

INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600



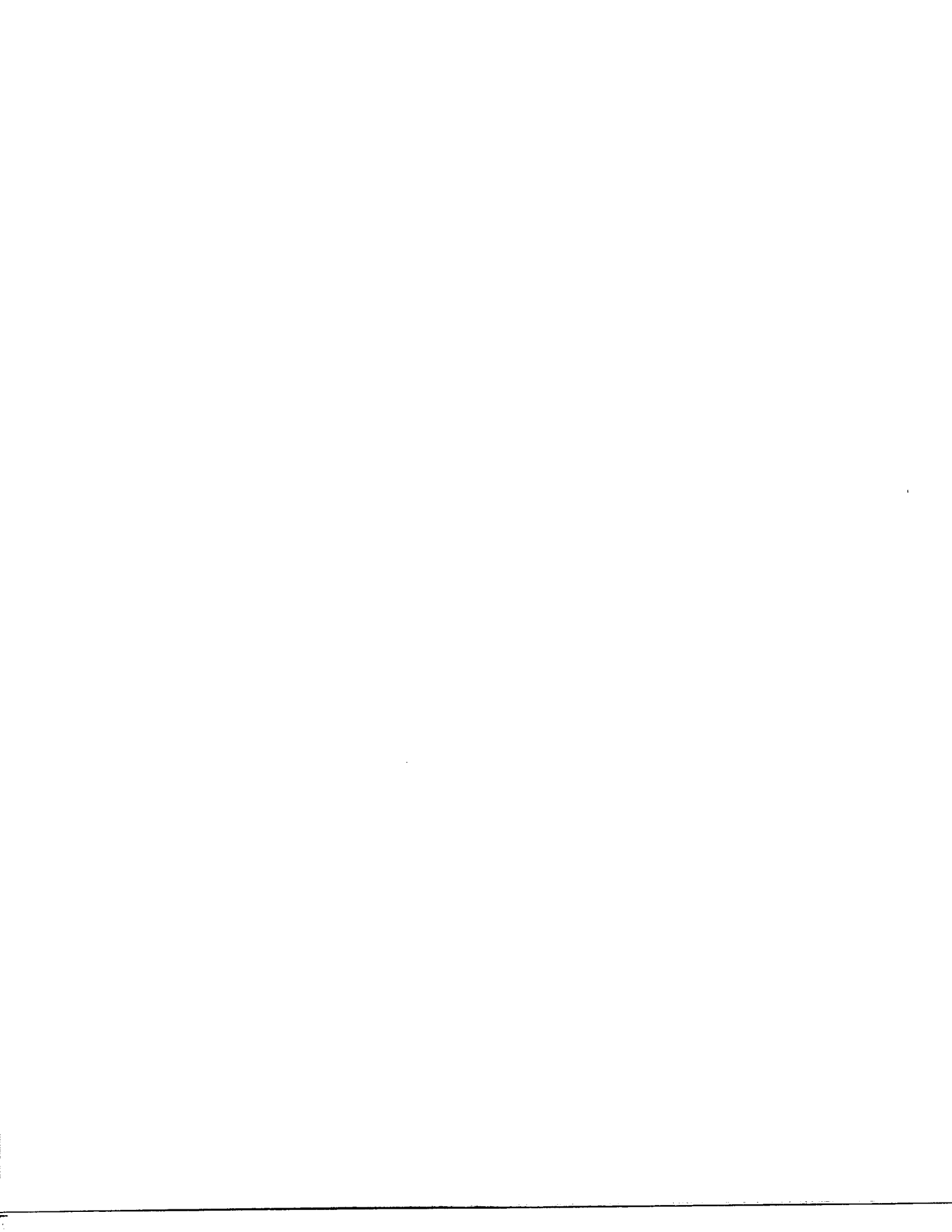
Order Number 1340275

**Self-actualization profiles of counselors: Private practice vs.
mental health agencies**

Carey, Mary Janet Marcella, M.A.

The University of Arizona, 1990

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106



SELF-ACTUALIZATION PROFILES OF COUNSELORS:
PRIVATE PRACTICE VS. MENTAL HEALTH AGENCIES

by

Mary Janet Marcella Carey

A Thesis Submitted to the Faculty of the
SCHOOL OF FAMILY AND CONSUMER RESOURCES
In Partial Fulfillment of the Requirements
for the Degree of
MASTER OF ARTS
WITH A MAJOR IN COUNSELING AND GUIDANCE
In the Graduate College
THE UNIVERSITY OF ARIZONA


1 9 9 0

STATEMENT BY AUTHOR

This thesis has been submitted in partial fulfillment of requirements for an advanced degree at the University of Arizona and is deposited in the University of Arizona Library to be made available to borrowers under rules of the Library.

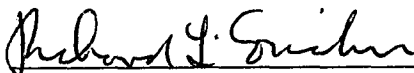
Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Dean of the Graduate College when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

SIGNED:



APPROVAL OF THESIS DIRECTOR

This thesis has been approved on the date shown below:



Richard L. Erickson
Associate Professor of
Family & Consumer Resources

4-10-90

Date

ACKNOWLEDGEMENT

I wish to acknowledge my committee: Drs. Richard L. Erickson, Philip J. Lauver, and Betty J. Newlon for their time and guidance toward the completion of this study. I thank Robert M. Jordan for contributing his computer expertise and for his continued patience in the preparation of this manuscript.

I am especially grateful for the love, encouragement, and support of my mother, Mary Marcella, and my sons, Flynn and Steven.

Finally, special thanks to my husband, Kent, who has unselfishly and lovingly supported me in achieving my goal.

TABLE OF CONTENTS

	Page
LIST OF TABLES	6
ABSTRACT	7
1. INTRODUCTION	8
Rationale of the Study	10
Problem Statement	12
Research Hypothesis	12
Assumptions	12
Limitations	13
Definition of Terms	14
Summary	17
2. REVIEW OF LITERATURE	18
Relationship of Counselor Knowledge and Effectiveness	18
Characteristics of the Self-actualized Person	19
Relationship of Counseling Setting and Effective Counseling	21
Summary	24
3. METHODOLOGY AND PROCEDURES	25
Description of the Sample	25
Description of the Instruments	26
Procedures	27
Design and Analysis	27
4. RESULTS AND DISCUSSION	30
The Sample	30
Results of the Mann-Whitney U-Test	32
Salary of Counselors Surveyed	34
Birth Order of Counselors Participating in Study	35
Ages of Counselors Surveyed	35
Marital Status of Counselors Surveyed	36
Top Five Work Values of Participants	36
Results of the Kruskal-Wallis Test	38
Preference of Employment Setting	40
Expectations of Future Employment Setting	41
Summary	42

TABLE OF CONTENTS--Continued

	Page
5. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	43
Summary	43
Conclusions	44
Implications	45
Limitations	47
Recommendations for Further Study	47
APPENDIX A: REQUEST FOR VOLUNTEERS	49
APPENDIX B: INSTRUCTION LETTER	51
APPENDIX C: DEMOGRAPHICS FORM	53
APPENDIX D: DESCRIPTION OF THE POI SCALES	57
REFERENCES	60

LIST OF TABLES

Table	Page
1. Distribution of the sample by gender and employment setting	31
2. Results of the Mann-Whitney U-Test	33
3. Salary range of counselors surveyed	34
4. Birth order of counselors surveyed	35
5. Ages of counselors surveyed	36
6. Marital status of counselors surveyed	37
7. Top five work values of counselors surveyed	38
8. Results of the Kruskal-Wallis Test	39
9. Preference of employment setting of counselors surveyed	40
10. Expectations of future employment setting of counselors surveyed	41

ABSTRACT

The purpose of this study was to determine the employment setting in which effective counselors were most likely to be employed. Because the effective counselor matches one-for-one with the personal characteristics of the self-actualized person, it was hypothesized that if self-actualized counselors could be identified at a significant level in either the agency or private practice setting, clients would have an improved probability of being counseled by an effective counselor by choosing a counselor in that setting.

Thirty-one counselors returned completed research materials which included the Personal Orientation Inventory and Demographics form.

The results indicated that counselors in agencies differ significantly from counselors in private practice in the number of questions left unanswered. No other differences were significant, although differences were noted between counselors who combined both agency and private practice when compared to counselors who worked exclusively in either agencies or private practice. Recommendations for further study based on the results were proposed.

CHAPTER 1

INTRODUCTION

In America, during the last fifty years, rapid changes in technology, the ecology, and in the nation's social, political, and moral structure have provided the impetus for individuals and their attitudes and behaviors to change--sometimes for the better, sometimes for the worse (Kanfer & Goldstein, 1986). Economic development, with its accompanying material abundance and high standard of living, has promoted a high degree of physical mobility of Americans seeking better opportunities in a competitive market. Often this movement involves the individual or immediate family rather than extended family, formerly a major source of support and identity. Improved technology has shrunk the work-week which has given employees more leisure time in which to examine the self, evaluating values, identity and the attainment of happiness (Schmidt, 1977)

The lack of a well-defined support system in a culture which values competition, individual achievement and self-reliance as stepping-stones to success could lead to isolation and uncertainty were it not for the existence of community-based agencies offering economic, educational, health, social, or vocational services (Schmidt, 1977). Among the services available to enable Americans to become more competent at reaching their full potential as human beings in an ever-changing society are those provided by counselors.

Counselors are members of a growing segment of this country's 160,000 mental health professionals (Blau, 1988) striving to provide an emotional climate which promotes fuller self-experience and self-growth for individuals desirous of change (Mooney, 1956). Although gross differences of emphasis among the various mental health occupations (e.g., vocational counselor and psychiatrist) may be discerned, it may be more difficult for consumers to detect differences in therapeutic effectiveness among members of the same occupation, such as counselors (Blau, 1988). Despite the books and articles (Ehrenberg & Ehrenberg, 1977; Park & Shapiro, 1976) which have been published to increase consumer awareness in selection of counselors, the majority of these publications have emphasized the mechanics of the counseling process, such as appointment scheduling and billing procedures rather than personal qualities that one should seek in a prospective counselor. Nevertheless, a recent study conducted by Netzky, Davidson, and Crunkleton (1982) indicated that, when purchasing counseling services, the quality of the relationship between counselor and client is the criterion on which evaluation of the service is based.

If, in fact, the relationship between the counselor and the client is the service that the consumer is "purchasing," it may be helpful for the prospective client to be aware that the counselor's own psychological well-being or personal adequacy determines the extent to which the counselor can be genuine, empathetic and integrated to provide a therapeutic climate necessary for client change (Selfridge & VanderKolk, 1976).

Certain personal characteristics have been determined to be attributes of the effective counselor (Corey, Corey, & Callanan, 1988; Shostrom, 1976). These traits can be matched one-for-one with many of the major characteristics which describe the self-actualized individual (Gangemi, 1976; Brennecke & Amick, 1971). As theorized by Maslow (1970), self-actualized people utilize their talents and capabilities more fully than the average person (Knapp, 1976). Unfortunately, the settings in which self-actualized people are employed could stifle their ability to express their potential for personal mastery (Gangemi & Mitchell, 1975).

While it could be difficult for a prospective client to identify a particular counselor who possesses the characteristics necessary to create a therapeutic climate from the pool of hundreds of counselors employed in a variety of settings, it would be helpful if the client were aware of an increased likelihood of encountering an effective counselor in a particular setting.

Rationale of the Study

Counseling is conducted in a formal setting in which individuals and their concerns are the focus. The goals of a mental health agency can interfere with the therapeutic process between the counselor and client (Chaplin, 1988). Since most community mental health centers are supported by public funds (Torrey, 1987), the goals of the agency at which the individual seeks counseling may differ with that of the therapeutic relationship. One example of this may be the team approach to therapy, often employed by agencies in the interest

of cost-effectiveness, in which the would-be client may interact with several staff employees--intake worker, social worker, secretarial and administrative staff--before ever meeting the counselor with whom he or she will work. This system, while providing better time management for the agency, may force the client to begin working on pertinent issues without the support of the effective counselor the client originally sought (Rucker & Slater, 1983).

Data (Beck, 1987) indicate that even administrative style in the agency setting can indirectly affect client outcome. In a study conducted by Beck (1987), counselors working in a laissez-faire atmosphere expressed the most disagreement with agency policies and procedures and the strongest intent to seek other employment. Client dropout rate was highest for these agencies. Client satisfaction was lowest for authoritarian-style agencies. Since the effective counselor shares many attributes of the self-actualizing person, it would seem that many of this counselor's traits may be in direct conflict with those of the agency orientation. Referring back to the previous example of the team approach, while it may be the policy of the agency for the primary counselor to accept the intake information as collected as conclusive, the effective counselor may have the tendency to adhere to his/her own method of dealing with many of the peripheral problems presented during intake--seeing these issues as a part of the larger picture (Rucker & Slater, 1983). If this were the case, it may be difficult for the effective counselor to function autonomously--one of the more important characteristics of the self-actualizing person (Maslow, 1970)--and yet adhere to the policies of the organization.

This inability to be congruent with in oneself and remain loyal to the agency's policies and philosophy may force self-actualizing individuals employed as counselors to seek another employment setting-- private practice.

Problem Statement

Are counselors employed in the private practice setting more self-actualized, and therefore, potentially more effective, than counselors employed in community mental health centers as measured by the Personal Orientation Inventory?

Research Hypothesis

The purpose of this study was to test the following hypothesis: There will be no significant difference between the mean of the sample of counselors employed in private practice and the mean of the sample of counselors employed by community mental health centers on all scales (which include: (1/2) Time Competence/ Time Incompetence and (3/4) Support Ratio) and subscales of the Personal Orientation Inventory (POI) (which include: (5) Self-actualizing Value; (6) Existentiality; (7) Feeling Reactivity; (8) Spontaneity; (9) Self-regard; (10) Self-acceptance; (11) Nature of Man; (12) Synergy; (13) Acceptance of Aggression; (14) Capacity for Intimate Contact).

Assumptions

Since the Personal Orientation Inventory is the best-known and most-often utilized measure of self-actualization and an exhaustive

list of published and unpublished studies attest to its validity and reliability (Knapp, 1976), the data collected will be accepted as a valid measure of self-actualization.

Because the characteristics of the effective counselor match one-for-one with the major traits of the self-actualized person, it is assumed that the Personal Orientation Inventory which measures self-actualization can be used to detect the presence of the qualities of the effective counselor. In fact, researchers (Melchers, 1971; Foulds, 1969) have encouraged the use of the Personal Orientation Inventory in this manner.

It is assumed that the population of counselors that have been sampled at random from the membership of Arizona Counselors Association were representative of all counselors employed both in private practice and mental health agencies in Arizona. It is further assumed that all subjects responded candidly and without restraint, since they volunteered to participate and their responses were anonymous.

Limitations

This study was limited to the population of counselors employed in Arizona who are members of the Arizona Counselors Association. This study did not attempt to examine how these individuals came to select counseling as a career. Volunteer subjects were used for the sample, which according to Borg and Gall (1983) could tend to bias the results because of the unique characteristics of volunteers. These traits include a higher percentage of married persons, a higher

percentage of firstborns, and volunteers are often more extraverted and anxious than nonvolunteers (Borg & Gall, 1983).

No distinction was made between those counselors who worked in private practice as sole proprietors and those who worked in private practice as members of a partnership or corporation.

Publications cited in the literature review that relate to the topic of self-actualization generally are limited to those published prior to 1980, because of the paucity of articles describing research into the subject of self-actualization after that year.

Results of the Personal Orientation Inventory can be used to measure the traits of the effective counselor to the extent that the characteristics of the self-actualized person actually do approximate those of the effective counselor.

Definition of Terms

The following are brief definitions of terms utilized in this study:

Counselor. A counselor is an individual who has earned a Master's Degree in Counseling and Guidance, Social Work, Education or Rehabilitation, with more than one year's post-degree counseling experience working full-time in either private practice or in a community mental health center as a counselor for 50% or more of the total hours worked per week in either counseling environment. For the purpose of this study, "counselor" and "psychotherapist" were used synonymously. While some mental health professionals may disagree with the interchangeable use of these terms

(Arbuckle, 1968), arguing that counselors help clients ("the worried well") (Torrey, 1987) achieve personal growth while psychotherapists are more likely to work with individuals diagnosed with mental illness ("patients"). Both terms were used to give participants clarification of the activity under consideration. School counselors were not included in the sample.

Community Mental Health Center. A community mental health center, also known as mental health agency, social service agency, or a miscellaneous agency, including those offering rehabilitation and substance abuse counseling. Primarily, a private, nonprofit corporation, usually operating through the use of public funds, rather than patient fees. Often, the team approach to case management is utilized.

Private Practice. Private practice is a counseling setting in which individual counseling involves only the counselor and the counselee. History taking, scheduling and the focus of the sessions is usually handled solely between the two parties involved. Most often, fees are paid to the counselor either directly by the counselee or by a company by whom the counselee is medically insured.

Self-actualization. Self-actualization is the tendency to strive to be exceptional. Individuals who are self-actualized are fully human, fully functioning, and have developed their capacities to their fullest. They have become all that they can become (Maslow, 1970).

Therapeutic Relationship. A therapeutic relationship is a warm, permissive, safe, understanding, but limited social relationship within which the counselor and counselee discuss the affective behavior of the latter, including ways of dealing with emotional needs and the situations that give rise to them (Shoben, 1953, p. 28)

Scales and Subscales of the Personal Orientation Inventory.

Scale number and Scale symbols are included with definition (Shostrom, 1966, p.6). A more complete review of definitions of the Personal Orientation Inventory can be found in Appendix D.

- 1/2. Time Ratio (TI/TC) (Time Incompetence/Time Competence)-- measures degree to which one is "present" oriented.
- 3/4. Support Ratio (O/I) (Other/Inner)--measures whether reactivity orientation is basically toward others or self.
5. Self-Actualizing Value (SAV)--measures affirmation of a primary value of self-actualizing people.
6. Existentiality (Ex)--measures ability to situationally or existentially react without rigid adherence to principles.
7. Feeling Reactivity (Fr)--measures sensitivity of responsiveness to one's own needs and feelings.
8. Spontaneity (S)--measures freedom to react spontaneously or to be oneself.
9. Self-regard (Sr)--measures affirmation of self because of worth or strength.
10. Self-acceptance (Sa)--measures affirmation or acceptance of self in spite of weaknesses and deficiencies.

11. Nature of Man (Nc)--measures degree of the constructive view of the nature of man, masculinity, femininity.
12. Synergy (Sy)--measures ability to be synergistic, to transcend dichotomies.
13. Acceptance of Aggression (A)--measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.
14. Capacity for Intimate Contact (C)--measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

Summary

This chapter has demonstrated the significance of this study, which adds to the limited research designed to aid the prospective client in the choice of an effective counselor. The effective counselor shares many of the characteristics of the self-actualizing individual and the Personal Orientation Inventory measures these traits (Maslow, 1971). Knowing the setting in which counselors who are self-actualized are more likely to be employed will aid the would-be client in selecting a counselor capable of creating a therapeutic environment conducive to the client's personal growth.

CHAPTER 2

REVIEW OF LITERATURE

This chapter contains a review of the literature presented under the following headings: relationship of counselor knowledge and effectiveness; characteristics of the self-actualized person; relationship of counseling setting and counseling effectiveness.

Relationship of Counselor Knowledge
and Effectiveness

During the past decade, counselor education programs have been reevaluating their curriculum and training practices in response, in some cases, to the pressure of professional credentialing boards interested in defining and ensuring counselor competence (Cook et al., 1986). It would seem that there is an underlying assumption accepted by these educators and credentialing officials that there is a strong relationship between counselor knowledge and performance (i.e., counselee benefits) (Joslin, 1965). However, research findings over the past 25 years suggest that the outcome of counseling is more closely related to the personal qualities of the counselor than to the counselor's technical background (Bergin & Solomon, 1963; Allen, 1967; Carkuff & Berenson, 1977).

In the study conducted by Bergin and Solomon (1963), a lack of correlation between empathy--a commonly mentioned characteristic of the effective counselor--and GRE scores or grade point averages

implies the irrelevance of intelligence or formal training beyond a certain level as a condition of empathic understanding. Further, Joslin (1965) suggested that there is little reason to believe that students who achieve high levels of knowledge, as evidenced by course work achievement, will necessarily become highly competent counselors.

The goal of counselor education is not a more knowledgeable and skilled technician, but a more human and self-actualized individual, capable of working effectively to help others to realize more fully the potential of their true self (Arbuckle, 1968, p.435). Indeed, a study by Selfridge and VanderKolk (1976, p. 192) underscores the contention that the ability of counselors to accurately perceive and effectively communicate their understanding of another's experiences and feelings in authentic interpersonal encounters is related to their fullness of personal functioning or self-actualization.

Characteristics of the Self-Actualized Person

Individuals who are self-actualizing (Brennecke & Amick, 1971; Cangemi, 1976) personify the positive characteristics which are often mentioned in descriptions of the effective counselor (Cottle, 1953; Demos & Zuwaylif, 1966; Shostrom, 1976; Payne, 1981; Corey, Corey, & Callanan, 1988). The self-actualizer has respect for others and their opinions, seeing through the superficial characteristics of people straight to their core--yet drawing others out, enabling them to become more of what they can become. Their relationships with others have a therapeutic quality; they enrich others' lives just by being with them. Self-actualized people are other-directed and are able to

be present for others, without the burden of expectations or obligation. The awareness that these people have of their own strengths and accomplishments, as well as their failures and weaknesses, allows them to recognize their personal power, reinforcing their belief in the flexibility and potential of humankind. Self-actualizers are governed by their own personal opinions and as counselors, while perhaps identifying with a particular theorist, may adapt the concepts and techniques to their own personal style, demonstrating their greater than average creativeness, originality and inventiveness. Because they do not use all of their energy and resources working out their own problems, they can work on the problems of others, the community and society as a whole. Individuals who are self-actualized feel strong, self-sufficient and able to relate to others profoundly because of their ability to trust and empathize with others (Brennecke & Amick, 1971; Payne, 1981).

Self-actualizers possess a philosophical, unhostile sense of humor and are amused by the human situation, helping them to maintain a sense of perspective in their work. Resistant to blanket enculturation, self-actualized people exhibit a surprising lack of racist or ethnocentric prejudice and maintain a certain inner detachment from the culture in which they are immersed. Their ability to be accepting of anyone regardless of class, education, political belief, race or color, may enable them to counsel more effectively in a cross-cultural setting. Their growth orientation allows them to remain open to the possibility of continuing positive development; they are committed

to a continual search for creative expression, interpersonal effectiveness, and fulfillment in living (Brennecke & Amick, 1971; Maslow, 1970).

Self-actualizers are fully human, fully functioning, and are more likely to achieve a qualitatively superior relationship with their clients aiding these individuals to be healthier and much closer themselves to self-actualization than the average (Maslow, 1970; Brennecke & Amick, 1971; Shostrom, 1976).

Relationship of Counseling Setting and Effective Counseling

Data from clients (Selfridge & VanderKolk, 1976) support the notion that counselors are most effective when they are realizing their full potential as human beings. One may wonder, however, how the environment in which the counselor is functioning may impact the outcome of counseling.

In private practice, counseling involves only the counselor and the client. History taking, scheduling of appointments, and fees are generally arranged within the framework of the session and often provide a scene of action for the counselor to observe first-hand the client's life adjustment (e.g., negotiating fee structure, arranging one's life to accommodate the time necessary to attend counseling sessions) (Rucker & Slater, 1983).

In the mental health center setting, however, the counselor may be just one of many staff personnel interacting with the client (Rucker & Slater, 1983). Before the client and the counselor ever meet, the client will have had the opportunity to interact with many

members of a team--possibly in a quasi-therapeutic context--including a crisis line worker, an intake worker, a social worker, and members of the scheduling/billing personnel. While the information about the client compiled by the staff is of value to the center's optimal functioning, information which may have provided insights into the larger picture that originally caused the client to seek counseling may be lost (Rucker & Slater, 1983). When the client and counselor do meet, it may be necessary for the counselor to accept the interpretation of the client's history provided by the intake worker as fact, since the system may have time and budgetary constraints, which would not permit the counselor to duplicate services. The theoretical rationale, the number of counseling sessions, progress of the client and decision for discharge may be dictated by a supervising psychiatrist or psychologist with little regard for the counselor's recommendation ("A Matter of Power?", 1990). The self-actualizing counselor, while perhaps willing to respect the policies of the agency, may prefer to rely on his/her own superior perception of the client's situation and autonomously proceed wherever the client's potential for personal growth seems to lead, for as many sessions as it may take (Brennecke & Amick, 1971).

In private practice, the physical environment (furnishings, room arrangement, color, and decor) in which the counseling is taking place has been created by the counselor and may be a reflection of his/her self (Blau, 1988). This setting is a tangible, stable aspect of the counseling session. In the agency setting, there may be a need for daily office changes due to the space limitations and the need for

the sharing of offices. The necessity for the client to adjust to a different office environment from session to session may distort the sanctuary of the counseling room into another change for which the client may be ill-prepared (Blau, 1988). The effective counselor may be desirous of making the counseling environment as inviting as possible for the client--often an impossibility in the agency setting (Cangemi, 1976).

Typically, the mental health agency is not responsive to client needs (Corey, Corey, & Callanan, 1988). Agency administrators have a stake in maintaining their facility's reputation as effective, requiring counselors to achieve measurable, behavioral changes in their clients. The counselor may become responsible for setting goals and effecting change for the client, aiming for masking of symptoms, rather than the client's personal growth. Counselors may tend to shy away from the client's more intense issues because of the potential to stimulate discomfort at least for a time which may be interpreted on an administrative level as failure of effective counseling (Rucker & Slater, 1983). Because self-actualizing individuals have the unique ability to cut through the superficial qualities of others (Cangemi, 1976) a counselor who is self-actualizing may not be content to just work with the client on issues which are close to the surface, but rather to help the client recognize his/her own strengths and accomplishments, weaknesses and failures, working toward optimal personal growth (Cangemi, 1976).

While the counselor in private practice can adjust his/her weekly caseload in both the number of sessions and the types of

counseling issues with which he/she would prefer to work, counselors working in the agency setting often do not have the luxury of these choices. Some of these caseloads may be oppressively high, as well as the excessive paperwork required both for the information of the agency staff and for agency records necessary to maintain funding (Beck, 1987).

Indeed, research (Farber, 1985) indicates that institutional settings, such as hospitals and agencies, may create working conditions which are not conducive to effective counseling. The self-actualizing counselor may fashion a more benign environment (Leff, 1978), more conducive to a sense of personal accomplishment for the counselor (Blau, 1988) and a qualitatively superior therapeutic relationship for his or her client (Allen, 1967) in private practice.

Summary

The research indicates that the effective counselor possesses certain personal characteristics, approximating those attributes of the self-actualizing individual, which enables him or her to foster a superior therapeutic relationship with the counselee. However, the very traits that make the effective counselor helpful to the counselee's personal growth may be the same qualities that alienate the counselor from the agency work environment. It may be that the counselee may be more likely to encounter an effective (or self-actualizing) counselor more likely to facilitate a therapeutic relationship working in private practice.

CHAPTER 3

METHODOLOGY AND PROCEDURES

This chapter will describe the population from which the sample was drawn. The procedures used for sampling and collecting the data will be discussed. The instruments and evidence for their validity and reliability will be discussed.

Description of the Sample

The names of 185 counselors were selected at random from a list of 404 counselors who were members of the Arizona Counselors Association. Each was sent a letter which described the study, outlined the criteria for participation and asked for volunteers (Appendix A). A preaddressed postcard was enclosed with the letter on which the counselor could indicate his or her decision about participation.

Of the 185 counselors who were sent letters requesting participation, 74 were males and 111 were females. Responses to the 185 letters which were sent requesting participation were as follows:

46 counselors agreed to participate

5 agreed to participate but did not meet criteria

33 counselors refused to participate

10 letters returned unopened (moved, no forwarding address)

91 counselors did not respond

The subjects had all earned a Master's Degree with a major in Counseling and Guidance, Rehabilitation, Social Work, or Education and had at least 1 year's postgraduate work experience working full-time either in a mental health or social service agency or in private practice. Of the hours they worked each week, 50% had to have been spent performing counseling activities.

Description of the Instruments

Two instruments were used in this study. They were the Personal Orientation Inventory (POI) developed by Everett L. Shostrom (Knapp, 1976) and Demographics (Appendix C) developed specifically for this study.

The Personal Orientation Inventory is the most widely used instrument in the assessment of self-actualization and is derived from the writings of Maslow pertaining to self-actualizing individuals (Stensrud, 1987, p. 1012). It consists of 150 two-choice comparative value and behavior judgments. The POI is self-administering and not timed, although testing time averages approximately 30 minutes (Raanan, 1971). It has been suggested (Melchers, 1971) that this instrument be administered to students seeking a career in counseling, as research indicates that the POI can be used to predict levels of counselor effectiveness (Foulds, 1969).

Test-retest reliability coefficients for the major scales of the POI range from .71 and .77 and coefficients for the subscales range from .52 to .82--a level similar to those obtained using other personality inventories (Shostrom, 1974). Studies (Shostrom & Knapp,

1966; Fox, Knapp, & Michael, 1968) designed to investigate the validity of the POI in clinical settings yielded differentiation between criterion groups at the .01 confidence level.

The Demographics Form was created to collect demographic information such as gender, age, birth order, educational background, length of employment, employment activities, and income.

Procedures

Data collection materials were sent to each counselor who agreed to participate in the study. These materials included a Personal Orientation Inventory booklet, a POI answer sheet, a demographics form, and a printed sheet (Appendix B) which included instructions for completing materials, reinforced that data was being collected in compliance with APA guidelines, deadline dates and method for returning completed questionnaires. A stamped, self-addressed manila envelope was also included for the return of all materials.

Design and Analysis

Means and tests of differences of means for both groups--those counselors in private practice and those employed in an agency setting were calculated using the Mann-Whitney U-Test and the Kruskal-Wallis Test.

The Mann-Whitney U-Test is one of the most powerful nonparametric statistical tests and is employed as an alternative to the Student t ratio (Korin, 1975). Inferences in the use of this test are:

1. The two samples were drawn from two populations with the same distribution characteristics. In this case, the two populations are the population of counselors working in the agency setting and the population of counselors working in private practice.
2. The two samples were drawn independently from each other.
3. The scores in each sample were drawn at random.
4. The scores are at least rankable.

A significant result indicates that at least one of these assumptions is not true (Meddis, 1975). If Conditions 2, 3, and 4 have been met, a significant result could be taken as evidence that counselors in one group are more self-actualized than the other group.

The Kruskal-Wallis is a nonparametric test used to determine whether two populations have different distribution characteristics and in particular to determine whether they have different means (Meddis, 1975). Assumptions in the use of this test are that:

1. The populations from which the samples were drawn have similar distribution characteristics.
2. The samples were drawn independently of each other.
3. The scores in the samples were drawn at random.

A significant result is an indication that at least one of these assumptions is not true (Meddis, 1975). If Conditions 2 and 3 have been met, a significant result could indicate that counselors in one group are more self-actualized and potentially more effective than those of the comparison group.

Significant differences were noted in results in both tests. Demographic information was used to further differentiate the two groups of subjects.

CHAPTER 4

RESULTS AND DISCUSSION

This study has been a systematic attempt to compare the self-actualization profiles of one sample of counselors employed in private practice to a sample of those employed in mental health agencies.

This chapter presents a review of the results obtained from the study.

The Sample

As was discussed in Chapter 3, 51 counselors volunteered to participate in this study. Because 5 of these volunteer participants did not meet the criteria for participation, only 46 counselors were sent research materials. Of those who were sent materials, 14 did not return the materials, and 1 volunteer returned the materials partially completed, refusing to respond to a standardized instrument. At the deadline date for inclusion of materials in the final results, 31 counselors had returned the completed materials.

The sample of 10 males and 21 females was divided into four groups: (1) Agency, (2) Agency/Private Practice, (3) Private Practice/Agency, and (4) Private Practice. Group 1 included those counselors who worked exclusively at an agency. Group 2 (Agency/Private Practice) included those counselors who counseled in both the agency and private practice settings, with 50% or more of their weekly counseling hours spent in the agency setting. Group 3 (Private

Practice/Agency) included those counselors who worked in both the private practice and agency setting with more than 50% of their counseling hours expended in the private practice setting. Group 4 included those counselors who worked exclusively in private practice. Table 1 shows the distribution of the sample by gender and employment setting.

Male respondents accounted for 32.25% of the total sample and females respondents accounted for 67.75% of the total sample. Group 1 represented 29% of the total sample; Group 2, 16.1%; Group 3, 6.45% and Group 4, 48.4%, the highest percentage of all four groups.

Table 1. Distribution of the sample by gender and employment setting

	Agency	Agency/ Private Practice	Private Practice/ Agency	Private Practice	Total
Male	2	3	0	5	10
Female	7	2	2	10	21

Because the number of subjects in each cell was small, the responses of Group 1 (Agency) and Group 2 (Agency/Private Practice) were combined for statistical analysis purposes, as were Group 3 (Private Practice/Agency), and Group 4 (Private Practice). The demographics of the four groups will be discussed in detail later in Chapter 4.

Results of the Mann-Whitney U-Test

The two groups (Group 1 combined with Group 2, and Group 3 combined with Group 4) under consideration were assumed to be samples from two populations and the Mann-Whitney was used to determine if the characteristics of the two populations differed (Table 2). A significant difference among the means of scores on the POI could be taken as evidence that one group of counselors is more self-actualized and, therefore, potentially more effective than those of the other group.

There was a significant difference (.0396) between the agency counselors and the private practice counselors when considering the number of questions left unanswered on the POI. Nearly one-half (42.8%) of the counselors employed in the agency setting left one or more questions on the POI unanswered. The range was 1-16 questions left unanswered with six of the respondents leaving more than one unanswered. Although 41.2% of the counselors in private practice left questions unanswered, none left more than one unanswered.

Table 2. Results of the Mann-Whitney U-Test

POI Scales	Means		U-Value	Level of Significance
	Agency	Private Practice		
Time Ratio	13.78	11.73	56	.4904
Support Ratio	11.67	13.00	60	.6544
Time Competent	14.00	11.60	54	.4180
Inner Directed	9.39	14.37	39.5	.0940
Self-actualizing	10.56	13.67	50	.2898
Existentiality	10.72	13.57	51.5	.3324
Feeling Reactivity	12.78	12.33	65	.8791
Spontaneity	11.67	13.00	60	.6463
Self-regard	12.44	12.53	67	.9751
Self-acceptance	12.00	12.80	63	.7863
Nature of Man	11.22	13.27	56	.4792
Synergy	13.22	12.07	61	.6867
Acceptance of Aggression	13.67	11.80	57	.5260
Capacity for Intimate Contact	11.11	13.33	55	.4500
No Answer	16.06	10.37	35.5	.0396*

*Significant at the 0.05 level.

Salary of Counselors Surveyed

Table 3 indicates the range of salary for the counselors surveyed in all four Groups. Of the counselors who worked exclusively in the agency setting, 55.6% earned \$30,000 or less annually. Eighty percent (80%) of those counselors who combined agency work with private practice to a lesser degree earned \$30,000 or less, while 100% of those who worked primarily in private practice with some agency work earned \$30,000 or less. Only 33.3% of those employed exclusively in private practice earned \$30,000 or less. In this group, 66.7% earned more than \$30,000 annually with 33.3% of this sample earning in excess of \$50,000 annually (compared with 1.1% of those employed exclusively in the agency setting).

Table 3. Salary range of counselors surveyed

Salary (\$)	Agency	Agency/ Private Practice	Private Practice/ Agency	Private Practice	Total
0-10,000	0	1	0	0	1
10,001-20,000	1	2	2	1	6
20,001-30,000	4	1	0	4	9
30,001-40,000	3	1	0	2	6
40,001-50,000	0	0	0	3	3
50,000+	1	0	0	5	6

Birth Order of Counselors
Participating in Study

Of the counselors employed exclusively in the agency setting, 22.2% were either firstborn or only children, 21.4% middle children and 44.4% last born children. Of those in private practice, 26.65% were firstborn (no only children), 46.7% were middle children, and 26.65% were last born. Table 4 indicates the birth order of participants.

Ages of Counselors Surveyed

Exact age was not requested. Instead, counselors were given a range of ages from which to select. None of the counselors who participated were between the ages of 20-29 or age 70 or over. The ages of the majority of the participants were between 40-59 (77.4%) across all groups. In both the agency and the private practice groups the ages were clustered at the 40-49 year range (44.4% for agency

Table 4. Birth order of counselors surveyed

Birth Order	Agency	Agency/ Private Practice	Private Practice/ Agency	Private Practice	Total
Only child	1	1	0	0	2
First born	1	2	2	4	9
Middle child	3	1	0	7	11
Last born	4	1	0	4	9

counselors; 46.7% for private practice counselors). Table 5 shows the ages of counselors who participated.

Marital Status of Counselors Surveyed

As indicated on Table 6, the majority of the counselors who participated were married (77.4%). All of the agency counselors were married. In all groups, none were separated from their spouses or widowed, and only 16.1% were divorced.

Top Five Work Values of Participants

On the Demographics Form (Appendix C), each participant was asked to choose the top 5 work values from a list of 16 that are satisfied in their employment as a counselor, ranked in order of importance.

Table 5. Ages of counselors surveyed

Age (yr)	Agency	Agency/ Private Practice	Private Practice/ Agency	Private Practice	Total
20-29	0	0	0	0	0
30-39	2	0	1	3	6
40-49	4	2	1	7	14
50-59	2	3	0	4	9
60-69	1	0	0	1	2
70+	0	0	0	0	0

Table 6. Marital status of counselors surveyed

Marital Status	Agency	Agency/ Private Practice	Private Practice/ Agency	Private Practice	Total
Never married	0	1	0	0	1
Married	9	2	2	11	24
Cohabitation	0	0	0	2*	2
Separated	0	0	0	0	0
Divorced	0	2	0	3*	5
Widowed	0	0	0	0	0

*One respondent is divorced and cohabitating therefore scored twice.

These values were those that were assessed in the Work Values Inventory developed by Donald Super (Zunker, 1986). No attempt was made to interpret the meaning of each of the values for the participants. They selected the values according to their individual understanding of the values' meaning.

Because of the small number of participants in each of the four groups, the four groups were divided into two groups--agency and private practice--as was done with the statistical analysis. Table 7 lists the top five work values for each of these groups.

Table 7. Top five work values of counselors surveyed

Agency	Private Practice
1. Creativity	1. Independence
2. Intellectual stimulation	2. Intellectual stimulation
3. Variety	3. Way of life
4. Job achievement	4. Economic returns
5. Altruism	5. Creativity

Results of the Kruskal-Wallis Test

The Kruskal-Wallis Test--a nonparametric test useful in comparing small samples--was used to compare the POI scores of counselors in three groups: Agency, Private Practice, and Mixed. The Mixed Group was composed of the scores of the participants who indicated that they worked in a combination of agency and private practice with most of their counseling hours spent in agency counseling added to the scores of the participants who indicated that they worked in a combination of private practice and agency with most of their counseling hours spent in private practice.

The purpose of comparing these three groups was to determine if counselors who work in a combined setting score differently than those counselors who work exclusively in either the agency or private practice setting.

The results of the Kruskal-Wallis Test are shown in Table 8.

Table 8. Results of the Kruskal-Wallis Test

POI Scales	Chi Square	Level of Significance
Time Ratio	3.9679	.1375
Support Ratio	3.2291	.1990
Time Competent	2.0784	.3537
Inner Directed	3.2095	.2009
Self-actualizing	2.7612	.2514
Existentiality	5.0289	.0809
Feeling Reactivity	4.7052	.0951
Spontaneity	0.7197	.6978
Self-regard	0.0622	.9694
Self-acceptance	3.2634	.1956
Nature of Man	0.7728	.6795
Synergy	6.3333	.0421*
Acceptance of Aggression	3.4400	.1791
Capacity for Intimate Contact	2.5425	.2805
No Answer	4.1880	.1232

* Significant at the 0.05 level

Preferences of Employment Setting

Participants were asked to choose whether they preferred counseling in an agency or private practice setting. Of the counselors who worked in an agency setting, 88.9% preferred the agency setting. All (100%) of the counselors who worked in private practice preferred to work in private practice. Of the participants who worked in some combination of agency and private practice counseling, 71.4% preferred working in private practice, while 28.6% preferred working in the agency setting. Table 9 displays those findings.

Table 9. Preference of employment setting of counselors surveyed

	Agency	Private Practice	Total
Agency	8	1	9
Agency/Private Practice Private Practice/Agency	2	5	7
Private Practice	0	15	15

Expectations of Future Employment Setting

Participants were asked to indicate the setting in which they expected to be counseling in 5 years. All (100%) of the counselors working in private practice were planning to continue in that setting. One counselor in the agency setting was expecting to be working in private practice, while 71.4% of the Mixed Group were expecting to be working in private practice. Table 10 displays those findings.

Table 10. Expectations of future employment setting of counselors surveyed

	Current Employment (year)	Agency	Agency/Private Practice Private Practice/Agency	Private Practice
Agency	9	8	0	1
Agency/ Private Practice-- Private Practice/Agency	7	0	2	5
Private Practice	15	0	0	15

Summary

This study was designed to test the hypothesis that there is no difference in the mean of the sample of counselors employed in community mental health agencies and the mean of the sample of counselors employed in private practice as measured by the Personal Orientation Inventory using the Mann-Whitney U-Test. Chapter 4 has presented the results of the study. The demographic information obtained from the sample groups is also included in this chapter.

Results showed that there was no difference in the means of these two groups for measure of self-actualization except for a significant difference in the number of questions left unanswered in the group of counselors who work in the agency setting. Also, when the sample groups are recombined to include those counselors who divide their counseling hours into both agency and private practice counseling as a separate group, there is a significant difference on the Synergy Scale of the Personal Orientation Inventory Test using the Kruskal-Wallis Test.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS

Since the client is purchasing a service embedded in the relationship of counselor and client (Netsky, Davidson, & Crunkleton, 1982) when he or she is counseled, it is important that the counselor possess the personal adequacy necessary to create a therapeutic relationship which benefits the client.

While many researchers have studied the characteristics of an effective counselor (Foulds, 1969; Allen, 1967; Selfridge & Vander-Kolk, 1976), the employment setting in which the effective counselor is most likely to be encountered has not been examined.

Summary

This study attempted to determine the employment setting in which the effective counselor was most likely to be encountered. Because counselors are most often employed either in the mental health agency and in private practice, these two settings were selected. School counselors were not included because of the uniqueness of the environment in which they counsel.

Because the characteristics of the effective counselor match one-for-one with the major traits of the self-actualized person, the Personal Orientation Inventory--an instrument developed to measure self-actualization--was selected as a method to measure in an indirect

manner the probability of counselor effectiveness. The use of the POI was the most efficient way of studying the traits of interest with few variables that were extraneous.

The Demographics Form was created to collect information such as participants' gender, age, birth order, educational background, employment activities, and income to enhance the significance of the POI scores.

The instruments were mailed to the volunteer participants with specific instructions on their use and the procedure for returning the complete forms. All data that was received prior to March 23, 1990 was included in the statistical analysis. The nature of the data obtained from the POI allowed the use of statistical analysis in the testing of the hypothesis.

Conclusions

Statistical analysis (Mann-Whitney U-Test, Kruskal-Wallis Test) and descriptive statistics of the data from these instruments led to the following conclusions:

1. Counselors who work in the agency setting were significantly more likely to leave questions unanswered on standardized tests as the POI.
2. Counselors who combine agency and private practice were significantly less synergistic than the counselors employed exclusively in either the agency or private practice setting.

3. "Creativity" and "intellectual stimulation" were job values which were important to both groups of counselors whether employed in agencies or private practice and these values could be satisfied in either setting.
4. Counselors employed in mental health agencies earned considerably less than their counterparts in private practice.
5. Counselors employed in private practice cited "economic returns" as one of the top work values which were being satisfied, and yet, despite the disparity in income, only 11.1% of the counselors employed in agencies expected to change settings.

Implications

Counselors employed in agencies were more likely to leave questions unanswered than counselors employed in private practice. This finding, if due to carelessness, creates the potential for negative impact in a work setting in which completed documents are necessary for funding from grants, reimbursement from United Way agencies and, on occasion, from insurance companies.

However, if this finding indicates a reluctance to commit to a particular answer when a choice must be made, it is possible that the agency setting could be a comfortable working environment for those reluctant to take risks. Policy and procedures are dictated by the administration in many cases (Rucker & Slater, 1983) providing optimal functioning for the agency and no necessity for the counseling staff to take the risk of unpopular decisions. While this may be

beneficial for the agency and counselor, it may prove to be injurious to the client.

This study implies that counselors who combine agency and private practice counseling were less synergistic than counselors that work exclusively in either agencies or private practice. As measured by the Synergy scale of the POI, synergy is the ability to transcend dichotomies. A low score (or mean) suggests that counselors who combine agency and private practice counseling see opposites in life as antagonistic. This is consistent with the expectations of the Mixed Group for future employment: 71.4% of them expect to be working in private practice within 5 years, which would eliminate the need to consider dichotomies on a daily basis in the work setting. This implication is reinforced by the finding that 88.9% of the counselors who work exclusively in the agency setting expect to be working at an agency in the future. Apparently, a contributing factor may be their ability to accept that environment at face value without comparison to the benefits of private practice on a daily basis.

Two of the five top work values of counselors employed either in agencies or private practice were the same. It would seem that these values were able to be satisfied in either environment, possibly due to the efforts of the counselors themselves to provide opportunities to be creative suitable to their setting. For example, the agency counselor may use a variety of techniques borrowed from different theorists when working with a client, while the counselor in private practice use his or her creativity in furnishing the office to suit his or her personality.

"Economic returns" was one of the five top work values of counselors in private practice, while "altruism" was one of the agency counselors' top values. Obviously, "economic returns" was not a motivator for those who work in agencies. Despite the fact that 55.6% of agency counselors earned \$30,000 or less annually, 88.9% plan to remain at the agency.

Limitations

The generalizability of these results is limited. With only 31 participants divided among four groups, it would be unwise to assume that the same results would be found for a larger group of participants without further research.

In addition, these counselors were volunteers and members of the Arizona Counselors Association which may indicate personality characteristics not present in those who either refused to participate or were nonmembers.

Recommendations for Further Study

In addressing the initial problem, this study has produced a number of additional questions. Examination of the following issues would add information to the current body of knowledge:

1. The personality differences of counselors whose employment combines counseling at both agencies and private practice compared to counselors who work exclusively in either agencies or private practice.

2. The personality traits of agency counselors that cause them to leave questions on a standardized test unanswered at a significant level.
3. How the pursuit of three ("independence," "way of life," and "economic returns") of the top five work values selected by counselors in private practice may impact on clients.

Consideration of these issues could lead to the creation of therapeutic environment and optimal counseling experience for all clients.

APPENDIX A

REQUEST FOR VOLUNTEERS



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF AGRICULTURE
SCHOOL OF FAMILY AND CONSUMER RESOURCES
DIVISION OF COUNSELING AND GUIDANCE

Dear Counselor:

Your name has been randomly selected from the membership of the Arizona Counselors Association for possible participation in a research study, designed to compare counselors in different employment settings. I am conducting the study as my thesis project as a graduate student in the Master's program in Counseling and Guidance at the University of Arizona under the supervision of Dr. Richard Erickson.

If you volunteer to participate, you will be asked to complete a demographics form and also respond to items on a standardized instrument. It will take approximately thirty minutes to complete all materials.

Your participation is strictly voluntary; however, your decision to participate will contribute to our knowledge of counselors in Arizona. All information will be gathered in compliance within APA guidelines for human subjects. The results of this study will only be reported as group data, not individual data. A summary of results will be sent to you if you so request on the enclosed postcard.

If you would be interested in participating, it is important that you meet the following criteria:

- You have earned a Master's degree in one of the following majors: Counseling & Guidance, Social Work, Rehabilitation or Education.
- You have more than one year's full-time paid post-degree experience in a position in which 50% of your working hours are spent counseling.
- You are NOT a school counselor.

If you meet the above criteria, please indicate your decision about participation on the enclosed preaddressed postcard and mail at your earliest convenience.

I appreciate your cooperation.

Sincerely,

Mary J. Carey
Master's Degree Candidate

APPENDIX B

INSTRUCTION LETTER

Thank you for volunteering to participate in this study. These questionnaires are part of a graduate thesis project designed to study counselors employed in different employment settings. In participating, you will be asked to complete the demographics form and also respond to the items of the Personal Orientation Inventory. When you have completed the materials, please put them, including the Personal Orientation Inventory booklet, into the enclosed pre-addressed manila envelope and, if possible, please mail the same day that you receive the materials. (Data for this project is already being analyzed and additional data, although greatly appreciated, needs to be returned quickly to be included in the final results.)

Your participation is strictly voluntary. You may withdraw from participating in this study at any time for any reason whatsoever.

All information will be gathered in compliance with APA guidelines for human subjects' participation. Your responses will be anonymous; no attempt will be made to attach your name to responses. The results of this study will only be reported as group data, not individual data. We appreciate your cooperation and effort.

APPENDIX C

DEMOGRAPHICS FORM

DEMOGRAPHICS

1. Your Master's Degree is a _____ majoring in _____.
(e.g. M.A.) (specify)

2. Number of years of paid employment since completion of graduate program _____.

3. Average number of hours of paid employment per week _____.

4. Please fill in the average percentage of your paid professional time spent in the following settings: (may make entries in all categories, if applicable)

Agency..... _____ %

Private Practice..... _____ %

Consultation..... _____ %

Other(specify)..... _____ % (_____)

Total..... 100%

5. Average percentage of your paid professional time spent doing:

Counseling..... _____ %

Case Management (paper, etc.).. _____ %

Supervision..... _____ %

Other (specify)..... _____ % (_____)

Total..... 100%

6. Please rank in order of importance the top five work values satisfied in your paid employment as a counselor, 1 being the most fully satisfied:

_____altruism	_____job achievement	_____intellectual stimulation
_____prestige	_____way of life	_____mgmt. of others
_____variety	_____economic returns	_____relationships with peers
_____aesthetics	_____job security	_____supervisory relations
_____independence	_____creativity	_____physical environment

7. Is the work setting in which you are currently employed your setting of choice? (Please select one statement.)
- a. ___ I prefer working in an agency setting.
- b. ___ I prefer working in private practice.
8. In which setting do you expect to be counseling five years from now?
- a. ___ I expect to be working in an agency setting.
- b. ___ I expect to be working in private practice
- c. ___ I expect to combine agency work and private practice.
9. Annual earnings produced as a direct result of being employed in the counseling profession:
- | | |
|----------------------|----------------------|
| ___ 0-\$10,000 | ___ \$30,001-40,000 |
| ___ \$ 10,001-20,000 | ___ \$40,001-50,000 |
| ___ \$ 20,001-30,000 | ___ \$50,001 or more |
10. Age:
- | | |
|-----------------|-----------------|
| ___ 20-29 years | ___ 50-59 years |
| ___ 30-39 years | ___ 60-69 years |
| ___ 40-49 years | ___ 70 + years |
11. Marital Status:
- | | |
|------------------------|------------------------------------|
| ___ Never been married | ___ Separated |
| ___ Married | ___ Divorced |
| ___ Living with | ___ Widowed significant other |
12. Gender:
- | | |
|----------|------------|
| ___ Male | ___ Female |
|----------|------------|

APPENDIX D

DESCRIPTION OF THE POI SCALES

DESCRIPTION OF THE PERSONAL ORIENTATION SCALES
(adapted from Robert R. Knapp, 1976, pp. 5-7.)

In order to score the POI scales, 2 major scales, Time Competence and Inner-directed, as well as the 10 subscales are considered. These are described below.

TIME RATIO: reflects the degree to which the individual lives in the present rather than in the past or future. Self-actualizing individuals live primarily in the present, with full awareness and contact. They are able to tie the past and the future to the present in meaningful continuity.

SUPPORT RATIO: designed to measure whether an individual's mode of reaction is characteristically "self" or "other" oriented. Inner-directed people are guided primarily by internalized principles and motivations while other-directed people are influenced by their peer group and other external forces.

SELF-ACTUALIZING VALUE: measures the affirmation of primary values of self-actualizing people. High scores indicate that the individual holds and lives by values of the self-actualizer, while a low scores that he/she does not.

EXISTENTIALITY: measures one's flexibility in applying values or principles to one's life. While a high score reflects flexibility in application of values, a low score could suggest a tendency to be overly rigid, compulsive or dogmatic.

FEELING REACTIVITY: measures sensitivity or responsiveness to one's own needs and feelings. A high score indicates the presence of such sensitivity, while a low score suggests insensitivity to these feelings.

SPONTANEITY: measures freedom to react spontaneously. A high score measures the ability to express feeling in a spontaneous way, while a low score suggests one is fearful of expressing feelings behaviorally.

SELF-REGARD: measures affirmation of self because of worth. A high score measures the ability to like oneself because of one's strength as a person, while a low score indicates low self-esteem.

SELF-ACCEPTANCE: measures acceptance of oneself in spite of one's weaknesses or deficiencies. A high score indicates acceptance of self, while a low score suggests inability to accept one's weakness. Self-acceptance and self-regard are both required for self-actualization.

NATURE OF MAN-CONSTRUCTIVE: measures the degree of one's constructive view of the nature of man. A high score indicates that one sees man as essentially good; a low score, essentially evil.

SYNERGY: measures the ability to transcend dichotomies. A high score is a measure of the ability to see opposites of life as meaningfully related. A low score suggests that one sees opposites of life as antagonistic.

ACCEPTANCE OF AGGRESSION: measures the ability to accept one's natural aggressiveness--as opposed to defensiveness, denial, and repression of aggression. A high score indicates the ability to accept anger or aggression within oneself as natural. A low score indicates the denial of such feelings.

CAPACITY FOR INTIMATE CONTACT: measures the ability to develop contactful intimate relationships with other human beings unencumbered by expectations and obligations. A high score indicates the ability to develop meaningful relationships, while a low score suggests that the individual has difficulty forming warm interpersonal relationships.

REFERENCES

- A Matter of Power? Family Therapy Networker, January/February, 1990, pp. 17-20.
- Allen, T. (1967). Effectiveness of counselor trainees as a function of psychological openness. Journal of Counseling Psychology, 14(1), 35-40.
- Arbuckle, D. S. (1968). Counseling effectiveness and related issues. Journal of Counseling Psychology, 15(5), 430-435.
- Beck, D. F. (1987). Counselor burnout in family service agencies. Social Casework: The Journal of Contemporary Social Work, January, pp. 3-15.
- Bergin, A. E., & Solomon, S. (1963). Correlates of empathic ability in psychotherapy. American Psychologist, 18(7), 393.
- Blau, T. H. (1988). Psychotherapy tradecraft: The technique and style of doing therapy. New York: Brunner/Mazel, Inc.
- Borg, W., & Gall, M. (1983). Educational research: An introduction. (p. 205). New York: Longman, Inc.
- Brennecke, J. H., & Amick, R. G. (1971). The struggle for significance. Beverly Hills: Glencoe Press.
- Cangemi, J. P., & Mitchell, D. W. (1975). A brief psychology of healthy and unhealthy organizations. Psychology, 12(2), 46-59.
- Cangemi, J. P. (1976). Characteristics of self-actualizing individuals. Psychology, 2(13), 48-49.
- Carkhuff, R. R., & Berenson, B. G. (1977). Beyond counseling and therapy (2nd ed.). New York: Holt, Rinehart and Winston.
- Chaplin, J. (1988). Feminist counseling in action. London: SAGE Publications.
- Cook, E. P., Berman, E., Genco, K., Repka, F., & Shrider, J. (1986). Essential characteristics of master's level counselors: Perceptions of agency administrators. Counselor Education and Supervision, December, pp. 146-152.

- Corey, G., Corey, M. S., & Callanan, P. (1988). Issues and ethics in the helping professions. Pacific Grove: Brooks/Cole Publishing Company.
- Gottle, W. C. (1953). Personal characteristics of counselors: I: Personnel and Guidance Journal, April, pp. 445-449.
- Demos, G. D., & Zuwaylif, F. H. (1966). Characteristics of effective counselors. Counselor Education and Supervision, Spring, pp. 164-165.
- Ehrenberg, D., & Ehrenberg, M. (1977). The psychotherapy maze. New York: Holt, Rinehart & Winston.
- Farber, B. A. (1985). Clinical psychologists' perceptions of psychotherapeutic work. The Clinical Psychologist, 38(1), 10-13.
- Foulds, M. L. (1969). Self-actualization and level of counselor interpersonal functioning. Journal of Humanistic Psychology, 9, 87-92.
- Fox, J., Knapp, R. R., & Michael, W. B. (1968). Assessment of self-actualization of psychiatric patients: Validity of the Personal Orientation Inventory. Educational and Psychological Measurement, 28, 565-569.
- Joslin, Jr., L.C. (1965). Knowledge and counseling competence. Personnel and Guidance Journal, April, 1965, 790-795.
- Kanfer, F. H., & Goldstein, A. P. (1986). Introduction. In F. H. Kanfer & A. P. Goldstein (Eds.), Helping people change. Elmsford: Pergamon Press.
- Knapp, R. R. (1976). Handbook for the Personal Orientation Inventory. San Diego: EdITS Publishers.
- Korin, B. P. (1975). Statistical concepts for the social sciences. Cambridge: Winthrop Publishers.
- Leff, H. L. (1978). Experience, environment and human potentials. New York: Oxford University Press.
- Maslow, A. H. (1970). Motivation and personality (2nd ed.). New York: Harper and Row.
- Maslow, A. H. (1971). The farther reaches of human nature. New York: Viking Press.
- Meddis, R. (1975). Statistical handbook for non-statisticians. Berkshire: McGraw-Hill Book Company (UK) Limited.

- Melchers, E. E. (1978). The value of the Personal Orientation Inventory in predicting counselor effectiveness and the value of a counseling practicum in promoting self-actualization. Dissertation Abstracts International, 3696A.
- Mooney, R. L. (1956). Groundwork for creative research. In C. E. Moustakas (Ed.), The self: Explorations in personal growth. New York: Harper Colophon Books.
- Netsky, W., Davidson, J., & Crunkleton, A. (1982). Pertinent consumer issues in choosing a counseling professional. Journal of Counseling Psychology, 29(4), 406-413.
- Park, C., & Shapiro, L. (1976). You are not alone. Boston: Little, Brown.
- Payne, T. J. (1981). Counselors' levels of self-actualization and prognoses for their clients: Further support for the POI. Journal of Drug Education, 11(4), 369-375.
- Raanan, S. L. (1973). Test review. Journal of Counseling Psychology, 20 (5), 477-478.
- Rucker, N. G., & Slater, E. T. (1983). Outpatient clinic structure as a complication to psychoanalytically-oriented treatment. Clinical Social Work Journal, Fall, pp. 280-289.
- Schmidt, L. D. (1977). Why has the professional practice of psychological counseling developed in the United States? The Counseling Psychologist, 7(2), 19-21.
- Selfridge, F. F., & VanderKolk, C. (1976). Correlates of counselor self-actualization and client-perceived facilitativeness. Counselor Education and Supervision, March, 189-194.
- Shoben, E. J. (1953). Some observations on psychotherapy and the learning process. In O. H. Mowrer (Ed.), Psychotherapy: Theory and research. New York: Ronald Press.
- Shostrom, E. L. (1976). Actualizing therapy: Foundations for a scientific ethic. San Diego: EdITS Publishers.
- Shostrom, E. L., & Knapp, R. R. (1966). The relationship of a measure of self-actualization (POI) to a measure of pathology (MMPI) and to therapeutic growth. American Journal of Psychotherapy, 20, 193-202.
- Stensrud, R. H. (1987). Self-actualization. In R. J. Corsini (Ed.), Concise Encyclopedia of Psychology. New York: John Wiley & Sons.

- Torrey, E. F. (1987). Community mental health centers (CMHCs): Isn't it time to ask them to do what they originally promised to do? Paper presented at the meeting of the National Alliance for the Mentally Ill, Tucson, September.
- Zunker, V. G. (1986). Career counseling: Applied concepts of life planning (2nd ed.). Monterey: Brooks/Cole Publishing Company.