An Evaluation of the Volunteer Training Program at Gryphon Place

Katz

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Psychoanalysis and Psychotherapy Commons

Recommended Citation

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master's Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
ACKNOWLEDGEMENTS

Many people provided much assistance during the course of this project. Without the help of Mark Lewis, the final results may never have been realized. Ann Powell and Jaren Arnold from Gryphon Place provided initial ideas and support, as did Charlie Johnson from Lansing. Mary Phillips saved me countless hours on the typewriter and for her help I am deeply indebted. Dr. Tom Williams graciously lent his training film. Wendy Leys and Don Horner and Hank James and Syd Dulaney each provided help in times of great need. The invaluable assistance of Dr. Bradley Huitema for the statistical analysis was greatly appreciated. I would also like to thank my thesis committee chaired by Dr. Malcolm Robertson and comprised of Dr. Kass Lockhart and Dr. Galen Alessi.

Randall I. Katz
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zebedales Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MASTERS THESIS

KATZ, Randall I.
AN EVALUATION OF THE VOLUNTEER TRAINING PROGRAM AT GYPHON PLACE.

Western Michigan University, M.A., 1976
Psychology, clinical

Xerox University Microfilms, Ann Arbor, Michigan 48106
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>INTRODUCTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>EXPERIMENT I</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Subjects and Setting</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Reliability</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Experimental Design</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Inter-Rater Reliability</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>EXPERIMENT II</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Methods</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Subjects and Setting</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Reliability</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Experimental Design</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Inter-Rater Reliability</td>
<td>17</td>
</tr>
<tr>
<td>IV</td>
<td>DISCUSSION</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>REFERENCES</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>APPENDIX A</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>APPENDIX B</td>
<td>51</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
CHAPTER I

INTRODUCTION

The crisis intervention center is a relatively new concept within the mental health service field. The Los Angeles Suicide Prevention Center, founded in 1958, was the first institution organized to handle problems requiring immediate attention (Heilig, 1970). Since then, numerous centers have emerged across the country, some dealing primarily with suicide, others having found the need to expand their services to include help on problems ranging from drug overdose to hassles with landlords. The National Directory of Hotlines, Switchboards, and Related Services lists over 1,000 entries as of 1973 (Carothers and Inslee, 1974).

The telephone hotline provides an easy means of communication (in some centers, 24 hours a day, seven days a week), is non-threatening, and provides the easy out of simply hanging up if the caller wishes to terminate the conversation. Williams (1971) though, cites a disadvantage of the faceless therapist in so far as the caller can project fantasy impressions of his ideal therapist onto the phone counselor. This may lead to distortion or non-acceptance of reality by the caller. Brockopp (1970) cautions against telephone therapy degenerating to social calls in lieu of therapeutic ones.
Most centers have a small full-time staff, while the brunt of the hotline service is carried by volunteers ranging from college students to middle aged housewives with children. Before staffing the phones, volunteers are most likely to engage in a training program, which may consist of lecture material informing volunteers of what type of problems they may encounter, how to go about handling them (using active listening and empathic skills), drug information, and orientation to the resources provided by the specific center. The training program may also give trainees a chance to practice these skills in a role-playing situation. Truax and Carkhuff (1967) focused on a concurrent didactic and experiential approach. By using excerpts from the trainee's own tapes, the trainees were rated on scales of accurate empathy, unconditional positive regard, therapist self-congruence and client depth of self-exploration. The authors found that they could bring the performance of students and lay personnel to a level similar to that of experienced therapists. To evaluate the relative effectiveness of didactic and experiential techniques, Berenson, Carkhuff and Myrus (1966) used a total training group (I) which included use of research scales and quasi-group therapy, a training control group (II) which received the same training as group I except for the scales and therapy, and a no-training group (III). The authors found that group I showed greatest gain in empathy skills while group III gained the least, a finding which the authors believed substantiated the
necessity of a training program incorporating both a didactic and experiential approach. Berman (1973) concurs, by stating that training should be active, experiential, step wise and sequential. In spite of this material on training, Pretzel (1970) quotes Chad Verah of the Samarites (an English group who operate by befriending potential suicide victims), "Samarites are not made, they are found."

Implicit in the existence of a crisis intervention center is the need for evaluation, both of the training program as has been reviewed above, as well as of the efficacy of the total services provided by the center. Several authors have cautioned against basing an evaluation on a global scale. MacMahon, Pugh and Hutchison (1961) offer these theoretical principles to be followed in the evaluation of community mental health programs: (1) determination of what type of evaluation is required, (2) definition of the program, the population to be served and the effects desired, and (3) the choice of comparison groups to permit proper inferences. Weiner (1969) used the frequency of suicide and the relationship between the number of calls and the suicide rate to measure effectiveness of the Los Angeles Suicide Prevention Center. Bleach (1973) suggests the use of demographic data, such as: (1) number of calls received, (2) length of calls, (3) time and date of calls, (4) problems presented and disposition of problem, and (5) subjective data, e.g., calling back the helpee. However, problems of criterion and confidentiality are inherent using only the subjective data. McCarthy
and Berman (1971) underscore the difficulty of any type of follow-up because of the need for anonymity, and they offer as their best measure the number of calls received as well as the volunteers' judgment of success.

Many types of instruments are used in evaluation studies, including paper and pencil tests and audio tapes. Ivey, et al. (1968) used as part of their measure a semantic differential format they developed called the Counselor Effectiveness Scale. The Helper Response Preferential Inventory by Lister (1974) evaluated helper responses of helpee situations on paper. Dillon (1972) used the California Psychological Inventory (CPI) and the Philosophies of Human Nature Scale (PHN) and Carkhuff ratings of empathy, genuineness and self-exploration to provide effective and efficient measures of telephone assistance. Bleach and Clairborn (1974) used scales devised by Truax and Carkhuff after taping a telephone session between a hotline worker and one of their posed callers. Dilley and Bowers (1973) used a tape of pre-recorded statements called the Recorded Counselor Narrative, which is played to a helper over the telephone, and then the authors scored the helper's responses on the Counselor Preference Survey. Williamson, et al. (1973) devised an instrument to be used by a simulated client calling a crisis center. Their package contains an instruction booklet, case summary, patient script, response tabulation sheet, and a scoring summary sheet. Knickerbocker and McGee (1973) taped responses made by volunteers to actual calls to the crisis center. They made use of an accurate...
empathy scale, a warmth scale and a genuiness scale. All were rated according to the Truax Stage Rating Scale and The Lister Component Rating Scale.

Recent work at the University of Florida has made extensive use of three scales designed to evaluate crisis center personnel. Knickerbocker (1974) arranged a clinical effectiveness scale (CE) which is based on scales from the CPI and Truax & Carkhuff scales. The CE deals with the extent to which crisis center counselors provide empathy, warmth and genuiness. A technical effectiveness scale (TE) was designed by Freeman and Fowler (1974) which deals with assessment and plans of action decided upon by the crisis center volunteer. A situational effectiveness scale (SE) devised by Steinberger and Slutzky combines the CE and TE to handle the uniqueness of each call by taking into account the particular stimulus conditions of each call. All the above are scored after communication with a caller on standard forms.

Lester (1972) suggests the most common way to demonstrate the effectiveness of a crisis center is to present data on the center's activity, but an important point he makes is that in order to be evaluated, the center must have clear objectives. He offers several possible types of evaluative data: (1) how long does it take to get a counselor on the line (number of rings before being answered,)(2) referrals who show up at referred agencies, (3) completeness of patient records, (4) counselor rating of patient improvement. Lester (1970) expands these four points by
suggesting that counselor ratings of improvement through phone contact can be rated from excellent through very good, moderate, very little, none, or unknown. Referrals are made to his own center in Buffalo, N.Y., and other community agencies, and the number of these can be computed as well as the "show rate" for referrals of night phone watchers.

The use of data from idealized objectives which pose questions such as, "Do suicide centers actually prevent suicide?" rather than lower level objectives, such as "How long does the phone ring before being answered?" may also serve as a measure of evaluation. A most important point made by Lester (1970) is through the use of what may best be described as a cost benefit analysis, using three ratios: (1) dividing the annual budget by the number of calls, (2) dividing the annual budget by the number of patients handled by phone, and (3) dividing the annual budget by the number of patient contacts.

For the present study, evaluation included a combination of the Crisis Center Discrimination Index (Delworth, et al., 1972), communication scales from Gazda, et al. (1973) and an audio tape taken from a motion picture (Wolf and Wolf, 1974) which was rated by a personal Gryphon Place system adapted from the Carkhuff method. The effectiveness of the communication/helping skills section of the Gryphon Place training program was the prime focus of this study.
CHAPTER II

EXPERIMENT I

Methods

Subjects and Setting

Gryphon Place is a crisis intervention center that handles a wide range of problems including substance abuse, personal and interpersonal relations and legal and social questions. Its full time staff of eight includes a director, a crisis services coordinator, two drug education specialists, three counselors and a secretary/staff assistant. The main service offered at Gryphon is a 24 hour telephone help line manned by a volunteer staff of approximately sixty. Other Gryphon services include: longer term counseling by appointment or for drop-ins, a highly inclusive resource/referrel service, and drug information and education for the community. The center also provides 24 hour access to Occupational Health Services, Norway House, Alcohol Prevention and Information Center, and the Potter Program (Methadone).

The Gryphon training program makes use of a didactic and experiential approach. Gryphon volunteers are trained in a comprehensive 60 hour program which includes 40 hours of communication/helping skills, 14 hours of drug education and six hours of cardio pulmonary resuscitation (CPR).
For the April (1975) training, thirty-three subjects took part, fifteen (8 male, 7 female) of whom were going through the training, and eighteen (7 male, 11 female) who served as a control group. Trainees were selected by means of a screening interview conducted by Gryphon staff. Subjects for the control group were Western Michigan University graduate students.

**Observations**

Responses were obtained in two sections. Communication skills were first measured by a written survey. The survey was comprised of five items (one each under the categories of empathy, genuineness, concreteness, self-disclosure and immediacy), with each item having six, seven, or eight responses to an initial statement. Each response was rated independently of the others on a scale from 1-4 including half point designations. The second half of the written survey included five items of four responses each which were rated on a scale from 1-5 including the use of half points. The score was a total of the discrepancy of each item from the standard.

A verbal measure included seven pre-recorded statements on audio tape. Subjects listened to the statements one at a time and then verbalized what they believed to be the most helpful response. These responses were taped and later scored according to Gryphon standards. No time limit was imposed for either the written or verbal measure.
At the close of training, trainees were asked to fill out personal feedback forms, each of five in a small group rating the others on the effectiveness of his skills. The analysis considered differences between peer evaluation and the testing instrument.

Reliability

The verbal instrument was scored by two former Gryphon employees. These people had taken part in many previous trainings and had spent considerable time on the phones themselves as volunteers. Responses were scored on a basis from 0-3. A rating of "0" indicated the response was not facilitative to exploring the feelings of the speaker. A rating of "3" implied the responder related feelings he heard or understood to be present to the content he actually heard. Reliability was calculated in the form of a product-moment correlation between the two raters.

Procedure

Subjects were administered a pretest before Gryphon training began. Eight trainees and 10 of the control group took the pretest. The training ran approximately two weeks after which all subjects (15 from training, 18 from control) took the posttest. Identical forms of the written pre and posttest were taken by both groups. The same verbal statements were employed for both pre and posttest. During the time of training the control group was given no independent task. All responses were collected as close as possible to the beginning and end of training. In the
case of the training group, no trainee began work at the crisis center until after completion of the posttest.

Experimental Design

A pre posttest control group design was employed. This experiment made use of one control group.

Results

The two group comparison utilized a linear multiple regression and partial correlation program. The overall effect was significant \( (p = 0.00003) \), whereas a breakdown into written and verbal tests revealed a significant difference in the verbal measure \( (p = 0.00003) \), but not the written (see Table 1). Individual group means must be examined to determine which group was responsible for the difference. Upon inspection of these means, it is readily apparent that vast changes occurred in the treatment group while the difference in the control group was negligible (see Table 2).

The possibility of those trainees who took the pretest having their posttest results affected by simply taking a pretest and not the treatment was examined by a one way analysis of variance. No difference between groups was found at any level (see Table 3).

A Pearson Product Moment Correlation on raw data was computed to determine how peer rankings compared with trainees' performance on the verbal measure. This correlation of .23 was not significant. \( (p = .10) \).
TABLE 1

TWO GROUP COMPARISON - EXPERIMENT I

Table 1 presents the F number and probability of the difference between pre and posttest scores for the treatment and control groups.

<table>
<thead>
<tr>
<th></th>
<th>Experiment I (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>F = 34.996</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.00003*</td>
</tr>
<tr>
<td>Written</td>
<td>F = 4.313</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.05541</td>
</tr>
<tr>
<td>Verbal</td>
<td>F = 33.651</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.00003*</td>
</tr>
</tbody>
</table>

* p < .05

TABLE 2

GROUP MEANS - EXPERIMENT I

Table 2 presents the group means for the treatment and control groups.

<table>
<thead>
<tr>
<th></th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>Pre</td>
<td>-31.22</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>59.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>Pre</td>
<td>39.25</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>34.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>Pre</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>13.94</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
TABLE 3

ONE WAY ANALYSIS OF VARIANCE FOR PRETEST EFFECTS - EXPERIMENT I

Table 3 presents the F numbers and the level of significance for a test of pretest effects for the treatment group.

<table>
<thead>
<tr>
<th></th>
<th>Experiment I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall F = 0.61</td>
<td>sig. at 0.448</td>
</tr>
<tr>
<td>Written F = 0.17</td>
<td>sig. at 0.689</td>
</tr>
<tr>
<td>Verbal F = 0.94</td>
<td>sig. at 0.351</td>
</tr>
</tbody>
</table>

* p < .05

Inter-Rater Reliability

Inter-rater reliability for the verbal instrument was calculated for both the pre and posttests. For Experiment I, reliability was .90 for the pretest and .93 for the posttest.
CHAPTER III

EXPERIMENT II

Methods

Subjects and Setting

The setting for Experiment II was the same as for Experiment I with the exception of this experiment having taken place in July (1975).

This study was evaluated with 18 (8 male, 10 female) in the training group and 19 (6 male, 13 female) as one control and three (1 male, 2 female) as another control. Subjects for the first control group were high school students attending Western Michigan University for a special summer program. Subjects for the second control group were waiting list trainees.

Observations

The same format employed for Experiment I was followed with these exceptions: each item of the first part of the written measure had six, seven, eight or twelve responses. There were ten items of four responses each on the second half of the written survey.
Reliability

Reliability for this experiment was calculated in the same manner as was reliability for Experiment I.

Procedure

The same format employed for Experiment I was followed with these exceptions: nine trainees took the pretest, all (18) took the posttest. All subjects from the two control groups (19, 3) took both pre and posttest. Alternate forms of the written test were presented to each subject. The first half of the written measure was comprised of items taken from Gazda, et. al. (1973). Under each separate heading, empathy, genuiness, etc., were several tests. Which of these would be presented on the pretest and which on the posttest was selected by means of a random table of numbers.

The material used from Delworth, et. al. (1972) for the written survey initially incorporated 16 items. Again, a random order selected 10 for the pretest and 10 for the posttest. Subsequent analysis proved each alternate form to be equivalent.

Experimental design

A pre, posttest control group design was also employed for this study. Experiment II made use of two control groups.

Results

The same choice of analysis used in Experiment I provided
similar results for Experiment II. The difference here was that in addition to the overall and verbal results reaching significance \((p = 0.00012\) and \(0.00043\), respectively) the written survey produced a significant difference between groups also (see Table 4). Upon examining the means, it may be seen that the large improvement is on the part of the training group (see Table 5). The decrease of means on the written survey is desirable because of the scaling of this measure (see Table 5 for clarification).

Again, checking for pretest effects, no difference between groups is significant, which minimizes the possibility that practice or simply exposure to the pretest contributed to the posttest results (see Table 6).

A Pearson Product Moment Correlation of peer evaluation with performance on the verbal instrument produced a non-significant correlation of \(-0.15\) \((p = .10)\).

Data from the second control group utilized in this study must, unfortunately, be reported anecdotally due to the small \(N\) (3) of the group. However, this second control group had a reduction in their mean from pre to posttest on the written survey, which the other control group did not. Looking at the data from the verbal breakdown and the overall effect, there seemed to be definite improvement. However, inspection of the raw data revealed that this change was due to the improvement of only one subject and should not necessarily be considered a true reflection of the whole group.
Table 4 presents the F number and probability of the difference between pre and posttest scores for the treatment and control groups.

<table>
<thead>
<tr>
<th></th>
<th>Experiment II (N = 37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>F = 20.576</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.00012*</td>
</tr>
<tr>
<td>Written</td>
<td>F = 4.439</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.04533*</td>
</tr>
<tr>
<td>Verbal</td>
<td>F = 16.473</td>
</tr>
<tr>
<td></td>
<td>F prob. = 0.00043*</td>
</tr>
</tbody>
</table>

* p < .05

Table 5 presents the group means for the treatment and control groups.

<table>
<thead>
<tr>
<th></th>
<th>Treatment</th>
<th>Control I</th>
<th>Control II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>18.03</td>
<td>-66.97</td>
<td>-57.42</td>
</tr>
<tr>
<td>Post</td>
<td>62.04</td>
<td>-80.55</td>
<td>24.12</td>
</tr>
<tr>
<td>Written</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>66.06</td>
<td>77.37</td>
<td>73.66</td>
</tr>
<tr>
<td>Post</td>
<td>55.78</td>
<td>81.32</td>
<td>67.50</td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>8.72</td>
<td>1.08</td>
<td>1.50</td>
</tr>
<tr>
<td>Post</td>
<td>12.22</td>
<td>0.08</td>
<td>4.50</td>
</tr>
</tbody>
</table>
TABLE 6

ONE WAY ANALYSIS OF VARIANCE FOR PRETEST EFFECTS - EXPERIMENT II

Table 6 presents the F numbers and the level of significance for a test of pretest effects for the treatment group.

<table>
<thead>
<tr>
<th></th>
<th>Experiment II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>F = 0.01</td>
</tr>
<tr>
<td>Written</td>
<td>F = 1.47</td>
</tr>
<tr>
<td>Verbal</td>
<td>F = 0.01</td>
</tr>
</tbody>
</table>

* p <.05

**Inter-Rater reliability**

Correlations for this experiment showed .98 reliability for both pre and posttests.
CHAPTER IV

DISCUSSION

This study examined the effectiveness of two volunteer training programs at a crisis center. Results of both studies showed strikingly similar effects when comparing verbal and written subtests. In Experiment I, written results were not significant and in Experiment II were significant at the \( p = 0.045 \) level. However, in both cases, the verbal results left no doubt that the treatment and not chance affected the outcome.

At Gryphon, the emphasis is on the verbal skills, whether in the context of a telephone conversation or "rapping" with a drop-in. The written survey offered responses to be rated (i.e., subjects had no chance to respond with a personal choice). Choices had to be made from those given which in some cases might not have included responses they would have considered helpful. The verbal measure, on the other hand, opened up the realm of personal-based responses. The latter is what Gryphon training is concerned with and the results of these studies bear out the effectiveness with which this is accomplished through the training program used there. Granted there was no other offered alternative for people not going through training, the intent of this experiment was to examine whether training vs. no training made a difference and the training examined was specifically that of Gryphon Place.
Several other findings came to light upon examination of peer rankings vs. ratings determined by performance on the verbal measure. The trainee who was ranked first by the experimental method (Experiment II) was rated 17th out of 18 by other trainees. This person had had some previous experience with the skills the training program teaches and it may be possible that he/she was rated down by peers because of an attitude which said "I already know this stuff" and caused possible negative feelings on the part of the group. It may also be the case that peer evaluations are a more sensitive and accurately predictable evaluation than any experimental instrument. Needless to say, the reverse may very well be true.

The trainee who ranked first in Experiment I on the verbal measure far outdistanced all the others but one. On a space for comments at the end of the written survey he/she expressed trouble concerning how to respond genuinely and at the same time be helpful. This person also expressed a wish to go beyond the test as a test and use it as a learning experience by discussing the rationale behind the correct answers. Unfortunately, soon after the training was over, this person committed suicide.

It was mentioned that the positive results of the second control group used in Experiment II were due to one subject. The possibility arises that taking a pretest did influence this subject's posttest. No statistical check was run on this though, again due to the small N of the group. Also, there was no control over whatever historical confounding factors may have occurred.
during the time of pre and posttest.

As a future improvement upon this experiment, I would like to obtain another equivalent set of verbal statements for subjects to respond to. It was found that using the same statements made no significant difference between groups who took pre and posttest and posttest only. Another set of statements would offer true alternate forms of the verbal instrument.

Answers to questions which were not asked by this study might be obtained in further research. The verbal measure only allowed for one helpful response to each statement. It would be interesting to see if over a longer period of time (per conversation) there would be any difference in the helpfulness of trainees as opposed to non-trainees. Perhaps a live helpee might be employed with an objective check sheet to rate the skills of subjects.

This study evaluated trainees. No attempt was made to evaluate other, more experienced volunteers. An experiment of this nature might offer implications such as: are more experienced volunteers really more helpful and is there possibly a deterioration of skills (for both trainees and experienced volunteers) over time? Evaluating experienced workers as well as trainees would also give a more well-rounded picture of the effectiveness of the crisis center as a whole.

Again, this study examined the value of training vs. no training. A future study might compare one crisis center vs. another, in terms of trainees and experienced volunteers. Such
a study would possibly facilitate more effective training for crisis center workers en masse by combining the best components of many training programs.

In summary, the effectiveness of training in a crisis intervention center is a variable which has not yet been effectively and efficiently measured. This study attempted to evaluate the effectiveness of the communication/helping skills section of a volunteer training program. The results indicated that trainees were more adept than a control group at giving their own verbal responses to helpees (after training) than identifying the quality of others' written responses.
REFERENCES


Dillon, Michael J., Helper effectiveness on hotline telephones, helper personality and offered therapeutic conditions, Dissertation Abstracts International, 1972, March, 32(9-A), #4942.


Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.


Wolf, Sidney and Wolf, Carol M., The counseling skills evaluation, Film, The Psychological Skills Developmental Corporation, Towson, Md., 1974, 35 min.
APPENDIX A

The written survey used for both studies is included here. Pages 25-31 contain the measure used in Experiment I for both pre and posttest. The first section of this survey (pp. 26-28) is taken from Gazda, et al., the second half (pp. 29-32) is from Delworth, et al. The written instrument for Experiment II is found on pages 33-50 according to this breakdown: pages 33-38 are the alternate tests adapted from Gazda, et al. Pages 39-50 include the portion of the written test taken from Delworth, et al. Subjects were randomly assigned to one test from Gazda, one from Delworth. If the subject received a posttest, the forms not initially used were employed.
Instructions: Several helper responses are given to each helpee situation. Rate each response by putting the number (1.0, 1.5, 2.0, 2.5, 3.0, 3.5, or 4.0) in the blank to the left of the helper responses.

Helpee Situation 1                Empathy

Tenth-grade girl to teacher: 'There are times when I feel like school is not important to me. Since I'm not going to college, there isn't much use for me to waste my time here.'

Helper Responses

_____1. "Perhaps you could talk to the counselor about why you should stay in school."

_____2. "You know that the first thing an employer will want to know is if you are a high school graduate."

_____3. "It sounds like you are thinking about dropping out."

_____4. "I would be glad to sit down and discuss it with you sometime."

_____5. "You really don't know what to do. Perhaps you'd like to graduate, but right now you are leaning toward dropping out."

_____6. "It's frustrating to be caught in the middle of such a conflict."

Helpee Situation 2                Concreteness

Fifth-grader, who has been absent frequently, to teacher: 'I'm worried about my math grade. It seems that the harder I work the lower my grade gets.'

Helper Responses


_____2. "You're concerned about your math grade dropping because you have actually been working hard. You're trying to determine what the problem is."

_____3. "Students who are absent usually do poor work."

_____4. "You are really concerned because you are working harder but it doesn't seem to help your grade."
5. "I'll let you borrow my book which simplifies much of this work."

6. "Students who are worried usually find ways to solve their problems."

7. "It seems that you are worried more about your grade than learning. If you really wanted to learn, you wouldn't be absent so often."

Helpee Situation 3  Genuineness

John, a fourth-grader who has been avoiding doing his homework for three days, and keeps saying he'll do it the next day to the teacher who has asked him to bring it in: 'I'm sorry, I forgot my homework. I won't do it again. I'll bring it tomorrow.'

Helper Responses

1. "You've said that day after day. You're just trying to see how far you can push me before I'll blow my top. Well, this is it. You can go to the principal's office now."

2. "Teachers can't allow students just to keep putting off their work. It's time you brought your work in."

3. "You're finding it difficult to remember to bring in your work, and I'm finding it difficult to be patient."

4. "If you don't bring it in tomorrow, I'll snatch you bald-headed!"

5. "John, you've told me that for three days. I want to believe you, but it gets harder each day."

6. "If you don't bring in your homework tomorrow, you will do it before you leave school."

Helpee Situation 4  Self-Disclosure

Student teacher to another student teacher: "What was the idea of butting in on my class today? I can handle Jerry by myself. I knew he was fooling around, and I was just waiting until he was in deep enough that he couldn't lie his way out again."

Helpee Responses

1. "I knew what I was doing. If you let that little runt get too far ahead of you, you'll never be able to keep him in line. I've got an understanding with that boy and I know he won't give you trouble again."
2. "Meddling with your class has really made you angry, especially since you knew what you were going to do with Jerry."

3. "I know you're angry. I've had people interfere in my classes, too, and it really gets me mad."

4. "My interfering messed up all your plans. You're wondering how I could do something like that."

5. "How can you be so sure you were going to be so effective with Jerry?"

6. "I realized I was out of line as soon as I corrected Jerry, but it was too late. I appreciated you not saying anything in class. If that had been me I would have blown up on the spot."

Helpee Situation 5
Immediacy

Student to teacher on last day of class: "You're the best teacher I ever had. I'll never have another teacher I like as much. We got along together so well."

Helper Responses

1. "I'm glad you liked class this year. We had a very congenial group."

2. "Thank you. That's nice to hear."

3. "What are you going to do this summer?"

4. "We did get along well. It pleases me to hear you say that because I think a lot of you and will always remember having you in my class."

5. "I suppose you're glad this is the last day of school. You'll probably be doing a lot of interesting things this summer."

6. "That's so nice to hear! This year was fun for both of us; I'm glad we can share these feelings together now."

7. "That's a nice thing to say. I hope you will have a good summer."

8. "Come by and see me sometime in the fall and we can sit down and reminisce."
Instructions: You will read about five persons who are seeking help with a problem. They may not be formal clients but simply people who have sought the help of another person in a time of need.

Following each excerpt by a person seeking help you will read four possible responses. These are initial responses which might be made early in the course of the helping relationship. Each of the four responses should be rated according to the continuum below. Rate each response independently of the others.

Rate each response 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0.

1.0 - 1.5 Is not helpful in recognizing the problem; may hinder communication.

2.0 - 2.5 Partial recognition of problem and/or feelings toward it.

3.0 - 3.5 Minimally helps the person in recognizing the problem and his feelings towards it.

4.0 - 4.5 Significantly helps the person in recognizing the problem and dealing with it.

5.0 Optimally aids the person in dealing with his problem.

As you judge the responses, keep in mind that the most highly rated responses are those which the person can use most effectively in his present situation.

Excerpt 1

Helpee: I'm so happy I just don't know what to do. I went out with this guy that I've had my eye on since high school. It was so neat! He acts absolutely in love with me. He didn't say anything about calling again, but I'm sure he will.

Helper Responses:

1. You sound as though you might be wondering if you're not reading too much into this one date.
2. You sound like you had a really good time. It's a good feeling to know that one of your hopes might be realized. I'd like to hear more about how things went on the date.
3. Life can be exciting—full of unexpected happiness. How did this date come about?
4. You feel like a long hoped for door has been opened, and that makes you very happy. It's really neat to feel that one of your dreams might be realized.
Excerpt 2

Helpee: What should I do? My son is taking durgs, I just know he has to be. He has been acting very odd ever since his father and I got the divorce last month. It must be his father's doing. He would do anything to take my boy away from me and that father of his is always up to no good.

1. What indications do you have that your son is taking drugs, other than he has been acting strange? How can you be sure that his father has something to do with it? Could anything else, say your divorce, and the separation of the family, be making your son act strange?

2. Sounds like you're pretty upset about two problems: first, your son and his recent behavior and second, your ex-husband's influence on your son. What specific examples indicate that your son is taking drugs?

3. It's really a disturbing feeling when you think your son is doing something that might be harmful to him. It's doubly disturbing when you think your ex-husband might be involved.

4. Divorce in a family sometimes causes all sorts of hassles. How long has it been since you and your husband were divorced?

Excerpt 3

Helpee: I am flunking a class and I can't afford to flunk it. The teacher is really understanding, but I just can't grasp the material. She spends all kinds of time with me, but it doesn't seem to do any good. I need the credits now in order to graduate. I can't get them later because I'm taking maximum loads all the way until graduation. I've considered really going all out and cheating to get through the class, but I can't really justify it. I've got to have the credits one way or another, but I don't know what to do. What would you do in my case?

Helper Responses:

1. Well, it sounds like you're stuck with the class, like it or not. You sound like you're basically against cheating, but the university has a free tutoring service, there are test files you could look into, or maybe even someone in the class could help you. This way, the material would be presented in a different way and maybe help you to grasp it.
2. Maybe if you talked to the prof again and told her you don't understand the material, she'd slow down more for you.

3. Wow, if I were in your shoes, I'd probably flunk the class.

4. I really agree it's a tight situation to be in. I was in a class once where I had to face the choice of cheating.

Excerpt 4

Helpee: I've been running into some people that are really messing me up. It seems like for the last few months I have been meeting nothing but Jesus freaks, the type that say "hi" and then ask if you have accepted Christ. The first few times it was interesting to rap with them, but now I'm getting tired of it, but I don't know how to politely tell them to shut up. They always end up with a rap about how stupid people are who don't accept Christ and how we were really missing out on something. At the same time, I am not sure I want to make the commitment, and I hate having it constantly shoved down my throat.

Helper Responses:

1. Sounds like you're frustrated with two problems: one, how to deal with people you don't want to be involved with and two, how to deal with yourself, your own feelings. Let's discuss it and see if we can come up with some alternatives.

2. Why don't you tell them to be quiet and leave you alone? You don't have to let them lecture to you.

3. Do you believe in God?

4. Sounds like you're having some problems determining if you can deal with these people and with yourself as well.

Excerpt 5

Helpee: Yeah, um...I have this problem, and I don't know what anybody's going to do about it, because it's not the sort of thing that has an answer, but...Oh, a couple of months ago, I met this guy at the Matterhorn, and--I don't know--we sort of hit it off and so I ended up going to his apartment...and...oh--we drank a little over there, and smoked a little, and I ended up getting really, really drunk and really stoned, and I ended up going to bed with him...and...well...that was okay, I mean, I didn't ever hear from him after that, and that didn't really bother me, because, well, you know, I was kind of embarrassed about it--I mean, I don't usually do things like that, but--I walked into my discussion group for one of my upper division
classes this quarter, and lo and behold, he's a grad student and he's teaching the discussion group. I just about died of embarrassment when I walked in, but—I mean, there's nothing I can do. I haven't been back since—I can't drop the class, it's a 400-level class, and I need it to graduate, and it isn't offered any other time this year, and I can't change sections, but I just about... I mean, I can't sit through a quarter of having this guy laughing at me up there in front of the class, and perhaps telling all of his friends and frat brothers everything else, and it's just—I mean, it really bothers me, I'm so embarrassed about it. And there seems like there's nothing I can do.

Helper Responses:

1. Seems to me you'd know by now that you can't hop in bed with anybody and have it come out okay.

2. If I were you, I'd go right into his office and talk to him about it. Who knows, maybe he feels the same way.

3. Boy, I bet this would be a tense situation. I can see that you are embarrassed about it.

4. Wow, I can tell this really bothers you. Since you've already eliminated some of the possibilities, what do you think would happen if you talked to him in his office or over a cup of coffee?
Subtest 2

Instructions: Several helper responses are given to each helpee situation. Rate each response by putting the number (1.0, 1.5, 2.0, 2.5, 3.0, 3.5, or 4.0) in the blank to the left of the helper responses.

Empathy

Male: "I've been looking forward to the senior prom since I was a freshman, and now it looks like I won't be able to go. It boils down to a matter of money, since there is no way I can afford to rent a tux."

Helper Responses:

_____1. "You've looked forward to it all these years. Are you sure you have exhausted all means of getting a tux?"
_____2. "You feel left out because the money problem might cause you to miss the senior prom."
_____3. "How unfortunate. Maybe you could borrow a tux from somebody."
_____4. "Why don't you talk to the manager of the tuxedo rental store and see if you could pay a little bit a week until it is all paid."
_____5. "The prom really means a lot to you."
_____6. "You are disappointed because you feel you can't afford to go to the prom."
_____7. "Is there some way I could help you afford this? Are you working?"
_____8. "What happened to all that money you made last summer?"
_____9. "Don't you have a friend who could lend you enough money to rent a tux until you could find work and earn enough money to pay him back?"
_____10. "A part-time job would probably provide enough money for your needs."
_____11. "It is upsetting to think you might miss the prom this year because you don't have enough money to go."
_____12. "I know how you feel."

Concreteness

Ninth-grade boy to his teacher during biology class: "The theory of evolution seems to explain man's physical development fairly well. Does it have anything to say about psychological development of man?"

Helper Responses

_____1. "It sounds like you're asking if the theory accounts for both of these aspects of man's development."
2. "Darwin's main concern was physical evolution. Perhaps you would like to read his book The Origin of Species."

3. "As man developed or evolved physically from lower organisms, it seems that his behavior would also change or evolve constantly. For example, certain physical changes were necessary before man could speak a language, make tools and other articles with his hands, or use his eyes for reading."

4. "Anthropology is one of the behavioral sciences. Cultural change is an important aspect of anthropology, and psychologists are beginning to use more anthropological finds in their search for the key to human behavior."

5. "I assume that you are questioning whether Darwin's theory of evolution includes psychological development or cultural change along with physical change. I'm sure it's covered to some extent. Do you have some ideas about it?"

6. "What do you think?"

7. "What do you think? Is psychological development part of evolution of the species?"

Genuiness

John, a fourth grader who has been avoiding doing his homework for three days, and keeps saying he'll do it the next day to the teacher who has asked him to bring it in: "I'm sorry I forgot my homework. I won't do it again. I'll bring it tomorrow."

Helper Responses

1. "You've said that day after day. You're just trying to see how far you can push me before I'll blow my top. Well, this is it. You can go to the principal's office now."

2. "Teachers can't allow students just to keep putting off their work. It's time you brought your work in."

3. "You're finding it difficult to remember to bring in your work, and I'm finding it difficult to be patient."

4. "If you don't bring it in tomorrow, I'll snatch you bald-headed!"

5. "John, you've told me that for three days. I want to believe you, but it gets harder each day."

6. "If you don't bring in your homework tomorrow, you will do it before you leave school."

Self-Disclosure

Second-grader to teacher: "I'm sure glad I was placed in your room."
Helper Responses:

1. "That really makes me feel happy to hear you say that."
2. "Oh?"
3. "You're really glad I'm your teacher instead of someone else."
4. "You're darn lucky to have me. I really know how to keep discipline in my class."
5. (hugging the child) "Gee, I feel so good, hearing you say how much you like me."

Immediacy

Student to teacher on last day of class: "You're the best teacher I ever had. I'll never have another teacher I like as much. We got along together so well."

Helper Responses:

1. "I'm glad you liked class this year. We had a very congenial group."
2. "Thank you. That's nice to hear."
3. "What are you going to do this summer?"
4. "We did get along well. It pleases me to hear you say that because I think a lot of you and will always remember having you in my class."
5. "I suppose you're glad this is the last day of school. You'll probably be doing a lot of interesting things this summer."
6. "That's so nice to hear! This year was fun for both of us; I'm glad we can share these feelings together now."
7. "That's a nice thing to say. I hope you will have a good summer."
8. "Come by and see me sometime in the fall and we can sit down and reminisce."
Instructions: Several helper responses are given to each helpee situation. Rate each response by putting the number (1.0, 1.5, 2.0, 2.5, 3.0, 3.5, or 4.0) in the blank to the left of the helper responses.

Empathy
Tenth-grade girl to teacher: "There are times when I feel like school is not important to me. Since I'm not going to college, there isn't much use for me to waste my time here."

Helper Responses:

1. "Perhaps you could talk to the counselor about why you should stay in school."
2. "You know that the first thing an employer will want to know is if you are a high school graduate."
3. "It sounds like you are thinking about dropping out."
4. "I would be glad to sit down and discuss it with you sometime."
5. "You really don't know what to do. Perhaps you'd like to graduate, but right now you are leaning toward dropping out."
6. "It's frustrating to be caught in the middle of such a conflict."

Concreteness
Ninth-grade boy to his teacher during biology class. "The theory of evolution seems to explain man's physical development fairly well. Does it have anything to say about psychological development of man?"

Helper Response:

1. "It sounds like you're asking if the theory accounts for both of these aspects of man's development."
2. "Darwin's main concern was physical evolution. Perhaps you would like to read his book The Origin of Species."
3. "As man developed or evolved physically from lower organisms, it seems that his behavior would also change or evolve constantly. For example, certain physical changes were necessary before man could speak a language, make tools and other articles with his hands, or use his eyes for reading."
4. "Anthropology is one of the behavioral sciences. Cultural change is an important aspect of anthropology, and psychologists are beginning to use more anthropological finds in their search for the key to human behavior."
5. "I assume that you are questioning whether Darwin's theory of evolution includes psychological development or cultural change along with physical change. I'm sure it's covered to some extent. Do you have some ideas about it?"

6. "What do you think?"

7. "What do you think? Is psychological development part of evolution of the species?"

**Genuiness**

Eight-grade boy to a student teacher: "I know someone who likes you and wants a date with you. Me!"

Helper Responses:

1. "You know teachers can't date students."

2. "Your asking for a date really takes me by surprise."

3. "You should ask someone of your own age. I wouldn't think of dating anyone as young as you."

4. "I already have a boyfriend."

5. "I'm glad to hear that you like me, but I'm finding it difficult to know how to answer your request for a date."

6. "It's flattering to know that I'm that important to you. I think I'd feel pretty uncomfortable about our age differences."

**Self-Disclosure**

Student teacher to another student teacher: What was the idea of butting in on my class today? I can handle Jerry by myself. I knew he was fooling around, and I was just waiting until he was in deep enough that he couldn't lie his way out again."

Helper Responses:

1. "I knew what I was doing. If you let that little runt get too far ahead of you, you'll never be able to keep him in line. I've got an understanding with that boy and I know he won't give you trouble again."

2. "Meddling with your class has really made you angry, especially since you knew what you were going to do with Jerry."

3. "I know you're angry. I've had people interfere in my classes, too, and it really gets me mad."

4. "My interfering messed up all your plans. You're wondering how I could do something like that."

5. "How can you be so sure you were going to be so effective with Jerry?"
6. "I realized I was out of line as soon as I corrected Jerry, but it was too late. I appreciated you not saying anything in class. If that had been me I would have blown up on the spot."

Immediacy

Student to teacher on last day of class: "You're the best teacher I ever had. I'll never have another teacher I like as much. We got along together so well."

Helper Responses:

1. "I'm glad you liked class this year. We had a very congenial group."
2. "Thank you. That's nice to hear."
3. "What are you going to do this summer?"
4. "We did get along well. It pleases me to hear you say that because I think a lot of you and will always remember having you in my class."
5. "I suppose you're glad this is the last day of school. You'll probably be doing a lot of interesting things this summer."
6. "That's so nice to hear! This year was fun for both of us; I'm glad we can share these feelings together now."
7. "That's a nice thing to say. I hope you will have a good summer."
8. "Come by and see me sometime in the fall and we can sit down and reminisce."
Instructions: You will read about five persons who are seeking help with a problem. They may not be formal clients but simply people who have sought the help of another person in a time of need.

Following each excerpt by a person seeking help you will read four possible responses. These are initial responses which might be made early in the course of the helping relationship. Each of the four responses should be rated according to the continuum below. Rate each response independently of the others.

Rate each response 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0.

1.0 - 1.5 Is not helpful in recognizing the problem; may hinder communication.

2.0 - 2.5 Partial recognition of problem and/or feelings toward it.

3.0 - 3.5 Minimally helps the person in recognizing the problem and his feelings towards it.

4.0 - 4.5 Significantly helps the person in recognizing the problem and dealing with it.

5.0 Optimally aids the person in dealing with his problem.

As you judge the responses, keep in mind that the most highly rated responses are those which the person can use most effectively in his present situation.

Excerpt 1

Helpee: Hi! I'm going to have a baby. Don't get shook. I'm happily married, have been for four years and we have been trying so hard for so long. It finally worked! I'm pregnant! Since I'm sure now, I'm going to tell Jerry tonight over a candlelight dinner, his favorite dish and the whole works. I'm so happy, isn't it fantastic?

Helper Responses:

____1. That's great! It must be a fantastic feeling to know you're going to have a baby, something you've wanted so long come true.
____2. Are you sure your husband wants a baby just now?
____3. It sure does sound fantastic. This is a great day for you and your husband. You'll be making a lot of new plans now, I expect.
____4. Pregnancy can really be a great experience. Now you and your husband will have to make some decisions regarding how to have the baby and raise it.
Excerpt 2

Helpee: I've been running into some people that are really messing me up. It seems like for the last few months I have been meeting nothing but Jesus freaks, the type that say "hi" and then ask if you have accepted Christ. The first few times it was interesting to rap with them, but now I'm getting tired of it, but I don't know how to politely tell them to shut up. They always end up with a rap about how stupid people are who don't accept Christ and how we are really missing out on something. At the same time, I am not sure I want to make the commitment, and I hate having it constantly shoved down my throat.

Helper Responses:

___1. Sounds like you're frustrated with two problems: one, how to deal with people you don't want to be involved with and two, how to deal with yourself, your own feelings. Let's discuss it and see if we can come up with some alternatives.

___2. Why don't you tell them to be quiet and leave you alone? You don't have to let them lecture to you.

___3. Do you believe in God?

___4. Sounds like you're having some problems determining if you can deal with these people and with yourself as well.

Excerpt 3

Helpee: What should I do? My son is taking drugs, I just know he has to be. He has been acting very odd ever since his father and I got the divorce last month. It must be his father's doing. He would do anything to take my boy away from me and that father of his is always up to no good.

Helper Responses:

___1. What indications do you have that your son is taking drugs, other than he has been acting strange? How can you be sure that his father has something to do with it? Could anything else, say your divorce and the separation of the family, be making your son act strange?

___2. Sounds like you're pretty upset about two problems: first: your son and his recent behavior and second, your ex-husband's influence on your son. What specific examples indicate that your son is taking drugs?
3. It's really a disturbing feeling when you think your son is doing something that might be harmful to him. It's doubly disturbing when you think your ex-husband might be involved.

4. Divorce in a family sometimes causes all sorts of hassles. How long has it been since you and your husband were divorced?

Excerpt 4

Helpee: Yeah, um...I have this problem, and I don't know what anybody's going to do about it, because it's not the sort of thing that has an answer, but...oh, a couple of months ago, I met this guy at the Matterhorn, and—I don't know—we sort of hit it off and so I ended up going to his apartment...and...oh—we drank a little over there, and smoked a little, and I ended up getting really drunk and really stoned, and I ended up going to bed with him...and...well...that was okay, I mean, I didn't ever hear from him after that, and that didn't really bother me, because, well, you know, I was kind of embarrassed about it—I mean, I don't usually do things like that, but—I walked into my discussion group for one of my upper division classes this quarter, and lo and behold, he's a grad student and he's teaching the discussion group. I just about died of embarrassment when I walked in, but—I mean, there's nothing I can do. I haven't been back since...I can't drop the class, it's a 400-level class, and I need it to graduate, and it isn't offered any other time this year, and I can't change sections, but I just about...I mean, I can't sit through a quarter of having this guy laughing at me up there in front of the class, and perhaps telling all of his friends and frat brothers everything about it. And there seems like there's nothing I can do.

Helper Responses:

1. Seems to me you'd know by now that you can't hop in bed with anybody and have it come out okay.

2. If I were you, I'd go right into his office and talk to him about it. Who knows, maybe he feels the same way.

3. Boy, I bet this would be a tense situation. I can see that you are embarassed about it.

4. Wow, I can tell this really bothers you. Since you've already eliminated some of the possibilities, what do you think would happen if you talked to him in his office or over a cup of coffee.

Excerpt 5

Helpee: I'm having problems with my boyfriend. We've been getting pretty intimate lately, and all that is left is going all the way.
I'm not sure it's what I want to do because I've always wanted to be a virgin when I got married, but it's awfully tempting. I've been brought up to believe that sex outside of marriage is wrong, but how can it be wrong when I love him so much? He doesn't understand this and is getting very impatient because I won't go all the way. I'm afraid I'll lose him if I don't but I'm afraid I'll hate myself if I do.

Helper Responses:

___1. Are you afraid of sex? Sometimes these things happen when people feel inhibited about their inner emotions.

___2. It sounds like you don't know which is more important, pleasing your boyfriend and possibly yourself, or possibly losing your boyfriend for the values that even you are questioning.

___3. That must really be a confusing situation to be in, not to know which way to go in such an important situation.

___4. Why would you hate yourself for going all the way if you love him the way you say you do?

Excerpt 6

Helpee: I'm so happy I just don't know what to do. I went out with this guy that I've had my eye on since high school. It was so neat! He acts absolutely in love with me. He didn't say anything about calling again, but I'm sure he will.

Helper Responses:

___1. You sound as though you might be wondering if you're not reading too much into this one date.

___2. You sound like you had a really good time. It's a good feeling to know that one of your hopes might be realized. I'd like to hear more about how things went on the date.

___3. Life can be exciting--full of unexpected happiness. How did this date come about?

___4. You feel like a long hoped-for door has been opened, and that makes you very happy. It's really neat to feel that one of your dreams might be realized.

Excerpt 7

Helpee: I would like your opinion, given this choice. I purchased a tab of acid from a friend of mine. He said it was very mild, a good one for those who have never tripped before. I have always wanted to try LSD once—I have heard all about the controversies and so I believe I know what I'm getting into. However, I would still like to hear what some other people have to say about it. I've made the transition to freak almost, the acid is the last stage--so can you tell me what acid is all about?
Helper Responses:

1. Listen, I really think you should consider the physiological effects of acid. They can be detrimental to your psychological health as well.
2. Seems like a difficult choice to make. I can see how you might feel it's part of becoming a freak.
3. I hope no one saw you purchase the tab.
4. Being a freak is pretty important to you. But I sense some hesitancy or conflict in making your decision.

Excerpt 8

Helpee: I'm in sort of a bind—I don't know if you can help me, but, well, I've gotten very interested in my roommate's old fiance. Since he and I have started to become friends she has been treating me very coolly. We were good friends before she moved in, too. I asked her if it bothered her, but she says no. I don't think she has the right to tell me who to see, but I don't want to jeopardize our friendship.

Helper Responses:

1. So you want to continue seeing the guy but don't want your relationship with your roommate to suffer?
2. Have you really talked to your roommate in depth about this?
3. I can see the conflict. If you and your roommate are really being truthful with each other, maybe the problem isn't the fact that you are dating the guy, but how tactfully you handle the situation.
4. She sounds like she is really a sore loser.

Excerpt 9.

Helpee: Well, you see, I got this girl pregnant and I'm not going to marry her. I want some information about abortions because I feel a certain responsibility. You see, I don't know if I love her or not and I got to be sure before I start thinking about marrying her—I mean, about marrying anyone.

Helper Responses:

1. I hear you saying that this pregnancy has put you in a trap in which you see abortion as the only way out. Perhaps, though, it has raised some basic questions of whether you really love this girl—and if you think you do, is it only because you feel responsible for her pregnancy?
2. It seems you're feeling like the walls are closing in fast. This girl's pregnancy has raised the question of
responsibility and you want to do the right thing.

3. If the girl is definitely pregnant, then abortion is one of the alternatives. Have you and this girl talked about any of the other alternatives? I feel that you should at least look at all that is open to you before you make your decision.

Excerpt 10

Helpee: Your ad said that you were interested in other people's problems, so I'm gonna lay a heavy one on you. I've been dating this black chick for about three months now. There wouldn't be a problem except that I'm white. I've been raised to see no difference between white and black and I believe that I exhibit this point of view myself now as an adult. The problem is with my chick who somehow believed that I should see a difference between us--she is always testing me to see if I have yet become a racial bigot. I'm getting tired of this but I feel something special for this chick. As though matters weren't bad enough, she is now pregnant; I believe it is probably my kid, but there always exists the chance that it could be one of her black brother's. So here is the problem. Now, what is the answer?

Helper Responses:

1. That's a rough one alright. Sounds like you're really rushed to make up your mind about how you feel toward her.

2. Would it be a whole lot less of a hassle if she were white or you two were married?

3. You're right, it is a heavy one. I can see how you'd feel a conflict within your feelings toward her, and now her pregnancy makes some kind of decision mandatory. Maybe pregnancy is some kind of final test?

4. I can't answer it for you, all I can do is help you consider the alternatives.
Instructions: You will read about five persons who are seeking help with a problem. They may not be formal clients but simply people who have sought the help of another person in a time of need. Following each excerpt by a person seeking help you will read four possible responses. These are initial responses which might be made early in the course of the helping relationship. Each of the four responses should be rated according to the continuum below. Rate each response independently of the others.

Rate each response 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0.

1.0 - 1.5 Is not helpful in recognizing the problem; may hinder communication.

2.0 - 2.5 Partial recognition of problem and/or feelings towards it.

3.0 - 3.5 Minimally helps the person in recognizing the problem and his feelings towards it.

4.0 - 4.5 Significantly helps the person in recognizing the problem and dealing with it.

5.0 Optimally aids the person in dealing with his problem.

As you judge the responses, keep in mind that the most highly rated responses are those which the person can use most effectively in his present situation.

Excerpt 1

Helpee: Hi! I'm going to have a baby! Don't get shook. I'm happily married, have been for four years and we have been trying so hard for so long. It finally worked! I'm pregnant!! Since I'm sure now, I'm going to tell Jerry tonight over a candlelight dinner, his favorite dish and the whole works. I'm so happy, isn't it fantastic?

Helper Responses:

_____1. That's great! It must be a fantastic feeling to know you're going to have a baby, something you've wanted so long come true.

_____2. Are you sure your husband wants a baby just now?

_____3. It sure does sound fantastic. This is a great day for you and your husband. You'll be making a lot of new plans now, I expect.

_____4. Pregnancy can really be a great experience. Now you and your husband will have to make some decisions regarding how to have the baby and raise it.
Excerpt 2

Helpee: Well, you see, I got this girl pregnant and I'm not going to marry her. I want some information about abortions because I feel a certain responsibility. You see, I don't know if I love her or not and I got to be sure before I start thinking about marrying her—I mean, about marrying anyone.

Helper Responses:

1. I hear you saying that this pregnancy has put you in a trap in which you see abortion as the only way out. Perhaps, though it has raised some basic questions of whether you really love this girl—and if you think you do, is it only because you feel responsible for her pregnancy?

2. It seems you're feeling like the walls are closing in fast. This girl's pregnancy has raised the question of responsibility and you want to do the right thing.

3. If the girl is definitely pregnant, then abortion is one of the alternatives. Have you and this girl talked about any of the other alternatives? I feel that you should at least look at all that is open to you before you make your final decision.

4. First, let me ask you, what is your definition of love? The way you look at this situation can be based on just that alone.

Excerpt 3

Helpee: Yeah, um...I have this problem, and I don't know what anybody's going to do about it, because it's not the sort of thing that has an answer, but...oh, a couple of months ago, I met this guy at the Matterhorn, and--I don't know--we sort of hit it off and so I ended up going to his apartment...and...oh--we drank a little over there, and smoked a little, and I ended up getting really, really drunk and really stoned, and I ended up going to bed with him...and...well...that was okay, I mean, I didn't ever hear from him after that, and that didn't really bother me, because, well, you know, I was kind of embarrassed about it—I mean, I don't usually do things like that, but—I walked into my discussion group for one of my upper division classes this quarter, and lo and behold, he's a grad student and he's teaching the discussion group. I just about died of embarrassment when I walked in, but—I mean, there's nothing I can do. I haven't been back since...I can't drop the class, it's a 400 level class, and I need it to graduate, and it isn't offered any other time this year, and I can't change sections, but I just about...I mean, I can't sit through a quarter of having this guy laughing at me up there in front of the class, and perhaps...
telling all of his friends and frat brothers everything else, and it's just—I mean, it really bothers me, I'm so embarrassed about it. And there seems like there's nothing I can do.

Helper Responses:

1. Seems to me you'd know by now that you can't hop in bed with anybody and have it come out okay.
2. If I were you, I'd go right into his office and talk to him about it. Who knows, maybe he feels the same way.
3. Boy, I bet this would be a tense situation. I can see that you are embarrassed about it.
4. Wow, I can tell this really bothers you. Since you've already eliminated some of the possibilities, what do you think would happen if you talked to him in his office or over a cup of coffee?

Excerpt 4

Helpee: I am flunking a class and I can't afford to flunk it. The teacher is really understanding, but I just can't grasp the material. She spends all kinds of time with me, but it doesn't seem to do any good. I need the credits now in order to graduate. I can't get them later because I'm taking maximum loads all the way until graduation. I've considered really going all out and cheating to get through the class, but I can't really justify it. I've got to have the credits one way or another, but I don't know what to do. What would you do in my case?

Helper Responses:

1. Well, it sounds like you're stuck with the class, like it or not. You sound like you're basically against cheating; but the university has a free tutoring service, there are test files you could look into, or maybe even someone in the class could help you. This way, the material would be presented in a different way and maybe help you to grasp it.
2. Maybe if you talked to the prof again and told her you don't understand the material, she'd slow down more for you.
3. Wow, if I were in your shoes, I'd probably flunk the class.
4. I really agree it's a tight situation to be in. I was in a class once where I had to fact the choice of cheating.
Excerpt 5

Helpee: I'm in sort of a bind—I don't know if you can help me, but, well, I've gotten very interested in my roommate's old fiance. Since he and I have started to become friends she has been treating me very coolly. We were good friends before she moved in, too. I asked her if it bothered her, but she says no. I don't think she has the right to tell me who to see, but I don't want to jeopardize our friendship.

Helper Responses:

_____1. So you want to continue seeing the guy but don't want your relationship with your roommate to suffer?
_____2. Have you really talked to your roommate in depth about this?
_____3. I can see the conflict. If you and your roommate are really being truthful with each other, maybe the problem isn't the fact that you are dating the guy, but how tactfully you handle the situation.
_____4. She sounds like she is really a sore loser.

Excerpt 6

Helpee: I'm so happy I just don't know what to do. I went out with this guy that I've had my eye on since high school. It was so neat! He acts absolutely in love with me. He didn't say anything about calling again, but I'm sure he will.

Helper Responses:

_____1. You sound as though you might be wondering if you're not reading too much into this one date.
_____2. You sound like you had a really good time. It's a good feeling to know that one of your hopes might be realized. I'd like to hear more about how things went on the date.
_____3. Life can be exciting—full of unexpected happiness. How did this date come about?
_____4. You feel like a long hoped--for door has been opened, and that makes you very happy. It's really neat to feel that one of your dreams might be realized.

Excerpt 7

Helpee: I guess you don't deal in this area, but I couldn't think of anybody else to call. I live in---Hall and I have been here a quarter. My roommate and I have gone on a diet together. She is built like Racquel Welch but I've got about 50 pounds to go. She's always getting me dates with gorgeous boys, but they never call back. I want to meet a nice boy; I guess one who doesn't mind fat.
Helper Responses:

_____1. It's good that you are working to look your best. But it sounds like you're hurt because guys don't take time to get to know you, to look beyond the surface.

_____2. Could you tell me how much you weigh and how tall you are?

_____3. Have you tried Weight Watchers? They have an excellent, healthy diet program that's practically foolproof.

_____4. It sounds like you realize it will take a while to get your weight down, but you want to have fun and date while you're doing it.

Excerpt 8

Helpee: I want to quit school; I'm tired of being broke and having a rundown car and a crappy apartment. I want some of the things that I feel I deserve. Even when I graduate I won't be able to get any better job than I can right now. I don't see why I should waste another year. I do enjoy studying and learning, but I can't stand the constant hassle with money. I'm here on financial aid so if I quit I probably won't ever be able to come back. I'm also tired of this place. I figure if I have to stay here one more year, I'll never make it.

Helper Responses:

_____1. Is there any reason why you should have to finish school at this particular university?

_____2. Have you looked into any alternatives to being a poverty-stricken college student in any great detail?

_____3. I know what you mean. It's really a rotten situation to be in.

_____4. You've really got a lot on your mind. Could you tell me more about where you stand in school or what the money hassle involves?

Excerpt 9

Helpee: I have a problem. It's about this guy. You see, I'm gay and I'm having a love quarrel. John, that's the name of my lover, is more straight than gay. He has recently met this girl who is more exciting than me--so he says anyway. If he continues seeing this girl, it will only mean heartbreak for me. I've never thought about suicide before now, but every day just brings more and more confusion. People say I'm strange, and maybe everybody would be just as happy if I happened to disappear.
Helper Responses:

1. Things are pretty confused right now, but don't you think you could find somebody else? Are you perhaps taking this too seriously?

2. Sounds like you're pretty depressed and confused; you feel very alone and empty because you feel that your relationship with someone you love is very threatened, and possibly over. It seems to mean the whole world to you. But, are you only living because of John?

3. In any personal relationship there are problems. When these problems arise it's good to talk about them to the person who is involved. Have you talked to John about this?

4. Wow, things are really going bad for you—you're feeling pretty depressed and worthless. The loss or possible loss of someone you really care for can be shattering.

Excerpt 10

Helpee: What should I do? My son is taking drugs, I just know he has to be. He has been acting very odd ever since his father and I got the divorce last month. It must be his father's doing. He would do anything to take my boy away from me and that father of his is always up to no good.

Helper Responses:

1. What indications do you have that your son is taking drugs, other than he has been acting strange? How can you be sure that his father has something to do with it? Could anything else, say your divorce and the separation of the family, be making your son act strange?

2. Sounds like you're pretty upset about two problems: first, your son and his recent behavior and second, your ex-husband's influence on your son. What specific examples indicate that your son is taking drugs?

3. It's really a disturbing feeling when you think your son is doing something that might be harmful to him. It's doubly disturbing when you think your ex-husband might be involved.

4. Divorce in a family sometimes causes all sorts of hassles. How long has it been since you and your husband were divorced?
APPENDIX B

This appendix includes the seven helpee statements which made up the verbal instrument. The statements were excerpted from the film The Counseling Skills Evaluation by Wolf and Wolf.
1. My wife says she's gonna split. She shoulda split a long time ago. I'm up to my ass in debts. Everything I touch turns to shit. Last night I went down to the basement, got my gun out. I just sat there staring at it. Then I thought it would be best to end the whole goddamn thing—right then and there.

2. It's really hard to talk to you, but that's my problem. They say I'm shy, but it's worse than that. I want to hide when people are around; I can't look at them. When I was small, they said that I would grow out of this, well it's worse now than ever.

3. It's a shocking experience to look in the mirror and not recognize yourself. How quickly those years disappear. I'm over 40 now, over 40. For a while I tried all the different beauty fads, spas, make up, lotions, but the years have a way of showing through. Besides, how long can you hide from yourself?

4. Why do I do this to myself and my family? I drink all the time; I'm obsessed with the thought. I hate myself when I drink and I can't stand myself when I'm sober. I love my family, but I just can't seem to show them; they take so much crap from me. What have I done for them? Maybe they'd be better off without me, maybe the whole world would be.

5. This is really difficult to say. I've been married a few years now. Joe's a really nice person. I don't want to hurt him, but I pretend I enjoy sex. He doesn't satisfy me. It's getting to the point where I lie awake half the night before
I can get to sleep. I don't have the nerve to tell him I've been faking it, but I can't go on like this.

6. I just don't understand this. I keep getting these fits. Look, I finally made it to the top of the heap. I'm a big man in the company. I have a house in the country, a Cadillac, I belong to a country club--class all the way. You know, I've got every damn thing I ever wanted. So, so what happens. I start getting these spells. I get dizzy, I get the shakes, I can't breathe right. The doctor doesn't know what it is, he says it's, it's my nerves. What am I--some kind of nut?

7. How could he do this to me after being a good wife for 15 years? There's another woman, younger. He did this behind my back, in my own home. How could he! He says he is sorry, sorry. But I'm willing to forgive him, if he'll stay. I'll do anything for him. I can't go on without him--he's all I live for.