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AN EXAMINATION OF INTENTIONS DESCRIBED AS
"OTHER" IN THE COUNSELLOR INTENTIONS LIST

by

Brian Winston Gilmour-Groome
B.A., University of British Columbia, 1980

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
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AN EXAMINATION OF INTENTIONS DESCRIBED AS "OTHER"

IN THE COUNSELLOR INTENTIONS LIST

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ABSTRACT

Counsellor intention has recently become an important area of process research. A number of instruments have been generated to capture counsellor intentions. This thesis follows a study which developed the Counsellor Intentions List to rate counsellor intentions for the client. In that study, concordance between the counsellor's intention for the client and the client's perception of the counsellor's intention was examined. The authors found that 20% of the intentions were classified in a category labelled "other".

The 126 descriptions of counsellor intentions that were classed as "other" were re-analyzed to assess whether the Counsellor Intentions List was incomplete. That is, could the "other" intentions be categorized under the existing categories, or do they represent counsellor intentions that are not included in the existing categories?

Two research questions were examined: 1) Can a group of independent raters agree on classification of these intentions using the Counsellor Intentions List categories? 2) Do trained counsellors and non-counsellors agree on the classification of these descriptors?

Two groups of raters were used; counsellors and non-counsellors, with equal numbers of male and female participants in each group. Participants in both the counsellor and non-counsellor groups used a five-point rating scale to rate each descriptor in terms of degree of

similarity to the intentions in the Counsellor Intentions List.

One-way Friedman analysis of variance for ranked data yielded Chi Square values for each of the descriptors. Significance at $p < .05$ was found for all but five descriptors, suggesting that the Counsellor Intentions List contains a complete range of intentions.

High correlations between counsellors and non-counsellors for all but one of the descriptors suggest that counsellors and non-counsellors similarly rated descriptors to the categories contained in the Counsellor Intentions List. Finally, there were insufficient unclassifiable descriptors to form consistent patterns that would suggest undefined intentions.

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CHAPTER I

STATEMENT OF THE PROBLEM

A current issue of significance to counselling and psychotherapy concerns the evaluation of the counselling process (VandenBos, 1986). According to Greenberg (1986, p. 4), process is "what is going on in therapy". It involves the transactions between therapist and client during counselling, whereas outcome incorporates the results of those transactions in terms of therapeutic effectiveness, as well as durability over time.

Over the last 25 years, two basic directions in counselling research have been developed. The first is usually identified as the comparative outcome paradigm. This more established tradition usually compares the effects of counselling based on two different theories or techniques, and attempts to identify approaches or techniques that are more efficacious with respect to certain problems or certain clients. The second, more recent tradition concentrates more on the process of counselling. Although this paradigm is also interested in the effectiveness of interventions, it attempts to identify the mechanisms by which effective changes are produced (Highlen & Hill, 1984; Rice & Greenberg, 1984; Greenberg, 1986). In this latter tradition, one of the major challenges is to identify appropriate units of analysis, and categories to use within these units.

The essential rationale for exploring the interactions between counsellor and client, is to "better understand the mechanisms of [client] change so as to develop...more effective methods of treatment" (VandenBos, 1986. p. 111). Such knowledge will ideally further enable the counsellor to be more specific in planning the course of his/her work with clients (Strupp, 1970).

One approach to the problem of identifying units of client/counsellor interaction involves the segmentation of a counselling interview into units. Within these units, attempts are made to recall or regenerate counsellor and client cognitions and/or affects which were present during that particular segment.

Of specific importance to this particular methodology is the analysis of counsellor intentions during these segments, and the impact of these intentions upon the client. This approach arises from assumptions held by cognitive mediational models which emphasize that clients understand or decode significant portions of the counsellor's intention or message, in order to benefit from these intentions (Martin, 1984; Martin & Hiebert, 1985).

To study how client changes are related to counsellor intention, it is necessary to identify the intentions counsellors have for their clients. There has been a number of attempts to develop methodologies to accomplish this. Each seeks to identify the important counsellor intentions

during counselling sessions (Elliott & Feinstein, 1978; Hill & O'Grady, 1985; Martin, Martin, & Slemon, 1986a).

In addition to evaluating counsellor intentions, the perceptions of both counsellor and client during counselling have also been considered important factors. Fundamental to this analytic approach to counselling, and central to understanding therapeutic transactions, is the assumption that the perceptions of both client and therapist play an important part in counselling sessions (Fuller & Hill, 1985; Martin, 1984; Van Der Veen, 1967).

It is logical to assume that if the counsellor is more able to clearly comprehend the client's perceptions of the counselling event, s/he will be better equipped to structure the course of events towards a more effective outcome (Martin, et al., 1986a). Similarly, some schools of therapeutic thought consider it essential for the client to have clear perceptions of the counsellor's intentions during the course of the session (Martin, Martin, Meyer, & Slemon, 1986b).

Development and use of the Counsellor Intentions List (CIL

The Counsellor Intentions List (CIL) which was developed by Horvath and Marx (1988), and Kamann (1989), is in part, based on previously established inventories (e.g., Elliott & Feinstein, 1978, Martin, et al., 1986a; Hill & O'Grady, 1985). The CIL was designed as a complete list of essential counsellor intentions.

Recognizing the importance of both the counsellor's intention and the client's perceptions of the counsellor's intention as integral to the counselling session, Horvath and Marx (1988) focused solely on those counsellor intentions which, according to Stiles (1986; 1987), were either: a) literal, b) pragmatic, or c) hint. They then divided the subject of counselling intentions into three main areas: 1) the therapist's intention for his/her own action; 2) issues pertaining to the counselling relationship; and 3) the client. Their study focused specifically on the third; intentions for the client.

The purpose of the CIL was to facilitate analysis of counselling sessions by providing both the counsellor and client with a common method of classifying the counsellor's intentions for the client. For example, the stem at the beginning of the CIL reads: "The Counsellor intended for the client to...Recognize actions/thoughts/or feelings as his or her own" (as with Intention #1; "recognize actions/thoughts/ or feelings as his/her own").

The CIL was designed to capture counsellor's intentions for their clients (to do, think, or feel), based on video-stimulated recall procedures similar to Interpersonal Process Recall (IPR) described by Elliott (1979). Both the counsellor and client were then required to rate episodes within the session, using the CIL. Following Greenberg's (1986, p. 5) definition of an episode as a "meaningful unit of therapeutic interaction...designed to achieve an

intermediate therapeutic goal", Horvath and Marx (1988) identified an episode as a period which the counsellor identifies as marking the end of a previously held intention and the beginning of a new one.

The aim of developing the CIL was to: 1) capture the broad varieties of intentions that counsellors of diverse theoretical orientations may have for their clients; 2) to do so in a manner that minimizes a bias introduced by jargon or language specific to a particular theory or technique; and 3) to use as few categories as is practical, and yet capture the full variety or range of intentions used in counselling.

In this respect, the CIL was intended to be comprehensible to the client, so that s/he would be able to read it and use it without the constraints of counsellor biased language (jargon). Examples of words that fit the description of 'jargon' may be found in the list developed by Hill and O'Grady (1985): "cathart", "insight", and "reinforce change". Wording that was considered by Horvath and Marx (1988) to be difficult, or too technical for the client to understand, such as; "attending", "encoding", "associating", and "metacognizing" can be found in Martin, et al. (1986a).

The designers of such categories, however, can never be a priori certain that their particular list or methodology accomplishes the task of capturing all the possible intentions. This is the case with the CIL as well. The

provision of "other" in the CIL allowed for participants to define their own categories, if, for whatever reason they felt that the CIL's intention categories were insufficient. In fact, participants in Horvath and Marx's study coded approximately 20% of their responses as "other". This procedure resulted in 126 descriptions of counsellor intentions which had been classed as "other". It is also interesting to note that the option for "other" was almost exclusively used by the counsellors.

When the "other" category was selected, the respondents were required to elaborate on the intention, by providing a description of the intention. For example, the statement; "I wanted the client to feel joined (with) by me" was described by a respondent as an intention which s/he felt did not fit the CIL.

These results are important, because they suggest that the CIL may have either missed or allowed for the mislabeling of some intentions. The presence of an omnibus category, such as "other", allows for classification of intentions which the rater does not consider to be subsumed by the instrument (i.e., the CIL). Such an option is convenient, but runs the risk of confusing the overall results by allowing a level of ambiguity where one may not actually be present. The fact that 20% of the data in Horvath and Marx's (1988) study was classified as "other" might support this suggestion.

Given these results, the question arises as to why was this relatively large number of "other" categories chosen. The following logical possibilities emerge: 1) It may be that the CIL categories fail to capture one or more important classes of intentions that counsellors use. 2) Although the CIL makes provision to identify all the important intention categories, it is possible that counsellors in particular, and perhaps even clients, have some preferred way of identifying these intentions, and are reluctant to classify a particular intention or intentions under the headings provided by the CIL.

The data generated by Horvath and Marx's (1988) study has yielded a database of intentions identified as "other". One method of establishing whether either option 1 or 2 above is more likely to be the case, is by asking a number of raters to examine each of the 126 descriptions of intentions. The participants could then be asked to rate each descriptor in terms of similarity to the CIL categories. If most of the respondents agree that a statement belongs to a particular category in the CIL, then it can be taken as evidence that, alternative 2, (i.e., the participants in the Horvath and Marx study were simply reluctant to use the label) is the case. However, if there is little agreement among raters as to which CIL category a particular descriptor is most likely to belong, it may be taken as evidence that the particular descriptor is not adequately accommodated by the CIL.

Furthermore, it may also be that counsellors and clients understand and respond to the CIL categories differently. In order to verify this hypothesis, it would be necessary to ask counsellors, as well as those who are not trained as counsellors to rate these descriptors. Their ratings could then be examined to see if their responses are significantly different from one another. If their responses are different, then it would suggest some systematic bias in the language or application of the CIL with respect to clients and counsellors. On the other hand, if the differences are not significant between the two groups of raters, it would be taken as evidence supporting the proposition that the CIL categories are being understood in a similar way by these two groups.

Purpose of this Study

The purpose of this study is to examine those descriptions of counsellor intentions which were assigned to the 17th category, "other" in the CIL. The objective in this study will be to see if these descriptors actually belong to categories unnamed by the CIL.

The first objective addresses the critical research question relating to the content validity of the instrument: Are the sixteen CIL intentions representative of the domain being measured, and do the intention categories cover the domain of counsellor intentions in a representative fashion (Ghiselli, Campbell, & Zedeck, 1981)? After removal of the 17th category, "other" from the CIL, would there be

significant agreement among respondents in redefining those intentions previously classed as "other", as intentions within the CIL? This study also examines the possible existence of undefined intentions, and whether additional categories need to be named and added to the CIL. If the descriptors are not reassigned into the existing CIL categories, it is feasible that one or more additional categories to the CIL may need to be considered.

The second objective considers the important issue of differential ratings between two groups; one group consisting of trained counsellors, and the other of non-counsellors.

Definition of Terms

For the purpose of clarity, the following terms which are used in this study are defined :

Intention. Any of the intentions listed in the CIL, or other inventories cited. For the most part, this study discusses the CIL Intentions (see Appendix B). It is important to remember that Intentions in the CIL are counsellor intentions for client response; i.e., "The counsellor intended for the client to..." (followed by an intention, such as: "feel more hopeful").

Descriptor. The 126 descriptions of intentions from Horvath and Marx's (1988) study that were allocated to "other" in the CIL. These descriptors were rated by participants as intentions that did not fit the CIL (see Appendix A).

Summary

Specifically, this study examines the following research questions:

1. When a new group of raters examines each of the intentions classed as "other", will those descriptors be assigned to intention categories within the CIL, or will the results indicate that there are possibly intentions that have not been defined by the CIL?
2. Will significant differences be found between a group of counsellors and non-counsellors, in rating the 126 descriptors classed as "other"?

As mentioned above, the CIL was designed to minimize the confounding effects of technical jargon upon clients. If significant differences exist between the two groups (i.e., counsellors and non-counsellors), is it reasonable to suggest that the difference may, in part, be attributable to the specific meanings that counsellors ascribe to certain words? Such a factor may influence counsellors' ability to classify intentions that do not contain jargon words or phrases with which they are familiar. For example; "Feel that her feelings are validated", could feasibly have been interpreted as Intention #14; "Feel understood", instead of being identified as "other".

CHAPTER II

REVIEW OF THE LITERATURE

Overview

This investigation deals with the area of counselling process research that addresses the identification and definition of counsellor intentions. More specifically, this study looks at a particular segment of data generated by Horvath and Marx's (1988) study, which examined the match between counsellor and client in terms of their perceptions of the counsellor's intentions for client response.

This chapter reviews those studies which have lead to research in counsellor and client perceptions of counsellor intention. In particular, this study is concerned with reviewing work which addresses concordance by both counsellor and client in recognizing and identifying those counsellor intentions which have been listed in The Counsellor Intentions List (CIL). This inventory was developed as part of a combined project involving Langton (1986) and Kamann (1989), under the auspices of Horvath and Marx (1988).

According to Frank (1976), the primary aim of psychotherapy or counselling is to facilitate change in clients, so that they gain an increased proficiency in terms of control over themselves, and effectiveness within their social environment. As positive client change is a fundamental objective of counselling, it follows logically that a major conceptual focus in this area of research would

view counsellor intention as a means of generating client response(s) which would lead to change.

This approach differs from examining the counsellor's intention to do something, such as execute a strategy. For example, the difference between the stems: "the counsellor intended to... (confront the client)", and "the counsellor intended for the client to... (gain insight)" suggest two different activities on the part of the counsellor. It cannot be assumed that being confrontational will lead to client insight, even if the counsellor states the latter as his/her intention. From a research perspective, both stems lead to completely different information about the counselling process. As with Horvath and Marx (1988), this study focuses on counsellor intentions for client response.

Problems associated with defining process

Part of the problem in capturing and defining the components that make up counselling process may be a function of the whole (of process) being different than the sum of its components. Therefore, when process is partitioned into its components, something is altered as a result. Rogers (1961) points out that the problem of identifying process is common, not only to psychotherapy, but to many fields of scientific research. In order for scientists to know what they are observing, it is imperative that the object(s) under scrutiny be clearly defined and operationalized. The problem involves not only definition of

the phenomenon, but the establishment of an appropriate paradigm which enables adequate measurement.

An additional problem to that of establishing a paradigm for psychotherapy process research is the low concordance among researchers in defining process (Kiesler, 1971; Russell & Stiles, 1979). The Sufi fable of the blind men identifying an elephant (Shah, 1970) seems to fit this situation, as does Highlen and Hill's (1984) parable about the use of different coloured spectacles with which to view the world of "Ypareht" (therapy). As recently as 1978, Orlinsky and Howard (p. 284) noted an absence of a "standard definition of what occurs in, or is distinctive of, therapeutic process." They also noted little or no concurrence with regard to the selection and measurement of meaningful process and outcome variables.

In science, the approach to dealing with a particular research problem can be affected by its magnitude, as well as the theoretical frames of reference used to examine it. Authors contributing to the literature on psychotherapy process have not, as yet, shared a common picture. This may, in part, be due to the predominant characteristic of counselling, which is that it incorporates many different paradigms (Orlinsky & Howard, 1978; Highlen & Hill, 1984).

It is reasonable to suggest that unanimous definition of process has been hampered by the magnitude and elusiveness of the construct, together with problems associated with the creation of sound research tools. For

example, Pinsoff (1981) notes that process research, especially in the field of family therapy, has often been conducted by isolated workers, whose communication with others in the field has been sparse at best.

In order to define process, Orlinsky and Howard (1978) first defined psychotherapy, then used that definition as their basis for defining process:

Psychotherapy is a relation among persons, engaged in by one or more individuals defined as needing special assistance to improve their functioning as persons, together with one or more individuals defined as able to render such special help (p. 284).

Therapeutic process, then, can be conceptualized as having the same characteristics as all social relationships, which Orlinsky and Howard (1978) assume to be comprised of four facets of process: 1) co-oriented activity (behaviour); 2) concurrent experience (perceptions); 3) dramatic interpretation (symbolic formulation); and 4) regular association (forming patterns of relatedness). From this description, it is clear that the authors view counselling as an interpersonal process, and that process itself reflects the dynamics of social exchanges.

When examining counselling sessions, Stiles and Snow (1984) define process as the sequence of counsellor's verbal interventions, linked by sessional outcomes (referred to as 'impacts' by Stiles and Snow, 1984, and Caskey, Barker, and Elliott, 1984), to determine a final outcome. Rice (1965) uses the term process to include: both the lexical and vocal characteristics of the therapist's style of engaging in

therapy. Expressed in more global terms, Greenberg (1986) considers process as everything that transpires between client and therapist during therapy. This latter description implies that all transactions (verbal and non-verbal) which take place during psychotherapy warrant recording and measurement.

It would appear that an underlying assumption in process research suggests that once counselling process variables have been clearly defined and operationalized, predictably effective counselling will be closer to reality. According to this proposition, independent input and situational variables would be more readily manipulatable, in order to affect the dependent variables which constitute outcome. This type of logic echoes the assumptions of Rogers (1957), and later by Van der Veen (1967, p. 295): "If certain therapist and client conditions are present, then predictable changes will take place [with]in the client".

However, despite the research on psychotherapeutic process over the past forty years, the profile of an 'ideal session' has yet to be identified and replicated. Hill (1982) illuminates this issue to some extent, by pointing out that in counselling, dependent variables which constitute change are rarely adequately controlled, due to variation in the counsellor's responses. She further suggests that individual differences among counsellors and among clients may actually preclude complete control of extraneous variables. Also, Rice and Greenberg (1984) point

out that different clients will respond differently to essentially the same interventions, depending upon their perceptions of the situation as well as their own personal agendas. Without control over the extraneous, it is difficult to identify ~~those variables~~ which constitute a causal relationship between the counsellor's actions and session impact or long-term outcome.

Research on counselling process variables

Until recently, one main avenue of the research has focused on comparative outcome between different schools of psychotherapeutic thought. According to Caskey, et al. (1984), the majority of counselling research has concentrated on outcome rather than process. The task of long-term and short-term outcome research has been to examine the effects of the transactions that take place during counselling sessions, whereas process research explores methods of identifying and measuring the variables that make up those transactions.

There is substantial consensus within the literature that, in terms of outcome, little difference exists between the current modes of psychotherapy (Bergin & Lambert, 1978; Frank, 1982; Luborsky, Singer, & Luborsky, 1975; Smith, Glass, & Miller, 1980; Stiles, Shapiro, & Elliott, 1986): This factor is further emphasized when long-term follow-up has been conducted (Rice & Greenberg, 1984). While different schools of treatment can be recognized for their distinct styles of approach, in keeping with their respective

theories (Luborsky, Woody, McLellan, O'Brien, & Rosenzweig, 1982; Stiles, Shapiro & Firth-Cozens, 1988), the literature has not found significant differences between different therapeutic orientations and outcome.

This phenomenon may be due to a simple point, suggested by Frank (1976, 1982), that all schools of psychotherapy implicitly or explicitly include the aim of empowering clients to gain increased proficiency over themselves and their social environment. With increased personal mastery as a primary objective for the client, it follows that there be some commonality between the schools of psychotherapy, in terms of relating their procedures to a common goal. The challenge has been to look at psychotherapy research from a different perspective, concentrating on process rather than outcome variables.

Over the past 30 years, a number of researchers have reported comprehensive reviews of the literature relating to methods of evaluating the counselling process, by identifying observable 'process' variables within the counselling session. The authors who have contributed extensively to research on the topic of process in psychotherapy include: Rogers (1957, 1961); Rice (1965); Van Der Veen (1967); Carkhuff (1969); Houts, MacIntosh and Moos (1969); Orlinsky and Howard (1967, 1978); Strupp (1973); Stiles (1979, 1987); Elliott (1979a, 1983); Hill (1982); and Greenberg (1986). Each of these authors has examined process

from a different perspective, resulting in the identification of various process variables.

Mintz, Auerbach, Luborsky, and Johnson (1973) suggest that the complexity of an event, such as a counselling session, yields various levels of meaning, depending on the perceptual frame of reference, specific to the observer at the time. Contextual as well as temporal and possibly cultural or demographic factors are important components of the overall matrix of the counselling process (Carkhuff, 1969; Moos & MacIntosh, 1970).

The factors cited in the literature are integral and essential to counselling process research as a whole, but they are nonetheless isolated variables that make up part of the overall picture. For example, the apparent trend in earlier research was to look at process solely in terms of either the counsellor or the client, typically at the exclusion of one from the other. More recently, research has begun to examine factors which are integral to the relationship between the client and therapist.

Counselling process viewed in terms of reciprocity

A recent shift in conceptualizing counselling process acknowledges its interactional and reciprocal nature (Strong; 1968; Highlen & Hill, 1984). Counselling process has been described as a function of both counsellor and client by Houts, MacIntosh, and Moos (1969), and by Hill (1982). Highlen and Hill (1984 p. 344) conceptualize

counselling as involving a "two-way process of influencing that is defined by the respective role of each participant".

Garfield (1978) postulates three main influences in the psychotherapeutic process: the client, the therapist, and the resulting interaction between both. By extending this point, if one considers Moos and Clemes' (1967) proposal that the counsellor and the client are each mutually influential over the other, it follows that if either the counsellor or the client were to be replaced by another individual, the process in that particular session would be altered. Greenberg (1986) extends this line of thinking by suggesting that the counselling process is not only unique to each counsellor/client dyad or system, but also to the context of the counselling event itself.

The implications of the above suggestions are critical to conceptualizing the design of methodologies which record events to be classified as common to any particular counselling session. If, for each session, the participants, issues, and contexts are different, it follows that all sessions are therefore different, and more illusive in terms of measurement. The challenge involves identifying descriptors of those process elements which are common to all sessions.

An interesting observation made by Moos and Clemes (1967) concluded that, in the context of the therapeutic relationship, therapists modify and adapt their behaviour, depending upon the presenting characteristics of the

particular client being interviewed at the time. Moos and Clemes' (1967) findings lead them to conclude that therapists are in a position to modify their behaviour to a much greater degree in response to client differences than clients modify their behaviour with different therapists.

These conclusions are important because they demonstrate that although counselling is a mutually influencing process, it is not evenly weighted in terms of who is influenced (i.e., counsellor or client). This line of research suggests that, although the client ostensibly seeks counselling in order to change, it is the therapist who is the more malleable participant within the context of the therapeutic relationship.

Stiles (1980) has reported that:

Variations among therapists' styles and theoretical approaches are augmented by variations among client's sessions....[so that] variation in what happens (i.e., process) in psychotherapy is accompanied by great variation in outcome (p. 176).

Findings such as these have profound implications over three areas: 1) design of research methodologies; 2) development of counselling strategies relative to client feedback; and 3) the creation of valid and reliable instruments.

If, as the literature suggests, clients predictably influence therapeutic direction, then this has strong implications in terms of the design of specialized research tools. Client variables are of critical importance to the construction of inventories designed to record client responses to therapist direction. In particular, inventories

designed to identify specific therapist intentions, and the client's perception(s) of the therapist's intentions are potentially powerful sources of process data.

Cognitive Mediation

Recognizing counselling process as more than a unidirectional counsellor-to-client, "process-product" set of activities, Martin (1984) discusses a model of counselling process based on the concept of cognitive mediation. The term "cognitive mediation" was introduced from research in the field of instructional psychology (Winne & Marx, 1982). This concept entertains the view that "teacher and student behaviours [act as] a mutually interdependent causal system wherein each source of behaviour is influenced by the other" (Winne & Marx, 1977, p. 675). In terms of applicability of the cognitive mediation paradigm to counselling, Martin, Martin, and Slemon (1986a, p. 8) suggest that "knowledge of client and counsellor cognitive activity during counselling can enhance understanding of relationships between counselling processes and outcomes".

Martin (1984) conceptualizes counselling as a learning situation, in which the relationship between counsellor and client corresponds to that of teacher and student. Cognitive mediation applies to counselling in the sense that, as in the case of teacher and pupil, the cognitions of both counsellor and client actively mediate between the interactive behaviours of one with the other. The

counselling process, as described by Martin (1984), involves the following cycle of sequences: 1. counsellor intention; 2. counsellor behaviour; 3. client perception; 4. client cognitive processing; and 5. client behaviour. Ultimately, the client's behaviour influences the counsellor's formulation of subsequent intentions through the process of counselling.

It is important to add, however, that the concept of cognitions as mediators of behaviour cannot be solely attributed to the field of instructional psychology. Fuller (1984) notes that, with the advent of cognitive therapies, the importance of cognitions has become widely acknowledged in the field of process research. For example, Mahoney and Arnkoff (1978) discuss the concept of internalism, which views behaviour as determined by an individual's internal (i.e., cognitive) processing of information. In psychology, several cognitive methodologies are presently employed. For example, Ellis (1973), and Meichenbaum (1977) both approach psychotherapy from the position of having clients use cognitions to change irrational thinking which (purportedly) drives maladaptive behaviour(s).

Central to the cognitive mediational model, as well as those cognitive therapies previously mentioned, is the assumption that the clients respond to their perceptions. For example the A.B.C. model, which is essential to Ellis' (1973) Rational Emotive Therapy, views human social and psychological dysfunction as rooted in clients' responses to

their perceptions of events, and not necessarily the actual events. By the same token, cognitive mediation in counselling examines clients' responses in terms of their perceptions of counsellors' intentions (Martin, 1984). This is an important conceptual shift in process research, because it acknowledges client variables, such as client cognitive processing, as essential to relating counsellor actions with therapeutic outcome.

Towards Finding the tools

Kamann's (1989) question: "What makes counselling effective?", compliments that of Hill (1982): "How does [client] change occur?" Both questions entertain a larger, more complex cluster of unknowns that have yet to be fully resolved by current process research. The key question, which addresses the issue more generally, asks: "What types of events matter in counselling (Elliott, 1985)?" These questions point to a shared sense among process researchers, that we lack sufficient knowledge as to what goes on during counselling to be able to identify reliably the effective components of counselling. Ultimately, this addresses a need for conceptual unity among different schools of thought in determining standardized profiles of effective therapy. If these profiles exist, how can they be mapped in terms of process variables? Would they really be similar across psychotherapeutic schools of thought? Would they be readily measurable?

While Rogers (1961) and Strupp (1982) considered therapeutic success to be reflected in the client's subjective feelings, social functioning (society's perspective), and personality organization, Frank's (1982) view differed. His criteria focused on interpersonal skills, together with a shift in personal values. Just as the problem of agreement on outcome has yet to be completely resolved, process research is also faced with a similar challenge of agreement among researchers in defining measurable process variables.

Central to the problem of developing appropriate counselling process research tools is the task of defining process variables. Stiles (1980) suggests that the temporal gap between implementation of strategies and outcome poses a major problem in identifying the kinds of interactions or useful techniques that lead to positive client change. Stiles and Snow (1984) point out that lasting benefits of counselling may be attributable to the residual and cumulative effects of counselling sessions. As Hill, Carter, and O'Farrell (1983) put it: counsellor interventions "may take time to....be translated into [client] action" (p. 14). Because such effects take time to become internalized by the client, it is difficult to mark those interactions that can be directly associated with intended change in a particular client. With this in mind, it seems reasonable to suggest that, because different researchers have approached the object of their examination with their own independent

perspectives (as in the case of the proverbial elephant), the development of research tools has resulted in a variety of devices whose applications are limited to selected aspects of counselling process.

Interpersonal Process Recall

In response to improvements in the field of television recording technology, Kagan, Krathwohl, and Miller (1963) used video tapes to record counselling sessions. Influenced by previous research in education, Kagan, et al.'s focus was primarily to use video-recording as a teaching device. They found that this method enabled sessions to be accurately recorded and reviewed by trainee therapists. This method has evolved into what is now referred to as Interpersonal Process Recall (IPR).

In addition to the usefulness of IPR as a teaching adjunct, its accuracy and immediacy has enabled researchers to effectively "stimulate the self-viewer to recall thoughts, feelings, and internal states associated with [the viewer's] previously recorded behaviour" (Katz & Resnikoff, 1976, p. 150). These authors have also demonstrated moderate but reliable success with videotape feedback in stimulating recall of affect. Similarly, Spence (1979) noted that IPR has made it possible to gather information on subjective client and therapist variables, such as the ongoing perceptions, intentions, and reactions of clients to therapists (as well as therapists to clients) during therapy sessions.

Other research by Elliott (1979b), Elliott, Barker, Caskey, and Pistrang (1982), and Elliott (1986), has noted that IPR facilitates recognition of helpful and non-helpful interventions during counselling. It has also been used to demonstrate critical factors during counselling, such as timing in terms of implementing therapeutic techniques. Elliott (1979b; 1986) has found video recording to be useful in preserving those subjective events which are often overlooked when drafting session transcripts.

Because IPR is useful in facilitating accurate recording and playback of within-session variables, such as counsellor and client behaviours, and extralinguistic features, such as voice quality, it serves a variety of research applications (Martin et al, 1986a; 1986b). Elliott (1986) describes IPR as an interviewing procedure in which a conversation can be video-taped and immediately replayed for the persons being recorded. He has identified two primary research avenues that can be employed using this tool:

IPR combines the advantages of the two major strands of therapy process research: the phenomenological approach, using global questionnaires; and the observer process rating approaches....IPR combines the event-based specificity of the behavioural process rating scales with the clinical relevance and richness of client and therapist self-report data (504-505).

IPR has been used in conjunction with inventories such as the Helpfulness Rating Scale, and others listed above. As previously mentioned, these inventories were designed to identify process variables, such as significant events, response quality, and counsellor intention.

Inventories of process variables

An approach to dividing the overall task of process research into workable components is represented by Elliott (1979a), who has defined two major process research avenues: behavioural and phenomenological. The behavioural line of research uses trained observers to rate specific helping events. The phenomenological uses counsellor and client participants as informants of the subjective process of counselling by responding to questionnaires and open-ended interviews.

Counselling process has been divided into taxonomies for classifying therapist interpersonal behaviours (Elliott, 1983; 1985) as well as client indicators of therapeutic progress. For example, Mahrer and Nadler (1986) have examined markers of positive client response to therapy which has resulted in an inventory that describes 11 categories of "good moments" during counselling. Their inventory amalgamates concepts derived from a diversity of therapeutic schools of thought, and emphasizes the following indicators of client progress: 1) Provision of personal material about self and/or interpersonal relationships; 2) Exploration of the personal nature and meaning of feelings; 3) Emergence of previously warded-off material; 4) Expression of insight or understanding; 5) Expressive communication; 6) Expression of a good therapeutic relationship; 7) Expression of strong feelings towards the therapist; 8) Expression of strong feelings in extratherapy

contexts; 9) Expression of a qualitatively different personality state; 10) Expression of new ways of being and behaving; 11) Expression of a general state of well-being.

Other approaches to measuring process include inventories which record beneficial interactions or techniques. Instruments such as The Therapy Session Report (TSR) (Orlinsky & Howard, 1967), Elliott's Helpfulness Rating Scale, and The Helping Intention Rating Procedure (Elliott, 1985), are designed to record moments during sessions which were considered helpful, and therefore useful, by both the client and the counsellor.

The kinds of variables considered important to counselling process research differ according to the researcher's theoretical position. For example, other inventories which are used to map process events include The Barrett-Lennard Relationship Inventory (BLRI) (Barrett-Lennard, 1962). This inventory was constructed with the underlying theoretical position which posits a link between the therapeutic relationship and outcome.

Strong and Matross (1973, p. 25) have observed client change to be directly attributable to "the interaction of psychological forces generated and altered in the exchange between counsellor and client." As the exchanges which reflect the relationship between counsellor and client are to a large extent verbal, a logical avenue of research into counselling process is the examination of verbal interactions between the counsellor and client during

sessions. Such research has lead to the development of inventories as the Counsellor Verbal Response Category System (Hill, 1978), followed by The Client Verbal Response Mode Category System (Hill, Carter, & O'Farrell, 1983).

According to Stiles (1979), and Barkham and Shapiro (1986), a verbal response mode (VRM) is a category of language that implies a particular interpersonal intention. Each VRM is descriptive of a microrelationship which takes place between the counsellor and the client. In recent years, several instruments have been developed to examine response modes, similar to those originally described by Goodman and Dooley (1976, p. 106) as the "interactional qualities of an occasion." Goodman and Dooley first itemized six verbal response modes which represent six (primary) counsellor's intentions: a) Question; b) Advisement; c) Silence; d) Interpretation; e) Reflection or Paraphrase; and f) Self-Disclosure. From that point, subsequent inventories of VRM's, such as Hill's (1978) Counsellor Verbal Response Category System, expanded to include more categories.

As recent process inventories developed, their focus shifted from the identification and definition of variables which described degree of empathy or helpfulness to a broader spectrum of interactions that were considered directly related to counselling effects (i.e., impacts). These inventories, which are discussed later in this

chapter, begin to delineate the actual intentions of counsellors to produce desired effects.

Development of counsellor intention inventories

Of the four aspects of counselling process (i.e., content, action, style, and quality) outlined by Russell and Stiles (1979), and Elliott, et al. (1987), Stiles (1979) points out that psychotherapy consists primarily of verbal behaviours. Therapists rely principally on verbal communication, and systematically restrict their use of non-verbal expression (Stiles, 1979). Such attention to the therapist's method of communication underscores the deliberateness and purposefulness of psychotherapy as a sequence of specific (counsellor originated) communications.

Given that verbal communication is the most salient process variable in counselling, it follows that process research focuses on capturing the kinds of transactions which take place between counsellor and client. The goals of such research include facilitation of therapist training, prediction of treatment outcome, and discrimination between treatment modalities (Elliott, et al., 1979).

Drawing from speech act theory (Searle, 1969; Strawson, 1964), and Goodman and Dooley's (1976) work on help-intended communication, Stiles (1979) developed a taxonomy of verbal response modes which he considered to be descriptive of a complete range of verbal categories or utterances given by counsellors. Working from common sources, yet not always convergently, other authors have constructed taxonomies

which define similar) units of counsellor verbal behaviour (Elliott, 1985; Stiles, 1979; and Hill, 1978). For example Hill's (1978) Counsellor Verbal Response Mode Category System, and Elliott's (1985) Therapist Response Mode Rating System define variables which describe similar, if not the same intentions.

The inventories constructed by these workers expanded to include the following nine response modes: Question, Providing Information, Advisement, Reflection, Interpretation, Self-disclosure, Reassurance, Confrontation, Acknowledgement, and Unclassifiable (Elliott, et al., 1987). In a comparison study by Elliott et al. (1987), little significance was found in terms of the differences between the inventories cited above.

Hill and O'Grady's position (1985) differs from those of Elliott (1985); Stiles (1979); and Hill (1978) with regard to viewing Intention and Response Mode as one and the same. Hill and O'Grady regard response modes as phenomena determined by external judges, whereas intentions are considered to be determined by the counsellor. In their (1985) study, response modes were found to correlate significantly with intentions, but not to the extent that they could be regarded as identical. Reviewing Hill and O'Grady's (1985) article, Stiles (1987) argues that these authors confuse the meaning and the purpose of VRMs.

According to Stiles (1987, p. 237), "VRM systems do code intentions....[they] code one aspect of an utterance's

meaning, the speech act (i.e., what the speaker does in making the utterance)".

These observations lead to the suggestion that in human conversation (particularly counselling), each response communicates some degree of intention, simply because it is being communicated with a certain level of cognitive activity and intensity. The other person in the room is the intended recipient. Unless the recipient is incapable of responding, it is reasonable to suggest that s/he will, at some level, cognitively process the initiator's utterances. Any level of processing by the client in a counselling session can be considered a response.

In constructing an intentions list for their study, Horvath and Marx (1988) drew from three inventories which contained intentions that addressed client cognitions or actions. For example, in Hill and O'Grady's (1985) List of Intentions, eight out of their 19 intentions concerned client responses. The remaining 11 clearly represented a counsellor's intentions for his or her own actions. Other intentions were derived from Elliott (1979a), who examined counsellor behaviours which were used to predict client perceptions of counsellor intentions, and Martin et al (1986a), whose inventory marked client cognitive responses to counselling.

Another condition which was considered important in Horvath and Marx's (1988) study was that their intentions list would be free of professional terminology. The goal was

to construct a pantheoretical list of intentions which could be used by clients as well as counsellors. For a list to be comprehensible to a client, terms such as "cathart", "reinforce change", "encóde", and "metacognize" needed to be replaced with jargon-free descriptors. These terms, which are found in Hill and O'Grady's (1985) and Martin et al's (1986a) lists, were not considered to be as understandable to clients as they may be to counsellors.

Congruence between counsellors' and clients' perceptions of counsellor intention

Research on congruence, or the lack of it, between counsellor and client regarding the process and efficacy of counselling sessions has been well documented by Dill-Standiford, Stiles, and Rorer (1988). A research problem which has not yet been widely explored is that which assesses the degree of congruence between the therapist's intention for the client's response, and the client's actual perception and subsequent behavior.

Until recently, most studies examined congruence between counsellor and client in terms of perceptions of counsellor-related variables other than counsellor intention. For example, using an inventory of 65 statements to measure 5 dimensions of perceived therapist interpersonal behaviours, Lorr (1965) examined client perceptions of therapists in terms of the therapeutic relationship. Later studies began to examine congruence of perception on counsellor intention for the counsellor's behaviour. An

example of this type of research regarding counsellor intention is Caskey et al.'s (1984) study which investigates agreement between client and therapist perceptions at the level of individual therapist response. However, this approach seeks to verify the therapist's intention for his/her own actions.

Using the same conceptual approach, counsellor intentions are described by Hill, Carter and O'Farrell (1983, p. 6) as "reasons or purposes for what the counsellor does in any given speaking turn." In other words, a counsellor may intend to "give support", or "give information" (Hill & O'Grady, 1985) to the client, but the researcher will not be informed as to the kind of client response intended by such action. It may be possible to infer from the counsellor's claims, the type of client response being sought, but such inference may be inaccurate. As Fuller (1984, p. 2) points out, "the mirror image of therapist intention is represented by the concept of client evaluation or perception of therapist intention". Clearly, what is indicated by the gap in current research is a conceptual shift towards describing counsellor intentions for client response.

Elliott (1979a) noted a paucity of knowledge about clients' perceptions of counsellor communication behaviours. He also proposed that client change and growth is directly related to the client's understanding, experience, and memories of the counselling activity. It seems logical to

consider that the outcome of a counselling session is also greatly influenced by the counsellor's perceptions of the client. As Lorr (1965) points out, clients and counsellors bring to the counselling session their own personal sets of experiences and expectations, which have shaped well-established interpersonal reaction patterns. This observation suggests that there is considerable latitude for misunderstanding between the counsellor and the client, in terms of their perceptions of the interactions that take place between them during counselling. As Martin (1984) points out:

Without accurate client perception of counsellor acts during counselling...and appropriate cognitive response by the client, it is impossible to see that counselling interventions are implemented as intended (p. 559).

Stiles (1980) suggests that most of the variance in clients' reports of their own experiences during a counselling session is a function of that particular session. With this in mind, it follows that a session which is fraught with misperception is likely to be poorly rated in terms of outcome.

In addition to counsellor/client variables, observer effects must also be taken into consideration. Caskey, Barker, and Elliott (1984) cite Cartwright's (1963) 'method factors' study, which concluded that the views of each observer are essentially separate and discrete. Considering that there are at least three potential sources of error (i.e., counsellor, client, and observer/rater), it is not

difficult to imagine the multiplicity of interpretations possible for one counselling event.

The present study in relation to previous research on counsellor intentions

One of the significant approaches to research in recent years has been to analyze the counselling process with a methodology that examines specific counsellor intentions, as perceived independently by the counsellor and client. The methodology used for this type of analysis is to assign descriptive categories for counsellor intentions, and then examine agreement or discrepancies between the counsellor's and client's assignments of those intentions to a pre-determined category.

Horvath and Marx (1988), and Kamann (1989) used the Counsellor Intentions List (CIL) in their study of counselling sessions. They then examined the congruence between the counsellor and his or her client in terms of their perceptions of the counsellor's intention for client response. Approximately 20% of the resulting data were categorized (mostly by the counsellors) as the seventeenth option of "other" in the CIL. If the respondent assigned an intention to "other", s/he was required to give a description of that intention.

The question that arises from these results addresses the issue of content validity of the CIL; does the CIL encompass the domain of counsellor intentions for the client, or have any important intentions been omitted? Is it

possible that the descriptors which make up the portion of the data described as "other" contain intentions that have not been defined by the CIL? Those descriptors of counsellors' intentions which make up that segment of the data are the focus of this study.

CHAPTER III

DESIGN AND METHODOLOGY

Overview

The primary task for this study involved the analysis of a portion of data produced by subjects in a previous study reported by (Horvath & Marx (1988) and Kamann (1989)). The data of particular interest to this study consisted of 126 descriptions of counsellor intentions for clients (all 126 descriptors are shown in Appendix A). In Horvath and Marx's (1988) study, these descriptors had been assigned to the category of "other", which had been included in the Counsellor Intentions List (CIL).

In this study, each of the descriptors was examined by a new set of participants consisting of 16 counsellors and 16 non-counsellors. Subjects in both groups were required to rate each of the 126 descriptors in terms of similarity to the 16 defined intention categories within the (CIL).

The design of this study involved a hierarchical sorting procedure, in which several intentions could be identified in terms of varying degrees of similarity to each of the descriptors. With the aid of a microcomputer, this task consisted of two phases: Selecting and Ranking the selections. A computer program was constructed to permit data collection and storage. Subjects were required to respond to the computer program by clicking a "mouse" pointer at various options provided by the program.

In this chapter, a description of subjects and recruitment conditions is presented, as well as a description of the computer program which was used for the purpose of data collection and storage. In keeping with the definition of terms outlined in Chapter I, the CIL categories are described as intentions, whereas the 126 descriptors of counsellor intention are referred to as descriptors.

Description of participants

Thirty-two participants, aged between 24 and 46 years old, participated in this study. The total number of participants consisted of two equal groups of 16. One group was made up of counsellors (C), and the other of non-counsellors (N). Group C consisted of nine males and seven females, and group N consisted of eight males and eight females.

The method for recruiting participants was, as defined by Babbie (1986), "purposive" or "judgemental", rather than by random selection. Participation was voluntary; each person contributed his/her time as a personal favour. All participants were required to have a baccalaureate degree. In order to fit the definition of "counsellor" in this study, participants in group C were required to possess a minimum of Master's level training in counselling. Participants in group N possessed training in at least one of a diversity of fields, such as journalism, computer science, criminology, education, business and economics,

kinesiology, neonatal nursing, and literature. Although none of the participants in Group N possessed a Master's degree, all had worked in their respective fields for more than three years.

Data Collection Methodology

Briefing. Each participant was issued a handout (Appendix B), which described the requirements of the task. Two computer-screen examples (Figures 1 & 2), and a section on the mechanics of using a MacIntosh "Mouse" were included in the handout. Participants were also informed that their participation was voluntary, and were reassured that the task was neither designed nor intended to test them in any way. Attrition of participants from the task was nil.

Design. It would have been cumbersome to have the participants rate all 16 intentions in terms of similarity to each of the 126 descriptors. Therefore, it was necessary to design a system whereby participants were required to select a smaller number of intentions for each descriptor, and rank these with respect to similarity to the descriptor being rated. As Miller (1956) points out, humans perform within an optimal range of seven, plus or minus two, when processing information into rating scales. Based on this rationale, for each of the 126 descriptors, participants were required to select five of the sixteen intentions which they considered most similar to the descriptor, and then rank these in terms of similarity to the descriptor being rated.

Rather than using pencil and paper to collect data, a computer program was designed and used to facilitate the participants' task, and to expedite the process by providing a greater degree of accuracy in recording. The program presented the task to the participants in the two stages mentioned above: Selecting and Ranking selections. This process is described in greater detail further in this chapter.

Equipment. Apple MacIntosh Computers were used for collecting and storing all data. The Counsellor Intentions List (CIL), and the list of 126 descriptors were transcribed into HyperCard, which is an Apple MacIntosh Program. For the purpose of this study, a HyperCard "stack" was created (see Goodman, 1987), to enable removal of the keyboard, and facilitate a user-friendly interface between computer and participant during data collection. The program was written so that participants were only required to use the "Mouse" to indicate their responses which were recorded by the program (see Shafer, 1988; Shell, 1988).

The use of a computer program enabled digital recording of participants' entries into a textfile, therefore minimizing the likelihood of error in transcribing the data for statistical analysis. It was also possible to duplicate the program, so that several participants could work simultaneously. In addition to saving time, the program provided a standard environment for collecting the data.

Because there were 126 descriptors, the possibility of bias due to order effects had to be taken into consideration when designing the program. For example, if all the descriptors were presented in the same order to all participants, factors associated with fatigue may have biased the outcome. To reduce the possibility of order effects upon the data, the numbers 1 to 126 were randomized twenty times, so that 20 ordered sets of random numbers, each from 1 to 126, were generated and stored in the program.

Based on the order of their participation in the study, participants in both sub-groups were each assigned a number between one and 20 (without replacement). When a new participant started the program, his/her number was entered into a data file, and the corresponding set of random numbers determined the order of appearance of the descriptors for that particular session. For example, the tenth participant was assigned the number 10. The order of appearance of the 126 descriptors was determined by the tenth list of random numbers. In this way, each participant was presented with a different order of appearance of the descriptors.

Procedure

Locations. Sessions were conducted independently for each participant. The computer was set up in either a booth in the Learning Resources Center at Simon Fraser University, or in a study room in a private residence. In both

situations, participants were able to have adequate freedom from distraction. There were no expectations in terms of completion time placed on the participants, although each was informed that the session would take approximately three hours.

Selection. During the Selection phase, the computer presented the participant with the Counsellor Intentions List (CIL). This information was printed in capital letters. Each descriptor was entered, to be rated one at a time, in bold lower case letters at the top of the screen above the CIL (Figure 1).

During this phase, the computer presented the participants with a descriptor at the top, and the intentions from the CIL immediately below it. In the lower left part of the screen, was a box with the instruction to select five intentions that the participant considered similar to the Item (See Figure 1).

Located immediately to right of each intention was a circle about half a centimeter in diameter. These circles served as electronic switches ("buttons") which could be controlled by the Mouse to effect functions within the program.

Each participant was first instructed verbally, and subsequently with the handout (Appendix B), in the use of the Mouse to move the pointer that appeared as a vertically pointing hand on the screen. Most of the participants found verbal instruction sufficient to perform the task.

Figure 1

Computer screen for the selection phase.

The counsellor intended for the client to...

ITEM -- feel joined (with) by me (the counsellor).

INTENTIONS

- RECOGNIZE ACTIONS/ THOUGHTS/ OR FEELINGS AS HIS/ HER OWN
- BE AWARE OF HIS/HER FEELINGS
- MAKE NEW CONNECTIONS (AMONG ACTIONS/ THOUGHTS/ FEELINGS)
- UNDERSTAND THE PURPOSE(S) OF THE SESSION
- STOP OR DO LESS OF SOMETHING
- GIVE (THE COUNSELLOR) INFORMATION
- QUESTION HIS/HER OWN ACTIONS/ THOUGHTS/ OR FEELINGS
- BE MORE PRECISE OR FOCUSED
- KNOW WHAT TO DO
- FEEL GOOD
- EXPERIENCE, OR RELIVE FEELINGS
- LEARN HOW TO DO SOMETHING
- DO MORE OF SOMETHING
- FEEL UNDERSTOOD
- HAVE INFORMATION
- FEEL MORE HOPEFUL

Choose any 5
INTENTIONS that you
consider similar to
the ITEM in bold type.

Rank
Button

Rank



Moveable
Pointer

However, the handout provided an additional source of reference. In addition to verbal instruction and the handout, the computer screen also featured instructions that were designed to guide the participant through the steps of selecting and ranking intentions (see Figure 1).

The participant was next required to position the pointer in the middle of the circle (button) immediately to the right of the selected intention(s). Once the pointer was positioned correctly on the button of choice, the participant was required to click the Mouse once to indicate that this was one of the five intentions which had been selected. When the Mouse had been clicked, the button "switched on", and most of the white area of the circle became black. This provided a visual cue that a particular intention had been selected.

If the participant decided to change any of his/her choices, s/he could click the pointer on the target button a second time; the black area in the button would disappear, and the selection of that particular intention would be cancelled. In this way, participants could turn the buttons on or off, until they were satisfied with their selection.

The program was constructed so that the participant could only select five intentions; no more, no less. In the event that a sixth intention was selected, a "Dialogue Box" appeared with the message: "You can only select five intentions". The participant was required to click the adjacent button marked "OK", to continue with the task.

Clicking the "OK" button also erased the last choice from the screen.

Ranking. When all five intentions had been selected, a larger, rectangular button, with the word "Rank" appeared at the right of the screen. If the participant was satisfied with the choices, s/he then moved the pointer into the "Rank" button and clicked. The "Rank" button flashed black to let the participant know that the program had registered the command, and that it was preparing for the second phase: Ranking. Once the "Rank" button had been clicked, the five intentions selected for that particular descriptor were recorded, and no further changes to the selection could be made.

The procedure for the Ranking phase was similar to the Selection phase (see Figure 2). After the "Rank" button had been clicked, there was a lapse of several seconds, and the intentions that were not selected disappeared from the screen. The five intentions that were selected remained. Alongside each of the five intentions, a row of five buttons appeared. These buttons were identical in shape to the Selection buttons.

Immediately above the columns of ranking buttons, the numbers from 1 to 5 were printed in bold capitals. In the margin to the right of the ranking buttons, was the instruction to select a rank value of 1 to indicate most similar, and a rank of 5 for least similar. Rank values of

Figure 2

Computer screen for the ranking phase.

The counsellor intended for the client to...

ITEM -- feel joined (with) by me (the counsellor).

1 2 3 4 5

Rank 1 for most similar.

INTENTIONS

UNDERSTAND THE PURPOSE(S) OF THE SESSION

Rank 5 for least similar.

KNOW WHAT TO DO

FEEL GOOD



Next Button

FEEL UNDERSTOOD

FEEL MORE HOPEFUL



Pointer

2, 3, and 4 represented intermediate ratings of similarity to the descriptor.

The program was constructed so that participants could not rank the same intention more than once. Similarly, the same rank value could not be assigned to more than one intention. If a participant inadvertently tried to rank the same intention twice, or assign the same rank value to another intention, a "Dialogue Box" appeared to identify the error. As in the Selection phase, it was necessary to click the adjacent "OK" box in order to proceed. Clicking the OK box cancelled the last entry.

When each of the five intentions had been ranked, a button, titled "Next", with the icon of a hand pointing to the right, appeared at the right of the screen (see Figure 2). Before clicking the "Next" button (as in the Selection phase), it was possible to undo any of the ranking choice(s) by clicking the button which was no longer wanted.

If the participant was satisfied with the choice of rank values, s/he moved the pointer to the "Next" button and clicked it. Once the "Next" button had been clicked, the ranking could not be altered. After the "Next" button flashed, there was a pause of about ten seconds, while the screen resumed the Selection phase, with the next descriptor at the top of the screen. The process of selecting and ranking was repeated till all 126 descriptors had been rated.

As the participants proceeded through the task, a Dialogue Box appeared at three stages during the task. The first Box notified the participant that s/he had completed half the number of descriptors. The second box stated that there were thirty descriptors remaining, and the last Box told him/her that there were only ten to go. These markers of progress were intended to provide information as well as encouragement.

When the last descriptor had been ranked, a sign, thanking the participant, appeared on the screen. The program paused for ten seconds, then automatically shut down and ejected program and data disks. Following this, a Dialogue Box notified the user that it was then safe to shut off the computer.

Debriefing. Average running time for the task was two hours and 45 minutes. Participants were given a 10 to 15 minute debriefing period, during which they were informed about the origin of the descriptors as having been categorized as "other" in a previous study. They were also reassured that there were no "correct" answers, and that their responses would be analyzed as part of a collection of data.

CHAPTER IV

ANALYSES AND RESULTS

Overview

Two groups of sixteen participants (16 Counsellors and 16 Non-counsellors) participated in this study. Group C (counsellors) was comprised of nine males and seven females, whereas equal numbers of males and females participated in group N (non-counsellors).

The primary objective of this study was to determine if 126 descriptions of counsellor intentions, categorized as "other" in Horvath and Marx's (1988) and Kamann's (1989) study, could be described by the CIL's 16 categories of counsellor intentions. Alternately, if the descriptors could not be included by the CIL, they were to be further examined to determine if they represented intentions not yet listed in that inventory. In order to do this, a sorting technique with the provision of replacement was devised. A computer program was designed to present the task to the participants and to record the data (see Chapter III). The average time taken by participants to complete the task was 2 hours and 45 minutes. Female participants averaged approximately 30 minutes faster than the male participants.

A secondary objective was to test for differences between groups of counsellors and non-counsellors. This was based on the hypothesis that, because 90.5% of the data described as "other" in the Horvath and Marx (1988) study was counsellor generated, bias associated with the training

or orientation of counsellors may have affected the outcome of the original study. One possible inference that could be drawn from these results was that the instrument was not equally suitable for counsellors and clients. The purpose of testing for differences between groups was intended to examine this hypothesis. Although the non-counsellors in this study were not clients, the assumption was that most clients are not counsellors, and it was assumed that the differences in response to the CIL were attributable to the differences between the way non-counsellors and counsellors interpret the CIL.

Definition of terms

To reiterate some of the definitions described in Chapter I, the terms "intentions", and "descriptors" are used as follows: intentions are used to refer to each of the 16 intentions contained in the Counsellor Intention List (CIL). descriptors are the subject-generated descriptors of counsellor intentions obtained by Horvath and Marx (1988) and Kamann (1989); when the "other" category was selected.

Mapping the Descriptors using the CIL

The data in terms of the research hypotheses. In order to examine the first two research questions, it was necessary to construct a means by which the new group of participants could rate each of the descriptors in terms of similarity to intentions in the CIL. The participants' ratings could then be recorded as ordinal data.

The method of data collection which fit the requirements of this study is fully described in Chapter 3. When the data were collected, using the HyperCard program, participants were required to select and rank five out of 16 intentions which they determined as having some degree of similarity to the descriptor being examined. This meant that for each descriptor, 11 zero entries were recorded for those intentions which had not been selected. The data were stored in textfiles which were later imported to a spreadsheet program which was used to sort the data for each descriptor into distributions of ranked scores. Data were converted, so that the zero entries were given a value of 1. This was done because the S.P.S.S. program required values of greater than zero in order to calculate the results. The rank values of 1, 2, 3, 4, and 5 were converted from: 5 to 2; 4 to 3; 3 to 4; 2 to 5; 1 to 6. As there were 16 participants in each group, the distribution of ranked scores for each descriptor occupied a 16 x 16 matrix (sixteen participants; sixteen CIL intentions), an example of which is presented in Figure 3.

If a descriptor was rated as similar to one of the CIL intentions, the distribution of ranked scores for that descriptor would show consistent placement of scores in the column under the selected intention. A 'perfect' distribution (in which there was total agreement among all participants rating a particular descriptor) would yield five distinct high points, indicating all the high ranked scores under one intention, followed by the next highest

Figure 3

Similarity ratings of DESCRIPTOR 1: "feel joined with by me"
Non-Counselors (N=16)

Rater	Intention	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	6	1	1
2	1	2	1	1	1	1	1	1	1	4	5	1	1	1	6	1	3
3	1	1	1	1	1	2	1	1	1	1	5	3	1	1	6	1	4
4	4	6	3	1	1	2	1	1	1	1	1	5	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	2	6	5	1	1	4	1	3
6	1	1	1	5	1	1	1	1	1	2	3	1	1	1	6	1	4
7	1	2	1	1	1	1	4	1	1	1	5	1	1	1	6	1	3
8	1	1	1	1	1	1	1	1	1	2	4	3	5	1	6	1	1
9	1	1	1	2	1	1	1	1	3	1	5	1	1	1	6	1	4
10	2	3	1	1	1	1	1	1	1	1	4	1	1	1	6	1	5
11	1	4	1	1	1	2	1	1	1	1	1	5	3	1	6	1	1
12	1	2	3	1	1	1	1	1	1	1	5	1	1	1	6	1	4
13	1	1	1	1	1	2	1	1	1	1	6	1	1	1	5	3	4
14	3	2	1	1	1	1	1	1	1	1	1	1	1	6	1	4	5
15	1	1	1	2	1	1	1	1	1	1	6	1	4	1	5	3	1
16	1	1	1	1	1	1	1	1	1	1	3	1	2	1	6	5	4

\bar{X} : 1.38 1.94 1.44 1.63 1.00 1.44 1.00 1.25 1.38 3.81 2.00 1.63 1.31 5.13 1.69 3.00

Rating of similarity in rank values: 1 = lowest; 6 = highest.

Grand Mean (\bar{X}): 1.94
 1 S.D. plus \bar{X} : 3.50
 1.5 S.D. plus \bar{X} : 4.28
 Chi Sq.: 89.83 p < .0001
 Int. 10: \bar{X} = 3.813
 Int. 14: \bar{X} = 5.125

scores under a different intention, and so on. A graphic profile of such a distribution would reveal five distinct raised points separate from the remaining eleven. Each of the high points would indicate an intention which had been rated as similar to the descriptor being examined. Similarly, a distribution in which there was little agreement among participants would reveal inconsistent placement of ranked scores. Any column from such a distribution would contain a random dispersion of scores. Graphic representation of such a distribution would show the characteristics of a random distribution.

The second research hypothesis posited differences between two groups (counsellors and non-counsellors) in terms of rating each of the descriptors. In an ideal example of differences between the groups, the two distributions of ranked scores for a descriptor would be recognizably different from each other. For example, the highest rank scores from group N may be placed under column 16, indicating that, for a particular descriptor, intention 16 was selected by the non-counsellors as most similar to that descriptor. For the same descriptor, group C may have chosen intention 10. Group N may have rated intention 14 as the next highest, whereas group C may have chosen intention 5, and so on.

In a case where little or no differences would be found, the distributions of ranked scores from each group for a descriptor would appear similar. Both groups would

have rated the same intentions similarly for that descriptor.

The Friedman One-Way analysis. The method of analysis used to evaluate these data was Friedman's one-way analysis of variance for ranked data (Marascuilo & Serlin, 1988, p 578). For the purpose of this study, the "method of ranks" referred to by Friedman (1937, p. 676) was a more appropriate method of analysis than the ANOVA for interval data. This is because "we are dealing with a qualitative characteristic which can be ranked but not measured" (Friedman, 1937, p. 675). Also, the "method of ranks" differs from ANOVA in that it "relies solely on order and makes no use of the quantitative magnitude of the variate" (Friedman, 1937, p. 681). In this respect, the Friedman method does not test for interaction, because "without exact quantitative measurement, "interaction" in the sense used in the ordinary analysis of variance is meaningless" (Friedman, 1937, p. 681).

Results obtained from the Friedman method are described in terms of Chi-square, rather than the F ratio of ANOVA. This is because the Friedman distribution more closely approximates the Chi distribution than that of the F ratio (Friedman, 1937; Marascuilo & McSweeney, 1977).

Chi Squares for each of the 126 descriptors were obtained by computing Friedman One-way Analyses of Variance for Ranked Data. Summary statistics yielded mean ranks (\bar{x}) for each of the sixteen CIL intentions. Grand Mean Ranks (\bar{X})

and Standard Deviations (SD) were found for the distributions of ranked scores for each descriptor. Within each descriptor, sixteen mean ranks are obtained (one mean rank for each intention). The value of these mean ranks ranges between 1, representing lowest mean rating of similarity, to 6, representing the highest possible mean rank (see Figure 3).

Low differentiation between mean ranks of intentions yield a low Chi Square for a descriptor. Such results would suggest no clear preference by participants for identifying any of the sixteen intentions as consistently similar to the descriptor being rated.

The greater the differentiation between mean ranks per intention, the larger the Chi Square would be for the descriptor being rated. Such results suggest a consistent pattern of preferences by participants for selecting at least one intention as similar to a descriptor. The larger the mean rank for a particular intention, the more often that intention had been selected by a group of participants as most similar to the descriptor being examined.

For example, the high Chi Square value of 89.825 ($p < .0001$) for descriptor 1 in Figure 3, suggests that the participants in group N selected at least one intention as similar to descriptor 1. intentions number 14 and 10 had the highest mean ranks of the 16 mean ranks in that distribution of ranked scores. The next step in the analysis was to establish criteria which determined whether an intention

"fit" in terms of similarity to the descriptor being examined.

Establishing criteria for "fit". Once the Chi Square for a descriptor had been computed, it was necessary to determine which of the CIL's intentions was most similar to the descriptor being rated. The first step in this process simply involved selecting the largest of the sixteen mean ranks. However, it was also necessary to provide information about the degree of similarity between an intention and the descriptor being rated. The second step involved estimating the strength of a particular mean rank, relative to the distribution of ranked scores to which it belonged.

Determining the strength of "fit". The Grand Mean rating of 1.94 represented the Grand Mean rating for any of the 126 descriptors being rated. For each descriptor, a lower limit criterion of one standard deviation above the Grand Mean was established to determine a high level of similarity to the descriptor being rated. Similarly, a criterion of 1.5 standard deviations above the Grand Mean was established to demarcate those intentions which could be classed as very highly similar.

For the purpose of discussion, the degree of similarity between intentions and descriptors was classified as: a) moderately similar to the descriptor being rated; b) highly similar; and c) very highly similar to a descriptor. A label of "very highly similar" meant that the rating linking a descriptor with an intention was more than 1.5 SD above the

average rating for this descriptor. Likewise, the label of "highly similar" was used when the rating linking the intention to the descriptor was between 1 and 1.5 SD above the average rating (Grand Mean Rank). The label of "moderately similar" was used to describe those intentions which were placed immediately below the lower limit criterion, but not lower than .75 SD above the Grand Mean. The results were such that it was not necessary to establish a classification of "not similar". The objective was to establish the degree of similarity to which an intention with the largest mean rank for each descriptor could be classified.

For example, any rank score which is 1 SD above the grand mean rank (\bar{X}) of its distribution, indicates that this score is higher than 84% of the ratings for the respective descriptor. Following this method, a rank score which is 1.5 SD's above the \bar{X} places that score above 90% of the ratings for that descriptor. The above method was used to identify intentions which could be described as either moderately, highly, or very highly similar to the respective descriptor.

This procedure also facilitated determining the degree of similarity of more than one intention to a particular descriptor, depending on the magnitude of the mean rank for that intention. For example, in Figure 3, the descriptor "feel joined with by me" was identified by the non-counsellors as being highly similar to intention 10, and very highly similar to intention 14. In other words, the

mean ranks for intentions 10 and 14 were higher than 1 SD and 1.5 SD's respectively, above the Grand Mean for the distribution of ratings for descriptor 1:

Comparison between Groups C & N

Participants in both groups each rated all of the 126 descriptors in terms of similarity to the 16 CIL intentions, each of which is a separate category. For each descriptor, 16 mean ranks were computed for group C, and 16 for group N. Each mean rank corresponds to one of the CIL's intentions, so that for any descriptor it was necessary to keep the intentions matched when testing for differences between the groups. For an accurate comparison between the groups on any descriptor, the mean ranks for intentions 1 to 16 in group C had to be matched with the complimentary ratings in group N. Because each of the intentions had to be matched, this procedure lent itself more to using correlation than the t-test. An example of this procedure, which was conducted for each of the 126 descriptors, is presented in Table 1. Any correlation which was not significant at $p < .05$ was regarded as a difference between the groups for a descriptor.

Table 1

Correlation between non-counsellors' and counsellors' ratings on Descriptor 1: ... "feel joined with by me".

	Mean ranks for N	Mean ranks for C
Intention		
1	1.38	1.00
2	1.94	1.63
3	1.44	1.38
4	1.63	1.75
5	1.00	1.25
6	1.44	1.63
7	1.00	1.00
8	1.25	1.75
9	1.38	1.25
10	3.81	3.88
11	2.00	1.38
12	1.63	1.44
13	1.31	1.19
14	5.13	5.44
15	1.69	1.25
16	3.00	3.81

$r = .962$. $df = 14$. $p < .01$ (One-tailed Test)

Results

Caveat. A major assumption in this study was that each of the descriptors were separate and mutually exclusive of each other. A note of caution must be raised with respect to the experiment wise type I error rate. Each of the 126 descriptors was analysed separately at a nominal p level of .05. If the experiment wise probability was kept at $p < .05$, each analysis would need to be evaluated at a nominal p level of $p < .0004$ for the correlations and $p < .0002$ for the Chi Square analyses. As the study was exploratory in nature,

the nominal $p < .05$ was used. However, the results should be interpreted with the point stated above in mind.

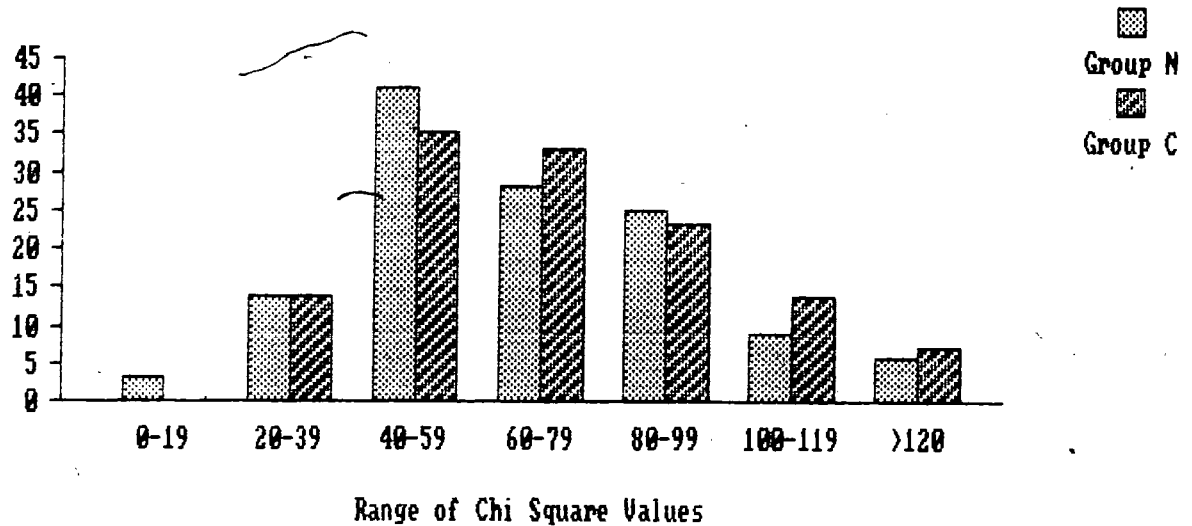
Overview of the results. This section reports Chi Square and correlation statistics. Because these analyses of two groups of 126 descriptors resulted in a large data set, the Chi Squares are presented in tabular form in Appendices C and D. Frequencies of Chi Square values are presented graphically in this chapter. Correlations between Counsellors and Non-counsellors for each descriptor indicate the relationship between the ratings of the two groups.

As high correlations were found between counsellors and non-counsellors for all but three of the descriptors, data for both groups were combined and also analyzed using the same Friedman procedure. Tables for the results of the combined analyses are presented in Appendices E and F, and are presented graphically in this chapter, following the graphs of the comparative analyses.

Descriptors successfully mapped. Figure 4 reports the histogram of the Chi values for both groups. This histogram represents 252 Chi Square values (126 for each of the groups). These Chi Square values can be found in Appendix C.

Figure 4

Frequency and range of Chi-squares for
Counsellor and Non-counsellor groups



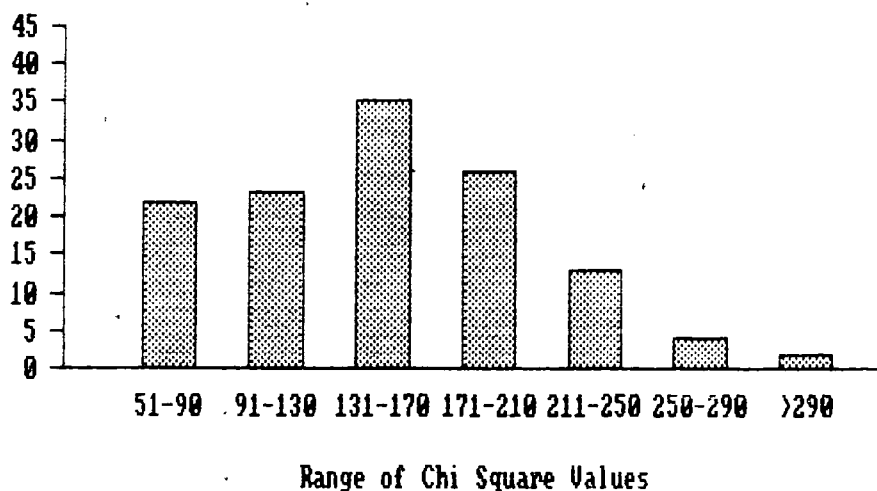
Although most of the 126 descriptors in this study were significantly rated as similar to at least one intention, slightly less than 2% of the descriptors were not. The differences between rankings associated with these descriptors were not sufficiently great to select one intention as a significantly more related to the descriptor than any other. Chi Square values for these descriptors were not statistically significant at the $p < .05$ level.

Mapping the Descriptors using the combined data from both groups. The results of the Friedman analyses of the ratings of both counsellors and non-counsellors combined can be found in Appendix E. The following histogram provides a

summary of the range and frequency of Chi Square values for both groups combined.

Figure 5

Frequency and range of Chi-squares for
-Counsellor and Non-counsellor groups combined (N = 32)



Relationships between the groups. Pearson correlations were used to examine the relationships between groups C and N for each of the descriptors. The resulting correlations, presented in Table 2 were significant for 125 out of 126 descriptors, with $p < .01$, and $df=14$ for each of the correlations. Correlation for the remaining descriptor was $p < .05$, with $df=14$.

Table 2

Correlations between Counsellors' and Non-Counsellors'
similarity ratings of CIL Intentions to Descriptors
1-126.

DESCRIPTOR	DESCRIPTOR	DESCRIPTOR
1 r = .96	13 r = .91	25 r = .98
2 r = .87	14 r = .88	26 r = .95
3 r = .96	15 r = .91	27 r = .86
4 r = .98	16 r = .95	28 r = .94
5 r = .95	17 r = .98	29 r = .94
6 r = .94	18 r = .95	30 r = .82
7 r = .95	19 r = .90	31 r = .91
8 r = .96	20 r = .90	32 r = .86
9 r = .95	21 r = .91	33 r = .94
10 r = .98	22 r = .93	34 r = .95
11 r = .92	23 r = .98	35 r = .91
12 r = .94	24 r = .96	36 r = .79
37 r = .88	49 r = .94	61 r = .91
38 r = .79	50 r = .95	62 r = .79
39 r = .93	51 r = .97	63 r = .72
40 r = .73	52 r = .96	64 r = .83
41 r = .70	53 r = .76	65 r = .88
42 r = .64	54 r = .80	66 r = .75
43 r = .67	55 r = .96	67 r = .69
44 r = .83	56 r = .75	68 r = .71
45 r = .63	57 r = .85	69 r = .88
46 r = .98	58 r = .91	70 r = .58
47 r = .92	59 r = .96	71 r = .84
48 r = .93	60 r = .86	72 r = .86

DF = 14. $p < .01$.

Critical value: .574 (One-tailed Test).

continued...

Table 2 (Continued)

Correlations between Counsellors' and Non-Counsellors' similarity ratings of CIL Intentions to Descriptors 1-126.

DESCRIPTOR	DESCRIPTOR	DESCRIPTOR
73 r = .84	85 r = .97	97 r = .92
74 r = .74	86 r = .94	98 r = .85
75 r = .93	87 r = .73	99 r = .93
76 r = .87	88 r = .85	100 r = .92
77 r = .86	89 r = .84	101 r = .92
78 r = .89	90 r = .83	102 r = .92
79 r = .74	91 r = .95	103 r = .88
80 r = .67	92 r = .99	104 r = .84
81 r = .82	93 r = .96	105 r = .79
82 r = .96	94 r = .93	106 r = .97
83 r = .80	95 r = .87	107 r = .88
84 r = .96	96 r = .95	108 r = .90
109 r = .93	115 r = .89	121 r = .74
110 r = .89	116 r = .92	122 r = .79
111 r = .92	117 r = .72	123 r = .93
112 r = .87	118 r = .86	124 r = .83
113 r = .91	119 r = .49 *	125 r = .57
114 r = .79	120 r = .84	126 r = .84

DF = 14. $p < .01$. Critical value: .574 (One-tailed Test).

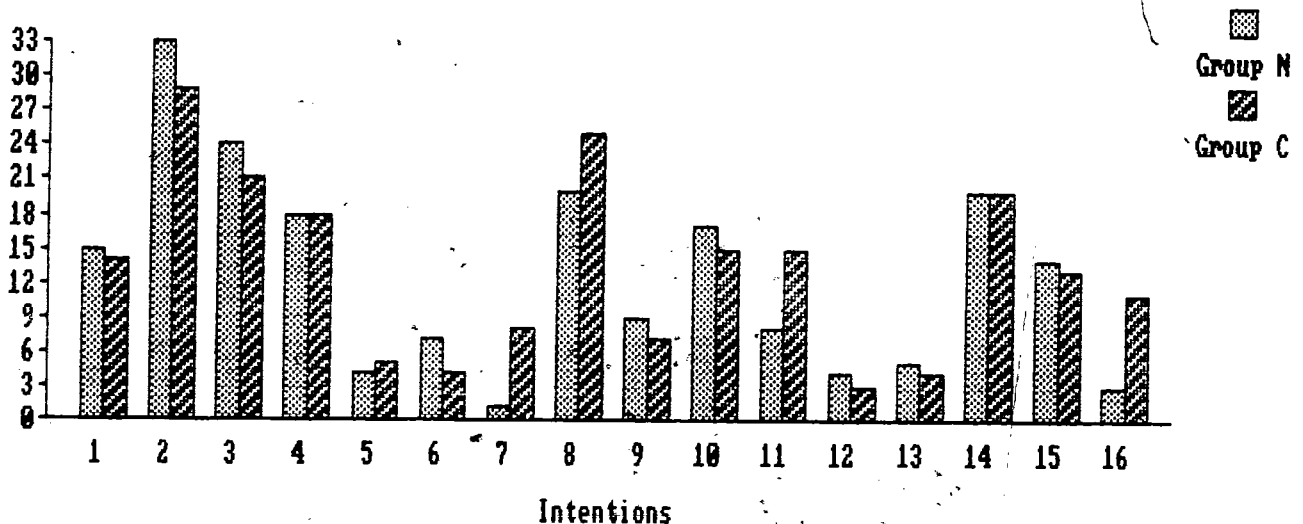
* : $p < .05$

Relating Descriptors to Intentions. Appendix D reports the intentions that were rated as most similar to the 126 descriptors by the two groups. Recall that the highest ranked intention was scored with a value of 6, while intentions that were not selected were assigned a value of 1. Thus, in appendix D, higher mean scores indicate that the raters considered that the descriptor most clearly belonged in that intention category. Figure 6 reports the histogram of ratings for both groups. The values contributing to this histogram are the ratings of intentions that were judged to

be at least moderately similar to the descriptors. Thus, for each group, more than 126 values contribute to this histogram.

Figure 6

Frequencies of Intentions rated as at least moderately similar to Descriptors

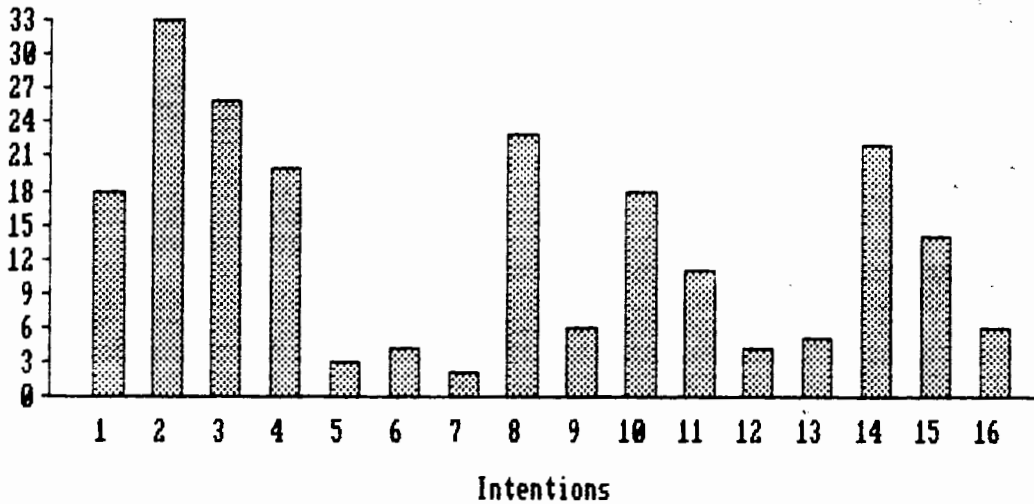


Relating Descriptors to Intentions for the combined

groups. Both groups combined rated at least one intention as similar to all 126 descriptors (see Appendix F). Figure 7 provides summary information about those intentions which were identified as at least moderately similar to descriptors in their respective distributions. As was the case for the two groups, more than 126 values also contribute to the results for the combined data.

Figure 7

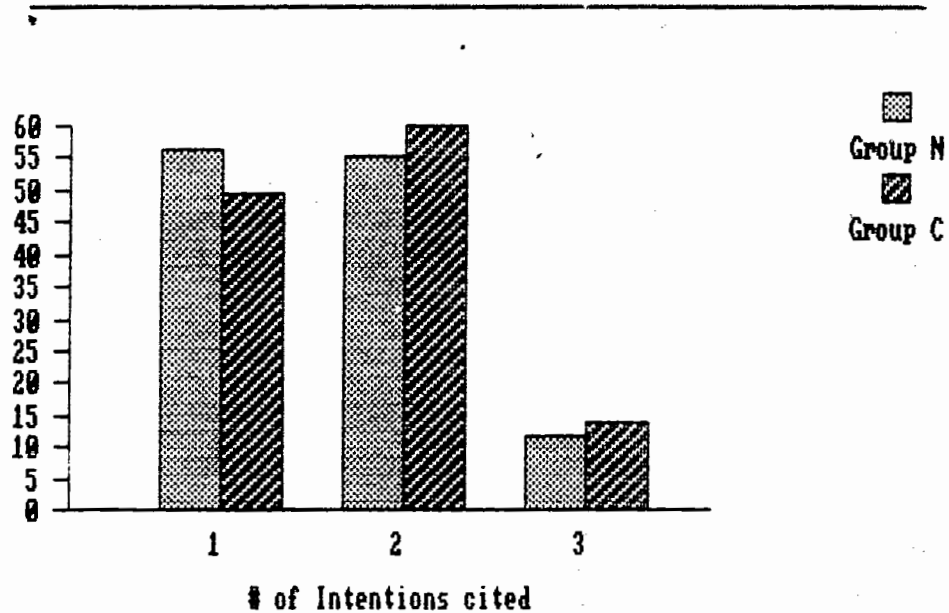
Frequencies of Intentions rated as at least moderately similar to Descriptors
(combined data: N = 32)



There were 49 and 56 instances (for counsellors and non-counsellors respectively) in which one intention was identified as at least moderately similar to a descriptor being rated. Two intentions were cited as at least moderately similar to a descriptor being rated, 60 and 55 times by counsellors and non-counsellors, respectively. Instances in which three intentions were identified as at least moderately similar to a descriptor being examined, totalled 14 and 12 for counsellors and non-counsellors, respectively. Figure 8 summarizes these findings.

Figure 8

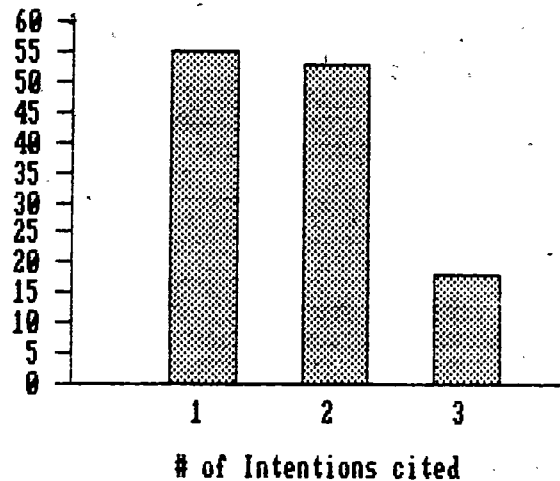
Frequencies of instances in which one, two, or three Intentions were cited as at least moderately similar to a Descriptor being examined



There were 55 instances (for both groups combined) in which one intention was identified as at least moderately similar to a descriptor being rated. Two intentions were cited as at least moderately similar to a descriptor being rated, 53 times by both groups combined. Instances in which three intentions were identified as at least moderately similar to a descriptor being examined, totalled 18 for both groups combined. Figure 9 summarizes these findings.

Figure 9

Frequencies of instances in which one, two, or three Intentions were cited as at least moderately similar to a Descriptor being examined
(combined data: N = 32)

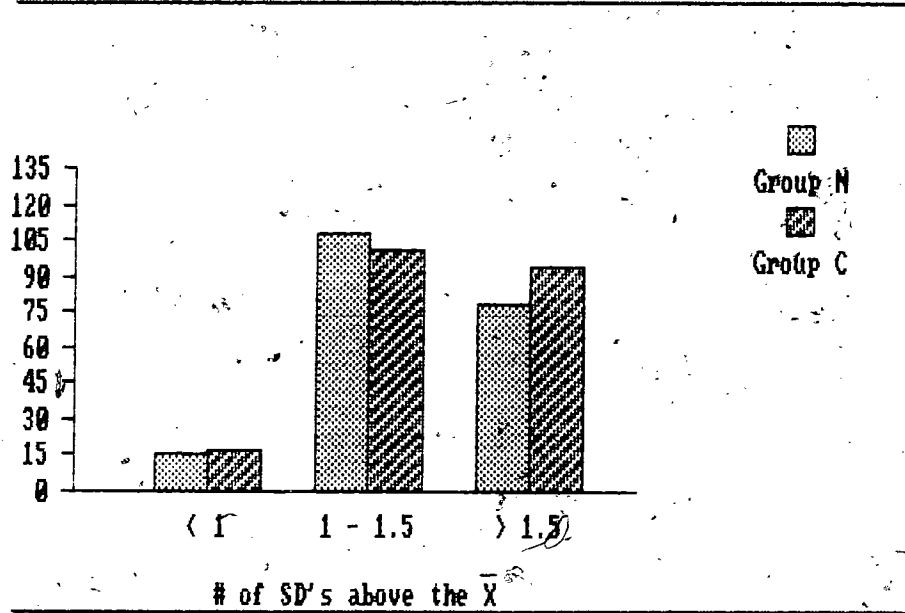


Frequencies of Mean ratings of similarity of Intentions. Those instances in which the mean similarity ratings were below 1 SD, but above .75 SD, of their respective distribution of scores totalled 33 (17 and 16 for counsellors and non-counsellors, respectively). In these instances, intentions were rated as moderately similar to the descriptor being examined. Mean similarity ratings of intentions to descriptors between 1 and 1.5 SD's above the Grand Mean, totalled 209 (101 and 108 for counsellors and non-counsellors, respectively). In these cases, intentions were rated as highly similar to the descriptor being examined. Mean similarity ratings of intentions to descriptors, above 1.5 SD's above the grand mean totalled

172 (94 and 78 for counsellors and non-counsellors, respectively). In these instances, intentions were rated as very highly similar to the descriptor being examined. Figure 10 illustrates these findings.

Figure 10

Frequencies of Mean ratings of similarity for Intentions to Descriptors.

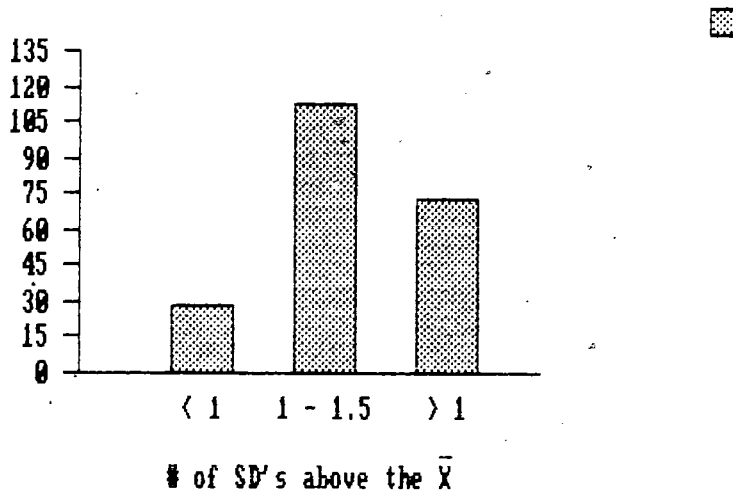


Frequencies of Mean ratings of similarity of Intentions for the combined groups. The instances in which the mean similarity ratings for both groups combined were below 1 SD, but above .75 SD, of their respective distribution of scores totalled 28. In these cases, intentions were rated the same way for the counsellor and non-counsellor groups separately. That is they were rated as moderately similar to the descriptor being examined. Mean similarity ratings of intentions to descriptors between 1, and 1.5 SD's above the Grand Mean, totalled 113. In these

cases, intentions were rated as highly similar to the descriptor being examined. Mean similarity ratings of intentions to descriptors, above 1.5 SD's above the grand mean totalled 73. In these instances, intentions were rated as very highly similar to the descriptor being examined. Figure 11 illustrates these findings.

Figure 11

Frequencies of Mean ratings of similarity
for Intentions to Descriptors.
(combined data: N = 32)



Summary of the results.

Consistently high Chi Squares for almost all the 126 descriptors strongly support the first research hypothesis, which proposes that the CIL contains sufficient intentions to adequately describe almost all of the 126 descriptors derived from Horvath and Marx's (1988), and Kamann's (1989) study. Although no one CIL intention perfectly fit any

descriptor (i.e., with a mean rank of 6), 121 out of 126 descriptors were successfully paired with intentions from the CIL.

Five descriptors were not able to be adequately described by the use of the CIL. They were: 54, 62, 63, 66, and 89. Although descriptors 54 and 66 were not rated as similar to any of the CIL intentions by the counsellors, the non-counsellors associated them in terms of moderate similarity with at least one intention. Similarly, descriptors 62, 63, and 89 were not rated by the non-counsellors as similar to any of the CIL intentions. However, the counsellors rated them as only moderately similar to at least one intention.

In this study, significant differences between groups in selecting intentions as similar to a descriptor were not found. As can be seen by the high correlations presented in Table 1, counsellors and non-counsellors concurred quite strongly in their overall ratings. However, Appendix G, which contains all the descriptors that were rated from moderately to very highly similar to each of the intentions, reveals minor differences between the groups.

The tables in Appendix G demonstrate the scope of the CIL in terms of its ability to map descriptors which in themselves are ambiguous and therefore difficult to capture definitively. Although the descriptors presented in this study were originally meant to describe at least one alternate intention category other than those presented in

the CIL, it is apparent that most are sufficiently ambiguous to invite ratings of similarity with more than one intention. The results demonstrate that often two, and less frequently, three intentions were used to capture a descriptor. This, however, does not discount the possibility that the CIL itself may contain one or more ambiguous categories. That possible problem could be the focus of further research.

CHAPTER V

DISCUSSION

Discussion

The first research question in this study examined the possible existence of undefined intentions. In each instance, the CIL was able to furnish at least one intention to permit strong consensus among respondents in rating a statement from the original study. The results of these findings strongly suggest that the CIL contains sufficient intentions to adequately describe those data derived from Horvath and Marx's (1988) study. The significant Chi Square results for 122 of the 126 descriptors yielded by the Friedman one way analyses of variance suggest that the frequent use of the "other" category was probably induced by factors other than the inadequacy of the CIL categories.

The second research question in this study examined the possibility of differential ratings between the two groups, counsellors and non-counsellors. That is, whether respondents within either group would agree on their selection of descriptors classed as "other". The findings of this study indicate that both groups rated the data similarly. In fact most correlations were consistently greater than $r = .60$.

It is apparent from the results in this study that the CIL is an instrument which does not rely on a grasp of technical language. The findings suggest that terms such as "cathart", "cognitions" and "reinforce change" (Hill &

O'Grady, 1985), or "encode" and "metacognize" (Martin et al., 1986a) are not essential in a counsellor intentions list. It seems evident that the method of describing intentions in the CIL closely approximates Goodman and Dooley's approach to designing their list of help-intended communications (1976). The terms used to describe the CIL intentions can be identified similarly by professionals and lay persons alike.

Counsellor-related factors, such as "jargon" or psychotherapeutic school of thought may not have affected the rating decisions of the subjects in Horvath and Marx's (1988), and Kamann's (1989) study. However, as the statements were almost all identified by both groups as similar to at least one intention, with a high degree of consistency (correlations ranging between $r = .60$ and $r = .90$), the question remains as to why the descriptors were originally classified as "other". One possibility is that the option for "other" may have cued the respondents to consider other possible intentions unnecessarily. In this respect, effectiveness of the instrument may have been reduced.

Another point that may be important addresses the issue of forced choice. In Horvath and Marx's (1989) study, the pressure to choose a pre-defined intention was absent because the "other" category was available. The presence of this option may have allowed the counsellors to define their intentions in conceptual language with which they were

familiar, rather than rely on the categories within the CIL. The differences between counsellors and non-counsellors in terms of their conceptualization of counselling may account for the fact that clients used the CIL with almost no reference to "other" and the counsellors did not. For the clients, the CIL apparently provided a complete range of concepts for defining counsellors' intentions, whereas the counsellors may have been employing several options which they felt were separate from the concepts presented in the CIL's intentions.

In addition to lowered inter-rater reliability and increased variability, inclusion of the category "other" provides an option for counsellors who may be accustomed to defining their activities in terms of one of a limited set of theoretical terms. The problem with such inclusion is that it may defeat the purpose of the inventory to some extent, by allowing the respondent to ignore those intention categories which are provided in the inventory. In Horvath and Marx's (1988) and Kamann's (1989) study this would seem to have been the case, given the proportion of data which was described as "other".

Elliott (1979) and Stiles (1980) discuss counselling outcome in terms of its relationship to congruence between counsellor and client perceptions of the counselling event. If, as suggested above, the provision of "other" may have been instrumental in providing differential descriptions of counsellors' intentions, it is reasonable to suggest that

the effectiveness of a common frame of reference such as the intentions described in CIL is reduced by the inclusion of "other". In this study, with the ambiguity of "other" removed, that possible confound was not present, with the result that all but five out of 126 descriptors were classifiable in terms of the CIL.

On the other hand, the advantage of keeping the "other" category may be revealed with an aggregate of data accumulated over several studies using this instrument. The collection of a large body of data with the provision of "other" may allow the freedom for respondents to explore alternate intentions. as a result of several studies using the CIL, it may become evident that an important but seldom used category could be included into the CIL.

The fact that the raters in this study were able to fit the descriptors into the CIL does not necessarily guarantee that another set of descriptors would be equally amenable to fitting the categories in this inventory. It is also possible that there may not be another important category that has not been included by the CIL. However, given the results of this study, that possibility now appears less likely.

Bias due to level of education. It is important to note that although the participants in one group were non-counsellors, their level of education may have been sufficient to enable them to make interpretations similar to the counsellors. In this respect, bias related to the level

of formal education may have affected the results of this study.

A further study, involving respondents who have training other than a university education may yield different findings. In fact such a study may further test the CIL for its ease of use with lay persons. However, as the task requires higher order use of language in interpreting the relationship between the descriptors and the categories in the CIL, it seems that a prerequisite for respondents would be that they have adequate facility with language in order to be able to participate.

Comments on the methodology used in this study. This study attempted to compromise between exploratory and confirmatory methods of analysis. As yet there is no consensus as to the best approach to problems similar to those described in this study. With this in mind, the results may be regarded with some caution, because there are no exact procedures which take into consideration features such as the freedom to select and rank any five categories out of a possible 16, or the tied ranks described in Chapter IV.

It was mentioned in Chapter IV that the descriptors were treated as separate and mutually exclusive of each other. In this way, the probability of type I error was set at .05. If the ratings had been treated as not independent, the criteria of $p < .0004$, and $p < .0002$ may have been more appropriate.

Summary. As mentioned in Chapter II, one of the problems in science is to be able to reliably define the variables under scrutiny. Variables such as counsellor intentions have yet to be reliably categorized. This study has attempted to contribute to an area of counselling, process research which examines counsellor intentions for their clients.

Horvath and Marx's (1989) and Kamann's (1989) contribution of the CIL to the few existing counsellor intention inventories has attempted to enable clearer identification of counsellors' intentions. The problem of the CIL's validity has been examined in this study. However, given the methodological limitations of this study, it is likely that the instrument should be further examined, using a variety of procedures to determine its validity and reliability.

Appendix A.

126 Descriptors assigned to Int. #17 ("Other") in the CIL.

1. feel joined (with) by me.
2. establish rapport.
3. feel a rapport between us again.
4. feel rapport again (continue to feel rapport).
5. feel more rapport, acceptance.
6. feel that her feelings are validated.
7. feel validated (by me) /be less resistant.
8. feel supported.
9. feel cared about/supported
10. feel reassured.
11. continue to perceive counsellor as caring about feelings.
12. feel comfortable with me.
13. feel equal.
14. become more aware of (the contrast of) what she does to herself.
15. become more aware of the two parts of herself.
16. explore more deeply each side of his internal conflict.
17. experience more deeply the two sides (this side/aspect) of herself.
18. focus and experience more intently one side of his conflict.
19. experience each side of her split more deeply.
20. be more aware of (experience) her internal split.
21. heighten each part of the split.
22. experience more (amplify).
23. experience her stuck feeling more intensely.
24. experience his intrapersonal process.
25. be aware of her intrapersonal conflict at a deep level.
26. experience her impasse at a deep level.
27. work with the different parts of himself represented by the dream.
28. experience a heightened effect.
29. experience a heightened awareness of our interaction.
30. experience a stronger projection.
31. agree on a goal for the session.
32. choose an issue to work on in the session.
33. work with me to find a focal point (of the work) for the session.
34. determine (a) focal point of today's work (for this session).
35. determine (with me) a goal for the session.
36. re-evaluate what she wants to work on in the session.
37. make a decision whether she wanted to go into this issue.
38. choose a direction that she wants.

continued...

Appendix A (continued).

39. make a decision as to what we were going to do.
40. achieve (a sense of) closure for the session.
41. attain closure for the session.
42. feel closure for the session.
43. end the session for today.
44. achieve a sense of closure for the session by having a cognitive framework for the work.
45. feel a sense of closure for the session and for (all of) the therapy.
46. understand the purpose of the sessions.
47. understand the purpose of the therapy.
48. understand the purposes of the type of therapy I'm using.
49. understand the purpose of the therapeutic method.
50. understand importance of the therapy.
51. understand purpose of the exercise.
52. understand the purpose of what we're doing now.
53. know rationale behind confrontation.
54. understand the purpose of accessing his emotions.
55. know (be reassured that) his agenda is more important than mine.
56. have motivation to change.
57. be motivated to work.
58. do some work on the therapy /work harder.
59. push to work faster.
60. work on unfinished business (with mother).
61. start work on this focal point for the session.
62. work on the dream.
63. work on this dream within the limits of the microphone wires.
64. do a task for homework.
65. experience her interpersonal process between now and the next time I see her.
66. be prepared to discuss issues of anger in his childhood in future sessions.
67. (think about and) prepare for closure.
68. consider having another session.
69. make a decision.
70. have a hypnotic suggestion to get reinvolved with life.
71. have permission to play or be less serious.
72. have permission to feel what he is feeling (have his feelings).
73. have permission not to work on therapy.
74. know that she has permission to ask me for help.
75. relax.
76. feel relaxed.
77. be relaxed.
78. settle down and feel relaxed.
79. sum up.
80. summing up of issue.

Continued...

Appendix A (continued).

81. summarize session.
82. reconnect with the initial focus of the session.
83. be very specific about what he has learned over the course of therapy.
84. vent.
85. recognize and separate different actions, thoughts, & feelings he has.
86. become aware of her projection.
87. work with a distant projection of herself.
88. see how she perceives me.
89. see her perception of my difficulty.
90. make explicit her internal process.
91. become more aware of her internal process.
92. be aware of his own process (in interactions).
93. be aware of his own interpersonal process.
94. hear her opinion /take in what she said.
95. access feelings.
96. become more aware of her bodily sensations.
97. make connections between her thoughts and sensations.
98. reduce his self-guilt.
99. have a reduced sense of guilt or of responsibility.
100. give me information on his feelings.
101. share his agenda for the session with me.
102. modify his perceptions.
103. feel confronted by her resistance.
104. move deeper into the session, change direction.
105. return to closing /evaluating what we've done.
106. experience bodily sensations.
107. know my perception of him in the course of therapy.
108. know how I experience him /have feedback.
109. know that I was aware of the intrusion into the session.
110. know my reaction from the last session.
111. know that what's happening to her is impacting on me.
112. know rationale behind confrontation.
113. receive a suggestion from me.
114. put a cognitive framework on the experience she just had.
115. be aware of how present his thoughts /the source of his feelings are.
116. be more aware of her (his own interpersonal) process on a cognitive level.
117. get a cognitive framework for work just done.
118. resolve his conflict.
119. close the conversation between stomach and me.
120. get a more objective view of (his childhood) himself as a child.
121. try something new.

continued...

Appendix A (continued).

122. not to feel invaded by me.
123. act out the two conflicting parts of himself.
124. be more aware of his wife's feelings.
125. focus on positives (not be negative).
126. see happiness as the goal in life.

Appendix B.

Handout to Respondents.

THE TASK.

This task involves SELECTING AND RANKING a sample of 126 descriptions of counsellors' intentions.

In a previous study, involving two counsellors, several counselling sessions were videotaped. Immediately following each counselling session, a counsellor was required to review his or her session which had just been recorded.

At various moments during a replayed session, the tape was stopped, and the counsellor was asked to describe what s/he had intended for the client to do. The descriptions of the counsellors' intentions are presented as "ITEMS" in this study.

You are asked to examine each ITEM in terms of the sixteen intentions in the COUNSELLOR INTENTIONS LIST (CIL). This list will be displayed on the computer's screen.

The task involves choosing five INTENTIONS that you feel have some degree of similarity to each ITEM presented in the screen. After selecting five INTENTIONS, rank your choices from 1 to 5.

A rank of 1 denotes most similar, while a rank of 5 denotes least similar.

*** It is important to remember that the opening statement at the top of the screen: "The counsellor intended for the client to..." is common to the ITEMS and the INTENTIONS.

Just to reassure you, THERE ARE NO CORRECT OR INCORRECT ANSWERS. You are not being examined. Your participation is voluntary, and you are at liberty to quit at any time if you wish.

It is advisable to avoid deliberating over information which is not provided to you directly. Try to limit your responses to about a minute and a half per ITEM.

The following pages give you all the information you need to do this task, and, for the most part, the computer program will 'walk you through' the mechanics of the process.

continued...

Appendix B (continued).

Please take a few minutes to familiarize yourself with this list of COUNSELLOR INTENTIONS. It is identical to the list you will see on the computer screen.

COUNSELLOR INTENTIONS LIST (CIL).

*** The counsellor intended for the client to:

1. RECOGNIZE ACTIONS/ THOUGHTS/ OR FEELINGS AS HIS/HER OWN.
2. BE AWARE OF HIS/HER FEELINGS.
3. MAKE NEW CONNECTIONS (AMONG ACTIONS/ THOUGHTS/FEELINGS).
4. UNDERSTAND THE PURPOSE OF THE SESSION.
5. STOP, OR DO LESS OF SOMETHING.
6. GIVE (THE COUNSELLOR) INFORMATION.
7. QUESTION HIS/HER OWN ACTIONS/ THOUGHTS/ OR FEELINGS.
8. BE MORE PRECISE OR FOCUSED.
9. KNOW WHAT TO DO.
10. FEEL GOOD.
11. EXPERIENCE, OR RELIVE FEELINGS.
12. LEARN HOW TO DO SOMETHING.
13. DO MORE OF SOMETHING.
14. FEEL UNDERSTOOD.
15. HAVE INFORMATION.
16. FEEL MORE HOPEFUL.

continued...

Appendix B (continued).

MECHANICS OF THE TASK.

The task consists of two phases: SELECTING, and RANKING your selections.

SELECTING.

During the SELECTION phase, the computer will present you with a list of Counsellor INTENTIONS (see handout).

This list of INTENTIONS is printed in capitals. The ITEM on the screen above the list will be printed in bold lower case letters (see handout; screen 1).

In the lower left part of the screen, you will see a box with the instruction to:

"SELECT FIVE INTENTIONS
THAT YOU CONSIDER SIMILAR
TO THE ITEM IN BOLD TYPE"

(see handout; screen 1).

Use the MOUSE to move the POINTING FINGER on the screen. Position the pointer in the middle of the little circle (BUTTON) immediately to the right of the INTENTION of your choice (see handout).

CLICK THE MOUSE ONCE to indicate that this is ONE OF THE FIVE INTENTIONS you have selected. You will notice that the button now has a black dot in the middle.

If you decide you don't like that choice, click the pointer on that button again, and the black dot will disappear.

Continue this process until you have SELECTED FIVE INTENTIONS. You can only select 5; no more, no less.

Check your choices and make any necessary adjustments. If you do select more than 5, a DIALOGUE BOX will appear to remind you. Click the button with "OK" to go on with the task.

SEQUENCE OF UNDOING A CHOICE.

1. Click the button you no longer want, then...
2. Move to your new choice, and click that button.

When you have selected five intentions, another button, with the word "RANK" will appear to the right. Move the pointer to that button and click. THE BUTTON WILL FLASH to let you know it has registered your instruction. Once it has flashed you don't need to click it a second time.

continued...

Appendix B (continued).

ONCE YOU HAVE CLICKED THE "RANK" BUTTON, YOU CAN'T UNDO THAT CHOICE.

While you are waiting, some changes will be happening on the screen. The intentions you did not select will temporarily disappear, leaving the five that you did select. Alongside each of the five intentions, a row of five buttons will appear (see handout; screen 2).

RANKING

Ranking is basically the same procedure as the SELECTION phase.

As you see in this handout, each INTENTION has a row of five buttons, numbered from 1 to 5.

In the RIGHT MARGIN, you are instructed to use a rank of 1 as the most similar, and a rank of 5 as the least similar.

As with the selection phase, you can undo a choice by clicking the button that you no longer want.

YOU CAN'T RANK THE SAME INTENTION TWICE, and
YOU CAN'T RANK THE SAME VALUE TO TWO INTENTIONS.

If you have ranked all five and you want to change the position of two choices (i.e., you want rank 4 to be rank 3, and vice versa) you must click off both 3 and 4 before you change the positions (you'll find out why when you try).

After ranking the five intentions, a POINTING HAND, with the word "NEXT", will appear in the right-hand margin. When you click that button, it will flash like the Rank button. You don't need to click it a second time if it has flashed.

ONCE YOU HAVE CLICKED THAT BUTTON, YOU CAN'T UNDO YOUR CHOICE.

There will be a brief pause, then the next ITEM will appear.

As you proceed through the task, a DIALOGUE BOX will periodically let you know how far you have progressed. The last box will tell you that you have only ten to go.

When the last ITEM has been ranked, a card, thanking you for your contribution will appear. There will be a ten second pause, then the program will automatically shut down and eject the disks. When it has done this, a DIALOGUE BOX will tell you that it's safe to shut off the computer.

THANK YOU FOR YOUR TIME.

Appendix C

Chi-Squares for Group C
(Counsellors)
df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
1	119.6716	<.0001	1.94	1.563
2	70.6125	<.0001	1.94	1.584
3	118.4193	<.0001	1.94	1.563
4	118.4193	<.0001	1.94	1.563
5	141.3780	<.0001	1.94	1.563
6	103.8931	<.0001	1.94	1.508
7	104.1688	<.0001	1.94	1.584
8	154.8610	<.0001	1.94	1.563
9	135.2908	<.0001	1.94	1.538
10	133.3633	<.0001	1.94	1.563
11	101.7429	<.0001	1.94	1.563
12	116.8125	<.0001	1.94	1.584
13	110.0750	<.0001	1.94	1.584
14	65.9621	<.0001	1.94	1.508
15	50.4459	<.0001	1.94	1.538
16	59.1923	<.0001	1.94	1.428
17	47.9769	<.0001	1.94	1.428
18	45.0000	<.0001	1.94	1.538
19	77.9862	<.0001	1.94	1.508
20	89.8207	<.0001	1.94	1.508
21	33.4385	<.0065	1.94	1.428
22	74.6103	<.0001	1.94	1.508
23	42.3333	<.0003	1.94	1.372
24	94.5621	<.0001	1.94	1.508
25	57.6333	<.0001	1.94	1.372
26	77.2829	<.0001	1.94	1.472
27	78.7448	<.0001	1.94	1.508
28	59.0586	<.0001	1.94	1.508
29	66.4073	<.0001	1.94	1.563
30	64.2566	<.0001	1.94	1.472

Appendix C (continued)

Chi-Squares for Group C
(Counsellors)
df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
31	101.3046	<.0001	1.94	1.563
32	75.0064	<.0001	1.94	1.563
33	83.9812	<.0001	1.94	1.563
34	79.6399	<.0001	1.94	1.563
35	83.2533	<.0001	1.94	1.472
36	72.5375	<.0001	1.94	1.584
37	37.5211	<.0013	1.94	1.563
38	60.2875	<.0001	1.94	1.584
39	62.8592	<.0001	1.94	1.563
40	50.1375	<.0001	1.94	1.584
41	59.0840	<.0001	1.94	1.603
42	46.8092	<.0001	1.94	1.603
43	32.9875	<.0075	1.94	1.584
44	44.0563	<.0002	1.94	1.584
45	37.6046	<.0009	1.94	1.563
46	105.2847	<.0001	1.94	1.538
47	77.1138	<.0001	1.94	1.508
48	123.7898	<.0001	1.94	1.538
49	96.7750	<.0001	1.94	1.584
50	77.3130	<.0001	1.94	1.603
51	83.5561	<.0001	1.94	1.538
52	124.7313	<.0001	1.94	1.584
53	73.5000	<.0001	1.94	1.584
54	23.0362	<.0612	1.94	1.563
55	111.1560	<.0001	1.94	1.563
56	31.1500	<.0090	1.94	1.584
57	72.1875	<.0001	1.94	1.584
58	57.5296	<.0001	1.94	1.538
59	113.7214	<.0001	1.94	1.538
60	53.4704	<.0001	1.94	1.538

Appendix C (continued)

Chi-Squares for Group C
(Counsellors)
df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
61	112.0743	<.0001	1.94	1.563
62	53.8844	<.0001	1.94	1.563
63	39.6214	<.0006	1.94	1.538
64	46.2673	<.0001	1.94	1.538
65	36.6414	<.0030	1.94	1.508
66	26.0417	<.0410	1.94	1.563
67	35.0875	<.0045	1.94	1.584
68	64.4427	<.0001	1.94	1.603
69	44.3252	<.0002	1.94	1.563
70	43.5750	<.0002	1.94	1.584
71	50.9688	<.0001	1.94	1.584
72	79.4729	<.0001	1.94	1.563
73	27.4750	<.0300	1.94	1.584
74	54.3853	<.0001	1.94	1.563
75	86.8875	<.0001	1.94	1.584
76	52.1312	<.0001	1.94	1.563
77	87.1145	<.0001	1.94	1.603
78	66.1374	<.0001	1.94	1.603
79	40.5683	<.0006	1.94	1.563
80	58.4885	<.0001	1.94	1.603
81	82.6781	<.0001	1.94	1.603
82	90.2844	<.0001	1.94	1.563
83	66.5000	<.0001	1.94	1.584
84	114.3625	<.0001	1.94	1.584
85	88.0000	<.0001	1.94	1.508
86	92.0966	<.0001	1.94	1.508
87	62.5483	<.0001	1.94	1.508
88	22.8345	<.0978	1.94	1.508
89	36.8950	<.0025	1.94	1.563
90	59.1345	<.0001	1.94	1.508

Appendix C (continued)

Chi-Squares for Group C
(Counsellors) df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
91	88.6809	<.0001	1.94	1.472
92	98.4507	<.0001	1.94	1.472
93	56.6667	<.0001	1.94	1.372
94	58.4500	<.0001	1.94	1.584
95	76.4308	<.0001	1.94	1.428
96	63.2434	<.0001	1.94	1.472
97	85.5692	<.0001	1.94	1.428
98	77.4673	<.0001	1.94	1.538
99	58.8031	<.0001	1.94	1.538
100	86.8900	<.0001	1.94	1.538
101	54.8849	<.0001	1.94	1.472
102	92.7414	<.0001	1.94	1.508
103	78.4034	<.0001	1.94	1.508
104	69.6216	<.0001	1.94	1.563
105	52.3053	<.0001	1.94	1.603
106	76.3059	<.0001	1.94	1.472
107	75.0482	<.0001	1.94	1.563
108	66.6578	<.0001	1.94	1.563
109	124.7634	<.0001	1.94	1.603
110	86.8438	<.0001	1.94	1.584
111	94.6260	<.0001	1.94	1.603
112	82.4688	<.0001	1.94	1.584
113	77.3440	<.0001	1.94	1.563
114	81.0688	<.0001	1.94	1.584
115	73.0931	<.0001	1.94	1.508
116	59.7336	<.0001	1.94	1.472
117	58.8518	<.0001	1.94	1.563
118	84.6412	<.0001	1.94	1.603
119	34.3875	<.0050	1.94	1.584
120	49.7694	<.0001	1.94	1.538
121	76.5344	<.0001	1.94	1.603
122	40.5802	<.0004	1.94	1.603
123	90.5204	<.0001	1.94	1.538
124	56.8586	<.0001	1.94	1.508
125	58.3379	<.0001	1.94	1.508
126	57.4326	<.0001	1.94	1.563

Appendix C₁Chi-Squares for Group N
(Non-Counsellors)
df=15

DESCR.	CHI-Sq.	P	\bar{X}	SD
1	89.8252	<.0001	1.94	1.563
2	57.2688	<.0001	1.94	1.584
3	103.6929	<.0001	1.94	1.538
4	125.4750	<.0001	1.94	1.584
5	127.7938	<.0001	1.94	1.584
6	103.8927	<.0001	1.94	1.563
7	99.6183	<.0001	1.94	1.603
8	132.4750	<.0001	1.94	1.584
9	101.3847	<.0001	1.94	1.538
10	121.0491	<.0001	1.94	1.563
11	96.8188	<.0001	1.94	1.584
12	114.3188	<.0001	1.94	1.584
13	55.3438	<.0001	1.94	1.584
14	82.1678	<.0001	1.94	1.472
15	49.1966	<.0001	1.94	1.508
16	57.8480	<.0001	1.94	1.538
17	66.2051	<.0001	1.94	1.538
18	30.4605	<.0110	1.94	1.472
19	64.2172	<.0001	1.94	1.508
20	91.8735	<.0001	1.94	1.538
21	46.8448	<.0001	1.94	1.508
22	65.9265	<.0001	1.94	1.538
23	78.1837	<.0001	1.94	1.538
24	90.8158	<.0001	1.94	1.472
25	98.5069	<.0001	1.94	1.508
26	72.5241	<.0001	1.94	1.508
27	32.1276	<.0085	1.94	1.508
28	65.2414	<.0001	1.94	1.508
29	56.5688	<.0001	1.94	1.584
30	59.7184	<.0001	1.94	1.538

Appendix C₁ (Continued)

Chi-Squares for Group N
(Non-Counsellors)
df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
31	89.5748	<.0001	1.94	1.563
32	36.5173	<.0019	1.94	1.538
33	88.2918	<.0001	1.94	1.538
34	78.5020	<.0001	1.94	1.538
35	83.0628	<.0001	1.94	1.563
36	54.2663	<.0001	1.94	1.538
37	42.3633	<.0003	1.94	1.563
38	61.3500	<.0001	1.94	1.538
39	77.5420	<.0001	1.94	1.603
40	40.3969	<.0005	1.94	1.603
41	50.9688	<.0001	1.94	1.584
42	36.6445	<.0016	1.94	1.563
43	47.9986	<.0001	1.94	1.563
44	59.7710	<.0001	1.94	1.603
45	37.8000	<.0010	1.94	1.584
46	125.8913	<.0001	1.94	1.563
47	130.5938	<.0001	1.94	1.584
48	96.6294	<.0001	1.94	1.563
49	92.6220	<.0001	1.94	1.563
50	93.3625	<.0001	1.94	1.584
51	96.4102	<.0001	1.94	1.538
52	106.6378	<.0001	1.94	1.538
53	32.8041	<.0080	1.94	1.563
54	43.0063	<.0002	1.94	1.584
55	64.2552	<.0001	1.94	1.508
56	42.1313	<.0003	1.94	1.584
57	51.0041	<.0001	1.94	1.563
58	90.8069	<.0001	1.94	1.508
59	101.9020	<.0001	1.94	1.538
60	34.9653	<.0020	1.94	1.538

Appendix C₁ (Continued)

Chi-Squares for Group N
(Non-Counsellors)
df=15

DESCR.	CHI-Sq.	P	\bar{X}	SD
61	103.6438	<.0001	1.94	1.584
62	19.2459	<.2010	1.94	1.538
63	17.9414	<.2800	1.94	1.508
64	64.9463	<.0001	1.94	1.563
65	35.8069	<.0020	1.94	1.508
66	32.2034	<.0086	1.94	1.508
67	56.3938	<.0001	1.94	1.584
68	30.3625	<.0120	1.94	1.584
69	40.5683	<.0005	1.94	1.563
70	43.0992	<.0002	1.94	1.603
71	42.2748	<.0003	1.94	1.603
72	37.3133	<.0014	1.94	1.538
73	47.9569	<.0001	1.94	1.563
74	46.5376	<.0001	1.94	1.563
75	66.7830	<.0001	1.94	1.563
76	101.6794	<.0001	1.94	1.603
77	58.7125	<.0001	1.94	1.584
78	61.4399	<.0001	1.94	1.563
79	54.1625	<.0001	1.94	1.584
80	38.0153	<.0009	1.94	1.603
81	57.5267	<.0001	1.94	1.603
82	87.8500	<.0001	1.94	1.584
83	89.3375	<.0001	1.94	1.584
84	84.2828	<.0001	1.94	1.508
85	76.1192	<.0001	1.94	1.508
86	94.3408	<.0001	1.94	1.538
87	45.4714	<.0001	1.94	1.538
88	32.4310	<.0085	1.94	1.508
89	17.4103	<.2900	1.94	1.508
90	53.4375	<.0001	1.94	1.472

Appendix C₁ (Continued)Chi-Squares for Group N
(Non-Counsellors) df=15

DESCR.	CHI-Sq.	p	\bar{X}	SD
91	62.0308	<.0001	1.94	1.428
92	73.6645	<.0001	1.94	1.472
93	116.7517	<.0001	1.94	1.508
94	42.4813	<.0002	1.94	1.584
95	72.5621	<.0001	1.94	1.508
96	63.2690	<.0001	1.94	1.508
97	70.6612	<.0001	1.94	1.472
98	55.1418	<.0001	1.94	1.538
99	46.9837	<.0001	1.94	1.538
100	90.2844	<.0001	1.94	1.563
101	98.7583	<.0001	1.94	1.563
102	81.5183	<.0001	1.94	1.563
103	99.6337	<.0001	1.94	1.538
104	56.7337	<.0001	1.94	1.538
105	47.6875	<.0001	1.94	1.584
106	77.2286	<.0001	1.94	1.538
107	55.6031	<.0001	1.94	1.603
108	67.5500	<.0001	1.94	1.584
109	89.9542	<.0001	1.94	1.603
110	70.6563	<.0001	1.94	1.584
111	60.1125	<.0001	1.94	1.584
112	63.3938	<.0001	1.94	1.584
113	60.5216	<.0001	1.94	1.563
114	58.3053	<.0001	1.94	1.603
115	84.0552	<.0001	1.94	1.508
116	72.3345	<.0001	1.94	1.508
117	48.9170	<.0001	1.94	1.563
118	49.1724	<.0001	1.94	1.538
119	53.9542	<.0001	1.94	1.603
120	41.9694	<.0003	1.94	1.538
121	62.9844	<.0001	1.94	1.563
122	47.8168	<.0001	1.94	1.603
123	60.6517	<.0001	1.94	1.508
124	59.1500	<.0001	1.94	1.584
125	39.0239	<.0007	1.94	1.563
126	50.2688	<.0001	1.94	1.584

Appendix D

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC 1.	10	3.88	10	3.81	
	14	5.44 *	14	5.13 *	
	16	3.81			
DESC 2.	14	4.56 *	14	4.31 *	
DESC 3.	10	4.00	10	4.31 *	
	14	5.63 *	14	5.25 *	
DESC 4.	10	3.69	10	4.38 *	
	14	5.50 *	14	5.19 *	
	16	3.56			
DESC 5.	10	3.88	10	4.25	
	14	5.75 *	14	5.00 *	
	16	4.06			
DESC 6.	14	5.81 *	10	3.81	
			14	5.38 *	
DESC 7.	14	5.38 *	14	5.13 *	
DESC 8.	10	3.81	10	3.94	
	14	5.63 *	14	5.56 *	
	16	4.69 *	16	3.50 -	
DESC 9.	10	3.94	10	4.56 *	
	14	5.69 *	14	4.88 *	
	16	4.19			

Ranking Scale: 1 (least similar) to 6 (most similar).

For each Descriptor, mean ranks with no asterisk fall at least 1 Sd above the Grand Mean of its respective distribution of ranks.

Mean ranks with an asterisk fall 1.5 Sd's or more above the Grand Mean of its respective distribution of ranks.

Mean ranks with a minus sign (-) fall just below 1 Sd of its distribution.

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC 10.	10	10	3.88	10	4.31
		14	5.06 *	14	5.00 *
		16	4.69 *	16	4.00
DESC 11.	14	14	5.56 *	10	3.63
		16	3.50	14	4.88 *
DESC 12.	10	10	4.00	10	4.63 *
		14	5.19 *	14	5.13 *
DESC 13.	10	10	4.50 *	10	3.94
		14	4.56 *	14	3.69
DESC 14.	3	3	4.25	1	3.94
		7	3.94	2	4.63 *
				3	4.19 *
DESC 15.	3	3	3.75	2	3.75
				3	4.00
DESC 16.	2	2	3.81	2	3.69
		3	4.00	3	3.88
DESC 17.	2	2	4.31	2	4.00
				3	3.69
DESC 18.	2	2	3.25 -	3	3.19 -
		8	3.19 -	8	3.19 -
				11	3.19 -
DESC 19.	2	2	4.00	2	4.06
		11	4.00	3	3.56
DESC 20.	1	1	4.19	1	3.88
		2	4.44 *	2	4.63 *
				3	3.88
DESC 21.	3	3	3.50 -	3	3.81
DESC 22.	2	2	4.50 *	11	4.13
		11	4.31 *	13	3.88

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC 23.	2	4.56 *		2	4.31 *
	11	4.19 *		11	4.00
DESC 24.	1	4.00 *		1	4.63 *
	2	4.44 *		2	4.56 *
	11	4.13 *			
DESC 25.	2	4.75 *		1	3.81
	11	4.00 *		2	5.13 *
				11	3.81
DESC 26.	2	4.31 *		2	4.44 *
	11	4.81 *		11	4.13
DESC 27.	1	3.81		3	3.88
	3	4.69 *			
DESC 28.	2	4.19		2	4.25 *
	11	3.88		11	4.13
DESC 29.	2	3.69		2	4.00
	3	3.88		3	3.38 -
DESC 30.	1	4.25 *		3	3.69
	11	4.19 *			
DESC 31.	4	5.25 *		4	4.25
	8	3.56		8	4.50 *
DESC 32.	8	4.25		8	3.94
	9	3.81			
DESC 33.	4	3.75		4	4.31 *
	6	3.50		6	3.63
	8	4.50 *		8	4.38 *
DESC 34.	4	4.00		4	4.31 *
	6	3.44		8	4.56 *
	8	4.19			

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC 35.	4	5.25 *	4	4.25	
	8	3.94	8	4.25	
DESC 36.	7	3.63	4	3.50	
	8	4.13	8	4.13	
DESC 37.	8	3.31 -	2	3.38 -	
DESC 38.	8	4.19	8	4.63 *	
	9	3.56	9	3.63	
DESC 39.	8	4.38 *	8	4.25	
			9	3.81	
DESC 40.	4	3.38 -	9	3.44 -	
	8	3.38 -			
DESC 41.	8	4.00	9	3.75	
DESC 42.	14	3.63	4	3.63	
DESC 43.	5	3.44 -	9	4.31 *	
DESC 44.	8	3.13 -	3	3.63	
DESC 45.	16	3.50	9	3.50	
DESC 46.	4	5.63 *	4	5.69 *	
			9	3.56	
DESC 47.	4	4.69 *	4	5.56 *	
	15	4.25 *	15	4.00	
DESC 48.	4	5.25 *	4	5.06 *	
	9	3.81	15	4.19	
	5	4.44 *			
DESC 49.	4	4.50 *	4	5.13 *	
	15	4.06	15	3.56	
DESC 50.	4	4.63 *	4	5.06 *	
	15	3.38	15	3.81	

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC	51.	4 9	4.63 * 3.69	4 9	4.56 * 4.06
DESC	52.	4 8	5.38 * 3.63	4 15	5.38 * 3.69
DESC	53.	4 15	3.69 4.19	4	3.13 -
DESC	54.	Not significant		4	3.38 -
DESC	55.	14 15	5.25 * 3.50	14 15	4.50 * 3.56
DESC	56.	16	3.06 -	3	3.50
DESC	57.	8 13	3.69 4.31 *	8 13	3.75 3.75
DESC	58.	8 13	3.81 4.25 *	8 13	4.63 * 5.06 *
DESC	59.	8 13	5.00 * 5.13 *	8 13	4.50 * 4.94 *
DESC	60.	3	3.94	2	3.50
DESC	61.	8 9	5.38 * 3.56	4 8 9	3.81 4.44 * 4.00
DESC	62.	3 11	3.88 3.75	Not Significant	
DESC	63.	11	3.56	Not Significant	
DESC	64.	12	4.25	12	3.75
DESC	65.	2	3.56	2	4.31 *
DESC	66.	Not significant		2	3.50

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC	67.	8	3.81	8	3.50
DESC	68.	13	3.13 -	2	3.19 -
DESC	69.	9	3.44 -	8	3.56
DESC	70.	9	3.38 -	3	3.63
DESC	71.	10	4.44 *	10	3.88
DESC	72.	2	4.31 *	2	3.69
		11	3.75		
DESC	73.	5	3.25 -	5	3.69
DESC	74.	14	3.69	14	3.50
DESC	75.	10	5.13 *	10	4.81 *
DESC	76.	10	4.56 *	10	4.94 *
				14	3.44 -
DESC	77.	10	4.81 *	10	4.56 *
DESC	78.	10	4.00	10	4.44 *
DESC	79.	8	3.50	6	3.63
				8	3.50
DESC	80.	8	4.13	8	3.50 -
DESC	81.	4	3.69	6	3.56
		8	4.13		
DESC	82.	4	4.25	4	4.63 *
		8	4.69 *	8	3.75
DESC	83.	8	4.63 *	6	3.63
				8	4.81 *
DESC	84.	2	4.94 *	2	4.94 *
		11	4.19	11	4.56 *

Appendix D. (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

		COUNS.		N-COUNS.	
		Int.	Mean Rank	Int.	Mean Rank
DESC 85.	1	4.44 *		1	4.69 *
	2	4.06		2	4.69 *
	3	4.00			
DESC 86.	1	5.00 *		1	4.75 *
	2	4.06		2	4.19
				3	3.56
DESC 87.	2	4.00		12	3.50
	7	3.56			
DESC 88.	2	3.31 -		2	3.88
DESC 89.	3	3.25 -		Not Significant	
DESC 90.	2	4.13		2	3.75
	1	3.50		6	4.25 *
DESC 91.	1	4.44 *		2	5.44 *
	2	5.13 *			
DESC 92.	1	4.75 *		1	4.31 *
	2	5.00 *		2	4.50 *
				3	3.81
DESC 93.	1	4.38 *		1	4.94 *
	2	4.69 *		2	5.38 *
DESC 94.	15	4.44 *		15	3.94
DESC 95.	2	4.69 *		1	3.63
	11	4.50 *		2	4.94 *
DESC 96.	1	4.25 *		1	4.50 *
	2	4.69 *		2	3.88
DESC 97.	3	5.94 *		3	5.25 *
DESC 98.	5	4.75 *		5	4.44 *
	7	3.50			
DESC 99.	5	4.19		5	3.81

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

	COUNS.		N-COUNS.	
	Int.	Mean Rank	Int.	Mean Rank
DESC 100.	2	4.31 *	2	4.13
	6	4.75 *	6	4.94 *
DESC 101.	6	4.69 *	6	5.75 *
	4	3.63		
DESC 102.	3	4.69 *	3	4.50 *
	7	5.13 *	7	3.94
DESC 103.	7	5.00 *	1	4.13
			2	3.94
			3	3.94
DESC 104.	3	3.94	3	4.38 *
	7	3.75		
	8	3.75		
DESC 105.	4	3.50	8	3.56
DESC 106.	1	3.75	1	4.19
	2	5.00 *	2	4.31 *
	11	3.75		
DESC 107.	14	4.56 *	14	3.44
	15	3.94	15	3.81
DESC 108.	14	4.00	15	4.31 *
	15	4.25		
DESC 109.	14	4.31	14	4.00
	15	5.38 *	15	4.69 *
DESC 110.	15	5.06 *	15	4.81 *
DESC 111.	15	5.00 *	14	3.43 -
			15	4.00
DESC 112.	4	3.69	4	3.94
	15	4.44 *	15	3.63
DESC 113.	15	4.81 *	15	3.94

Appendix D (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.

	COUNS.		N-COUNS.	
	Int.	Mean Rank	Int.	Mean Rank
DESC 114.	3	5.13 *	3	3.81
DESC 115.	1	3.69	1	3.94
	2	4.25 *	2	4.94 *
DESC 116.	1	4.00	1	4.38 *
	3	4.50 *	2	3.69
			3	3.81
DESC 117.	3	4.38 *	12	3.31 -
DESC 118.	3	4.75 *	3	3.94
	7	3.50		
DESC 119.	3	3.13 -	5	3.44 -
DESC 120.	3	3.63	3	3.69
DESC 121.	12	4.75 *	12	4.50 *
DESC 122.	14	3.44 -	14	3.44 -
DESC 123.	2	3.94	1	4.13
	3	3.69	11	3.81
	11	4.06		
DESC 124.	12	4.56 *	13	3.63
	3	3.63		
DESC 125.	16	4.81 *	10	3.75
DESC 126.	10	3.63	16	4.00
	16	4.25		

Appendix E

Chi-Squares for Groups C & N Combined
df=31

DESCR.	CHI-Sq.	P	\bar{X}	SD
1	225.9250	<.0001	1.94	1.583
2	118.3875	<.0001	1.94	1.583
3	251.8906	<.0001	1.94	1.583
4	252.0000	<.0001	1.94	1.583
5	274.5750	<.0001	1.94	1.583
6	223.7521	<.0001	1.94	1.561
7	208.0763	<.0001	1.94	1.601
8	293.6938	<.0001	1.94	1.583
9	277.7688	<.0001	1.94	1.583
10	298.8550	<.0001	1.94	1.601
11	211.7719	<.0001	1.94	1.583
12	245.3817	<.0001	1.94	1.601
13	171.0687	<.0001	1.94	1.601
14	168.8235	<.0001	1.94	1.536
15	120.8344	<.0001	1.94	1.561
16	145.4036	<.0001	1.94	1.536
17	145.8015	<.0001	1.94	1.536
18	109.3342	<.0001	1.94	1.561
19	153.3827	<.0001	1.94	1.536
20	181.8367	<.0001	1.94	1.536
21	94.8845	<.0001	1.94	1.507
22	164.3725	<.0001	1.94	1.561
23	187.1016	<.0001	1.94	1.561
24	216.5985	<.0001	1.94	1.536
25	192.3672	<.0001	1.94	1.507
26	200.4177	<.0001	1.94	1.561
27	96.9517	<.0001	1.94	1.507
28	179.6375	<.0001	1.94	1.583
29	143.1069	<.0001	1.94	1.601
30	148.7606	<.0001	1.94	1.561

Appendix E (continued)

Chi-Squares for Groups C & N Combined
df=31

DESCR.	CHI-Sq.	p	\bar{X}	SD
31	202.1031	<.0001	1.94	1.583
32	125.6719	<.0001	1.94	1.583
33	176.5615	<.0001	1.94	1.561
34	163.3498	<.0001	1.94	1.561
35	191.1716	<.0001	1.94	1.561
36	145.8550	<.0001	1.94	1.601
37	89.2281	<.0001	1.94	1.583
38	129.1281	<.0001	1.94	1.583
39	152.7710	<.0001	1.94	1.601
40	84.7328	<.0001	1.94	1.601
41	99.6412	<.0001	1.94	1.601
42	80.7939	<.0001	1.94	1.601
43	71.9031	<.0001	1.94	1.583
44	101.9313	<.0001	1.94	1.601
45	67.5063	<.0001	1.94	1.583
46	240.0736	<.0001	1.94	1.561
47	230.4969	<.0001	1.94	1.583
48	245.3938	<.0001	1.94	1.583
49	193.7906	<.0001	1.94	1.583
50	174.9618	<.0001	1.94	1.601
51	197.9757	<.0001	1.94	1.561
52	250.6000	<.0001	1.94	1.583
53	112.8779	<.0001	1.94	1.601
54	64.4656	<.0001	1.94	1.583
55	212.6469	<.0001	1.94	1.583
56	76.5344	<.0001	1.94	1.601
57	137.7023	<.0001	1.94	1.601
58	169.0686	<.0001	1.94	1.561
59	234.2296	<.0001	1.94	1.561
60	113.1594	<.0001	1.94	1.583

Appendix E (continued)

Chi-Squares for Groups C & N Combined
df=31

DESCR.	CHI-Sq.	P	\bar{X}	SD
61	216.3875	<.0001	1.94	1.583
62	68.3824	<.0001	1.94	1.561
63	51.4255	<.0001	1.94	1.536
64	142.0305	<.0001	1.94	1.601
65	83.0235	<.0001	1.94	1.536
66	62.6654	<.0001	1.94	1.561
67	89.4275	<.0001	1.94	1.601
68	61.3053	<.0001	1.94	1.601
69	94.3906	<.0001	1.94	1.583
70	74.4275	<.0001	1.94	1.601
71	92.2443	<.0001	1.94	1.601
72	113.0076	<.0001	1.94	1.561
73	74.6813	<.0001	1.94	1.583
74	116.9771	<.0001	1.94	1.601
75	156.8875	<.0001	1.94	1.583
76	158.4504	<.0001	1.94	1.601
77	142.8779	<.0001	1.94	1.601
78	137.2443	<.0001	1.94	1.601
79	88.0250	<.0001	1.94	1.583
80	79.6489	<.0001	1.94	1.601
81	129.3664	<.0001	1.94	1.601
82	203.4504	<.0001	1.94	1.601
83	155.9542	<.0001	1.94	1.601
84	227.3906	<.0001	1.94	1.583
85	210.1316	<.0001	1.94	1.536
86	236.1188	<.0001	1.94	1.583
87	96.8923	<.0001	1.94	1.536
88	65.5531	<.0001	1.94	1.536
89	62.9158	<.0001	1.94	1.561
90	109.2224	<.0001	1.94	1.507

Appendix E (continued)

Chi-Squares for Groups C & N Combined
df=31

DESCR.	CHI-Sq.	p	\bar{X}	SD
91	181.0069	<.0001	1.94	1.507
92	169.8355	<.0001	1.94	1.471
93	206.1552	<.0001	1.94	1.507
94	111.8473	<.0001	1.94	1.601
95	181.5781	<.0001	1.94	1.536
96	174.7039	<.0001	1.94	1.561
97	184.2879	<.0001	1.94	1.507
98	138.8048	<.0001	1.94	1.561
99	137.9000	<.0001	1.94	1.583
100	179.2748	<.0001	1.94	1.561
101	176.7702	<.0001	1.94	1.561
102	208.2500	<.0001	1.94	1.583
103	175.3699	<.0001	1.94	1.536
104	141.1375	<.0001	1.94	1.583
105	96.3664	<.0001	1.94	1.601
106	194.6362	<.0001	1.94	1.561
107	138.2519	<.0001	1.94	1.601
108	152.9642	<.0001	1.94	1.601
109	206.2672	<.0001	1.94	1.601
110	165.8473	<.0001	1.94	1.601
111	155.4733	<.0001	1.94	1.601
112	152.8397	<.0001	1.94	1.601
113	148.3344	<.0001	1.94	1.583
114	131.8626	<.0001	1.94	1.601
115	167.3709	<.0001	1.94	1.536
116	156.7653	<.0001	1.94	1.536
117	106.0719	<.0001	1.94	1.583
118	149.0611	<.0001	1.94	1.601
119	70.9008	<.0001	1.94	1.601
120	98.8149	<.0001	1.94	1.561
121	137.0153	<.0001	1.94	1.601
122	79.5344	<.0001	1.94	1.601
123	154.3974	<.0001	1.94	1.536
124	131.4031	<.0001	1.94	1.583
125	86.7511	<.0001	1.94	1.561
126	105.9625	<.0001	1.94	1.583

Appendix F

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126
(combined data for Groups C & N).

		Int.	Mean Rank
DESC 1.		10	3.85
		14	5.28 *
DESC 2.		14	4.44 *
DESC 3.		10	4.16 *
		14	5.44 *
DESC 4.		10	4.03
		14	5.34 *
DESC 5.		10	4.06
		14	5.63 *
		16	3.50 -
DESC 6.		14	5.59 *
		10	3.56
DESC 7.		14	5.25 *
DESC 8.		10	3.87
		14	5.59 *
		16	4.09
DESC 9.		10	4.25
		14	5.28 *
		16	3.66
DESC 10.		10	4.09
		14	5.03 *
		16	4.34 *

Ranking Scale: 1 (least similar) to 6 (most similar).

Mean ranks with no asterisk fall at least 1 Sd above the Grand Mean of the distribution of ranks for each Descriptor.

Mean ranks with an asterisk fall 1.5 Sd's or more, above the Grand Mean of its respective distribution of ranks.

Mean ranks with a minus sign (-) fall just below 1 Sd of its distribution.

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups G & N).

		<u>Int.</u>	<u>Mean Rank</u>
DESC 11.		10	3.47 -
		14	5.22 *
DESC 12.		10	4.31
		14	5.15 *
DESC 13.		10	4.22
		14	4.13
DESC 14.		1	3.47
		2	4.00
		3	4.22
DESC 15.		2	3.34 -
		3	3.88
DESC 16.		1	3.38
		2	3.75
		3	3.94
DESC 17.		1	3.53
		2	4.16
		3	3.53
DESC 18.		2	3.19 -
		8	3.19 -
DESC 19.		2	4.03
		3	3.53
		11	3.47
DESC 20.		1	4.03
		2	4.53 *
		3	3.69
DESC 21.		3	3.66
DESC 22.		2	3.97
		11	4.22
		13	3.50
DESC 23.		2	4.44 *
		11	4.09

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups C & N).

		<u>Int.</u>	<u>Mean Rank</u>
DESC 24.		1	4.31 *
		2	4.50 *
		11	3.75
DESC 25.		1	3.78
		2	4.93 *
		11	3.90
DESC 26.		2	4.38 *
		11	4.47 *
DESC 27.		3	4.28 *
DESC 28.		2	4.22
		11	4.00
DESC 29.		2	3.84
		3	3.62
DESC 30.		1	3.43 -
		11	3.72
DESC 31.		4	4.75 *
		8	4.03
DESC 32.		8	4.09
DESC 33.		4	4.03
		6	3.56
		8	4.44 *
DESC 34.		4	4.16
		8	4.37 *
DESC 35.		4	4.75 *
		8	4.09
DESC 36.		4	3.38 -
		8	4.13
DESC 37.		8	3.31 -
DESC 38.		8	4.41 *
		9	3.59

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(Combined data for Groups C & N).

		Int.	Mean Rank
DESC 39.		8	4.31
		9	3.50
DESC 40.		4	3.13 -
DESC 41.		4	3.35 -
		8	3.50
DESC 42.		14	3.13 -
DESC 43.		9	3.28 -
DESC 44.		3	3.34 -
DESC 45.		14	3.16 -
DESC 46.		4	5.66 *
DESC 47.		4	5.13 *
		15	4.13
DESC 48.		4	5.16 *
		15	4.31 *
DESC 49.		4	4.81 *
		15	3.81
DESC 50.		4	4.84 *
		15	3.59
DESC 51.		4	4.59 *
		9	3.87
DESC 52.		4	5.38 *
DESC 53.		15	5.59 *
DESC 54.		4	3.16 -
DESC 55.		14	4.88 *
		15	3.53
DESC 56.		12	3.03 -

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups C & N).

		<u>Int.</u>	<u>Mean Rank</u>
DESC 57.		8	3.72
		13	4.03
DESC 58.		8	4.22
		13	4.66 *
DESC 59.		8	4.75 *
		13	5.03 *
DESC 60.		3	3.41 -
DESC 61.		4	3.63
		8	4.91 *
		9	3.78
DESC 62.		3	3.66
DESC 63.		2	3.06 -
DESC 64.		12	4.00
DESC 65.		2	3.93
DESC 66.		2	3.34 -
DESC 67.		8	3.66
DESC 68.		13	3.00 -
DESC 69.		9	3.47 -
DESC 70.		3	3.10 -
DESC 71.		10	4.16
DESC 72.		2	4.00
		14	3.44 -
DESC 73.		5	3.47 -
DESC 74.		14	3.59
DESC 75.		10	4.97 *

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as similar to Descriptors 1-126.
(combined data for Groups C & N).

		<u>Int.</u>	<u>Mean Rank</u>
DESC	76.	10	4.75 *
DESC	77.	10	4.69 *
DESC	78.	10	4.22
DESC	79.	8	3.50
DESC	80.	8	3.81
DESC	81.	4	3.50
		8	3.66
DESC	82.	4	4.44 *
		8	4.22
DESC	83.	8	4.72 *
DESC	84.	2	4.94 *
		11	4.38 *
DESC	85.	1	4.56 *
		2	4.38
		3	3.66
DESC	86.	1	4.88 *
		2	4.13
DESC	87.	2	3.50
DESC	88.	2	3.59
DESC	89.	3	3.41 -
DESC	90.	2	3.94
		6	3.63
DESC	91.	1	3.94
		2	5.28 *
DESC	92.	1	4.53 *
		2	4.75 *
		3	3.72

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups C & N).

	<u>Int.</u>	<u>Mean Rank</u>
DESC 93.	1	4.66 *
	2	5.03 *
DESC 94.	15	4.19
DESC 95.	2	4.81 *
	11	3.94
DESC 96.	1	4.38 *
	2	4.28 *
DESC 97.	1	3.44
	3	5.59 *
DESC 98.	5	4.59 *
DESC 99.	5	4.00
DESC 100.	2	4.22
	6	4.84 *
DESC 101.	6	5.22 *
DESC 102.	3	4.59 *
	7	4.53 *
DESC 103.	1	3.84
	3	3.44 -
	7	4.25
DESC 104.	3	4.16
	8	3.59
DESC 105.	4	3.47 -
DESC 106.	2	4.66 *
DESC 107.	14	4.00
	15	3.88
DESC 108.	14	3.69
	15	4.28

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups C & N).

	<u>Int.</u>	<u>Mean Rank</u>
DESC 109.	14	4.16
	15	5.03 *
DESC 110.	15	4.94 *
DESC 111.	15	4.50 *
DESC 112.	4	3.81
	15	4.03
DESC 113.	15	4.38 *
DESC 114.	3	4.47 *
DESC 115.	1	3.81
	2	4.59 *
DESC 116.	1	4.19
	3	4.16
DESC 117.	3	3.63
DESC 118.	3	4.34 *
DESC 119.	8	3.09 -
DESC 120.	3	3.66
DESC 121.	12	4.63 *
DESC 122.	14	3.44
DESC 123.	1	3.81
	2	3.75
	11	3.94
DESC 124.	3	3.50
	12	3.94

Appendix F (continued)

Mean ranks of Intentions in the CIL, rated as
similar to Descriptors 1-126.
(combined data for Groups C & N).

	Int.	Mean Rank
DESC 125.	10	3.53
	16	3.56
DESC 126.	10	3.47 -
	16	4.13

Appndx G

Descriptors identified by respondents as similar to
Intention 1:

Recognize actions/ thoughts/ or feelings as his/her own

Identified by Counsellors

DESCRIPTOR

- 27. work with the different parts of himself represented by the dream.
 - 30. experience a stronger projection.
 - 90. make explicit her internal process.
 - 91. become more aware of her internal process.
 - 92. be aware of his own process (in interactions).
-

Identified by non-Counsellors

DESCRIPTOR

- 14. become more aware of (the contrast of) what she does to herself.
 - 25. be aware of her intrapersonal conflict at a deep level.
 - 95. access feelings.
 - 103. feel confronted by her resistance.
 - 123. act out the two conflicting parts of himself.
-

Identified by both Groups in addition to above

DESCRIPTOR

- 20. be more aware of (experience) her internal split.
 - 24. experience his intrapersonal process.
 - 85. recognize and separate different actions, thoughts, & feelings he has.
 - 86. become aware of her projection.
 - 93. be aware of his own interpersonal process.
 - 96. become more aware of her bodily sensations.
 - 106. experience bodily sensations.
 - 115. be aware of how present his thoughts /the source of his feelings are.
 - 116. be more aware of her (his own interpersonal) process on a cognitive level.
-

Appendix G 1

Descriptors identified by respondents as similar to
Intention 2:

Be aware of his/her feelings

Identified by Counsellors

DESCRIPTOR

- 18. focus and experience more intently one side of his conflict.
- 22. experience more (amplify).
- 87. work with a distant projection of herself.
- 123. act out the two conflicting parts of himself.

Identified by non-Counsellors

DESCRIPTOR

- 14. become more aware of (the contrast of) what she does to herself.
- 15. become more aware of the two parts of herself.
- 23. experience her stuck feeling more intensely.
- 37. make a decision whether she wanted to go into this issue.
- 60. work on unfinished business (with mother).
- 66. be prepared to discuss issues of anger in his childhood in future sessions.
- 68. consider having another session.
- 103. feel confronted by her resistance.
- 116. be more aware of her (his own interpersonal) process on a cognitive level.

Identified by both groups in addition to above

DESCRIPTOR

- 16. explore more deeply each side of his internal conflict.
- 17. experience more deeply the two sides (this side/aspect) of herself.
- 19. experience each side of her split more deeply.
- 20. be more aware of (experience) her internal split.
- 24. experience his intrapersonal process.
- 25. be aware of her intrapersonal conflict at a deep level.
- 26. experience her impasse at a deep level.
- 28. experience a heightened effect.
- 29. experience a heightened awareness of our interaction.

continued...

Appendix G 1 (continued)

Descriptors identified by respondents as similar to
Intention 2

Identified by both groups in addition to above

DESCRIPTOR

- 65. experience her interpersonal process between now and the next time I see her.
 - 72. have permission to feel what he is feeling (have his feelings).
 - 84. vent.
 - 85. recognize and separate different actions, thoughts, & feelings he has.
 - 86. become aware of her projection.
 - 88. see how she perceives me.
 - 90. make explicit her internal process.
 - 91. become more aware of her internal process.
 - 92. be aware of his own process (in interactions).
 - 93. be aware of his own interpersonal process.
 - 95. access feelings.
 - 96. become more aware of her bodily sensations.
 - 100. give me information on his feelings.
 - 106. experience bodily sensations.
 - 115. be aware of how present his thoughts /the source of his feelings are.
-

Appendix G 2

Descriptors identified by respondents as similar to
Intention 3:

Make new connections (among actions/ thoughts/ feelings)

Identified by Counsellors

DESCRIPTOR

- 60. work on unfinished business (with mother).
- 62. work on the dream.
- 85. recognize and separate different actions, thoughts, & feelings he has.
- 89. see her perception of my difficulty.
- 97. make connections between her thoughts and sensations.
- 117. get a cognitive framework for work just done.
- 123. act out the two conflicting parts of himself.
- 124. be more aware of his wife's feelings.

Identified by non-Counsellors

DESCRIPTOR

- 17. experience more deeply the two sides (this side/aspect) of herself.
- 18. focus and experience more intently one side of his conflict.
- 19. experience each side of her split more deeply.
- 20. be more aware of (experience) her internal split.
- 30. experience a stronger projection.
- 44. achieve a sense of closure for the session by having a cognitive framework for the work.
- 56. have motivation to change.
- 70. have a hypnotic suggestion to get reinvolved with life.
- 86. become aware of her projection.
- 92. be aware of his own process (in interactions).
- 103. feel confronted by her resistance.

Identified by both groups in addition to above

DESCRIPTOR

- 14. become more aware of (the contrast of) what she does to herself.
- 15. become more aware of the two parts of herself.
- 16. explore more deeply each side of his internal conflict.
- 21. heighten each part of the split.

continued...

Appendix G 2 (continued)

Descriptors identified by respondents as similar to
Intention 3

Identified by both groups in addition to above

DESCRIPTOR

- 27. work with the different parts of himself represented by the dream.
 - 29. experience a heightened awareness of our interaction.
 - 102. modify his perceptions.
 - 104. move deeper into the session, change direction.
 - 114. put a cognitive framework on the experience she just had.
 - 116. be more aware of her (his own interpersonal) process on a cognitive level.
 - 118. resolve his conflict.
 - 119. close the conversation between stomach and me.
 - 120. get a more objective view of (his childhood) himself as a child.
-

Appendix G 3

Descriptors identified by respondents as similar to
Intention 4:

Understand the purpose(s) of the session

Identified by Counsellors

DESCRIPTOR

- 40. achieve (a sense of) closure for the session.
- 81. summarize session.
- 101. share his agenda for the session with me.
- 105. return to closing /evaluating what we've done.

Identified by non-Counsellors

DESCRIPTOR

- 36. re-evaluate what she wants to work on in the session.
- 42. feel closure for the session.
- 54. understand the purpose of accessing his emotions.
- 61. start work on this focal point for the session.

Identified by both groups in addition to above

DESCRIPTOR

- 31. agree on a goal for the session.
- 33. work with me to find a focal point (of the work) for the session.
- 34. determine (a) focal point of today's work (for this session).
- 35. determine (with me) a goal for the session.
- 46. understand the purpose of the sessions.
- 47. understand the purpose of the therapy.
- 48. understand the purposes of the type of therapy I'm using.
- 49. understand the purpose of the therapeutic method.
- 50. understand importance of the therapy.
- 51. understand purpose of the exercise.
- 52. understand the purpose of what we're doing now.
- 53. know rationale behind confrontation.
- 82. reconnect with the initial focus of the session.
- 112. know rationale behind confrontation.

Appendix G 4

Descriptors identified by respondents as similar to
Intention 5:

Stop, or do less of something

Identified by Counsellors

DESCRIPTOR

43. end the session for today.

Identified by non-Counsellors

DESCRIPTOR

119. close the conversation between stomach and me.

Identified by both groups in addition to above

DESCRIPTOR

73. have permission not to work on therapy.

98. reduce his self-guilt.

99. have a reduced sense of guilt or of responsibility.

Appendix G 5

Descriptors identified by respondents as similar to
Intention 6:

Give (the counsellor) information

Identified by Counsellors

DESCRIPTOR

34. determine (a) focal point of today's work (for this session).
-

Identified by non-Counsellors

DESCRIPTOR

79. sum up.
81. summarize session.
83. be very specific about what he has learned over the course of therapy.
90. make explicit her internal process.
-

Identified by both groups in addition to above

DESCRIPTOR

33. work with me to find a focal point (of the work) for the session.
100. give me information on his feelings.
101. share his agenda for the session with me.
-

Appendix G 6

Descriptors identified by respondents as similar to
Intention 7:

Question his/her own actions/ thoughts/ or feelings

Identified by Counsellors

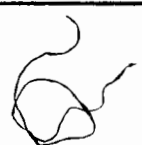
DESCRIPTOR

- 14. become more aware of (the contrast of) what she does to herself.
- 36. re-evaluate what she wants to work on in the session.
- 87. work with a distant projection of herself.
- 98. reduce his self-guilt.
- 103. feel confronted by her resistance.
- 104. move deeper into the session, change direction.
- 118. resolve his conflict.

Identified by both groups in addition to above

DESCRIPTOR

- 102. modify his perceptions.
-



Appendix G 7

Descriptors identified by respondents as similar to
Intention 8:

Be more precise or focused

Identified by Counsellors

DESCRIPTOR

- 37. make a decision whether she wanted to go into this issue.
- 40. achieve (a sense of) closure for the session.
- 41. attain closure for the session.
- 44. achieve a sense of closure for the session by having a cognitive framework for the work.
- 52. understand the purpose of what we're doing now.
- 81. summarize session.
- 104. move deeper into the session, change direction.

Identified by non-Counsellors

DESCRIPTOR

- 69. make a decision.
- 105. return to closing /evaluating what we've done.

Identified by both groups in addition to above

DESCRIPTOR

- 18. focus and experience more intently one side of his conflict.
- 31. agree on a goal for the session.
- 32. choose an issue to work on in the session.
- 33. work with me to find a focal point (of the work) for the session.
- 34. determine (a) focal point of today's work (for this session).
- 35. determine (with me) a goal for the session.
- 36. re-evaluate what she wants to work on in the session.
- 38. choose a direction that she wants.
- 39. make a decision as to what we were going to do.
- 57. be motivated to work.
- 58. do some work on the therapy /work harder.
- 59. push to work faster.
- 61. start work on this focal point for the session.
- 67. (think about and) prepare for closure.

continued...

Appendix G 7 (continued)

Descriptors identified by respondents as similar to
Intention 8:

Be more precise or focused

Identified by both groups in addition to above

DESCRIPTOR

- 79. sum up.
 - 80. summing up of issue.
 - 82. reconnect with the initial focus of the session.
 - 83. be very specific about what he has learned over the course of therapy.
-

Appendix G 8

Descriptors identified by respondents as similar to
Intention 9:

Know what to do

Identified by Counsellors

DESCRIPTOR

- 32. choose an issue to work on in the session.
- 48. understand the purposes of the type of therapy I'm using.
- 52. understand the purpose of what we're doing now.
- 69. make a decision.
- 70. have a hypnotic suggestion to get reinvolved with life.

Identified by non-Counsellors

DESCRIPTOR

- 39. make a decision as to what we were going to do.
- 40. achieve (a sense of) closure for the session.
- 41. attain closure for the session.
- 43. end the session for today.
- 45. feel a sense of closure for the session and for (all of) the therapy.
- 46. understand the purpose of the sessions.

Identified by both groups in addition to above

DESCRIPTOR

- 38. choose a direction that she wants.
 - 51. understand purpose of the exercise.
 - 61. start work on this focal point for the session.
-

Appendix G 9

Descriptors identified by respondents as similar to
Intention 10:

Feel good

Identified by Counsellors

DESCRIPTOR

126. see happiness as the goal in life.

Identified by non-Counsellors

DESCRIPTOR

- 2. establish rapport.
- 6. feel that her feelings are validated.
- 7. feel validated (by me) /be less resistant.
- 11. continue to perceive counsellor as caring about feelings.
- 125. focus on positives (not be negative).

Identified by both groups in addition to above

DESCRIPTOR

- 1. feel joined (with) by me.
 - 3. feel a rapport between us again.
 - 4. feel rapport again (continue to feel rapport).
 - 5. feel more rapport, acceptance.
 - 8. feel supported.
 - 9. feel cared about/supported.
 - 10. feel reassured.
 - 12. feel comfortable with me.
 - 13. feel equal.
 - 71. have permission to play or be less serious.
 - 75. relax.
 - 76. feel relaxed.
 - 77. be relaxed.
 - 78. settle down and feel relaxed.
-

Appendix G 10

Descriptors identified by respondents as similar to
Intention 11:

Experience, or relive feelings

Identified by Counsellors

DESCRIPTOR

- 19. experience each side of her split more deeply.
 - 24. experience his intrapersonal process.
 - 30. experience a stronger projection.
 - 62. work on the dream.
 - 63. work on this dream within the limits of the microphone wires.
 - 72. have permission to feel what he is feeling (have his feelings).
 - 95. access feelings.
 - 106. experience bodily sensations.
-

Identified by non-Counsellors

DESCRIPTOR

- 18. focus and experience more intently one side of his conflict.
-

Identified by both groups in addition to above

DESCRIPTOR

- 22. experience more (amplify).
 - 23. experience her stuck feeling more intensely.
 - 25. be aware of her intrapersonal conflict at a deep level.
 - 26. experience her impasse at a deep level.
 - 28. experience a heightened effect.
 - 84. vent.
 - 123. act out the two conflicting parts of himself.
-

Appendix G 11

Descriptors identified by respondents as similar to
Intention 12:

Learn how to do something

Identified by Counsellors

DESCRIPTOR

C124. be more aware of his wife's feelings.

Identified by non-Counsellors

DESCRIPTOR

87. work with a distant projection of herself.
117. get a cognitive framework for work just done.

Identified by both groups in addition to above

DESCRIPTOR

64. do a task for homework.
121. try something new.

Appendix G 12

Descriptors identified by respondents as similar to
Intention 13:

Do more of something

Identified by Counsellors

DESCRIPTOR

68. consider having another session

Identified by non-Counsellors

DESCRIPTOR

22. experience more (amplify).
124. be more aware of his wife's feelings.

Identified by both groups in addition to above

DESCRIPTOR

57. be motivated to work.
58. do some work on the therapy /work harder.
59. push to work faster.

Appendix G 13

Descriptors identified by respondents as similar to
Intention 14:

Feel understood

Identified by Counsellors

DESCRIPTOR

- 42. feel closure for the session.
- 108. know how I experience him /have feedback.

Identified by non-Counsellors

DESCRIPTOR

- 76. feel relaxed.
- 111. know that what's happening to her is impacting on me.

Identified by both groups in addition to above

DESCRIPTOR

- 1. feel joined (with) by me.
 - 2. establish rapport.
 - 3. feel a rapport between us again.
 - 4. feel rapport again (continue to feel rapport).
 - 5. feel more rapport, acceptance.
 - 6. feel that her feelings are validated.
 - 7. feel validated (by me) /be less resistant.
 - 8. feel supported.
 - 9. feel cared about/supported.
 - 10. feel reassured.
 - 11. continue to perceive counsellor as caring about feelings.
 - 12. feel comfortable with me.
 - 13. feel equal.
 - 55. know (be reassured that) his agenda is more important than mine.
 - 74. know that she has permission to ask me for help.
 - 107. know my perception of him in the course of therapy.
 - 109. know that I was aware of the intrusion into the session.
 - 122. not to feel invaded by me.
-

Appendix G 14

Descriptors identified by respondents as similar to
Intention 15:

Have information

Identified by Counsellors

DESCRIPTOR

53. know rationale behind confrontation.

Identified by non-Counsellors

DESCRIPTOR

52. understand the purpose of what we're doing now.

Identified by both groups in addition to above

DESCRIPTOR

- 47. understand the purpose of the therapy.
 - 48. understand the purposes of the type of therapy I'm using.
 - 49. understand the purpose of the therapeutic method.
 - 50. understand importance of the therapy.
 - 55. know (be reassured that) his agenda is more important than mine.
 - 94. hear her opinion /take in what she said.
 - 107. know my perception of him in the course of therapy.
 - 108. know how I experience him /have feedback.
 - 109. know that I was aware of the intrusion into the session.
 - 110. know my reaction from the last session.
 - 111. know that what's happening to her is impacting on me.
 - 112. know rationale behind confrontation.
 - 113. receive a suggestion from me.
-

Appendix G 15

Descriptors identified by respondents as similar to
Intention 16:

Feel more hopeful.

Identified by Counsellors

DESCRIPTOR

1. feel joined (with) by me.
4. feel rapport again (continue to feel rapport).
5. feel more rapport, acceptance.
7. feel validated (by me) /be less resistant.
9. feel cared about/supported..
11. continue to perceive counsellor as caring about feelings.
13. feel equal.
45. feel a sense of closure for the session and for (all of) the therapy.
56. have motivation to change.
125. focus on positives (not be negative).

Identified by both groups in addition to above

DESCRIPTOR

8. feel supported.
 10. feel reassured.
 126. see happiness as the goal in life.
-

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