1979

A Study of Community Psychology Graduate Student Training Experiences for Consultation Roles

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A STUDY OF COMMUNITY PSYCHOLOGY

GRADUATE STUDENT TRAINING EXPERIENCES

FOR CONSULTATION ROLES

by

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A THESIS

Submitted to the Department of Psychology

in Partial Fulfillment of the Requirements

for the Degree Master of Arts

Wilfrid Laurier University

Waterloo   Ontario   Canada

August   1979

UMI Number: EC56341

UMI®

Dissertation Publishing

UMI EC56341

ProQuest®

Acknowledgements

I would like to express my appreciation to the following for their assistance in completing this thesis: to the thesis committee, Dr Sid Hellyer, Dr Fred Binding and Dr. Jim Dudeck; to Dr. Brian Sarata for his assistance in developing and designing this research; and to Dr. Angelo Santi for his guidance in completing the data analysis.

The research would not have been completed without the assistance of all the graduate students who participated in the study and without the support of my fellow graduate students at Wilfrid Laurier University, Psychology Department. To all of these men and women, I would like to express my sincere appreciation.

Finally, thank you Marv, for having confidence in me when I no longer did and for supporting my efforts to complete this task.

Abstract

An exploratory study investigating graduate student consultation training experiences was conducted. Eighty-five graduate students from 35 training programs focusing on community psychology participated in the study. Students reported that they experienced an increase in the intensity of positive feelings and a decrease in the intensity of negative feelings as they moved through successive phases of the consultation. The concept of role discrepancy was introduced and described as the incongruence between the student and professional expert roles which students play simultaneously. There was some evidence to suggest that students who perceived the roles of student and professional as discrepant were more likely to feel incompetent than were students who perceived no discrepancy between the roles. There was also an indication that awareness of role discrepancy was associated with greater feelings of anxiety and loneliness and lesser feelings of competence. Intensity of feelings experienced by students and awareness of role discrepancy were also examined in relation to situational variables such as prior consultation training experiences, course relatedness and advisor's role, and demographic variables (age, GPA and number of years in the program). Suggestions were made for future research.

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INTRODUCTION

Within the discipline of psychology, there has been a
continuing concern for the quality and structure of
professional education and training of new professionals.
Attention has been given to issues related to the content
and sequencing of courses as well as to the structure,
organization and process of courses. These concerns have
been addressed in various conferences and symposia which
have been organized to focus on training and education
(Bennett, Anderson, Cooper, Hassol, Klein & Rosenblum, 1966;
Spielberger & Iscoe, 1970; Korman, 1976; and Iscoe, Bloom &
Spielberger, 1977). They have also been the topic of
numerous articles, program and course descriptions and
research projects (Kelly, 1970; Jacob, 1971; Aponte, 1974;
Howe, 1974; Barton, Andrulis, Grove & Aponte, 1976; Dorr,
1978; and Andrulis, Barton & Aponte, 1978).

This dialogue on training and education of graduate
students has had a prominent position within community
psychology. Since the recognition of community psychology
as a sub-discipline of psychology in the mid-sixties, there
has been a proliferation of new graduate programs whose
goals have included training community psychologists for a
wide variety of roles and tasks (Golann, 1970; Barton et
al., 1976). Also, some programs in other more established
areas of psychology have integrated some of the concepts and
practices of community psychology into their programs. This
has resulted in a variety of hybrids; for example, some

programs are referred to as "clinical community" or "community clinical" (APA Graduate Study in Psychology, 1978-79). The expansion of this new focus into a growing number of graduate programs has perhaps contributed to this self-conscious examination of training goals and formats.

A recurring theme in discussions of training and education issues is an emphasis on providing students with opportunities for practicum or field work experiences (Lipton & Klein, 1970; Altrocchi & Eisdorfer, 1970; Zax & Spector, 1974; and Iscoe, et al., 1977). Practicum training is an important aspect of applied graduate education in that it provides opportunities for students to gain first hand knowledge of and experience in the professional roles for which they are being trained. It allows them to experience "a broad sampling of social settings, social problems and different types of clientele" (Zax & Spector, 1974). Practicum training enables students to develop greater responsiveness to important community needs (Lipton & Klein, 1970). It sensitizes the trainee to his or her strengths and weaknesses in the professional role, his or her need for further training in specific skill areas and education in theoretical issues (Dohrenwend, 1977). Efforts to understand the "obstacles and failure experiences in field training" can become the basis for further learning and concept clarification (Stenmark, 1977). Both this applied learning and more didactic instruction are important components of

socializing the new professional (Kelly, 1970).

One of the skills which community psychologists frequently require and are called upon to utilize in their work in a myriad of community settings is consulting (Iscoe et al., 1977). It has been referred to as "the action arm" of community psychology (Cohen,1976). Reflecting the importance of consultation, graduate programs in community psychology are priorizing training for consultation (Jacob, 1971). Recently, program directors of psychology departments were asked to rank academic training experiences as to their importance in preparing students for community work; they ranked consultation highest (Barton et al., 1976).

Cherniss (1976) defines consultation as

> a process by which one or more individuals, possessing certain knowledge and skills, help individuals or groups within a particular system work on one or more work-related problems (p. 13).

It is a technique which can be used with lay and professional individuals and groups, and can be applied to tasks related to program, administration, community organization and caregiving to clients (Dworkin & Dworkin, 1975; Barton et al, 1976). The breadth of the activities subsumed under the term "consultation" is apparent in the typology of consultation activities presented by McClung, Steinden and Plogg (1969). The categories are differentiated from one another in relation to types of consultees and

focus of tasks. They include:

client-centred case consultation - this type of consultation is directly parallel to the traditional medical model;

client-centred staff development consultation - uses a discussion of the consultee's client for staff development training;

agency-centred staff development consultation - focuses on the intrapersonal and interpersonal problems within an agency;

agency-centred program development consultation- focuses on aiding the administration of an agency in originating, planning and implementing programs;

community-centred mental health consultation - focuses om community groups and boards relative to the planning of community mental health activities;

community-centred behavioural science consultation - focuses on community and government organizations for the development of programs beyond a specific mental health area such as urban renewal; and

behavioural science consultation on national and international problems - focuses on the resolution of problems and the generation of decisions in areas of broad social concern having a national or international impact (Mannino & Shore, 1971, p.5).

Because of the diversity of settings in which community psychologists can potentially consult, one might expect that field settings in which graduate students do consultation practica would be equally diverse.

> Since the field settings in which psychologists
> are trained profoundly influence the skills they
> develop and their attitudes toward their
> professional work, they need to develop facilities
> that will permit psychologists to make more
> effective contributions in community settings is
> apparent (Spielberger & Iscoe, 1972, p. 914).

Research indicates however, that although it is desirable to

have available a broad spectrum of practicum settings

> practicum experiences are obtained primarily from
> traditional mental health agencies, in part
> because most faculty members maintain involvement
> in these agencies (Barton et al.,1976, p. 9).

Regardless of the type of setting in which the student

does a consulting practicum, there may be a number of

factors that influence the trainee experience. One such

factor is the nature of the expectations the consultee has

of the consultant. In their work relationship, the consultee

expects the consultant to be an expert or specialist in the

area in which he or she is consulting (Altrocchi, 1972;

Rhodes, 1974; and Dworkin & Dworkin, 1975). Expertise is

required both in an understanding of and skill in group

dynamics and the consultation process.

It has been suggested that this demand for expertise

contributes to making the training experience in consulting

stressful. Parker (1968) feels that the role of consultant

generates feelings of anxiety and insecurity amongst

trainees. Signell and Scott (1972) state that learning

consultation is a frustrating experience. Berlin (1964)

describes trainees as often feeling inept and futile in relation to the demands of the professional role. Other feelings students may experience in consultation field training include confusion, helplessness and incompetence (Sarason & Levine, 1970; Levine & Brocking,1974). Sarason and Levine also characterize trainee consulting experiences as exciting, stimulating and challenging.

Because of the demand on the consultant for expertise, one might expect students to perceive a discrepancy between the level of expertise required in the role and their own relatively low level of expertise and task proficiency. The neophyte consultant may have had little previous exposure to consulting and no previous applied experience. As the student gains experience, the role and task become more familiar, and the student's self-concept in relation to the professional role changes (Levine & Brocking, 1974; Cohen, 1976). Thus, one might expect that feelings such as anxiety, confusion and incompetence decrease in intensity as the student becomes more experienced. Similarly, with greater experience, the trainee may perceive the roles of "professional expert" and "student trainee" as being less discrepant from one another.

Another factor or set of factors that may influence the trainee experience in consultation practicum is the supervision the trainee receives. It has been suggested that the trainee-supervisor relationship is important in

facilitating the student's management of the tasks and responsibilities of the practicum and in maximizing the trainee's potential for learning from the experience (Caplan, 1970; Sarason & Levine, 1970; Rosenblum, 1973; Kurpius, Baker & Thomas, 1977; and Stenmark, 1977). One aspect of the trainee-advisor relationship which is important in this research is the role assumed by the advisor in the context of supervision. The three prototypes used in this research are:

Shadow consultant - The advisor, at the request of the trainee and by a series of discussions, helps the trainee assess, and if necessary, change the trainee's diagnosis, tactics or role in a specific situation. The trainee is responsible for all decisions to act on this advice. The advisor has no involvement with the client (Schroder, 1974; Lansky, 1977).

Trainer-collaborator - the advisor and the trainee present themselves to the client as a team; the advisor as the senior consultant and the trainee as a junior consultant. The advisor assists the student in gradually working towards being a semi-autonomous consultant. He or she receives ongoing supervision from the advisor. The advisor

maintains   regular   contact   with   the   client
(Altrocchi & Eisdorfer, 1970).

Third party consultant - The   advisor   supervises
the   student's   work and is viewed by the trainee,
the consultee and the advisor as the   overseer   of
the   trainee's   work.   The   advisor   may   have had
previous contact   with   the   client   (Sarason   &
Levine, 1970).

Consultation as a Sequential Process

In   exploratory   work   conducted   by   the   researcher,
respondents   indicated   that   consultation   training   is
experienced   as   a   sequential   process.   Several   respondents
recalled   experiencing   three phases of consulting training.
These phases were associated with particular tasks and parts
of the consulting process.

The labels and descriptions of the three phases adopted
for   this   study   are   from the work of Grinnell (1970). The
first is the entry- contract phase in which   a   relationship
is   developed   with   the   consultee   and   the   terms   of the
contract are specified. Next comes the work phase   in   which
the   terms   of the contract are fulfilled. It is followed by
the termination phase in which the consultant's   involvement
decreases and the contract is terminated.

Statement of the Purpose

There are two central problems that are addressed in this research. The first question examined concerns the intensity of feelings experienced by the trainee during each phase of the consultation experience and factors related to these feelings. Specifically, whether certain feelings are more intense during one phase than at other times; whether the intensity of feelings is influenced by the amount of related course work the student has completed; and whether the student's age, Grade Point Average (GPA), number of years in the program or the supervisory model used influence the intensity of feelings experienced.

The second question involved the conditions associated with the student perception that a role discrepancy exists. The relationship between awareness of role discrepancy and intensity of feeling states is examined. Other relationships explored are those between awareness of role discrepancy and perceived course relatedness; absence or presence of prior training experience for consultation; age and GPA of respondents, and number of years they have been in their respective programs.

Although training for consultation is viewed as an important aspect of graduate education in community psychology, there have been no systematic examinations of the student experience during this training. The literature

on training graduate students in community psychology in general, and for consultation roles specifically, reflects the perspectives of the faculty who are involved in developing and managing these programs.

One study which does examine and evaluate the current status of training in community mental health and community psychology from the perspective of students was conducted by Zolick, Sirbu and Hopkinson (1976). Their study presented a broad survey of the current status of training as perceived by students. It supported the idea that the perspectives of students, the consumers of training programs, are important data to consider in examining such programs.

This study is an examination of the experiences associated with completing a consultation practicum within a community psychology program. This study is exploratory in nature and is intended as an attempt to establish an information base from which further research will evolve. It is hoped that research on student perceptions of their experiences in training wll provide a valuable contribution to the store of knowledge from which innovations and improvements in training programs can develop.

Delimitations

The study was delimited to graduate students who have done consultation as part of practicum training. Only psychology programs that have a "community" program or focus were surveyed in the study.

Consultation was defined and participant selection was further delimited to those whose experiences were consonant with the definition provided.

Limitations

When using a written questionnaire to obtain information on respondents' perceptions of experiences, a study may incur the following limitations: (a) the questions may not be understood by the respondents in the way in which they were intended when written; (b) the participants' responses may not be understood by the researcher in the way in which they were intended.

Also, when a study is dependent on anonymous respondents to return questionnaires by mail to the researcher, that study is limited to data derived from those questionnaires returned. Those factors which may influence potential respondents in their decision as to whether or not to participate in the study remain unknown to the researcher. The potential bias this self-selection introduces must be borne in mind.

As was indicated earlier, there is a wide range of roles which consultants may assume and an equally wide range of consultation tasks to which consultants may address themselves. The criteria used for selection of both respondents and questionnaire items and the request for descriptions of respondents' consulting experiences do not delineate the diverse aspects of either the role or the task. Thus, both the distribution of questionnaires and the data derived from them is limited by the relatively simplistic presentation of the concept of consultation provided in the definition.

A further limitation of this study is that responses to the questionnaire were based on participants ability to recall their perceptions of experiences which may have occurred up to two years prior to the current research. It is possible that in the time between completion of the experience and responding to the questionnaire subsequent experiences may have contributed to altering the way the practica being reported were remembered.

Literature Review

The current study is an examination of how graduate students in community psychology perceive their training experiences in consultation. The two major concerns focused on were the nature and intensity of feelings students experienced and the presence or absence of an awareness of role discrepancy. This section will review the literature which deals with these concerns and will indicate which areas have not been addressed in earlier research. Factors which may be related to both students' feelings and awareness of discrepancy are discussed in light of available information in the literature. Gaps in this literature are pointed out. Finally, studies which have examined student perceptions of their training are reviewed and findings pertinent to the current research are summarized.

Feeling States and Role Discrepancy: Concepts and Related Factors

One of the central issues examined in the current study is the nature and intensity of feelings graduate students experience during training for consultation. No research has been published to date on the intensity with which students experience various feelings during the training. Although this topic has not received a great deal of attention there has been some discussion and research on the types of feelings students associate with consultation practice. A review of this literature follows.

Levine and Brocking (1974) jointly organized a consultation practicum involving nine psychology graduate students as consultants to 81 nursing students. The nursing students were interns in public health nursing offices. One of the nine psychology students interviewed her fellow consultants one year after the experience had terminated. The data from these interviews was summarized in the article by Levine and Brocking.

The student consultants characterized their first consulting experience as "an initiation rite". They stated that they felt "a great deal of anxiety in the initial stages" and found the contract ambiguous. Many students reported that they felt a need for greater structure and more authority in the role. They felt that this first experience helped them feel better prepared for future consulting roles; they felt more convinced than earlier in the initial practicum that they "had something to offer".

Gallessich (1974) discussed the goals for and components of training psychologists for school consultation. She suggested that it is characteristic of initial training for students to experience anxiety related to their consulting roles. In her descriptions of these roles, Gallessich indicated potential sources of anxiety. She stated that the role of consultant is ambiguous and marginal and is accompanied by expectations that the consultant be an expert and be able to solve the consultee's

problems. Consultants must use discretion and judgement in distinguishing those consultee requests for assistance that can be appropriately dealt with in the context of the consultation relationship. For example, although consultees may request that the consultant provide direct service to their clients, the consultant may view this as an inappropriate task in which to engage.

Trainee consultants may initially feel pressure to meet all consultee demands (Gallessich, 1974). They may attempt to meet the consultee's demands for service in an effort to alleviate some of this pressure. Also, they may see all consultee requests as legitimate demands for consultation services. The ability to assess the appropriateness of these requests requires good judgement and flexibility on the part of the consultant. These are developed from trial and error and feedback from consultees and other consultants. Since many student consultants have had minimal or no opportunity for this type of experience-based learning, they may experience anxiety when confronted with making these decisions.

Lynch and Lombardi (1976) reported on student experiences in consulting practica. These practica were organized as one component of an experientially-based course on consultation. The students' task at the beginning of the course entailed initiating a consulting relationship by offering their services to consultees. The students were unable initially to view themselves as "expert-consultants",

having had no previous opportunity to assess their own capabilities as consultants. As this work progressed however, the students were able to identify their strengths and competence and to experience greater self-confidence as professionals.

Sarason and Levine (1970) wrote about student experiences in an internship within which the students did some consulting. A review of this article is included in this discussion of student experiences during practicum training because the two types of training - internship and practicum - are similar in their goals, structures and dynamics. Another reason for its inclusion is that the descriptions of students' experiences contained in the article very closely resemble descriptions of student experiences in practica.

One of the aspects of the training on which Sarason and Levine focused was the incongruence of the consultee expectations of "expert-consultants" with trainee self-perceptions of their own relative incompetence. This often leads students to feeling anxious in relation to their attempts to adequately meet these expectations.

> On the one hand, then, students are keenly aware
> of their own inexperience but, on the other hand,
> they feel the situation requires them to be expert
> (Sarason & Levine, 1970, p. 149).

Another aspect of training which Sarason and Levine suggested may be a source of stress for students is the students' assessment of others , both consultees and other

consultants, as being more competent than they are. Also, students may feel confused upon initially entering the new setting, perhaps assuming the profile of a professional for the first time in their careers. These factors may contribute to students having a sense of helplessness and incompetence.

On the more positive side, Sarason and Levine characterized early training experiences as provoking excitement and challenge among students. They viewed this as resulting from the students leaving the academic community to be "out in the real world, testing one's self and finding successes, and learning a great deal about the world and how. it works" (p. 151).

From the literature reviewed, it would seem that students in training for consulting roles experience feelings of anxiety, confusion, incompetence, excitement and challenge. These feelings are examined in the current study. Other feelings examined were chosen on the basis of exploratory work done prior to this study. (A summary of the exploratory work is included in Appendix A.)

It would also seem that in discussing student training experiences, distinctions have been drawn between initial and later experiences. In the literature, early experiences were characterized by lower self-concept, stemming largely from the students' inexperience. In later experiences, the students' self-concept was described as more positive. Some of the literature indicated that this change resulted from

the students having learned more about their own competence from the early experiences. When the students had the opportunity to evaluate their performance in fulfilling their responsibilities as professionals and in adequately meeting consultee needs, they were better able to assess their skills and abilities. In order to investigate this idea, the present study looked at whether students had previous consulting training and whether absence or presence of prior training was reflected in how the experience was characterized by respondents. The study also examined intensity of students' feelings over a three phase time sequence. (Data from interviews with students in the exploratory study confirmed the idea that within one practicum there are changes in student perceptions over time.) The three phases were described as entry-contract, work and termination. These labels correspond to phases of the consultation process (Grinnell, 1970) and were introduced into the study for the reasons which follow.

One of the reasons for referring in this study to entry-contract, work and termination phases is the common use of these concepts with regard to the consultation process. In the literature on consultation, the process is described as a step-wise progression through a number of phases (Haylett & Rapoport, 1964; Grinnell, 1970; Rhodes, 1974; Lippitt & Lippitt, 1978). Reference to these phases is also found in writings on training for consutation (Gallessich, 1974; Cohen, 1976). Not all authors use the

identical labels; some refer to five stages and others to four or six stages, although all these descriptions attend to the same aspects of the process. The terminology which was used in this research referring to the three phases is somewhat self-explanatory and is also frequently used in the literature; it was therefore assumed that most respondents would be familiar with these terms.

Another reason for using consultation phases as a means of delineating time periods in the practicum is related to the variation in types of tasks and responsibilities of consultants across the phases. The entry-contract phase is the period during which the consultant and consultee familiarize themselves with one another and develop the contract (Grinnell, 1970). The work done in this phase is critical, as it lays the foundations for the work phase, details the tasks and goals, and makes explicit the responsibilities of all parties. Successful accomplishment of all of this is contingent on the consultants' ability to help the clients focus the problem, consider alternate problem-solving strategies and establish action plans (MacLennan, Quinn & Schroeder, 1975). The consultants are responsible for deciding, with the client, on the services most appropriate for meeting the clients' needs.

> The practice of consultation calls for choices to be made from a formidable array of options...the decision as to which services best serve the client needs is crucial (Gallessich, 1974, p. 142).

The guideposts for making these decisions are somewhat vague and vary in relation to characteristics of the consultees, the tasks, and the consultants. Thus, there is considerable demand on the consultants to be able to tolerate some ambiguity, to exercise good judgement in decision-making and to be aware of a range of alternate strategies and techniques for achieving the goals of the tasks.

During the work phase, consultants and consultees carry out the action plans that emerged from the first phase (Grinnell, 1970). The outline of their respective responsibilities pertinent to the work phase are contained in the contract. This may decrease the likelihood of task .and role ambiguity experienced in the entry-contract phase (Levine & Brocking, 1974). The demands on the consultants' skills and knowledge may relate to areas such as research design and analysis, program development and evaluation, group process or assessment and treatment of individuals (Caplan, 1964; 1970). Although this work is complex and sometimes difficult, information and resources to aid in decision- making are accessible from the literature. Communication and problem- solving patterns developed in the entry-contract phase facilitate attainment of the goals of the work phase.

The termination phase is the time during which closure is brought to the consultee-consultant relationship (Grinnell, 1970). At the beginning of this phase, the tasks of the project are near completion and the work that remains

may be described as "wrapping up loose ends". The consultant is responsible for ensuring that the consultees understand and are able to implement any action plans that have emerged from the consultation (Grinnell, 1970). Both parties may use this time as an opportunity to exchange feedback on their perceptions of the consultation. Another topic explored at this time is the future consulting needs of the consultees (Grinnell, 1970). As can be seen from this review, the tasks are clearly defined and the length of time needed to complete them seems to be briefer than for tasks in other phases.

Thus, the three phases of consultation process appear to be an appropriate structure with which to organize data on intensity of feelings experienced by students during consultation. Both the popular usage of these terms and the task and goal distinctions among the phases contribute to their efficacy as ways of dividing the experience into time periods.

Another issue examined in the current study is role discrepancy . It is a concept which has been developed for this research and has evolved from the literature and from the researcher's experiences as a student consultant. Role discrepancy refers to the student's perception that the role of consultant and the role of student trainee are incongruent with one another. This incongruence is due to the assumptions inherent in each relating to competence and proficiency levels of the actors. That is, the consulting

role carries with it expectations that the consultant is proficient and has expertise in consultation practice and tasks. The student role generally assumes the individual is a novice and requires training and education for consulting roles due to his or her lack of task proficiency and expertise. Literature to support use of this concept does not exist due to the fact that it has been introduced for the first time in the present study. There is mention in the literature however, of the incongruity between expectations that consultants be experts and the students' relative lack of expertise (Sarason & Levine, 1970; Lynch & Lombardi,1976).

Both role discrepancy and intensity of feelings experienced by students are examined in relation to several variables. Two of these variables, the relatedness of the students' course work to their practicum work, and prior experience in consultation practica, relate to how prepared students are for their work assignments. These factors were introduced on the basis of the literature on training students for consulting roles and on data from exploratory work. Literature reviewed earlier in this section spoke of student perceptions that early experiences in consultation training helped prepare them for and make them more comfortable doing subsequent related work (Levine & Brocking, 1974; Lynch & Lombardi, 1976). From this, one may infer that students who have received earlier training would perceive later training experiences as less stressful and

perceive the roles as less discrepant. There has been no investigation of this relationship as yet but data from the exploratory study suggests that such a relationship exists (Appendix A).

Some support for investigating the relationships between student training for consulting roles and course relatedness can be found in the literature. For example, descriptions of models for teaching consultation stress the importance of both didactic instruction and opportunity for applied work. Lynch and Lombardi (1976), Cohen (1976) and Gallessich (1974) speak to the importance of exposing students to the literature on consultation, using various teaching forms to demonstrate techniques and from which to generate discussions. Some issues dealt with include the many different types of consultation, topics on which they might focus and techniques which might be relevant to task achievement. Thus, although no previous research has examined the relationship of student perceptions of course relatedess to their perceptions of the practicum training, it has been suggested that this type of preparation is important.

Awareness of role discrepancy and the intensity of feelings students experience are examined in relation to one another. Neither of these have previously been the subject of research and both were introduced into the current study in part on the basis of the same body of literature.

Intensity of feelings experienced is also examined in relation to supervision. Specifically, the study explores the relationship between intensity of feelings and the type of supervisory role the student's advisor played vis-a-vis the student trainee. Due to the importance the literature attributes to supervision of trainees, it was decided that this relationship would be examined (Altrocchi & Eisdorfer, 1970; Sarason & Levine, 1970; Cohen, 1976; and Lansky. 1977). For example, according to Caplan (1970) "provision of adequate supervision is a crucial element in consultation training" (p. 341). In supervision the trainee can examine, evaluate and further develop his or her consulting skills with the guidance and assistance of the advisor.

Some of the possible foci of supervision meetings include: the trainee's critical review of recent practicum events; planning and preparation for upcoming practicum activities; resolution of work-related crises experienced by the trainee; or trainee needs for emotional support when his or her self-confidencs is wavering (Berlin, 1964; Sarason & Levine, 1970; Lansky, 1977).

The relationship between supervision and student practicum experiences in consultation has not been previously investigated. The idea of investigating this relationship in terms of roles played by advisors grew from the researcher's experiences in consultation training and from interviews with other graduate students (Appendix A).

Three supervisory roles which have been discussed in the literature were used in the present study. These include:

> shadow consultant - The advisor, at the request of the trainee and by a series of discussions, helps the trainee assess and if necessary, change the trainee's diagnosis, tactics or role in a specific situation. The trainee is responsible for all decisions to act on this advice. The advisor has no involvement with the client (Schroder, 1974; Lansky, 1977).

As this operational definition suggests, the student requests supervision meetings and sets the agenda; meetings may be irregularly scheduled.

> trainer-collaborator - The advisor and the trainee present themselves to the client as a team; the advisor as the senior consultant and the trainee as a junior consultant. The advisor assists the student in gradually working towards being a semi-autonomous consultant. He or she receives ongoing supervision from the advisor. The advisor maintains regular contact with the client (Altrocchi & Eisdorfer, 1970).

In this role, the advisor plays a more visible role than in the first role presented. He or she meets and consults

with clients regularly, is able to observe the student's work, and shares responsibility with the trainee for determining the pace of development of the trainee as a more independent consultant. The student does not assume complete responsibility for the consultation.

The trainer-collaborator role of the advisor derives from the apprentice- collaborator model of training for consultation (Altrocchi & Eisdorfer, 1970). This model is based on the premise that an important component of consultation training is the student's observance of "an accomplished professional" at work. It assumes that students enter consultation practica in various degrees of readiness to assume functional roles. It promotes a format in which the student is able to. observe a professional consultant initially, and to assume responsibility for aspects of the consultation as he or she "feels ready".

> third party consultant - The advisor supervises
> the student's work and is viewed by the trainee,
> the client, and the advisor as the overseer of the
> trainee's work. The advisor may have had previous
> contact with the client (Sarason & Levine, 1970).

Although this supervision model does not make reference to the scheduling of supervision sessions, it suggests a more visible involvement of the advisor than does the first role presented. The advisor is clearly identified by trainee, consultee and him- or herself as holding a position of

responsibility vis-a-vis the trainee's consulting work.

Student Perceptions of Training: Related Research

There are few reported surveys or investigations of student perceptions of their training experiences in community psychology in general and in consultation specifically. A review of those found in the literature follows.

Lynch and Lombardi (1976) presented a summary of data from student responses on two questionnaires evaluating their experience-based course in consultation. Both questionnaires consisted of open ended questions, soliciting student opinions about various aspects of the seminar course on consultation taught by the two authors. The questions focused on student opinions about the oustanding values of the course, on ways to increase the value of the course, on personal qualities or teaching skills of the instructors that contributed to or hindered the success of the course, and on the meaning the course had for the students.

Student responses to the meaning the course had for them included:

> (a) increased confidence in consulting ability as a result of practical experiences, (b) better theoretical framework for consultation, (c) exploration of personal values directly and indirectly related to consultation, (d) better understanding of own consulting style, (e) increased understanding of what to expect during consultation, and (f) greater openness to consulting in the future (Lynch & Lombardi, 1976, p. 329).

These responses would appear to support the idea that initial consulting experiences provide students with an opportunity to become more aware of their competence as professionals.

Altrocchi and Eisdorfer (1970) presented data obtained from persons who had participated as trainees in the Halifax County Mental Health program. The survey sought student evaluations of their training in mental health work. The questionnaire used to collect data consisted of four closed questions. The questions focused on: the extent to which respondents considered their training experience with the Halifax County Program an important feature of their professional training; the extent to which the training influenced the respondent's thinking, research, clinical work and/or teaching; the percentage of the respondents' current work (or projected future work for those still completing training) involving community mental health; and the importance of this time in "the spectrum of the respondents' professional lives". There were no results from this questionnaire which are pertinent to the current research. It is spoken of here because it does demonstrate an attempt to solicit student perceptions and opinions of their training experiences.

Zolick, Sirbu and Hopkinson (1976) surveyed advanced doctoral students on their assessment of their training in community psychology and community mental health. The authors presented this study as a pioneering attempt to

document the viewpoints of students on their graduate training and education experiences.

> No information is available concerning the interests, training experiences and needs of graduate students interested in community psychology and community mental health (p. 340).

Students were asked to provide demographic data about themselves, information about their graduate programs, information about their career goals in relation to the fields of community mental health and community psychology. They were asked to complete a checklist survey of the availability and adequacy of academic and practicum learning experiences in thirty community psychology and community mental health related topics. Finally, the respondents were asked to rate on a five-point scale their opinions of the importance of these topics.

Of the thirty topical areas in community psychology/community mental health provided by the authors, four specifically referred to consultation work. These included: case and consultee-centred consultation to non-mental health organizations; program and administrative consultation to non-mental health organizations; program and administrative consultation to mental health agencies; and school consultation. The data from this study indicated the prevalence in psychology programs of training for consulting roles (38 - 49% of the respondents indicated its availability) and the use of field training as a component of this education (38 - 54% of the respondents indicated

availability of field placements). With regard to availability of field placements the authors state:

> in many cases, availability meant that obtaining experiences was possible only through the student's initiative, rather than through a planned field placement as part of the training program (p. 347).

The studies reviewed here represent recent efforts to understand how students perceive various aspects of their professional training. The Zolick at al. study is the most comprehensive in delineating both the availability and the adequacy of various components of training.

Summary

In the first part of this section the literature dealing with the nature and intensity of feelings experienced by graduate students during training for consultation was examined. It was shown that writers have characterized this experience as being stressful, and that it has been associated with feelings such as anxiety, confusion, incompetence, excitement and challenge. Factors related to these feelings were reviewed including: relative lack of expertise; role demands for the consultant to be an expert; and students' lack of awareness of their own skills and abilities. It was pointed out that no empirical research has been done in this area and that no literature has addressed the intensity with which students experience these feelings.

Literature dealing with the distinctions between early and later training experiences in consulting was presented. Discussions of the consultation process were reviewed to support the use of the entry-contract, work and termination phases as a means of distinguishing among time periods of the practicum. These discussions spoke to the common usage of the terms and hence their probable familiarity to trainees. It was shown that the difference in the range and clarity of goals and tasks of each phase lend credence to their usage here.

The next issue discussed in this section was the concept of role discrepancy. It was shown that students may view the demand for consultant expertise inherent in consultation as incongruent with their own inexperience. Due to the first-time introduction of the concept of role discrepancy in the present research little related literature was shown to be available.

Thirdly, the variables examined in this research as possible factors that might influence intensity of feelings and awareness of discrepancy were addressed. It was shown that there is some literature to support the examination of relatedness of course work to consultation practica and the absence or presence of prior experience as they may influence feelings and awareness of role discrepancy.

Supervision was shown to be important in relation to feelings experienced.Its use as a way of optimizing student learning and facilitating their experience in consultation practica was examined in light of the literature. The three roles used in this study were defined and their use explained in terms of the exploratory nature of this study.

The last area reviewed was previous research conducted on student perceptions of training. Lynch and Lombardi's survey dealt with student evaluations of an experience-based course in consultation. Altrocchi and Eisdorfer reported findings from a study of trainee attitudes about training for community mental health roles. Finally, Zolick, Sirbu and Hopkinson's research on graduate perceptions of training

for community psychology and community mental health was reviewed. Findings from this study indicated the prevalence of consultation training within community psychology. The study also highlighted the importance of seeking out student perceptions of training experiences.

METHOD

PARTICIPANTS

Participants were graduate students who at the time of the survey had done or were doing consultation as part of practicum training. Students were recruited from colleges and universities in Canada and the United States which offer graduate study in community psychology. Both master's and doctoral programs were canvassed for participants.

Procedure for Participant Selection and Questionnaire Distribution

Sixty-four programs from 63 colleges and universities having a community psychology focus were selected as sources of study participants. A mailing list of appropriate programs was compiled from three sources: published research findings on graduate community psychology programs in the United States (Meyer & Gerrard, 1977); a list of conference participants at the Austin Conference on Training in Community Psychology (Iscoe et al., 1977); and graduate programs designated as having some community psychology focus in the American Psychological Association (APA) publication Graduate Study in Psychology, 1978-79 (APA, 1977). One faculty member within each program selected was contacted to distribute questionnaires to graduate students. A list of these faculty was compiled from the sources used for selection of appropriate programs. This method of participant recruitment is similar to the one used in the Zolick et al. study (1976).

Faculty were sent an initial letter providing them with an orientation to the study and a request that they distribute the forthcoming questionnaires (Appendix B). Appropriate recipients of the questionnaire were described as graduate students who had completed or were completing a supervised consultation experience as part of practicum training. Consultation was defined as

> a process by which one or more individuals, possessing certain knowledge and skills, help individuals or groups within a particular system, work on one or more work-related problems (Cherniss, 1976, p.13).

One week after the initial letter was sent to faculty, they were sent a second mailing. Included in this second mailing was a brief reminder to faculty of the purpose of the study and a request that they distribute the questionnaires (Appendix C). It also contained five questionnaires to be distributed to students (Appendix D). Each questionnaire was accompanied by an addressed stamped envelope and a letter to graduate students explaining the purpose of the study and requesting their participation (Appendix E).

A sequence of two follow-up procedures was used. One month after the questionnaires were sent to programs on the mailing list, letters were sent to all faculty previously contacted (Appendix F). This was followed three weeks later with telephone calls to those faculty from programs from which no response had been received.

Survey Questionnaire

The questionnaire consisted of 92 items (Appendix D). Questions included were designed to tap three types of information: demographic data on each respondent; self-reporting of intensity of feelings experienced; and opinions and perceptions of the training experience.

To measure intensity of feelings over phases, 17 Likert-type scales were provided on which students were asked to rate each of 17 feelings on a zero to seven scale. This list was compiled from the literature and from exploratory work done prior to the study (Appendix A). Each feeling was rated once for each phase of the practicum. Thirty randomized lists were compiled and each of the lists for the three phases in each questionnaire was different from the others. This was done to avoid response sets in participants' responses.

The remaining questions were either closed, with a range of responses provided, or open-ended, requiring more lengthy responses (Descriptions of coding conventions are provided in Appendix G.)

RESULTS

Eighty-five questionnaires sufficiently completed for inclusion in the study were received from students representing 35 graduate programs in psychology. From the four Canadian universities surveyed, a total of five completed questionnaires were returned. The 80 remaining completed questionnaires were received from students attending American universities. (Details on non- returns are in Appendix H.)

Characteristics of Respondents

Thirty-four of the 85 respondents were pursuing master's level study and 51 were pursuing doctoral level study. Thirty-nine respondents are male and 46 are female. The ages of participants ranged from 23 to 59. The mean age was 29.45; the median was 28.42. Thirty-two students had completed master's degrees, 53 had completed undergraduate degrees only. The mean number of years students were in their programs was 2.6; the range was 0.3 to 6.6 years.

Intensity of Feelings

Table 1 provides a summary of response frequencies according to advisor's role and prior training experience. Data for student ratings of intensity of feelings experienced during training is presented in Tables 2, 3, and 4. The means and standard deviations for these responses are organized in relation to roles assumed by advisors, prior training experience and consultation phases.

Table 1

Frequencies of Responses

as a Function of

Role of the Advisor and Prior Training Experience

Prior Training Experience	Role of the Advisor		
	Shadow Consultant	Trainer- Collaborator	Third Party Consultant
Yes	23	2	6
No	25	7	7
Non-analysed Data	7	3	5
Total	55	12	18

Data not entered into analysis represents participants who did not complete intensity ratings of feelings for all phases of the consultation training.

Table 2

Means and Standard Deviations:
Shadow Consultant Advisor's Role

		Prior Experience					
		Presence n = 23			Absence n = 25		
		Phase				Phase	
Feeling		1	2	3	1	2	3
ALONE*	x̄	4.76	4.96	5.68	3.87	4.78	5.04
	s	2.18	2.05	1.44	2.38	2.21	2.10
ANXIOUS*	x̄	3.68	4.56	5.36	2.91	4.13	5.00
	s	1.86	1.66	1.19	2.09	1.90	.145
BOREDOM*	x̄	5.68	5.48	5.40	5.52	5.13	4.91
	s	1.70	1.58	.185	2.29	2.20	2.27
COMFORTABLE	x̄	4.36	5.04	4.96	3.39	4.26	4.91
	s	1.20	1.27	1.49	1.95	1.42	1.65
COMPETENT	x̄	4.80	5.28	5.28	4.22	4.61	5.00
	s	1.41	1.10	1.21	1.44	1.31	1.21
CONFIDENT	x̄	4.84	4.76	5.32	4.00	4.74	5.00
	s	1.40	1.61	1.18	1.54	1.42	1.51
CONFUSION*	x̄	4.16	4.76	5.56	3.61	4.70	5.09
	s	1.95	1.51	1.26	2.21	1.77	1.68
DISCOURAGED*	x̄	5.60	4.64	5.04	3.78	4.13	4.57
	s	1.66	1.80	1.49	2.15	1.58	1.95
EFFECTIVE	x̄	4.52	5.04	4.72	3.91	4.57	4.61
	s	1.26	1.17	1.51	1.70	1.31	1.60
EXCITEMENT	x̄	5.36	4.48	3.64	4.30	4.65	3.83
	s	1.08	1.61	1.82	1.80	1.61	2.01
EXHILARATION	x̄	4.64	3.88	3.52	3.31	4.52	2.87
	s	1.44	1.62	1.73	2.10	2.25	2.26
FEAR*	x̄	4.60	5.08	5.92	3.83	5.30	5.87
	s	2.12	1.91	1.41	2.12	1.72	1.25
FRUSTRATION*	x̄	4.64	4.12	4.68	2.83	3.61	4.13
	s	1.52	1.86	2.06	2.12	1.73	2.05
HELPLESS*	x̄	5.44	5.76	5.68	4.65	5.13	5.48
	s	1.53	1.48	1.31	2.12	1.71	1.47
INCOMPETENT*	x̄	4.88	5.44	5.60	4.61	5.13	5.61
	s	1.59	1.36	1.12	1.50	1.39	1.31
SKILLED	x̄	4.36	5.12	5.08	3.61	4.57	5.00
	s	1.29	1.20	1.32	1.37	1.24	1.04
STIMULATION	x̄	5.36	4.80	4.24	4.49	4.96	3.13
	s	1.04	1.12	1.56	1.83	1.80	2.03

Phase 1= entry-contract; Phase 2 = work; Phase 3 = termination.
*intensity rating scores have been reversed for this analysis.

Table 3

Means and Standard Deviations:
Trainer – Collaborator Advisor's Role

		Prior Experience					
		Presence n = 2			Absence n = 7		
		Phase			Phase		
Feeling		1	2	3	1	2	3
ALONE*	x̄	5.43	6.43	6.14	4.00	2.50	3.00
	s	2.15	0.77	1.57	1.41	0.71	1.41
ANXIOUS*	x̄	3.29	4.14	5.57	0.50	2.00	4.00
	s	2.75	2.12	1.72	0.71	1.41	2.83
BOREDOM*	x̄	5.71	5.57	5.43	6.00	5.00	5.50
	s	1.60	1.72	2.30	1.41	2.83	2.12
COMFORTABLE	x̄	3.86	4.86	5.00	2.50	5.00	4.50
	s	1.77	1.07	1.15	0.71	1.41	2.12
COMPETENT	x̄	4.00	5.00	5.14	3.50	6.00	5.00
	s	1.63	0.82	1.07	2.12	0.00	1.41
CONFIDENT	x̄	3.57	5.00	5.00	3.00	5.50	5.00
	s	1.72	0.82	1.30	1.41	0.71	1.41
CONFUSION*	x̄	4.57	5.00	5.14	2.00	3.50	5.00
	s	1.62	1.91	2.91	1.41	2.12	2.83
DISCOURAGED*	x̄	4.86	5.43	5.43	3.50	2.00	2.50
	s	1.56	1.51	1.81	3.53	2.83	0.71
EFFECTIVE	x̄	3.57	4.71	5.29	1.00	5.50	4.50
	s	1.51	1.11	1.25	0.00	0.71	0.71
EXCITEMENT	x̄	4.29	4.29	3.43	5.00	5.50	3.00
	s	1.70	1.50	1.90	1.41	0.71	1.41
EXHILARATION	x̄	2.71	3.57	3.29	4.50	5.00	3.50
	s	0.95	2.07	1.98	3.54	1.41	2.12
FEAR*	x̄	5.00	5.71	6.00	0.00	3.50	6.50
	s	2.00	1.11	1.53	0.00	2.12	0.71
FRUSTRATION*	x̄	4.29	4.14	5.14	3.00	1.50	1.50
	s	1.80	1.57	1.68	2.83	2.12	0.71
HELPLESS*	x̄	5.57	5.71	6.14	4.00	6.00	6.50
	s	1.40	1.80	1.21	1.41	0.00	0.71
INCOMPETENT*	x̄	4.57	5.71	6.00	3.50	5.00	5.50
	s	2.30	1.60	1.41	2.12	0.00	2.12
SKILLED	x̄	4.14	5.14	5.14	3.00	6.00	4.50
	s	1.57	0.69	1.07	1.41	0.00	0.71
STIMULATION	x̄	5.29	4.86	4.71	5.50	6.00	2.50
	s	1.38	1.07	1.25	2.12	1.41	0.71

Phase 1= entry-contract; Phase 2 = work; Phase 3 = termination.
*intensity rating scores have been reversed for this analysis.

Table 4

Means and Standard Deviations:
Third Party Consultant Advisor's Role

| | | Presence $\underline{n}$ = 6 | | | Absence $\underline{n}$ = 7 | | |
| | | Phase | | | Phase | | |
Feeling		1	2	3	1	2	3
ALONE*	x̄	5.14	5.43	6.00	6.00	5.17	5.00
	s	2.43	2.00	1.73	1.10	1.94	2.28
ANXIOUS*	x̄	3.14	4.86	5.71	3.50	4.67	5.17
	s	2.19	2.19	1.38	2.26	2.50	2.79
BOREDOM*	x̄	5.86	4.57	5.00	6.17	4.50	4.33
	s	1.07	1.81	1.29	1.17	1.64	2.66
COMFORTABLE	x̄	3.43	4.57	4.57	3.50	3.83	5.00
	s	1.40	1.72	1.90	2.59	2.32	2.53
COMPETENT	x̄	4.00	5.00	5.29	5.00	4.67	5.33
	s	1.41	1.15	1.25	1.41	2.50	1.37
CONFIDENT	x̄	3.42	5.00	5.00	4.83	4.33	4.00
	s	1.13	1.29	1.29	1.60	2.25	2.28
CONFUSION*	x̄	3.71	5.00	5.14	3.83	4.17	4.50
	s	2.43	2.00	1.77	2.86	1.72	2.43
DISCOURAGED*	x̄	4.57	4.14	3.86	5.67	3.67	4.67
	s	1.90	2.19	2.34	1.21	2.58	2.66
EFFECTIVE	x̄	3.71	4.00	3.86	4.83	3.67	4.50
	s	1.25	2.24	2.41	1.72	2.07	2.07
EXCITEMENT	x̄	5.00	3.86	3.14	4.67	3.17	2.67
	s	1.29	0.90	1.07	2.07	2.31	2.34
EXHILARATION	x̄	3.71	3.29	2.86	4.00	2.83	2.17
	s	1.80	1.60	1.68	2.37	2.14	2.04
FEAR*	x̄	4.00	3.57	6.14	4.83	6.33	5.50
	s	1.82	1.53	0.90	1.83	1.03	2.81
FRUSTRATION*	x̄	4.00	3.57	3.57	3.67	2.33	4.17
	s	2.83	2.70	2.64	2.80	2.25	1.94
HELPLESS*	x̄	5.57	5.86	4.57	5.83	4.17	
	s	1.40	1.47	2.37	1.94	2.25	1.33
INCOMPETENT*	x̄	4.57	5.57	5.86	5.17	5.00	5.00
	s	2.37	1.62	1.21	1.60	2.61	2.45
SKILLED	x̄	3.14	5.43	5.29	4.00	4.33	4.83
	s	0.90	1.13	1.38	1.41	2.16	0.98
STIMULATION	x̄	4.86	4.29	3.14	4.50	4.50	1.83
	s	0.90	0.95	1.07	2.35	1.38	2.40

Phase 1= entry-contract; Phase 2 = work; Phase 3 = termination.
*intensity rating scores have been reversed for this analysis.

A four-way analysis of variance using a split plot design was performed to examine the relationship between intensity ratings of each of seventeen feelings, three phases of the consultation practicum, prior experience in consultation practica and the role assumed by the student's advisor during the training experience. Feeling intensity was the dependent variable; feeling states and consultation phases were the within subject measures; prior experience and advisor's role were between subject measures. The results of this analysis are in Table 5.

As it can be seen from Table 5, feelings and phases each yielded significant main effects. (As no attempt will be made to compare feelings to one another, the main effect of feelings will not be interpreted.) There was a significant two-way interaction between feelings and phases. Feelings, phases and prior experience together had a significant three-way interaction. Results from this analysis also yielded a significant four-way interaction between feeling states, consultation phases, prior training and advisor's role.

Tukey's HSD test (Honestly Significant Differences) was used to more closely examine where the significant differences were. An adjustment on the HSD test was made to allow for unequal n's (Kirk, 1968). Tables showing all the comparisons found to be significant at the .05 level of confidence are in Appendix I.

Table 5

Analysis of Variance of Feeling Intensity as a
Function of Prior Training Experience,
Advisor's Role, Training Phases and Feeling States

Source	SS	df	MS	F
Prior Experience (A)	108.31	1	108.31	2.78
Role (B)	27.64	2	13.82	0.35
A x B	39.79	2	19.90	0.51
Error	2495.71	64	38.99	
Phases (C)	86.52	2	43.26	5.84*
C x A	0.42	2	0.21	0.03
C x B	41.86	4	10.46	1.41
C x A x B	60.46	4	15.12	2.04
Error	948.48	128	7.41	
Feelings (D)	517.85	16	32.37	8.47*
D x A	68.73	16	4.30	1.12
D x B	102.68	32	3.21	0.84
D x A x B	114.94	32	3.59	0.94
Error	3910.74	1024	3.82	
C x D	447.05	32	13.97	12.48*
C x D x A	60.53	32	1.89	1.69*
C x D x B	93.56	64	1.46	1.31
C x D x A x B	105.91	64	1.65	1.48*
Error	2292.19	2048	1.12	

* = $p < .05$.

The results of the multiple comparisons show that prior experience in consultation practica had minimal effect on feeling intensity ratings; comparisons of advisors' roles yielded some significant differences; comparisons of phase effects appears to account for much of the variance in feeling intensity. Further the multiple comparison tests also show that phases appeared to have a more consistent effect in the "absence of prior training experience" condition than in the "presence of prior training experience" condition.

A sign test was performed examining the changes in ratings of feeling states from the entry-contract phase to the work phase. Similarly a sign test was performed to examine changes in intensity ratings from the work to the termination phase. Both sign tests indicated that changes occurred in the expected direction. That is, alone, anxious, confusion, discouraged, excitement, fearful, frustration, helpless and incompetent were expected to decrease in intensity with each later phase. Comfortable, competent, confident, effective and skilled were expected to increase in intensity with each subsequent phase. Decisions as to which feelings would increase and which would decrease were decided on an a priori basis by the researcher. Boredom, exhilaration and stimulation were not included in this analysis because the researcher had no a priori assumptions about the direction of their change. A table of sign test results is included in Appendix J.

The relationship of feeling intensity ratings to respondents' age, GPA, number of years in the program and perceived course relatedness was examined using step-wise multiple regression . Regression analyses were performed on the seventeen feelings over the three consultation phases, resulting in 51 separate analyses. A summary of the step-wise multiple regression analysis results is provided in Table 6. Missing values in the table resulted from insufficient data to compute all the steps of the analysis.

Of the 51 relationships examined, four were significant at the .05 level of confidence. The four significant relationships were: alone (in the entry-contract phase) with age, GPA, course relatedness and years in the program; anxious (in the entry-contract phase) with GPA, course relatedness, years in the program and age; competence (in the entry-contract phase) with years in the program, course relatedness, GPA and age; and fear (in the work phase) with years in the program, GPA, course relatedness and age. (The variables are ordered to reflect respective contributions to the variance of the particular feeling, from greater to lesser contribution.)

A table of the semi-partial correlations between each independent variable and each feeling for which a significant overall relationship was found is provided in Appendix K. The initial intention was to perform more semi-partial correlations on this data, but due to the limited number of significant relationships and the

Table 6

Intensity of Feelings Regressed on
Age, GPA, Years in the Program, and
Course Relatedness

Feeling		Phase 1	Phase 2	Phase 3
ALONE*	R^2	0.13	0.10	0.09
	F	2.64*	1.72	1.63
ANXIOUS*	R^2	0.12	0.09	—
	F	2.50*	1.63	—
BOREDOM*	R^2	0.07	—	0.06
	F	—	—	0.96
COMFORTABLE	R^2	0.10	0.01	0.04
	F	1.96	0.10	0.71
COMPETENT	R^2	0.14	0.01	0.07
	F	2.93*	0.18	1.10
CONFIDENT	R^2	0.11	0.04	0.04
	F	2.13	0.71	0.59
CONFUSION*	R^2	0.11	0.05	—
	F	2.29	0.91	—
DISCOURAGED*	R^2	0.11	—	0.08
	F	2.25	—	1.45
EFFECTIVE	R^2	0.10	—	—
	F	2.07	—	—
EXCITEMENT	R^2	0.07	0.10	0.10
	F	1.35	1.78	1.80
EXHILARATION	R^2	0.09	0.13	—
	F	1.88	2.45	—
FEAR*	R^2	0.10	0.15	0.09
	F	1.91	2.68*	1.62
FRUSTRATION*	R^2	—	—	0.07
	F	—	—	1.22
HELPLESS*	R^2	0.09	0.06	0.08
	F	1.83	1.05	1.41
INCOMPETENT*	R^2	0.10	—	0.05
	F	1.98	—	0.80
SKILLED	R^2	0.08	0.01	0.03
	F	1.60	0.18	0.42
STIMULATION	R^2	0.06	—	—
	F	1.10	—	—

* = $p < .05$.
— = F level or tolerance level insufficient to complete computation.
Phase 1 = entry contract; Phase 2 = work; Phase 3 = termination.

likelihood of these occurring by chance, no further analyses were considered warranted.

A factor analysis of the seventeen feelings using intensity ratings for the entry-contract phase was carried out to assess the possible relationship between feeling states.

Principal factoring with iterations generated four factors from these 17 feelings. The factors were orthogonally rotated using a varimax solution. The first two factors accounted for 85.1 % of the total variance (64.8 % and 20.3 % respectively). Factor three accounted for an additional 9.4 % and Factor Four for 5.5 % of the total variance. Criteria for inclusion of a feeling state on a particular factor was a loading of 0.50 or higher. Table 7 presents the factor loadings for the feelings associated with the derived factors. (Complete factor loadings are available in Appendix L.) The following labels were assigned to each of the factors: Factor 1 - Competence; Factor 2 - Excitement; Factor 3 - Anxiety; and Factor 4 - Alone. Boredom did not load on any of these factors with a loading greater than 0.37.

Awareness of Role Discrepancy

The relation of prior training experience and course relatedness to awareness of role discrepancy at the time of the training experience (Time 1) was examined using a chi square partitioned. Expected frequencies for prior training and for awareness of role discrepancy were determined from

Table 7

Feelings Associated with Derived Factors

Feeling	Factor Loading
Factor 1: Competence	
Comfortable	.70
Confident	.86
Competent	.74
Effective	.60
Incompetent	-.56
Skilled	.82
Factor 2: Excitement	
Excitement	.73
Exhilaration	.77
Stimulation	.84
Factor 3: Anxiety	
Anxiety	.59
Confusion	.65
Frustration	.63
Factor 4: Alone	
Alone	.62
Helpless	.50

Boredom, fear and discouraged did not have a loading on any factor at 0.50.

obtained scores. Frequencies of obtained scores for Time 1 are in Table 8. High and low course relatedness were determined by a median split of scores. (Scoring procedures are discussed in Appendix G) Results indicate that neither course relatedness nor prior experience were related to whether or not an individual was aware of role discrepancy.

The relation of prior consultation training experience and course relatedness to awareness of role discrepancy at the time of the study (Time 2) was also examined using a chi square partitioned. Frequencies for obtained scores for Time 2 are in Table 8. Results from this analysis again indicate that neither course relatedness nor prior experience were related to whether or not an individual was aware of role discrepancy.Results of the chi. square analyses are in Appendix M.

The relation of role discrepancy to respondent's age, GPA, and number of years in the program was examined using t tests. Separate analyses were done for awareness of role discrepancy at the time of the training experience (Time 1), and for awareness of role discrepancy at the time of the study (Time 2). Probability level was set at .05 .Table 9 presents means and standard deviations for "awareness" and "no awareness" groups at Time 1 and Time 2.

No significant differences were found, either at Time 1 or Time 2, between those who were aware of role discrepancy and those who were not aware of role discrepancy with regard to age of respondents, GPA or years in the the

Table 8

Frequencies of Responses to Awareness of
Role Discrepancy as a Function of
Prior Training Experience and Course Relatedness

Time 1
Role Discrepancy at the Time of the Practicum

Awareness of Discrepancy

Course Relatedness	Yes Prior Training		No Prior Training		Total
	Yes	No	Yes	No	
High	8	12	13	8	41
Low	14	10	8	9	41
Total	22	22	21	17	82

Time 2
Role Discrepancy at the Time of the Survey

Awareness of Discrepancy

Course Relatedness	Yes Prior Training		No Prior Training		Total
	Yes	No	Yes	No	
High	8	11	14	9	42
Low	10	5	13	14	42
Total	18	16	7	23	84

Table 9

Awareness of Role Discrepancy in Relation to
Age, GPA, Years in the Program

Time 1
Role Discrepancy at the Time of the Practicum

| | | Awareness of Discrepancy | |
Variable		Yes	No
Age	n	44	40
	$\bar{x}$	29.93	28.90
	s	7.74	4.29
GPA	n	44	40
	$\bar{x}$	3.54	3.54
	s	0.81	1.01
Years in the Program	n	43	39
	$\bar{x}$	2.47	2.69
	s	1.10	1.40

Time 2
Role Discrepany at the Time of the Survey

| | | Awareness of Discrepancy | |
Variable		Yes	No
Age	n	34	51
	$\bar{x}$	30.35	28.84
	s	7.96	4.85
GPA	n	34	51
	$\bar{x}$	3.46	3.59
	s	0.90	0.90
Years in the Program	n	33	50
	$\bar{x}$	2.70	2.70
	s	1.20	1.40

$\underline{p} = < .05.$

program.(Tables reporting t test results are in Appendix N.)

Of the 84 participants that responded to questions pertaining to role discrepancy, 66 answered the questions for Time 1 and Time 2 consistently. That is, 30 participants responded that they were aware of role discrepancy at both times, and 36 responded that they were not aware of role discrepancy at either time.

Eighteen respondents replied differently to being aware of role discrepancy at Time 1 than to being aware of it at Time 2. Specifically, 14 respondents who were aware of discrepancy at Time 1 were not aware of it at Time 2, and four who were not aware of discrepancy at Time 1 were aware of it at Time 2.

A sign test was performed on responses that changed from Time 1 to Time 2. The results indicated that there was a significantly greater tendency to change from perceiving discrepancy at the time of the training to not perceiving it at the time of the study. The sign test table for these results is in Appendix O.

Awareness of Discrepancy and Intensity of Feelings

The relation between whether or not students were aware of role discrepancy at the time of their training (Time 1) and their intensity rating of each of the 17 feelings for the entry-contract phase were examined for significant differences using t tests. Probability level was set at .001 to reduce the possibilities of type I error since 34 t tests

were computed for Time 1 and Time 2. Tables 10 and 11 present means, standard deviations and t values for analyses of Time 1 and Time 2.

There was a significant difference in intensity of feelings of incompetence between those who reported being aware of discrepancy and those who reported no awareness of discrepancy. No other comparisons were found to be significant at .001.

Similarly, t tests were performed to examine differences in feeling intensity ratings between those who reported awareness of discrepancy and those who reported no awareness at the time of the study (Time 2). Probability was again set at the .001 level of confidence to decrease the possibility of making type I error.

Again, only the comparison of feelings of incomptetence between those who were aware of discrepancy and those who were not was found to be significant.

Since the adoption of the conservative .001 level of confidence results in an increase in type II errors, the relations were also examined at the .05 level of confidence. It was felt that these results might provide guidelines for future research. Differences were found between awareness of role discrepancy conditions at Time 1 for anxiety, comfort, competence, confidence, confusion, incompetence and fear. At Time 2, significant differences were found for loneliness, anxiety, comfort, competence, confusion, fear, incompetence and helplessness.

Table 10

Means, Standard Deviations and t Values for Awareness of
Role Discrepancy in Relation to Feeling States
During the Entry-Contract Phase

Time 1
Role Discrepancy at the Time of the Practicum

Awareness of Discrepancy

Feeling		Yes $\underline{n}$ = 44	No $\underline{n}$ = 40	t	df
ALONE	x̄	2.73	1.98	1.51	82
	s	2.44	2.07		
	Se	0.37	0.33		
ANXIOUS	x̄	4.48	3.08	3.27**	82
	s	1.86	2.07		
	Se	0.28	0.33		
BOREDOM	x̄	1.73	1.30	0.99	82
	s	1.95	2.02		
	Se	0.29	0.32		
COMFORTABLE	x̄ ·	3.25	4.25	-2.47**	82
	s	1.89 ·	1.81		
	Se	0.29	0.29		
COMPETENT	x̄	4.07	4.65	-1.86**	82
	s	1.62	1.19		
	Se	0.24	0.19		
CONFIDENT	x̄	3.82	4.48	-2.03**	82
	s	1.50	1.47		
	Se	0.23	0.23		
CONFUSION	x̄	3.61	2.73	2.00**	82
	s	2.16	1.88		
	Se	0.33	0.30		
DISCOURAGED	x̄	2.55	1.90	-0.84	82
	s	2.06	1.89		
	Se	0.31	0.30		
EFFECTIVE	x̄	3.84	4.13	-0.84	82
	s	1.71	1.32		
	Se	0.26	0.22		
EXCITEMENT	x̄	4.66	4.58	0.23	82
	s	1.64	1.72		
	Se	0.25	0.27		
EXHILARATION	x̄	3.77	3.58	0.48	82
	s	1.83	1.99		
	Se	0.28	0.31		

Table 10, Cont'd.

Feeling		Yes $\underline{n}$ = 44	No $\underline{n}$ = 40	t	df
FEAR	$\overline{x}$	3.27	2.11	2.69**	82
	s	1.97	2.11		
	$\underline{Se}$	0.30	0.33		
FRUSTRATION	$\overline{x}$	3.46	2.95	1.17	82
	s	1.99	2.15		
	$\underline{Se}$	0.30	0.34		
HELPLESS	$\overline{x}$	2.05	1.40	1.65	82
	s	1.84	1.72		
	$\underline{Se}$	0.28	0.27		
INCOMPETENT	$\overline{x}$	2.73	1.53	3.40*	82
	s	1.77	1.43		
	$\underline{Se}$	0.27	0.23		
SKILLED	$\overline{x}$	3.64	4.07	1.50	82
	s	1.48	1.16		
	$\underline{Se}$	0.22	0.18		
STIMULATION	$\overline{x}$	4.75	4.80	−0.15	82
	s	1.33	1.79		
	Se	0.20	0.28		

* = $\underline{p}$ < .001
** = $\underline{p}$ < .05.

Table 11

Means, Standard Deviations and t Values for Awareness of
Role Discrepancy in Relation to Feeling States
During the Entry-Contract Phase

Time 2
Role Discrepancy at the Time of the Study

Awareness of Discrepancy

Feeling		Yes $\underline{n}$ = 34	No $\underline{n}$ = 51	t	df
ALONE	$\overline{x}$	3.12	1.82	2.63**	83
	s	2.38	2.10		
	$\underline{Se}$	0.41	0.29		
ANXIOUS	$\overline{x}$	4.53	2.31	2.76**	83
	s	1.76	2.12		
	$\underline{Se}$	0.30	0.30		
BOREDOM	$\overline{x}$	1.68	1.39	0.64	83
	s	2.10	1.96		
	$\underline{Se}$	0.35	0.28		
COMFORTABLE	$\overline{x}$	3.21	4.12	-2.20**	83
	s	.1.95	1.82		
	$\underline{Se}$	0.34	0.26		
COMPETENT	$\overline{x}$	3.91	4.67	-2.41**	83
	s	1.55	1.32		
	$\underline{Se}$	0.27	0.19		
CONFIDENT	$\overline{x}$	3.88	4.33	-1.35**	83
	s	1.49	1.52		
	$\underline{Se}$	0.26	0.21		
CONFUSION	$\overline{x}$	3.74	2.78	2.12**	83
	s	2.14	1.95		
	$\underline{Se}$	0.37	0.27		
DISCOURAGED	$\overline{x}$	2.59	2.00	-1.34	83
	s	2.00	1.96		
	$\underline{Se}$	0.34	0.27		
EFFECTIVE	$\overline{x}$	3.77	4.12	-1.03	83
	s	1.67	1.45		
	$\underline{Se}$	0.29	0.20		
EXCITEMENT	$\overline{x}$	4.47	4.73	-0.69	83
	s	1.76	1.60		
	$\underline{Se}$	0.30	0.22		
EXHILARATION	$\overline{x}$	3.59	3.78	-0.46	83
	s	2.00	1.85		
	$\underline{Se}$	0.34	0.26		

Table 11, Cont'd.

Feeling		Yes $\underline{n}$ = 34	No $\underline{n}$ = 51	$\underline{t}$	$\underline{df}$
FEAR	$\overline{x}$	3.53	2.14	3.15**	83
	s	2.02	1.98		
	Se	0.35	0.28		
FRUSTRATION	$\overline{x}$	3.32	3.18	0.32	83
	s	1.98	2.14		
	Se	0.34	0.30		
HELPLESS	$\overline{x}$	2.38	1.35	2.66**	83
	s	1.86	1.67		
	Se	0.32	0.23		
INCOMPETENT	$\overline{x}$	3.00	1.63	3.90*	83
	s	1.67	1.54		
	Se	0.29	0.22		
SKILLED	$\overline{x}$	3.53	4.10	1.92	83
	s	1.44	1.27		
	Se	0.28	0.18		
STIMULATION	$\overline{x}$	4.47	5.02	-1.60	83
	s	1.44	1.62		
	Se	0.25	0.23		

* = $\underline{p}$ < .001
** = $\underline{p}$ < .05.

Open-ended Questions

Information derived from a review of responses to open-ended questions will be used as they bear on the theoretical questions posed in this study.

Respondents were asked to describe their most recent consultation practica, with details of the consultee, the task and the trainee's role. They were asked to describe what they knew about the role and the content of the work prior to beginning the practicum. Questions relating to the students' advisors included how and by whom they were selected, the purpose of any meetings the advisor attended with the consultee, and the nature of the relationship the student shared with the advisor. Students were also asked to explain to what they attributed awareness or no awareness of role discrepancy and to describe a situation that might typify this.

Forty-two of the respondents were engaged in consultation practica whose focus was on improving care-giving to clients; 29 students were trained in program-related consultations; and 14 students were trained in administrative and staff development consultation. Thirty-one students were engaged in practica in which they were required to provide more than one type of consultation service.

As an explanation of why they were aware of role discrepancy, 26 students responded that they were inexperienced and did not know enough about either

consultation or the content area. Twelve reported that either consultees, fellow trainees or their advisors contributed to their feeling that these roles were discrepant. Of those who were not aware of role discrepancy, one felt it was because he had previous consulting training; 16 students explained that they were not expected to be experts and therefore they did not perceive the roles as discrepant. Other students who stated reasons for feeling no discrepancy suggested that they were well prepared for the role, were treated as professionals or felt better prepared than the consultees. (Additional material derived from the answers to open-ended questions not pertinent to this study are in Appendix P.)

DISCUSSION

Included in this section are discussions of the theoretical questions posed in this study and presentation of conclusions which have evolved from the research. Theoretical questions will be discussed in light of results from statistical tests and from responses to open-ended questions. The first question addressed concerns the intensity of feelings experienced by trainees during each phase of the consultation experience and factors related to these feelings.

The second question examined involves the conditions associated with student perceptions of a discrepancy between the roles of "student- trainee" and "professional-expert". The third area discussed is the relationship between the intensity of feeling states and awareness of role discrepancy. Finally, a summary of conclusions based on the findings of the current study is presented.

Intensity of Feelings

It was found that the intensity with which students experienced particular feelings was related to the four-way interaction between feeling states, the phases of the consultation practicum, whether or not students had had previous training experiences for consulting roles and the degree to which students' graduate courses were perceived as related to this practicum. Although this relationship was statistically significant, the results must be interpreted cautiously. The degrees of freedom associated with the

four-way interaction was very large (64, 2048) and therefore even a small effect could be found to be significant, as was indeed the case in this study, as evidenced by the small sum of squares.

Closer examination of the feeling intensities seems to suggest that a part of their variance may be accounted for by the effects of consultation phases. Results from multiple comparisons, main effects of the analysis of variance and the sign test on the direction of changes in intensity of feelings across the phases lend support to this idea.

These changes can best be examined in the context provided by the factor analysis of feeling states. This analysis yielded four factors. Each of the feeling states except boredom is represented on one of the four factors. Factor 1 was labelled "Competence" on the assumption that the feelings related to this factor reflected the respondents' acknowledgement of their capabilities. The feelings represented on Factor 2 connote a sense of excitement and therefore this factor was so labelled. The third factor was labelled "Anxiety" on the assumption that the feelings reflected a sense of discomfort and uneasiness. Finally, Factor 4 was assigned the label "Alone" because both feelings suggest a lack of guidance and support. (See Table 7 for feelings associated with the derived factors.)

The feelings examined in this study were derived on an a priori basis from the literature and from interviews in exploratory work. There was no evidence to suggest whether they were independent of one another. The factor analysis indicated that some of these feelings were related to one another; that is, those feelings that loaded on one factor bear some relationship with one another. The labels assigned to each of the factors were subjectively determined and were intended as a tentative basis for reorganizing the feeling states. Further research is needed to more fully explore each of the factors and to investigate the possibility of there being other groups of feelings that are associated with the training experience.

Although only tenuous conclusions can be drawn, there is some evidence to suggest that there are changes in intensity of feelings students experienced as they moved through the experience. For example, feelings positively related to the Competence Factor (competence, confidence, comfort, effectiveness and skillfulness) tended to increase in intensity from the first to the third consultation phase; feeling negatively related to this factor (incompetence)

tended to decrease in intensity as the training experience progressed. Excitement, stimulation and exhilaration, all of which were represented on Factor 2, tended to decrease in intensity as did feelings loaded on Factor 4 (alone and helpless). Intensity of anxiety and

confusion, each represented on Factor 3 tended to decrease in each subsequent consultation phase, whereas frustration did not follow this pattern. The intensity of each of the latter two feelings tended to peak in the work phase.

As was suggested earlier, there is some evidence in the literature to suggest that the decrease in feeling intensity represented on the excitement, anxiety and alone factors and the increase in intensity of the competence factor may have occurred in response to the trainee's increased familiarity with the consultees and the tasks, resulting from completion of each successive phase. Sarason and Levine (1970) and Lynch and Lombardi (1976) spoke of opportunities early in training for students to test their abilities and skills and as a result to become more aware of their competence. Lynch and Lombardi also stated that students became more familiar with the practical applications of theoretical principles; Grinnell (1970) and Cherniss (1976) spoke of the familiarization process which occurs in the entry-contract phase as a result of preparation for and development of the work contract. Changes in intensity of feeling states may also occur in response to the increasing specificity and clarity of tasks and responsibilities of consultants and consultees in each subsequent phase. At this stage of inquiry into this phenomenon it is premature to suggest with any certainty that either or both of these reasons explain

the changes in intensity of feeling states; they are at this time mainly speculative and require further investigation.

It was mentioned earlier that the advisor's role did not appear to account for changes in feeling intensities. It may be that the advisor's role does not influence the way in which students experience consultation training. There would be further substantiation of this if similar findings on the importance of the role of the advisor resulted from other research. On the other hand, examination of the data and the method of data collection might suggest other reasons why role of advisor seemingly has no effect on the student experience.

For example, this finding can be viewed in the context of the frequency with which respondents reported the three roles. As indicated in Table 1, the shadow consultant role was most frequently selected (48 times), the third party consultant role next frequently selected (13 times) and the trainer-collaborator role least frequently selected (9 times). The two latter categories occurred with relatively low frequencies upon which to base statistical tests. This difference in the frequencies may account in part for the absence of an advisor's role effect.

Another factor related to the advisor's role which may account for the difficulty in interpreting its relationship with feeling intensity is a methodological issue. In the selection of roles most reflective of their advisors, 11

students clearly identified one role but indicated that the one they selected overlapped somewhat with parts of the descriptions of one or both of the other roles. This overlap or ambiguity in role definitions was most prevalent (seven students) between the roles of shadow consultant and third party consultant. In these cases, shadow consultant was chosen most often as the overall best representation of the advisor's role. This may partially explain the high frequency of selection of the shadow consultant role. (Two respondents each selected two roles to describe their advisors, with no indication as to the choice of one over the other.)

It is interesting to note the low frequency of the trainer- collaborator role. It was mentioned earlier that this role derives from the apprentice-collaborator model of training students for consulting roles. Altrocchi and Eisdorfer (1970) discussed the appropriateness of this model for training students. It has recently been recommended as a mode for training community psychologists for a variety of applied roles (Iscoe et al., 1977). The data from the current study indicates that this model was used with 15 % of all responding students. One possible explanation is that the apprentice-collaborator model is less prevalent in training programs than the literature both suggests and recommends. If this model is being used, two possible explanations for it not being reflected in the study data

can be considered. It may be that although advisors function as trainer-collaborators, students do not perceive them as such. A second explanation may be that the description given in the survey questionnaire of the trainer-collaborator role was not an adequate portrayal of the role.

It is important to note that the three roles described in the questionnaire are in no way intended to represent an exhaustive list of possibilities. It was suggested earlier that although the literature on training emphasizes the importance of the advisor to the way the student may experience training, no previous discussions found in the literature spoke to types of advisor roles in relation to the nature of student training experiences. The three role prototypes used in this study were an attempt at an initial categorization. Further research in this area might explore a variety of classification schemes, perhaps from the perspective of faculty who assume the roles as well as from the perspectives of students. A more elaborate classification might then be examined with regard to implications for the training experience.

There was no significant main effect for prior experience. Closer examination of the effects of prior experience, using Tukey's HSD test for multiple comparisons (see Tables in Appendix I), yielded an insufficient number of significant differences to indicate a pattern that might account for the four-way interaction. This finding was

unexpected and at this time there is insufficient evidence on which to postulate explanations.

It should be noted that the results of the multiple comparison tests do suggest that both role effects and phase effects appear to be less pronounced with respondents who have had earlier training. Although these patterns do not provide a definitive conclusion about the manner in which prior training experience interacts with other variables to influence how students experience consultation training, they do merit further consideration in future research.

Results indicated that in the entry-contract phase, loneliness, anxiety and competence were related to: age, GPA, number of years in the program and perceived course relatedness. Similarly, in the work phase, fear was related to: age, GPA, number of years in the program and perceived course relatedness. Examination of the relative contributions of these variables in order of strength of effect yielded no discernable pattern. In light of the fact that 51 separate analyses were performed to yield a total of four significant relationships, one can assert with some certainty that in the present research no relationship has been established in any of the three consultation phases between intensity of feeling states and age, GPA, number of years in the program and perceived course relatedness.

There may be several reasons why no relationship was found amongst these variables. The study suggests that the way in which students experience certain feelings is unrelated to age, GPA, time in the program, and course relatedness. Further replication of this finding would be needed to state this with any certainty. One reason may be, as the data suggests, that there is no relationship. Other reasons relate to the nature of the variables and the method of data collection.

The GPA of graduate students generally must be maintained at a minimum of 3.0 out of 4.0. Thus, the possible range of scoring the variable is very narrow and hence its potential effects on feeling intensity is likely to be minimal.

It was expected that if trainees perceived their course work as directly related to their practica, they would feel less anxious and better prepared for the work. This would then be reflected in intensity ratings of feelings, especially in the first phase of the practicum. It has already been pointed out that no such relationship was found. A possible explanation might be that the measure and subsequent scoring of course relatedness were inadequate to reflect any effects the variable might have on feelings. The high - low median split of course relatedness minimized the effects of the differences between the two groups. It is suggested that future research develop a more sensitive

measure to assess the relative contributions of coursework to experiences in consulting practica. Perhaps this measure would differentiate between courses directly related and those indirectly related, and then ask respondents to rate the degree of relatedness of each.

Neither age nor number of years in the program were expected to relate to intensity of feelings experienced. These variables were entered into the analysis due to their accessibility. At this time, there is no basis for explaining the no-result finding except to suggest that they are not important variables to consider.

Role Discrepancy

It was expected that prior training experience and relatedness of course work would be good predictors of whether respondents were aware of a discrepancy between their roles as "student trainees" and "expert-consultants". This was not borne out in the results. Table 8 shows that at both the time of the practicum (Time 1) and at the time of the survey (Time 2), the distribution of respondents across the three variables resulted in relatively even numbers in each group. Again, it may be that neither of these factors is related to awareness of role discrepancy, but further findings to this point from other research is required to substantiate this. There are two methodological issues which might be considered as partial explanations of this finding.

It was mentioned earlier that because course relatedness was treated as a dichotomous variable, the distinctions between "high" and "low" may be insufficient to have an effect. The second methodological issue concerns the categorization of respondents into absence and presence of prior training. One or more prior consultation practica were treated as presence of prior training; no previous practica was treated as absence. Because the categories of presence and absence of previous training were distinguished from one another in this way, there could be no examination of differences between one and two previous experiences, one and three, and so on. The data were organized in this way in the current study because there was an insufficient number of responses to permit so refined an analysis.

Furthermore there was no data available to permit distinctions between productive and non-productive practicum experiences. One might hypothesize that a negative experience would contribute less to easing the gap between the roles than would a positive experience; in fact, it might tend to increase the gap . Thus, both quantitatively and evaluatively, the measure of prior experience used in this study may be inadequate to examine effects. Future research should perhaps focus on developing a more sensitive measure for examining the effects of prior training for consultation on subsequent practica. This measure can be developed to study the dimensions of prior experience such

that comparisons can be made amongst individuals.

If the new measure includes categories of presence of prior training, then one implication for future research is that a greater number of participants may be needed to ensure sufficiently large numbers of respondents for each group. This could be accomplished by expanding the study to participants from graduate programs in other areas of psychology that offer consultation training. Although consultation is viewed as "the action arm" of community psychology (Cohen, 1976), many other subdisciplines within psychology practice consulting.

Another research design which would more readily accommodate a more refined approach to investigating the effects of prior experience would be to maintain the recruitment of respondents from community psychology and to conduct indepth interviews. These interviews would provide a vehicle for examining potential differences resulting from variation in the number of training experiences as well as other dimensions of the experience.

It is interesting to note that students' answers to open-ended questions coincide with the findings of the statistical tests. That is, the two predominant explanations students gave for their perceptions of there being a role discrepancy were lack of experience in and background knowledge of consultation (26 responses, seven of which were made by students who had prior consulting training) and

conflict resulting from feedback from consultees, advisors and other trainees (12 responses, nine of which were made by students who had prior training in consultation). Selected examples of responses follow.

> The consultee treated me as a student when that was convenient and as a professional when that was convenient. I was a professional when they wanted to place the blame or pass the buck, a student when they wanted to follow their own ideas.

> Second and third year graduate students always reminded me that I didn't know anything, that they were more competent.

> The advisor's obsessive compulsive nature. My advisor checked all my work. He still states he is not satisfied unless he checks every detail himself.

Twelve students who experienced no role discrepancy attributed this to their having engaged in prior consultation practica. Again, this coincides with the findings on prior experience in relation to role discrepancy. Six students who were not aware of any discrepancy reported that their student status was acknowledged by consultees and that they were therefore not expected to be experts. Other students who reported no discrepancy explained:

> The consultees were less experienced than I was

> I was well prepared by my advisor and did a lot of prework with the consultees

I was treated as a regular staff member.

I was taught to be a professional.

I had unbridled self-confidence and prior skills.

These responses suggest that discrepancy between student and professional roles may occur partially as a function of whether the student has had consultation training experience. This discrepancy may also occur for students who have had prior experience as a function of conditions within the practicum. For inexperienced students, this lack of familiarity may be the most critical factor to which they attribute role discrepancy. Experienced students, on the other hand, may be more sensitive to other conditions.

No conclusive statement can be derived from this data. It does seem however, that prior consultation training is only one of several factors that might enter into whether students perceive trainee and consultant roles as incongruous.

Results from statistical tests indicated that awareness of role discrepancy, both at the time of the practicum and at the time of the survey, was unrelated to age, GPA and number of years in the program. There was no reason to expect either age or number of years in the program to effect awareness of role discrepancy and hence, no

explanation will be offered for these findings. As was mentioned earlier in the discussion, the scoring range for GPA is so limited that there is minimal likelihood for effects.

It was stated earlier that most students who were aware of role discrepancy at the time of the practicum were also aware of it when, at the time of the survey, they were asked to reflect back on the practicum. Similarly, most students who were not aware of the discrepancy at the time of the practicum were not aware of it later. A methodological weakness here is that respondents' reporting on both "then" and "now" perceptions was done at the same time. Clearly, a more accurate method would be to survey trainees when they are doing their practica and then readminister the questionnaire sometime after they have completed it. For this reason there is a need to be cautious in interpretation, because the general trend to respond to both time perspectives in the same manner is in part a function of responding to both questions at one sitting. Like responses may also occur because earlier perceptions may have been altered as a result of more recent experiences or as a result of decreased memory of earlier perceptions.

It may be recalled that 14 students stated that at the time of the practicum they were aware of role discrepancy, but at the time of the survey they no longer saw the roles as having been discrepant. It was expected that the

incongruence between expectations upon the consultant to be an expert and the students' relative lack of expertise would contribute to the students' perceptions of a role discrepancy. With more experience as a consultant, it was suggested that the student might perceive the "professional expert" and "student trainee" roles as less discrepant from one another. Twelve of these students explained that although at the time of the practicum they felt inadequate or unable to fulfill their responsibilities, in looking back at the experience, they were aware of how competent and effective they had been.

"I can see now that I was effective."

"I was able to deal with most situations."

"I was more capable than I had thought I was."

An unexpected finding was that four students who were not aware of role discrepancy at the time of the practicum said they were aware of it in reassessing the experience at the time of the survey. They attributed the change to becoming aware that they knew less than they had thought they did at the time. They now recognized their own incompetence. This group accounts for a very small proportion of the respondents and therefore no generalizations can be drawn from this finding.

Role Discrepancy and Intensity of Feelings

It was expected that role discrepancy would be related to intensity of feelings experienced in the entry-contract phase of the practicum. It was found that the intensity of feelings of incompetence was related to being aware of discrepancy. That is, if students were aware of discrepancy, they would tend to experience feelings of incompetence more than students who were not aware of discrepancy.

Recall that .001 was set as the level of confidence for the statistical tests examining the relationship between intensity of ˙feelings in the entry-contract phase and awareness of role discrepancy. This was done to take into consideration that 34 t tests were performed on related data. Since selection of the conservative .001 level of confidence increases the likelihood of type II error, Tables 10 and 11 also show those results that are significant at the .05 level of confidence. At this level,anxiety, comfort, competence,confusion and fear each bear a relationship with role discrepancy at the time of the practicum and at the time of the study. Helpless and alone are both related to role discrepancy at the time of the study, and confidence at the time of the practicum. Although these results are very tentative they still are worthy of note by future researchers.

In reviewing these findings in the context of results from the factor analysis, it appears that the Excitement Factor bears no relationship with role discrepancy. Comfortable, confidence and competence seem to be experienced less intensely by those who are aware of role discrepancy than by those who are not; fear and incompetence are negatively represented on the Competence Factor and may be experienced more intensely by those who are aware of discrepancy. Those who are aware of discrepancy appear to experience greater anxiety and confusion, more loneliness and helplessness.

The list of feelings which students rated for intensity during the entry-contract phase was by no means intended to be exhaustive nor were they considered to be entirely independent. Results from the factor analysis of these feelings suggests that there are four factors which appear to be somewhat independent along which a number of feelings load. As was suggested earlier, future research might focus more closely on these four factors and consider the addition of others that might reflect still other dimensions of the experience.

If, as the current research indicates, there is a tendency for students who are aware of role discrepancy to experience in the initial phase feelings representative of anxiety and loneliness more intensely and feelings associated with competence less intensely, one can then see

ramifications of this for the development and management of field placement training. While one may not be able to alter the way students will experience their entry into the arena of quasi-professional consulting, it may be both feasible and desireable to organize practica experiences in such a way as to enable trainees to be aware of these feelings, to understand some of their sources and to develop coping styles for dealing with them. Fifty percent of the respondents in the current study stated that they had group supervision as well as individual supervision. Of these, 90% felt group supervision was helpful in "teaching me to critically look at my work", "to find out I wasn't the only one having a hard time". Thus, although it may not reduce feelings associated with anxiety or increase feelings of competence, opportunities to share experiences with other trainees may be an important structure with which students can be alerted to examining their training, to being aware of their feelings and to coping with these effectively.

Another setting in which role discrepancy and feelings associated with it may be discussed is the one-to-one supervisory meetings with the advisor. Both individual and group supervision are not new structures and they are both appropriate forums for discussing how students perceive their training, where sources of stress lie and so on. If role discrepancy is a source of stress, then perhaps it should be introduced into pre-practicum preparation as

well.

In training students for professional activities as community psychologists, Barton et al. (1976) have suggested that there is a need to develop a broad spectrum of practicum settings for student field placements. The types of consultation in which students in the current study participated suggests that this goal to diversify practica has not yet been achieved. Approximately 50% of survey respondents described their practica as pertaining to the improvement of care-giving to clients; approximately one third of the respondents engaged in program development, implementation and/or evaluation; the remaining group of students described their work as administrative or staff development. Only 3% of study respondents reported doing consultation practica that attended to more than one level and focus of service delivery.

This data confirms findings of the Barton et al. (1976) study on "community psychology training in the seventies" that program emphasis is "primarily service oriented". These authors suggested that community psychologists must educate communities to the nonclinical aspects of their roles. If community psychology is to transcend a unidimensional conception of itself as a new hybrid of clinical psychology, then it would seem necessary to reflect this diversity in the training experiences provided for its students.

Summary

There is evidence to suggest that as students enter each successive phase of consultation, the training is characterized by positive feelings being experienced somewhat more intensely than earlier on in the consultation. Similarly, negative feelings generally seem to decrease in intensity with each subsequent phase. This suggests that in the early stages of training for consulting roles students may need more support and assistance from faculty and peers than in later stages. Also, they may benefit from opportunities to articulate how they feel, to be aware that other students share common experiences and to utilize group problem-solving to cope with and perhaps alter these feelings.

There was no evidence to indicate that the way students feel during consultation training is related to their having had previous experience in consulting training, nor to the role the advisor assumed. However, the four-way interaction of advisor's role, prior consulting experience, consultation phases and feeling states was shown to be significant. Age, GPA, number of years in the program and course relatedness were shown to be unrelated to intensity of feelings experienced.

The low frequency with which the trainer-collaborator advisor's role was utilized was an unexpected finding. If as the current research suggests it is not being used, then the

practice of training for consulting is not being organized in the manner suggested in the literature (Iscoe et al., 1977). It is premature to suggest that it be introduced with greater regularity because that would imply that other training models being utilized are less effective. However, ostensibly, the lack of consistency between theory and practice of training merits further examination. If the trainer-collaborator advisor's role is being used but is not identified as such by students, then one must consider whether it is of any importance that students view the advisor's role as such. At this time there does not appear to be sufficient evidence to indicate whether this is important or not. It would seem that the role assumed by the advisor is as much an expression of personal style as it is an attempt to meet student needs and develop effective training practice.

Role discrepancy has been described as the incongruence between the student and professional-expert roles which students play simultaneously. It has been suggested that discrepancy may be a source of stress for students; the implication has been that role discrepancy is a negative experience. The current study has examined awareness of discrepancy as it relates to a number of factors, and found no clearcut evidence of a relationship except with intensity of feelings of incompetence. There was also an indication that awareness of role discrepancy is associated with

greater feelings of anxiety and loneliness and lesser feelings of competence. Some respondents suggested that it is a "reality of training" to be anticipated and coped with appropriately. They stated that role discrepancy was discussed in pre-practicum classes, that they were prepared for it, and although they were aware of the discrepancy, they were not stressed or troubled by the awareness.

Study findings have also indicated that not all students perceive the roles as discrepant. Perhaps training programs should explore the conceptual and practical issues related to role discrepancy before, during and after students do consulting practica. In this way, trainees will be better prepared for coping with the experience and understanding it. Further, these discussions would provide opportunity to examine consultation, expectations of all parties and to focus on more affective aspects of training in the context of a "real world" situation.

Several areas have been delineated for future research. Included in these are suggestions for development of measures which may be more accurate or precise in examining the nature of consultation training experiences. Other areas cited for future research relate to conceptual issues such as a more indepth examination of role discrepancy - how it manifests itself, how it is perceived by students.

The focus of the present research has been on obtaining graduate student perceptions of training. A goal for future research on training community psychology students should include a comprehensive approach that includes perceptions of students, faculty and trainers and consultees in field placement settings. Iscoe (1974) has suggested that the goal of community psychology is to build "competent communities". Perhaps it is equally important to assess the ways in which future professionals are trained to meet this goal.

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APPENDIX A

EXPLORATORY WORK

Exploratory work for the present study was conducted at the APA Convention, August 28 - September 1, 1978, in Toronto, Ontario. Interviews were conducted with seven community psychology graduate students. The purpose of these interviews was to test the clarity and usefulness of items and questions which would later be incorporated in a survey questionnaire. Interview participants were first asked to respond to the set of questions. They were later asked to comment on the clarity of each of the questions, areas which they thought may have been omitted and questions which seemed to them superfluous.

In response to questions pertaining to role discrepancy, the students affirmed that during the practicum they were aware of the incongruence between the professional consultant role and the student role. They further suggested that when they reflected back on the experience, they perceived less of a discrepancy than initially because they were better able to assess their own skills and competence.

Another area discussed in these interviews was student perceptions of the advisor's role on their training experience. They suggested that the advisors' style of supervision and degree of involvement in the practicum seemed to contribute to the students' overall experiences in consultation practica. Three students stated their beliefs that the type of role their advisors played reflected the advisors' perceptions of the students' abilities.

Two modifications in the questionnaire resulted from these interviews. In the interview schedule students were asked to rate the intensity with which they experienced certain feelings during their consultation practica. The question requested one overall rating for each feeling to reflect the entire practicum. Five of the seven interviewees suggested that the training could not be reflected in a single rating; that the average rating of intensity would not be representative of the different phases of the experience. Rather, they suggested that because consultation is generally divided into three or four phases, it would be more accurate to respond to intensities with which they experienced feeling in terms of each of these phases. Further discussion generated the idea of using three phases to separate the beginning, middle and end phases. (Based on the literature on consultation, it was later decided to employ entry-contract, work and termination to label each phase.)

Another modification of the survey questionnaire that arose out of exploratory work was an augmentation of the list of feelings respondents were asked to rate for intensity. These additions included: alone, comfortable, competent, confident, discouraged, effective, exhilarated, fear, skilled and stimulation.

APPENDIX B

INITIAL LETTER TO FACULTY

Wilfrid Laurier University
Psychology Department

Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970

February 16, 1979

My name is Joanne Granek. I am a graduate student in the
social-community program in the Psychology Department at Wilfrid
Laurier University. I am writing to seek your assistance in a
study I am currently doing for my master's thesis.

The study is an examination of student training experiences
for consultation within graduate programs in community mental
health and community psychology, at both the master and doctoral
levels. Your department and others have been selected for
participation in this study on the basis of the program having
a community focus. (Sources for the selection of appropriate
programs include "Graduate Training in Community Psychology",
Meyer and Gerrard, 1977 and <u>Graduate Study in Psychology for 1978-
1979</u> , American Psychological Association.)

Enclosed are five questionnaires and return envelopes. I
would appreciate it very much if you would distribute them to
graduate students in your department who have completed at least
one supervised consultation experience.

Within the context of this study, consultation is defined as
a process in which one or more individuals,
possessing certain knowledge and skills, help
individuals or groups within a particular social
system, work on one or more work related problems
(Cherniss, 1976).
Consultation is here distinguished from therapeutic tasks, and
includes program-, administrative- and consultee-centered

ısultation with lay and professioanl groups and individuals.
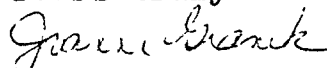
The consultation experience will be examined in relation
a number of variables such as: student's age, Grade Point
:rage and number of years in the program; types of completed
ırse work; style of supervision the trainee received; and
:vious consultation training experiences.

As the list of variables suggests, it is important that
: sample include students from different levels of seniority
:hin programs, representing a variety of types of consultation,
ıdemic course work and previous training experience. If possible,
:ase distribute the questionnaires widely amongst students whose
ırs in the program and consultation training experience
ffer from one another.

All information will be confidential; identities of
ither students nor programs will be used in the study. If you
: interested in the findings of the study, I will be pleased
share them with you when the study is completed if you notify
of your interest.

Thank you very much in advance for your cooperation and
sistance.

Yours truly

Joanne Granek
Graduate Student, Psychology
Wilfrid Laurier University

APPENDIX C

SECOND LETTER TO FACULTY

Wilfrid Laurier University   *Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970*

PSYCHOLOGY DEPARTMENT

February 9,1979

As I indicated in my previous letter to you (January 31,1979), I have forwarded to you 5 questionnaires. The questionnaires pertain to a study I am currently doing on graduate student training experiences for consultation. I would appreciate it very much if you would distribute these questionnaires to graduate students in your program who have completed at least one supervised consultation training experience.

I would like to remind you that I am seeking students who are from different levels of seniority within programs, representing a variety of types of consultation, academic course work and previous training experience. If possible, please distribute these questionnaires widely amongst students whose years in the program and consultation training experience differ from one another.

Thank you very much for your cooperation and assistance.

Yours truly,

Joanne Granek

Joanne Granek
Graduate Student, Psychology
Wilfrid Laurier University

APPENDIX D

QUESTIONNAIRE

Questionnaire

ID # _____

1. Age: ___

2. Sex: __Male __Female

3. Grade Point Average: __Undergraduate __Graduate

4. The program I am in leads to __MA __PhD _____Other (Specify)

5. I began this program in __/__(Mo/Yr) and expect to graduate in __/__(MO/Yr)

6. Previous degrees/diplomas completed, year completed: _____

7. Please describe your practica experiences.

Practica Experiences

Experience	Description	From Mo/Yr	To Mo/Yr	Hrs per Week	Would you classify it as consultation?
1st	_____	__/__	__/__	_____	___Yes___No
2nd	_____	__/__	__/__	_____	___Yes___No
3rd	_____	__/__	__/__	_____	___Yes___No
4th	_____	__/__	__/__	_____	___Yes___No

8. The following questions pertain to your most recent consultation practicum.

    a) Was this a previously established graduate student placement? __Yes__No

       If not, who initiated your field placement in this setting?

       __I did   __Faculty   __Client/Agency _____Other(Specify)

    b) Please describe this most recent practicum in consultation in terms of the following sub-headings.

       (i)Description of the client: _____

       _____

       _____

       (ii)Description of the task: _____

       _____

       _____

    (iii) Description of your role: _____

    _____

    _____

c) Did you work __Alone __With Other Students __With Faculty _____Other

d) <u>Before</u> you began the practicum

    (i) what did you know about your role? _____

    _____

    _____

    (ii) what did you know about the content of the work? _____

    _____

    _____

e) Had the client ever worked with a consultant before? __Yes __No

f) Had the client ever worked with a student trainee before? __Yes __No

9. The following questions relate to the supervision you received in your most recent practicum in consultation.

a) Did you have a clearly defined supervisor for this practicum? __Yes__No

b) Was he/she   ___ A Department faculty

              ___ Faculty from Another Department

              ___ Agency Employed

              ___ Other (Specify)

c) On what basis was he/she selected? _____By whom? _____

d) Which of the following best describes your supervision meetings with your supervisor?

              ___ Regularly scheduled

              ___ When I suggested it

              ___ When he/she suggested it

              ___ Other (Specify)

e) How often did you meet? _____ per _____

f) Did your advisor ever meet with you and your client? __Yes __No

    If so, for what purpose? _____

    _____

On whose request? __Mine __Advisor's __Client's ____Other(Specify

What was your role when your advisor met with you and your client?

_____

_____

What was your advisor's role at this meeting? _____

_____

g) Did your advisor ever meet with the client without you? __Yes __No

If so, for what purpose? _____

_____

On whose request? __Mine __Advisor's __Client's ____Other(Specify)

What was your advisor's role at this meeting? _____

_____

h) How would you characterize your relationship with your advisor? _____

_____

_____

i) Which of these roles do you think your advisor played?

__ Shadow Consultant: The advisor, at the request of the trainee, and by a series of discussions, helps the trainee assess, and if necessary change, the trainee's diagnoses, tactics or role in a specific situation. The trainee is responsible for all decsions to act on this advice. The advisor has no involvement with the client.

__ Trainer-Collaborator: The advisor and the trainee present themselves to the client as a team; the advisor as the senior consultant and the trainee as the junior consultant. The advisor assists the trainee in gradually working towards semi-autonomous functioning, receiving ongoing supervision from the advisor. The advisor maintains regular contact with the client.

__ Third Party Consultant: The advisor provides consultation to the trainee. The advisor is viewed as overseer of the trainee's work by the client, the trainee and him/herself. The advisor may have had previous contact with the client and may do direct work with the client at the request · of the trainee or the client.

j) Please explain how his/her role fit the category you chose. _____

_____

_____

k) Did you have group supervision? __Yes __No

l) Was it helpful? __Yes __No Please explain. _____

_____

10. Some people have reported feeling that the role of consultant carries
with it expectations of the consultant to be an expert or specialist.
Some students feel this is discrepant with the characteristics of the
role of student(i.e., new and inexperienced).

   a) Do you recall being aware of a role discrepancy at the time of your

   practicum? __Yes __No

   b) To what do you attribute this? _____

   _____

   c) Were there situations which you can recall as typifying this? __Yes __Nc

   Please describe them. _____

   _____

   d) In looking back at the experience, do you <u>now</u> think there <u>was</u> a
   role discrepancy? __Yes __No

   e) To what do you attribute this? _____

   _____

   f) If your present perception of role discrepancy differs from your
   awareness at the time of the practicum, what do you think has
   influenced this change in awareness? _____

   _____

10. Please list below the courses you had completed prior to and simultaneous
with your <u>most recent practicum in consultation</u>. Indicate which of these
courses contained material that was <u>directly related (DR)</u>, <u>indirectly
related (IR)</u> and <u>not related (NR)</u> to preparing you for your practicum.

Course	Year Taken	DR/IR/NR
1. _____	19__	DR/IR/NR
2. _____	19__	DR/IR/NR
3. _____	19__	DR/IR/NR

12. One can view the consultation process as having three distinct phases.
These are: 1) entry-contract, 2) work and 3) termination.

a) ## Entry-Contract Phase

This is the period during which a working relationship
with the client is developed and the contract specified.

As best as you can recall, please indicate on the 0 to 7 scale provided
below the intensity with which you experienced the feelings on the list.
0 indicates not at all and 7 indicates very much. Circle the number that
best represents how you experienced the feeling. Rate each feeling
independently of the others.

alone	0 1 2 3 4 5 6 7
confusion	0 1 2 3 4 5 6 7
comfortable	0 1 2 3 4 5 6 7
confident	0 1 2 3 4 5 6 7
helpless	0 1 2 3 4 5 6 7
boredom	0 1 2 3 4 5 6 7
anxious	0 1 2 3 4 5 6 7
discouraged	0 1 2 3 4 5 6 7
excitement	0 1 2 3 4 5 6 7
fear	0 1 2 3 4 5 6 7
effective	0 1 2 3 4 5 6 7
skilled	0 1 2 3 4 5 6 7
exhila rated	0 1 2 3 4 5 6 7
incompetent	0 1 2 3 4 5 6 7
frustration	0 1 2 3 4 5 6 7
competent	0 1 2 3 4 5 6 7
stimulation	0 1 2 3 4 5 6 7
other	0 1 2 3 4 5 6 7

12. b)   **Work Phase**

       This is the period during which the terms of the
contract are fulfilled.

As best as you can recall, please indicate on the 0 to 7 scale provided
below the intensity with which you experienced the feelings on the list.
0 indicates not at all and 7 indicates very much. Circle the number that
best represents how you experienced the feeling. Rate each feeling
independently of the others.

helpless	0	1	2	3	4	5	6	7
confusion	0	1	2	3	4	5	6	7
excitement	0	1	2	3	4	5	6	7
comfortable	0	1	2	3	4	5	6	7
discouraged	0	1	2	3	4	5	6	7
effective	0	1	2	3	4	5	6	7
fear	0	1	2	3	4	5	6	7
anxious	0	1	2	3	4	5	6	7
competent	0	1	2	3	4	5	6	7
skilled	0	1	2	3	4	5	6	7
boredom	0	1	2	3	4	5	6	7
confident	0	1	2	3	4	5	6	7
exhilarated	0	1	2	3	4	5	6	7
stimulation	0	1	2	3	4	5	6	7
alone	0	1	2	3	4	5	6	7
frustration	0	1	2	3	4	5	6	7
incompetent	0	1	2	3	4	5	6	7
other	0	1	2	3	4	5	6	7

.2.c)   <u>Termination</u>

This is the period during which the involvement of the
consultant decreases and the contract is terminated.

As best as you can recall, please indicate on the 0 to 7 scale provided
below the intensity with which you experienced the feelings on the list.
<u>0</u> indicates <u>not</u> <u>at</u> <u>all</u> and <u>7</u> indicates <u>very</u> <u>much</u>. Circle the number that
best represents how you experienced the feeling. Rate each feeling
independently of the others.

alone	0	1	2	3	4	5	6	7
incompetence	0	1	2	3	4	5	6	7
excitement	0	1	2	3	4	5	6	7
exhilaration	0	1	2	3	4	5	6	7
confidence	0	1	2	3	4	5	6	7
comfortable	0	1	2	3	-	5	6	7
discouraged	0	1	2	3	4	5	6	7
anxious	0	1	2	3	4	5	6	7
helpless	0	1	2	3	4	5	6	7
frustration	0	1	2	3	4	5	6	7
confusion	0	1	2	3	4	5	6	7
fear	0	1	2	3	4	5	6	7
competence	0	1	2	3	4	5	6	7
effective	0	1	2	3	4	5	6	7
skilled	0	1	2	3	4	5	6	7
stimulation	0	1	2	3	4	5	6	7
boredom	0	1	2	3	4	5	6	7
other	0	1	2	3	4	5	6	7

APPENDIX E

LETTER TO GRADUATE STUDENTS

Wilfrid Laurier University *Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970*

PSYCHOLOGY DEPARTMENT

February 2,1979

Dear Graduate Student,

My name is Joanne Granek. I am a graduate student in the social-community program in the Psychology Department at Wilfrid Laurier University. I am writing to ask for your help in a study I am currently doing for my MA thesis.

The study is an examination of graduate student training experiences for consultation. I am interested in students' perceptions of and feelings associated with this type of training. I am also interested in some of the conditions which may be related to these experiences.

Accompanying this letter is a questionnaire I have developed to collect this information. I have requested assistance in distributing the questionnaires from practicum instructors and program directors of a number of psychology programs in community mental health and community psychology.

If you have completed at least one supervised consultation training experience, it is YOUR help I am inviting. Please complete the questionnaire and return it in the pre-addressed envelope provided. If space provided for answers is inadequate, please continue answers on the backs of the pages. I welcome any additional comments yo may wish to make, either on the training experience or on the questionnaire itself.

All information provided will be held in strict confidence; neither students nor graduate programs will be identified in the study. I would greatly appreciate your prompt reply so that I may complete this phase of my work.

If you wish a copy of the findings, please indicate so on the back of the questionnaire, including name and address where you want it to be sent.

Thank you very much for your cooperation and assistance.

Yours truly

Joanne Granek

Joanne Granek
Graduate Student, Psychology
Wilfrid Laurier University

APPENDIX F

FOLLOW-UP LETTER

Wilfrid Laurier University   *Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970*

March 20, 1979

About one month ago, I sent you a package of questionnaires, requesting that you distribute these among graduate students in your department. Specifically, I requested that the questionnaires be given to graduate students who had completed a supervised practicum in consultation. This study is part of my master's thesis.

In order to undertake a meaningful study, it is imperative tat I receive as many responses as possible before I begin to collate the data. If you have not already distributed the questionnaires, please do so. If · they have been distributed, would you please remind those students who received questionnaires to complete and return them.

Because of the nature of seeking respondents for this study, I regret that I must again impose on your cooperation and assistance. However, I am unable to continue. the study and my thesis until I have received more completed questionnaires. I appreciate your assistance very much.

Yours truly

Joanne Granek
Graduate Student, Psychology
Wilfrid Laurier University

APPENDIX G

SCORING PROCEDURES

Number of Years in the Program

The number of years each student was in his or her program was computed from when he or she entered the program. April 1979 was the standard time against which all determinations were calculated.

Prior Experience

Respondents were asked to list all training experiences for consultation and when they took place. No training experience for consultation prior to the one reported on was categorized as "absence" on the variable; one or more training experiences prior to the one reported on was categorized as "presence" of prior training.

Course Relatedness

Respondents listed courses they had taken in their graduate programs. They were asked to rate each course as to whether it was "directly related", "indirectly related" or "not related" to the work they did in the consulting practicum. Each of these categories was assigned a numerical value of 2, 1, and 0 respectively. Each respondent's score was summed to gain a total cumulative score. The cumulative scores for respondents were then divided into High and Low categories by a median split of the ranks of the scores. That is, a score of 4 was the median rank; all scores below 4 were assigned the value "Low"; all scores above 4 were

assigned the value "High". The Table of Random Numbers was used to randomly assign to either "High" or "Low" category those scores that fell on the median.

Advisor's Role in Supervision

Respondents indicated which role their advisor played by identifying on the questionnaire which of the three roles described was the most appropriate representation. Eleven students clearly indicated one role but referred to passages in the other two descriptions that were also applicable. These responses were scored in terms of the first choice the students indicated. Three respondents identified more than one role and these data were not entered into the analyses.

APPENDIX H

NON-RESPONSE INFORMATION

Three hundred and twenty questionnaires were sent to 64 graduate programs. Of these, 26 were returned unanswered. Of the questionnaires that were not returned, 90 are accounted for in light of information received from follow-up telephone calls and letters. Reasons for these questionnaires not being returned include: some questionnaires were not distributed by faculty to students; some students were unwilling to complete the questionnaires; some programs were no longer in operation; and some programs were too recently begun to have appropriate respondents. (Three completed questionnaires were received after data analysis had been completed. These were not included in this study.)

APPENDIX I

TABLE OF RESULTS OF
TUKEY'S HSD TEST FOR MULTIPLE COMPARISONS

Results From Tukey's HSD Test of Significance of
Phase Effects

FEELINGS	Prior Experience	PHASES 1 - 2 Advisor's Role			PHASES 2 - 3 Advisor's Role			PHASES 1 - 3 Advisor's Role		
		1	2	3	1	2	3	1	2	3
ALONE	Yes	*	*		*			*		
	No	*		*	*		*	*	*	*
ANXIOUS	Yes	*	*		*	*		*	*	*
	No	*	*		*	*		*	*	*
BOREDOM	Yes			*						
	No			*						*
COMFORTABLE	Yes			*						*
	No	*	*					*	*	*
COMPETENT	Yes									*
	No		*					*	*	
CONFIDENT	Yes	*		*						*
	No		*					*	*	
CONFUSION	Yes			*	*			*		*
	No	*	*			*		*	*	
DISCOURAGED	Yes	*								
	No					*		*		
EFFECTIVE	Yes									
	No		*					*	*	
EXCITEMENT	Yes	*		*	*					*
	No			*	*	*			*	*
EXHILARATION	Yes	*						*		
	No					*				*
FEAR	Yes			*	*			*		*
	No	*	*	*		*		*		
FRUSTRATION	Yes									
	No	*	*	*			*	*	*	
HELPLESS	Yes						*			
	No		*				*	*		
INCOMPETENT	Yes							*		*
	No		*					*	*	
SKILLED	Yes	*		*				*		*
	No	*	*			*		*	*	
STIMULATION	Yes						*	*		*
	No				*	*	*	*	*	*

* = p < .05.

Role 1 = shadow consultant   Phase 1 = entry-contract
Role 2 = trainer-collaborator   Phase 2 = work
Role 3 = third party consultant   Phase 3 = termination

Results From Tukey's HSD Test of Significant Difference of Prior Experience

	SHADOW CONSULTANT Phase			Advisor's Role TRAINER-COLLABORATOR Phase			THIRD PARTY Phase		
FEELINGS	1	2	3	1	2	3	1	2	3
ALONE						*			
ANXIOUS				*					
BOREDOM									
COMFORTABLE	*								
COMPETENT									
CONFIDENT									
CONFUSION				*					
DISCOURAGED	*				*	*			
EFFECTIVE				*				*	
EXCITEMENT	*								
EXHILARATIO	*								
FEAR				*					
FRUSTRATION	*				*	*			
HELPLESS									
INCOMPETENT									
SKILLED									
STIMULATION	*		*						

* = $p < .05$.

Phase 1 = entry-contract
Phase 2 = work
Phase 3 = termintion

Results From Tukey's HSD Test of Significant
Differences of Role Effects

FEELINGS	Prior Experience	ROLES 1 - 2 Phase			ROLES 2 - 3 Phase			ROLES 1 - 3 Phase		
		1	2	3	1	2	3	1	2	3
ALONE	Yes									
	No		*	*	*	*		*		
ANXIOUS	Yes									
	No	*	*			*				
BOREDOM	Yes								*	
	No									
COMFORTABLE	Yes									
	No									
COMPETENT	Yes							*		
	No		*							
CONFIDENT	Yes							*		
	No				*					
CONFUSION	Yes									.
	No	*			*					
DISCOURAGED	Yes							*		
	No		*		*		*	*		
EFFECTIVE	Yes							*		*
	No				*	*				
EXCITEMENT	Yes									
	No		*			*				
EXHILARATION	Yes							*		
	No	*	*			*				
FEAR	Yes									
	No	*	*		*	*				
FRUSTRATION	Yes							*		*
	No		*	*			*		*	
HELPLESS	Yes									*
	No				*					
INCOMPETENT	Yes									
	No									
SKILLED	Yes							*		
	No		*							
STIMULATION	Yes									*
	No									

* = p < .05.

Role 1 = shadow consultant   Phase 1 = entry-contract
Role 2 = trainer-collaborator   Phase 2 = work
Role 3 = third party consultant   Phase 3 = termination

APPENDIX J

SIGN TEST RESULTS FOR

CHANGES IN FEELING STATES ACROSS PHASES

Sign Test Results

for Direction of Change of Feeling Intensity

Across Phases

FEELING	Expected Direction of Change	Entry-Contract to Work Phase	Work to Termination Phase
ALONE	D	+	+
ANXIOUS	D	+	+
COMFORTABLE	I	+	+
COMPETENT	I	+	+
CONFIDENT	I	+	+
CONFUSION	D	+	+
DISCOURAGED	D	-	+
EFFECTIVE	I	+	0
EXCITEMENT	D	+	+
FEARFUL	D	+	+
FRUSTRATION	D	-	+
HELPLESS	D	+	+
INCOMPETENT	D	+	+
SKILLED	I	+	+

n = 14   n = 13

x = 2   x = 0

p = .05 = .006   p = .05 = .002

n = # of changes in feelings

x = # of changes in unexpected directions

D = feeling intensity expected to decrease across phases

I = feeling intensity expected to increase across phases

+ = changes in expected direction

- = changes in unexpected direction

APPENDIX K

RESULTS OF SEMI-PARTIAL CORRELATIONS

Semi-Partial Correlations of Feeling Intensity
With Age, GPA, Course Relatedness,
Years in the Program

Feeling = Alone   Phase 1

	Semi-Partial^2	F	df
Age	0.08	4.02	1,75
GPA	0.04	3.61	1,74
Course Relatedness	0.01	1.01	1,73
Years in the Program	0.002	0.17	1,72

Feeling = Anxiety   Phase 1

	Semi-Partial^2	F	df
GPA	0.03	4.60*	1,75
Course Relatedness	0.04	4.00*	1,74
Years in the Program	0.03	2.25	1,73
Age	0.02	1.61	1,72

Feeling = Competence   Phase 1

	Semi-Partial^2	F	df
Years in the Program	0.10	9.22*	1,75
Course Relatedness	0.02	2.10	1,74
GPA	0.01	1.20	1,73
Age	0.006	0.51	1,72

Feeling = Fear   Phase 2

	Semi-Partial^2	F	df
Years in the Program	0.10	6.87*	1,66
GPA	0.05	3.48	1,65
Course Relatedness	0.001	0.09	1,64
Age	0.0004	0.03	1,63

* = $p < .05$.

APPENDIX L

TABLE OF FACTOR ANALYSIS OF FEELING STATES

Factor Loadings of Each of Seventeen

Feelings on All Four Factors

	Factor 1 Competence	Factor 2 Excitement	Factor 3 Anxiety	Factor 4 Alone
ALONE	-.30	-.02	.12	.62
ANXIOUS	-.49	.14	.59	.12
BOREDOM	-.06	-.37	.03	.36
COMFORTABLE	.70	.10	-.30	-.18
COMPETENT	.86	.12	-.08	-.18
CONFIDENT	.74	.20	-.26	-.09
CONFUSION	-.24	-.15	.65	.00
DISCOURAGED	-.18	-.39	.45	.39
EFFECTIVE	.60	.39	-.29	-.05
EXCITEMENT	.06	.73	-.27	-.06
EXHILARATION	.12	.77	.06	-.03
FEAR	-.49	.14	.46	.13
FRUSTRATION	-.13	-.38	.63	.31
HELPLESS	-.34	-.29	.43	.50
INCOMPETENT	-.56	.09	.45	.32
SKILLED	.82	.25	-.12	-.26
STIMULATION	.14	.84	-.05	-.11

APPENDIX M

CHI SQUARE RESULTS TABLES

Chi Square Test Results:
Relationship Between Awareness of Role Discrepancy
and Previous Experience and Course Relatedness

Time 1
Role Discrepancy at the Time of the Practicum

	df	x^2	p
Previous Experience (A)	1	0	ns
Course Relatedness (B)	1	0	ns
Awareness of Role Discrepancy (C)	1	0	ns
Two-Way Interactions:			
A x B	1	.048	ns
A x C	1	.009	ns
B x C	1	.791	ns
Three-Way Interaction:			
A x B x C	1	2.839	ns
TOTAL	7	3.687	ns

Time 2
Role Discrepancy at the Time of the Survey

	df	x^2	p
Previous Experience (A)	1	0	ns
Course Relatedness (B)	1	0	ns
Awareness of Role Discrepancy (C)	1	0	ns
Two-Way Interactions:			
A x B	1	.04	ns
A x C	1	.22	ns
B x C	1	.78	ns
Three-Way Interaction:			
A x B x C	1	2.272	ns
TOTAL	7	3.687	ns

APPENDIX N

t TEST RESULTS

RELATIONSHIP BETWEEN AWARENESS OF ROLE DISCREPANCY AND

AGE   GPA   YEARS IN THE PROGRAM

t Test Results

Awareness of Role Discrepancy in Relation to

Age, GPA, Years in the Program

Time 1

Role Discrepancy at the Time of the Practicum

Variable			Yes	No	t	df
				Awareness of Discrepancy		
Age	Se		1.17	0.68	0.76	68
GPA	Se		0.17	0.16	0.53	82
Years in the Program	Se		2.02	2.63	-.74	72

Time 2

Role Discrepancy at the Time of the Survey

Variable			Yes	No	t	df
				Awareness of Discrepancy		
Age	Se		1.37	0.68	0.99	49
GPA	Se		0.15	0.13	-0.64	71
Years in the Program	Se		2.39	2.24	0.31	81

p = < .05

APPENDIX O

SIGN TEST RESULTS OF CHANGES IN

AWARENESS OF ROLE DISCREPANCY

Sign Test Results

for Direction of Change of Awareness of Role

Discrepancy from Time 1 to Time 2

Total # Changes	# of Changes in Unexpected Direction	= .05
18	4	.015

changes = change from awareness of the discrepancy at the time of the

practicum (Time 1) to awareness of the discrepancy at the

time of the survey (Time 2).

changes in unexpected direction = no awareness of role discrepancy at

Time 1 to awareness at Time 2.

APPENDIX P

SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS

Types of Consultation Graduate Students Did

McLung, Steinden and Plogg (1969) suggested seven categories of consultation under which one might classify all consultation. An a posteriori classification of the types of consultation practice in which students were engaged, using the McLung et al. typology revealed the following:

Types of Consultation	Number of Students
1. client-centred case consultation	16
2. client-centred staff development	4
* 3. client-centred case consultation and client-centred staff development	10
4. agency-centred staff development	14
* 5. client-centred staff development and agency centred staff development	9
6. agency-centred program development	18
* 7. agency-centred staff development and agency centred program development	6
8. community-centred mental health consultation	2
* 9. community-centred mental health consultation and agency-centred program development	2
* 10. client-centred case consultation and community-centred mental health consultation	1
* 11. community-centred mental health consultation & agency-centred staff development	1
* 12. client-centred case consultation & agency-centred program consultation	2

* = STUDENTS DOING MORE THAN ONE TYPE OF CONSULTATION.

Establishment of Placement Settings

Who Established Placement	Number of Students
1. established prior to the respondent's involvement	39
2. initiated by the student	17
3. initiated by faculty	19
4. in response to requests from clients	4
5. in response to interests shared by the advisor and the student	6

Students' Previous Knowledge of the
Role & Content of the Consultation

Type of Knowledge	Number of Students
very knowledgeable about both	25
some general knowledge	27
theoretical understanding of the role; little or no familiarity with the content	10
little or nothing of either	19

How Advisors Were Selected

Who Selected the Advisor	Number of Students
the student	15
the advisor was the practicum instructor	13
the advisor generated the placement and supervised all students associated with it	9
it was a designated position in the agency or in the psychology department	26
the advisor was appointed by a department faculty member (usually by the chairperson)	9
the advisor was appointed by the director of the agency	13

Frequency of Student-Advisor Supervision Meetings

Frequency	Number of Students
one time per week	58
at least one time per month	12
sporadically	8
never	2