

THE UNIVERSITY OF MANITOBA

School of Social Work

A Counseling Program

with

Native Adolescent Youths

(CPNAY)

A Practicum Report

By

Richard Alvin Folster

A Practicum report submitted to the Faculty of Graduate
Studies in partial fulfillment of the requirements
for the degree of Master of Social Work

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COUNSELING PROGRAM
WITH
NATIVE ADOLESCENT YOUTHS

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CHAPTER I

OBJECTIVES

The purposes of this practicum was to do an exploratory examination of Erik Erikson's developmental model with a small group of adolescents of native background and who had been considered for counseling or therapy services through the Youth Psychiatric Services Unit by the Winnipeg Health Sciences Centre and the Winnipeg Indian and Metis Friendship Centre. One group of youths was counseled by the student social worker first in the Youth Psychiatric Services and the rest in the Friendship Centre for the latter part of the year.

More specifically, the objectives were to try to achieve the following: (a) to examine the applicability of the identity concept to native youth, (b) to examine the utility of Erikson's identity concept in intervention with native youths, and (c) to develop and evaluate an innovative intervention with native youth based on Erikson's concept. This practicum was an examination of Erikson's conceptual base ie. the key issues that Erikson posed to be in the minds of adolescent youths.

Other major objectives of undertaking this counseling program were that of (1) providing a counseling support service to the youths within an area of anticipated need and (2) developing further the student worker's therapy or counseling skills and understanding of youths.

CHAPTER II

LITERATURE REVIEW

The literature that was considered for review was divided into four different areas. These areas were (1) the eclectic approach (2) the theoretical knowledge base of the adolescent youth in the Eriksonian framework (research and theoretical works) (3) the knowledge base of the native adolescent youth in a cultural framework (research and theoretical works) and (4) the knowledge bases for methods of intervention.

In looking at the work of each of the writers, some strengths and weaknesses have been included.

"What is a good theory?"- How this was relevant.

An issue that was useful to apply in completing this report was the question of what makes a good theory. In looking at the criteria generally used by various popular theorists, these criteria were examined to see if they were related to the objectives set out for this practicum. Because of the objectives that were set out in this practicum it was predicted that only some of the criteria would be clearly related to the results. The criteria for a good theory were considered in the section Evaluation of Results, in which the objectives of examining the applicability and utility of Erikson's identity concept were evaluated. With the objectives that were set out in this practicum, the task was not the same as determining

what was a good theory. If none of the criteria related to the results however, the identity concept would not have had any use.

The criteria for a good theory used were that of Buford Stefflre. While his five criteria were less in number than some other writers, his criteria were included in the lists by the other writers. His criteria covered basic areas (Buford Stefflre, 1972,p 9) and were the following: (1) A good theory is comprehensive. It accounts for human behavior and is complete (2) a good theory is explicit ie. it is precise and can be tested. There should be no problem in finding clear relevant examples. (3) A good theory is parsimonious ie. simplified to the point and does not over-explain. (4) A good theory is clear. The language should be simple and open. (5) A good theory generates useful research; its general principles are not self-contradictory.

1. The Eclectic Approach

An eclectic approach was used in this program and report. This eclectic approach was used because in applying any counseling, the student has found it impossible to use any single main approach exclusively. Secondly, an eclectic approach was used for this practicum because without an integrative or eclectic approach the student worker could not have applied and examined the Eriksonian identity concept in as open a perspective. By taking an integrative outlook, the writer has been able to

examine other theories for their potential value.

The eclectic or integrative approach could be defined as an approach which can incorporate the contributions of different theories (1) to obtain some understanding of the nature of man, healthy personality and behavior change (2) to develop skills and (3) to establish methodology. There were a number of writers who gave helpful similar explanations of what the eclectic approach involved. One writer was Stanley S. Marzolf (1956, Ch.13) as he stated,

"The eclectic in counseling is one who is willing to utilize any procedures which hold promise even though their theoretical bases differ markedly. It is possible that these divergent theories may even be mutually contradictory....What is more probable is that theories are not as mutually contradictory as those who promote them would have us believe." (Marzolf, 1956, pp 327-328).

A good explanation or definition of eclecticism should recognize the strong arguments for and against the eclectic approach and those presentations that did do this were the most helpful.

Arnold A. Lazarous' multi-model therapy was another useful description of the eclectic approach. For example, he maintained,

"Apart from those who still adhere rigidly to specific schools or theories, most practitioners are inclined to be eclectic. But while the eclectic therapist probably has more to offer than the narrow school adherent, the problem with most eclectics is that they embrace such diverse theories and methods that they lack a systematic structure for their array of interventions. The fact that almost anything can help some people some of the time, causes counselors and therapists to engage in superstitious behavior." (Lazarous, October 1978, p 7).

The theoretical work of Hilde Bruch(1974) and Jerome Frank (1973) were helpful in methodology of intervention to some degree. The work of these latter writers gave some background for interview strategy and general counseling skills and knowledge. Some specific references were included for the literature review section on methodology of intervention.

A final use that was made of the integrative approach was the need to refer to the environmentalist-like approach of Salvador Minuchin et al in their Families of the Slums (1967).

After working with the first few youths, it was found that the home and neighborhood circumstances were very important factors because of the pressures that existed for poorer families. A community-oriented approach was needed. Minuchin et al worked as a team of trained workers and therapy researchers doing a detailed examination of low income families who were provided with family counseling intervention over an extended period of time. The analysis of the somewhat complex family member interactions and communication problems by Minuchin et al was useful in alerting the counselor to interactions that could have existed in CPNAY.

2. Theoretical Knowledge Base of the Adolescent Youth in the Eriksonian Framework

a) Research Studies:

Most of the research studies on adolescents that

related to Erikson's identity concept that were found were of the survey design types. Of the studies found there was a lack of experimental designs which involved Erikson's model.

There was one practicum by L. Ferguson (October, 1978) from the School of Social Work at the University of Manitoba that did involve counseling with five adolescent girls. Her study had limited applications for Erikson's concept because the reference to Erikson was not extensive; her practicum did not do in depth analysis of the identity theory since that was not the objective.

L. Ferguson's practicum was relevant in that it did concern adolescent female youths who received counseling on a short-term voluntary basis. Her program involved clients of a child care agency in Winnipeg, where she was noted to have worked independently from the agency's other units. She had full worker authority and completed her report on five adolescent girls, two with whom she worked on an individual basis only, and the other three on a family network basis. There were some similarities therefore in this practicum to CPNAY.

One point that related indirectly to Erikson was the question of the universality of the adolescent or "storm and stress" period as it is commonly known. Lynn Ferguson made reference to other writers on this point.

"Although Sebald feels that adolescence is almost a universal phenomena today, he does not believe it is inherent in the life cycle process."
(Ferguson, 1978, p7.)

Another useful point that related to Erikson indirectly was the reference by Ferguson to Minuchin et al's developmental theory which portrayed the individual as having to resolve a stage of development before he or she could successfully go on to deal with the next stage (Ferguson, 1978, p 56). If there was a block in this movement from phase to phase, maladjustment was described to arise. This developmental theory was similar to Erikson's adolescent phases except that Erikson clearly defined the identity diffusion being involved along with the specification of the nature of the issues.

A research study by Sister Mary Ursula Joyce (1970) was done with a large population of females. In her study she had drawn up an operationalization scheme for the Eriksonian issues of interest to herself through a questionnaire survey instrument. Her survey was conducted on a large population sample of young adult sisters - many of whom had just become a nun.

Some limitations of Sister Joyce's study in applying it to CPNAY were that, (1) the group examined were not adolescents and consequently the issues of her interest in the model were different (2) the studies on which she based some of her positions were done on college level populations and (3) her study was a large survey design which cannot be equated to a practicum form of study in some ways.

Sister Joyce's methodology and objective

of operationalization were relevant; in this regard her population group could have some relevant points of comparison. For example, if Sister Joyce was able to show that the issues examined were found to be present as postulated by Erikson, then this had implications for what issues were portrayed in adolescent periods, ie. it would be worthwhile to take a look at adolescent members. The clearly relevant value of Sister Joyce's work was her attempt and emphasis on the need to operationalize the conflict issues. By using Joyce's form of operationalization approach this served as a way of examining the base of Erikson's model for adolescents.

Sister Joyce pointed out that Erikson's conceptualization for the adult phases were not clearly spelled out by Erikson.

"Although Erikson's conceptualizations are of particular interest to students of adult development, his treatment of the last three stages of psychosocial growth is cursory at best, and precise definitions of his constructs are markedly absent." (Joyce, 1970, p18).

In CPNAY it was found that while Erikson did go into some detail on the description of most of the seven issues, that he did not define specifically or clearly enough, all these issues either and as a result the questions drawn up in appendix B were difficult to formulate in some areas.

One study that Sister Joyce cited was that by Linda Howard (1960) which was therefore examined. Howard's study assessed only six conflict areas, but like Sister Joyce's, did emphasize operationalization of the issues.

The subjects in Howard's survey were 69 high school girls 13-17 years, who gave anonymous responses to a questionnaire.

Sister Joyce had interpreted Linda Howard's study to confirm anxiety in all of the six conflict areas: conflict in one area was concluded to be associated with conflict in another area. The writer could agree that conflict in one area was associated with conflict in another, but Howard's study requires some precaution in her assertion that conflict was manifested in all areas. In Howard's study one of the difficulties that was encountered in analyzing the results was the absence of the questionnaire itself.

A second concern with Howard's study was that there was no explanation for the omission of the conflict issue, role experimentation vs. negative identity. The issue of role experimentation was one that was a key issue and should not be omitted because this meant that the middle of progression was omitted.

Howard's operationalization objective was consistent with the objective set in the practicum and her formulated questions were examined closely since she was concerned with six of the conflict issues. Her interpretations of Erikson's issues were compared to other interpretations, besides Erikson's own descriptions. For example, in one part identity consciousness was interpreted as meaning that

the girl was trying to resolve who she was and was doing so through her friends.

"The biggest part of this section was concerned with peer group relationships; it contained three separate parts. A girl who was trying to find out who she is and who she wants to be, is apt to use a group of friends as a way of gaining identity." (Howard, 1960, p. 7).

For her discussion on the diffusion of ideals, several reasons were listed as to why the questionnaire was not helpful. Diffusion of ideals was difficult to operationalize and this was the case in CPNAY. Howard's difficulty in defining ideals served as a forewarning to some degree. It was anticipated that diffusion of ideals might be difficult to operationalize just as it turned out to be for Linda Howard.

The following statement was an example of one projection in Howard's study made on the adolescent sophomores in "the Bronx" and a small town that was interesting. "Feelings of isolation, arising from a series of humiliating differences from others, are another part of this conflict. The adolescent may feel sure that no one has unacceptable feelings as he does, that there is something wrong with him. He is ashamed and may prefer to hold himself aloof." (Howard, 1960, p. 20). This statement related to identity consciousness, but involved one of the other emphasized conflicts on self-acceptance listed in appendix B, VIII question no. 9.

b) Theoretical bases relating to Erikson (i) indirectly related material.

There were a number of theoretical presentations that did relate to Erikson's adolescent identity theory. These writings helped define the seven issues so that some attempt could be made to translate these definitions into the general question guidelines drawn up in appendix B.

Henry W. Maier's (1969) interpretation of the identity theory was one example of material that defined the issues. Because Maier's material was an interpretation of Erikson, it was an indirect source for the definitions; his summary (Maier, 1969, pp 62-63) was used as a point of reference in compiling a number of the questions in appendix B.

Maier's summary of the issues provided a general theoretical framework to attempt operationalization or translation into general questions. Maier's interpretation served a comparative purpose for other writings on the developmental model in addition to Erikson's descriptions. Maier's interpretation was clear and concise.

One limitation that Maier's interpretation did have was that he did not clearly define the terminology he used. Some of this terminology that was unclear included, "integration", "a definite perspective", "positive" versus "negative" identity, and "continued experimentations are resolved". Maier did not give the specific reference sources on Erikson for the seven summary descriptions of each conflict issue; some direct reference sources were needed.

(ii) Erikson's identity concept: some direct sources

In his writing Erikson made some reference to his beliefs about human nature through his presentation or portrayal of his epigenetic social character of the human individual in the course of his or her encounters with the social environment at each phase. David Rapaport, in his introduction to Erikson stated, "Thus, it is not assumed that societal norms are not grafted upon the genetically asocial individual by 'disciplines' and 'socialization' that the society into which the individual is born makes him its member by influencing the manner in which he solves the tasks posed by each phase of his epigenetic development". (Erikson, 1959, p 15). To incorporate any theorists' belief about the nature of man into the theory on adolescent development was a complex but necessary task. Erikson did attempt to include his beliefs about human nature although he was not completely clear as to what his exact position on nature was in relation to identity diffusion.

Some direct instances that gave details on Erikson's views of each issue were found in Tanner and Inhelder's (eds.) Discussions on Child Development vols. III and IV (1958, 1960). In this latter material Erikson was confronted by other writers who would have been eager to obtain responses to questions that checked knowledge and obtained clarification. This transcript source of information was valuable because some of the clarifications

could then be found in the information that was recorded.

The source of material from Tanner and Inhelder was valuable in that the added material was made available for the definition of the issues. For example, in reference to the components of identity diffusion, Erikson stated, "I would say that every young person has these feelings at one time or another, and they are implicit in many things young people do. I in no way assume they must be pathological. I have already mentioned a sense of time diffusion, namely, a morbidly changed attitude toward the flow of time, toward past and present."(Erikson, 1958, 1960, p151).

In another response Erikson described bisexual diffusion. "Then there is the sense of bisexual diffusion. Such young people have states in which they do not feel quite clearly as members of one sex or the other, which, of course, very much makes them possible victims of the way of life of homosexuals or of an ascetic, turning away from sexuality, with dramatic breakthroughs of impulses." (Erikson, 1958, p 153).

In Discussions on Child Development, Erikson defined his term polarization, and no definition for this term was found elsewhere. "By polarization, I mean that the ideal ideological position should be sufficiently separated from the undesirable position. Here it is important to understand that identity development at this height presupposes the repudiation of otherness, at least for a period. We must understand that a young person may need

something at one time which he can relinquish at another." (Erikson, 1958, p 184). This rejection by youths, therefore, may be only a temporary one.

A final point about Inhelder and Tanner's edition was that Erikson was confronted about explaining how his paradigm or complex model worked, and some responses were obtained. For example, Self-certainty, V_2 would be a later development of the sense of autonomy (II_2). It means that now one is not only an autonomous person, one is also a person with a particular social identity. In this way each item of the chart is related horizontally and vertically to an item that developed earlier and to an item that is developing now." (Erikson, 1958, 1960, p 182) See Erikson's model in appendix E.

Erikson described the adolescent period as an identity crisis period. On a few occasions he did describe the very young as having an identity crisis period. This confirmed that Erikson did give an exception to the assertion that the identity crisis occurred primarily in the adolescent ages. "The identity crisis, too, can come too early. Margaret Macfarland of the Arsenal Nursery School in Pittsburgh, told me of a four-year-old Negro girl who used to stand in front of a mirror and scrub her skin with soap.... The teacher at first could see only a white sheet, until she looked more closely and saw that the little girl had covered every inch of the sheet with white paint." (Erikson, 1964, p 94).

A helpful concept that Erikson included in his identity theory was the totalistic tendency of the individual youth. "Correspondingly, it is the all or nothing, or what I have called the totalistic quality of adolescence which permits many young people to invest their loyalty in simplistically overdefined ideologies." (Erikson, 1975, p 204). This all-or-nothing tendency or quality can apply to adults or young children as well, but it was helpful to CPNAY to be aware of this quality. The "all-or-nothing" concept served a practical purpose in understanding behavior during the time the counseling service was in operation. For example, there was the fear that was encountered in the youths that they could not make a commitment because such a commitment might have encompassed too much.

Identity and the Life Cycle (1959) was one of Erikson's more valuable accounts for this practicum because the material contained in this volume concentrated upon the identity concept model. Much of the material used to understand what the model represented and to operationalize the issues, arose from the writing by Erikson.

In one detailed description provided by Erikson of peer group identity, a concentrated amount of detail was evident. For example,

"In general it is primarily the inability to settle on an occupational identity which disturbs young people. To keep themselves together they temporarily overidentify to the point of apparent

complete loss of identity, with the heros of cliques and crowds. On the other hand they become remarkably clannish, intolerant and cruel in their exclusion of others who are 'different', in skin color or cultural background, in tastes and gifts, and often in entirely petty aspects of dress and gesture arbitrarily selected as the signs of an in-grouper or out-grouper. It is important to understand (which does not mean condone or participate in) such intolerance as the necessary defense against a sense of identity diffusion, which is unavoidable at a time of life when the body changes its proportions radically, when genital maturity floods body and imagination with all manner of drives, when intimacy with the other sex approaches and is, on occasion, forced on the youngster, and when life lies before one with a variety of conflicting possibilities and choices. Adolescents help one another temporarily through some discomfort by forming cliques and by stereotyping themselves, their ideals, and their enemies." (Erikson, 1959, p 92).

During interviewing a major objective was to see if the youths would volunteer views related to the description of youths that Erikson gave.

Related to the definition of polarization was the definition that was needed for identity diffusion. A definition was found. "In identity diffusion, however, a split of self-images is suggested, a loss of centrality, a sense of dispersions and confusion, and a fear of dissolution. Confusion might have been a better choice; yet a young individual may be in a state of mild identity diffusion without feeling confused." (Erikson, 1959, p 123).

Erikson's lengthy footnote summary of adolescent negative behavior was examined and used as a source of information for defining and describing what the identity

issues were. This footnote summary was condensed and gave a description of how delinquency behavior related to Erikson's model. His footnote summary was taken into consideration in the formulation of the questions in appendix B. (see Erikson, 1959, pp 162-163).

Erikson described adolescents as going through the seven issues as phases. If they were blocked in one of the phases then pathology would result and the specialized helping professions and institutions would step in to provide a healing waiting period. For other youths who went through the phases without any visible pathology, they were able to benefit from the institutions that served as waiting or moratorium facilities, eg. School. (Erikson, 1959, p 122). Maier related to Erikson's concept of moratorium and pointed out that it was similar to Freud's sexual latency period which served as a psycho-sexual moratorium. (Maier, 1969, p 61).

For the issue of role experimentation versus negative identity, Erikson maintained that the youth who cannot cope with the diffusion was faced with a prospect of snobbishness. "But there is a 'lower, lower' snobbism too, which is based on the pride of having achieved a semblance of nothingness. At any rate, many a late adolescent, if faced with continuing diffusion, would rather be nobody or somebody bad, or indeed, dead - and this totally, and by free choice - than be not-quite-somebody". (Erikson, 1959, p 132).

In some of the descriptions that Erikson gave, one that was controversial involved some areas of sexual diffusion. In this case no probing of the areas was done with the youths unless they had initiated a discussion in this area that required attention. "It is difficult to be tolerant if deep down you are not quite sure that you are a man (or woman); that you will ever grow together again and be attractive, that you will be able to master your drives, that you really know who you are, that you know what you want to be, that you know what you look like to others, and that you will know how to make the right decisions without, once and for all, committing yourself to the wrong friend, sexual partner, leader or career." (Erikson, 1959, p 93). The conflict over whether one was a man or woman, and that you will ever grow together again and be attractive were the two suggestions found to be clearly debatable.

There was some evidence that Erikson did question values and by doing so one could almost interpret from the questioning of values that the identity theory might well be a cultural one rather than a universal description of human nature. "In a culture once pervaded with the value of a self-made man, a special danger ensues from the idea of a synthetic personality; as if you are what you can appear to be, or as if you are what you can buy." (Erikson, 1959, p 94). It was good that Erikson questioned some of the values he observed prevailing. Some

clarification was needed, however, as to what degree his definition of identity diffusion was cultural, if he considered it as cultural at all.

In conclusion it was found that the literature on Erikson gave a helpful definition of identity diffusion. The literature was interesting and provided material that might be translated into a means of determining whether or not the identity issues prevailed or had prevailed.

(iii) Identity diffusion as a cultural description?

There were examples of literature found that related indirectly to Erikson's concept with regard to the question of identity diffusion being or not being a cultural definition. Mathiasson (1979) described the Inuit culture as one that had no "storm or stress" period in its youth until acculturation occurred.

One point of view that touched upon the issue of the "storm and stress" implied in Erikson's model was Ishwaran and Chan's "Socialization of Rural Adolescents" (1979). In their article these authors mentioned that there was some question about whether an adolescent sub-culture existed universally.

"The research data reported by Elkin and Westley have thus cast serious doubt on the universal inevitability of adolescence as a period of 'storm and stress' resulting from patterns of socialization discontinuity. Anthropological research by Mead (1930, 1950) has also carefully documented the close association between social organization and the form and content of the adolescence phase of socialization. Mead (1950), marshalled impressive anthropological data indicating

how the known society has avoided the 'discontinuity of cultural conditioning' as it is happening in the North American society by rendering the Samoan boys and girls responsible for a diverse range of adult responsibilities early in the socialization process."(Ishwaran and Chan,1979, p 99).

In their own study of Dutch adolescents, Ishwaran and Chan gave what was another example suggesting that the 'storm and stress' of adolescence was a cultural occurrence. (Ishwaran and Chan, 1979, p 114).

A source of literature that had some cultural implications but also related indirectly to Erikson's bisexual diffusion, was that of Marlene Mackie (1979). Her article emphasized the feminist issues in her description of female teenagers. From Mackie's article it could be seen that perhaps Erikson could have focused more on the value judgements that occur in male versus female attitudes. "Many studies (eg. Markle, 1974) report that couples prefer boys as first-and-only children. If they plan to have more than two children, they want the majority to be boys rather than girls."(Mackie, 1979, p140). Other writers referred to by Mackie gave several related arguments, such as more girls preferring to be males than the reverse. (Mackie, 1979, p 140).

In looking at Erikson a number of questions arose. This kind of critical awareness was useful in showing that the identity concept was complex and was to be examined with precaution. Some of the questions that arose were:

how did the theory relate to the very troubled? Is the order in the seven issues necessarily the actual progression? If characteristics are grafted what are the possibilities? Is there not a similarity between struggle for autonomy in a young child and the adult who becomes upset because the supervisor will not allow freedom to make independent decisions? And so on.

3. Knowledge Base for the Native Adolescent Youth

Not too much can be added in this area of the literature because of the scarcity of material; none was found on adolescents where Eriksonian theory was involved. Erikson himself did only some theoretical work on the native culture, but this work had not made clear reference about how the Sioux or Yurok applied in the identity model of the youths. (Erikson, 1963, pp 111-179). Two other remarks on culture were made in his description on the identity crises in the small negro child (Erikson, 1964, p 94) and peer group identity (Erikson, 1959, p 92); both these remarks were quoted earlier. Dizmanz et al. (1974) did their participant observation project on the concerns that revolved around the high suicide rate of native adolescent students who were found to be victims of multi-caretakers and separation traumas. Eventually the Shoshone-Bannock Tribes took control of the situation and decided to prevent the separation by keeping the youths in the community. When the tribe set up a medical holding facility in which the tribe were the original caretakers,

the suicide rate dropped almost to zero for youths.

In the article by Lee Guemple, he described one community of Inuit that believed in the nature of man in one way that related to Erikson to some degree. "Inuit, by way of contrast, see a child as already whole, having a personality fully formed at birth in latent form." (Guemple, 1979, p 39). The Inuit community described here believed in supernatural forces with the power to affect the personality of the fetus. There was no visible period of "storm or stress" for youths until changes occurred and other cultures affected them.

One culture briefly described by L. Schiamberg (1969) did resemble the features of the earlier generations of native culture and this was due to the influence and control factors that were strong and existed in the management of Youths' respect for adults. There was a certainty or clarity for the youths in knowing that their livelihood would look after itself.

"With increased industrialization in Eastern countries such as India and China, adolescent-parent problems begin to appear which bear a marked resemblance to those of the West. For example, in China, as more job opportunities have become available to adolescents, the traditional dependence of the young upon the elders have begun to disappear and with it has gone the centuries old tradition of unqualified respect for one's elders and ancestors (11)".(Schiamberg, 1969, p 338).

Traditionally, for adolescents there was no frustrations over having to make any choices nor alternatives to the way things were seen and had operated for years.(Schiam-

berg, 1969, p 345). The prevailing uncertainty on an interpersonal level was what distinguished later generations. The time of food shortage for some and the effort required to get it did not promote the kind of turmoil that youths grew to know in more recent generations. Turkish culture was another example given.

Any examination of Erikson's concept and its application therefore, required an awareness of the cultural issue in order to stress how the issues were not to be generalized to all youths in all cultures.

4. Knowledge Base for Methodology of Intervention

Approach:

Before describing the various literature that assisted in the intervention methodology, two writers' work which were applied should be described. The work of these two writers describes in part the aspect of methodology of intervention.

Hilde Bruch (1974) was one writer who described a style of counseling that was found to be preferred. She had stressed that the counselor needed to be more cautious about psychoanalytic terminology and how interviewing was conducted (Bruch, 1974, pp 27+11). Empathy and respect of the values of each individual were to be stressed (Bruch, 1974, p 52). On one occasion the student counselor had to give reassurance to one youth who asked, "Oh, you mean you're not a counselor yet, but just learning?"

A second writer, Jerome Frank (1973) provided a

number of additional insights into counseling. He looked at the trends in psychotherapy that try to unravel the mysteries of assessing why therapy works. (Franks, 1973, p 21). He gave recognition to the power or influence of the rational-emotional components of behavior ie. the emotional versus the non-psychological factors in the environment. Examples were described by Frank to show how the perception of the environment in turn affected the emotional responses of the individuals. Emotional problems were depicted as often being the result of false perceptions of the environment.

In any counseling program there is a need to have some conception of what mental health means. Joseph W. Eaton (1951) attempted to define mental health by incorporating clinical insight, ideal personality, happiness, group influence, and statistical measurement. (J. Eaton, 1951, pp 84-87). Definitions for mental health have been controversial because of the difficulty that exists in defining mental health in a universal sense.

(i) Methods of Intervention

Thomas J. Kiresuk and Geoffrey Garwick's goal-attainment conceptual framework (1979) made it possible to establish some mechanism to ensure the needs of the youths were met and that some way was present for the worker to measure the level of progress for both the worker and the youths. It was the scaling procedures (statistical calculations) that were not used and this omission could be done in this kind of study.

"In brief, Goal Attainment Scaling involves four steps: a) collection of information about the person or organization for which goals will be scaled, b) specification of the major areas where change would be feasible and helpful, c) development of specific predictions for series of outcome levels for each major area, and d) scoring of the outcome as they have been achieved by the time of a later follow-up interview. (even this fourth step is not essential to all uses of Goal Attainment Scaling. In some settings Goal Attainment Scaling has been used to plan therapy and help the client set goals, so that the follow-up interview is not held and scoring is not carried out.)" (Kiresuk and Garwick, 1979, p413).

Goal-setting was accomplished in that there was a continued searching for and identification of problems and conflict areas. Garfield (1980) was another writer who recommended goal-directed therapy. Refer to appendix D for a simplified chart form that was drawn up.

Two writers that gave a detailed discussion on evaluation and measurement aspects of methodology

of intervention were Elizabeth Herzog (1959) and Tony Tripodi et al (1969).

(ii) Evaluation of Intervention

Herzog's guidelines enabled the worker to recognize the limitations and precautions that needed to be recognized when a practitioner became overzealous and forgot about matters of accountability and objectivity. Her suggested nine criteria questions assessed psychosocial change in individuals, and were designed to encourage workers doing assessments to plan ahead (Herzog, 1959, p2).

Another point Herzog made that supported the value in doing this practicum was Herzog's warning against being overly preoccupied with the objective science of numbers. "An assumption has grown up that numbers are more true than words, even though their apparent precision may be spurious, and an associated assumption that information which is not quantified cannot be science". (Herzog, 1959, pp46-47). On the other hand Herzog presented arguments that emphasized the errors that can occur for the other extreme of not being accountable and objective.

The writer did not agree with all of Herzog's recommendations for "do's and don't's" but most of them were valuable suggestions. Some that were consistent with CPNAY were: undertaking a study only with the expectation that adequate resources were available and that the program was the most likely way to achieve the purposes, not

counting only on records, not being pretentious, not having to follow neat, precise, super-objective social science, and appreciating the value of coordinated effort and the value of prerequisites.(Herzog, 1959, pp79-86).

Tripodi, et al,(1969) did their analysis on the different types of studies. Their analysis was good in that it provided an understanding of what the exploratory study involved.(Tripodi et al, 1969, pp45-52).

These authors described the exploratory approach as including a great deal of information for a single case or a small number of cases. (Tripodi et al, 1969, p25). This kind of approach contained a number of different procedures to collect data in order to understand the behavior of a small number of individuals through an intensive examination of the behavioral responses. "Methods which are employed include such procedures as interviewing, participant observation and content analysis. Representative sampling procedures are typically not used." (Tripodi et al, 1969, p48-49).

Elizabeth Herzog gave a valuable account of evaluation aspects because she gave recognition fully to the limitations and covered a number of issues that are controversial. Tripodi et al's description was important to evaluation because it gave descriptions of how different types of program assessments could be done in an accountable and objective way.

(iii) Participant Observation

Participant observation was the basic method

of intervention used and the large collections of writings in George J. McCall and J.L. Simmons'(1969) volume provided most of the background support material needed.

Of the definitions that were presented in the articles, the one that was selected as most applicable for participant observation was Schwartz and Schwartz's. "For our purposes we define participant observation as a process in which the observer's presence in a social situation is maintained for the purpose of scientific investigation. The observer is in a face-to-face relationship with the observed, and, by participating with them in their natural life setting, he gathers data." (Morris S. Schwartz and Charlotte G. Schwartz, 1969, p91).

Simmons and McCall added that there was a blend of techniques which involved the reporter in interaction with the population group directly involved. In addition there was some direct observation of relevant events, some formal and much informal interviewing, some systematic counting, and some collection of documentation with open-endedness (McCall and Simmons, 1969, p1).

Raymond L. Gold described the specific types of participant observation situations that occurred in the various kinds of studies using this approach. His types given did not give one that was completely specific to CPNAY, but the one that resembled most closely was participant-as-observer.

"Although basically similar to the complete observer role, the participant-as-observer

role differs significantly in that both field worker and informant are aware that theirs is a field relationship. This mutual awareness tends to minimize problems of role pretending; yet, the role carried with it numerous opportunities for compartmentalizing mistakes and dilemmas which typically be-devil the complete participant". (Gold, 1969, p35).

The other three types included complete participant, observer-as-participant (one interview) and the complete observer.

CHAPTER III

INTERVENTION

1. Setting

Three teenagers were first seen at Youth Psychiatric Services on an outpatient basis. As community resources were explored by February, 1981, it was found there was an urgent need for one-to-one counseling services with another group of youths at the Winnipeg Indian and Metis Friendship Centre, consequently an arrangement was made to continue with youths there similar to the arrangement that had been made at the Health Sciences Centre. In each setting the student participated in orientations that existed eg. staff meetings, grand and adolescent rounds, workshops, etc..

2. Identification Coding

For purposes of confidentiality and anonymity an identification coding procedure was used. This coded name system was drawn up so that the youths could be identifiable only to the counselor and immediate supervisors.

3. Clients

In selecting the youths for this practicum, there was no restrictive criteria with the exception of ages, maximum numbers and acceptance of the one-to-one approach. There was no deliberate selection in client population - other than the restrictive criteria mentioned earlier (McCall and Simmons, 1969, p 64).

Three native youths were seen in the hospital

setting.

Out of the Friendship Centre seven native youths were offered counseling; in one situation the sibling of one youth was given some attention after a request was made by her in June, 1981, for sessions. This latter youth was kept on pending because of the indecision that was occurring, until she finally decided to withdraw.

The youths ranged from 13 to 17 years of age, although anyone up to 19 years would have been accepted. There was only one male (14 years), while the females were: one - 13 years, one - 14 years, three - 15 years, and four - 16 years. The youths were exposed primarily to an urban area (Winnipeg), except for three who had been raised primarily in the rural northern areas.

4. Duration

The sessions in the Health Sciences Centre included a period from December, 1980 until May 30, 1981, while those for the Friendship Centre were from March, 1981 until September 30, 1981. In the event there were one or more members who requested continued contact from the writer beyond September, 1981, this was offered by an appropriate counselor on staff at the agency. By September 30, 1981 all but two youths were able to terminate without requesting for continued contact by the counselor. One of these two members was doing very well and soon was ready for termination. The other youth who had returned to

resume contact after an earlier premature termination, made by the youth, could be referred to the agency if necessary.

5. Personnel

Both directors of each setting were involved in a representative agency capacity as supervisors to the writer. They assisted in screening clients and offered facilitation, consultation, and definition of policy when required. Supervision was provided by the primary advisor and another member of the advisory committee, who was on the Social Work faculty of the University of Manitoba. Both directors of each setting were also on the advisory committee, as third and fourth members.

6. Procedures

This section was divided into four sections. Part IV on Evaluation of Procedures assess these procedures.

a) Approach with the clients

The necessary precautions on ethics were taken. Writers in the field generally have taken a hard-line stand and some of the writers were Earl Babbie (1973, ch.19), H. Bruch (1974, p 15), H.S. Becker (1969, pp 263-272), and Jerome Frank (1973, pp 174-175).

The purposes and procedures were explained as clearly and carefully as possible to establish expectations of responsibilities between the client and the counselor. The counselor was cautious about not overstressing the voluntary aspect at the beginning in order to give each

youth an opportunity to try the program first. Clients who may have expressed some anger were encouraged with extra support, especially when it was another person or agency originally making the referral.

The task of having to deal with resistance arose, particularly at the start. The youths were advised that their voluntary involvement, eg. regular attendance, was necessary in order to benefit. Explaining the voluntary aspect did help obtain commitment. To some degree Marshall's description of "Spotnitz's commands" was similar in that resistances were ordered to obtain the voluntary response. (Marshall, 1972, p145). As expected when this "consultation" was applied, it was done so, in the manner of kindly asking for the youth's sincere effort and cooperation. They were told they would be approached about actions which directly affected them.

Expectations were emphasized and defined in more than one way. One application referred to the procedures and role definition of the counselor that were given in the introductory and later stages, by which time these points may have been forgotten. This role definition was one that emphasized that a counselor was not to be seen as an ally with anyone. It was explained that the youth could still ask for or might hear the counselor give a view on a matter that likely would resemble that of others. Expectations referred, secondly, to the beliefs and philosophies of counseling that involved matters of

concern to the youths and parents. An example of a belief might be the importance placed upon privacy.

b) Confidentiality and anonymity

1. The clients were advised that confidentiality would be maintained. If the youth revealed a matter that was deemed to be of serious harm to himself or herself, and/or others, the matter was to be revealed appropriately.

2. Consultation has already been mentioned ie. the youth was consulted on any action taken that involved a request for intervention by each.

3. Awareness of voluntary withdrawal has been mentioned.

4. A verbal consent was obtained for tape recording whereas a written consent was to be obtained for audio-visual recording.

5. Each youth was advised of the assessment report on the overall counseling program to be done for the School of Social Work. Anonymity was assured. Recordings and tapes would be destroyed by the end of the program.

6. As a precautionary measure, when female youths were interviewed in a non-public setting, a third party presence was arranged.

c) Contact and referral procedures

For referrals the worker explained the main purposes and program to the directors and other staff and potential referring agencies when needed.

Contact procedure was treated and respected as one

of the most difficult areas. The individualistic style of interviewing could not be overstressed to the youths and parents at the outset. The place or setting of the session was taken into serious consideration; the youths were not pressured to meet in the office if they indicated a preference for elsewhere. Some preferred the school, the home, the nursing building, and some changed their preference over time. The writer tried to encourage contact and interviews at some minimal level in spite of resistences.

Weekly contacts by telephone was a goal set and implemented when possible. When there was no response, attempts were repeated periodically. At the start of each contact an attempt was made to telephone the youth the day before, and with some members, two or three hours before the appointment time. The objectives were to achieve a sense of active involvement, to keep informed of the changes, routine, or unusual events, and to be available. When a telephone call was made, particularly when calling to set up a session, this was done only when the worker was available for the rest of the day to accommodate immediate needs and those members who were best seen at the immediate moment. Frequency of telephone contacts was gaged with the prevailing levels of need, degree of functioning and requests of the youth. In circumstances where home or office sessions were missed frequently, telephone calls were maintained as a minimal form of contact.

At the start of each contract each youth was advised

that the first sessions were to be weekly for about the first three sessions; after this, appointments could be set less frequently depending on the needs and requests. When an appointment was missed and there was a problem in this area, disappointments were expressed to capitalize on any helpful effect. When there was much stress, the issue sometimes had to be postponed.

The youths were encouraged to take advantage of the counseling availability. However, to compensate for the possible fear of "owing something" or making a commitment which they were not yet ready to make, they were encouraged to see the situation as an ideal opportunity to use a service being offered.

For processing referrals in each setting, it was vital to understand the intake process eg. types of referrals received, agencies involved, etc.. Each youth referred was seen if he or she were within the three specified criteria of intake.

d) Interview procedures

There were some specific precautions that were kept in mind when interviews were conducted.

Precautions were taken to watch for sensitive issue areas. The brief article on therapy with youths by Werkman (1974) was interesting. After reading Werkman's article the student took some added precautions about labeling (client, patient) in both settings. "They want to be seen as seekers and learners, not as patients in need of

treatment. The concept of 'patienthood' with its monetary and repressive implications, is abhorrent to many of them." (Werkman, 1974, p343).

The student tried to watch for the damaging errors in interviewing, one of which was the use of cliches or expressions that might be upsetting, if interpreted wrongly. H. Bruch warned against expressions that assumed one interpretation and style of therapy that created false impressions eg. that the counselor had the answers. (Bruch, 1974, p86). Some clients expect the counselor to have the answers.

An area that related to the effect that the counselor can have, was the need to maintain control over the emotional reactions that can result in the counselor. The self-control was largely dependent upon the efforts of the counselor.

During sessions the counselor needed to give the youths every opportunity to speak. It was only too easy to submit to the urge to cut off or take the discussion away from the youth when a subject of high interest arose. "He must be able to suspend his presumed knowledge so that he can permit a patient to express what he feels and experiences, without having the urge immediately to explain or label what has been said." (Bruch, 1974, p89).

Initial Interview. As part of the information-gathering in the initial interviews counseling contact and source of referral were determined. "A common omission

of beginners is the failure to clarify the conditions under which a patient lives and the circumstances that have led him to psychotherapy. I find it useful to explore in some detail what preceded his coming for a consultation; who suggested psychotherapy to him; what treatment he had been exposed to in the past and what it meant to him." (Bruch, 1974, p5). In the initial interviews the purposes, methods and approaches were presented.

Second and subsequent interviews. Home and background information were obtained as one means of giving the youths an opportunity to express their views on issues that may have linked into Erikson's model. A perspective on the developmental history gave background information of what may have been prevailing problems for some members. This kind of information-gathering gave an understanding of the youths' sensitive reactions to stimuli and whatever opportunities there were to relate to the identity conflict issues. If a conflict area surfaced it was explored further.

The order and degree of anticipated sensitivity of the conflict issues were taken into account. If none of the identity issues were clearly identified over time, the youth's receptivity to probing of an issue was explored. Issues were drawn up in an order slightly different from Erikson's sequence, but in accordance with issues that were predicted to be from least sensitive to most sensitive. It was concluded that it would be easier for a youth to

talk about achievement and work paralysis than self-certainty and self-consciousness, for example. It was also assumed that youths would find it easier to respond to exploration in the area of authority diffusion than bisexual diffusion. Each issue was to be introduced one at a time since there was too much to cover in a single session.

The ordering, therefore, that resulted was the following:

	<u>Erikson's order</u>
1. time perspective vs. time diffusion.....	1
2. anticipation of achievement vs. work paralysis...	4
3. role experimentations vs. negative identity.....	3
4. self-certainty vs. apathy (self-consciousness)...	2
5. leadership polarization vs. authority diffusion..	6*
6. sexual identity vs. bisexual diffusion.....	5*
7. ideological polarization vs. diffusion of ideals.	7*

* late adolescent phases.

Due to time limitations the objective was to cover at least the first four issues, since youths at teenage periods were preoccupied with the earlier conflicts first, according to Erikson.

Pending matters from previous sessions were checked in each subsequent session to achieve a sense of continuity on what may have been unresolved matters. Reviews with the youths provided an awareness of ongoing areas of concern.

With regard to questioning or exploring, questions were directed when the context seemed most suitable. If the youths could not see the purpose in terms of their own benefit, the risk existed that resistance or upset could occur. (Cannell and Kahn, 1953, pp344-345).

Anselm and Strauss (1969, p71) warned against

dependence upon preset questions. In the counseling sessions the reading of preset questions was not used. Because of the slightly different context that existed for the termination questionnaire interview, reference to the preset questions was not a problem as long as questions were asked in accordance with each individual.

With regard to the issue of cultural identity no questioning in this area was initiated until well into the program. This procedure was taken in order not to affect in any way how the cultural issue may have related to the Eriksonian adolescent issues. As in the case of each adolescent conflict issue, given by Erikson, the objective was to give each youth the opportunity to initiate their interests in any specific conflict issue and this included the cultural issue. The cultural issue was considered a sensitive issue as was other issues such as bisexual diffusion. There was also risk in initiating specific issue areas because this might have resulted in biased responses from the youths and/or the counselor.

Issues that were included in the termination assessment interview were: Erikson's identity conflicts, the youths views on the helpfulness or lack of helpfulness on the overall approach and methodology, cultural identity and dyadic polar conflicts involving comparisons of oneself with others.

e) Recording procedures

Significant events involving telephone contacts were

noted and summaries of interview sessions were kept. For purposes of supervision a summary of individual brief histories were compiled for the supervisors. A final series of coded brief histories was then drawn up and added as appendix A.

Because of the type of practicum that was involved, only some formal recording of the procedures was done. From past experience obtained, the student was able to proceed quickly without having to draw up some formal procedure methodology. The recording of procedures that was done revolved primarily around the main task of incorporating an operationalization methodology of Erikson's concepts.

7. Summary histories of youths counseled

Only those youths serviced through an agreement by both parties for counseling were included in those histories given in appendix A. Those histories were compiled in brief form where much specific detail could not be included.

CHAPTER IV

EVALUATION

1. Ongoing progress of clients

This section was added to stress importance of assessing progress during the process of counseling. The efforts that were made to check with each youth periodically about their feelings and views on their progress served as means of assessing progress and how progress was being perceived.

The option of voluntary withdrawal from services did serve as an indicator of perception of progress, but not always, and this was kept in mind. Early termination often demonstrated problems in progress, but it was the ongoing assessment of individual various aspects over time that was a more helpful way of assessing progress status.

Assessing or evaluating progress is an extremely difficult task in itself because of the variations in definitions that could result. For the youths in this program the presence of the option to withdraw and periodic questioning of the youths served as a means of guidance and some assurance that their progress was not forgotten. It was found that the youths did not express concern over their satisfaction or dissatisfaction of the program. Consequently the issue was not prolonged.

Near the completion stages of the program an overall assessment was done for all youths; in the next section

this overall assessment incorporates the progress status of each youth.

2. a) Past intervention assessment criteria

The factors that were considered in order to assess the value of the program and the progress of the clients were the characteristics of the population group, general procedures, conditions of the agreements, setting and purposes

Characteristics of this client group

In spite of the characteristics of the client group the youths continued to attend and maintain some form of contact. The clients in the total group were either shy, less verbal, resistant to formalities, and required reaching out to a great deal by the worker. The families were not middle class and were not expected to show the aspirations of the middle classes. The results, however, did show a potential for competitiveness and receptivity for the "talking" or counseling service. Sessions were attended and commitments were kept to a significant degree. The eventual responses turned out much better than would be predicted from general impressions portrayed (by various writers for the lower classes). The final results of all youths counseled were also much more positive than was predicted from the initial stages of the program.

The generally expressed views on youths were considered in conjunction with CPNAY.

Teenagers were usually portrayed as resistant, rebellious, impatient, and reluctant to talk to adults about matters in various areas. The interest that did surface in the longer lasting contracts involved an unexpected wide range of interest and issues.

General procedures

The general procedures could have resulted in early terminations since they should have placed too much strain on the youths, thereby discouraging the continuation of counseling, if youths existed as portrayed. In most instances the youths responded positively. Contact and interview procedures would have placed much pressure.

Conditions of the agreement

The voluntary condition of the contracts presented a large challenge. This condition was clearly brought to the attention of each client youth. It was primarily those clients under some pressure by others to attend who terminated early and responded with resistance. In each case, paradoxically, where the voluntary nature was realized, it became easier for openness and cooperation to occur.

Another condition that was related to the voluntary element was the relatively minimal power and minimal authority that was vested through the counselor. When the counselor did offer to intervene many times the youth asked the counselor not to act eg. with other teenagers

fighting, conflict at school or home, etc.. It was not disappointing for the clients to know that the counselor could not do much.

In incidents of serious conflict the counselor was usually not called, but informed some days after the event. The youths knew they had the option of having the immediate involvement of the counselor. Frustrations over the counselor's lack of formal authority did not surface except through the parent described in the next paragraph.

One parent was able to define a sense of value in the support and advice role of the counselor. Initially this parent had complained the worker's immediate value effect had worn off because of the minimal authority and approach. Later, the parent expressed appreciation for the help that eventually was rendered in getting the youth and parent through the difficult times by giving support and advice. The advice and encouragement to the parent had been to be patient and not to panic.

The settings

The settings and the nature of this program was somewhat new and this was part of the challenge. In both settings - in the hospital and Friendship Centre - the youths could have experienced initial apprehensions. In the hospital settings all the circumstances were strange while in the Friendship Centre there was an increased risk of detection by others known to the youth. The adjustments made for the setting factor by the counselor helped

compensate for the apprehensions.

Purposes or objectives of the practicum

The objective of operationalization and assessment presented a large challenge in this practicum. It was not known how the youths would eventually respond as this aspect of the program was applied. The outcome was that there were no clear instances observed of youths rejecting or resisting the program because of operationalization efforts or the assessment methodology. There was no evidence noted that these latter objectives created any serious problems for the overall program.

Recordings and Comparison Analyses

Progress of clients An important part of the assessment of the overall intervention was the assessment of the progress of the clients. The progress of the youths was measured through the examination of recordings and various comparisons that could be made on the functioning levels of the youths.

One recording or notation that showed that progress had occurred was seen in the views expressed by one youth. This latter youth least expectedly stated that the counselor was needed, but that frequency of sessions should be on a weekly basis. The youth was not expected to express such a view because she was one who had had past heavy family and neighborhood difficulties, showed anger, was outspoken and had high expectations of helping services. It was feared that this latter youth would

quickly inform the counselor that she did not need or want the sessions; instead her counseling agreement turned out to be a lengthy period and terminated on a positive level. While the youth was expressing a need for increased contact sessions, it was determined that she was expressing a need for increased weekly sessions during times of crises or where risk was high.

Another youth who had a lengthy contact period did very well by the time termination did occur. Telephone reminders became unnecessary, sessions were attended on time and often ran overtime upon the desire of the youth, and she initiated some complex issue areas. At the time of the referral phase, the outlook had been bleak.

Comparisons in the functioning levels of various client youths gave a good indication of level of progress. Some examples of recorded information could be found in appendix A and C. Comparisons were made on the functioning level of the initial phases with the terminal phases.

A comparison that helped measure progress was the noting of improvement in specific problems that existed earlier. When the counselor had started with each teenager there was really a crisis situation portrayed by the parents and community. Sometimes it was perceived that there was not anything anyone could do short of expelling the individual from the area of disturbance. During the contract period that lasted over two months, there were only two youths who clearly expressed continued disturbance

for a major part of the time. In one of these contracts there was considerable concern over the lack of voluntary commitment due to possible perception of alliance by the parent with the counselor.

A formation of a positive relationship was an indicator for both progress in the youth and/or the receptivity of the program intervention. This kind of development was a sign of progress because with most of the youths there was some deterioration in their attitude toward authority persons.

There was evidence of a positive relationship in four of the youths. Negative reactions or rejection of the counselor was not likely to be determined clearly because these reactions were more likely to surface in those members who terminated early.

A positive relationship was observed with one youth who had informed another child care setting worker that the counselor was providing the kind of sessions and help desired. The child care informant source had no direct contact arranged in the counseling program and the youth had had no reason to believe, at the time of stating her view to the child care worker, that both counselors would be in future contact with each other. This same youth was expressing this positive relationship through statements and questions that arose during the interview sessions. This youth showed much deep-seated anger but still attended sessions and was motivated to do so.

Some youths progressed well, so that when termination time came both the counselor and youth could mutually agree that the youth was doing better or well. These were S₁, T₁, A, E₃, and L.

Early Terminations Other youths who terminated early stated that they did not want anyone involved in providing counseling and so did not want to continue. These members were M, O, G₂, and B. The student was disappointed with the outcome of these youths because there had been less evidence of progress or change. M, who had been in the program the longest in this group, had shown most progress in spite of the heavy pressures working against her. It was preferred that M could have remained in sessions longer, but efforts failed to get M to resume. Youth K had terminated early due to the move out of Winnipeg. There was evidence that youth K was resisting sessions at termination.

There was heavier contact during the periods for O and G₂, but termination was considered to have occurred too early. G₂ did return for counseling with continued functioning difficulties. The final level of functioning of G₂ could not be presented here since G₂'s return for sessions occurred near the termination of the program. There remained continued concern for O and B.

The environmental factor Because of the negative nature that existed in the environment situations, the prognosis was not optimistic for how each contract would turn out.

Youths S_1 , T_1 , A, G_2 , E_3 , L and B, lived in neighborhoods that exerted various pressures. The neighborhoods had contained other youths and young adults who displayed numerous problems, usually inflicting their problems upon those counseled in CPNAY. These problems were fighting, negative peer behavior, robbery, drinking, running the streets all night or lack of involvement in structured work and recreational activity. This past summer the incidents of problem involvement for the clients did drop. There were approximately three separate incidents.

Other content results used to assess intervention

There were various kinds of results that were helpful in assessing intervention.

Length and degree of contacts From the description of contact involvement in appendix A, the more intensive contact periods were $K=4$ months; $M=2\frac{1}{2}$ months; $E_3=5$ months, $S_1=5\frac{1}{2}$ months, $A=5$ months, $G_2=5-6$ months, and $L=6$ months. From the perspectives of each of the youths these were lengthy periods.

Regardless of the degree of counseling tasks that existed for all the youths when counseling began, it was found that the length and degree of contact that resulted varied with each youth, regardless of the difficulties that were existent for each member. Youths perceived with greater difficulty were not necessarily the ones who had a

short and/or least involved contact period. Each contract varied. The difference or variation in degree of response occurred not only between the teenagers of different neighborhoods, but also between siblings serviced. The initial fear was that the youths with severe problems would not remain in sessions at all.

At the outset it was feared that two to six months contact was too short a period of time, and this was a misconception. In spite of the threats to termination that existed, the contracts continued with only two ending their sessions within two months. This demonstrated the need that existed for the program.

From the total group, except for M and B, it was seen that some of the pressures that existed originally for each, subsided or were under control. When new pressures did arise the parents and youths did not panic as much. Various degrees of problems were still visible with K, T₁, G₂, and B. Other members such as L, S₁, and E₃, made unusual progress.

Some evidence of client participation Another form of content results consisted of the views and questions that did arise showing how client involvement was increasing. Some had progressed far enough that each were able to determine when each were comfortable about terminating, eg. S₁, T₁, A and O.

With the involvement that had occurred, it became easier for the members to talk about more difficult

areas. L, B, E₃, A, T₁, S₁, M and K, presented evidence of their interest in various issues. E₃ did not express openly as did the others, but did state some conflicts.

Some topics that arose and may have been related to the identity concept of Erikson were: I want to show my parents that I can make it on my own; why does my sister or brother have to have things their own way when I have to be a good person and live with the rules around home; I'm not beating up those kinds who are after me anymore; yeah, I did that, I just never got caught; why do I feel weird everytime a policeman is around; yes, I would like summer camp if you arranged it, as long as I'm not working; why am I the only one being blamed and punished for the break in; I thought you had all the answers, etc..

Some of the questions or views that related to other issues were: counselors and teachers do not care; why does a member of a cultural group sometimes turn against their own members; why do adults pry so much; why is it that some people are not open about their feelings except when they are drinking; why do I get blamed for everything that goes wrong; it's easy for you to say don't fight back because that's violence - if I don't fight back I don't survive; if I hurt someone badly - no, it won't make me feel bad - I'm good to those who are fair to me; do you have any children - are you married, etc..

Some of the preceding lists of topics and

questions arose in similar form from two or more youths. These issues had surfaced in the latter stages of each contract as did the awareness of other very sensitive information not described here. With some of the teenagers it was found that they were functioning well in spite of the circumstances under which they had to manage.

b) Educational Benefits to the Student

There were two areas that offered educational benefits to any student who undertook a practicum of this nature. One benefit was in the further development of counseling skills, and secondly, the benefits that resulted from implementing this kind of program of objectives.

Skills were developed further through the assistance in supervision. These skills were: (1) Practical knowledge eg. finding new ways to make use of untapped resources. (2) Interview skills - eliminating hindering interview tendencies, such as cutting off an issue before it is properly explored (note Bruch, 1974, p 89). (3) Empathy - caution about formalities in interview style and setting eg. seeing the youths in their own homes (4) Supervision. (5) Self-development.

There were instances where skills were developed which can be presented only by self-report. For example, it was necessary to refine the counselor's distinguishing between sensitive and less sensitive matters (knowledge). Another example would be the continued development of

self-control. The student caught himself at times absorbing too much of the discussion time, when the youth would begin a discussion or ask a question on some matter of real interest to the youth and counselor (interviewing).

3. Evaluation of procedures

a) Approach

The youths were encouraged to express their views as freely as possible. To some degree this approach did encourage the youths to participate more in the sessions and to try to deal with matters with which they might not have been able to share with anyone.

The procedure of establishing the atmosphere and circumstances for the voluntary condition seemed to help accomplish trust and involvement. The emphasis of the voluntary condition was helpful because some complaints about others and different matters did surface.

The most difficult objective was to see that the client youths could find value in maintaining the contract commitments. Whenever the crises ended or subsided, threats to termination usually increased. The support that was available in the nature of the active agreement was only partly the reason that terminations did not occur

sooner. When there was no crisis there was evidence for the added inherent benefit of discussing other issues, because the youths did want to discuss other issues.

b) Confidentiality and anonymity

The confidentiality procedure compensated for the disadvantages that arose from the inter-linkage nature of the client population. It was feared that because some members were part of a network known to each other that manipulation might occur. There was some manipulation but no serious harm was noted. This manipulation or effects of the contract was evident in the tapping of resources in which the members did not hesitate to inform each other of the resources. This informing of resources went on because there were no sensitive issues that would have been perceived by the youths as potentially disrupting to themselves.

The informing between members did have some disrupting effects for the youths involved in the area of summer camp resources. The student realized that problems might occur due to the informing that resulted, but it was too late to build in protective mechanisms. As it turned out, all the youths concerned wanted to attend the same camp in the same period and place. Alternative arrangements had to be made because some members did not want to attend the same camp with some other member. The predicament that resulted was that there were no alternative arrangements available because none of the members who could help resolve the situation were willing to change their

preferences. The combination of ages and alliances between members simply clashed. By the time camp periods arrived the commitments broke down with half the members; the remaining half could not attend eventually either because of employment commitments that arose.

Other than resources, therefore, confidentiality procedures prevented allying or manipulation in a natural manner.

In two different situations each youth indirectly questioned the worker on consultation concerns. In one matter the complaint was that the worker had gone and confronted some other youths about their previously fighting with the client. In the other matter the client youth asked whether the worker had been talking to the parents about her crisis states. In both of these cases the worker had not violated procedure and so could respond in giving the necessary reassurances.

c) Contact and referral

None of the youths complained about the frequency of telephone contact. Besides the establishment of routine the regular contact enabled the client and counselor to get to know each other. The telephone contact was not expected to attain the level of significance it did. The underestimation of the power of the telephone was an oversight, but fortunately it was emphasized. Bruch warned against the neglect of the telephone influence. (Bruch, 1974, p14).

By establishing clear referral procedures it was easier to repond, especially when there was pressure from the referring worker or agent. Sometimes the referral was inappropriate or there were too many youths already in the program.

From the nature of the program it was possible to meet paradoxical needs of the clients. For example, the members wanted to be recognized for the problems and pressures they had to undergo, but on the other hand they did not want to be considered as a "problem" individual in society because of the negative definition. From the definition of the client population, clarified usually in the initial contact and referral stages, the youths knew why they were being considered.

The telephone contacts helped accomplish routine, availability, a mechanism for for meeting needs, monitoring progress, etc.. Acceptance of the program was achieved through the contact results. The flexible contact procedures enabled members to see that they were not being trapped into what could have been perceived as a huge commitment that was binding. According to Erikson's "all or nothing" principle, teenagers fear commitments as if it were a lifelong trap situation.

It was found that while contact procedures did make the service available to the teenagers, these procedures likely had another paradoxical positive effect. The paradoxical effect resulted from the regular contact

which was desired in the earlier stages of the contacts. The insistent contact with some youths had probably become somewhat of a nuisance to some members in which the means of eliminating the contact existed in the improvement of their functioning.

For the contact procedures one weakness that was realized was that more emphasis was needed in encouraging the youths to keep more of their commitments consistently.

d) Interview procedures

The interview procedures were in large part designed to operationalize Erikson's identity diffusion. Trying to operationalize the identity concept was a valuable experience because of the results that could be used. The other objective of the interview procedures that was achieved was to provide counseling input.

Some questioning was not as satisfactory as expected. However, the order set out in the sequence exploration of the conflict phases was helpful. By having a general notion of the conflict issues, information gathering was more ordered and specific. The degree of sensitivity did vary between the different conflict issues. Issues such as cultural identity, and bisexual diffusion were sensitive. The interviews were more productive if the subject areas were initiated by the clients.

4. Evaluation of instruments

The instruments that were used were the tape recorder, interview-termination schedules, written

recordings and supervision sessions.

The main difficulty that existed with the tape recorder was the discomfort that some youths had with it and their consequent reluctance to consent to its use. The chances of being able to record the latter sessions of each contract were higher because when the youths did get to know the counselor well, they were more likely to consent to the taping. The distractions that occurred were notable at the moment when the machine was turned on at the start of the session, and these distractions did subside as long as the machine was not in too visible a location. Distractions arose when the tape recorder shut off before a session ended or if it was turned off early. It was found that if the client was in a crisis period, the presence of the tape recorder might be distractive. Three youths who were asked, refused to consent, and preferred the alternatives of the supervisor attending the interview as observer.

Some sessions were recorded with minimal or no distractions. The primary value achieved with the taping was that it served as a helpful tool for consultation - supervision purposes; the recordings made it easier to see where changes were required. Information was recorded more accurately and completely as was the case in recording information immediately after an interview. Some recordings were poor for audio examination, so written transcripts

were compiled for any needed examination.

A larger problem area was in the completion of the assessment - termination interview questionnaire, which was meant to replace the disbanded written questionnaire. A form of a written questionnaire, to be completed by each youth, or some similar alternative, might have been preferable. This would be to compensate for the counselor effects. The questions in the interview schedules and assessment schedule (appendix B) were very difficult to draw up and could be modified. The outcome of the question formations depended much upon the interpretation of Erikson.

The written recordings and supervision sessions proved to be important for all objectives set out for this practicum. When the specific content of the recorded information was examined, the individual characteristics and common themes across the issues could be seen. An analysis of material selected on an individual basis would have involved enormous amounts of information and observations, compared to the analysis of the common themes.

The supervision sessions were productive and provided benefits described earlier in skills developed. When supervision sessions were held, the worker was able to familiarize himself with the material to be reviewed, and the next action to be taken. Support and direction were obtained through supervision.

5. Evaluation of Results

a) Themes and issues

From the comparisons that were observed, a number of themes and issues were evident.

1. One issue was the limited number of males in the client group. Of the females on whom referrals were received, contracts were carried through to some point of termination with all clients.

2. The task of combining two different agency settings for this program was an unexpected and unusual experience. Both setting directors were aware that the other agency was combined in the practicum, and for a short while the worker participated in both settings simultaneously. For the clients the Friendship Centre had some advantages that the hospital setting did not have and vice versa. For example, the youths were secure in the Friendship Centre due to the cultural element, while other youths needed the formal office privacy elements of the School of Social Work and Youth Psychiatric Services. For a neutral atmosphere and privacy, the School of Nursing building and local schools with office facilities, often was acceptable.

3. This practicum was preventative in that it involved most members who were not receiving input from other social service agencies that deal with problem children, such as probation services, child care agencies, Child Guidance Clinic, treatment centres, etc.. Two youths were active with Children's Aid Society and two others were under a specialized school program. Eight others were not active in these kinds of agencies although they had as much

difficulty and pressures as other youths directly involved with other social service agencies. By having the input that CPNAY had had this may have lessened the risk of other agencies needing to become involved.

4. The one-to-one therapy-like approach was not being used because the client group involved teenagers. The focus of the Friendship Centre has been upon a community-recreational-group orientation, because the one-to-one counseling of native youths had been defined for the other existant social agencies. With the increasing recognition of the impact of the cultural element in the setting, the Friendship Centre has experienced more pressure to be more involved in more individualized counseling. Although CPNAY was more one-to-one with the teenagers, a family focus likely will be more the trend for services offered.

5. The purposes of the program served the needs of the youths involved. There were some concerns initially about the short-term nature of the contracts, but short contracts proved useful for the client needs and the information results that were obtained. The outcome was supportive of what many writers have described as valuable brief therapy.

6. One of the significant findings made in working with this cultural group was the inter-linkages and consequently the increased importance of procedures involving confidentiality. In the Friendship Centre the worker was concerned due to the increased probability of future contact

by other known parties, friends or relatives. In a cultural community the risk of meeting someone known to the client is higher. Often other known persons become staff or active volunteers. Three teenagers would not attend sessions in the Friendship Centre because they feared the risk was too high that they would meet other unfriendly youths from the other side of the "tracks boundary line".

7. A final theme that could be mentioned was the environment and family backgrounds that had similarities to each other. In CPNAY some common themes were: the youths and their guardians were struggling under trying economic and social circumstances. Out of eight youths who were subjected to conflict with other youths alone, only three were choosing the flight alternative. The other five learned to believe that in order to survive, violence and fighting were necessary, no matter how much they disliked to resort to this course of action. In 8 out of 10 youths there was some parental background conflicts.

b) Youths not serviced in CPNAY

Some comments could be made about those youths who were not serviced by CPNAY.

In both settings there were referrals on youths not serviced. In the hospital setting there was one 17-year-old male who was referred originally to the hospital by a child care agency. Due to the fact that the individual was almost 18 years old, and that he had been into a difficult routine of irresponsibility and was assessed as being

uncooperative and not interested in counseling, the agency did not pursue the referral. This youth was still a potential client.

In the Friendship Centre there were at least seven youths who could have been developed into potentially active clients. Referrals had to be made to other workers since there were a maximum limit being seen. Others were referred because the practicum was ending.

c) Some limitations of CPNAY

The writer recognized that a number of limitations existed in the assessment of results in the program.

The operationalization methodologies had their limitations.

The duration of shorter contract periods was another limitation.

There was a scarcity in pertinent literature references, and this limited the degree of foresight. Scarcity of literature did have one reverse effect in that the scarcer the literature the greater were the chances for achieving the objective of "developing and evaluating an innovative intervention with native youths based on Erkison's theory".

A limitation that was not ignored was the biases that occur. Objectivity was vital for the assessment purposes. One type of bias was the Hawthorne effect which has been described in several writings. Maas and Polansky (1960, pl27) criticized reports that did not account for

the bias effect. In one kind of bias effect the clients respond according to the kinds of responses that the clients think are desired.

Another type of bias is the informant bias. Some useful information was obtained from informants. Dean and White (1969, pp107-108) suggested that there are ways of detecting distortions in informants. These ways were implausability, knowledge of unreliability of the informant, and comparing accounts of the informant with other accounts. The factors described by these authors were kept in mind (motives, bars to spontaneity, desire to please).

Most writings covered, examined the issue of the reporter bias. One bias that could occur was the participant observer who "goes native" ie. he or she becomes so involved that vested interests interfere, or the value of assessment no longer becomes important. Becker (1969) discussed the danger of the interviewer becoming so closely identified with the client that important but difficult areas of questions were avoided. "Rather he unwittingly chooses problems that are not likely to cause trouble or inconvenience to those he has found to be such pleasant associates." (p269)

Herzog was critical of how progress was assessed by some practitioners or writers.

"What a practitioner thinks he does may not be exactly what he actually does. The Committee

on the Evaluation of psychoanalytic Therapy, for example, abandoned the questionnaire approach after finding that 'there may be considerable difference between what the practitioner of psychoanalysis submits in answer to a questionnaire as to what he does, and what he indicates that he does in the course of further questioning and discussion' (23, p387)"(Herzog, 1959, p32).

Erikson described an interesting analogy of how not only can the observer affect those being observed, but how the reverse can happen. While Erikson's description was not available in its original source of reference, his point was clear.

"Another group of experimenters were told that one group of rats had been bred for 'maze-brightness', the other for 'maze dullness', although all the rats really came from the same strain. And alas, the 'bright' rats did perform more cleverly and animatedly and the 'dull' ones more stupidly and lethargically. But the only communicative behavior which suggested itself as operative in these results was the observable tendency of experimenters to treat promising rats more tenderly - and with fewer words. The principle researcher, in fact, also 'wonders what was said to the animals by these experimenters who believed their rats were inferior'. These simple but fundamental observations, verifiable by ordinary experiment, should indicate the striking need for and the potential power of insight." (Erikson, 1975, p180).

d) Achievement of the objectives

With regard to the three specific objectives set out in the application of Erikson's identity theory to native youths, utility referred to the usefulness as a value judgement, whereas applicability referred to the degree in which Erikson's concepts accounted for human behavior in the

client group and therefore described. To accomplish all three objectives, the third being "developing an innovative intervention with native youths based on Erikson", the analysis of a good theory was to be involved to some degree.

Applicability of Erikson

The literature was reviewed to see how it portrayed adolescent behavior in Erikson's terms. (1) The responses to the operationalization of this identity concept, (2) the methodology, and (3) approach used were all examined, together with any knowledge base available on native youth culture.

Operationalization

It was found that some of the seven conflict issues applied to the group. Erikson's theory was limited, however, in that it did not explain all the problems and behaviors, possibly because Erikson's model was cultural and because of the shortcomings in the operationalization.

One of the areas of concern was that the youths resisted discussing some of the issues presented. Reasons for these resistances were very difficult to determine. The writer was unable to determine clearly how many of the issues were in fact, important to all the youths. Some of the conflicts were visible in some members, primarily time diffusion, achievement versus work paralysis, role experimentation vs. negative identity, and leadership polarization vs. authority diffusion. A plotting of the

client youths was done on a modified dimensional model drawn in appendix D. For this latter model, it was possible to select approximately the assessed level of importance of each issue (where each fell on the column), and the maturational age (by location on each row). For each column the degree of importance (prevalence) of the issue increases left to right. By examining the model in this way there was no conflict with interpretation and the writer did not necessarily have to agree with the progressional sequence of all the issues in relation to each other that Erikson drew up. Role experimentations might conceivably follow anticipation of achievement, rather than vice versa. The plotted point on the column does not signify how much the issue was resolved; three dimensions would be needed to do this.

When reference was made about the content not explaining all the behavior, it was also meant that there could have been other issues operating eg. cultural diffusion, or that an Erikson conflict may not have been of concern to the individual.

For the degree of importance or prevalence, the issues of role experimentation, anticipation of achievement and leadership polarization, were most strongly represented in the younger members. For the older group, they were concerned with some sensitive areas as well as the early stage issues mentioned for the younger members.

The degree of resolution of conflict in each issue

basically could not be determined from direct responses because of the extremely difficult task of trying to operationalize this dimension. It would have been necessary to determine the degree of level of occurrence and significance of the earlier conflicts.

Criteria of a good theory

Out of the five criteria those that had most relevance for determining applicability were explicitness or testability, and comprehension or accounting for human behavior. According to the results of the operationalization, Erikson's model did describe the youths' behavior to some degree only. Erikson's model was explicit but more limited in accounting for human behavior of the youths.

The progress chart in appendix C, gives some results that served to substantiate what was important to the youths. Some of the Erikson conflicts could be interpreted from the progress chart eg. the issue of time.

Utility of Erikson's identity theory

To establish the utility or usefulness of Erikson's theory to native teenagers, some results that demonstrated the value of Erikson were needed. In the preceeding section these results were described to demonstrate applicability and consequently usefulness.

By examining utility and applying the criteria of a good theory utility could be assessed. The criteria of a good theory that were relevant to assessing utility were, generation of useful research, explicitness and

comprehensiveness.

One way research could be generated was in the recognition for the need to do further assessment of a similar program with non-native youths. Because there were no non-native youths, only a limited assessment could be done on the applicability or effect of the cultural element. Non-native youths in a similar program should demonstrate much clearer evidence of identity diffusion. The acculturation influence was significant because it is virtually impossible to locate a group of native youths now who have not been subjected to the acculturation influence. Another program attempted should include more male clients.

The criteria of explicitness or testability was achieved so that to some degree Erikson's model was useful. The model was useful to the degree that it was applicable.

There was some question about Erikson's theory being simplified or having clarity because of the complexity found. The lack of clarifications and interpretations to questions that did arise made the theory incomplete.

Developing an innovative intervention with
native youths

This objective was accomplished. Some of the evidence for this can be seen from the summary of themes and issues, and the prevailing status of literature and field materials that were described as being absent.

The objective of further skills development was achieved. The exploratory style of this practicum had an

overall objective of describing what was explored.(Tripodi et al., 1969, pp 92-93). It was hoped that the style of this report would give some overall sense of understanding of what was done, why, and some recognition of the value in undertaking this practicum.

c) Conclusion:

Erikson's identity concept

The writer did feel a need to add some final comments about Erikson's identity diffusion.

There were areas that were questioned and two of these could be emphasized.

It was found that Erikson was too pessimistic and reflective only of a serious outlook on adolescents. When youths were seen as being either end of a polar network of a set of behaviors, there seemed to be no room for the less serious - more humorous aspect. Perhaps the apathy polar end of self-consciousness was one area that could have had some humorous aspect to it, but the lighter side was hard to see in the descriptions. Unfortunately, much of the theories that do exist, also leave out the lighter, more optimistic aspect. Erikson's perception of problems could have been presented instead as challenges or as necessary learning experiences.

Some of the conflict phases needed more examination. For example, it was found that Erikson emphasized too much the conflict over self-certainty versus identity consciousness, rather than giving more understanding as to why youths

cannot learn to accept themselves and how this can be done. The concern over Erikson's bisexual diffusion was described earlier.

The cultural element

This practicum was an examination of the culture of native youth in conjunction with Erikson only to a limited degree, and this has to be kept in mind. Only by doing an inclusive examination of the cultural values, attitudes, and traditions of native culture could a complete account be achieved.

By focusing on Erikson the acculturation effect, only, could be realized and this eventually proved to be the case. Erikson's concept did not explain native youth behavior in whole because Erikson's concept was based on a culture with different values, attitudes and beliefs. The native cultural values do, regardless of the numerous contacts that may occur with non-native cultures, affect the native youths.

Some of the native cultural values, such as sharing are in direct conflict with the values inherent in Erikson's model, and from here arises the cultural conflict.

A major implication for the field of Social Work, or other similar helping professions, would be the need to define and incorporate the cultural effects on native adolescent youths. These cultural effects do need to be incorporated into the mode of intervention through some direct joint effort between representatives of the native cultural

society (societies) and the helping professions. The current situation remains that Native culture(s) needs (need) to be defined by the Native cultural society (societies) for the helping professions. This definition has to be established in order to understand fully and clearly the impact that occurs when Native youth culture(s) does (do) come in contact with the youth culture inherent in Erikson's identity model.

Summary Observations

This practicum can be concluded with the following additional overall summary observations:

1. Literature reviewed. This area was useful for the practical purposes providing the counseling, and secondly for the examination of this practicum in conjunction with the application of Erikson. The significance of using an eclectic approach was described.

2. Procedures, approach, methods, evaluation, program service. The detailed description of the process of procedures of the program and the rationale, followed by an evaluation of the various procedures made it possible to achieve the objective of describing what was done and why. This approach was carried out in order to define the way in which the practical aspect of counseling was accomplished.

3. Evaluation, criteria used - As a result of both no. 1 and no. 2, other valuable observations surfaced in the evaluation aspects of the practicum program. One observation made was that the criteria could be developed in order to help assess past intervention and ongoing progress of clients. Both these latter task areas are difficult to achieve. Intervention was assessed through the following factors: characteristics of the population group, general procedures, conditions of the agreement, settings and purposes. Assessment was done, secondly,

through recordings and comparison analysis of results such as actual functioning of client youths, early terminations, effect of the environment, length and degree of contacts, and some examples of client participation.

4. Operationalization. The intervention instruments were evaluated and this was found to be an area that required closer consideration, since operationalization is very difficult to accomplish but important in the project of the nature as in CPNAY.

5. Themes, issues, limitations. From the results of the intervention, some themes and issues and limitations were noted and therefore described. These observations were found to be significant. These themes, which related to procedures and methods, were: the voluntary and preventative aspect, brief therapy, individual focus, etc..

6. Need for programs. A finding related to the observation in no.2, was that this practicum contributed further toward the emphasis of the need for programs that currently do exist for both Youth Psychiatric Services and the Winnipeg Indian and Metis Friendship Centre. These two agency services are important and need continued added support so that they can make available community counseling resources for youths.

7. Value of examining theory. Finally, by employing this practicum, it was found that a worthwhile examination

of theory could be made. This was seen through the results given in this Evaluation Chapter, and secondly, through the results compiled in appendices A, C and D.

Appendix A:

Youth A: History: A was a 13-year-old native youth who lived at home with her mother and two siblings. She had the appearance of an older youth, about 15. There was a non-native father who has become a part of the family, although he spent some time away from the residence. Because the family has lived in Winnipeg a number of years, A has been exposed primarily to urban life; due to her interest in culture A has been able to gain a knowledge of her native culture and ancestry. The natural father is no longer alive, although he was alleged to have presented a number of serious difficulties to the family. A had experienced traumas, but not at birth. A child care agency was involved at one time and a foster home placement had occurred for awhile. There were other relatives in the city who maintained various degrees of contact with A's family. The neighborhood was in a poorer area of the city and did express a number of problems that affected A's family.

Source of Referral:

A herself, and her young peer friends, had suggested that A be approached. The parents were open to help when approached.

Contacts:

About three informal interviews had been held with the mother from time to time under the awareness of A. A was

interviewed informally at home and at school when the session was still in effect. Telephone calls were on a weekly basis over the summer most of the time, except for a period of about 2-3 weeks when she was out of town. Visits were not usually held when the days got hot; it was not unusual for a number of the youths to postpone a session if it was too hot. At the start of the contract when school was in session it was difficult to meet with A, since school attendance was low and it was awkward at the time to meet in her home; after the counselor and A got to know each other, it was easier to arrange sessions. A became much more open to visits; she remained unwilling to meet in formal settings except at school.

A was seen seven times - most of which were informal brief sessions. Four sessions were longer and involved sensitive matters. She was seen twice in the presence of her mother, and two sessions with A's mother alone were intensive.

When termination occurred for this program the period of contact was lengthy enough to become intensively involved and for the counselor and A to get to know each other. Sessions began in the middle of March, 1981, and ended near the beginning of September, 1981. A terminated when she decided to stay with relatives in another community outside of Winnipeg for the coming school year. She was feeling apprehensive about going to the same

school in Winnipeg and everything was going well with the visit with the relatives. A's parent was given the advice regarding possible return of A , and resuming of counseling contact if desired.

Related Family Difficulties:

The relationship between the family members was crucial and did require some further attention. Mom and A found the pressures great and often unfair. A's perception of the relationship with others could have been probed more. Relationships had been improving. Friends and other relatives had not always been helpful to any degree.

Objectives of Involvement:

- (1) Dealing with familial pressures. Relationships to parents were vital and could have been examined further.
- (2) Schooling was one of the most difficult areas. Displeasure of school authorities and program was expressed by the parent and A. Attitudes and motivation of A were down but she showed a recognition of the need for schooling. Her attendance was low and there was conflict when she did attend, usually with other youths.
- (3) Peer influence was of a negative nature but could have been strongly positive.
- (4) Some conflict over the time issue, anticipation of achievement, negative identity, authority diffusion and self-certainty.

- (5) Internal conflict over feelings that social agencies and schools do not care, self-image, worthlessness.
- (6) Some cultural issues needed to be examined more closely.
- (7) Level of development of A - wanted to mix with older peer groups and showed some intolerance of authorities.

Youth E₃: History: E₃ was a 15-year-old who lived at home with the mother and siblings, who included one sibling who was originally referred to the counselor and held on waiting status. The sibling that was held on waiting status for awhile did better later and with the parents preference it was decided that counseling would not be attempted. Originally the sibling was held on a pending status because of the early assessment phases that were still in effect and the heavy number of youth involvement that was occurring with referrals. The address of the family had not been determined until the needs for E₃ had surfaced; E₃'s younger sibling had come to the worker's attention originally through a complaint involving the centre, after the worker had held an individual session with the sibling no further contact could be made because of the unknown address, etc.. The father was separated, but created some worry as he would disturb the family when drinking and visiting at the same time. The mother worked to support her family and did a lot of work to get help with E₃.

Source of Referral:

Because of alleged conflict with another teenager B, E₃ was asked to see if she would agree to counseling; E₃ had had some difficulty in an alleged delinquency and had agreed initially to sessions.

Contacts:

Worker saw E₃ together with the parent in two interviews - one being the initial one. Seven individual sessions were held with E₃. Telephone calls were regular except for a period of about three weeks when E₃ was away to the reserve. E₃ was seen informally and briefly a number of times at the counseling service centre and this enabled the counselor to have an idea of the activity of E₃. At times there was some resistance to sessions when she was not that involved in speaking in the sessions, but the last sessions were better. Both E₃ and her sibling were doing well by the time termination came with E₃ which made everyone feel more satisfied. Sessions started in April, 1981, and ended in the middle of September, 1981. The worker had tried to set up another session but E₃ missed twice and her mother agreed that it might be best to allow E₃ to attend on her own. On the day that E₃ was to attend a session with the worker she made another appointment with another social agency worker who was supervising E₃, but missed her session with the writer. E₃ at least had finally realized that attendance was

voluntary. She was advised that she was to contact the counselor if she felt a need to.

Related Family Difficulty:

Mainly the influence of the father when drinking eg. affected the number of family moves and consequently school changes, job changes, etc.. It was not determined what other issues at home were affecting E_3 , if any were, as she was not responding openly when confronted about why she was angry at times.

Objectives of Involvement:

- (1) To offer support to E_3 and her family where needed; to be aware of developments.
- (2) Further assessment of school functioning, peer influence, alleged delinquency tendencies.
- (3) Some conflict revolving around time, patience, role experimentation, and probably authority diffusion. Other possible issues of self-certainty, achievement, sexual identity and diffusion of ideas were not visible, responses were difficult to get on area of questioning.
- (4) Cultural conflict which affects general functioning or response to the environment.
- (5) Other issues or conflicts could have been determined.
- (6) Personality development - violent tendencies, fighting anger, at one point was somewhat defiant - not afraid of placement. Couldn't postpone gratification.

Youth 0: History: 0 was a 16-year-old female who became 17 by the summer; who had returned to the centre to resume some counseling after having received sessions there before through the social work therapist. When 0 had returned there was some speculation that a male sibling would request counseling; the sibling did not approach the hospital centre. When 0 had sought counseling before, it was because of perceived conflicts at home and to some degree the actual burden of the family. There were three brothers and five sisters in the family, about half of whom were at home along with other young neices and nephews. 0 was raised in urban life although her parental generation were from a rural area. Both parents were non-treaty; 0 had no known traumas or health traumas while younger.

Source of Referral:

Self and school via the centre.

Related Family Difficulties:

The father was described as having a drinking problem and affecting the family negatively. The mother was portrayed as being passive in spite of her disagreement with the husband's drinking. Lack of communication by both parents of family members was presented as some problem. The siblings and their relationships to 0 and each other affected 0 who tended to carry the burden of worry. With the younger children 0 was laden with babysitting. To some degree 0 was wanting various members of the family to

receive counseling. The father did not encourage schooling for the girls. An older sibling was creating some problem in the way the sibling was trying to dominate the home. When the members of the family were confronted by O, there was open resistance or avoidance of response. While the mother wanted O to have high school marks, she was not too understanding when O failed. One of the conflicts that tended to arise with the drinking was that the father would behave differently pretentiously eg. he would not talk about meaningful things unless he was drinking. When not drinking the father said nothing at all. O could not confront her father when he was sober, due to fears seen in him when he was drinking. The father was putting pressure on O to be away from home part of the time as a means of seeking marriage mates.

Contacts:

Involvement with O occurred from December, 1978, to January, 1980 (two months). O was interviewed initially by the intake director of the centre with the counselor observing, then interviewed three times after. During this time telephone contact was maintained for arrangements and the two sessions that O missed and were rescheduled. It was near the latter sessions that O began to delay sessions and required reminding. When the last session was held, arrangements were made twice for another following time before O informed over the telephone that she did not want

to come down again as she stated that everything had been better and she did not feel she needed further counseling. O was encouraged to return for another session to terminate, but without success. Some circumstance or incident changes had either occurred after the last interview was held or else O had undergone enough change of thought that she decided that she did not need further counseling. In the last two interviews O had been open and expressed much interest in talking about dealing with the various things that worried her.

While contact with O had been for about two months and was short of the number of sessions the counselor had expected would be needed, the contact period did enable the counselor to get to know O to some degree. It was possible to find out some of the issues that were affecting O.

Objectives of Involvement: (issues of concern, impressions of O).

- (1) One of the immediate objectives was to help O deal with those family related difficulties that were known and to uncover any others that were hidden or developing. O was being used unfairly by various family members and was being overburdened in having to worry over different members for different reasons. It had been hoped that arrangements would have been made to see other members of the family following permission obtained from O to do so. O's physical and psychological health was being affected adversely by the family. It would have been

valuable to determine how various members reacted towards O; if they saw her as a victim on whom burdens would be unloaded - that was what may have been actually the case.

- (2) O's social life was greatly reduced with the baby-sitting and the isolation that O was inflicting upon herself. She had restricted her activity with other young people.
- (3) Lack of communication by others was an issue. It would have been good to explore her views in general on this issue.
- (4) It was noted that O had not been able to discuss her sensitive difficulties with school counselors thereby expressing a selective choice in discussing issues.
- (5) O expressed concerns about her school experiences; she valued and recognized the need to go to school, but was not happy about the boredom and the way that the school program was carried out.
- (6) O did not feel comfortable about appearing before more than one counselor at a time. She would not consent when approached to taping or the one-way screen.
- (7) One of the issues about O that arose was the conflict over achievement and what she saw as the failures in the schools.
- (8) The resistances that O expressed in the latter interview arrangements was due to her struggle for a sense of independence. At each session conflict over authority was clear.

- (9) There had been moments when O started to express conflict about cultural background.
- (10) Deep-seated feelings towards parents needed to be determined more clearly, relationships, etc..
- (11) Self-image. O may have had a low self-image; this was too sensitive an issue to be examined more closely in early stages of a contract.
- (12) Views on peers needed further checking.
- (13) Due to the number of sessions, it had not been possible to question O more deeply on some of the Eriksonian issues. An assessment termination interview was not done since O terminated sooner than had been hoped.

Youth B: History: B was a 16-year-old native girl who lived in her parental home with her sibling relatives part of the time. Her parents and siblings live in the city with contact occurring regularly. Over the months beyond the termination of the brief contract that was held with B, the counselor was able to get to know the parents to some degree because they were active in the community centre.

Source of Referral:

B came to the counselor's attention primarily through the parents who approached for assistance due to conflict B was having all the time with other youths.

Contacts:

Due to the short duration of the contact with B from March, 1981 to April, 1981 - two months - the counselor

was disappointed that B decided not to continue meeting after having had only two sessions, one in which the parent was present ie. after an introductory one was held alone with the parent. It was not clear as to the actual reasons why B had decided to terminate when she had been pleased in the last session that was held. Telephone contacts were kept each week; after the last session, however, B missed appointed sessions until she finally stated her desire to discontinue. Perhaps the next session was not scheduled soon enough since that had been one delay. There was one occasion when the counselor had missed one session after the introductory one due to a mix-up in scheduling; B seemed to be satisfied with the apology made for the mix-up by the next time a session was held. B was encouraged to contact the counselor or the centre if there arose a future desire.

Related Family Difficulties:

B was having some conflict stating that she could not agree with her parents on various things. The parents were actively involved in the affairs of B.

Objectives of Involvement:

- (1) B expressed some conflicts about some issues that concerned Erikson; the nature of these conflicts was still unclear. These issues, which surfaced indirectly, were achievement vs. work paralysis, self-certainty, authority diffusion and role experimentations.
- (2) Other conflicts that were present, at least on the surface, were caring vs. no one caring, cultural

diffusion, directness vs. non directness.

- (3) The peer group had much to do with whether things were going well or not, conflicts involved.
- (4) Schooling was confusing as B was not sure about quitting vs. continuing. B moved from a number of schools.
- (5) The counselor would like to have seen B express her views more openly about the relationships that were important (negative or positive) with others.

Youths S_1 and T_1 : History: S_1 was a 16-year-old native youth who had lived at home with her parents and siblings most of the time; sometimes S_1 did live with other relatives or friends for short periods of time. S_1 was becoming more independent. The family has spent the last greater number of years in the urban area so that S_1 and her younger siblings were exposed more to urban life. T_1 was the next younger sibling. The parents had a number of children, both boys and girls, and had a difficult time adjusting to the economic and social demands of the city that can exist for any family that are not well-off financially. T_1 lived at home.

Source of Referral:

Both S_1 and T_1 were referred through contact with the centre and a conflict with other youths in the community ie. the youths referred themselves to a large degree. Permission to counsel the youths was almost not given by the parent.

Contacts:

Most of the contact has been with S_1 because of her greater voluntary interest and the greater care in arranging for contact settings over the summer. When school was in session both were seen with the same frequency. It was difficult because both preferred not to meet at the office. S_1 was seen informally in the residence of relations with whom she lived for a large part of the contact period.

S_1 was seen from March, 1981 until the middle of August, 1981, and T_1 from March, 1981 until the middle of July, 1981.

The contact period with S_1 was more intensive and more productive than T_1 because of the difference in contact. Both S_1 and T_1 had made a positive adjustment in that no more disturbances were being reported by the time termination came. T_1 showed least change in her mood ie. her discontent was still there.

The counselor got to know S_1 well and vice versa, whereas this could not be achieved with T_1 .

The parents were visited twice separately and S_1 seen six times, mainly where she was living with relatives. S_1 was not seen for a termination session as she had left the city for a year. Sessions were informal and at the frequency level requested by S_1 . T_1 was seen four times at school in accordance with her request. S_1 's contract

terminated when she decided quickly to pursue a school program under a religious organization out of Manitoba for a year. There had been no opportunity to see S_1 before she left. T_1 was not seen for a termination session either because the family moved and T_1 had requested that she be allowed to contact the worker for the next time session. When it was learned that T_1 had moved to an address unknown any further contact was best awaited if it was needed. The counselor had some opportunity to let T_1 know that the availability of a counselor was there.

Related Family Difficulties:

Lack of confidence in parents in the implementation of counseling for the children. Inconsistencies and housing has been a problem that has affected the family for some time. Members affect each other, conflicts, etc..

Objectives of Involvement:

- (1) Schooling - S_1 and T_1 were having various conflicts about schooling. Staffing and program.
- (2) Beliefs and attitudes about violence was of some concern.
- (3) Conflicts surfaced in both S_1 and T_1 on anticipation of achievement, role experimentations, self certainty and authority diffusion. These were determined indirectly eg. by anger or annoyance expressed. S_1 expressed some worry over diffusion of ideals.
- (4) Other conflicts included caring vs. non-caring, consistency vs. inconsistency, directness vs. indirectness. (T_1).

(5) There was an issue of cultural diffusion.

Youth K: History: K was a small 14-year-old native male who had lived the last five years in the urban area with his mother and four siblings. Because of difficulties K has had with glue sniffing, missing school and alleged delinquencies, a child care agency was involved in requesting for assistance with K. The father was separated and worked as a labourer where he lived in the rural community home reserve. Since being in the city placement had to be attempted with K in a group home and foster home which did not work out well. The parents were described to have had difficulties that adversely affected K, but opportunity and time did not allow the counselor to confirm fully these difficulties. The child care agency was to be involved until at least the spring of 1981 about which time K did return to the rural home setting with the grandparent and father for the summer. K had been in more than one school in the city due to the address changes. K was able to recall much of his rural life experience as a positive experience along with some negative experience. It was not determined whether the other family members would remain in the city - they seem to have adjusted easier. K had no birth or other health traumas.

Source of Referral:

Child Care Agency.

Contacts:

K was interviewed alone after being escorted by a

worker for the first session. Telephone contact was regular week to week most of the time during the contact period from December, 1980 until the middle of April, 1981; interview arrangements and often checking about missing appointments or delaying appointments due to forgetting or not being home at all (AWOL). Near the latter portion of the sessions it had been possible to meet the mother of K in her home. K was seen six times, the last of which was at his home in the presence of his mother. During interim periods of each session there were occasions when K did resist interview contact in spite of a clear willingness to talk over the telephone and receive the telephone contact. On one occasion K was early for an appointment, said he would wait until the counselor arrived, going out of the room for a refreshment from the canteen, but never returned; this event occurred before the last session that was held in K's home. During each of the sessions that were held K was very convincing that the session was helpful and that he would return for the next session, which never did happen. In about the the fifth session K did request whether he could meet every two weeks instead of each week; the counselor agreed with this and re-emphasized the stated procedure of the first session that the weekly contact was done to enable each party to get to know each other and feel more relaxed about talking. It was discouraging to find that sessions could not continue due to the move out of town of K, because the worker saw K's problems as being settled

possibly only temporarily. The counselor attributed K's resistance to sessions, if in fact he was resisting, due to competition for K's time; counseling was not seen by K as a priority although it had importance at times. A bad start for the program was in the start of contact was just before Christmas.

Related Family Difficulties:

Family difficulties were difficult to confirm with K or with the parent's views due to the involvement which ended before anticipated. With the father having much affect on the moods and feelings of K and his being unavailable for contact, there were a number of questions that remained unexplored. K's mother indicated her concern over not being able to influence K to listen, during the two contacts she was anxious to get help as non-demanding, non-aggressive, quiet, pleasant. K had too much control. K was aware of the conflict between the parents. The siblings were seen as doing well. K's relationships, feelings, etc., toward each of his parents was unclear - causing him some discomfort. Some cousins of K make up part of the peer group. Drinking by the father and at one time the mother, did displease K.

Objectives of Involvement:

Several issues surfaced during the contacts with K:

- (1) Some of the Eriksonian conflicts of time, achievement, peers, authority (eg. police and teachers, resists advice about rural life). These issues were mainly

around early adolescent life and were determined from direct and indirect information. Other issues could not be touched upon without further sessions eg. sexual diffusion, ideological polarization, self-certainty, and leadership polarization. Indirectly symptoms authority conflict issues did surface. Because of the level of development of K, it was very difficult to determine his views through direct questioning; he was too non-verbal.

- (2) A number of crucial issues did revolve around family difficulties, and did require more probing and counseling input. Nothing was seen or known of the step-father - was he non-native?
- (3) K was described to have had difficulty with self-image; this was a sensitive issue but probably could have been examined with K. K had difficulty being verbal and was non-aggressive around adults and strangers.
- (4) K was affected too much by his peers. Immature, concrete minded, could not postpone gratification, shy, distrustful.
- (5) K was not happy with all aspects of school. He may have had some disability - would not agree to a psychology assessment. Intended to quit when legal age reached. Did not seem to see the purpose or value of counseling unless doing poorly. Not sure if quitting the right thing (achievement conflict).

- (6) K had a cultural conflict; confused, he was not content with urban life. Unfortunately, he may find himself dissatisfied with rural life once he has been back there for awhile - seems unrealistic about rural life.
- (7) K's alleged delinquency involvement.
- (8) K was involved with girlfriend interest; it was not determined if there was any concern.
- (9) K was showing some anger at the session held in the home (last one), which worried his mother considerably; it was not determined why K was expressing anger to mom as K missed any subsequent sessions scheduled.

Youth L: History: L was a 14-year-old native youth who has lived at home with her parents. Looks older than age to some degree. There were two other siblings and a stepfather in the family. The natural father has been separated from the family for some time but maintained some contact with the children. L's mother was very good in asking help for L and has worked to support the family. The natural father was described to have placed conflict pressure to some degree with the stepfather. L had no unusual early age and birth or health complications.

Source of Referral:

Self, parents, and friends of the family.

Contacts:

L had been contacted regularly by telephone to determine appointment arrangements. Mother had been interviewed four

times, once in the presence of L in an initial interview. L was seen nine times - most of which were lengthy. The contact here was heavy and quite regular from the middle of March, 1981 until the end of September 1981. Due to the counselor's involvement in the community centre and L's involvement there too, a number of informal contacts occurred in the centre activities. When the termination date did arrive for September 1981, the length was long enough for the goals set to be achieved. From the counselor's perspective L was doing very well.

Related Family Difficulties:

Any family conflicts that did exist have been largely remedied except that the potential for conflict from the natural father was still there; L was learning to realize she could manage with contact from natural father.

Objectives of Involvement:

- (1) L continued to be anxious to try to deal with the various kinds of conflicts that did arise. She has been increasingly able to overcome these conflicts.
- (2) Some of the issues of Erikson were affecting L, but the more sensitive issues were difficult to discuss eg. sexual diffusion was only attempted but L did not give too many views directly on self-consciousness; diffusion of ideals arose more clearly. L suggested other issues of conflict. Self-consciousness, time diffusion, anticipation of achievement, authority diffusion and

role experimentation surfaced.

- (3) Internal conflict over cultural diffusion.
- (4) Schooling performance did work out well; at the start this was one area of concern, eg. school moves.
- (5) The counselor had some concern about possible loneliness, some self-image.

Youth M: History: M was a tall likeable native 15-year-old girl who spent the last few years in the urban area after being in the rural reserve home area most of her earlier years. She had been living at home with her mother and stepfather (non-native) until there was conflict and control problems at which time the child care authorities attempted placement unsuccessfully. There were two other young siblings at home who - as far as was known - were not having the same difficulties as M. It was not determined if the rest of the family were to remain in the city permanently; just expressed openly adjustment problems. Mother was not completely physically healthy. Foster home placement and group home prospects were not working out for M; closed settings had been used. M was seen by the counselor in one of the closed settings. Father deceased while M was young. M did not have any birth or health traumas.

Source of Referral:

Child care agency.

Contacts:

There were a number of contacts. M attended more

contacts than had been expected in the light of the pressures under which she functioned, but the counselor would have preferred a few more sessions. M was making adjustments in some important areas at the time she decided to terminate. Contacts included telephone contacts with M before each session and one interview with the parents. More visits with the parents would have been arranged; up until this time practical matters had made it not possible for more contacts to have occurred. There were seven interviews - many of which were lengthy, due to the interest by M; she had preferred weekly sessions most of the time during the contract period from the middle of March, 1981 until the end of May, 1981. The contact period was actually short term yet intensive and seemingly long. At the last session M was under some pressure from her circumstances and she expressed her dissatisfaction by deciding to terminate in spite of counselor's encouragement to continue. A lot of credit was due to M for her level of coping in spite of her continuing difficult circumstances. She knew clearly she had the option of stopping the sessions when she felt comfortable in doing so, and it was good that she was able to exercise that option.

Related Family Difficulties:

The parents were finding the usual everyday demands of living trying, and the conflicts that did arise were affecting M and one of her siblings. As usually happens when the

youth takes on family burdens, M was forcing herself to bear the burdens of worry about the family. There were some parental difficulties suggested, but there was not enough opportunity to examine these difficulties satisfactorily. M worried about her mother and the next younger sibling due to the conflict with the father. M was losing sleep.

Objectives of Involvement:

Not all matters or issues could be listed due to the number of circumstances that threatened M's stability adjustments.

- (1) Family burdens.
- (2) Schooling - in spite of the circumstances that existed and the dissatisfactions that M felt with various aspects of schooling, she expressed a good attitude about the value of schooling eg. held the view that special educational programs were tapping student's potential with the low standards.
- (3) Some evidence of some of the Eriksonian issues surfaced. These issues were: achievement conflict, time perspective, negative identity and leadership polarization vs. authority diffusion. All other issues were very sensitive (sexual diffusion, self-certainty, diffusion of ideals). Expression of lack of interest in boys was of some concern - could not get M to discuss this.
- (4) One of the most immediate concerns that existed was

around the unknown circumstances of placement plans.

A home return did not seem to be an immediate possibility. M was restless and impatient about this area of worries.

- (5) Due to the circumstances, violence was known to M. It was part of survival.
- (6) Cultural diffusion was an important issue; it was sensitive to discuss.
- (7) M's alleged delinquency involvements was of much concern.
- (8) M felt that social workers, teachers, counselors, etc., did not care.
- (9) General mood and level of emotional expression of M required continued attention.

Youth G₂: History: G₂ was a 16-year-old native youth who lived at home with her two siblings, one of whom was her younger sibling who was almost counseled, too. There were either older siblings who did not live at home and did not have too much contact with the family. The parents were deceased since G₂ was young and relatives looked after G₂ and her two siblings. G₂ had no known birth and early health traumas. The foster parents who were the relatives to look after G₂ and her siblings, had children who were living independently and away from the family by the time the three children were living in the home. The children were primarily exposed to urban life, but had been actively

exposed to native cultural background. The foster mother was deceased a few years after the children were taken in.

Source of Referral:

G₂ was referred by the community centre and her peer friends; G₂ was active in the centre.

Contacts:

G₂ and her guardian father met with the counselor initially in the home to decide whether counseling could be tried. The sibling of G₂ had made an enquiry to be counseled, but for about four weeks wavered and finally decided not to pursue her enquiry just after G₂ decided to terminate. Later G₂ changed her mind again and counseling resumed. By the program termination date, the situation was much more hopeful. It was concluded by the counselor that G₂ had decided to terminate for awhile - she did so because she had not perceived her contract as voluntary, due to the parental involvement and because she was having problems seeing the purposes of the contract beyond a means of getting out of a lot of trouble.

The contact with G₂ was from April, 1981 until September 30, 1981 - with the exception of a stoppage of four weeks in the summer. The contact was sufficient to get some knowledge of the younger sibling of G₂ who enquired about counseling. G₂ did return in October, 1981 to request for sessions to resume and this was agreed upon by everyone.

Related Family Difficulties:

The relationship between each member of the family to each other was not clear. When some of the siblings outside the home were involved there were crises developing.

The counselor would have preferred to have been able to determine G₂'s feelings about the family and how she felt about her past.

Objectives of Involvement:

- (1) The seesaw kind of functioning behavior that occurred with G₂ and her sibling may have been symptomatic of confusion in issues. They had various complaints.
- (2) The moods of G₂ were of concern to the counselor - too depressive, unpredictable.
- (3) The sibling of G₂ was being affected by G₂'s situation and this was of some concern.
- (4) Peer group pressure was significant due to fighting and boyfriend pressures.
- (5) Eriksonian issues that were noted by indirect means were role experimentations, authority diffusion, anticipation of achievement. The sensitive matters of self-certainty, and ideal diffusion were not resolvable with the exception of sexual identity. Opportunity did not arise for these matters to be examined accordingly with the resistances that were met in G₂.
- (6) Other issues that did arise were cultural diffusion, quitting school vs. continuing, consistency vs. in-

consistency, reality vs. fantasy.

- (7) Schooling was an area of concern since the youth's performance and attitude had been falling until recently.

Appendix B. Interview Schedules

I. Time perspective versus diffusion

- (1) When others talk about time, what do you think they mean? How do they feel?
- (2) Do adults ever make reference to young people when talking about time? What do these adults say?
- (3) Do adults seem to think young people are in too much of a hurry to do things or that the young delay too much?
- (4) Do you ever hear people talk about or feel they have missed their chances to do something or to get something in life? Do you think they feel this way if they do not talk about this?
- (5) Do you think that life is too short or does it drag out with nothing changing?
- (6) Is being on time important? Any exceptions?
- (7) Could you describe an experience of a situation or situations where someone did not act quickly enough? Do youths get into trouble from wanting to "get at somebody" or "to go somewhere"?
- (8) Could you describe a situation where there may have been a feeling that delay was too long?
- (9) Did you ever think of the past as something that could not be changed? Were you ever afraid of the future?
- (10) Can you think of anything about the concept of time you find annoying?
- (11) Did any of these questions come to your mind before, at an earlier time? Which ones?

(12) Do you have any questions about the concept of time?

II Anticipation of Achievement vs. Work Paralysis:

- (1) How do students generally feel about "work" in school?
- (2) Do you know what the "work ethic" means? What?
- (3) Do students have a hard time finishing their work or even starting?
- (4) What does competition and persistency mean? Are they necessary?
- (5) When teenagers get into trouble is it possible they are doing so to prove they can do something well? Or is it for some other reason?
- (6) Do students have a hard time deciding about quitting even if there is no pressure from adults eg. parents?
- (7) Are students generally worried about deciding on an occupation?
- (8) Do you ever have trouble with concentration? Is this a problem?
- (9) Do you ever feel like you are not achieving enough or that you are not getting enough help? Or is work too easy?
- (10) Is achievement important? Or do you feel there is no point?
- (11) Do you or did you ever think about any of these questions about achievement as opposed to not worrying about achieving?
- (12) Do you have any questions?

III. Role Experimentations vs. Negative Identity

- (1) What do people mean by having a role? (make sure two meanings are explained).
- (2) Do young people ever complain over no role being allowed in decisions?
- (3) What roles do small children like to play?
- (4) Do youths reject traditional adult roles and use negative ones instead? What reasons would youths have for this rejection and change from when they are younger?
- (5) What explanations do adults seem to have for those young people who reject traditional roles?
- (6) Do young people feel they are being ignored as if they were a nobody? Could this result in a negative role identity?
- (7) Is there anything about adult roles that causes a teenager to be afraid?
- (8) Do young people feel there are too many big commitments in the adult roles?
- (9) Do youths sometimes prefer to be a nobody, or somebody bad or dead, rather than just close to a somebody?
- (10) Did you ever think about any of these questions before?
- (11) Do you have any further questions about any of these questions? Or any others about experimenting and negative identity?

IV. Self-certainty vs. Apathy (self-consciousness)

- (1) Do adults and youths generally feel that being recognized as an individual is important?
- (2) Do young people seem to wonder about who they are?
Do they feel it is important to know who they are?
- (3) Are some people too apathetic ie. they do not get involved with or for others?
- (4) What do you think identity of an individual means?
- (5) Do young people talk or think about how they fit into their family? Are young people constantly conscious of their appearance and impression on others?
- (6) Can you describe any problems or questions about identity that you might know of, or have thought about?
- (7) Do you think that most people will become or want to become a parent, aunt, uncle, grandparent, etc., in their lifetime?
- (8) When you do something wrong intentionally, do you think that showing guilt does any good? For what reason(s)?
- (9) If identity does not seem important to you - was it earlier?
- (10) Did you think about any of these questions asked earlier?
- (11) Do you have any further questions about these?

V. Leadership Polarization vs. Authority Diffusion

- (1) What does leadership mean to you? Authority?
- (2) What kinds of problems can occur in society between those in authority and those under authority? What might cause conflict?
- (3) What do adults seem to have to say about how young people taking orders?
- (4) What do young people have to say about adults giving orders?
- (5) What do young people believe about rules, orders, etc.?
- (6) Do young people panic over rivalry, hierarchy of authority. competition?
- (7) Do young people ever get into states where they can neither obey orders nor give orders?
- (8) Have you ever thought out any of these questions before?
- (9) Do you have any questions about these that I have just asked?

VI. Sexual Identity vs. Bisexual Diffusion

- (1) Have you ever heard anyone talk about the importance of sexual identity? What was being said?
- (2) Do you think that teenagers do begin to worry about their sexual identity ie. are there confusions about whether they are either male or female? What might cause such confusion?
- (3) Is there anyone to whom a teenager can turn (or do) about this subject for advice? To whom?

- (4) Were there or are there any particular questions about sexual identity that confused or still confuse you?
- (5) Were there any confusions about sex roles for yourself?
- (6) Do you think or know of other young people who have been confused about identifying with their own sex?
- (7) What causes these confusions if there were or there are confusions now?
- (8) Did these questions that I have asked ever come to your mind before?
- (9) Do you have any questions about sexual identity?

VII. Ideological Polarization vs. Ideals Diffusion

- (1) Have you ever heard others use terms such as ideologies or ideals by anyone? What do you think these terms might mean?
- (2) Can you give a very general explanation of the meaning of religious belief? - or theory? - or is it that youths feel that everyone is the same?
- (3) Do young people ever express views about their understanding of purpose of life?
- (4) Do adults and teenagers have different ideologies?
- (5) Do young people seem to be trying to sort out some belief which falls between religion and some understanding of life (often referred to as theory).
- (6) Do you think that ideology could include conquest,

reform, happiness, rationality, technological mastery, salvation?

- (7) Is the future important to one's ideology?
- (8) Have you ever heard these questions before? Where?
- (9) Do you have any questions about these that have been asked?

VIII. Termination or Assessment Interview Questionnaire

- (1) Of the questions asked about identity were there any that were not stressed enough? Any stressed too much?
- (2) Of all the questions about identity and any other topics, were there any questions that were missed that you would have liked to have had covered? Which ones?
- (3) What questions or issues did you think were most important?
- (4) Has anyone ever discussed or asked questions about the topics we covered before? Who?
- (5) Is identity as important to young people as are other more practical things like lack of money, getting a job, doing well in school vs. quitting, other family problems, etc.?
- (6) Do identity issues cause most of the difficulties for young people? - or are the difficulties other things?
- (7) Were there any questions that were asked not helpful? Were there any things about my approach and methods that might have worried, caused suspicion, or fear

for you,(eg. my role, stating purpose, how I conducted myself)? How about the interview settings?

- (8) Do you feel that cultural identity is important to native youths? If so, how would cultural identity be important? What about yourself? Should I have stressed cultural identity more?
- (9) Do you think the following conflicts or issues are important (these are comparison issues): consistency vs. inconsistency (double standards). voluntary vs. non-voluntary work (do people do anything for nothing?), reality vs. fantasy, feelings of loneliness and worthlessness, people caring vs. no one caring, directness vs. non-directness (not open), uniqueness vs. sameness (self-acceptance), and conflict over societal values?
- (10) Did you ever have a counselor before? If so, how did you feel the counseling went?
- (11) Did I miss any area that you wanted to talk about?
- (12) Do you have any questions of any kind you wish to talk about?

Appendix C.

Goal Implementation: Progress Chart Summary

Youth	Areas of difficulty, near start of contract.	Areas of progress, near or at termination.	Assessment of duration.
0	Family members conflict or burdens on 0; 0's physical illnesses, communication problem at home; discomfort; some withdrawal; conflict over school attendance and program; Erikson (achievement, authority diffusion, self-consciousness); cultural diffusion conflict; conflict re counseling?; conflict with peers; personality (some anger).	Still distrustful; still conflict re family; more examination of Erikson issues needed; sensitive to various conflict issues when questioned; more time needed; 0 seemed to be having some difficulty with purpose or value of program to her.	2 Months: short, but somewhat intensive - too short a time.
T ₁	Conflict re family and burden on T ₁ ; schooling(program, staffing, purpose); use of violence issue; Erikson(role experimentation, authority diffusion); personality(anger, pessimism, withdrawal, can't postpone); conflict over (1) directness vs. non-directness.(2)consistency vs. inconsistency.	T ₁ had improved in speaking about some issues; still quite unhappy about her circumstances; conflict still visible but mood better; distrustful; tried to be cooperative; family burdens still there - hindersome as T ₁ strained; added insight on difficulties; discussing some issues but still very sensitive.	4½ Months: would like to have had more sessions.
B	Family conflict; Erikson	Nothing changed, except B	2 Months: contact too short.

Appendix C. continued..

Youth	Areas of difficulty, near start of contract.	Areas of progress, near or at termination.	Assessment of duration.
B	(achievement, self-certainty, authority diffusion, role experimentation); issue of caring vs. non-caring; cultural diffusion; issue of directness vs. non-directness; conflict peer group; loneliness.	not involved in further contact with peers (not known anyway).	
K	Conflict re parents; placement planning important; personality (controls lacking, can't postpone, withdrawal and too shy, anger, non-verbal, concrete-minded, impatient); schooling (quitting, purpose, program, staffing); Erikson (time, achievement, authority, role experimentation); cultural conflict; alleged delinquency tendencies.	K had become a little more verbal and expressive (eg. about anger, desires); more aggressive expression; alternative placement planning was arranged by agency; more insight in own problems; says he is staying out of trouble; school still an area of concern; cultural conflict continuing.	4 Months: intensive but too short; few more sessions desired by counselor.
A	Family conflict; support to family needed; schooling (attendance, program, staffing); peer influence and conflict; cultural diffusion; Erikson	Some family worry and difficulty; A in different home on trial basis (informal arrangement); still unhappy with previous school; more	6 Months: intensive contact most of the time; satisfied A accomplished some important things;

Appendix C. continued..

Youth	Areas of difficulty, near start of contract.	Areas of progress, near or at termination.	Assessment of duration.
A	(time, achievement, negative identity, authority diffusion); conflict over caring and self-image; personality(low tolerance mood, can't postpone, withdrawl) anger; contact elusive at times.	verb, not withdrawing; still sensitive re various issues; showing some insight on problems; more optimistic; not feeling bad re termination - some worry. A will be receiving support and help in present setting.	
M	Family conflict and burdening; schooling conflict (program, staffing); Erikson(achievement, time, negative identity, leadership polarization); placement planning; personality(pessimism, sensitive, moody, impatient, emotion-status); cultural diffusion; issue that no one cares; alleged delinquency tendencies; use of violence.	Continued to be very sensitive about some issues; talking much more; more insight on problems; gains more controls; still some good attitudes toward purpose in schooling.	3 Months: intensive - one or two further sessions were preferred by counselor.
L	Family conflict, burdening (support to family needed); school conflict; alleged delinquency and peer influence; Erikson (time, achievement, authority diffusion, self-	Little of no conflict of family now; doing well at school; no delinquency; optimistic; very open to verbalization of topics of interest; mood very good;	6 Months: near termination, satisfactory length.

Appendix C. continued..

Youth	Areas of difficulty, near start of contract.	Areas of progress, near or at termination.	Assessment of duration.
L	consciousness; role experiment- ation);cultural diffusion; personality(self-image, curious, quiet, internal conflict); level of caring issue; values.	response good to contract; more introspective; feels better about self.	
E ₃	Family conflict (parents)(sup- port to family needed); schooling conflict; Erikson (time, role experimentation, authority diffusion); cultural conflict; personality(easily misled, angry, won't postpone gratification, withdrawn, shy); delinquency tendencies; fighting.	Needed to examine more the family conflict; E ₃ made progress in delinquency-free behavior; schooling problem (attendance) may deteriorate; another agency intervention has occurred; listens in more areas; not fighting; E ₃ terminated.	5 Months: intensive at times few more sessions preferred.
S ₁	Family conflict and burdens; conflict over issue of use of violence; Erikson (achievement, role experimentation, self- certainty, authority diffusion, diffusion of ideals); issue caring vs. non-caring; issue consistency vs. non-consistency.	S ₁ has been able to make her decisions about important, difficult things (eg. school and independent living); S ₁ now trying to avoid conflict, returned to school; can speak openly and enjoys doing so about various difficult issues; not resistant to sessions.	5½ Months: termination and contact sat- isfactory.

Appendix C. continued..

Youth	Areas of difficulty, near start of contract	Areas of progress, near or at termination.	Assessment of duration.
G ₂	Family conflict as G ₂ not listening; effect of G ₂ on sibling; personality (pleasant, not angry but unreliable on some commitments, talented, easily misled, immature); peer influence; schooling (attendance, program and purpose conflict); Erikson (role experimentation, authority diffusion, achievement); resistant to contract commitments; cultural diffusion; conflict over consistency vs. inconsistency, conflict over directness vs. indirectness.	Erikson issues more clearly identifiable; more willing lately to try; discussing issues, more readily receptive to sensitive issues; schooling still needs intervention (this area is being looked after); need to question more about issues.	4-5 Months: not intensive enough until lately; more sessions desired but input being

Appendix D

Infancy	trust vs. mistrust						
Early Childhood	autonomy vs. shame, doubt						
Play age		initiative vs. guilt					
School age			industry vs. inferiority				
Adolescence	<p>perspective vs. time diffusion</p> <p>self-certainty vs. apathy self-consciousness</p>	<p>role experimentation vs. negative identity</p> <p>anticipation of achievement vs. work paralysis</p> <p>identity diffusion vs. sexual identity bisexual diffusion</p> <p>leadership polarization vs. authority diffusion</p> <p>ideological polarization vs. diffusion of ideals</p>					
Young adult					intimacy vs. isolation		
Adult-hood						generativity vs. self-absorption	
Mature age							integrity vs. disgust, despair

* NOTE: These are plotted for termination stages for each youth.

Appendix E.								
	1.	2.	3.	4.	5.	6.	7.	8.
I. INFANCY	Trust vs. Mistrust				Unipolarity vs. Premature Self-Differ- entiation			
II. EARLY CHILDHOOD		Autonomy vs. Shame, Doubt			Bipolarity vs. Autism			
III. PLAY AGE			Initiative vs. Guilt		Play Identification vs. (oedipal) Fantasy Identities			
IV. SCHOOL AGE				Industry vs. Inferiority	Work Identification vs. Identity Foreclosure			
V. ADOLESCENCE	Time Perspective vs. Time Diffusion	Self-Certainty vs. Identity Consciousness	Role Experimentation vs. Negative Identity	Anticipation of Achievement vs. Work Paralysis	Identity vs. Identity Diffusion	Sexual Identity vs. Bisexual Diffusion	Leadership Polarization vs. Authority Diffusion	Ideological Polarization vs. Diffusion of Ideals
VI. YOUNG ADULT					Solidarity vs. Social Isolation	Intimacy vs. Isolation		
VII. ADULTHOOD							Generativity vs. Self- Absorption	
VIII. Mature Age								Integrity vs. Disgust, Despair

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