

THE UNIVERSITY OF MANITOBA

SYMBOLIC MODELING AS A TECHNIQUE
IN SHORT-TERM LAY HELPER TRAINING

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

WINNIPEG, MANITOBA

OCTOBER, 1973



ABSTRACT

SYMBOLIC MODELING AS A TECHNIQUE
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In this study, the researchers attempted to determine whether the observation of symbolic models, that is, effective counsellors presented via films and videotapes, as a short-term training technique for lay or para-professional helpers, would improve the ability of the trainees to discriminate helping or facilitative responses, and to communicate empathic understanding better than those trainees not exposed to symbolic modeling.

A sample of 22 lay helper trainees, selected from the New Careers Project initiated by the Department of Colleges and University Affairs of the Manitoba Government, were assigned to two training treatment programs, consisting of 60 hours, presented as follows:

1. Treatment Group I, consisting of 13 trainees, in addition to experiential and didactic components, was exposed, via videotapes and films, to symbolic models who demonstrated helping responses on the core, facilitative, and action-oriented helping dimensions.
2. Treatment Control Group II, consisting of nine trainees, received the same experiential and didactic components of training as Group I, but without symbolic modeling.

Three trained raters independently evaluated each trainee's pre and post audiotape-responses to three standard helpee stimulus expressions (Carkhuff, 1969a) in order to determine communication of empathic understanding indices. The raters used a five-point scale with mid-points (Carkhuff, 1969b) to measure these indices. Indices of discrimination were derived from the trainees' selection of helping responses from twelve standard helpee stimulus expressions (Carkhuff, 1969a) as presented in pre- and post-tests. An analysis of data employing the Mann-Whitney U-Test, the "t"-test for independent samples, and the Pearson Product-Moment Correlations revealed that:

1. There was no significant difference on the indices of discrimination between Treatment Group I and Treatment Control Group II.
2. There was no significant difference on the indices of the communication of empathic understanding between Treatment Group I and Treatment Control Group II.
3. However, there was support for significant positive correlations between the indices of discrimination of helping responses and communication of empathic understanding.

In addition, it was found that both training-treatment programs had significant impact upon the trainees' ability to discriminate helping responses and to communicate empathic understanding. While the findings did not favour the hypotheses supporting the use of symbolic

modeling, there were subjective indications of its value to short-term lay helper training.

ACKNOWLEDGMENTS

We would like to express sincere thanks to the many people who contributed in some way to the completion of this research study, especially the members of our thesis committee: Dr. Peter J. Racheotes, the chairman and major advisor, for his enthusiastic encouragement and assistance in our planning of the overall research; Prof. Peter Blahey, major advisor, for his support and helpful suggestions in the research design; Prof. Eila Lamb, for her initial guidance in the development of the training program and assistance in obtaining symbolic modeling resources; and Dr. Lyle Eide, Assistant Director of Counselling Services of the University of Manitoba, for his interest and encouragement, and for providing the co-operation and facilities of the Counselling Center.

Appreciation is expressed to Mr. Peter Ferris, Educational Supervisor for the New Careers Project of the Department of Colleges and University Affairs, Government of Manitoba, for his co-operation and involvement in co-ordinating the trainees and facilities for the training programs.

We would like to gratefully acknowledge Prof. Richard Carriero, our practicum supervisor, for his wise counsel during the conduct of the training programs.

Special thanks are due to Mrs. Conchita Ming, our devoted fellow student, for her deep interest and gentle encouragement, and for her participation as the standard helpee for presentation to the subjects. Also, we are indebted to the raters, Mrs. Dolores Hofley, Mr. Neil

Reynolds, and Mr. Alan Stewart, who evaluated the subjects' audiotape responses; and to Mrs. Joyce Reid, our methodical typist, who performed the onerous task of producing the final manuscript.

To our wives, Janice and Sandra, we will be forever thankful for their patience, impatience, and congruence during our lengthy involvement in the training and research, and for having typed drafts of the manuscript.

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CHAPTER I
INTRODUCTION

A. The Problem

In this research project, the specific interest is in the problem stated below:

To determine whether the observation of symbolic models as a short-term training technique for lay helpers will improve the ability of the trainees to discriminate helping or facilitative responses, and to communicate empathic understanding better than those trainees in the non-modeling treatment control group. A minor problem to be considered is the relationship between the ability to discriminate helping or facilitative responses and the ability to communicate empathic understanding.

B. Background of the Problem

i) Lay Helpers

The premise that lay or para-professional helpers, those helping persons who are not products of traditional, professional graduate programs can play an important role in helping relationships to meet ever-growing social needs has been supported by several writers as mentioned by Carkhuff (1966a), including Gordon, 1965, Holzberg, 1963, Reiff, 1966, and Reiff and Reisman, 1965.

ii) New Careers Project - The Helping Relationships Training Program

Interest in lay helpers has been stimulated by the researchers' participation in the conduct of the "Helping Relationships" training program for "New Careerists." Initiated by the Department of Colleges and University Affairs of the Manitoba Government, the New Careers project focuses upon opening up new avenues of occupational advancement for people with social and educational deficits which have excluded them from gainful and productive employment in the past. The New Careers project concentrates largely on the selection and the training of "New Careerists" for para-professional helping positions in provincial government departments and agencies (Proctor, 1972).

The "Helping Relationships" component of the New Careers project was especially designed for all "New Careerists" with the general aim of improving their communication abilities in order to enhance their on-the-job training experiences.

In "Helping Relationships" training a combination of experiential and didactic (instructive) methods have been included in teaching the "New Careerists" helping and communication skills. Having acted as facilitators of the "Helping Relationships" training program, the researchers hypothesize that, with the short term period of training (60 hours), the inclusion of symbolic modeling techniques with the experiential and didactic components would increase the learning of helping and communication skills by the "New Careerist." In an earlier program, with the experiential and didactic approaches employed exclusively in the 60 hour training program, it seemed that the trainees were anxious

and frustrated, hesitant, and sometimes resistant to examine themselves on videotape and their feelings and helping behaviours, thus experiencing difficulty in unlearning old and ineffective behaviours, and in learning new helping and communication skills. Similar to the researchers' informal observations in the initial program, Yenawine and Arbuckle (1971), in their study of videotape and audiotape in counsellor training concluded that:

"Fear related to self-exposure, having to deal with one's own inadequacies, and being criticized by others provokes resistance among student counselors to the idea of being required to tape record their counseling interviews for subsequent playback in the counseling practicum. Due to this reaction and a sense that others share it, student counselors are initially reluctant to criticize the functioning of a fellow counselor." (p.45)

Of secondary importance, but of primary practical consideration, the researchers believe it would be of value to obtain an indication of the effectiveness of the common variables to which both groups of trainees will be exposed. The researchers assumed that the trainees of the initial program made definite gains in helping and communication skills that were attributed to the program. In turn, the researchers believe that this, also, will be true for the trainees under investigation, because both groups of trainees will be exposed to systematic training inputs, with the exception that the trainees of Treatment Group I will, in addition, be exposed to symbolic modeling inputs. To test the assumption of the significance of gains of the trainees attributed to the training program, so as to justify the service supplied to the New Career Project, the researchers will analyze the data accordingly.

iii) Modeling

The researchers' conception of how to possibly overcome the trainees' reluctance to examine their helping behaviours during a short training period draws upon Carkhuff's conceptualization of systematic training as being a preferred mode of treatment (1971, 1969a,b). Other recent studies show some evidence that the experiential approach alone is not adequate in counsellor training. Payne, Weiss, and Kapp (1972) suggested that a brief training period may be a greater disadvantage for the experiential approach in the learning of empathy and other facilitative conditions. Prior studies reported by Payne, Weiss, and Kapp (1972): Carkhuff, 1971, Payne and Gralinski, 1968, Payne et al., 1972, and Pierce and Drasgow, 1969, demonstrated the effectiveness of modeling and didactic approaches over experiential approaches in the learning of empathy and other facilitative conditions.

In considering modeling techniques for counsellor training, Frankel states:

"Recent years have witnessed a marked increase in the frequency of attempts of counselors to apply learning theory principles to the modification of complex human behaviours." (1971, p. 465)

Interest in symbolic modeling as a training technique has been encouraged by the statement by Albee:

"Less attention has been paid to the application of these (learning theory) principles and techniques in training counselors, despite a critical need to train more professional and para-professional mental health workers." (Frankel, 1971, p. 465)

C. Conceptual Hypotheses

The problem as stated above may be conceptualized into the three hypotheses following, the first two of which are based largely upon the researchers' experiences as counsellors-in-training, and the third which has been adopted and modified from Carkhuff (1969a). Much relevant research which is described in the next chapter has dealt with the concept of modeling in counsellor training, and with modeling effects upon the client in the interview. However, none of the studies have dealt specifically with symbolic modeling as a modeling technique per se, nor with modeling effects upon lay helpers in training.

Considerable research exists on the relationship between the communication of helping responses and the discrimination of such responses. In view of the selection of the ability to discriminate helping responses and the ability to communicate empathic understanding as the criteria to represent the dependent variables, it seemed appropriate to examine the relationship between the dependent variables.

The conceptual hypotheses are, thus:

- Major:
1. Symbolic modeling (Treatment Group I) will be more effective than non-modeling (Treatment Control Group II) in the ability to discriminate helping or facilitative responses.
 2. Symbolic modeling (Treatment Group I) will be more effective than non-modeling (Treatment Control Group II) in the ability to communicate empathic understanding.

Minor: 3. The ability to communicate empathic understanding will correlate with the ability to discriminate helping or facilitative responses.

D. Definition of Terms

- Symbolic Modeling - the presentation of symbolic models, that is, effective counsellors in counselling situations, via films and videotapes.
- Non-modeling - the absence of the presentation of symbolic models.
- Short-term Training Program - a program equivalent to, or less than, a single full course of six credit hours, based upon University of Manitoba criteria. In this study it was 60 hours, on the basis of five hours per day, two days per week, for six weeks.
- Lay or Para-professional Helpers - those persons who do not have formal training in counselling psychology and related courses from accredited institutions, but who are being trained in helping skills, not for post-secondary education credit by an accredited university or college, and who will be working as helpers in government departments or agencies.

- Experimental Method - methods by which the trainees or subjects learn through discovery, that is, the inductive method.
- Didactic Method - methods by which the trainees or subjects learn through instruction or teaching, that is, the deductive method.
- Facilitators - the leaders, teachers, or trainers in the "Helping Relationships" training program.
- Helping Skills - the core, facilitative, and action-oriented helping dimensions in interpersonal processes described by Carkhuff (1969b): communication of empathic understanding, communication of respect, facilitative genuineness, facilitative self-disclosure, specificity of expression, confrontation, and immediacy of relationship.
- Helping or Facilitative Responses - helper responses which may possibly influence the positive movement of the helpee in self-exploration and/or action.

- Ability to Discriminate - the ability to select, identify, or distinguish between the facilitativeness or non-facilitativeness of a response to a helpee's verbal expression.
- Ability to Communicate Empathic Understanding - "Both the therapist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings." (Truax and Carkhuff, 1967, p. 46)
- Communication Skills - those skills commonly identified as being valuable in interpersonal relationships, namely, paraphrasing, behaviour description, perception checking, expressing feelings, describing feelings, and the giving and receiving of feedback.

CHAPTER II
REVIEW OF RELATED LITERATURE

The major theoretical areas relevant to this study centre around lay helper training, the independent variable (symbolic modeling), and the dependent variables (the communication of empathic understanding and discrimination of helping responses).

The first area includes: the role of lay or para-professional helpers; effectiveness of lay helpers; critical variables in effective lay helper training; and, short-term training programs.

The second area covers the independent variable: modeling and vicarious processes; modeling effects upon the client in the interview; choice of models; and, modeling as a technique in counsellor training.

The third area covers the dependent variables: the communication of empathic understanding and discrimination of helping responses.

A. Lay Helper Training

i) The Role of Lay Helpers

In some of Carkhuff's (1971a) most recent publications, he cites the need for involving lay helpers in social action programs, and reports on a study (1971b) in which lay personnel indigenous to the inner-city were selected and trained in helping and human relations skills as functional professionals. In turn, some of these functional professionals utilized an internship principle in conducting similar training programs "for new careers in human services for 63 essentially unselected hard-core unemployed." (p. 147) To give support for his use of indigenous

community persons in the formulation of social action programs calculated to benefit that community, Carkhuff quotes Brayfield, 1968:

"at a minimum, greater motivation and satisfaction are found on the part of the community members with such involvement than without." (Carkhuff, 1971b, p. 150)

and from Lewin, 1951:

"at a maximum, development of social action programs in conjunction 'with' the community rather than 'for' the community may lead to greater effectiveness." (Carkhuff, 1971b, p. 150)

The natural extension of these principles, Carkhuff points out, are the new positions created for community members, and the enjoyment by the lay professional worker of many advantages over his professional counterpart. This latter point he adopts from Gordon (1965) by claiming that the lay counsellor:

"...appears to have a greater ability (1) to enter the milieu of the distressed; (2) to establish peer-like relations with persons needing help; (3) to take an active part in the client's total life situation; (4) to empathize more effectively with the client's style of life; (5) to teach the client, within the client's own frame of reference more successful actions; and (6) to provide the client with an effective transition to higher levels of functioning within the social system." (Carkhuff, 1971b, p. 150)

The major implication that Carkhuff (1971b) makes is:

"The literature indicates that lay professionals do as well or better in both the training and practice of helping than do credential professionals...The natural, outlet for accredited professionals is to create, plan, develop, and assess programs in which lay personnel may be effectively utilized." (p. 149)

ii) Effectiveness of Trained Lay Helpers

Examining some of the research evidence on the training of lay personnel as presented by Carkhuff and others, references to several interesting studies are found. Carkhuff and Truax (1967) reported on the work of Mendel and Rapport, 1963, who found that treatment results by non-professionals compared very favourably with those of the supervising psychiatrists, and on the work of Appleby, 1963, who found significant improvement in experimental groups of patients who were treated by hospital aides functioning as models to provide the psychological conditions for stable structure, identification, and intense involvement. Perhaps more intriguing is research reported by Harvey (1964) who found that lay counsellors brought about marital-counselling outcomes that were outstanding when compared with those of their professional counterparts. Because of various limitations on obtaining professional help in Australia, Harvey described a program whereby lay persons, with a full experience of life, including especially successful marital and other relationships, and who appeared to be intelligent, warm, and empathic, were trained to become marital counsellors through training for two evenings per week for between 15 and 24 months.

iii) Critical Variables in Effective Lay Helper Training

Carkhuff (1969 and 1969a) draws our attention to the critical variables in effective counsellor training as being the levels at which the counsellor-trainer and trainees are functioning, as well as the type of training program involved. He claims the most critical variable is the trainer's level of functioning on those dimensions related to con-

structive helpee change. Carkhuff (1969) states:

"In relation to helpee change, research has led to the discernment of what is termed both facilitative and action-oriented dimensions (empathy, respect, concreteness, genuineness, self-disclosure, confrontation, immediacy) as the critical ingredients of effective interpersonal processes (Carkhuff and Berenson, 1967). Hopefully the trainer is not only functioning at higher levels of these dimensions but also attempting to impart learnings concerning these dimensions in a systematic manner, for only then will he integrate the critical sources of learning, the didactic, the experiential, and the modeling." (1969, p. 238)

Carkhuff reports a summary of 16 different counsellor training programs, including both lay and professional programs, which showed that "the trainees move in the direction of their trainers" (1969, p. 239) in their levels of growth in the interpersonal dimensions. It is also reported that, in general, higher functioning trainers seem to become involved in the more innovative, shorter term, lower level training programs, resulting in sub-professionals gaining more in their level of functioning than have some of the graduates of longer term programs conducted by lower functioning trainers.

iv) Short-Term Training Programs

From the pastoral counselling point of view, Lum (1970) pleads for his profession to accept as its present responsibility the widening of its boundaries and the inclusion of such laymen as college students, middle-aged women, and college graduates in a meaningful way. A study in which it was found that undergraduate residence hall assistants made significant increases in their level of accurate empathy with as little as six hours of specialized training is also exemplary of the possibili-

ties for lay helper training (Mitchell et al., 1971).

Research reported by Pierce and Drasgow (1969) indicated significant improvement in personal functioning and in facilitative interpersonal processes of seven male psychiatric inpatients when compared with 28 others in four different control groups. Training involved a didactic and experiential approach over 20 hours. The researchers suggested that if this group, judged by society to be the most severely disturbed, then any other less disturbed group might also be amenable to training.

Haase and DiMattia (1970) in a study, similar to this research project, which involved 16 females ranging in age from 21 to 52, and with only one of the trainees having more than a high school education, found results that supported similar results presented by Carkhuff. Using a microcounseling paradigm involving modeling techniques over a short-term of three four-hour training segments, they concluded:

"...that para-professionals can be trained in counseling skills (attending behaviour, expression of feeling, and reflection of feeling) previously reserved for individuals enrolled in graduate training programs...The rationale underlying microcounseling-training in specific, concrete, and digestible skills over short periods of time is entirely consistent with the guidelines set forth by A.P.G.A. for the training of para-professionals."
(p. 21)

In a one-year follow-up study of these same lay trainees (Haase, DiMattia, and Guttman, 1972) the research showed a lack of retention on five of six variables studied, but the researchers concluded that this was not inconsistent with similar findings for graduate level trainees when the follow-up period was as short as two weeks.

Truax and Lister (1971) claimed that short-term training programs

are a valid possibility even for trained and experienced counsellors. In their study they found that subjects made significant gains in the communication of accurate empathy following 40 hours of training involving focus on counsellor empathy, warmth, and genuineness.

B. Modeling

i) Modeling and Vicarious Processes

One of the fundamental means by which new modes of behaviour are acquired and existing patterns are modified entails modeling and vicarious processes. Research conducted within the framework of social-learning theory (Bandura, 1965a; Bandura and Walters, 1963) demonstrates that virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other persons' behaviour and its consequences for them. Thus, one can acquire intricate response patterns merely by observing the performances of appropriate models; fearful and avoidant behaviour can be extinguished vicariously through observation of modeled approach-behaviour toward feared objects without any adverse consequences accruing to the performer; and, finally, the expression of well-learned responses can be enhanced and socially regulated through the action of influential models. Imitation involves the reproduction of discrete responses. In referring to several studies on identification, Bandura (1965) reported that identification involves the adoption of either of: diverse patterns of behaviour, symbolic representations of the model, or similar meaning systems.

In effect, modeling is observational learning. Observational learning has been described in various ways. Miller and Dollard (1941) suggest that there are two conditions which are necessary and sufficient for imitation learning, namely a motivated subject and positive reinforcement for matching the responses of a model. Mowrer (1960) contends that imitation can be self-reinforcing. He also suggests that imitation may be facilitated or inhibited by observation of the reinforcements and punishments imparted to a model. Thus, imitation occurs when the observer is directly or vicariously reinforced by the model's responses. In imitation, the stimuli are produced by the acts of the model. The influence that the behaviour of the model exerts on an observer is partially contingent on the consequences of the responses to the model.

Exposure to modeling has three clearly different effects (Bandura, 1965a; Bandura and Walters, 1963):

1. An observer may acquire new response patterns that did not previously exist in his behavioural response repertoire;
2. Observation of modeled actions and their consequences may strengthen and weaken inhibitory responses in observers; and,
3. The behaviour of others often serves merely as a discriminative stimulus for the observer in facilitating the occurrence of previously learned responses in the same general class.

ii) Modeling Effects Upon the Client in the Interview

In the counselling area, most of the research on modeling focuses on the effect of modeling on the client in the interview. Truax, Wargo, Carkhuff, Kodman and Moles (1966) suggested the use of "vicarious therapy pretraining" (VTP) as a new method and technique in counselling. The VTP technique consisted of having a client listen to thirty minute tapes of excerpts of "good" client-in-counselling behaviour, illustrating how clients may explore their feelings. Truax et al. expected that client pretraining, through vicarious learning, would teach the prospective counsellee how to be a "good" client. They had hypothesized that VTP would engage clients in the self-exploratory process, but the results of their study showed modest support for the use of VTP.

Other research suggests that the modeling process can be very effective in bringing about behaviour change in the client in the interview. Models of desirable therapeutic behaviour have been presented to trainees via tape recordings (Carkhuff and Truax, 1965), and via videotape (Eisenberg and Delaney, 1970; Ivey, Normington, Miller, Norill and Haase, 1968). Trainees exposed to modeling conditions evidenced behaviour changes in the desired directions. Myrick (1969) found that modeling via video and audio tapes increased client verbal responses of self reference in the initial counselling interview. Spiritas and Holmes' (1971) study indicated that models could influence the degree to which interviewers offered personal or revealing material about themselves in a subsequent interview.

Beyond the counselling relationship, studies indicate that modeling is a means of facilitating clients to learn new skills and behaviours. Research studies indicate that modeling has been effective in increasing clients' information seeking behaviours, decision making skills and job interview skills (Krumboltz and Thoresen, 1964; Stilwell and Thoresen, 1972).

iii) Choice of Models

Research regarding choice of model suggests that the model need not be a high success model. Hosford, Krumboltz, and Thoresen (1970) suggested that the high success model was not on the average, significantly more effective than the medium or low model. Other researchers indicate that subjects who observe prestigious models will tend to imitate the behaviour of these models (Bandura, 1965; Bandura and Walters, 1963). Walls and Smith (1970) reported that there was little difference in the influence of different status models in effecting decision making of adults. In choosing peer models, model similarity to the clients who will be watching them is a consideration (Kagan and Mussen, 1956). Research by Thoresen and Krumboltz (1968) suggests that consideration of peer models should include such factors as age, socioeconomic status, ethnic group, grade level, and sex.

iv) Modeling as a Technique in Counsellor Training

Modeling has been used as a technique in counsellor training programs. Garkhuff (1971b) suggested that psychotherapy be reconceptualized as training with the teaching of facilitative behaviour and communication skills as the core context. Counsellor educators have used

three basic approaches in teaching facilitative behaviour. Experiential theorists (Ekstein and Wallenstein, 1958; Patterson, 1964; Rogers, 1957) stress the counsellor's need to learn from experience and to become aware of his own feelings. Didactic supervisors (Delaney, 1969; Krasner, 1962; Krumboltz, 1967), on the other hand, emphasize the information and techniques which must be taught if the counsellor is to be effective. Truax et al. (1964) also suggested a third factor, that of modeling as apparently influential in counsellor training. Payne, Weiss, and Kapp (1972) concluded that audio modeling and didactic supervision approaches were more effective than experiential approaches in the learning of empathy in brief training periods. Frankel (1971) reported that videotape modeling is an effective technique for training individuals with no previous counselling experience to attend to client feeling. The modeling feedback sequence resulted in significant increases in focus on feelings, self-ratings, and counsellee ratings of trainees. Frankel's results add to evidence that social learning approaches to the training of counsellors and therapists are effective and merit further exploration. In regard to effective training programs, Carkhuff (1969b) identifies that:

"The most effective training programs appear to be those that integrate the didactic, experiential, and modeling sources of learning and that employ...discrimination and communication training and those that make applications in training in the core conditions...as an introduction to initial helping interactions." (p. 284)

C. Dependent Variables

i) Communication of Empathic Understanding

One of the characteristics suggested to be of major importance within the client-centered framework is that of accurate empathy (Rogers, 1962; Truax and Carkhuff, 1967). On the basis of various research studies (Truax and Carkhuff, 1967; Truax and Mitchell, 1971; and Altmann, 1973), it has been concluded that the expression of empathy is an important factor related to counselling effectiveness. The decision to employ empathy as a dependent variable in this study was based upon its primary importance to design an effective helping relationship and "Helping Relationships" program. Haase and Lepper (1972) refer to the selection of empathy for their study by stating four reasons:

"(a) it is perhaps the most widely accepted and well-known behaviour in the counselor's repertoire; (b) a considerable amount of research has been generated by the articulation of the construct; (c) it has a reasonably sound footing in theory; and (d) it is presumed to be one of several core conditions which pervade positive therapeutic relationships (Carkhuff and Berenson, 1967; Rogers, 1951, 1957; and Truax and Carkhuff, 1967)." (p. 418)

In the psychological literature, there has not always been complete agreement as to the meaning of empathy. Empathy has been defined by some investigators simply as a feeling state. Others have described it as an interpersonal perceptiveness, social sensitivity, or insight: Gage and Cronbach, 1955, reported by Astin (1967). In a critical review of methodological problems in measuring empathy, Astin (1967) concluded that a major problem has been the lack of agreement among the different

investigators as to the conceptualization of empathy.

In referring to empathy, Kagan, Krathwohl, and Farquhar (1965) use the term "effective sensitivity" and conceptualized the term as the ability to detect and describe the immediate affective state of another, or in terms of communication theory, the ability to receive and decode affective communications. Astin (1967), in referring that the term empathy was derived from the Greek word "empathia" which implies an active appreciation of another person's feeling experience, felt that the active appreciation of another person's feeling could be depicted during interpersonal interactions and measured by the extent to which one is capable of communicating his understanding of the essential feeling and content expressed by the person with whom he has been interacting. The concept of accurate empathy is defined by Truax and Carkhuff (1967) as:

"Both the therapist's sensitivity to current feelings and his verbal facility to communicate this understanding in a language attuned to the client's current feelings." (p. 46)

Heck and Davis (1973) suggest that the concept stated above has been given a reasonably clear definition. With respect to the empirical measurement of the concept above, previous research indicates that empathy has been measured via predictive and situational approaches. Dymond (1949) and Kerr and Speroff (1955) have devised predictive tests that measure the subject's accuracy in predicting another person's feelings and behaviours. Hall and Bell (1953) have shown that performance on these two tests is virtually uncorrelated. Astin (1967) found that

the predictive tests and the situational tests did not correlate.

In recent years, a number of scales have been developed, to be used by judges or raters, as a guide in measuring the empathy of the counsellor or client in the counselling situation. Martin (1972) comments upon the development of these scales:

"Several empathy scales have been developed and validated (Truax and Carkhuff, 1967; Rogers, Gendlin, Kiesler and Truax, 1967; Carkhuff and Berenson, 1967), but I will draw most heavily from Carkhuff's (1969) five point scale, which reduces some of the ambiguity of previous scales and is designed to be applicable to all human relations. The scale is based on observable behaviours, so that raters listening to tape recordings can reliably judge the degree of empathy being communicated, and this behavioural focus is also helpful to the persons attempting to learn how to be empathic."
(p. 83)

In referring to the arguments and counter-arguments to Carkhuff and Berenson's (1967) Empathic Understanding Scale, Birk (1972) reports on Chinsky and Rappaport's 1970 challenge of the scale's construct validity and the methodology for assessing reliability. Kiesler, Mathieu, and Klein (1967) questioned the meaning of accurate empathy ratings. However, in considering criticisms of empathy rating scales, Birk (1972) justifies her use of the scale by referring to Truax's 1972 counterargument.

ii) Discrimination of a Facilitative or Helping Response

Learning and using counselling skills involves, in part, the ability to discriminate what is helpful for clients from what is not. Carkhuff (1969a) contends that a counsellor should be able to differentiate between facilitative counsellor communications and those that are

neutral or potentially harmful to the client. Discrimination among different affective response classes is almost universally recognized in the counselling psychology as reported by DiMattia and Zimmer (1972) in their review of research literature by Auerbach and Zuborsky, 1968; Bordin, 1968; Combs and Snygg, 1959; and Rogers, 1957. Leitner (1972) and DiMattia and Zimmer (1972) suggest that there is considerable evidence to justify training procedures that sensitize counsellors to their own feelings and the feelings experienced by others. Carkhuff (1969) contends that discrimination training makes it possible to teach an individual to be sensitive to others first, which assumes that the transfer from others to self will occur.

In developing the procedures to determine an index of discrimination, Carkhuff and Berenson (1967) devised a discrimination procedure that involves presenting the prospective helper with varying examples of high, moderate, and low levels of helper-offered conditions via writing or audiotapes. The prospective helper identifies the levels at which the helpers in the respective excerpts are functioning. Those whose ratings agree closely with experts' ratings are considered high discriminators. Carkhuff (1969a) has standardized a procedure for assessing discrimination skill in which a subject rates (along a five point scale) the level of functioning of four standard therapist responses per 16 client stimulus expressions. Tapes of high, moderate, and low levels of both real-life and role-played counselling have been developed and effectively employed in assessing training programs as reported by Carkhuff (1969a) of the following investigators: Anthony and Carkhuff,

1969; Carkhuff, Collingwood, and Renz, 1969; and Friel, Kratochvil, and Carkhuff, 1968. Carkhuff (1969) reported that a common finding in these studies was the trainee's level of discrimination moved in the direction of the trainer's level of discrimination.

In employing the discrimination index as a predictor of future counselling behaviour, Carkhuff (1969c) found that while initial communication level was related to the outcome criteria, discrimination level was not. Carkhuff (1969a) contends that high-level communicators know how to employ their discrimination skills while low-level communicators do not, and, thus, hypothesizes that, for the low-communicating trainee, the most effective mode of training would be a program emphasizing practice of communication followed by the systematic teaching of discrimination.

CHAPTER III
RESEARCH DESIGN

A. Population and Sample

The subjects were 22 individuals, males and females, from the Winnipeg area who were participants in the "New Careers" project. Thirteen of these "New Careerists" were the subjects of Treatment Group I (symbolic modeling) and the other nine were in Treatment Group II (non-modeling).

Three limitations associated with the sample were: 1) the lack of random selection from the population, 2) the lack of random assignment of subjects to each group, and 3) the differences in numbers assigned to each group. These factors were entirely in the hands of the organizers of the project and, thus, beyond the control of the researchers whose primary function was service rather than research.

Krause (1972) discussed the problem of non-random procedures in populations with many arbitrary and restricting variables:

"However, randomly sampling such entities often is not feasible. Perhaps what is commonly done by taking what is easily available could be called 'opportunity sampling', but in itself it provides little basis for generalizability of findings unless what was available is either representative or irrelevant to the experiment's results."
(p. 342)

and furthermore:

"...Finally, the nonrandom selection of counselors makes results from studies involving that treatment assembly pattern generalizable only to similarly recruited 'volunteers'." (p. 343)

The researchers have assumed that the samples are representative of the population from which "New Careerists" are drawn, and that the findings can only be generalized to similarly selected samples from that population.

The "New Careerists" were drawn from a large population according to selection criteria described by Proctor (1972):

- "(a) Unemployment or under-employment, because of a lack of marketable skills;
- (b) Low education, but without specifying how much formal education; functional literacy;
- (c) Low income, as indicated by unemployment or marginal and/or temporary employment;
- (d) Social problems;
- (e) Motivation to succeed in the program; and
- (f) Geographic availability, according to the needs of the trainee position, and based on a decision to try not to relocate families.

No criteria was (sic) established with respect to age, sex, ethnic or family background." (p. 4)

See Appendix "A" for a further description of characteristics of "New Careerists."

B. Procedure

Following a one-hour orientation to the "Helping Relationships" training program (See Appendices "B" and "C" for description of training program), the subjects were pre-tested as follows:

i) Pre-Test

Each subject was asked to give his or her most helpful response

on audiotape in a language laboratory setting to each of four helpee stimulus expressions presented by a standard helpee on audiotape. The use of standard helpees has been employed successfully and frequently in assessing the index of communicative functioning in the lay helper's role (Carkhuff, 1969a). The design of helpee stimulus expressions, adopted from Carkhuff (1969a, pp. 95-98), was calculated to cross different helpee expressions of feelings with different helpee problems or content areas. See excerpts numbered 1, 3, 5, and 11 in Table III.1 following for the affect and problem areas used in this study, and see Appendix "D" for the instructions to the subjects for both parts of the test.

TABLE III.1 Communication: Design of helpee stimulus expressions index (adopted and modified from Carkhuff, 1969a, p. 99, Table 7 - 1)

Problem Areas	Affect		
	Depression-Distress	Anger-Hostility	Elation-Excitement
Social-Interpersonal	Excerpt 1	Excerpt 5	Excerpt 9
Educational-Vocational	Excerpt 2	Excerpt 6	Excerpt 10
Child-Rearing	Excerpt 3	Excerpt 7	Excerpt 11
Sexual-Marital	Excerpt 4	Excerpt 8	Excerpt 12

From the above procedure a communication index was determined for each subject as is described in section D.i following.

The response to the first helpee stimulus expression was not used in the analysis of data because it was considered as a warm-up to the testing situation in order to reduce possible anxiety in the subjects to the remainder of the responses.

Immediately following the communication test, the subjects were presented with a written test which included 12 helpee stimulus expressions each of which was followed by four different helper responses. Each subject was asked to select which of the four responses was, in his or her opinion, the best helping response. See Appendix "E" for the actual test used which was adopted and modified from Carkhuff (1969a, p. 114-123). Four of the expressions were the same as they responded to initially in the communication test.

Following the 60 hour training program which took place over a period of six weeks the subjects were post-tested.

ii) Post-Test

The very same procedures were used as in the pre-test. The assumption was made that after six weeks the subjects would not be unduly influenced by their original responses and selections, thus discounting the possibility of a practice effect.

C. Training and Treatment Programs

i) Treatment Group I (Symbolic Modeling)

The subjects received 30 hours of training in interpersonal

communication skills involving a didactic and experiential approach (Phase I). In Phase II, they received 30 hours of training on helping skills, also involving a didactic and experiential approach, that focused on the observation of various symbolic models who exhibited responses both above and below minimally facilitative levels of the core, facilitative, and action-oriented helping dimensions. Symbolic models were presented through the use of films and videotapes. See Appendix "C" for symbolic modeling procedures.

ii) Treatment Control Group II (Non-Modeling)

The subjects received the same training program with the exception that symbolic modeling was not used. A corresponding increase in their experiential involvement on videotapes took the place of symbolic modeling. The assumption was made that the observation of the subjects themselves on videotapes would not equal the observation of higher-level functioning symbolic models.

D. Instrumentation

i) Communication of Empathic Understanding Index (Communication Index)

A rating scale measuring five different facilitative levels adopted from Carkhuff (1969b, pp. 315-317) and modified to include mid-points was used by three independent and trained raters. The raters independently rated the level to which the subjects communicated empathic understanding to each of the three helpee stimulus expressions.

Subject responses were coded and randomly transcribed on to a master audiotape for the rating session. The individual rating level

scores for each subject's response were averaged to determine the mean level for the response. The mean scores as judged by the raters were collected and tabulated so as to determine the mean of the three means (communication index) for each subject on the pre-test and post-test. The rating was done in one session in order to eliminate rater bias.

ii) Discrimination of Helping or Facilitative Responses Index
(Discrimination Index)

Each subject's selection of the best helping response was given a raw score equivalent to the expert rating score for the response as reported in Carkhuff (1969a, Table 8-1, pp. 124-125). The scores were tabulated and averaged to determine the means (discrimination index) for each subject on the pre-test and post-test. See Appendix "E" for the expert rating score for each helper response.

E. Raters

i) Selection of Raters

The source of raters was the full-time graduating students in the bachelor's program in counsellor education at the University of Manitoba. All students who volunteered to participate as raters went through a selection process as follows.

Students rated the same sets of helper responses to the 12 standard helpee stimulus expressions as was used in the discrimination test (See Appendix "E"). The three students who achieved the lowest mean absolute deviation from that of the expert rating scores became the raters for this study. Upon using this selection process the researchers assumed that the three student candidates chosen as raters

would be functioning at high levels. Cannon and Carkhuff (1969) found that raters functioning at high levels on the core conditions insured the good discrimination necessary for reliable and valid ratings.

ii) Training of Raters

The three raters were given the rating scale to study (See Appendix "F"). After discussion and explanation leading to a thorough understanding of the rating scale, the raters were given a practice session. The practice involved the rating of the responses to helpee stimulus expression number one which were to be discarded from the analysis of data.

iii) Interrater Reliability

The following Table, III.2, gives the simple correlations attained between each of the pairs possible among three raters and the multiple correlations of each rater with the other pair. This data is based on the actual rating of the 132 responses (df 130) involved in the analysis of data.

F. Statistical Procedures

i) Data Summary

The data were collected, tabulated, and are presented in Appendix "G". The analysis of data will include the tests described in the remaining sections.

ii) "t"-Test for Independent Samples

Ferguson (1966) noted that the "t"-test for determining the significance between means for independent samples is based on two assump-

TABLE III.2 Interrater correlation coefficients

Pearson Product-Moment Correlation Coefficients		Level of Significance
Raters 1:2	.77	.005
Raters 1:3	.73	.005
Raters 2:3	.85	.005
Multiple Correlation Coefficients		Level of Significance
Raters 1:2&3	.88	.005
Raters 2:1&3	.79	.005
Raters 3:1&2	.86	.005

tions: 1) the distribution of variables in the population from which the samples are drawn are normal, and 2) these populations have equal variance. According to Hays (1963):

"...the "t"-test may be employed, even if the first assumption is violated, provided the sample size is not extremely small." (p. 323)

As for the second assumption, when a separate test for homogeneity of variance is needed for small samples, the tests of homogeneity are poorest (Hays):

"However, often the sample size is so small that the "t" distribution must be used and here it is somewhat risky to make inferences from "t" ratios unless the population is more or less normally distributed. This is an especially serious problem when one-tailed tests

of hypotheses are made, and a very skewed population distribution can make the "t" probabilities for one-tailed tests considerably in error." (1963, p. 308)

This is also substantiated by Ferguson (1966):

"The "t"-test should be used only when there is reason to believe that the population distributions do not depart too grossly from the normal form and the population variances do not differ markedly from equality. Tests of normality and homogeneity of variance may be applied, but these tests are not very sensitive for small samples." (p. 169)

Cognizant of these arguments, the researchers applied the "t"-test to the pre-test scores of both groups for each dependent variable, and secondly, applied the "t"-test to the post-test scores to test Hypotheses one and two. However, having some reservations about the assumptions of the "t"-test with the small sample, the researchers also analyzed the data by utilizing the Mann-Whitney U-test.

iii) Mann-Whitney U-Test

The researchers selected a non-parametric test to determine the significance between means for independent samples.

The Mann-Whitney directly employs the actual ranks of the various observations as a device for testing hypotheses about the identity of two population distributions. Hays (1963) contends that this test is a good and relatively powerful alternative to the usual "t"-test for equality of means.

The Mann-Whitney U-test was applied to the pre-test scores for each dependent variable of both groups and then applied to the post-test scores to test Hypotheses one and two.

iv) Pearson Product-Moment Correlation

Pearson Product-Moment correlation coefficients were calculated between discrimination indices and communication indices for:

1. (a) Subjects of Group I pre-test;
(b) Subjects of Group I post-test;
2. (a) Subjects of Group II pre-test;
(b) Subjects of Group II post-test;
3. (a) All subjects pre-test;
(b) All subjects post-test;

in order to test Hypothesis three.

v) "t"-Test for Dependent Samples

The "t"-test for dependent samples was applied to the pre-test and post-test scores for the subjects of Group I on both dependent variables and also to the scores for the subjects of Group II to determine the effectiveness of both programs. This procedure tested the assumption that both groups of subjects would make gains.

CHAPTER IV
ANALYSIS OF DATA

The three hypotheses of this study were stated in the operational form and tested for rejection or support at the .05 level of significance on one-tailed tests.

A. Hypotheses One and Two

Hypothesis One - The mean of the index for discrimination of helping or facilitative responses for symbolic modeling (Group I) will be significantly greater than the mean for non-modeling (Group II).

Hypothesis Two - The mean of the index for communication of empathic understanding for symbolic modeling (Group I) will be significantly greater than the mean for non-modeling (Group II).

i) "t"-Test for Independent Samples

The data was subjected to the "t"-test for independent samples because the statistics obtained on the pre-tests for both indices seemed to satisfy the validity assumptions for the "t"-test, viz., that the sampling distribution of the means is normal, and that there is homogeneity of variance.

Hypotheses one and two were not supported on the basis of the obtained "t"-scores which were not significant at the .05 level. See Table IV.1 following:

TABLE IV.1 Summary of the differences between groups on the pre-post measures of the discrimination and communication indices ("t"-test for independent samples)

Dependent Variable	Discrimination Index		Communication Index	
	Pre-test	Post-test	Pre-test	Post-test
	<u>Group I (N = 13)</u>			
Mean	2.77	3.23	1.83	2.42
Standard Deviation	0.37	0.28	0.26	0.50
Variance	0.14	0.08	0.07	0.25
Estimated S.D. of Population	0.40	0.29	0.27	0.52
Estimated S.E. of Mean	0.11	0.08	0.08	0.14
	<u>Group II (N = 9)</u>			
Mean	2.74	3.09	1.88	2.51
Standard Deviation	0.46	0.51	0.63	0.58
Variance	0.21	0.26	0.40	0.34
Estimated S.D. of Population	0.48	0.54	0.67	0.62
Estimated S.E. of Mean	0.16	0.18	0.22	0.21
Difference in Means	0.03	0.14	0.05	0.09
t	0.17	0.74	0.17	0.37
df	20	20	20	20
p .05	Not Sig- nificant	Not Sig- nificant	Not Sig- nificant	Not Sig- nificant

ii) Mann-Whitney U-Test Results

The Mann-Whitney U-test was applied to the measures. Hypotheses one and two were not supported on the basis of the obtained U-scores which were not significant at the .05 level. See Table IV.2 following:

TABLE IV.2 Mann-Whitney U-test of the pre-test and post-test indices of discrimination and communication

Dependent Variable	Discrimination Index		Communication Index	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Statistic				
Group I-U	61.0	57.5	64.0	67.0
Group II-U	56.0	59.5	53.0	50.0
Mean - U	58.5	58.5	58.5	58.5
Standard Deviation (corrected for ties)	14.92	14.95	14.95	14.97
Z Value	-0.17	-0.07	-0.37	-0.57
p .05	Not Sig- nificant	Not Sig- nificant	Not Sig- nificant	Not Sig- nificant

B. Hypothesis Three

The indices of the ability to communicate empathic understanding will correlate positively with the indices of the ability to discriminate helping or facilitative responses.

i) Pearson Product-Moment Correlation Results

In considering the simple correlations between the indices of discrimination and communication the main interest is in the data for both groups taken together. The post-test $r = .62$ was significant at the .005 level, which clearly supported hypothesis three. See Table IV.3 following:

TABLE IV.3 Simple correlations (Pearson Product-Moment) of discrimination and communication indices

Statistic	Group I	Group II	Group I&II	Group I	Group II	Group I&II
	Pre-Test	Pre-Test	Pre-Test	Post-Test	Post-Test	Post-Test
r	.03	.54	.35	.58	.72	.62
N	13	9	22	13	9	22
df	11	7	20	11	7	20
Level of Significance	Not Significant	Not Significant	Not Significant	.025	.025	.005

Consideration of the implications of the pre-test correlations are made in Chapter V.

C. "t"-Test for Dependent Samples Results

In subjecting the pre-post data on each group to a "t"-test for dependent samples to determine the effectiveness of the training programs as assumed in Chapter I, the results showed a significant gain on

the indices of discrimination and communication. Although this "t"-test was not directly related to the examination of the hypotheses, it was an important consideration of the overall need to research the "Helping Relationships" training program for "New Careerists." See Table IV.4 following:

TABLE IV.4 Summary of the differences between the pre-post measures for each group on the discrimination and communication indices ("t"-test for dependent samples)

Dependent Variable	Discrimination Index			Communication Index		
	Pre-Test	Post-Test	Gain In Mean	Pre-Test	Post-Test	Gain In Mean
Group I Mean (N=13)	2.77	3.23	0.46	1.83	2.42	0.59
df			12			12
t			5.07			5.02
Level of Significance (One-Tailed Test)			.0005			.0005
Group II Mean (N=9)	2.74	3.09	0.35	1.88	2.51	0.63
df			8			8
t			3.15			5.35
Level of Significance (One-Tailed Test)			.01			.0005

CHAPTER V

SUMMARY, CONCLUSIONS AND DISCUSSION

A. Purpose of the Study

The study attempted to determine whether the observation of symbolic models presented via films and videotapes, as a short-term training technique for lay helpers, would improve the ability of the trainees to discriminate helping responses and to communicate empathic understanding better than those trainees not exposed to symbolic modeling. The independent variable of symbolic modeling was presented to one group in addition to the experiential and didactic components.

The lay helper trainees were 22 individuals from the New Careers project initiated by the Department of Colleges and University Affairs of the Manitoba Government. This project concentrates largely on the selection and training of "New Careerists" for para-professional helping positions in government departments or agencies. The trainees selected were representative of a "large population of poor persons, unemployed and under-educated" (Proctor, 1972, p. 4), for whom the basic selection criteria included: unemployment or under-employment, low education, low income, social problems, and motivation to succeed in the New Careers project.

The "Helping Relationships" educational component of the New Careers project was the vehicle through which this research study was carried out. The final sample consisted of 13 in Group I, the treatment group exposed to symbolic modeling, and nine in Group II, the treatment control group not exposed to symbolic modeling.

B. Hypotheses, Conclusions, and Discussion

The hypotheses were formulated at a conceptual level and then expressed in operational form for statistical testing.

i) Conclusions on Hypotheses One and Two

Hypothesis One - Symbolic modeling (Treatment Group I) will be significantly more effective than non-modeling (Treatment Control Group II) in the ability to discriminate helping or facilitative responses.

Conclusion: This hypothesis was not supported.

Hypothesis Two - Symbolic modeling (Treatment Group I) will be significantly more effective than non-modeling (Treatment Control Group II) in the ability to communicate empathic understanding.

Conclusion: This hypothesis was not supported.

ii) Discussion of Non-support of Hypotheses One and Two

Since there was no significant difference between the results of the two groups, the researchers concluded that symbolic modeling was not a significant intervention on the dependent variables selected as criterion measures. Although both Group I (symbolic modeling) and Group II (non-modeling) made highly significant gains on both indices, between-group differences did not yield significance to support Hypotheses one and two.

While symbolic modeling did not appear to produce the predicted effects, the facilitators observed behaviour differences in Group I subjects which would appear to support the use of symbolic modeling. Unfortunately, there were no measures made to substantiate these subjective observations. This matter is discussed further under "Selection of De-

pendent Variables" (section vi).

iii) Conclusion on Hypothesis Three

Hypothesis Three - The ability to communicate empathic understanding will correlate significantly with the ability to discriminate helping or facilitative responses.

Conclusion: This hypothesis was supported.

iv) Discussion of Support of Hypothesis Three

Upon the basis of the post-test correlation coefficients between discrimination and communication indices being highly significant, support was given to this hypothesis adopted from Carkhuff, meaning:

"...discrimination is a necessary but not sufficient condition for communication." (1969a, p. 83)

The pre-test correlations of these indices which were not significant are accounted for by research findings reported by Carkhuff, namely:

"...that among low-level functioning communicators discrimination and communication are unrelated... That is, within a restrictive range of functioning (approximately level one to two on communication) discrimination is as likely to be relatively high as it is to be relatively low." (1969a, p. 52)

Subjective evidence observed by the facilitators in the early stages of training of both groups may partially explain the lack of correlation. The facilitators noted the apparent tendencies of the untrained subjects to operate from outside frames of reference based upon their perceived misconceptions of the helper's role as being one of advice-giver, problem-solver, and talker. These unmeasured tendencies

were also present on the pre-test audiotapes. By the end of the training it had become more obvious as observed by the facilitators, and also as indicated on the post-test audiotapes, that the trainees were probably operating more from internal frames of reference which allowed them to be more spontaneous and enabled them to communicate on the basis of their own perceptions, thoughts, and feelings. That is, they seemed to have owned their own discriminations based upon their revised perceptions of the helping role, such that, what they could say facilitatively and what they did communicate were more congruent, and thus, more facilitative. In effect, the ability to discriminate and the ability to communicate had probably been integrated as a result of the training.

v) Experimenter Bias Effects

The facilitators of the "Helping Relationships" training program may have imposed experimenter bias effects upon the research which could have limited the efficacy of symbolic modeling.

One bias was that the facilitators were committed to the goal of trainee growth in communication and helping skills to the greatest degree possible, while at the same time not lessening control on the many variables which could affect the research per se. Experimenter bias in favor of the service function was augmented by the facilitators' philosophy which emphasizes: congruence, communication of empathic understanding, communication of respect, facilitative genuineness, facilitative self-disclosure, specificity of expression, and immediacy of relationship. The live modeling of these behaviours may have offset the desired effects to be produced by symbolic modeling.

Carkhuff identified a similar conflict between outcome and process in his efforts to develop models for helping and training:

"...I have been guided by the principle of delivery: to the helpees whom we are paid to help...Outcome for me has always been tangible helpee benefits...Process has been a means to this end - a means that we examine only so that we can make more efficient and effective deliveries. In this context, we have made every effort in our research to conduct outcome studies. We have also conducted extensive process studies where we have manipulated helping variables. In so doing we have attempted to keep ever alert to the need to break free periodically to conduct outcome studies. In that manner, we do not become lost in our own process." (1972, p. 79)

In effect, the delimitation imposed by the facilitators as "live" models was that they provided at times a modeling-didactic training method to meet the service or outcome needs which may have delimited the modeling-experiential method to meet the process or research needs. That this conflict could yield differences is substantiated by research by Payne, Weiss, and Kapp (1972). In accounting for the greater effectiveness of the modeling-didactic supervision method over the modeling-experiential method in the learning of empathy by counsellor trainees they found that:

"During experiential supervision the supervisor modeled empathy for counselor feelings. However, it was not obvious that the supervisor intended to serve as a model and appreciable transfer may be needed to move from supervisor modeling of empathy for counselor statements to counselor responding with empathy to client statements. By contrast, didactic supervisors gave examples of empathic responses to client statements. Instructions made it clear that the supervisor intended to give such examples and that the counselor was expected to follow them. In addition, the models given by the supervisor were contrasted with counselor responses to maximize the discrimination learning." (1972, p. 428)

Probably the most significant experimenter bias effect was the possibility of the increased level of functioning of the facilitators with Group II which followed Group I by a period of several weeks. Regardless of the limitation imposed by the time interval between groups, the experience gained in conducting Group I may have allowed the facilitators, who were also full-time, post-graduate students at the time, to integrate insights into action in a way that may have limited the efficacy of symbolic modeling. Carkhuff's summary of the research evidence that enters here is that:

"...in all cases in which the data are available the trainees move in the direction of their trainers."
(1969a, p. 153)

and:

"Thus, the level of the counselor-trainer's functioning appears to be the single most critical aspect of effective training." (1969a, p. 157)

The control of experimenter bias effects is essential to future research on symbolic modeling!

vi) Selection of Dependent Variables

As mentioned under the discussion of Hypotheses one and two (Section B ii), no measures were made of the subjectively observed differences in trainee behaviour which could possibly be attributed to the use of symbolic modeling. The behaviour differences which were very obvious to the facilitators included: reduced anxiety and frustration regarding examination of themselves on videotape, increased enthusiasm to criticize themselves and to receive feedback from others, and in-

creased frequency of self-disclosure in both their helper and helpee roles taken on videotape, that is, a greater willingness to be congruent as a helper and to reveal relevant personal concerns as helpee.

The potential value of the research on symbolic modeling as an important independent variable in effecting the desired growth of lay helpers on relevant helping indices was delimited by the absence of an appropriate criterion measure for one or more of the above behaviour differences.

In developing Hypotheses one and two on the basis of the facilitator's experiences with the initial "Helping Relationships" program, it was believed that some of these behaviour differences would occur in Group I, since the trainees of the initial program displayed anxiety and frustration regarding videotaping, hesitancy to give and receive feedback, and avoidance of self-disclosure as a helper or a helpee. It was further believed that Group I (symbolic modeling) would grow earlier and faster, and therefore farther than the trainees of the third program, Group II (non-modeling), because of reduced anxiety and frustration, and increased willingness to be involved in videotaping and feedback in a meaningful way. Not surprisingly, Group II was very similar to the initial group in the behaviours displayed. However, the researchers suggest that the experimenter bias effects mentioned previously may have alleviated these trainees' feelings to the point where their gains on the relevant indices were not held back.

In addition to controlling the experimenter bias effects, the implication for future research on the use of symbolic modeling in lay

helper training programs is the selection of appropriate measures for those variables most likely to be affected. Specifically, those variables could be those related to self-concept and self-awareness, in addition to criterion measures for one or more of the core, facilitative, or action-oriented helping dimensions described by Carkhuff (1969a,b).

vii) Implications for the New Careers Program

The significant gains made in the communication of empathic understanding as the result of both treatments employed in this study substantiate Carkhuff's (1969) contention that the communication of empathic understanding, a specific therapeutic ingredient, can be taught to lay helpers. Although the gains between the pre-post means in the communication of empathic understanding of the subjects in both groups are substantial, they are less than the gains of the subjects in Carkhuff's (1970) study in which 13 subjects received systematic empathy training for two weeks, six hours a day. The absence of systematic empathy training from the training programs under investigation in this thesis study could account for the differences in gains. See Table V.1.

Resnikoff's (1973) contention that therapists high in one facilitative condition are high on all dimensions suggests that a measure on one facilitative condition such as the communication of empathic understanding could be used as a predictor of other facilitative dimensions.

As the researchers believe that a measure of the communication of empathic understanding is a good predictor of overall counsellor effectiveness, it is suggested that these measures can have important implications for the selection process and the training process of prospective lay helpers.

TABLE V.1 Effects of training upon level of empathic understanding

	Treatment Group I	Treatment Control Group II	Carkhuff Group (1970, p. 448)
	N = 13	N = 9	N = 13
Pre-test Mean	1.83	1.88	2.0
Post-test Mean	2.42	2.51	2.9
Gain in Mean	.59	.63	.9

Carkhuff (1969a) indicates that in order for a helper to be minimally facilitative to a helpee, he must be functioning at level 3.0 on the core, facilitative, and action-oriented helping dimensions.

The results of this study indicate that the trainees' mean scores on the post-test for the communication of empathic understanding were 2.42 and 2.51 after 60 hours of training, and thus, the mean scores are below the level of minimal facilitativeness. The mean scores obtained for the communication of empathic understanding would indicate that both groups probably need more training inputs. However, in order to devise suitable and economical training inputs, it would seem more appropriate to establish selection criteria based the trainees' raw scores rather than group mean scores. A number of the trainees in both groups made substantial gains while others gained only slightly - (See Appendix "G"). Carkhuff (1969a) found that the stature of gains made by his subjects in the first training session or preliminary session, predict the train-

ability of subjects. Anthony and Wain (1971) substantiate the above findings in stating that measures obtained from a training analogue have been significantly effective predictors of future training outcome. In relating the research findings to this study, the researchers believe that the initial "Helping Relationships" program could be used as a training analogue in which the trainees' gain scores could be employed as effective predictors of trainability. If the above process was employed in selection for further training, those least able to make effective use of the training, and thus, those who, in all probability, would not be effective helpers, could be reclassified to other resource avenues. This could minimize the loss of ineffective functioning subjects during more advanced lay helper training.

The alternative recommendation to different selection criteria is follow-up research and employment of additional training, for example, training in specific counselling skills, to ensure that lay helpers will function at least at minimally facilitative levels. Considering that the present selection criteria include people with social problems who may be functioning at low levels, and some of whom, after training, may be functioning at low levels in their personal and interpersonal processes, indicates the need for personal counselling as well as counselling supervision. Combs, Avila, and Purkey (1971) believe that:

"The giving of self called for in the helping professions is probably possible only in the degree to which the helper himself feels basically fulfilled. The deeply deprived self cannot afford to give itself away. A self must possess a satisfactory degree of adequacy before it can venture commitment and encounter."
(p. 13, italics added.)

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APPENDICES

APPENDIX A

CHARACTERISTICS OF NEW CAREERISTS¹

The following excerpt outlines characteristics of "New Careerists":

In general, previous employment records of New Careerists indicate serious under-employment, subsistence wages or less, sex discrimination and lack of career opportunity. The majority of the women have been waitresses or clerk typists in social service oriented jobs; a few have been social welfare aides or nurses aides. Several women were hairdressers. The average monthly wage for these jobs was \$265.00. Most of the men had been labourers at one time or another. Their jobs included truck driving and operating heavy equipment. A few were self-employed as trappers, fishermen, and hunting guides, and several individuals have worked at least part-time in the conservation field for the government or for private companies. The average monthly wage for the men was \$415.00.

A survey of the formal education background of the New Careerists shows the average education to be grade 9; grade 6 is lowest and grade 12 is highest, in terms of education that is accepted for employment. Quite a few New Careerists (about 40 percent) have taken some upgrading courses from either the Federal or the Provincial government.

Social problems characteristic of New Careerists include marital problems to a very large extent, a history of delinquency or jail records, some alcoholism, and a general lack of self-confidence and experience of failure which underly these other problems.

The New Careerists come from a variety of geographic backgrounds - about 70 percent from an urban location within Manitoba, and the remainder from small towns and villages.

¹Proctor, R. "New Careers Project: Preliminary Report of Research Findings." Unpublished paper, Department of Colleges and University Affairs, Province of Manitoba, September, 1972, pp. 9-10.

APPENDIX B

"HELPING RELATIONSHIPS" TRAINING PROGRAM (PHASE I)

Experiential (Exp.) and/or Didactic (Did.)	Training Segment	Time in Hours	Source
1. Exp.	Name Game with Adjectives	.5	(unknown)
2. Exp.	Feeling Wheel	.5	(unknown)
3. Exp.	"Interviewing Pairs"	1.0	Pfeiffer & Jones, (1970)
4. Did.	Ground Rules for Group	.5	Schutz, (1971)
5. Exp.	First Impressions	.5	(unknown)
6. Did.	"The Johari Window" in "The Concept of Feedback"	.5	Jung et al.(1971)
7. Exp.	"Not Listening"	.5	Pfeiffer & Jones, (1971)
8. Did.	Helping Relationships	1.0	Combs, Avila and Purkey, (1971)
9. Did.	Scales for Assessment of Interpersonal Processes	2.0	Carkhuff, (1969b)
10. Exp.	"One-Way and Two-Way Com- munication"	1.0	Pfeiffer & Jones, (1969)
11. Exp. and Did.	Paraphrasing or "Rogerian Listening"	2.0	Simon, Howe and Kirschenbaum, (1972)
12. Exp. and Did.	"Behavior Description"	1.0	Jung et al.(1971)
13. Exp. and Did.	"Nonverbal Behavior" and "Perception Checking"	1.0	Jung et al.(1971)
14. Exp. and Did.	"Describing Feelings" and "Expressing Feelings"	1.0	Jung et al.(1971)
15. Did.	"Reality Therapy" - taped speech followed by dis- cussion	2.0	Glasser, W.,1970 at Moses Lake, Wash.

Experiential (Exp.) and/or Didactic (Did.)	Training Segment	Time in Hours	Source
16. Did.	"Discussing Feelings"	.5	Jung et al.(1971)
17. Did.	"Emotions as Problems"	.5	Jung et al.(1971)
18. Did and Exp.	"Sharing Yourself"	2.0	Rosenberg, Com- munity Psycho- logical Consult- ants, St.Louis, Mo.
19. Did. and Exp.	"Empathy"	2.0	Rosenberg, "
20. Exp. and Did.	"The Concept of Feedback"	2.0	Jung et al.(1971)
21. Did.	"Defensive Communication"	.5	Jung et al.(1971)
22. Did.	"Open Communication"	1.0	Jung et al.(1971)
23. Exp.	"Alligator River" (values clarification)	1.5	Simon et al.(1972)
24. Exp.	"The Fall-Out Shelter Problem" (values clarifi- cation)	1.5	Simon et al.(1972)
25. Exp.	"Twenty Things You Love to Do" (values clarifi- cation)	1.5	Simon et al.(1972)
26. Exp. and Did.	"FIRO B" Test and Discus- sion	2.0	Schutz, 1958

APPENDIX C

SYMBOLIC MODELING AND NON-MODELING PROCEDURES (Phase II)Preface:

As the "Helping Relationships" program was the initial training input, the facilitators centered training inputs around the core, facilitative and action-oriented helping dimensions of the counselling relationship. Ideally, a systematic training sequence for each core dimension of helping would have been desirable. However, with a limited time factor, the facilitators employed an introductory approach to helping or counselling in general.

Modeling Procedures

Symbolic models demonstrating the core, facilitative and action-oriented helping dimensions were presented in the following manner:

1. The facilitators described the core, facilitative and action-oriented helping dimensions of the counselling relationship and presented examples of these dimensions.
2. The facilitators presented a videotape and film in which symbolic models demonstrated high-level functioning on these dimensions. The facilitators interrupted the presentation after each high-level helping response and pointed out the helping dimension and described the impact that the response seemed to have had upon the client.

3. After presentation of the models, the facilitators encouraged the trainees to pair off, to practise helping responses to their respective partner's concerns, and to record their responses upon audiotape.
4. In the large group, the trainees played their audiotapes while the facilitators and other members of the group shared their observations of how effective the helping responses were.
5. The facilitators presented the second series of modeling on videotape to the trainees. The facilitators interrupted the presentation and indicated the high-functioning sections of the videotape where the model demonstrates high-level helping responses and, in the same manner, the facilitator described low functioning sections of the videotape where the model demonstrated low-level helping responses.
6. Following the second modeling presentation, the facilitators encouraged the trainees to volunteer to be a helper once and a helpee once, so that everyone would have an opportunity to be a helper. The helper-helpee pairs were instructed to make a 10 minute videotape. While each pair made a videotape, the remainder of the group participated in experiential exercises and group discussion related to Phase I of training.

7. The videotapes were played in the large group. The facilitators indicated the high-level helping responses and the low-level helping responses.

The following chart depicts the training sequence for Group I and Group II during the 30 hour program (Phase II of training).

Training Sequence for Treatment and Control Group

Sequence	GROUP I (Symbolic Modeling)	GROUP II (Non-Modeling)	Approximate Time Per Individual
1	The facilitator describes helping responses and gives examples		5 min.
2	Videotape and film presentation of models demonstrating high-level helping responses	Group discussion about helping responses	25 min.
3	Trainees practise helping responses on videotape		10 min.
4	Audiotape playback: facilitator and group feedback		15 min.
5	Videotape and film presentation of models demonstrating high-level and low-level responses	Group discussions about effective helping responses and ineffective helping responses	25 min.
6	Trainees practise helping responses on videotape		10 min.
7	Videotape playback: facilitator and group feedback		15 min.

Symbolic Models

The counselor-models employed as symbolic models in this study were Carl Rogers, Frederick Perls, Albert Ellis, and an unnamed doctoral candidate in counseling.

Excerpts were taken from the film Three Approaches to Psychotherapy (Series) in which the following appear:

No. 1	Dr. Carl Rogers	(48 mins.)
No. 2	Dr. Frederick Perls	(32 mins.)
No. 3	Dr. Albert Ellis	(37 mins.)

These films were produced and directed by E.L. Shostrom, Psychological Films, 1965, Santa Ana, California.

The counselling dimensions in these films have been used and analyzed in other studies including:

Zimmer, J.M., Hakstian, A.R., and Newby, J.F.
 "Dimensions of counselee responses over several therapy sessions." Journal of Counseling Psychology, 1972, Vol. 19, No. 5, 448-454.

Videotape excerpts were taken from training videotapes developed by Lee, D.Y., and Nevison, M.B. These training tapes are described and rated according to levels of functioning as reported in the following articles:

Lee, D.Y., and Nevison, M.B. "Students' perception of therapeutic core-conditions with clients' problem controlled." Canadian Counsellor, 1971, Vol. 5, No. 6, 47-54.

Lee, D.Y., and Nevison, M.B. "Perception of therapeutic conditions as a function of perceived level of parental acceptance-rejection." Canadian Counsellor, 1973, Vol. 7, No. 2, 105-112.

APPENDIX D

TEST INSTRUCTIONS GIVEN TO SUBJECTS1. Communication Test

The following four excerpts you will hear are from interviews involving a young woman who has sought help or assistance in a time of need. The helpee, this woman with a problem or concern, is the same in each case. The excerpts are not from any one interview and should not be thought of as being directly related to one another in the order of their presentation.

We would like you to project yourself into the situation as being the person to whom she has come, and to be as helpful as you would ordinarily be if a distressed person came to you in a time of need. Do not attempt to relate any one excerpt to a previous one. Simply try to make your most helpful response to the helpee's immediate expression into your tape recorder.

Remember to speak directly into your microphone, about six inches away, but not so loudly as to disturb others near you. You may take as long as you wish to say what you want to say to her. It is alright to start and stop your recording until you are finished your response.

The excerpt will be played once only. We will not go on to the next excerpt until all are finished. Please keep your earphones on throughout this portion of the test and do not talk to anyone until the signal is given.

Are there any questions?

Fine, then let us proceed to check the equipment.

2. Discrimination Test

The following 12 excerpts you will hear are from interviews involving a young woman who has sought the assistance of another person in a time of need.

The helpee and the person giving help, the helper, that you will hear are the same in each of the 12 excerpts. The excerpts are not from any one interview and should not be thought of as being directly related to one another in the order of their presentation.

Each excerpt consists of the helpee's expression followed by four different responses by the helper. We want you to listen carefully to the helpee and at the same time to read along on your sheets. Immediately following the woman's expression please listen carefully to the different helper responses and read along on your sheets at the same time.

After listening and reading we would like you to select or choose the response which in your opinion is the most helpful. To indicate your choice please make a check mark on the blank line to the left of the response. If you wish to change your answer simply strike out the mark and put in your new check mark. Do not mark more than one choice even though you may feel that two are of nearly equal helpfulness.

Are there any questions?

Fine, then let us proceed to listen to the tape recordings. Please raise your hand if you cannot hear well enough, but do not ask any questions.

APPENDIX E

DISCRIMINATION OF HELPING RESPONSES TEST¹

EXCERPT 1.

HELPEE: I don't know if I am right or wrong feeling the way I do. But I find myself withdrawing from people. I don't seem to socialize and play their stupid little games any more. I get upset and come home depressed and have headaches. It all seems so superficial. There was a time when I used to get along with everybody. Everybody said, "Isn't she wonderful. She gets along with everybody. Everybody likes her." I used to think that was something to be really proud of, but that was who I was at that time. I had no depth. I was what the crowd wanted me to be - the particular group I was with.

HELPER RESPONSES:

- 3 (1) You know you have changed a lot. There are a lot of things you want to do but no longer can.
- 4 (2) You are damned sure who you can't be any longer but you are not sure who you are. Still hesitant as to who you are yet.
- 1.5 (3) Who are these people that make you so angry? Why don't you tell them where to get off! They can't control your existence. You have to be your own person.
- 1.5 (4) So you have a social problem involving interpersonal difficulties with others.

EXCERPT 2.

HELPEE: I love my children and my husband and I like doing most household things. They get boring at times but on the whole I think it can be a very rewarding thing at times. I don't miss working, going to the office every day. Most women complain of being just a housewife and just a mother. But, then, again, I wonder if there is more for me. Others say there has to be. I really don't know.

HELPER RESPONSES:

- 1 (1) Hmm. Who are these other people?
- 3 (2) So you find yourself raising a lot of questions about yourself - educationally, vocationally.

¹Carkhuff, R.R. Helping and Human Relations, Vol.I, New York: Holt, Rinehart and Winston, Inc., 1969, pp. 114-123. Modified by excluding excerpts 13-16. Expert rating score (pp. 124-125) has been inserted on the line before each helper response.

- 1.5 (3) Why are you dominated by what others see for you? If you are comfortable and enjoy being a housewife, then continue in this job. The role of mother, homemaker can be a full-time, self-satisfying job.
- 3.5 (4) While others raise these questions, these questions are real for you. You don't know if there is more out there for you. You don't know if you can find more fulfillment than you have.

EXCERPT 3.

HELPEE: Sometimes I question my adequacy of raising three boys, especially the baby. I call him the baby - well, he is the last. I can't have any more. So I know I kept him a baby longer than the others. He won't let anyone else do things for him. If someone else opens the door, he says he wants Mommy to do it. If he closes the door, I have to open it. I encourage this. I do it. I don't know if this is right or wrong. He insists on sleeping with me every night and I allow it. And he says when he grows up he won't do it any more. Right now he is my baby and I don't discourage this much. I don't know if this comes out of my needs or if I'm making too much out of the situation or if this will handicap him when he goes to school - breaking away from Mamma. Is it going to be a traumatic experience for him? Is it something I'm creating for him? I do worry more about my children than I think most mothers do.

HELPER RESPONSES:

- 3 (1) So you find yourself raising a lot of questions as to if what you are doing is right for your child.
- 1.5 (2) Is it perhaps possible for you to have the child become involved in a situation such as some experiences in a public park where the child could play and perhaps at a distance you could supervise - where the child can gain some independence?
- 1 (3) Could you tell me - have you talked to your husband about this?
- 4 (4) While you are raising a lot of questions for yourself about yourself in relation to your youngest child, you are raising some more basic questions about yourself in relation to you. In lots of ways you're not certain where you are going - not sure who you are.

EXCERPT 4.

HELPEE: It's not an easy thing to talk about. I guess the heart of the problem is sort of a sexual problem. I never thought I would have this sort of problem. But I find myself not getting the fulfillment I used to. It's not as enjoyable - for my husband either, although we don't discuss it. I used to enjoy and look forward to making love. I used to have an

orgasm but I don't anymore. I can't remember the last time I was satisfied. I find myself being attracted to other men and wondering what it would be like to go to bed with them. I don't know what this means. Is this symptomatic of our whole relationship as a marriage? Is something wrong with me or us?

HELPER RESPONSES:

- 1.5 (1) Perhaps you feel your marriage and role of mother is holding you back and preventing you from being something else you want to be. Your resentment here against your husband is manifested in your frigidity. Perhaps it is your way of paying him back for keeping you down in this role, for confining you, for restricting you.
- 1.5 (2) What about your relationship with your husband, his role as father and companion?
- 3.5 (3) You don't quite know what to make of all this but you know something is dreadfully wrong and you are determined to find out for yourself, for your marriage.
- 3 (4) What's happened between you and your husband has raised a lot of questions about you, about him, about your marriage.

EXCERPT 5.

HELPEE: Gee, those people! Who do they think they are? I just can't stand interacting with them anymore. Just a bunch of phonies. They leave me so frustrated. They make me so anxious. I get angry at myself. I don't even want to be bothered with them anymore. I just wish I could be honest with them and tell them all to go to hell! But I guess I just can't do it.

HELPER RESPONSES:

- 3 (1) They really make you very angry. You wish you could handle them more effectively than you do.
- 4 (2) Damn, they make you furious! But it's just not them. It's with yourself, too, because you don't act on how you feel.
- 1 (3) Why do you feel these people are phony? What do they say to you?
- 1.5 (4) Maybe society itself is at fault here - making you feel inadequate, giving you this negative view of yourself, leading you to be unable to successfully interact with others.

EXCERPT 6.

HELPEE: They wave that degree up like it's a pot of gold at the end of the rainbow. I used to think that, too, until I tried it. I'm happy being a housewife; I don't care to get a degree. But the people I

associate with, the first thing they ask is, "Where did you get your degree?" I answer, "I don't have a degree." Christ, they look at you like you are some sort of a freak, some backwoodsman your husband picked up along the way. They actually believe that people with degrees are better. In fact, I think they are worse. I've found a lot of people without degrees that are a hell of a lot smarter than these people. They think that just because they have degrees they are something special. These poor kids that think they have to go to college or they are ruined. It seems that we are trying to perpetrate a fraud on these kids. If no degree, they think they will end up digging ditches the rest of their lives. They are looked down upon. That makes me sick.

HELPER RESPONSES:

- 3 (1) You really resent having to meet the goals other people set for you.
- 1 (2) What do you mean by "it makes me sick?"
- 1.5 (3) Do you honestly feel a degree makes a person worse or better? And not having a degree makes you better? Do you realize society perpetrates many frauds and sets many prerequisites such as a degree. You must realize how doors are closed unless you have a degree, while the ditches are certainly open.
- 3.5 (4) A lot of these expectations make you furious. Yet, they do tap in on something in yourself you are not sure of - something about yourself in relation to these other people.

EXCERPT 7.

HELPEE: I get so frustrated and furious with my daughter. I just don't know what to do with her. She is bright and sensitive, but damn, she has some characteristics that make me so on edge. I can't handle it sometimes. She just - I feel myself getting more and more angry! She won't do what you tell her to. She tests limits like mad. I scream and yell and lose control and think there is something wrong with me - I'm not an understanding mother or something. Damm! What potential! What she could do with what she has. There are times she doesn't use what she's got. She gets by too cheaply. I just don't know what to do with her. Then she can be so nice and then, boy, she can be as ornery as she can be. And then I scream and yell and I'm about ready to slam her across the room. I don't like to feel this way. I don't know what to do with it.

HELPER RESPONSES:

- 1 (1) So you find yourself screaming and yelling at your daughter more frequently during the past three months.
- 1.5 (2) Why don't you try giving your daughter some very precise limitations. Tell her what you expect from her and what you don't expect from her. No excuses.

- 4 (3) While she frustrates the hell out of you, what you are really asking is, "How can I help her? How can I help myself, particularly in relation to this kid?"
- 3 (4) While she makes you very angry, you really care what happens to her.

EXCERPT 8.

HELPEE: He is ridiculous! Everything has to be done when he wants to do it, the way he wants it done. It's as if nobody else exists. It's everything he wants to do. There is a range of things I have to do - not just be a housewife and take care of the kids. Oh no, I have to do his typing for him, errands for him. If I don't do it right away, I'm stupid - I'm not a good wife or something stupid like that. I have an identity of my own, and I'm not going to have it wrapped up in him. It makes me - it infuriates me! I want to punch him right in the mouth. What am I going to do? Who does he think he is anyway?

HELPER RESPONSES:

- 3 (1) It really angers you when you realize in how many ways he has taken advantage of you.
- 1 (2) Tell me, what is your concept of a good marriage?
- 1 (3) Your husband makes you feel inferior in your own eyes. You feel incompetent. In many ways you make him sound like a very cruel and destructive man.
- 4 (4) It makes you furious when you think of the one-sidedness of this relationship. He imposes upon you everywhere, particularly in your own struggle for your own identity. And you don't know where this relationship is going.

EXCERPT 9.

HELPEE: I finally found somebody I can really get along with. There is no pretentiousness about them at all. They are real and they understand me. I can be myself with them. I don't have to worry about what I say and that they might take me wrong, because I do sometimes say things that don't come out the way I want them to. I don't have to worry that they are going to criticize me. They are just marvelous people! I just can't wait to be with them! For once I actually enjoy going out and interacting. I didn't think I could ever find people like this again. I can really be myself. It's such a wonderful feeling not to have people criticizing you for everything you say that doesn't agree with them. They are warm and understanding and I just love them! It's just marvelous!

HELPER RESPONSES:

- 3 (1) Sounds like you found someone who really matters to you.
- 1 (2) Why do these kind of people accept you?

- 4 (3) That's a real good feeling to have someone to trust and share with. "Finally, I can be myself."
- 1.5 (4) Now that you have found these people who enjoy you and whom you enjoy, spend your time with these people. Forget about the other types who make you anxious. Spend your time with the people who can understand and be warm with you.

EXCERPT 10.

HELPEE: I'm really excited! We are going to California. I'm going to have a second lease on life. I found a marvelous job! Its great. It's so great I can't believe it's true - it's so great! I have a secretarial job. I can be a mother and can have a part-time job which I think I will enjoy very much. I can be home when the kids get home from school. It's too good to be true. It's so exciting. New horizons are unfolding. I just can't wait to get started. It's great!

HELPER RESPONSES:

- 1.5 (1) Don't you think you are biting off a little bit more than you can chew? Don't you think that working and taking care of the children will be a little bit too much? How does your husband feel about this?
- 3.5 (2) Hey, that's a mighty good feeling. You are on your way now. Even though there are some things you don't know along the way, it's just exciting to be gone.
- 1 (3) Let me caution you to be cautious in your judgement. Don't be too hasty. Try to get settled first.
- 3 (4) It's a good feeling to contemplate doing these things.

EXCERPT 11.

HELPEE: I'm so pleased with the kids. They are doing just marvelously. They have done so well at school and at home; they get along together. It's amazing. I never thought they would. They seem a little older. They play together better and they enjoy each other, and I enjoy them. Life has become so much easier. It's really a joy to raise three boys. I didn't think it would be. I'm just so pleased and hopeful for the future. For them and for us. It's just great! I can't believe it. It's marvelous.

HELPER RESPONSES:

- 3 (1) It's a good feeling to have your kids settled once again.
- 1.5 (2) Is it possible your kids were happy before but you never noticed it before? You mentioned your boys. How about your husband? Is he happy?
- 1 (3) Do you feel this is a permanent change?

- 4 (4) Hey, that's great! Whatever the problem, and you know there will be problems, it's great to have experienced the positive side of it.

EXCERPT 12.

HELPEE: I'm really excited the way things are going at home with my husband. It's just amazing! We get along great together now. Sexually, I didn't know we could be that happy. I didn't know anyone could be that happy. It's just marvelous! I'm just so pleased, I don't know what else to say.

HELPER RESPONSES:

- 2.5 (1) It's a wonderful feeling when things are going well maritally.
- 4 (2) It's really exciting to be alive again, to feel your body again, to be in love again.
- 1 (3) Is your husband aware of these changes?
- 1 (4) Now don't go overboard on this right now. There will be problems that lie ahead and during these periods that you have these problems I want you to remember well the bliss you experienced in this moment in time.

APPENDIX F

EMPATHIC UNDERSTANDING IN INTERPERSONAL PROCESSES:
A SCALE FOR MEASUREMENT¹

LEVEL 1

The verbal and behavioral expressions of the first person either do not attend to or detract significantly from the verbal and behavioral expressions of the second person(s) in that they communicate significantly less of the second person's feelings than the second person has communicated himself.

EXAMPLES: The first person communicates no awareness of even the most obvious, expressed surface feelings of the second person. The first person may be bored or uninterested or simply operating from a preconceived frame of reference which totally excludes that of the other person(s).

In summary, the first person does everything but express that he is listening, understanding, or being sensitive to even the feelings of the other person in such a way as to detract significantly from the communications of the second person.

LEVEL 1.5 Between Level 1 and Level 2

¹Carkhuff, R.R. Helping and Human Relations, Vol.II, New York: Holt, Rinehart and Winston, Inc., 1969, pp. 315-317. Modified by including midpoints.

LEVEL 2

While the first person responds to the expressed feelings of the second person(s), he does so in such a way that he subtracts noticeable affect from the communications of the second person.

EXAMPLES: The first person may communicate some awareness of obvious surface feelings of the second person, but his communications drain off a level of the affect and distort the level of meaning. The first person may communicate his own ideas of what may be going on, but these are not congruent with the expressions of the second person.

In summary, the first person tends to respond to other than what the second person is expressing or indicating.

LEVEL 2.5 Between Level 2 and Level 3LEVEL 3

The expressions of the first person in response to the expressed feelings of the second person(s) are essentially interchangeable with those of the second person in that they express essentially the same affect and meaning.

EXAMPLE: The first person responds with accurate understanding of the surface feelings of the second person but may not respond to or may misinterpret the deeper feelings.

In summary, the first person is responding so as to neither subtract from nor add to the expressions of the second person; but he does not respond accurately to how that person really feels beneath the surface feelings. Level 3 constitutes the minimal level of facilitative interpersonal functioning.

LEVEL 3.5 Between Level 3 and Level 4

LEVEL 4

The responses of the first person add noticeably to the expressions of the second person(s) in such a way as to express feelings a level deeper than the second person was able to express himself.

EXAMPLE: The facilitator communicates his understanding of the expressions of the second person at a level deeper than they were expressed, and thus enables the second person to experience and/or express feelings he was unable to express previously.

In summary, the facilitator's responses add deeper feeling and meaning to, the expressions of the second person.

LEVEL 4.5 Between Level 4 and Level 5

LEVEL 5

The first person's responses add significantly to the feeling and meaning of the expressions of the second person(s) in such a way as to (1) accurately express feelings levels below what the person himself was able to express or (2) in the event of on going deep self-explora-

tion on the second person's part, to be fully with him in his deepest moments.

EXAMPLES: The facilitator responds with accuracy to all of the person's deeper as well as surface feelings. He is "together" with the second person or "tuned in" on his wave length. The facilitator and the other person might proceed together to explore previously unexplored areas of human existence.

In summary, the facilitator is responding with a full awareness of who the other person is and a comprehensive and accurate empathic understanding of his deepest feelings.

APPENDIX G

SUBJECTS' INDICES OF COMMUNICATION AND DISCRIMINATIONTREATMENT GROUP I (Symbolic Modeling)

<u>SUBJECT NUMBER</u>	<u>PRE-TEST</u>		<u>POST-TEST</u>	
	Communication	Discrimination	Communication	Discrimination
1	1.89	2.25	2.72	3.04
2	1.61	2.75	2.78	3.25
3	1.95	2.63	2.39	2.96
4	1.94	3.17	2.22	3.29
5	1.22	2.38	2.00	2.67
6	1.83	2.71	2.33	3.42
7	2.33	2.38	3.17	3.33
8	2.05	2.38	2.89	3.42
9	1.55	3.13	1.78	3.17
10	1.89	2.96	2.06	3.29
11	1.67	2.54	1.67	2.92
12	1.94	3.38	2.11	3.42
13	1.94	3.38	3.33	3.83

TREATMENT CONTROL GROUP II (Non-Modeling)

<u>SUBJECT NUMBER</u>	<u>PRE-TEST</u>		<u>POST-TEST</u>	
	Communication	Discrimination	Communication	Discrimination
1	2.11	2.67	2.28	3.17
2	1.39	2.17	2.45	2.25
3	2.17	3.17	2.89	3.50
4	1.00	1.88	1.89	2.33
5	2.61	3.42	2.72	3.63
6	2.84	2.75	3.56	3.59
7	2.28	2.67	2.95	3.46
8	1.39	3.17	2.44	3.21
9	1.11	2.75	1.44	2.63