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Outreach Counseling

Compiled by Richard Galant and Nancy J. Mccrieff

December 1974

Covers different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office.

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Introduction

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ED 070 009  CG 007 637  Shook, Gilbert A  A Role Change Strategy: Decentralized Counseling.  Pub Date 72  Note—16p.  EDRS Price MF-$0.65 HC-$3.29  Descriptors—Counseling Programs, Counseling, Counseling Instructional Programs, *Counselor Functions, Counselor Performance, *Counselor Training, Decentralization, Training.  The debate over new counseling roles rages as some counselors are already adopting them. This paper describes alternative counseling-consulting interventions possible with teachers. It suggests a strategy for speeding the process of role change and encouraging counselor-teacher interaction. The strategy is that of decentralizing counseling offices into close proximity to teacher offices. The advantages and disadvantages are described. Among the issues central to success of this strategy is that of training. The difficulties involved in having counselors acquire new skills is discussed. A syllabus offered to the retraining of counselors already in the field and renewal of skills for others is the vast number of institutes being offered by growth centers around the country. The hope is expressed that in the future counselors will pick and choose skill training from the varied sources discussed in the paper. (Author/BW)

ED 070 017  CG 007 652  Extending Guidance and Counseling Services for the Mentally Handicapped.  New York State Personnel and Guidance Association, Inc., Latham; New York State Teachers of the Mentally Handicapped, Inc.  Pub Date 72  Note—7p.  EDRS Price MF-$0.65 HC-$3.29  Descriptors—*Counseling Services, *Counselors, Educable Mentally Handicapped, *Guidance Programs, *Mentally Handicapped, *Mental Retardation, Pupil Personnel Services, Special Education, Special Programs, Special Services  This paper contains reports prepared by counselors and teachers of the mentally retarded. The thesis of this paper is that the opportunity for the handicapped student to lead a productive life can only be accomplished through proper education, guidance, and counseling. Included are reports on the initial counseling and developing of educable mentally retarded children; the team approach for teaching the mentally retarded; a cooperative senior high school special education program; vocational guidance for the mentally handicapped; and general articles on counseling the mentally retarded. (WS)

ED 071 131  CS 500 107  Holm, Janet N  How to Get Started as a Consultant.  Pub Date Apr 72  Note—11p. Paper presented at the Central States Speech Communication Assn. (Chicago, April 1972).  EDRS Price MF-$0.65 HC-$3.29  Descriptors—Communication (Thought Transfer), *Consultants, Employment Potential, Human Relation—*Industry, Jobs, Job Satisfaction, *Professional Services  The author discusses both what a consultant does and how one goes about getting a job as a communication consultant in business and industry. The four duties of the consultant include (1) analysis or diagnosis of the clients' problems, (2) presentation of a training design or corrective measures for these problems, (3) implementation or teaching of these strategies, and (4) evaluation of the results in relation to their objectives. The author concludes by drawing upon his own experiences to illustrate the avenues leading to jobs as a communication consultant. (Author/IG)

ED 073 077  SP 006 114  Beanworth, David L. and Others  Increasing Positive Self-Concept in Freshmen Education Students Through Professional Development Seminars.  Pub Date [72]  Note—12p.  EDRS Price MF-$0.65 HC-$3.29  Descriptors—Mental Development, *Self Concept, *Student Attitudes, *Teacher Education  The Professional Development Seminar (PDS), an adjunct to the freshman orientation to Education class at the University of Wisconsin-Oshkosh, was conducted to develop a more positive feeling of self-worth in students enrolled in their first professional education education courses. (5) provides a small group, student-oriented, discussion approach to learning where content and formal discipline is minimized so that communication and interaction among students and with an instructor in a non-threatening atmosphere is maximized. A pre- and post-test was given to test the change in self-concept. Although the lack of a control group placed limitations on the study, significant gains in dimensions of self growth in mental health during the PDS college freshman semester. (A 4-item bibliography is included.) (IMJ)

ED 073 305  UD 013 265  Herjanic, Marilyn et al.  Reaching the Unreached: A Children's Community Mental Health Program in the Inner City.  Pub Date Oct 72  Note—24p.; paper presented at the American Academy of Child Psychiatry meeting, New Orleans, La., October 1972.  EDRS Price MF-$0.65 HC-$3.29  Descriptors—*Community Programs, Community Services, *Inner City, Mental Development, Mental Health, Mental Health Programs, Neighborhood Centers, Nonprofessional Personnel, *Problems Children, Program Evaluation, Psychiatric Services, Public Health Identifiers—*Missouri  Malcolm Bliss Mental Health Center, through the Outreach Program, provides psychiatric care for the residents of the Model Cities area of the City of St. Louis. The program was started three years ago, but is still a part of the catchment area. The services to children are a part of the total program and it is difficult to separate them without speaking about the rest of the program. The goals of the Outreach Service are: (1) to make mental health services easily accessible to all residents; (2) to establish programs with high-risk populations to prevent the development of psychiatric disabilities; and (3) to foster research about mental health, psychiatric illness, and the various services available to them. In terms of their activities, the Outreach Service has successfully established in five areas, and a higher percentage of the population there is being reached when compared to the rest of the catchment area. Some preventive programs have been started and work continues on the education of the neighborhood residents with some success. These programs are even more difficult to evaluate and are the result of the personal efforts of the counselors dealing with the application of behavior modification principles to parents, teachers, parents and teachers, and residents, for children and youth, and marriage and family counseling. Thirty-three of the items give information on current films in the field of behavior modification, including availability, length, and price of the films. The bibliography also contains an author and subject index. (RRB)


ED 079 616  CG 007 012  James, Ralph E.  Behavior Modification in Court and Community Treatment Programs for Juvenile Offenders.  Pub Date 71  Note—14p; Paper presented at the American Psychological Association's annual convention, 3-7 September 1971, Washington, D.C.  ED 079 616  Title  National Center for Education Statistics.
ED 081 490  
PS 006 752  
Landis, Richard G, Pardoe, E Michelle  
Self-Concept Enhancement of Preschool Children.  
Pub Date Feb 69  
Note—28p.  
Available from—National Technical Information Service  
300 E Street, NE, Building 4, Washington, D.C. 20407  
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train those parts of the process that seem to have the greatest potential problems to be faced within the next 5 years. In this paper, three situations were described as typical of major educational areas: (1) development of the economic, health, religious, government, agriculture, social, welfare, and business life of the community. A proposed action plan suggested goals of the project, means for goal achievement, and staffing. The plan called for a focused development of all institutions rather than education alone. (PS)

ED 084 488
San Francisco Unified School District, Calif.
Pub Date: Jun 73
Note: 65p.
EDRS Price MF-$0.65 HC-$3.29
This booklet discusses an ancillary guidance program staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers collected information on college programs, financial aid, admission selection procedures, course interpretation, application procedures, and on placement and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, teachers, and parents show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resources and goals used by the program. (Author/LLA)

ED 086 804
CE 000 817
Lerman, Carol P.
The Job Improvement Service. A Demonstration Project in Occupational Health and Rehabilitation. Beth Israel Hospital, Boston, Mass.
Pub Date: Jul 73
Note: 13p.
EDRS Price MF-$0.65 HC-$3.29
This project was designed to demonstrate the feasibility and effectiveness of job adjustment counseling and placement provided at the site of employment by an autonomous professional organization as a means of preventing and ameliorating employees' job adjustment problems, especially among lower income employees. Representatives of management and labor and 373 employees of six Boston employers were given free counseling. The counselors dealt with a wide variety of job-adjustment problems, only some of which were directly work related. The program proved its usefulness in providing a needed service to employees and in helping many of them improve work performance and keep their jobs. One of the most impressive aspects of the service that continued the program at company expense. (Author/DS)
Family Education: A Model for Consultation

Behavorial Consultation as a Means of Improving the Quality of a Counseling Program Randolph, Daniel L.; School Counselor, v20 n1, pp30-35, Sep 72

Consulting Blocher, Donald H.; Repots, Rita S., A Systematic Eclectic Model for Counseling- used in a wide range of situations and interventions. (Behavior Change, Guidance Services

A particular behavioral approach is discussed with suggestions for improving the classroom climate, as well as systems for recording observable changes in the behavior of the pupils and the teacher. (Author)

EJ 072 269 490 CG 505 288 The Counselor-Consultant as a Specialist in Organization Development Murray, Donald; Schmuck, Richard, Elementary School Guidance and Counseling, v1 n2, pp99-104, Dec 72


This article describes the dilemma of the itinerant school counselor, an opportunity to promote more effective learning climates, to mobilize resources within a school, to help bring a faculty together as a team, and to provide a consultation readiness to other situations. (Author)

EJ 074 080 190 CG 505 578 Video-Taping the Real Interview Gilmore, Russell G., Journal of College Placement, v33 n3, pp52-56, Feb-Mar 73


At the University of Rhode Island, videotapes of actual interviews have been used to help students improve interview techniques. With the aid of editing and narration the final tape becomes a valuable instructional tool. (Author)

EJ 070 558 010 IC 500 450 A Community Counseling Center for Total Community Service Fischer, Guentu, A.; Rankin, Gary, Community and Junior College Journal, v43 n3, pp48-50, Feb 73

Community Counseling Centers, Junior College Students, Community Support, Psychologists

EJ 070 965 090 CG 505 295 Consultant as a Consultant Ryan, Mary K., Elementary School Guidance and Counseling, v7 n2, pp143-145, Dec 72

Consultants, *Counselor Role, *Counseling Services, *Pupil Personnel Services, Change Agents

This article presents a set of procedures and functions for the elementary school pupil personnel worker or consultant to use in facilitating school change to make the school a place for total human development through learning. (IC)

EJ 070 948 090 CG 505 298 The Counselor's Workshop: Teacher In-Service Workshops Myrick, Robert D.; Monti, Linda S., Elementary School Guidance and Counseling, v7 n2, pp156-161, Dec 72


This article discusses the counselor as consultant and describes various programs he can use to work with the adult influences in the lives of his counseling parents, teachers and administrators. (IC)

EJ 070 104 090 CG 505 850 Counseling Outreach in a Dormitory Theriot, John R.; Fiddler, Paul, Personnel and Guidance Journal, v51 n10, pp724-728, June 73


This article reports the results of a pilot counseling project where the emphasis was on using graduate student personnel to provide counseling and supportive services within the university residence hall environment. (Author)

EJ 066 043 090 CG 504 975 Behavioral Consultation as a Means of Improving the Quality of a Counseling Program Fuller, Daniel W., Elementary School Guidance and Counseling, v7 n2, pp121-219, Dec 72


The model alluded to here is essentially an educational one, which makes the assumption that the lack of knowledge, information, or experience is the basis of maladaptive behavior. People, if provided new or pertinent information, are capable of applying the new information to their situation to bring about change. (Author)

EJ 060 042 120 VT 504 279 Industry-Education Cooperation Essays, M. Dale, Business Education Forum, v27 n1, pp10-12, Oct 72


EJ 070 962 090 CG 505 292 Family Group Consultation Fuller, Daniel W., Elementary School Guidance and Counseling, v7 n2, pp151-156, Dec 72


The method and applications of Family Group Consultation and the Family Bond Inventory are discussed in this article. The Family Bond Inventory is a recent development that has led to the possibility of identifying interpersonal conflict within a family and can be used to measure change within the family during treatment. (IC)

EJ 070 957 090 CG 505 286 Consulting: Facilitating School Change Carlson, Jon, Elementary School Guidance and Counseling, v7 n1, pp33-38, Dec 72


This article presents a set of procedures and functions for the elementary school pupil personnel worker or consultant to use in facilitating school change to make the school a place for total human development through learning. (IC)

EJ 070 959 090 CG 505 289 A Systematic Eclectic Model for Counseling- Consulting Blocher, Donald H.; Repots, Rita S., Elementary School Guidance and Counseling, v7 n2, pp106-112, Dec 72


A discussion of the systematic eclectic model illustrating its use in the daily duties of a school counselor. This is a flexible model which can be used in a wide range of situations and interventions. (IC)

EJ 070 961 090 CG 505 291 Family Education: A Model for Consultation

Christensen, Oscar C., Elementary school Guidance and Counseling, v7 n2, pp121-219, Dec 72

Higher Education, *Counseling Services, *Counseling Goals, *Faculty Advisors, Educational Counseling, Student Personnel Services, College Students, Student Volunteers

Illinois State University depends on their faculty and an aggressive Student Counseling Service for student growth. (Author)
Special Education, Family Management
Describes a program of counseling and family services in the home, designed to avoid the necessity of foster placement. (ST)

EJ 085 671
CG 506 316
One hundred twenty-eight 11th grade male students were randomly assigned to a control group on one of three experimental groups: (1) computer-generated feedback on self-knowledge accuracy; (2) guidance taught on occupational classification scheme; and (3) a combination of (1) and (2). Measures of self-knowledge showed increased accuracy about intelligence, but not about interests, after treatments that included feedback. (Author)

EJ 088 720
CG 506 365
University-Community Cooperation in Implementing a Paraprofessional Crisis Prevention Intervention Center FitzPatrick, Allen J; Easterling, Row E., Journal of the National Association of Women Deans and Counselors; v36 n4. pp190-192, Sum 73
Growing out of the need for additional youth oriented crisis centers, the paraprofessional crisis intervention center described in this article provided supportive face-to-face communication during the hours when the professional services were not available. (JC)

EJ 089 229
CG 506 553
Counseling Today's Veteran: A Program and Its Implications Myers, Ernest R., Personnel and Guidance Journal; v52 n4, pp232-237, Dec 73
This article focuses on the interagency efforts of counseling efforts launched by the federal government in 1971 to mitigate the debilitating effects of civilian reentry crisis experienced by veterans. The overseas counseling program of the U.S. Department of Health, Education and Welfare, operating in Europe, the Far East, and Vietnam, was organized and formerly administered by the author and is highlighted here because of its implications for counseling and guidance. (Author)

EJ 088 878
JC 500 587
Veteran: The New Challenge Love, Andrea, Community and Junior College Journal; v44 n1. pp28-9, Aug/Sep 73
Discussed the problems of returning veterans as they face social and educational pressures in their attempts to reorient themselves to society. (RK)
The purpose of this experiment was to evaluate three methods of counseling young adults in personal problem-solving. A pilot study was conducted in order to develop a set of programmed instruction for personal problem-solving, a log sheet for self-evaluation, and rating scales for assessing the written goal sheets and log sheets used by the subjects in the study. The program, logs, and scales were used in the actual experimental procedure—the program and logs as an integral part of the treatment and the scales as a method of evaluation. The college form of the Mooney Problem Checklist was used to select problems for subjects to work on, and also served as an instrument of assessment. The Bell Adjustment Inventory was used to assess possible changes in self-concepts of the subjects.

The 73 subjects were students in an educational psychology class at George Washington University in the 1970 spring semester. They were assigned a personal problem from a previous administration of the Mooney Problem Checklist and were given eight weeks to work on behavioral goals as solutions to the problems.

The data of the study consisted of pre-treatment and post-treatment behavioral goals of the subjects, log sheets for each of the eight weeks of the study, and pre- and post-administrations of the Mooney Problem Checklist and the Bell Adjustment Inventory. The data were analyzed by computer programs of analysis of covariance and correlation, as well as by t-tests. The testing of the hypotheses and analysis of data revealed the following findings:

1. Programmed instruction in solving personal problems is more effective than the absence of programmed instruction when comparisons are made on the basis of self-concept change.

2. On the basis of the present data, it is not possible to state conclusively that discussion of personal problems with a peer is helpful in formulating solutions to personal problems.

3. It is not possible from the findings of these experiments to state that keeping a structured weekly log of efforts to carry out solutions to personal problems aids measurably in the ability to generate effective and feasible behavioral goals for such problems.

4. The hypothesis that the self-concepts of subjects who work in a structured way on their personal problems change in a clearly meaningful way as a result of their efforts was not confirmed by this study.

5. It is not possible, on the basis of this study, to state that the number and intensity of personal problems is either greater or lesser as a result of efforts to solve those problems.

Order No. 73-25,326, 146 pages.

Effects of Communication Skill Training on High School Students' Ability to Function as Peer Group Facilitators

Peter Joseph Cherchia, Ph.D.
The University of Mississippi, 1973

This study focused on two major research hypotheses. The first stated that high school students trained in communication skills could, after training, function at significantly higher levels in facilitative role conditions than untrained students. The second hypothesis stated that the trained high school students, when functioning as peer group facilitators, would provide a more effective peer group session than untrained students.

Sixty tenth, eleventh and twelfth grade students at Oxford High School, Oxford, Mississippi made up the sample group for this study. Forty students were designated as the experimental group and were trained in Carkhuff's (1969) Systemic Human Relations Training Model for Lay Helpers. Twenty students were designated as the control group and received no training.

Three criteria were utilized to assess the impact of the communication skill training on the trainees' ability to communicate. The Communication Index (C.I.) was used to measure the trainees' ability to incorporate the facilitative core conditions into their responses to standard helper stimuli. The Discrimination Index (D.I.) was employed to assess the trainees' ability to discriminate between effective and non-effective communication. Also, each trainee was asked to respond to a role-playing client in a taped interview session in order to assess their ability to communicate in a "live" situation.

The findings in regard to the impact of training on the subjects' ability to communicate effectively yielded the following results. The trained subjects communicated and discriminated at significantly higher levels than the untrained students on both the written and tape-rated measures.

In order to assess the ability of the subjects to function as peer group facilitators, the entire student body of Oxford High School was divided into sixty groups. Each group was assigned one subject to function as a facilitator for group discussion. These groups met for three fifty-minute sessions during school release time.

Two criteria were utilized in assessing the subjects' ability to function as peer group facilitators. Expert judges were asked to rate the group facilitator on their ability to communicate effectively in the sessions. Also, at the conclusion of the third session the group participants were asked to rate their facilitator on his/her ability to function in the group.

In regard to the subjects' ability to function as peer group facilitators, the expert judges observed that trained students performed at significantly higher levels than untrained students. The peer ratings also demonstrated that the participants judged the quality of the relationship provided by the trained students to be significantly superior to that of the untrained students.

Thus, communication skill training was found to have a significant effect upon high school students' ability to communicate effectively. It was also found to have a significant effect on the students' ability to perform as a facilitator in peer group sessions.

Order No. 74-11,437, 152 pages.
A PARTICIPANT OBSERVATION STUDY WHICH EXAMINES THE DEVELOPMENT AND IMPLEMENTATION OF A PEER GROUP COUNSELING PROJECT

William Louis FIBAKINS, Ph.D.
Syracuse University, 1972

The purpose of this exploratory study was to examine the development and implementation of a peer group counseling project. The setting selected for this study was Judson High School which was located in the upstate New York community of Waterville. These are fictitious names used in order to maintain the personal privacy of the people in the community.

The research population consisted of twenty-four high school students who volunteered to participate as members of three peer counseling groups that met twice per week for ten weeks during the Spring, 1971, semester; six high school juniors who were selected to serve as co-leaders for the three peer counseling groups; two faculty members of Judson High who served as coordinators of the peer group counseling project; twenty parents of the peer group members who volunteered to participate in ten weekly group counseling sessions; and two members of the citizens advisory committee to the peer group counseling project.

The research tool utilized was participant observation. In this study participant observation was not viewed as a single methodology but rather as a research enterprise, a style of combining several methods toward a particular end. Therefore, the techniques of informal interviewing, direct observation, respondent-referencing, and direct participation were all utilized in the data collection process. No recording of observations or interview sessions was done in the presence of the subjects in this study. Rather, detailed notes were kept in a field diary on a consistent day-to-day basis. My entrance into the student, parent, advisory, and leader groups was explained on the basis of my role as observer. However, as I gained increasing acceptance with the various groups, I was accepted more as a member than as a researcher.

The perspectives that emerged in the study suggest that the "drug problem" that emerged in the community had shattered the illusion that "small town people can solve all their problems." The traditional community "helpers" (e.g., clergy, medical doctors, guidance counselors) were not seen by many parents, students, and citizens as being "helpful" people in this consciousness ill society.

Given the condition of the existing institutions and the high degree of anxiety among the citizens toward the "drug problem," the community members mobilized their resources in support of the peer group counseling program. For some citizens this effort represented a new form of institutional resolution of personal problems. For others, the peer group counseling program was a way to restore the illusion that "small town people can handle their problems." From the student perspective, the peer project was an opportunity to publicly discuss their personal concerns and disenchantment with small town life on "school time." But, as the data suggests, the needs of these mutually significant others were not uncomplementary. The various groups in the peer project found that they shared similar concerns and anxieties. They also found that the one clear alternative available was to admit that, although they were not impotent in the face of the "drug problem" and other problems of mass society, they had no answer to these problems. All they could do was to turn to each other and share their concerns and disillusionment with the changes emerging in small town life. Their illusion that "if more people lived in small towns we wouldn't have all of these problems," was replaced by the reality that there were no clear answers to their problems.

For example, the peer counseling groups helped to alter the organizational barriers so that students and teachers could find ways of bringing their "business" and "human" lives more closely together in the school. The relationship that existed between the project coordinators and the student leaders was markedly different from the usual teacher-pupil relationship. In the peer groups the students talked about items of personal concern that were not discussed in the school curriculum or in other social-sexual activities: fear of failure, suicide, death, religion, love, dating, marriage, abortion, sexual relations, drugs, and problems with parents, peers and teachers. Many students learned that their feelings toward failure, death, suicide, etcetera, were shared by their peers. They were no longer alone in thinking that these feelings were "weird" or "abnormal." The groups also provided the students with an opportunity to appreciate "differences" in their peers.

The parents, too, began to experience a new relationship with the students and the other parents in the project. They found that they had stressed too much the avoidance of drugs and ignored the real concerns of their children. Like the students, they found that they were not alone in their concerns and frustrations. As they talked publicly about their problems, they found that other parents shared similar feelings. As the project evolved, they also began to rely more on their own resources and the resources of other parents. The traditional pattern of relying on the "experts" in the community for guidance had been altered due to the "drug problem."

Even the advisory members began to better understand the real concerns of the adolescents in the community. They, too, had stressed too much the avoidance of drugs and ignored the other concerns of the youth in the community. Through their participation on the advisory committee, the members were able to alter the traditional pattern for citizen participation in the school program. No longer did the citizens have to be passive observers.

It can be said, then, that the personal crisis, the "drug problem" that emerged in Waterville, can in many ways be viewed as a good thing. In a short time the "problem" helped to love the parents, citizens, teachers, and students in the project into new patterns of human interaction, both within the school and the community. Some of the organizational parameters that engulfed both students and teachers were removed or altered. In the process, the students did not appear to learn less. In fact, we can hypothesize that the students obtained important new learning in the affective domain. Nor was the teacher's role negatively compromised in the project. Rather, their lives, and the lives of the students, parents and advisory members, appear to have been enriched by the increase in human interaction. Yet the program had limits. For example, the program was controlled by school officials without any effort being made by the students to move the peer groups out into the community. The program affected only a small proportion of the students, parents, teachers, and citizens in the community. It was clearly a "good beginning" offering these mutually significant others a way to develop new patterns of human interaction in the school and community.

Order No. 73-7722, 428 pages.

PARENTS AS LAY COUNSELORS: THE DEVELOPMENT OF A SYSTEMATIC PARENT PROGRAM FOR DRUG COUNSELING

Norma Block GLUCKSTERN, Ed.D.
University of Massachusetts, 1972

Director: Allen E. Ivey

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional
interested in feminist activities. feminists, but they expressed a general interest in the women's sessions, such as finding the experience itself helpful, supportive, and encouraging enough that they would come back, were they to need help with another problem. As further evidence of the value of counseling to them, many of the clients said they had recommended the counseling service to friends.

The majority of the clients did not identify themselves as feminists, but they expressed a general interest in the women's movement. Only a small percentage said they were not at all interested in feminist activities.

It was concluded that the counseling component of the women's center was successful in meeting the needs of women for counseling services. Moreover, the strong feminist identity of the counselors had aided their work through enlarging their understanding of women, and their emphasis upon "equal-ness" in the helping relationship increased their ability to establish a genuine, warm, open relationship with clients and, in addition, helped them in their intent to de-mystify the counseling process.

THE EFFECTIVENESS OF THE SELF-DIRECTED SEARCH COMPARED WITH GROUP COUNSELING IN PROMOTING INFORMATION-SEEKING BEHAVIOR AND REALISM OF VOCATIONAL CHOICE

OLAN, James Jeremiah, Ph.D.
University of Maryland, 1973

This exploratory study was designed to compare Holland's Self-Directed Search (SDS) with a group vocational exploration experience on criteria associated with effectiveness in vocational counseling.

The sample for this investigation consisted of 90 soon-to-be-discharged military personnel who ranged from 21 to 26 years of age. The sample was randomly divided into two treatment groups of equal size. The General Aptitude Test Battery (GATB) was administered to all of the Ss prior to assigning them to groups.

One group of Ss completed the SDS while the other group was exposed to a group counseling experience. Ss in the latter group met for 90 minutes in groups composed of from four to seven members. Two experienced counseling psychologists, both of whom had Ph.D. 's, led the groups by following the same fairly structured format of test interpretation (GATB and SVIB) and vocational exploration. Immediately following treatment, questionnaires were distributed on which the Ss could check sources of occupational information that they desired to explore.

The dependent variables for this study included frequency and variety of information-seeking behavior along with realism of expressed vocational choice. Information-seeking behavior was defined by eight mutually exclusive categories of occupational information. Procedures were established to facilitate the exploration of each category of occupational information and a record of the corresponding information-seeking behavior exhibited by each S was maintained.

Measures of frequency and variety of information-seeking behavior were obtained four weeks after exposure to treatment.Expressed vocational choices were also elicited at that time. Frequency scores were arrived at by totaling the information-seeking behaviors engaged in across all eight categories. Variety scores were derived by summing the number of categories explored. Two judges, using a research guide, rated the expressed vocational choices on a seven-point scale. This rating procedure yielded measures for both realism and appropriateness of aspirational level.

Separate t tests were computed for mean score comparisons for measures of information-seeking behavior and realism of expressed vocational choice. A statistically significant difference was observed at the .05 level between the two treatment groups for frequency of information-seeking behavior. No significant differences in mean scores were found for measures of variety of information-seeking behavior or realism of expressed vocational choice. Mean score differences for information-seeking behavior scores were not found when counseled Ss were separated by counselor and compared. Findings not directly pertinent to the hypotheses stated for this study included: (1) manifestations of counselor variance when Ss were separated by counselor and compared with the SDS group; (2) the existence of a statistically significant re-
relationship between ratings of realism and variety scores; and (3) detection of a statistically significant relationship between SDS summary codes and codes for expressed vocational choices.

It was concluded from this study that group vocational exploration was more effective than the SDS program in promoting frequency of information-seeking behavior, but that neither treatment was more effective in promoting variety of information-seeking behavior or realism of expressed vocational choice.

Implications derived from this study offer some directional and methodological guidelines for future evaluative studies of the SDS.

Order No. 74-16.595. 122 pages.

THE EFFECT OF GLASSER PEER GROUP COUNSELING UPON ACADEMIC PERFORMANCE, SELF SATISFACTION, PERSONAL WORTH, SOCIAL INTERACTION AND SELF ESTEEM OF LOW ACHIEVING FEMALE COLLEGE FRESHMEN

Michael Brian O'NEIL, Ph.D.
The University of Akron, 1973

It was the purpose of this study to investigate the effect of Glaser peer group counseling on remedial female, college freshmen who demonstrated patterns of low achievement and low self-esteem. Low achievement was determined by a first semester grade point average of 2.2 or below. Students below the mean on the Tennessee Self Concept Scale were considered as possessing a low self esteem. The study utilized student group leaders trained in Glaser group techniques. The sample consisted of 48 volunteer female college freshmen. The investigator expected to find significant differences in grade point average between those receiving Glaser group counseling and those receiving no group counseling. He also expected to find significant differences in self satisfaction, personal worth, social interaction and self esteem as measured by the Tennessee Self Concept Scale between those receiving Glaser group counseling and those receiving no group counseling. The sample was divided into low ability and high ability groups by predicted grade point averages recorded by the Admissions staff. Experimental results were analyzed by utilizing five two way analyses of variance to test five null hypotheses. The investigator reported that there were no statistically significant differences in grade point averages, nor in the self satisfaction, the personal self, the social self or the self esteem scales as measured by the Tennessee Self Concept Scale between those receiving Glaser group counseling and those receiving no group counseling.

Order No. 74-9774, 109 pages.

A STUDY OF THE EFFECT OF PEER COUNSELING ON THE CONCEPT OF SELF AND OTHERS OF NINTH GRADE STUDENTS AT CHRIEAN BROTHERS HIGH SCHOOL

Luther Ansel PARKER, Ed.D.
Memphis State University, 1973

The purpose of this study was to evaluate the effects of peer counseling on the concept of self and others of ninth grade students at Chriean Brothers High School in Memphis, Tennessee. The study was organized to measure the effects of counseling leadership, group size, and treatment replication using one self-concept scale and one semantic differential to indicate change in self concept, one semantic differential to indicate change in perception of others, and one semantic differential to indicate preference for leadership and preference for group size. The effects of the three independent variables (leadership, size of group, and replication) were determined by a statistical analysis of the change scores (the difference between the pre-test and post-test administration of the Tennessee Self Concept Scale, Semantic Differential I, and Semantic Differential II) and by a statistical analysis of the post-test scores of Semantic Differential III, Parts A and B.

One hundred thirty-five ninth grade students participated in the study. These students were randomly assigned to one of three groups: experimental group (peer counseled), control group 1 (professional counseled), and control group 2 (no counseling). Three peer counselors worked with the experimental group and three professional counselors worked with the control 1 group. Each counselor had one group of five members and one group of ten members. The remaining forty-five students made up control group 2, which received no counseling. The counseling groups met for a fifty-minute session each week for a total of sixteen weeks.

The following measures were administered to all subjects as a pre-test: Part I of Semantic Differential I, 3. Semantic Differential II. The experimental group and control group 1 received an additional post-test, Semantic Differential III: A-B. The analysis of these data revealed:

1. There was no significant difference in the effects of leadership between the experimental and the two control groups; however, there was a significant difference between control group 1 and control group 2. Control group 1 evidenced a more positive effect on the self-concept of the students. A preference for peer or professional leadership was not indicated.

2. The data did substantiate a difference in the effects between the small counseling group and the large counseling group. The small counseling group produced a positive change in self-concept; the large counseling group produced a negative change in self-concept. The students stated a definite preference for a small counseling group over the large group.

3. There was a significant difference among replications. The individual characteristics of the counselors, both peer and professional, produced a significant variation in scores among the groups.

4. A lesser degree of satisfaction with size of counseling group was expressed by students who received professional counseling in the large group than by students in other counseling groups.

This study suggests that peer counseling is a sound and worthwhile endeavor. Professional counselors might utilize peer counseling as a supplementary part of their counseling programs.

Order No. 73-22,537, 113 pages.

AN EVALUATION OF COMPUTER-ASSISTED COUNSELING

Wayne Edward RICHARDSON, Ed.D.
The University of Tulsa, 1973

Director: Professor Elmer F. Fernau

This study was designed to determine the amount of educational change brought about by the Title III, ESEA, project in computer-assisted counseling conducted by the public school system in Bartlesville, Oklahoma. The project, Total Guidance Information Support System (TGISS), was funded on February 1, 1968, and was phased out at the end of the federal funding on January 31, 1971. By utilizing an IBM 360/Model 50 Computer on the Oklahoma State University campus in Stillwater, Oklahoma, counselors in College High School in Bartlesville, Oklahoma, were able to access eleven displays of student information. A dedicated telephone line bridged the 115 miles between the computer site and the high school. Counselors received near instantaneous responses to requests entered into the system via four IBM 2260 Cathode Ray Tube Terminals and one IBM 1053 Typewriter-Printer.

The evaluation model used in the study was originally developed by David L. Clark and Egon G. Guba and was called "Classification Schema of Processes Related to and Necessary for Changes in Education." The Clark-Guba Model was modified by Daniel L. Tufflebeam and Stuart R. Westerlund, but since it maintained its original format, the writer refers to
and in man, instances far exceeded the initial expectations, so more study should have been given to an analysis of cost during the Development Phase. Project TGISS functioned as planned and in many instances far exceeded the initial expectations, so it must be concluded that the first two Phases of the Model met the criteria necessary to bring about educational change.

The Diffusion Phase of Project TGISS surpassed most of the criteria set forth by the Clark-Guba Model. The demonstrations, however, should have included the determination of target adoption groups. School systems and other potential adopters should have been convinced of the value of total guidance information support systems during the demonstration stage.

It must be concluded that the criteria for the Adoption Phase were not met since the project was discontinued at the end of three years of federal funding. Since Adoption is a major factor in bringing about educational change as specified by the Clark-Guba Model, the conclusions of this study must be that Project TGISS did not succeed in changing the educational process.

Although not meeting all criteria outlined by the Clark-Guba Model, Project TGISS did accomplish all of their stated objectives. It was determined from the records of the project that although the project ceased operations over two years ago, unsolicited requests are still being received by the project staff for information to assist other researchers with similar projects. It must be concluded, therefore, that Project TGISS did effect change in education by providing necessary research, development and dissemination of information on the use of computer technology in the counselor-counselee relationship. It is also quite possible that in the very near future the original project or a modification of Project TGISS will be in use by government agencies, institutions of higher learning, public schools, and other institutions involved with counseling and guidance responsibilities, but it will be the responsibility of other researchers to determine if these systems of the future succeed in changing educational process.

Order No. 74-42, 108 pages.

THE DEVELOPMENT AND EFFECTS OF A MODEL FOR TRAINING PEER-GROUP COUNSELORS IN A MULIT-ETHNIC JUNIOR HIGH SCHOOL

Marion Baum Sussman, Ph.D.
University of Miami, 1973
Supervisor: Herbert M. Dandrea

Purpose of the Study

The purpose of this study was to develop and analyze the effects of a peer-group counselor training model.

Instruments Employed

The instruments employed were the Sixteen Personality Factor Questionnaire (16PF) and the Dogmatism Scale as measures of personality characteristics. The Carkhuff Scales for Assessment of Interpersonal Functioning as a measure of degree of empathy, warmth and genuineness, and the Counselor Evaluation Inventory (CEI) as an assessment of client-perceived peer-group counselor effectiveness.

Procedures

In a desegregated junior high school in the inner-city black ghetto area of Dade County, Florida, a peer-group counselor training program was developed. The subjects were students selected by stratified random sampling, on the basis of sex and ethnic group, from those who had volunteered to participate in the program. Before training, the volunteers did a randomly selected group of non-volunteers from the same student population were administered the 16PF and the Dogmatism Scale. Stratified random samples of 25 volunteers in both the experimental and control groups were assigned to the pre-training tape-recorded task of counseling a "stooge" client for fifteen minutes. The experimental group was given a prescribed peer-group counseling training program for eight weeks, two hours one day a week. A post-training tape-recorded task of counseling a "stooge" client was again assigned to the experimental and control groups. When the peer-group counselors actually began counseling for two weeks clients were asked to complete the Counselor Evaluation Inventory after their initial counseling interview.

Analysis of the data was performed as follows: Volunteers for peer-group counseling were compared with non-volunteers on selected personality variables by discriminant function analysis. The effectiveness of the training program was investigated by employing pre-post measures on trained and non-trained volunteers. Analysis of covariance was computed to find mean differer$ on the Carkhuff Scales of empathy, warmth and genuineness.

Successful and unsuccessful trainees were identified by comparing scores on post-training facilitative skills. A score on all three scales defined the successful trainee. The relationship of the facilitative skills to pre-training measures of personality variables was observed by discriminant function analysis.

Initially-facilitative trainees were compared with initially non-facilitative trainees on pre-training measures of selected personality variables by discriminant function analysis. The effectiveness of all trainees as peer-group counselors was tested by clients' evaluation of initial counseling sessions. Analysis of variance was computed on CEI for successful and unsuccessful trainees.

Results

Volunteers could be distinguished from non-volunteers by the 16PF and Dogmatism Scale. Eight of the variables analyzed contributed significantly to the differentiation.

The experimental group was significantly more facilitative than the control group on all three facilitative skills after training.

There were no significant differences between the successful and unsuccessful trainees on the 17 variables analyzed, but trends were observable.

There were no significant differences between the initially-facilitative and initially non-facilitative groups on the nine selected variables tested.

There was no significant difference in means between successful and unsuccessful trainees on the CEI.

Conclusions

Students who volunteer to be helping persons compared to non-volunteers are more insecure, hard to fool, participating, group-dependent, uninhibited, intelligent, forthright, open-minded.

As a result of participation in a prescribed training program, students can learn to become more facilitative.

The types of volunteers who become the most facilitative peer-group counselors after training tend to be those who follow their own urges, are uninhibited and emotionally stable.

Self-referred student-clients find satisfactory counseling experiences with peer-group counselors whether or not the counselors are assessed as facilitative.

Trainees who are initially facilitative cannot be distinguished.
THE DEVELOPMENT AND EVALUATION OF A SOCIAL SKILLS TRAINING PROGRAM FOR COLLEGE MALES

Elizabeth Jane Bravinder YOST, Ph.D.
University of Oregon, 1973

Adviser: Susan K. Gilmore

Loneliness and social isolation are serious problems for many college students. To overcome social isolation an individual needs to learn how to establish and maintain relationships with other people. Recent research on dating indicates that many methods are effective in reducing the social anxiety of college males, but that increases in dating frequencies are more difficult to obtain. There is evidence to suggest that behavioral contracting is a promising procedure to increase social activity level.

The purpose of this investigation was to develop and evaluate a group training program which would provide individualized treatment to assist socially withdrawn and incompetent college men acquire skill and confidence in social situations and increase their social activity.

Techniques utilized in the program were contract management, modeling/behavioral rehearsal, neutralizing tactics, and information. Each subject identified a specific goal which he hoped to reach during the program. Detailed instructions are provided for conducting the interview during which individualized treatment goals and weekly homework tasks are established.

A series of four research studies was conducted. The purpose of the first three studies was to revise and refine the training program. Subjects were twenty-three male undergraduates. The purpose of the fourth study was to compare the relative efficacy of the training program with and without contract management. Twenty male undergraduates, selected on the basis of self-reported interest and motivation, were randomly assigned to one of three treatment conditions: Contract, No-Contract, or Waiting List Control. Contract Group subjects signed a contract in which they agreed to complete weekly homework tasks. No-Contract Group subjects agreed verbally to complete weekly homework tasks but did not sign contracts.

Two subjects dropped out of the Contract Group. The ten remaining treatment subjects participated in five three-hour social skills training sessions. The Contract Group sessions included 30 minutes of contract management while the No-Contract Group sessions included 30 minutes of informal discussion of each subject's progress toward his goal.

Pre-post assessment instruments used to measure social competence and activity were the Girl Shy Boy (GSB), the Social Interaction Assessment Form, the Social Skills Training Questionnaire (SSTQ) and the Ideal Ideal Social Self Questionnaire (RISSQ). In addition, each subject nominated three persons to rate his social behavior. The SSTQ and the RISSQ also yielded a level of social satisfaction score. The extent to which each treatment subject attained his individualized goal was assessed at the end of treatment.

Compared to the Control Group, the two treatment groups combined demonstrated significant improvement on four of the five tests measuring self- and other-reported change in social activity and competence.

On one of the five measures (GSB) the Contract Group's mean gain score was significantly higher than that of either the No-Contract Group or the Control Group, but the No-Contract Group did not differ significantly from the Control Group.

The results of this study support the conclusion that the Training Program was more effective than a Waiting List Control program in increasing the social activity and competence of college males. The results suggest that contract management is an effective tool in social skills training.

Results of the training procedure revisions were reported and discussed. Recommendations concerning the treatment
of social skills deficits and suggestions for further research were made.

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