

AN EVALUATION OF THE  
COMPETENCY - BASED COUNSELOR  
TRAINING PROGRAM AT AUSTIN  
PEAY STATE UNIVERSITY

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TRAINING PROGRAM AT AUSTIN PEAY STATE UNIVERSITY

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Cynthia G. Luther

July, 1982

## ABSTRACT

The present study was conducted to evaluate the competency-based counselor training program at Austin Peay State University, Clarksville, Tennessee. Pre-competency trained counselors ( $N = 7$ ) were compared with post-competency trained counselors ( $N = 4$ ). Counselors were asked to rate themselves according to how well they demonstrated competence in ten areas. Also asked to rate the effectiveness of counselors were the counselors' administrator, a teacher with whom they worked, and a student they had counseled.

Differences on the counselors' rating forms were found on items which appeared to pertain to counseling skills. Teachers, however, saw differences between the two groups on items which pertained to administrative responsibilities. While no differences were found on administrators' rating forms, students' ratings appeared to be inconsistent.

Possible explanations for these findings were offered as well as a critical analysis of the rating procedure employed. Finally, alternative methods for the evaluation of counselor effectiveness were explored. These methods, which seem to be preferable, utilize the opinions of clients, permit the observation of behavior change, and facilitate the counseling process.

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Cynthia G. Luther

July, 1982



To the Graduate Council:

I am submitting herewith a Thesis written by Cynthia G. Luther entitled "An Evaluation of the Competency-Based Counselor Training Program at Austin Peay State University." I recommend that it be accepted in partial fulfillment of the requirement for the degree Master of Arts, with a major in psychology.

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We have read this thesis and  
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## Chapter 1

### INTRODUCTION

In the last decade, the evaluation of counseling effectiveness has become a primary concern. The consumer advocate movement has prompted the counseling field toward the current efforts in the areas of accountability and program evaluation. Practicing counselors are being asked to demonstrate their ability to promote positive change in clients. In addition, counselor education programs need to demonstrate that they provide the training necessary for producing competent professionals (Riggs, 1978).

While every state in the United States governs certification for school counselors, procedures and requirements vary from state to state. Dragan (Note 1) describes four methods of certification which exists. These are: (a) the minimum standards method, (b) the skill areas approach, (c) a performance based demonstration of competence, and (d) the approved program method. Certification by the minimum standards method is based on the completion of a certain number of specific courses or the accumulation of a certain number of hours of course credit. The skill areas approach involves outlining specific skill areas such as counseling or information services, and requires that candidates study each of these areas. This approach

is based on the assumption that studying an area gives one competence in that area. The performance-based behavioral objective system of certification centers around the candidate's ability to demonstrate his or her competence on the job to colleagues and clients. Finally, a fourth way of certifying counselors has been called the approved program method. This procedure calls for the counselor education faculty of the university or college to assess the competencies of candidates to determine their eligibility for certification. This is accomplished by defining the competencies required by school counselors at different levels and then designing specific course work and other experiences which should build particular skills. Upon the completion of these requirements, candidates are evaluated and then certified by their counselor educators when it is felt that they have gained the specific competencies.

The first two procedures, the minimum standards method and the skill areas approach, are the methods most frequently used for certifying counselors in the United States. This is unfortunate, however, since it has been suggested (Dragan, Note 1) that although these methods do involve exposure to graduate courses, they do not necessarily guarantee competence. The third method of certification, the performance-based approach, seems to



be the best since it is based on the observation of on-the-job performance. The fourth method, the approved program method, is in need of further testing in order to determine its success as a means for ensuring competence in counselors. Since competencies are known to vary among programs, evaluation studies of programs must be done on an individual basis. The present study was conducted in order to evaluate the competency-based counselor training program at Austin Peay State University, Clarksville, Tennessee.

In order for secondary school counselors to be certified in the State of Tennessee, they must develop competence in ten major areas: Foundations, Assessment, Counseling, Group Process, Personal-Social-Educational Development, Vocational and Career Development, Research, Administration, Consultation, and Practicum. Candidates for certification are required to demonstrate certain terminal behaviors which have been outlined as indicators of competency.

In 1975 the Tennessee State Board of Education approved the competency-based secondary school training program at Austin Peay State University. Faculty members of the Psychology Department developed the objectives which were to be met by students. Each faculty member, according to his or her area of expertise, determined the

objectives which would lead to competence in that area. For example, the first objective pertaining to competence in area four, Group Process, is written as follows: "The counselor shall be able to define and differentiate the following groups, giving the main purpose for each:

(a) group counseling, (b) group psychotherapy, (c) group guidance, (d) T-groups, (e) marathon groups, (f) encounter groups."

The present study compared pre-competency trained counselors with post-competency trained counselors. It was requested that each counselor rate him or herself according to how well he/she demonstrated specific behaviors which revealed competence in the ten areas mentioned above. Also asked to rate the effectiveness of counselors were the counselors' respective administrator, a teacher with whom they worked, and a student they had counseled. For comparison purposes, the present study was modeled after an evaluation completed at Middle Tennessee State University (Carlson and Parker, Note 2).



## Chapter 2

### METHOD

#### Subjects

The subjects for this study were guidance counselors employed on a full-time basis in secondary schools throughout Tennessee. All were masters level graduates from the Guidance and Counseling program at Austin Peay State University (APSU). The final number of respondents was 11: ten women and one man. Their ages ranged from 30 to 53 years, with a mean age of 40 years, 3 months. The number of years of employment in guidance and counseling ranged from 1 year to 13 years with a mean of 5 years. Seven subjects (all female) graduated from the Guidance and Counseling program at APSU before the initiation of the competency-based program (pre-competency group). Four subjects (3 female and 1 male) graduated after the program had come into effect (post-competency group).

#### Procedure

A list of the names and addresses of graduates from the Guidance and Counseling program at APSU from 1971 to 1978 was obtained. Because it was not known how many of these graduates were employed on a full-time basis in their field, all 80 were contacted by the department. Four rating forms were sent to each counselor by mail or personal

delivery. One of the rating forms was for the counselor's use. The remaining three were to be delivered to an administrator, a student, and a teacher. Letters of explanation to the counselor, the administrator, and the teacher were also enclosed. It was requested that the counselors distribute the rating forms and letters among their respective colleagues and students and then to return them by mail or personally to the APSU Psychology Department.

### Rating Scales

The four rating forms which were employed were identical to those used by Middle Tennessee State University in their evaluation of counselor effectiveness (Carlson & Parker, 1979). Questions on the forms were based on ten areas of competency which the State of Tennessee requires guidance counselors to possess. These are labeled as follows: Foundations; Assessment; Counseling; Group Process; Personal, Social, and Educational Development; Vocational and Career Development; Research; Administration; Consultation; and Practicum.

A seven-point Likert rating scale was used where zero referred to "does not apply"; one and two referred to low competency; three, four and five to average competency and six and seven to high competency. In addition,

forms for counselors, teachers and administrators included two open-ended items which asked the raters to identify the major strengths and weaknesses of his or her graduate program. The rating forms and the letters of explanation mentioned above may be found in Appendices A and B respectively.

## Chapter 3

### RESULTS

In order to demonstrate differences between the two groups of counselors, a test for the significance between two proportions was employed. First, the median rating for all counselors on all forms and on all items was obtained ( $\text{Mdn} = 5.66$ ).<sup>1</sup> The proportion of ratings on each item which were above the median were then compared for the pre- and post-competency groups. The  $z$  scores for the difference between the two proportions are presented in Tables 1-4. As the reader may note, significant differences were found between certain items on each of the forms.

Table 1 presents the comparisons made between the pre- and post-competency groups on the counselor's ratings. The post-competency group rated themselves as superior on six of the seven items where differences were found. These items appear to deal primarily with actual counseling skills. The pre-competency group considered themselves to be better in demonstrating a knowledge of educational and guidance principles. In contrast, the post group perceived themselves as being superior in providing an effective guidance program; in counseling individuals from diverse socio-economic backgrounds; in facilitating group



Table 1

Pre and Post Comparisons on Counselors' Forms

Items	Pre Proportions	Post Proportions	<u>z</u>
1. Demonstrates a knowledge of basic educational and guidance principles	.71	.24	2.53
2. Provides an effective guidance program	.29	.75	-2.46
3. Using interpreting and explaining test data	.71	.50	1.05
4. Counseling individuals from diverse socio-economic, ethnic, and racial groups	.67	1.00	-2.23
5. Counseling individuals with personal, educational and vocational needs	.86	1.00	-1.35
6. In facilitating group interaction and communication among students and staff	.00	.50	-3.16
7. In assisting administrators and teachers in developing programs of personal social growth for the students	.00	.75	-5.74
8. In providing students with information related to career development and vocational guidance	.43	.25	.90
9a. The efficiency of your career education information center	.14	.50	-1.94
9b. The success of your career education program in coordinating students' interests and abilities with jobs available in the community	.00	.25	-1.83

Table 1 (continued)

Items	Pre Proportions	Post Proportions	<u>z</u>
10. In conducting and utilizing research and follow-up procedures in developing your guidance program	.00	.00	.00
11. In communicating guidance needs, programs, and goals to the total community	.00	.00	.00
12. In consulting teachers, administrators, parents, and students to promote positive learning	.71	.75	-.19
13. In involving students, parents and staff in the guidance program	.14	.75	-3.62
14. In evaluating the guidance program and making necessary and appropriate changes	.43	.25	.90
15. To improve yourself, your procedures and your guidance program	.57	1.00	-2.87

\*  $p < .05$ \*\*  $p < .01$ \*\*\*  $p < .001$

interaction and communication among students and staff; in assisting administrators and teachers in developing programs of personal and social growth for the student; in involving students, parents and staff in the guidance program; and in improving themselves, their procedures and their guidance program.

Table 2 presents the comparisons made between the two groups of counselors on the teachers' ratings. Teachers consistently rated the pre-competency group higher when differences were found between the groups. The items which showed differences on the teachers' forms appeared to focus mainly on competency in carrying out administrative duties. Teachers saw the pre-competency group as being better in facilitating group interaction and communication; in assisting administrators and teachers in developing programs of personal and social growth for the student; in providing students with information related to career development and vocational guidance; in developing programs related to career development and vocational choice; in communicating guidance needs, programs and goals to the total community and in consulting teachers, administrators, parents and students to promote positive learning.

The z scores which were calculated from the administrators' forms are presented in Table 3. It is interesting

Table 2  
Pre and Post Comparisons on Teachers' Forms

Items	Pre Proportions	Post Proportions	<u>z</u>
1. Demonstrates a thorough knowledge of basic educational and guidance principles.	.67	.50	.77
2. Applies these principles to provide an effective guidance program	.50	.50	.00
3. Uses, interprets, and explains test data	.60	.67	-.28
4. Counsels individuals from diverse socio-economic, ethnic, and racial groups	.83	1.00	-1.34
5. Counsels individuals with varied personal, educational, and vocational needs	.80	.75	.25
6. Facilitates group interaction and communication skills	.40	.00	2.31
7. Assists administrators and teachers in developing programs of personal and social growth for students	.40	.00	2.31
8. Provides students with information related to career development and vocational guidance	.80	.25	2.80
9. Develops programs related to career development and vocational choice	.75	.00	4.90
10. Conducts and utilizes research to develop a comprehensive guidance program	.40	.25	.69
11. Communicates guidance needs, programs, and goals to the total community	.33	.00	2.12



Table 2 (continued)

Items	Pre Proportions	Post Proportions	<u>z</u>
12. Consults teachers, administrators, parents and students to promote positive learning	.83	.33	2.35
13. Involves students, parents, and staff in the guidance program	.33	.33	.00
14. Evaluates the guidance program and makes necessary and appropriate changes	.33	.25	.41
15. Strives to improve himself, his procedures, and his entire guidance program	.67	.50	.77
4. Counseling individuals from different racial groups	.50	.50	-1.41
5. Counseling individuals with varied personal, educational, and vocational needs	1.00	1.00	.00
6. In facilitating group interaction and communication	.67	.76	.41
7. In assisting administrators and teachers in developing programs of personal and social growth for the student	.33	.75	.46
8. In providing students with information related to career development and vocational guidance	.67	.75	-.41
9. In developing programs related to career development and vocational guidance	.67	.50	.77
10. In conducting and utilizing research to develop a comprehensive guidance program	.83	.75	.46

\*  $p < .05$ \*\*  $p < .01$ \*\*\*  $p < .001$

Table 3  
Pre and Post Comparisons on Administrators' Forms

Items	Pre Proportions	Post Proportions	<u>z</u>
1. Demonstrates a knowledge of basic educational and guidance principles	1.00	1.00	.00
2. Provides an effective guidance program	1.00	1.00	.00
3. Using instruments, interpreting and explaining procedures for assisting individuals and group needs	.83	.75	.43
4. Counseling individuals from diverse socio-economic, ethnic, and racial groups	.83	1.00	-1.41
5. Counseling individuals with varied personal, educational, and vocational needs	1.00	1.00	.00
6. In facilitating group interaction and communication	.67	.76	.41
7. In assisting administrators and teachers in developing programs of personal and social growth for the student	.83	.75	.46
8. In providing students with information related to career development and vocational guidance	.67	.75	-.41
9. In developing programs related to career development and vocational guidance	.67	.50	.77
10. In conducting and utilizing research to develop a comprehensive guidance program	.83	.75	.46

Table 3 (continued)

Items	Pre Proportions	Post Proportions	<u>z</u>
11. In communicating guidance needs, programs, and goals to the total community	.50	.75	-1.20
12. In consulting teachers, administrators, parents and students to promote positive learning	1.00	1.00	.00
13. In involving students, parents, and staff in the guidance program	1.00	1.00	.00
14. In evaluating the guidance program and making necessary and appropriate changes	1.00	1.00	.00
15. To improve himself, his procedures, and guidance program	1.00	1.00	.00

\*  $p < .05$ \*\*  $p < .01$ \*\*\*  $p < .001$

to note that while teachers recognized the pre-competency group as being superior in several of the areas of competency, administrators saw no difference between the two groups.

Table 4 shows the comparisons made between the two groups based on the students' ratings. Students considered the pre-competency group to be better in developing programs in career and vocational guidance, while they saw the post-competency group as superior in demonstrating a thorough knowledge of the vocational opportunities and in assisting students' making decisions.



Table 4  
Pre and Post Comparisons on Students' Forms

	Pre Proportions	Post Proportions	<u>z</u>
1. Demonstrates a thorough knowledge of the vocational opportunities	.33	.75	-2.06
2. Demonstrates a thorough knowledge of the academic opportunities available	.67	.75	-.41
3. Chooses the appropriate tests to measure a student's aptitudes, interests and abilities	.67	.67	.00
4. Counseling a student no matter what his race, background, or social standing might be	.83	.75	.46
5. Counseling students with different personal, educational, and vocational needs	.83	.75	.46
6. Leading group counseling sessions	.33	.25	.34
7. Working with the teachers and administrators to insure the progress of a student both socially and educationally	.50	.75	-1.20
8. In providing students with information related to career development and vocational guidance	.83	.67	.83
9. In developing programs in career and vocational guidance	.60	.00	3.24
10. In interpreting and using test results	.83	.67	.88
11. In establishing a helpful counseling relationship	.83	.75	.46

Table 4 (continued)

Items	Pre Proportions	Post Proportions	<u>z</u>
12. In maintaining a helpful counseling relationship	.67	.75	-.41
13. In assisting students' making decisions	.67	1.00	-2.24
14. In aiding the students to carry out their decisions	.67	.75	-.41

\*  $p < .05$

\*\*  $p < .01$

## Chapter 4

### DISCUSSION

On the counselors' forms, differences were found on items which appeared to pertain to competency in counseling skills. On these items, the post-competency group rated themselves higher than the pre-competency group. These results would seem to suggest that the competency-based program is more successful in producing effective counselors. Another possibility might be that the direct knowledge of competencies makes counselors more clearly identify with the counselor role. Frammer and Whitfield (1975) suggested that when counselors have specific goals, they have a better rationale for deciding which tasks to assume and which to refuse. Under these circumstances, counselors are better able to determine what roles and functions are realistic in a school setting. Because the competency-based program outlines the functions a guidance counselor should serve, the post-competency group would be likely to rate themselves higher than the pre-competency group. This would especially be the case since the items on the rating forms were seemingly indicative of the objectives of the competency-based program. In other words, the higher self-ratings given by the post-competency counselors might simply reflect a clearer understanding

of their role as a counselor or a conceptualization of their role which is more similar to the items on the rating forms than the pre-competency group. However, the fact that the post-competency group rated themselves higher does not necessarily imply that they were more effective counselors.

The lack of a definitive reason why post-competency counselors rated themselves higher than pre-competency counselors seems to raise questions concerning the validity of a self-rating procedure to evaluate the effectiveness of counselors. Also, King (Note 3) has pointed out that a self-rating procedure might have additional problems. He suggests that self-evaluation on the part of counselors can produce a great deal of anxiety. The possibility of finding that their counseling is ineffective is quite threatening to them. This ego-involvement could certainly bias the self-ratings of counselors.

Because the subject sample was so small, no statistical analysis was done on the interactions between the ratings of counselors and teachers. While differences obtained on the counselors' ratings were based on items which appeared to pertain to competency in counseling skills, differences on teachers' ratings were found on items which appeared to pertain to administrative responsibilities. This seems to suggest an interesting



distinction in the definitions of the guidance counselor's role. Stintzi and Hutcheson (1972) found evidence which suggested that teachers view counselors as being administrators. In this study, the investigators focused on the definition of the role of the counselor as seen by the counselors and teachers. The findings indicated that teachers' views are quite divergent from counselors' views. While counselors felt their responsibilities centered around counseling functions, teachers believed that counselors should administer discipline, consult teachers before making decisions, and participate in supervision. In another study, Gibson (1965) analyzed teachers' knowledge about and attitudes toward school guidance programs. Twenty-one percent of the teachers involved in the study reported that the guidance program at their school had never been described, explained, or outlined to them for information purposes. Many teachers also indicated that they did not understand the counseling process or the principle of confidentiality. The findings of these studies might explain why, in the present study, teachers were less sensitive to differences on items pertaining to counseling skills.

Where teachers recognized differences between the two groups, they consistently rated the pre-competency

group higher. Byrne and Nelson (1965) showed that the amount of attraction one feels toward another increases as the proportion of similar attitudes they hold increases. Counselors from the pre-competency group primarily received degrees in education (5 out of 7) and certification for guidance required teaching experience prior to the initiation of competency-based training. It is plausible that the theoretical orientation of this group is more similar to the teachers; and, therefore, teachers rated them higher than the post-competency group. Since this sort of bias occurs and teachers seem to lack clear understanding of the counselors' role, this also seems to raise questions concerning the validity of the rating procedure utilized in the present study.

In contrast with the results obtained on counselors' and teachers' ratings, administrators perceived no differences between the two groups of counselors. Colangelo and Zaffran (1976) and Dustin (1973) found evidence which implies that little communication takes place between counselors and administrators. This lack of communication would be likely to prevent administrators from being aware of what counselors are doing and could explain why administrators did not recognize differences between the two groups of counselors. This also raises questions about using this type of rating procedure in evaluating counselors'

effectiveness. If administrators are not aware of what counselors are doing, they probably should not be asked to rate counselors' competency in performing certain duties.

Students rated the post-competency group higher on demonstrating a knowledge of vocational opportunities. However, they also rated the pre-competency group higher on developing programs in career and vocational guidance. These results reveal an inconsistency in students' ratings of counselors. Gibson (1962) surveyed pupils' opinions of guidance programs. Of the 904 seniors in his subject sample, fifty-six percent reported that they were not aware of the activities of their school guidance program, and approximately 33 percent of the students indicated that the program had not been described or explained to them in any way during their four years in high school. Since students do not appear knowledgeable about the services a guidance program should provide, it may not be surprising that their ratings of counselors were inconsistent. Students in the present study, however, were actually involved in counseling; therefore, they should have been aware of the activities in the guidance program. Perhaps having students rate the effectiveness of their counselors is simply an inadequate means of evaluating the performance of the counselor.

To briefly summarize, it has been very difficult to



determine if the competency-based counselor education program at Austin Peay has been more effective in producing competent counselors than the earlier program. This difficulty seems to stem from the rating procedure used in the present study. First, although post-competency counselors rated themselves higher on items involving counseling skills, the reason for this is not clear. Second, it is difficult to evaluate the results of the teacher and administrator ratings since teachers and administrators appear to lack an accurate understanding of the counselor's job. Finally, the results of the students' ratings are inconsistent and raise more questions than they answer.

Given these problems it is important to consider other techniques of evaluating counselor effectiveness. Baker (1972) has proposed that instead of asking administrators and other school personnel to evaluate guidance programs, one should consider the opinions of the consumers of counseling services. Combs and Snygg (1950) suggested that the most obvious criteria one might use in the evaluation of counseling is the direct testimony of the client. These investigators have asserted that clients, more than anyone else, should know how they feel. In addition to the direct testimony of clients, they have indicated a need for evidence of increased effectiveness of behavior.

Although student ratings did not discriminate between pre- and post-competency counselors in the present study,



one way of utilizing students' opinions would be to have students engage in self-examination to determine how much progress they have made toward resolving their problem situation. Rosen and Zytowski (1976) have reported such a method. This procedure was based on the target-complaint technique of Pattle, Imber, Hoehn-Sarich, Stone, Nash, and Frank (1966). In line with this procedure, clients are asked during their first interview to express, in their own words, the problem for which they are seeking help and to rate its severity. Once therapy has been completed, clients are requested to rerate the severity of the problem. The degree of relief is then taken as an indication of the impact of treatment. A major problem with this method is that although the client may report that relief has been obtained, this does not necessarily mean that positive changes in behavior have occurred.

A preferable method for evaluating counseling was devised by Hill (1975). This approach, which is called the Counseling Outcome Inventory (COI), consists of the following steps: (a) having the client list several characteristics, traits, and qualities (descriptors) that are most important to them regardless of whether or not they possess them; (b) asking the client to define these descriptors in terms of actual behaviors (behavioral anchors); (c) having the client rank order the ten top

descriptors with 10 being the most important item and 1 the least important; (d) having the client rate each of the ten chosen descriptors in terms of his satisfaction or dissatisfaction with his level of functioning on this dimension; (e) obtaining weighted scores of the client's perceptions which represent the client's overall evaluation of his or her present functioning with more weight being placed on the most important items; and (f) having the client decide which items he or she wants to work on in counseling. At this point, the instrument can be put away for future use. At some time when the client and the counselor wish to evaluate the progress made in treatment, the client completes the COI again by rerating the previous descriptors and behavioral anchors. Finally, by comparing the old ratings with the new, one may determine how much change has taken place in the client. The COI has proven to be a valuable aid in clarifying what clients expect from counseling and in determining the effectiveness of counseling (Hill, 1975).

Another approach by which counselors may show themselves to be accountable is proposed by Perez and Taylor (Note 4). This social-learning approach consists of a continuous system of input, process, outcome, and feedback geared toward behavior change. It is divided into five steps: (a) defining the problem according to

behaviors in specific situations; (b) specifying the behavioral objectives to be reached; (c) observing the client and recording the frequency of occurrence of the target behavior, its antecedents, and its consequences; (d) devising a plan of intervention by the arrangement of situations which increase the probability of the client performing desirable behaviors and by contingency reinforcement of these behaviors; (e) evaluating, adjusting, maintaining, and finally terminating the intervention program. This continuous process of measurement accounts for both overt and covert behaviors.

Both the Counseling Outcome Inventory (Hill, 1975) and the social-learning-system approach devised by Perez and Taylor (Note 4) actively involve the client in establishing goals, permit the observation of behavior change, and facilitate the counseling process. If one wishes to adequately evaluate the effectiveness of a counselor, more valid techniques such as these should be used.

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- Rosen, D., & Zytowski, D. G. An individualized, problem-oriented self report of change as a follow-up of a university counseling service. Journal of Counseling Psychology, 1976, 24, 437-439.
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## Footnotes

<sup>1</sup>One counselor in the pre-competency group only returned a counselor form.

## APPENDICES



## APPENDIX A

For Counselor  
APSU GUIDANCE SURVEY

please fill in the following information.

1. Year graduated from APSU in master's program \_\_\_\_\_.
2. Type of degree \_\_\_\_\_.
3. Length of time you have been in the present position \_\_\_\_\_.
4. I have been working in the guidance and counseling field for \_\_\_\_\_ years.
5. Were any of your courses under the competency based program \_\_\_\_\_.  
None \_\_\_\_\_ Some \_\_\_\_\_ All \_\_\_\_\_

The following questions are optional.

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Race \_\_\_\_\_

Due to the Privacy Law, we need your signed permission to conduct this survey.

I agree to allow an APSU representative to conduct research on the guidance program at my school.

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(School)

EVALUATION FORM COUNSELOR

Use the scale below to rate your competency in the following areas. Please post the number in the blanks provided.

Does not apply	Low	Average	High
_____	_____	_____	_____
0	1 2	3 4 5	6 7

1. demonstrate a knowledge of educational and guidance principles \_\_\_\_\_
2. provide and effective guidance program \_\_\_\_\_
3. using, interpreting, and explaining test data \_\_\_\_\_

4. counseling individuals from diverse socio-economic, ethnic and racial groups
  5. counseling individuals with personal, educational, and vocational needs
  6. in facilitating group interaction and communication among students and staff
  7. in assisting administrators and teachers in developing programs of personal social growth for the students
  8. in providing students with information related to career development and vocational guidance
  9.
    - a. the efficiency of your career education information center
    - b. the success of your career education program in coordinating students interests and abilities with jobs available in the community
  10. in conducting and utilizing research and follow-up procedures in developing your guidance program
  11. in communicating guidance needs, programs, and goals to the total community
  12. in consulting teachers, administrators, parents, and students to promote positive learning
  13. in involving students, parents and staff in the guidance program
  14. in evaluating the guidance program and making necessary and appropriate changes
  15. to improve yourself, your procedures and your guidance program
  16. What is the major strength of you or your guidance program?
- 
- 
- 
-

17. What is the major weakness of you or your guidance program?

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## EVALUATION FORM FOR TEACHERS

School \_\_\_\_\_

please carefully read and consider each area stated below, and select a number, on the scale provided, which best describes the competency of the counselor(s) in your school. Then record this number in the blank to the right of each area.

Does not apply	Low		Average			High	
0	1	2	3	4	5	6	7

To what degree do you feel your counselor is competent in the following areas:

1. demonstrates a knowledge of basic educational and guidance principles \_\_\_\_\_
2. applies these principles to provide an effective guidance program \_\_\_\_\_
3. uses, interprets, and explains test data \_\_\_\_\_
4. counsels individuals from diverse socio-economic, ethnic, and racial groups \_\_\_\_\_
5. counsels individuals with varied personal, educational, and vocational needs \_\_\_\_\_
6. facilitates group interaction and communication skills \_\_\_\_\_
7. assists administrators and teachers in developing programs of personal and social growth for students \_\_\_\_\_
8. provides students with information related to career development and vocational guidance \_\_\_\_\_
9. develops programs related to career development and vocational choice \_\_\_\_\_
10. conducts and utilizes research to develop a comprehensive guidance program \_\_\_\_\_
11. communicates guidance needs, programs, and goals to the total community \_\_\_\_\_
12. consults teachers, administrators, parents and students to promote positive learning \_\_\_\_\_
13. involves students, parents, and staff in the guidance program \_\_\_\_\_

14. evaluates the guidance program and makes necessary and appropriate changes \_\_\_\_\_
15. strives to improve himself, his procedures, and his entire guidance program \_\_\_\_\_
16. What is the major strength of your counselor or his program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
17. What is the major weakness of your counselor or his program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## EVALUATION FORM FOR ADMINISTRATORS

School \_\_\_\_\_

Please carefully read and consider each area stated below, and select a number, on the scale provided, which best describes the competency of the counselor(s) in your school. Then record this number in the blank to the right of each statement.

Does not apply	Low		Average			High	
0	1	2	3	4	5	6	7

To what degree do you feel your counselor is competent in the following areas:

1. demonstrates a knowledge of basic educational and guidance principles \_\_\_\_\_
2. provides an effective guidance program \_\_\_\_\_
3. using instruments, interpreting and explaining procedures for assisting individuals and group needs \_\_\_\_\_
4. counseling individuals from diverse socio-economic, ethnic, and racial groups \_\_\_\_\_
5. counseling individuals with varied personal, educational, and vocational needs \_\_\_\_\_
6. in facilitating group interaction and communication \_\_\_\_\_
7. in assisting administrators and teachers in developing programs of personal and social growth for the student \_\_\_\_\_
8. in providing students with information related to career development and vocational guidance \_\_\_\_\_
9. in developing programs related to career development and vocational guidance \_\_\_\_\_
10. in conducting and utilizing research to develop a comprehensive guidance program \_\_\_\_\_
11. in communicating guidance needs, programs, and goals to the total community \_\_\_\_\_
12. in consulting teachers, administrators, parents and students to promote positive learning \_\_\_\_\_

13. in involving students, parents, and staff in the guidance program \_\_\_\_\_
14. in evaluating the guidance program and making necessary and appropriate changes \_\_\_\_\_
15. to improve himself, his procedures, and guidance program \_\_\_\_\_
16. What is the major strength of your counselor or his program? \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
17. What is the major weakness of your counselor or his program?
- \_\_\_\_\_
- \_\_\_\_\_



## STUDENT EVALUATION FORM

1. School \_\_\_\_\_
2. With which counselor(s) have you worked? (Please write name)  
\_\_\_\_\_
3. Circle the range of the number of contacts you have had with the counselor:  
0 - 2, 2 - 5, 5 - 10, 10 - 15, over 15
4. Male \_\_\_\_\_ Female \_\_\_\_\_ (Please check one)
5. Caucasian \_\_\_\_\_  
Oriental \_\_\_\_\_  
Negro \_\_\_\_\_  
American Indian \_\_\_\_\_  
Spanish \_\_\_\_\_  
Foreign \_\_\_\_\_

# STUDENT EVALUATION FORM

42

School \_\_\_\_\_

Please carefully read and consider each area stated below, and select a number, on the scale provided, which best describes the ability of the counselor in your school. Then record this number in the blank to the right of each area.

Does not apply	Low		Average			High	
0	1	2	3	4	5	6	7

To what degree do you feel your counselor is able in the following areas:

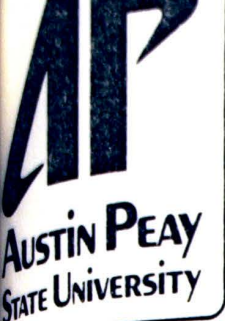
1. demonstrates a thorough knowledge of the vocational opportunities \_\_\_\_\_
2. demonstrates a thorough knowledge of the academic opportunities available \_\_\_\_\_
3. chooses the appropriate tests to measure a student's aptitudes, interests, and abilities \_\_\_\_\_
4. counseling a student no matter what his race, background, or social standing might be \_\_\_\_\_
5. counseling students with different personal, education, and vocational needs \_\_\_\_\_
6. leading group counseling sessions \_\_\_\_\_
7. working with the teachers and administrators to insure the progress of a student both socially and educationally \_\_\_\_\_
8. in providing students with information related to career development and vocational guidance \_\_\_\_\_
9. in developing programs in career and vocational guidance \_\_\_\_\_
10. in interpreting and using test results \_\_\_\_\_
11. in establishing a helpful counseling relationship \_\_\_\_\_
12. in maintaining a helpful counseling relationship \_\_\_\_\_
13. in assisting students' making decisions \_\_\_\_\_
14. in aiding the students to carry out their decisions \_\_\_\_\_

UNITED STATES  
DEPARTMENT OF JUSTICE  
FEDERAL BUREAU OF INVESTIGATION  
WASHINGTON, D. C. 20535

APPENDIX B

REPORT OF THE  
FEDERAL BUREAU OF INVESTIGATION  
ON THE  
MATTER OF  
THE  
UNITED STATES  
DEPARTMENT OF JUSTICE  
FEDERAL BUREAU OF INVESTIGATION  
WASHINGTON, D. C. 20535

Continued



DEPARTMENT of Psychology

Clarksville, TENNESSEE 37040

615 648-7233

Dear Counselor,

The Psychology Department at APSU is preparing for NCATE (The National Council for Accreditation of Teacher Education). We are writing for information concerning your present work activities, and the extent to which your experiences at APSU are of value in your job and personal activities, in order to evaluate our services to master's students.

Enclosed is a questionnaire designed to measure your feelings toward your current job. It is a short form designed to obtain a good deal of information in a brief time. As you can see, the questionnaire has been designed to maintain your confidentiality.

This project has departmental approval, and will be carried out under the supervision of Dr. Linda B. Rudolph and Dr. Charles R. Grah. We are confident that you realize the importance of evaluation research such as this and hope that you will choose to participate, particularly since accreditation by NCATE will assure teacher's certification in most states. Should APSU not receive NCATE accreditation, all graduates of the Guidance and Counseling department will be affected.

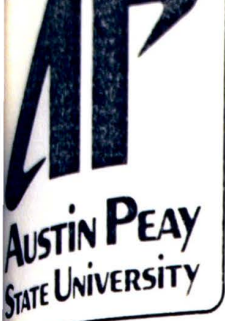
Please distribute and collect the enclosed questionnaires and return within 10 days. We appreciate your help.

Sincerely,

Linda B. Rudolph, Ed.D.

Charles R. Grah, Ph.D.





DEPARTMENT of Psychology

Clarksville, TENNESSEE 37040

615 648-7231

Dear Administrator and/or Teacher,

The Psychology Department at APSU is preparing for the coming of NCATE (The National Council for Accreditation of Teacher Education). We are writing for information concerning the counselor(s) in your school related to their present work activities and the extent to which your counselor's experiences at APSU are of value to his job and personal activities, in order to evaluate your services to master's students.

Enclosed is a questionnaire designed to measure your thinking about the job your counselor is now performing. It is a short form designed to obtain a good deal of information in a brief time. As you can see, the questionnaire has been designed to maintain your confidentiality.

This project has departmental approval, and will be carried out under the supervision of Dr. Linda B. Rudolph and Dr. Charles R. Grah. We are confident that you realize the importance of evaluation research such as this and hope that you will choose to participate, particularly since accreditation by NCATE will assure counselor certification in most states. Should APSU not receive NCATE accreditation, all graduates of the Guidance and Counseling department will be affected.

Please return this questionnaire in the envelope provided to your counselor within ten days. If you should require further information or have any questions do not hesitate to contact us.

Sincerely,

Linda B. Rudolph, Ed.D.

Charles R. Grah, Ph.D.