ED 109 484   CE 004 343

AUTHOR   Conrad, Rowan.W.
TITLE   Counseling Program Development and Rationale.
                Responding to: "2. Comprehensive Overview of the
                Mountain-Plains Counseling Program...". Counseling
                Services Report No. 10.
INSTITUTION   Mountain-Plains Education and Economic Development
                Program, Inc., Glasgow AFB, Mont.
REPORT NO   IR-4-IV-006
PUB DATE   Dec 73
NOTE   33p.

EDRS PRICE   MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS   Adult Counseling; Counseling Effectiveness;
                Counseling Goals; *Counseling Programs; Family
                Counseling; Group Counseling; Guidance Functions;
                *Organizational Change; Organizational Development;
                Program Descriptions; *Program Development; Program
                Improvement; Program Planning; Pupil Personnel
                Services; *Regional Programs; Reports
IDENTIFIERS   *Mountain Plains Counseling Program

ABSTRACT
                A program rationale within the overall
Mountain-Plains structure is outlined along with current program
practice and evaluation. The new personal counseling program includes
extensive use of group settings, objectives derived from evaluation,
program options for students, and the introduction of evaluation
instruments keyed to objectives. The four-part document focuses on
personal variables that would foster an understanding of adult
success phenomena. Following an introduction to the counseling
program, part 2 traces the history of the Mountain-Plains Counseling
Program, a program begun with no specificity of program content,
delivery system, or staffing qualifications. Part 3 reviews the
development guidelines formulated from interview data, past errors,
and theoretical models. Several key experiential and theoretical
considerations were: dependency, staffing, approach, gain versus
maintenance, development versus crisis response, coaching,
self-direction, relationships, environmental control, and
responsibility. Part 4 compares the old program (phase 3) with that
now operating (phase 4), highlighting major changes. The
redevelopment program was added to the other three parts of the
counseling program: orientation, personal and family counseling, and
community development. Appendixes include: an introduction to groups,
a participant inventory scale, report procedures, a student
checklist, and a list of counseling services reports. (Author/JB)

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078   GLASGOW AFB, MONTANA 59231   TEL (406) 524-6221

COUNSELING PROGRAM DEVELOPMENT AND RATIONALE

Counseling Services Report No. 10

IR - 4 - IV - 006

Responding to:

"2. Comprehensive Overview of the Mountain-Plains
Counseling Program . . . "

Prepared by
Rowan W. Conrad
Coordinator, Counseling Services

December, 1973

EXECUTIVE SUMMARY

Over the past twelve months the Mountain-Plains Counseling Program has developed from a random crisis response effort to a developmental program operation. Elements of developmental gain have been incorporated and more efficient/effective delivery and evaluation methods iniated. These include extensive use of group settings, objectives derived from evaluation, program options for students, and the introduction of evaluation instruments keyed to objectives. Program rationale within the overall Mountain-Plains structure and mission are outlined along with current program practice and evaluation.

TABLE OF CONTENTS

I. INTRODUCTION.

A. TO THE ROLE FOR COUNSELING AT MOUNTAIN-PLAINS

During the 1960's the United States declared a war on poverty. A key ele-
ment in this was education. Various educational programs were established
that were based upon technical training for employability/job skills. The
underlying assumption seemed to be that lack of education in general and lack
of technical employability skill in particular was the root of unemployment and
poverty. That most of these programs were spectacular failures, is now well
known. The reason most frequently given by the directors of these projects
was that not enough resources were concentrated on the proper areas. This
interpretation is suspect. Basically what is being said is, "Give me more money
for more people and let me do it over again". Examination of the educational
programs leads one to feel that the human side of the employability problems
of lower socio-economic groups was overlooked. (The group was looked at
and the persons overlooked.)
Counseling in these programs tended to be of two types: low level vocational
guidance and/or casework assistance. There does not seem to have been
sufficient focus on developmental personal counseling or vocational, marital,
or family interpersonal relationship problems, social contact skill, work
attitudes, etc. *

Adding to the suspicion that technical education alone will not be successful
in alleviating employability success problems is a recent review of the research
on the correlation between education and adult success by Broffenbrenner
(1973) ** who finds that there is no correlation between education and adult
success with one exception: Junior high level mathematics and English
language skills. Broffenbrenner's conclusion is that once a person has
attained junior high math and English competencies, underlined educational variables
per se can no longer account for adult success. Where, then, should we
look to find what differentiates successful employed adults from less success-
ful underemployed adults? It appears that we are left with personal variables
and that this would be an appropriate focus for both understanding and im-
pacting adult "success" phenomena.

B. TO THIS REPORT   A READER'S GUIDE

Despite evidence to support the need for a sound personal counseling program,
counseling has lived a very turbulant history at Mountain-Plains. Criticism

---

* This is a personal interpretation of the author, is not based upon a compre-
hensive survey, and is thus an open topic for debate.

** The Roots of Alienation, Urie Broffenbrenner, Professor of Human Development
and Family Studies, Cornell University, Ithaca, N.Y. Originally presented as
keynote at ACPA/NAWDC National Conference, Cleveland, 1973.

periodically erupts from students and/or instructors and/or the executive and/or the Board of Directors. Much criticism was justified as counseling suffered through four directors in one year in a desperate search for a program that could impact the abundantly evident needs of the students.

Other justifiable criticism arose as several years of planning and development were crammed into nine months; most particularly in the areas of program options, and focus on individualization of validation procedures and criteria. Less valid criticism focused on the use of group settings and use of "unfamiliar" techniques.

Concerns reaching members of the Mountain-Plains Board and the Executive Director lead to a request that Management and The Board be made more familiar with the counseling program and its problems and progress. To this end a verbal report/discussion with the Management Council and this document have evolved.

This document is developed in four parts. This introduction comprises Part (I). In Part (II) the history of the Mountain-Plains Counseling Program is traced by developmental phase. In Part (III) the major design principles underlying the current program are listed and briefly elaborated. Part (IV) compares the two major program phases; namely the initial developmental program and the revisions instituted as a result of feedback evaluation from counselors, teachers, students, instrumented data, and theoretical exploration

Five appendices are attached. Appendix (I) contains a brief introduction to groups and is included to aid in informing those not acquainted with the professional use of groups in counseling with their essential nature. Its particular value should be to aid the "laymen" in sorting popular myths from professional facts. Appendix (II) compares a sample group of Mountain-Plains students to samples whose psychological functioning is "good" and a sample of persons who have serious psychological problems. Appendix (III) traces the progress of a student, his records, and his assignments in counseling through the program. Appendix (IV) is the Developmental/Employability Trait Form. The form defines Counseling and Career Guidance Goals. It is completed periodically by instructors and is, essentially, a counseling and guidance report card. Appendix (V) lists the program and research reports completed by the Counseling Department during the past year. Interested persons may request copies of the reports from the Mountain-Plains Archives.

Sections and Appendices of the report are minimally interdependent and may be read independently and in any order such that the reader may focus upon his own particular interests, needs, and concerns. However, the entire report needs to be read (although not necessarily in order) by those wishing to gain a full understanding of the developmental core of the Mountain-Plains Counseling Program

HISTORY OF MOUNTAIN-PLAINS COUNSELING PROGRAM

From its inception the Mountain Plains Program has assumed that employ
ability/success problems of the student population were not totally technically
centered but were multi-faceted and stemmed from needs in a number of psy-
chosocial and personal areas   This was the rationale for including in the
Mountain-Plains Program not only Foundation Education Skills and Occupa
tional Preparation Programs, but also Comprehensive Career Guidance,
Health Education and Counseling, Home and Consumer Management Education
and Counseling, Child Care Training, and particularly Personal and Family
Development Counseling.

The aforegoing assumptions as to the nature of employability problems were
given additional credence in a preliminary survey of "contact" staff by Re-
search Services during the summer of 1973. The survey showed the majority
of the employability problems reported falling in the social/personal area
with only about ten percent of the reported problems having to do with
a need for technical skill training. Further evidence became available in
late summer, 1973, when overall profiles of a sample of entering Mountain
Plains students on a standard psychological instrument* showed that, as a
group, the Mountain-Plains students more closely resembled hospitalized
psychiatric patients than any of the other norm groups available for com
parison and that they differed markedly from profiles of persons evaluated
as successful and well adjusted (Appendix II).

Although the need for counseling in the Mountain-Plains Program seemed to
be self-evident and its role roughly defined, there was no specificity as to
counseling program content, delivery system, staffing qualifications, or any
other relevant variables around which the program could be focused. Some
global objectives were derived** but other than an abortive belated attempt
to supply "success" motivation through use of a programmed group pack-
age (see Counseling Services Report No. 2), there was no systematic pro
grammatic approach to attaining objectives, let alone any reliable measure
ment of success in attainment   There was no clear role distinction between
the work of Counselors and Family Life Workers (i.e., no clear differentiation
between the role and function of professional and para-professional workers
in Counseling), no formal statement or informal understanding as to whether
the overall counseling program mission was to be one of case work support,
clinical remediation, or personal developmental.***

---

* The Personal Orientation Inventory

** albeit inappropriately

*** The confusion that then reigned can still be seen from the fact that although
Mountain Plains does not and has never employed any social workers, the sal
ary schedule for counselors is derived from a study exclusively consisting
of social workers. A more complete list of problems encountered can be found
in Counseling Services Report No. 8

PROGRAM DEVELOPMENT

Development of the Mountain-Plains Counseling Program can be roughly divided into phases as follows.

Phase One: CHAOS. Previous to January, 1973

During this period there was no counseling program at Mountain Plains. Professional counselors and para-professionals were employed with diverse backgrounds, some appropriate and some inappropriate. Counseling was of a case worker support nature usually focused around crises and saw only one (abortive) effort made to offer counseling as personal development (as opposed to crisis intervention); this being the abuse of the SMI package.

Relevant Documents. Counseling Services Report No. 2.

Phase Two: INITIAL DEVELOPMENT. January and February, 1973.

A staff training program was undertaken, facility needs outlined and a basic counseling program developed which included a new orientation program.

Relevant Documents. Counseling Services Reports No. 1 and No. 2, and Scope of Work -- Counseling and Community Development, March, 1973

Phase Three, FIELD TESTING March through June, 1973.

During this period a basic coherent program was being tested with careful attention to sub-component effect.

Relevant Documents. Counseling Services Reports No. 3 and 4.

Phase Four: EVALUATION AND RE DEVELOPMENT June to September, 1973.

Feedback from the program under field test was evaluated on the basis of instrumented data, counselor observation, discussions with outside staff, and student feedback. Objectives for the counseling program evolved and program adjustments were explored.

Relevant Documents. Counseling Services Reports No. 5, 6, 7, and 8

Phase Five: PROGRAM ADJUSTMENT October and November, 1973.

Incorporation of program change decisions arrived at during the summer and early fall.

Relevant Documents. All Counseling Services Reports, particularly No. 8.

Phase Six: FINAL TESTING AND OPERATION December, 1973 to September, 1974.

The current phase of program development could as well be called "program maturity". It is not expected that any major changes in program operation will occur over the remainder of the fiscal year. Further efforts over the next eight to twelve months will be focused on fine tuning of program procedures already in practice and to documentation and evaluation of the program.

Relevant Documents: Counseling Services Reports No. 8 and No. 9.

III. DEVELOPMENTAL GUIDELINES

Guidelines for "Phase II" program development emerged from three sources:

1. Interview Data. Counselors, Staff, and Students were interviewed as to the type and severity of problems of Mountain-Plains' students. Most frequently reported problems appeared as items on the New Student Inventory Form A (see Counseling Services Report No. 7).

2. Past Mistakes and Failures. At very least, it was felt that Mountain-Plains could avoid repeating its own past failures and those of other programs.

3. Theoretical Models. Models and approaches to Counseling and Human Development were reviewed to select those approaches that appeared to be most powerful and promising for successful adaptation to the Mountain-Plains situation.

Some of the key experiential and theoretical considerations forming the basis for development were:

1. Dependency: In all artificial settings, but particularly in a miniature "company town" environment such as that existing at Mountain-Plains, one must be very careful not to build unhealthy dependencies with regard to program practices or services. This is particularly critical in the counseling area (also see #10, below).

2. Staffing: Counseling, on the average, is only successful with about 50% of clients. This low success rate has been traced back to a variable entitled, "experience of the therapist."* Good counselors can attain success

---

* This happens to be a polite way to say that good counselors produce good results and bad counselors usually worsen client problems.

5

rates on the order of 80% with middle-class clients. Average success rates with "lower socio-economic groups" is much lower; perhaps on the order of 15%. It can be seen that the quality of the counseling staff will be an important variable. Therefore, great care must be taken in selecting counseling staff; particularly as many persons with counseling training are not effective counselors.

3. Approach: The social case work profession has, in recent years, been examining itself to see if, in fact, it should eliminate itself because of its very low success rate. Its conclusion has been "No", that it should continue to exist. However, many past techniques and practices as well as theoretical and philosophical ideas from the profession of social work would probably be unprofitable and should not be adapted in work at Mountain-Plains. As counseling work with lower socio-economic groups also has a history of low success, recent developments in the human development and counseling field as well as parallel thinking in behavioral science (including new ideas in the social work field), most particularly in counseling and developmental and social psychology should be examined carefully in order to arrive at the most appropriate human development approaches and counseling techniques. Focus on use of "power" techniques, as well as careful selection of counselors emerges as important. This indicates that an eclectic developmental program making use of group techniques (vs. traditional case work or clinical diagnostic approaches) would most likely be successful.

4. Gain vs. Maintenance: In line with number three, great care should be taken that students actually make gains. The temptation to provide basic attention maintenance through the program must be avoided. If persons are only maintained in spite of their problems rather than making actual improvements in problem areas, net long range effects of the program will be negligible.

5. Development vs. Crisis Response: Experience indicates that counseling needs to be pre-emptive and programmatic (as opposed to crisis response oriented). Crisis intervention alone often sees a problem developing a momentum that makes it essentially "unremediable" by the time it is caught. A developmental programmatic approach seems most appropriate *

---

*. There is debate as to when counseling can be effective. Success with "forced counseling" (e.g., school discipline cases and correctional institutions) has only rarely proven effective. It cannot be stated with certainty that this failure is due to problems being too fully developed, coercion into the counseling relationship or other less frequently debated causes. The environmental deprivation and stresses of re-entering an educational setting (almost without exception past experience of Mountain-Plains students with educational settings have ranged from "unpleasant" to "traumatic") at Mountain-Plains often elicit/exacerbate even those underlying problems which the student had previously been able to ignore or otherwise repress. Lack of pre-emptive counseling was a major cause of early exits during Phase I and II.

6. Coaching Research has shown that clients respond best to counseling when they are oriented to what counseling is, what they can and cannot expect to get/gain, and what the mutual responsibilities of counselor and client are. To this end, student families received both group and individual explanations of counseling contents, processes, settings, options, etc.

7. Self-Direction Given 1-6 above, the client is usually the person best able to define/elaborate his own problems. To the maximum possible extent the student is, therefore, involved in identifying need areas and choosing counseling settings and approaches.

8. Relationships: Relationship variables, particularly as elaborated by Rogers should be understood and embodied, not only by counselors, but by all staff in their relationships with students.*

9. Environmental Control: Environmental stimuli as keys to behavior have been elaborated by Skinner. ** Structure of the overall educational and living environment at Mountain-Plains, both physical and procedural, should be carefully attended, particularly as to reward structures.

10. Responsibility: Enabling clients to shift blame and responsibility for current behavior onto others should be closely guarded against. It is essential to confront students and reject maladaptive behavior, while accepting the student as a person without allowing the behavior to be "blamed" on others. *** This is of critical importance not only for counselors but for all staff.

In addition to these basic guidelines Phase VI program development drew upon operational experience with Phase III including results on evaluation instruments.

---

* Possibly the best elaboration of the Rogerian viewpoint is that in Patterson's Theories of Counseling and Psychotherapy, page 378 (Harper and Row, 1973)

** B. F. Skinner, Beyond Freedom and Dignity (Alfred A. Knopp, 1972)

*** The major elaboration of this perspective is by William Glasser Particularly in Reality Therapy (Harper and Row, 1965)

IV. PROGRAM REDEVELOPMENT: PHASES III AND VI CONTRASTED

The Counseling Program has historically consisted of three parts: Orientation, Personal and Family Counseling, and Community Development. In August of 1973, the redeveloping recreation program was added to the overall Community Development program and the task of teaching cognitive life skills (problem-solving) incorporated into the Developmental Core program.

This section compares the specifics of the old (Phase III) program with that now operating (Phase VI) with major changes highlighted at the end of each section.

COUNSELING PROGRAM

A. DEVELOPMENTAL CORE PROGRAM

PHASE III - (OLD) PROGRAM	PHASE VI - (NEW) PROGRAM

Week 1

Students assigned to a counseling class/group of 6-10 students by the counseling department and scheduling. Group focuses on goal-setting for one or two weeks on continuing Orientation for resolving misunderstandings and logistical problems. Initial support in adjusting to Mountain-Plains is the main objective. Husbands and wives assigned to separate classes.

Program maturity has eliminated much of the need for continued orientation. Those that remain are largely attended through the Initial Career Guidance Class/Group.

Students who have expressed an immediate specified counseling need are special scheduled into immediate counseling as negotiated during the pre-intake session the final day of orientation.* Other students wait until completion of other core curriculum requirements (fourth week of program excluding orientation) to begin regular counseling program.

Week 2

Continuing Orientation

Support Continues

(During Phase III students attended "Problem Solving" classes for the first 3-4 weeks of program).

Week 4

By week four the group has begun to work on cognitive personal development; particularly strength identification and goal-setting.

Initial counseling program as negotiated by the student begins for remainder of students. There are five major options that the student may choose exclusively

---

* See page __12__ for orientation program.

9

12

PHASE III - (OLD) PROGRAM	PHASE VI - (NEW) PROGRAM
	or in combination: 1) individual counseling - spouses apart, 2) individual counseling - spouses together, 3) "regular" group counseling - spouses together 4) "regular" group counseling - spouses apart, or 5) special group counseling either with or apart from spouse.
	The vast majority of students (75%) choose the cognitive development ("regular") group cycle consisting of seven to nine 1½ hour sessions devoted to problem-solving, goal-setting, strength identification, etc. The remainder choose individual counseling, (the most frequent focus being on marital problems).

Week 10

Students phased from a cognitive to affective development emphasis within the same group.	Students meet with their counselor to negotiate plans for future counseling emphasis. If both the counselor and the student feel further counseling attention to be unnecessary, preliminary validation is given. Structured feedback (DET) available from instructional staff.

Week 16-22

During this period students completed the group program. Most obtained preliminary validation. Others negotiated special counseling emphasis.	As negotiated cycles or phases are completed student and counselor discuss progress and plan future involvement. When both are satisfied with progress, preliminary validation is given.

Exit Minus 90 Days

No special event.	Employability report completed for placement.

Prior to Exit

Exit interview, testing, and exit orientation.	Exit interview, exit orientation and testing

10

D. SUMMARY OF MAJOR CHANGES.

All data sources (Instrumented Data, Student and Staff Criticism, Theoretical Ideals and Counselor Experience) have pointed to the same needed changes. Major changes incorporated/occurring in Phase VI include.

1. More student choice as to focus and setting. Instead of assignment to a preset program students explore their needs in relationship to program capabilities and make a choice.

2. Validation based on achievement rather than longevity Students are validated whenever (and only when) personal development level indicates that the student can be successful in pursuing a career NOT when a set number of counseling sessions have been attended.

3. Possibility of validation at several points unrelated to time in counseling per se.

4. Regular structured feedback from instructional staff (DET form).

5. Identification and definition of appropriate objectives (These are defined along with the objectives for Career Guidance on the back of the DET form (Appendix 4).

6. Instrumented measures of attainment of overall objectives.

7. Higher overall staff competence.

8. Exit counseling fully operational.

9. Decreased experimentation with exercises and techniques. (Many have either been proven effective and are used more often OR proven ineffective and discarded OR are known to be effective under certain circumstances and not under others and are thus more appropriately used. Also a much broader experience base for selecting new techniques and exercises).

10. Better communication with and/or functioning of all center supporting areas (Career Guidance, Early Childhood, Scheduling and Instructional areas) and project management.

11. Vastly improved Orientation Program.

12. Major gains in Community Organization and Student Government.

11

14

B. COMMUNITY DEVELOPMENT AND SOCIAL SERVICES (including recreation)

PHASE III (OLD) PROGRAM	PHASE VI (NEW) PROGRAM
No program. Only Support Services (where to go to do things -- information, intake, dislocation, emergency transportation).	Community Group Organized.
Recreation curricular. Family Center a perpetual crisis.	Interest Groups (e.g., Indian Club, Rocketry Club) operating. Family Center, volunteer operation running smoothly.
	Services operating smoothly.
	Orientation Program Absorbed. (See next section for orientation)

Summary of Major Changes.

1. Full orientation responsibility assumed in the Community Development area. Counseling Coordinator no longer controlling directly.

2. A functional community government structure.

3. Interest groups operational.

4. Recreation activity (rather than classroom instruction) based and focused on Family Center and recreational groups.

5. Family Center running smoothly. No longer a perpetual crisis.

15

COUNSELING PROGRAM

C. ORIENTATION

PHASE III - (OLD) PROGRAM	PHASE VI - (NEW) PROGRAM

Week 1 - Two Days

Reception and general orientation including standardized testing. Group often accompanied by a case aide.	Reception and orientation to essential services. No testing. Group always accompanied by a case aide.

Week 2 - Five Days

Orientation to program areas including pretesting.	Orientation to program areas including pretesting. Family meets with a professional counselor to discuss counseling needs and options (pre-intake).

Major Changes:

1. Attend to personal needs of students first and informing and information-gathering needs of the school second.

2. Case Aide (community instructor) accompanies the group at all times to guide and transport and answer questions between sessions.

3. Family meeting with a professional counselor during the first full week of program to explore needs and make choices among counseling options and emphases.

13

16

APPENDIXES

INTRODUCTION TO GROUPS - History and Consumer Evaluation Criteria

During the past decade Small groups received wide professional attention as Counseling delivery systems. Unfortunately, they also drew wide attention from the public and from "fringe" practitioners who, under the general heading "sensitivity groups," often provided what can best be described as "not-so-cheap thrills"* with no focused human development perspective. For every serious development center like Esalen there seem to have been several "profit centers" more intent on serious bank account development. These "psychological highs" did help a few people. Unfortunately, they also harmed a few and apparently left the vast majority of their students unchanged in any significant way.

The most flagrant group abuses were publicized and many who had no direct experience tended to categorize various psychological groups with hippies, orgies, and other socially undesirable groups/group practices. This combined with the "profit centers" tendency to promise more than they could produce (while charging for promises) leave the public poorer but wiser with a healthy suspicion of psychological panaceas.

Several guidelines exist to aid in determining whether a group will tend to be psychologically gainful for the consumer or only financially profitable for the vendor:

1. Group Leaders: Are the group leaders themselves (not just a sponsor) qualified professionals? Do they have counseling degrees? And/or are they otherwise employed as counseling professionals?

2. Organizational Backing: Is the group under the auspices of a reputable organization?

3. Integration: Is the group a part of an overall counseling/human development program or is it the only service offered.

4. Fees: Are the fees charged in line with those of other professionals (doctors, lawyers, etc.) in the geographical area?

Even given the above, illusions persist. There are myths about groups put forward by the profit centers that endure, and that cannot be fulfilled by even the best conceptualized and led groups; particularly the idea that the group itself in some magical way, gives gain and insight (or produces undesirable changes).

---

* In their book on the group phenomena Yalom and Miles say these groups were over-rated as therapy and under-rated as entertainment.

There is nothing mystical or magical about a group. Groups are a fact of every day education and business (e.g., classrooms, conferences). It is the focus and interaction within the group as supplied by the leader and/or structure that determines whether or not gains are made. An undirected group by itself is almost invariably unproductive.

TYPES

Groups can be divided into three categories* - each with strengths, weaknesses, and common uses. Programmed Groups, Process Groups, and Theme-Centered Groups. One common element is that they usually extend over several meetings.

Process groups are the least structured of the Groups. People come together as a small group and wait for something to happen. The "assembler" of the group may or may not be present as leader. If he is present, the leader's main function is to comment upon or "feedback" what he sees happening from time to time. The approaches used under the Process Group heading are numerous and diverse with the constant element being lack of structure and a minimal role for the leader in determining movement direction for the group. Direction is not known in advance. Therefore, it is not possible for a student to know in advance if his needs will be addressed. Process Groups have been heavily attacked by professionals as unproductive, particularly as human development/counseling vehicles. To function productively the group must have a leader to accept responsibility for the group and facilitate movement in some direction. To operate with so little structure requires extremely skillful leaders.

Main utility for this approach would appear to be research and entertainment. One current use is to identify emergent leaders from this type of leaderless group; although in these cases a discussion/interaction theme is usually supplied.**

Programmed Groups are the opposite of "Process Groups". Goals, Objectives, and Exercises are precisely laid out step-by-step and word-by-word. The group does not, at any time or in any way, depart from the prescribed plan. The experience is totally structured and thus low risk. The focus is precise and there is usually gain within the focus provided use is congruent with design intention, and population. The structure provides the basic leadership and highly skilled leaders are not required.

---

*   Authors usually use the word "group" interchangeably to refer to either a
     set of meetings or to a particular group meeting. Here a capital letter will
     be used (Group) to refer to a set of meetings and a small letter (group) to a
     single meeting to avoid confusion. When discussing a set of Groups, the
     words, "Group Program" are used.

**   There is as yet no clear accepted definition of such popular terms as "T-
     Groups", "Encounter Groups", "Sensitivity Training", etc. "Encounter
     Groups" may fall under several categories, but the less useful and reputable
     are most closely akin to the "Process Group" category. Risk for psycho-
     logical damage is extremely high as there is no protecting structure.

Problems with "Programmed Groups" stem from their virtues. Only the specific focus is "treatable". Profitable related issues/problems cannot be addressed. If the program as written is not affecting students as planned, alternatives are not possible. Unless skilled leaders are used degressions are risky. If skilled leaders are used, a main argument for use of the method is lost. That strictly programmed experiences are effective only for the specific problem stated is axio matic. What is often overlooked is that they are usually effective only with the population for which they are designed. (For a fuller understanding of problems with programmed groups, particularly as related to Mountain-Plains, see Coun- seling Services Report No. 2). Programmed Groups are used cautiously at Mountain-Plains and only with qualified leaders. As used, they are more properly considered as exercises or exercise sets in a Theme-Centered Group.

Theme-Centered Groups are intermediate between Process and Programmed Groups and embody virtues of both approaches. A discussion/interaction theme and ex- ercises are supplied by a skilled leader. The theme and exercises structure the group, but not so tightly that profitable variations unexpectedly emerging can- not be pursued. Safety is supplied by the skill of the leader. The most essential elements in Theme-Centered Groups are theme and exercise selection and leader skill. The Mountain-Plains Group Program is Theme Centered.

Within themes, exercises vary widely. For example, nearly all Mountain-Plains students will participate in a "Cognitive Life Skill" cycle.* The name is explana- tory of the overall theme. Main "Sub-Themes" are problem-solving, goal-setting, and strength identification. The overall emphasis is on both content and process. For example, both "discovering" and stating goals and learning a process for goal- setting are considered to be important.

Depending on the group, theme, sub-theme, etc., the counselor chooses/develops exercises to develop the content and present the process. See the table on the following page.

---

* Essentially, this replaces the "problem solving" class formerly included in the Mountain-Plains curriculum.

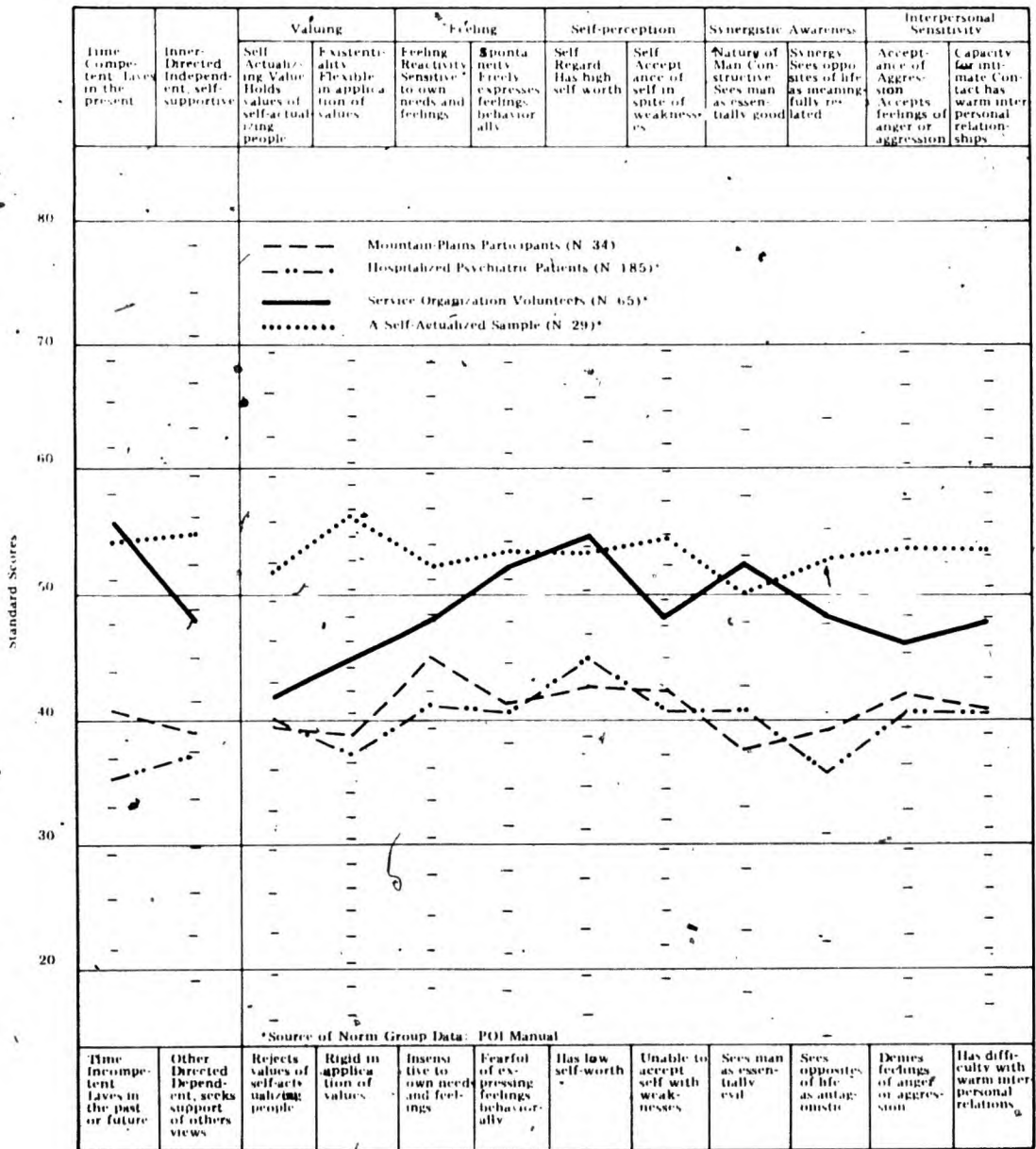The table below outlines the structure of a Theme-Centered Group.

Theme*	Set before Group starts; usually stemming from overall need analysis. Members selected by "need" in area of theme. Only one.
Sub-Themes	Profitable sub-divisions of theme. Derived from and, therefore, set by theme. Usually only three or four.
Exercises**	Selected to meet objectives of themes and sub-themes. Essentially infinite in number. Counselor selects those his judgment tells him will be most successful with a particular group in a particular situation.

---

* The major task for a counseling program is to identify the major themes that are in need of attention in the student population and be able to address these in some programmatic way(s) Counseling Services Report No. 4 is a preliminary identification of the major problem/need areas emerging from evaluation of the overall problems of entering Mountain-Plains students. It thus indicates themes to which the counseling program should be prepared to respond. Procedurally, efficiency indicates use of group procedures wherever possible; however, need themes are addressed in group, 1:1, conjoint and outreach settings. In 1:1 counseling, one counselor deals with one student in a session. In a group session a counselor can attend 6-12 persons in the same time period. In addition to this practical efficiency, treatment effectiveness is increased as the group setting makes the power of group processes, particularly modeling and peer influence, available to the counselor for use in addressing problems.

** Mountain-Plains Counseling Services Report No. 5 describes various exercises that proved effective during the period February - July, 1973. An additional report is now in process documenting exercises tested during the period July - December, 1973.

21

A

APPENDIX 2

Personal Orientation Inventory Scales
of Mountain-Plains Participants versus "Normal" and "Abnormal" Norm Groups

		Valuing		Feeling		Self-perception		Synergistic Awareness		Interpersonal Sensitivity	
Time Compe- tent Lives in the present	Inner- Directed Independ- ent, self- supportive	Self Actuahz- ing Value Holds values of self-actuali- zing people	Existenti- ality Flexible in applica tion of values	Feeling Reactivity Sensitive to own needs and feelings	Sponta neity Freely expresses feelings behavior ally	Self Regard Has high self worth	Self Accept ance of self in spite of weaknesse es	Nature of Man Con- structive Sees man as essen- tially good	Synergy Sees oppo sites of life as meaning- fully re- lated	Accept- ance of Aggres- sion Accepts feelings of anger or aggression	Capacity for inti- mate Con- tact has warm inter personal relation- ships

Standard Scores

80

Mountain-Plains Participants (N 34)

Hospitalized Psychiatric Patients (N 185)*

Service Organization Volunteers (N 65)*

A Self-Actualized Sample (N 29)*

70

60

50

40

30

20

*Source of Norm Group Data: POI Manual

| Time Incompe- tent Lives in the past or future | Other Directed Depend- ent, seeks support of others views | Rejects values of self-acti ualizing people | Rigid in applica tion of values | Insensi tive to own needs and feel- ings | Fearful of ex- pressing feelings behavior ally | Has low self-worth | Unable to accept self with weak- nesses | Sees man as essen- tially evil | Sees opposites of life as antag- onistic | Denies feelings of anger or aggres- sion | Has diffi- culty with warm inter personal relations |

ASSIGNMENT AND REPORT PROCEDURES

MOUNTAIN PLAINS "SELF-DIRECTED" COUNSELING PROGRAM

I. Orientation   First Friday

The counseling program is overviewed, particularly with respect to its

function within the overall program and the role of Personal Counselor (as

opposed to a psychiatrist, clinical psychologist, or a guidance counselor).

No documentation.

- First Monday -

The Aide conducts counseling evaluation in terms of administering four in-

struments (16PF, PI, POI, MOONEY).

II. Pre-Intake - Second Friday of Orientation

Overall counseling objectives are discussed along with elaboration of counsel-

ing settings and options. An initial counseling plan is chosen.

A. Previous to the session, the aide supplies a case folder containing

profiles from all tests taken and the counseling time log card to

the Counselor assigned to the pre-intake along with the "State" file.

B. Subsequent to the session on the same day it takes place, the Counselor

returns the case folder, including the contact report, and the State

file to the aide along with a note as to counseling option chosen.

C. The Counselor supplements the "State" file with any additions or cor-

rections he feels appropriate. If no additions to the "State" file are

in order, only case notes and the time log card (for the case folder)

need to be completed along with the note as to the counseling option

chosen.

D. The aide makes the initial counselor assignment, records it on the assignment and testing form, and notifies the Counselor, secretary, and receptionist of the assignment and initiates the counseling via scheduling.

E. The aide gives the case folder and the "State" file to the assigned Counselor along with a note as to any groups/appointments scheduled.

F. At some point during the first four weeks at GAFB, the assigned Counselor completes three (3) copies of the DET form. "INTAKE" should be written above the box on the lower left of the DET. One copy is to be filed with case notes, one with the secretary and one marked "confidential" and sent to the assigned Career Guidance Specialist. DET ratings are to reflect entry status.

III. Six Week Review - Sixth Week in Occupational Preparation Area

At this point, all students should have completed an initial counseling cycle of some type. The student's progress should be reviewed with the student by the assigned counselor and preliminary validation given or further counseling plans made.

A. When DET forms for six-week review come in on a student, the Counselor completes two copies of the DET form -- one for the case notes folder and one to be marked "confidential" and sent to the assigned Career Guidance Specialist.

.24

B. The student's progress is assessed and the outcomes com-
municated to the aide (i.e., preliminary validation, reassign-
ment/option negotiated, etc.). If given preliminary validation,
the Aide removes the "active" designation from the counselor
assignment list.

IV. <u>Completion of Subsequent Counseling Cycles</u> - Anytime

Upon completion of the second counseling cycle, the student again meets
with the Counselor and his progress is discussed/evaluated. This may or
may not coincide with a Career Guidance Six-Week Review. Students who
do not gain preliminary validation at this point should work out very clearly
designated objectives with the Counselor.

Number IV repeats until preliminary validation results.

V. <u>Employability Report</u> - At Exit Minus 90 Days

The case counselor completes an "Employability Report" in four parts:

A. Overall Employability (in terms of psychological variables)

B. Employment Environments

C. Employer Behaviors

D. Unresolved Problems and Suggestions for Follow-up

If both husband and wife complete an occupational preparation area, two re-
ports are prepared. (If the wife did not do an occupational preparation, this
should be footnoted on the husband's report). The "Employability Report" is
to be given to any student requesting a copy, and may be provided by the
counselor without request if the counselor wishes.

22

VI. <u>Exit Report</u> - Upon Completion or Resignation

    A. The student is scheduled for three hours of exit counseling.

    B. The student is referred to the aide for completion of post tests and program evaluation.

    C. The aide completes the instrumented measured parts of Part I of the Exit Report, on each student and gives the data to the assigned counselor.

    D. The counselor finishes Part I and completes Part II of the Exit Report for each student as applicable.

    E. The counselor gives the Exit Report and all test profiles to the departmental secretary for typing and/or filing within ten working days of the student's exit.

VII. The Counseling Services Secretary will provide Exit Reports to the Data Center at Exit as Follows:

    A. Exit Report Part I

    B. Exit Report Part II

    C. Intake DET Ratings

    D. Employability Report(s)

These are to be transmitted to the Data Center in a sealed envelope and addressed, by name, to the Registrar and marked "confidential".

23

VIII. Ultimately, the Counseling Services Office File is to Contain the Following

for all Completing/Resigning Students:

A. Complete copy of State File

B. Counselor Assignment and Testing Form

C. Entry and Exit Test Profiles

D. Employability Report(s)

E. Exit Report, Part I

F. Exit Report, Part II

G. Time in Counseling Card

H. Intake DET Form (Exit DET is included in #6 above)

I. All Six-Week Review DET Forms

J. All Referral DET Forms

IX. The Counseling Services Secretary Monitors Production and Filing of all Relevant

Documents.

X. Counseling Offices files are "professional Confidential". Access is not available

to other than qualified professional counselors or researchers. Restriction from

access includes Mountain-Plains instructional staff, administration personnel,

board members, and board officers. For other than qualified professional

counselors to seek or for Counseling Services personnel to allow such access

is a clear ethical violation and must be reported to appropriate professional

associations for action.

24

INDIVIDUAL/PERSONAL TRAITS

1. Appearance. Dress and grooming are appropriate to the career for which the student is preparing.

2. Self Concept. The feeling that one is a worthwhile person.

3. Self-Confidence. The feeling that one has abilities and can reach realistically arrived at objectives by employing them.

4. Motivation. The student shows a desire to succeed in that he completes assigned tasks adequately without close supervision.

5. Directedness. The belief that one can through one's self work, plan and influence the direction of one's own future.

6. Alcohol Problems. Alcohol is not abused and/or is not a detriment to job, personal, or family functioning.

7. Self-Control. The ability to appropriately express and channel one's feelings and impulses when inappropriate or instantaneous expression would impede achievement of long range/higher order goals/objectives.

8. Self-Knowledge. A felt understanding of one's own abilities, action, tendencies, aspirations and limitations.

9. Self-Acceptance. The ability to deal openly and honestly with one's strengths, weaknesses and abilities without overtones of egotism, self-pity, etc. In brief, accepting self-knowledge.

WORK TRAITS

10. Competence. The student not only "passes tests" but applies knowledge in new and/or real life situations.

11. Industriousness. The student applies himself fully to his work with a minimum of unproductive time.

12. Accuracy. Work is completed properly by the student. It does not have to be redone because of errors.

13. Accepts Responsibility (tasks). The student accepts work assigned and does not avoid difficult or unwanted tasks.

RELATIONSHIP TRAITS

14. Cooperation. Works well with others, both co-workers and supervisors.

15. Courtesy. Shows concern and understanding for the rights and needs of others.

16. Perserverance. The student does not become discouraged when initial approaches to task completion fail.

17. Social Contact. The ability to interact with persons and institutions in ways that fulfill the individual's needs without harming other persons or impeding fulfillment of institutional roles.

18. Intimacy. The ability to have meaningful interpersonal relationships with family and friends

19. Marital Harmony. The ability to function, interact and grow as a family group with: shared goals, affectionate understanding, trust and constructively managed conflict.

OVERALL TRAITS

20. Dependability/Reliability. The ability to consistently do that which is expected or required, particularly as regards work/classroom performance.

21. Responsibility (personal). Acceptance of the fact that one's condition/situation is invariably the direct result of one's own actions/responses. Absence of blaming others, blaming self in self-pitying fashion (as opposed to accepting responsibility and learning from a situation) Acceptance of responsibility implies increased self-directedness (as opposed to dependence for direction on others)

22. Ambition. A real desire to succeed in school and on the job

Date _____

APPENDIX 4

To: _____   _____ , majoring in
                                                                                  (student)

_____ is scheduled for a plan/progress review. To facilitate this effort please
return this form to the Career Guidance Department by _____.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not
    required.
Satisfactory. The student is strong enough in this area to gain and maintain employment in his/
    her chosen career. Added strength would be helpful but it is not essential.
Unsatisfactory. This is a weak point of the student and requires work. The student might be
    able to gain employment, but would probably not be able to maintain employment due to
    this weakness.
Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is
    essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				

Relationship Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Work Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments: _____
_____
_____

Please check (✓) one:

____ 1.   The student is progressing in his/her program and does not require a six-week review.
____ 2.   The student is not progressing in his/her program and does require a six-week review.

Incentive Leave - check (✓) one:

____ 1.   The student is progressing satisfactorily and is to be considered for Incentive Leave.
____ 2.   The student is not progressing satisfactorily and should not be considered for
           Incentive Leave.

(*Traits defined on back)

THIS FORM FOR:

____ 6 Week Review
____ Referral - General Information
____ Referral - Immediate Attention
____ Incident Report

_____
(Instructor Signature)

COUNSELING SERVICES REPORTS

"Student Perceptions of Initial Program Contacts." Counseling Services Report #1. MPEEDP (IR-3-IV-010). Evelyn McNett, Staff Counselor, April, 1973.

"Problems and Potential of the SMI Package for the Mountain-Plains Program: Analysis of a Program Failure." Counseling Services Report #2. MPEEDP (IR-3-IV-004). John Sullivan, Staff Counselor; Carlotta Jore, Staff Counselor; and Rowan Conrad, Coordinator for Counseling Services, May, 1973.

"Orientaion Evaluation." Counseling Services Report #3. MPEEDP (IR-3-IV-041). Oris Doty, Community Instructor, June, 1973.

"Counseling Objectives and Measurement Criteria: An Operational Beginning." Counseling Services Report #4. MPEEDP (IR-3-IV-009). Rowan Conrad, Coordinator for Counseling Services, July, 1973.

"Survey of Group Counseling Materials and Techniques in Use: MPEEDP Counseling Program.: Counseling Services Report #5. MPEEDP (IR-3-IV-043). James Lodge, Staff Counselor, August, 1973.

"Program and Plans - Community Development and Social Services." Counseling Services Report #6. MPEEDP (IR-3-IV-019). Charles Schank, Supervisor Community Development and Social Services, September, 1973.

"Analysis of Student Inventory." Counseling Services Report #7. MPEEDP (IR-3-IV-042). Donald P. Hoyt, Kansas State University, Consultant, July, 1973.

"Problems Encountered and Program Revision: Counseling." Counseling Services Report #8. MPEEDP (IR-3-IV-001). Rowan W. Conrad, Coordinator for Counseling Services, October, 1973.

"Departmental Programs, Plans, Achievements, and Projections." Counseling Services Report #9. MPEEDP (IR-3-IV-004). Rowan W. Conrad, Coordinator for Counseling Services, December, 1973.

"Comprehensive Overview of the Mountain-Plains Counseling Program." Counseling Services Report #10. MPEEDP (IR-4-IV-006). Rowan W. Conrad, Coordinator for Counseling Services, December, 1973.

"Personality Development and Employability in a Rural Disadvantaged Population." Counseling Services Report #11. MPEEDP (IR-4-IV-008). Rowan W. Conrad, Coordinator for Counseling Services, January, 1974.

"Self Actualization in a Rural Disadvantaged Population: Level of Development and Program Utility." Counseling Services Report #12. MPEEDP (IR-4-IV-018). Rowan W. Conrad and S. Lynn McMahon, March, 1974.

"Frequency Distribution of Responses to Student Inventory, Form A." Counseling Services Report #13. MPEEDP (IR-4-IV-024). Mary Ann Roberts, March, 1974.

"Survey of Group Counseling Exercises and Techniques in Use." Counseling Services Report #14. MPEEDP (IR-4-IV-030). Roger Seeley, Staff Counselor, April, 1974.

"Effectiveness of the Minnesota Couples Communication Program in Developing Self and Other Acceptance in Spouse-Together and Spouse-Apart Group Settings." Counseling Services Report #15. MPEEDP (IR Not Yet Assigned). Herbert A. Schwager and Rowan W. Conrad, June, 1974.

Desired materials should be requested from:

> Mr. Harold Johnson, Project Officer
> Career Education Division, Region VIII
> National Institute of Education
> Federal Office Building, Room 9017
> 19th and Stout Streets
> Denver, CO   80202

-or-

> Dr. Theresa Levitin
> Adult Career Education
> National Institute of Education
> Department of Health, Ed. & Welfare
> Washington, DC   20208

COUNSELING SERVICES REPORTS

"Student Perceptions of Initial Program Contacts." Counseling Services Report #1. MPEEDP (IR-3-IV-010). Evelyn McNett, Staff Counselor, April, 1973.

"Problems and Potential of the SMI Package for the Mountain-Plains Program: Analysis of a Program Failure." Counseling Services Report #2. MPEEDP (IR-3-IV-004). John Sullivan, Staff Counselor; Carlotta Jore, Staff Counselor; and Rowan Conrad, Coordinator for Counseling Services, May, 1973.

"Orientation Evaluation." Counseling Services Report #3. MPEEDP (IR-3-IV-041). Oris Doty, Community Instructor, June, 1973.

"Counseling Objectives and Measurement Criteria: An Operational Beginning." Counseling Services Report #4. MPEEDP (IR-3-IV-009). Rowan Conrad, Coordinator for Counseling Services, July, 1973.

"Survey of Group Counseling Materials and Techniques in Use: MPEEDP Counseling Program." Counseling Services Report #5. MPEEDP (IR-3-IV-043). James Lodge, Staff Counselor, August, 1973.

"Program and Plans - Community Development and Social Services." Counseling Services Report #6. MPEEDP (IR-3-IV-019). Charles Schank, Supervisor Community Development and Social Services, September, 1973.

"Analysis of Student Inventory." Counseling Services Report #7. MPEEDP (IR-3-IV-042). Donald P. Hoyt, Kansas State University, Consultant, July, 1973.

"Problems Encountered and Program Revision: Counseling." Counseling Services Report #8. MPEEDP (IR-3-IV-001). Rowan W. Conrad, Coordinator for Counseling Services, October, 1973.

"Departmental Programs, Plans, Achievements, and Projections." Counseling Services Report #9. MPEEDP (IR-3-IV-004). Rowan W. Conrad, Coordinator for Counseling Services, December, 1973.

"Comprehensive Overview of the Mountain-Plains Counseling Program."
Counseling Services Report #10. MPEEDP (IR-4-IV-006). Rowan
W. Conrad, Coordinator for Counseling Services, December, 1973.

"Personality Development and Employability in a Rural Disadvantaged
Population." Counseling Services Report #11. MPEEDP (IR-4-
IV-008). Rowan W. Conrad, Coordinator for Counseling Services,
January, 1974.

"Self Actualization in a Rural Disadvantaged Population: Level of
Development and Program Utility." Counseling Services Report #12.
MPEEDP (IR-4-IV-018). Rowan W. Conrad and S. Lynne McMahon,
March, 1974.

"Frequency Distribution of Responses to Student Inventory, Form A."
Counseling Services Report #13. MPEEDP (IR-4-IV-024). Mary
Ann Roberts, March, 1974.

"Survey of Group Counseling Exercises and Techniques in Use."
Counseling Services Report #14. MPEEDP (IR-4-IV-030).
Roger Seeley, Staff Counselor, April, 1974.

"Effectiveness of the Minnesota Couples Communication Program in
Developing Self and Other Acceptance in Spouse-Together and
Spouse-Apart Group Settings." Counseling Services Report #15.
MPEEDP (IR Not Yet Assigned). Herbert A. Schwager and Rowan
W. Conrad, June, 1974.

Desired materials should be requested from:

Mr. Harold Johnson, Project Officer
Career Education Division, Region VIII
National Institute of Education
Federal Office Building, Room 9017
19th and Stout Streets
Denver, CO   80202

-or-

Dr. Theresa Levitin
Adult Career Education
National Institute of Education
Department of Health, Ed. & Welfare
Washington, DC   20208