading. At the close of the second session the counselee requested that he return as soon as possible to talk about the possibility of remaining in mechanical engineering.

During the third session, Mr. D appeared to be receptive of the test results and began to discuss why he thought he was not doing well academically at Oregon State College. In the fourth and last session, nearly two weeks after the initial interview, the counselee seemed to have gained an optimistic outlook toward college. He had brought along with him a list of reasons why he thought he had not done well during his first term. The list read as follows:

1. Competition was keener at OSC, but I continued to slide along as I did last year at the junior college.

2. First time I was away from home and became rather homesick.

3. Went home too often and didn't study on weekends. Played golf!

4. Felt defeated after the first month of school at Oregon State and just didn't recover.
The writer believes that although all of these factors were not discussed in any of the four counseling sessions, the confirmation of the tests' results with his desired field of mechanical engineering did assist in providing needed reassurance to the counselee. Mr. D may well be an example of one who gains some degree of insight into his problems without verbalization. This characteristic is rare, but it sometimes occurs with the more brilliant counselees.

The list of reasons or rationalizations given to the counselor in the fourth and final counseling session had one other favorable characteristic. It has been found that when a counselee comes to a counselor with a problem, and during the series of sessions changes the tense of the problems from the present to the past, then there is an indication that the counselee is making progress. The list Mr. D gave to the counselor was written in the past tense.

The post-Test of Self-Understanding contained a total score of 32, a 14 point gain over the pre-test. The gain in self-understanding of 14 points to the highest range of self-understanding would be expected, due to the attention given to the test results during the second and third sessions.

Mr. D marked on the opinionnaire that he strongly
felt as though he could trust the counselor, and also that the time at the Bureau was well spent. The total score on the opinionnaire was 67 points, which placed him in the positive attitude range. One point of interest to the writer is that although the counselor gained the impression after the third session that the counselee had accepted the results of the tests, the counselee checked on the opinionnaire that he was still uncertain if the test results had been interpreted adequately, Appendix E, item 13.

Graph VIII, gives some indication of the carry-over of the effects of counseling. In support of the test evidence of the continued effects of counseling is the fact that Mr. D made a special point of contacting the counselor at the beginning of the spring term to inform the counselor that he was doing much better in his school work.

Apparently the reassurance of his ability to succeed in mechanical engineering provided to the counselee during the four counseling sessions had some degree of beneficial effects. At least, his grade point average had increased to nearly a 3 point average. There is much evidence from previous studies, however, which cautions the use of reassurance in many counseling situations (4) (12) (55) (60). However, in Mr. D's situation, the technique of reassurance does not appear to have been detrimental, but rather it would seem to have made a definite
contribution in assisting the counselee with his adjustment problems.

The case of Mr. D clearly demonstrates the effects of counseling with reference to the criteria of personal and social adjustment, Graphs VII and VIII, as well as an amount of increase in self-understanding. If the results of Table I are to be accepted, the relatively high degree of counselee satisfaction also indicates a positive effect of counseling.

Case 5: Mr. E, Age 18

Mr. E had just finished at the end of the first semester all of the high school requirements for graduation. He was employed as a cook and was planning to save his money in order that he could attend Cascade College in the fall of 1952.

On the Individual Record Form Mr. E described himself as friendly, capable, calm, cheerful, industrious, and cooperative. He checked on the Form, Appendix A, that his chief problem was that he did not have enough to talk about in company. Mr. E recorded that he was very certain of and satisfied with his vocational choice. He wanted to be a minister, and in ten or fifteen years his greatest hope was to be an evangelist in the Youth for Christ. The counselee wrote on the form that the choice
was his own and God's. In the blank asking the counselee what influenced his vocational interests and choice he wrote, "Recently got saved and sanctified."

Mr. E came to the Bureau on the recommendation of his high school science teacher. The counselee stated, "I want to check on my ability to do college work."

The courses he preferred in high school were geometry, physics and chemistry. He liked least literature and English. Mr. E received straight 1's or A's in all of his mathematics and science courses. His lowest marks in high school, with the exception of music, were 2's or B's which he received in the English and social science courses.

Mr. E's counselor at the Bureau was an advanced doctoral candidate who had had considerable training in Christian doctrine. She reported to the writer that Mr. E had four sessions with her. In the first session Mr. E explained in detail the importance of his chosen field. During the second session the counselor and counselee discussed his test results. The following is a copy of the results and a summary of the sessions:
### SIGNIFICANT TEST RESULTS:

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Norm</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IOWA CHEMISTRY APTITUDE</strong></td>
<td>Coll. Fr.</td>
<td>97</td>
</tr>
<tr>
<td><strong>IOWA PHYSICS APTITUDE</strong></td>
<td>Coll. Fr.</td>
<td>77</td>
</tr>
<tr>
<td><strong>MEIER ART</strong></td>
<td>Univ. Art</td>
<td>88</td>
</tr>
<tr>
<td><strong>MINN. PAPER FORM BOARD</strong></td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td><strong>BENNETT MECHANICAL</strong></td>
<td>Occup. Gr.</td>
<td>98</td>
</tr>
<tr>
<td><strong>COOP. READING</strong></td>
<td>Engr. Fr.</td>
<td>93</td>
</tr>
<tr>
<td><strong>KUDER</strong>: Outdoor, Computational,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific, Artistic, Musical,</td>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Social Service</td>
<td></td>
<td>99, 70, 90, 72, 67, 94</td>
</tr>
<tr>
<td><strong>STRONG</strong>: Architect, Physician,</td>
<td>Succ. Ad.</td>
<td>B4, B4, A,</td>
</tr>
<tr>
<td>Engineer, Chemist, Farmer, Carpenter,</td>
<td>A, A, B4, B4</td>
<td></td>
</tr>
<tr>
<td>Math-Science Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A.C.E.</strong></td>
<td>Coll. Fr. Q</td>
<td>10 decile</td>
</tr>
<tr>
<td></td>
<td>L = 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T = 10</td>
<td></td>
</tr>
</tbody>
</table>

### COMMENT:

In order to help you plan your college career, the tests indicate the following:

On the Strong Vocational Interest Inventory, a test in which your interests are compared to those of successful men in specific fields, your interests are similar to those of the chemist, engineer, farmer, architect, physician, carpenter, and math-science teacher. On the Kuder Preference Record you indicate a very low interest in persuasive occupations, such as minister, missionary, camp director, etc., and a strong interest in outdoor and scientific occupations. However, there is a strong interest in social service occupations such as farm demonstrator, science teacher, physician, or county agent.

Your Coop. Reading Test shows that you have about an average achievement in reading. On this test your speed of reading is above average and your vocabulary is a bit below average. In examining your scientific achievement we find a very high score on the Iowa Chemistry Aptitude Test and an above average score on the Iowa Physics Aptitude Test. The Bennett Mechanical Comprehension Test indicates a very high capacity for comprehension in
mechanical fields. The results of your Meier Art Test, which is designed to explore your ability to judge art forms, indicate a very high capacity in comparison to successful art students.

**SUMMARY:**

During the course of our interviews you seemed to feel your choice of Cascade College is still a good one in that you could go away from home to a college approved by your parents and still go ahead with elementary courses in chemistry and physics as supported by the tests given at the center. Your suggestion that you might go to the University of Oregon in order to combine your scientific studies with your newly aroused interest in art, which was confirmed by the Meier Art Test, might be a good alternative. Your expression of willingness to shift from Cascade College to complete your studies in a more specialized school would indicate that you are considering carefully many factors involved in your career. Your strong feeling of need to serve people is an important factor in your choice of a career. It is highly recommended that you enroll in a "how to study course" or get help in reading skills, because your tests indicated that you could quickly improve your reading skills so as to make your college work more satisfactory.

If at any time you need more help in considering your capacities and abilities, please feel free to return to the center.

The counselor, perhaps quite pointedly, suggested to the counselee occupations other than the ministry, which were in agreement with the test and inventory results. At the same time, the writer is convinced that the counselor did not discourage Mr. E's stated preference.

On the post-test the counselee checked on the un-scored items of The Test of Self-Understanding that he
had decided to go ahead with his plans of becoming an evangelist. However, he also checked that due to the counseling sessions he was not certain of his choice. Regardless of this factor, Mr. E marked that he was satisfied with the conclusions and results of the sessions. This same feeling of counselee satisfaction was reflected in the counselee opinionnaire where he ranked in the positive attitude range with a score of 68 points.

**Discussion of Test Results**

The pre- and post- results of The Test of Self-Understanding indicate that Mr. E recognized that his highest vocational interest areas were scientific, outdoor, and social service. The pre-test score was 26 points and the post-test score was 28 points.

Graphs IX and X demonstrate the measured effects of counseling with reference to the MMPI and the California Test of Personality.
GRAPH IX
Profile Chart, Mr. E

<table>
<thead>
<tr>
<th>?</th>
<th>L</th>
<th>F</th>
<th>K</th>
<th>D</th>
<th>Pd</th>
<th>Pa</th>
<th>Sc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+.4K</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-test

Post-test

<table>
<thead>
<tr>
<th>?</th>
<th>L</th>
<th>F</th>
<th>K</th>
<th>Hs</th>
<th>Hy</th>
<th>Mf</th>
<th>Pt</th>
<th>Ma</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+.5K</td>
<td></td>
<td></td>
<td>+.1K</td>
<td>+.2K</td>
</tr>
</tbody>
</table>
GRAPH X, Mr. E

A Profile of Personal and Social Adjustment

Components

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td.
      (Freedom from)
   F. Ne. S.
      (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td.
      (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.
The high L scores, Graph IX, may be an attempt by Mr. E of choosing the response that places him in the most acceptable light socially. A high L score does not entirely invalidate the other scores but indicates that the true clinical values are probably a bit higher than those obtained (34). The high L score may also be a reflection of the degree of Christian values held by the counselee. The following are some of the items Mr. E answered in such a way as to render a high L score.

1. I do not always tell the truth.  
   Answer, "No".

2. I get angry sometimes.  Answer, "No".

3. Sometimes when I am not feeling well I am cross.  Answer, "No".

4. If I could get into the movies without paying and be sure I was not seen I would probably do it.  Answer, "No".

5. I like to know some important people because it makes me feel important.  Answer, "No".

6. I gossip a little at times.  Answer "No".

7. Once in a while I laugh at a dirty joke.  Answer, "No".

8. At times I feel like swearing.  Answer, "No".

9. Once in a while I put off until tomorrow what I ought to do today.  Answer, "No".

10. My table manners are not quite as good at home as when I am out with company.  Answer, "No".

11. I would rather win than lose in a game.  Answer, "No".
In viewing the profiles, Graph IX, it should be continually kept in mind that the majority of persons having deviant profiles are not, in the usual sense of the word, mentally ill, nor are they necessarily in need of psychological treatment.

The Hy scale, Graph IX, measures the degree to which the counselee is like persons who have developed conversion-type hysteria symptoms. The Pt and Sc scales are commonly similar to each other as are those of Mr. E's. These two scales indicate the degree to which the counselee is troubled by phobias or compulsive behavior and bizarre thoughts.

The effects of counseling over a three week period are indicated in the post-test profile of the MMPI, Graph IX. Indications of the continued effects of counseling, considering the limitations of such an evaluation, over a four month period of the pre- and post-testing of the counselee with the California Test of Personality are illustrated in Graph X.

In summary, the case of Mr. E does demonstrate favorable indications pertaining to his personal and social adjustment after his counseling sessions. In addition, Mr. E is giving further thought to his vocational future. The counselee, as a result of the sessions, did not show a noticeable increase in self-understanding; however, he did
express a relatively high degree of satisfaction with the outcomes of the counseling sessions.

Case 6: Miss F, Age 18

Miss F, a college freshman from eastern Oregon, came to the Bureau to obtain assistance in selecting a vocation. Her tentative choice was orthodontistry; however, she was uncertain of the choice. Miss F had recently considered physical education teaching and medicine as possible vocational choices.

Miss F had written on the Individual Record Form, "when I was about 12 years of age my teeth were not at all straight. My parents took me to an orthodontist, and I was not only interested in the work but thought that no child should be handicapped by crooked teeth. I changed my choice from physical education because the life of a teacher is not a particularly pleasant one."

Miss F's mother is a secondary school teacher. The counselee's father died when she was about fourteen years of age. During the first counseling session Miss F mentioned that it "sort of made her feel guilty to go to college when her mother has to work so hard to assist with college expenses."

The counselor had five sessions with Miss F. In the process of these five sessions the counselee discussed rather thoroughly the following problems that
she felt she had:

1. How can I do more to help pay my way through college?

2. The "unpleasant feeling of embarrassment" she had as a child because her teeth were crooked.

3. "Shall I be a physical education teacher or an orthodontist?"

4. "I wish I felt more at ease around the college boys."

As a result of these sessions, Miss F came to the conclusion that what she wanted most of all was one day to be married and have a family. She concluded that one chief reason she wanted to be an orthodontist was that she still felt sorry for herself as a child and wanted to help prevent other children having similar unpleasant experiences. Furthermore, the counselee could not understand why, giving due consideration to her financial status, she should spend thousands of dollars to become an orthodontist when she would much rather be married. In addition, Miss F decided that she would enjoy being a physical education teacher. It wasn't so much that teaching was unpleasant to the counselee, but rather it was unpleasant for her to accept "hard-earned" money from her mother.

Miss F stated that she thought she could work the "feeling-at-ease-with-boys problem" out by talking this problem over with some of the girls at the dormitory.
The counselee was a reserved, attractive person and had been refusing numerous offers for dates. She stated that the girls at the dormitory and her priest had been helping her with this problem, so "now I think I'll just have to get it worked out".

A copy of Miss F's test results and non-personal comments pertaining to the sessions are as follows:

**SIGNIFICANT TEST RESULTS:**

<table>
<thead>
<tr>
<th>Name of Tests</th>
<th>Norm</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>HENMON-NELSON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COOP. READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MINN. PAPER FORM BOARD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BENNETT MECHANICAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PURDUE PEGBOARD: Total, Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KUDER: Outdoor, Mechanical, Scientific, Persuasive, Social Serv. &quot;</td>
<td>Adults 50, 83, 75, 99, 95</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENT:**

In helping you make a vocational choice, the tests at the Counseling and Testing Bureau indicate the following:

On the Kuder Preference Record, which is used to give a picture of your interest pattern in job areas, you displayed a high persuasive and social service interest. Also, the Kuder indicated that you have interest in scientific and mechanical types of work. These test scores, along with the Strong Vocational Interest Inventory which indicated that you have interests similar to those of successful homemakers and P.E. teachers, are also in agreement with your stated interests of store manager and dentistry. However, you will notice that your other stated interests of health education or biology teacher are particularly strongly supported.
The Henmon-Nelson Mental Ability Test placed you in the 75th percentile when comparing you with other college freshmen. That is, on this particular test about 25 out of 100 college freshmen would have more scholastic aptitude than you. This would indicate that you have the ability to succeed in college work. On the other hand, the Coop. Reading Test gave some indication of a slight deficiency in vocabulary and level of comprehension. Your total reading ability, when comparing you with other college freshmen, places you in the 44th percentile. In terms of mechanical aptitude, which is important when considering dentistry, you scored in the 20th percentile on the Bennett Mechanical Comprehension Test when comparing you with other college freshmen majoring in mechanical engineering. On the other hand, your spatial relations ability, or ability to visualize into space unusual objects and shapes, places you in the 93rd percentile when compared with individuals using aptitude of this nature. Your finger dexterity also seems to be sufficiently high to eliminate any discouragement with reference to dentistry.

SUMMARY:

During our counseling sessions you will remember that we reviewed the occupational information and training required for the various fields for which you displayed an interest and aptitudes. Your final decision seemed to be that of P.E. teacher with a possible teaching minor of health education or human biology. You will recall that it was suggested that it may be to your advantage to take the course in "Effective Reading" and the marriage course offered by Dr. Kirkendall.

If we may be of further assistance to you, please feel free to return to the counseling center.
Discussion of Test Results

Graph XI displays a non-deviate clinical scale profile. The high Mf score is a non-clinical scale, which measures the tendency toward masculinity of interest pattern. A high Mf score, as in Miss F's situation, indicates a deviation of the basic interest pattern in the direction of the opposite sex. The Mf score is often important in vocational choice. Generally speaking, it is well to match the counselee vocationally with work that is appropriate to the Mf level.

When compared with the pre-test profile, the post-test profile, Graph XI, indicates a slight decrease in defensiveness and a slight general improvement of personal adjustment.
Graph XII supports the slight general improvement indicated in Graph XI by showing an increase in both the Self-Adjustment and Social-Adjustment components nearly four months after the fifth and final session with Miss F.
GRAPH XII, Miss F

A Profile of Personal and Social Adjustment

Components

1. SF. ADJ.
   A. S.-rel.
   B. Per. Wth.
   C. Per. Fdm.
   D. Belg.
   E. Wd. Td. (Freedom from)
   F. Ne. S. (Freedom from)

2. SOC. ADJ.
   A. Soc. St.
   B. Soc. Sk.
   C. A-s. Td. (Freedom from)
   D. Fm. Rel.
   E. Sc. Rel.
   F. Cm. Rel.

TOTAL ADJ.
The pre-Test of Self-Understanding had a score of only 15 points which indicates a lack of self-understanding. The post-test score was 31 points. An increase of 16 points is a strong indication of the effectiveness of counseling in increasing self-understanding as measured by the instrument in this study, Appendix D. A total score of 31 points places Miss F in the highest category, that of satisfactory understanding of self. The counselee wrote on the post-Test of Self-Understanding that she felt certain and secure of her vocational future. "I have definitely decided to stay in the physical education field."

Miss F recorded on the Counselee Satisfaction Opinionnaire a score of 86 points out of a total of 88 points. This extremely high score placed the counselee in the "highly positive" group for counselee satisfaction.

This case is similar to the case of Mr. D in serving as a good example of demonstrating the measured effects of counseling. In general, the test profiles indicate an improved personal and social adjustment of the counselee. The counseling sessions, as pointed out by the tests measuring self-understanding, assisted the counselee in selecting a feasible vocational choice and in improving her degree of self-understanding. Finally, Miss F strongly
indicated a high degree of counselee satisfaction with the entire counseling process.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken in an attempt to demonstrate a method of evaluating the effects of counseling.

A review was made of the published studies pertaining to ten selected criteria. In addition, the results of an opinionnaire indicating the criteria that should be used as standards in evaluating the effects of counseling as selected by forty-eight counseling specialists are presented in Table I.

The methodology developed for the purposes of this study consisted of using the criteria of counselee satisfaction, counselee understanding of test data, and before- and after-tests of personal and social adjustment. The pre-test instruments used in this study consisted of The Test of Self-Understanding, which was developed at Michigan State College; the California Test of Personality, and the Minnesota Multiphasic Personality Inventory.

In the process of the counseling sessions each counselee completed, along with other tests, a uniform battery of tests which included:
(a) Cooperative Reading Test (Higher Level)
(b) Minnesota Paper Form Board
(c) Kuder Preference Record
(d) A.C.E. Psychological Examination

Within a month after the termination of the final counseling session, a post-test of The Test of Self-Understanding and the Minnesota Multiphasic Personality Inventory was given to each counselee. In addition, each counselee reported his feelings of counselee satisfaction on an opinionnaire provided to him, Appendix E.

Three to five months after the final counseling sessions the California Test of Personality was again given to each counselee to compare the continued effects of the counseling services.

The writer presented a demonstration to the readers of the methodology developed in this study to evaluate the effects of counseling with six counselees. Each counselee was evaluated separately. Three counselors were used in this study. The writer worked with Mrs. A, Mr. B, and Miss F. The second counselor worked with Miss C and Mr. E, and the third counselor had sessions with Mr. D.

Conclusions

The conclusions are based upon the information the
information the writer has obtained from this study, from the literature he has studied and from his experiences of evaluating the effects of counseling.

1. Contrary to the opinion held by most non-directive therapists, the results of this study indicate that the administration of the tests did not hinder or delay the counseling process in any way; rather, on occasion the tests seemed to facilitate the development of the counseling process. This conclusion is similar to the findings of Carr (16).

2. Five of the six cases demonstrated improvement in the post-test profiles of the Minnesota Multiphasic Personality Inventory and the California Test of Personality. The one case, Miss C, that did not demonstrate such improvement was purposely counseled for referral purposes.

3. The use of pre-test personality inventories, preferably the Minnesota Multiphasic Personality Inventory, can function as a definite counseling and screening aid to the counselor.

4. The profiles of the pre- and post-tests of the California Test of Personality, due to the number of test items on the instrument, clearly demonstrate the effects of counseling. Furthermore, the counselee's responses indicating improvement or regression can quickly and
easily be identified.

5. In evaluating the effects of counseling, the L, F, and K scores appear to be as valuable as the clinical scores. This conclusion is in support of other recent findings (34) (35). As a result of this conclusion, the writer believes that counseling becomes a situation provided for a counselee to facilitate exploration and change of perception, particularly change in the perception of self and its relationship to the external world. The K, L, and F scores would thus serve as indicators of such changes.

6. One important element related to the criteria of personal and social adjustment is indicated by the MMPI profiles of the cases in this study. An examination of the L, F, and K scores of these cases points out a possible criterion related to the criteria of personal and social adjustment. The results of the L, F, and K scores imply that the criteria for the success of counseling should in part be concerned with the degree and the direction of change in the self-concept with its concomitant effects upon behavior (4).

7. In five of the six cases, excepting that one counseled for referral purposes to the Dean of Girls, there were no direct contradictions as to the degree of improvement or regression with reference to the
measured effects of counseling as demonstrated in this study.

8. In two of the cases the value of occupational information disseminated in a counseling relationship was demonstrated by the counselee's responses on the pre- and post-Test of Self-Understanding and the counselee's satisfaction opinionnaire.

9. The results of this study would seem to indicate that a change does not occur in the basic personality structure of the counselee as a result of a limited number of two or three sessions. However, the cases experiencing five or more sessions did demonstrate limited changes in basic personality structure on the Minnesota Multiphasic Personality Inventory.

10. The results of the immediate gains measured by the Minnesota Multiphasic Personality Inventory in five of the six cases were continued and in all but Miss C's case the total adjustment scores were higher in the California Test of Personality which was given three to five months after the final counseling session.

11. The results of this study do not merit the selection of any one criterion over the other as a single indication of the measured effects of counseling.

12. In any experiment measuring the outcomes of counseling a wide range of criteria needs to be used,
not only to get at the many aspects of the outcomes of counseling, but also to overcome the unreliability and the biasing effect of the use of a single criterion. It is important, however, that further research be directed toward the selection and use of methods which meet acceptable clinical standards, and which at the same time are not beyond the reach of the practicing counselor.

13. All of the six counselees indicated that one of their most satisfying outcomes of the counseling sessions was the reassurance they received at the Bureau. In terms of counseling, reassurance means to establish or restore confidence in the counselee by assuring him of certain facts which were previously uncertain or unknown to him.

At the same time, the three counselors used in this study consciously refrained from the over-use of reassurance as a counseling technique.

14. While it is impossible, in the writer's opinion, to determine to what extent the demonstrated changes on the personality profiles and the increase in self-understanding were directly affected by the counselee's experience with the counseling sessions, it seems likely that at least a part may be confidently ascribed to growth processes initiated in the course of the sessions.

15. With the development of an increasing awareness
on the part of the counseling profession of the significance of client attitudes as indicated in this study by the results of the MMPI and the counselee satisfaction opinionnaire, it seems essential for counselors and counselor-trainees to be encouraged to obtain a fundamental background in clinical psychology as well as in psychological testing. In the writer's opinion the six cases demonstrate that counselors can no longer consider the counselee who seeks vocational or educational assistance as a bundle of abilities which, when properly allocated according to the results of vocational testing, will blossom into a fruitful citizen—content within himself.

16. This study supports the value of the evaluation of counseling as suggested in this and other studies (7) (13) (22) (56).

17. The results of this study do not appear to disagree with the findings of other studies related to the area of evaluation of the effects of counseling.

18. Due to the acknowledged crudity of The Test of Self-Understanding, the writer would exclude its use in additional similar evaluative studies until such time as the instrument has been considerably refined and improved.

19. In view of the findings of the literature reviewed and the results of this study, the writer encourages the use of the counselee opinionnaire and the
Minnesota Multiphasic Personality Inventory in future studies of the evaluation of the effects of counseling.

20. As already indicated, these findings and demonstrations of the effects of counseling are presented with the feeling that the issues raised and the tentative conclusions reached deserve more extensive study.
BIBLIOGRAPHY


44. Lemon, A. C. An experimental study of guidance and placement of freshmen in the lowest decile of the Iowa qualifying examination, 1925. Iowa city, University of Iowa press, 1927. 108p. (University of Iowa studies in education III, no. 8.)


APPENDIX A

INDIVIDUAL RECORD FORM
INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to any tests you may take, and will aid you in making more use of test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, discussion of your problems with a properly qualified counselor coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. Yet, you do not have to answer any question you do not wish to answer. It is also necessary that you answer the tests you may take as carefully as you can, according to the instructions on each test.

All the information is confidential.

Name Arnoyl Betty Sue Sex F
Last First Middle

Present Address 778 West Edgemont Street Phone 8-753W

Age 26 Date of Birth 2/17/26 Place of Birth Lima, Ohio

Religious Preference: Catholic X Protestant

Jewish None Other
Marital Status: Single X Married X Divorced

Widowed X Separated

If Married: No. of Children__ Age of Oldest Child__

Wife (and Children) Living in Corvallis: Yes ___ No ___

Father Living: Yes X No ___ Check any of the following which are applicable:

Mother Living: Yes X No ___ Parents still married X
Parents divorced ___
Parents separated ___
Father re-married ___
Mother re-married ___

If Father not living, Name and Relationship of Guardian ______________

Father's Name Connley Bill Father's Age 66

Last First

Father's Home Address Wilson, Kansas Mother's Age 63

Father's or Guardian's business or occupation: retired bricklayer

Nature of Father's or Guardian's Work ______________

Mother's Present Occupation wife Mother's Occupation ______________

Before Marriage unknown

Father's Birthplace Blye, Iowa Mother's Wilson, Kansas

Father's Education ___ 6 TH grade ___

Mother's Education ___ 8 TH grade ___

Brothers' and Sisters' Names Sex Education Married Occupa-

(M or F) Age (Highest Grade (Yes or tion Reached) No)

(List oldest to youngest including yourself)

3. Wm. Connley M 35 12th Yes farmer
5. Betty Arnoly F 26 Soph. College Yes student
Type of Course Taken in High School  General

Subject liked most  Music  Subject liked least  History

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

<table>
<thead>
<tr>
<th>NAME OF SCHOOL OR COLLEGE</th>
<th>DATE ATTENDED</th>
<th>COURSES TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corvallis night school</td>
<td>1949</td>
<td>Bus. courses</td>
</tr>
<tr>
<td>Oregon State College</td>
<td>1950 -</td>
<td>Home Ec.</td>
</tr>
</tbody>
</table>

You will find listed below several kinds of leisure time activities. Draw a circle around each of the activities in which you engage frequently. Include both the things you liked to do in high school and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual activities - either organized or unorganized.
   A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc.
   
   B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, photography, other hobbies. (specify)
   
   C. Reading, theatre, concerts, art museums, lecture, dance recitals,

II. Group Activities - either organized or unorganized.
   D. (all team sports - such as): Football, baseball, basketball, volleyball, hockey swimming
   
   E. Dancing, "dates," bridge, poker, picnics cribbage
   
   F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc.
G. (Were you, or are you, an active member of any of these organizations):
- Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts,
- DeMolay, Knights of Columbus or Pythias,
- High School Alumni Group, H.S. or College secret society, sorority, or fraternity,
- Jobs Daughters, Kadimah, Veterans organizations, etc. A.M.S. of O.S.C.

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.

What extra-curricular activities do you expect to or now participate in at O.S.C.? (As fraternity, basketball, etc.) Mike Club

What types of books or articles interest you? (Fiction, biography, scientific, etc.)

What magazines do you read most frequently? Life,

Readers Digest

What is (or was) your major? H.E. What year are you in? So

How many hours of study do you put in during the week (or on average)?

Are you engaged in any outside work while attending college? House work

If so, what is the nature of this work? general duties

How much time does it take each week? 25 hrs.

Who is your employer?

Why did you decide to come to college (check as many as necessary or explain below):

- To get a liberal education
- To prepare for a vocation
- For the prestige of a college degree
- To be with old school friends
- To make friends and helpful connections
- For social enjoyment (college life)
- Without a college degree (or training)
- There is less chance of getting a job
- To please parents or friends, family tradition
- To learn more of certain subjects
- It was the "thing to do"
- Foregone conclusion, I never questioned why
- Will enable me to make more money
- To get a general education
Explanation: Sometime it might be necessary for me to make a living.

What other type of training have you considered besides a college education? Beauticians school

How does your family feel about college work? (Check one)

X Doesn't care what you do.

Opposed to your going to college.

Wants you to go to college.

Comments: Husband wants me to go to college.

Plans for your financial support in college (Check one)

X Entirely supported by family.

Part-time work will be necessary.

(About how many hours a week?)

Total self-support will be necessary.

(About how many hours a week?)

G.I. Bill

Vets Rehab. Training

State Aid

Scholarship

Other

List in chronological order all your civilian work or employment experiences to date (Including part-time or summer jobs.):

<table>
<thead>
<tr>
<th>FIRM</th>
<th>FROM</th>
<th>TO</th>
<th>NATURE OF WORK</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Employ.</td>
<td>Summer '42 - '44</td>
<td>general housekeeping</td>
<td>$38</td>
<td></td>
</tr>
<tr>
<td>Woolworths</td>
<td>May '45 - June '46</td>
<td>saleslady</td>
<td>$110</td>
<td></td>
</tr>
</tbody>
</table>

Which of these jobs did you like best? Sales

Why?

List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.
OCCUPATIONS

1. Dress Designer
2. Concert Musician
3. Dietition
4. Prof. athlete

REASONS FOR INTEREST IN THESE OCCUPATIONS

like to work with my hands
like classical music
enjoy helping others
like physical activities

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? Dress Designer

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

1. Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

2. Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

3. Occupations involving social service activities such as Y.W.C.A., worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

4. Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

5. Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

6. Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

7. Occupations involving executive responsibilities such as director, office manager, foreman, etc.
What is your present vocational choice? social work  

What other possibilities have you considered? interior decorating  

When did you make your present choice? (give the year) 1951  

Why did you make this choice? (Check reason or reasons)  

- Family suggestion or tradition  
- Friend's or teacher's advice  
- The vocation of someone you admire or respect  
- Suggested by study in school  
- Long personal interest in the work  
- It is most profitable financially  
- It is best suited to my abilities  
- Chosen as being most interesting intellectually  
- Choice made on my own responsibility  

How certain are you that this occupation you have specified is the one you really want to prepare for:  

- Very certain  
- and satisfied  
- Very and satisfied  
- Uncertain  
- Questionable  

How much information have you about the requirements of the vocation you are choosing? None Some Extensive  

What vocation do (or did) your parents want you to follow? Why?  

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.  

Have you any physical disabilities? (describe) stiff hip from osteomyelitis
If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

<table>
<thead>
<tr>
<th>Illness</th>
<th>Age</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping cough</td>
<td>9</td>
<td>Hearing defects (specify)</td>
</tr>
<tr>
<td>Mumps</td>
<td>8</td>
<td>Typhoid fever</td>
</tr>
<tr>
<td>Measles</td>
<td>7</td>
<td>Small pox</td>
</tr>
<tr>
<td>German measles</td>
<td>19</td>
<td>Diabetes</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td></td>
<td>Bed Wetting X 10yr</td>
</tr>
<tr>
<td>Encephalitis</td>
<td></td>
<td>Stuttering</td>
</tr>
<tr>
<td>(sleeping sickness)</td>
<td></td>
<td>Stammering</td>
</tr>
<tr>
<td>Epilepsy</td>
<td></td>
<td>Other speech defects</td>
</tr>
<tr>
<td>Infantile Paralysis</td>
<td></td>
<td>Hernia</td>
</tr>
<tr>
<td>Any other kind of paralysis</td>
<td></td>
<td>Other physical defects X 11</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td></td>
<td>Fainting spells X 19</td>
</tr>
<tr>
<td>Pneumonia</td>
<td></td>
<td>Convulsion of fits</td>
</tr>
<tr>
<td>Influenza</td>
<td></td>
<td>Dizziness</td>
</tr>
<tr>
<td>Any unexplained respiratory disorder</td>
<td></td>
<td>Tingling</td>
</tr>
<tr>
<td>Malaria</td>
<td></td>
<td>Frequent or persistent headaches</td>
</tr>
<tr>
<td>Chorea (St. Vitus Dance)</td>
<td></td>
<td>Frequent or persistent backaches</td>
</tr>
<tr>
<td>Rheumatic fever</td>
<td></td>
<td>Eye defects (specify)</td>
</tr>
<tr>
<td>Scarlet fever</td>
<td></td>
<td>Others (specify)</td>
</tr>
<tr>
<td>Heart disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervousness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleeplessness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhaustion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments or remarks: All cured except slight nervousness.

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable,
tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent day dreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the college.

X Living at home with my family or husband or wife.

Living in a college dormitory or cooperative house.

Living in a rooming house.

Living in a fraternity or sorority house.

Living in the home of an employer, of friends, or of relatives.

X Living in my own apartment.

From what person or other source did you hear of the Counseling Bureau?

I heard first from my husband and from the college paper.
Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have not been able to solve adequately, place a check (X). After those problems which you would like to discuss with a counselor, place a double check (XX). These will help us to be of greater assistance to you.

1. I usually feel inferior to my associates.
2. I have been unable to determine how much time I should study.
3. I have too few social contacts.
4. I have difficulty in making friends.
5. I do not know how to obtain the money I need.
6. I have been unable to determine what I am best able to do.
7. I do not know how to take good lecture notes.
8. I do not get along well with my parents.
9. I often have difficulty in keeping my friends.
10. I am unable to determine what I would like to do.
11. I have not obtained parental approval of my vocational plans.
12. I do not have enough to talk about in company.
13. I receive inadequate financial help from my family.
15. I am unable to get along with my brothers and/or sisters.
16. I have been unable to make a satisfactory religious adjustment.
17. I am not interested in my studies.
18. I do not have enough information about job opportunities and duties.
19. I am frequently embarrassed when with others.
20. I usually do not enjoy being with members of the opposite sex.
21. I am unable to do my work well because of too many social activities.
22. I usually do not know how to act in company.
23. I usually cannot read fast enough to cover all of my assignments.
24. I usually have difficulty understanding what I read.
25. I do not know what the most appropriate training is for my chosen career.
<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>I do not know if an education is worthwhile.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I feel guilty about something I have or have not done.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I have so much outside work to do that I am neglecting my school work</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I have trouble making myself study.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I lack self-confidence.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I am dissatisfied with my state of health.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I do not know how to improve my personal appearance.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I do not know how to break certain habits I have</td>
<td></td>
</tr>
</tbody>
</table>

Other problems: **Cannot get along with others -- at times**

I feel hostile toward others.

Chief problem: **Learning to get along with others.**
APPENDIX B

BOOKLET

WHERE ARE YOU GOING?

(AND WHY)
Where
ARE YOU GOING?
(AND WHY)

The Counseling And Testing Bureau Can Help
APPENDIX C

FORM LETTER
Dear Student:

We at the Counseling Center are immensely interested in being of assistance to the students at Oregon State College. One way we are able to measure any degree of change in the students before and after services are received from the Counseling Center is to administer a test of self understanding and a personality inventory. That is, these two instruments are given before a student talks to the counselor and then again after the counseling sessions have ceased. It is, then, for the purpose of measuring the effectiveness of counseling that you are asked to cooperate with the center.

Sincerely,

J. David O'Dea
Counseling & Testing Bun

JDO/jt
APPENDIX D

TEST OF SELF-UNDERSTANDING
COUNSELING CENTER
Test of Self-Understanding

1. Thinking in terms of numbers and thinking in terms of words are important and rather different abilities. My own abilities in this regard are:
   (a) about equal.
   (b) considerably stronger in numbers.
   (c) considerably stronger in words.
   (d) unknown to me.

2. In comparison with other college students my aptitude for college work is:
   (a) about average.
   (b) above average.
   (c) below average.
   (d) unknown to me.

3. Compared with other college students, my reading skill is:
   (a) about average.
   (b) above average.
   (c) below average.
   (d) unknown to me.

4. Compared with my own general level of reading, I am:
   (a) weakest in vocabulary.
   (b) weakest in speed of reading.
   (c) weakest in comprehension
   (d) about equal in all three
   (e) uncertain about my relative strength in (a), (b) and (c).

5. Compared with others, my ability to see relationships among geometric figures, shapes, patterns, machine-parts, etc., is:
   (a) about average.
   (b) above average.
   (c) below average.
   (d) unknown to me.

6. My speed and accuracy in routine checking or clerical tasks is:
   (a) about average.
   (b) above average.
   (c) below average.
   (d) unknown to me.

#This test was developed at Michigan State College.
7. My three highest vocational interest areas are:
   (a) Social Service
   (b) Artistic
   (c) ______________________

   (For items 7 & 8 choose from the following ten:
   (1) Outdoor
   (2) Mechanical
   (3) Computational (working with numbers)
   (4) Scientific
   (5) Persuasive (influencing others)
   (6) Artistic
   (7) Literary
   (8) Musical
   (9) Social Service (helping others)
   (10) Clerical

   (For items 7 & 8 choose from the following ten:
   (1) Outdoor
   (2) Mechanical
   (3) Computational (working with numbers)
   (4) Scientific
   (5) Persuasive (influencing others)
   (6) Artistic
   (7) Literary
   (8) Musical
   (9) Social Service (helping others)
   (10) Clerical

8. My three lowest vocational areas are:
   (a) Computational
   (b) Outdoor
   (c) Literary

9. Some vocations related to my major pattern of interests are:
   (a) Physical therapy
   (b) Occupational therapy
   (c) Beauty counselor
   (d) Dress designing

10. Compared with others, my sense of personal security and satisfaction in social situations are:
    (a) __ about average.
    (b) __ above average.
    (c) __ below average.
    (d) __ unknown to me.

11. Compared with others, my sense of personal security, self-reliance, freedom from nervous symptoms, etc., are:
    (a) __ about average.
    (b) __ above average.
    (c) __ below average.
    (d) __ unknown to me.

12. In regard to my vocational future, I now feel:
    (a) __ confused.
    (b) __ a bit uncertain.
    (c) __ fairly certain of my choice and how to proceed.
    (d) __ certain and secure.
The following questions are to be answered after tests have been interpreted.

13. In regard to the total counseling process, I now feel:
   (a) __ rather disappointed with the results.
   (b) __ that little was accomplished.
   (c) __ no particular reaction, one way or the other.
   (d) __ that I received some help.
   (e) __ well satisfied (helped a great deal)

14. In regard to the conclusions reached, I now feel:
   (a) __ disappointed.
   (b) __ no reaction.
   (c) __ satisfied.

15. My general impression is that:
   (a) __ the counselor did not explain things to me as clearly as I would have liked.
   (b) __ the counselor pretty much monopolized the interview.
   (c) __ the responsibility for making decisions was my own.

16. The results of interest and aptitude tests appear to me to be:
   (a) __ the most important basis for making a vocational choice.
   (b) __ valuable, but not the most important basis for choice.
   (c) __ of minor importance as compared with other factors.
   (d) __ of little or no practical value.

17. What have you done about your vocational problem since taking the tests at the Counseling Center? __ I have __
    been using the occupational information files to review what we discussed pertaining to physical therapy.
APPENDIX E

COUNSELEE SATISFACTION OPINIONNAIRE
COUNSELEE SATISFACTION OPINIONNAIRE

Number: Strongly Positive
Name: Mrs. A
Date: Mar. 7, 1952

Directions: We are interested in your feelings about the following statements concerning the Counseling Center. Read each statement carefully and decide how you feel about it. Please respond to each item whether or not you have had direct experience with the Counseling Center.

If you strongly agree, encircle SA. (SA) a ? d SD
If you just agree, encircle a ....... SA (a) ? d SD
If you are undecided or uncertain, encircle ? .................. SA a (?) d SD
If you disagree, encircle d ............ SA a ? (d) SD
If you strongly disagree, encircle SD ........................ SA a ? (d) SD

1. I think the Counseling Center is a great asset to the college....(SA) a ? d SD
2. I feel the Counseling Center is highly inadequate to solve any kind of problem. .................. SA a ? d (SD)
3. Sometimes the reassurance and guidance offered to wavering students by the Counseling Center is helpful in straightening them out. .......................... SA a (?) d SD
4. The Counseling Center's efforts to help students are impractical and inefficient. .................. SA a ? (d) SD
5. I believe the Counseling Center is helpful in assisting students with their problems. .................. SA (a) ? d SD
6. Talks with counselors at the Center are tension releasing if nothing else. ........................(SA) a ? d SD
7. It is a complete waste of time to go to the Counseling Center. ...(SA) a ? d SD
8. I feel the Counseling Center can be helpful to students needing counseling if they properly use its service. ..........................(SA) a ? d SD
9. I regard the Counseling Center a very efficient and necessary part of the college. ..........................(SA) a ? d SD
10. I feel that I can not trust anyone at the Counseling Center to help me. 
11. I regard the Counseling Center a purposeful organization that is serving people with problems of adjustment. 
12. The Counseling Center is not effective in helping Lower Division students. 
13. I believe the Counseling Center does not adequately interpret test results. 
14. The Counseling Center is a poor excuse for a clinic where students may take their problems. 
15. I believe the Counseling Center is a good device for advising students with their problems... (SA) 
16. The Counseling Center is of no direct help to students. One finds nothing he didn't already know by going there. 
17. I think more students should take advantage of the services the Counseling Center offers. (SA) 
18. I believe the tests used by the Counseling Center are worthwhile taking. 
19. I believe the Counseling Center is simply not interested in students or their problems. 
20. I recommend the services of the Counseling Center to all who need help. (SA) 
21. I feel that our Counseling Center does enough good work to warrant its existence. 
22. There is a complete lack of organization at the Counseling Center---one always gets the run around. 

Developed at Michigan State College