

ED 400 476

CG 027 171

AUTHOR Flores, Lisa Y.; And Others
 TITLE Counseling Psychology Trainees' Perceived Efficacy in Counseling Lesbian and Gay Clients.
 PUB DATE Aug 95
 NOTE 23p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
 PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS Counseling Effectiveness; Counseling Psychology; *Counselor Attitudes; *Counselor Characteristics; *Counselor Client Relationship; Counselor Role; *Counselor Training; Graduate Students; Higher Education; *Homosexuality; Lesbianism; Outcomes of Treatment; *Self Efficacy

ABSTRACT

Homosexuality was removed from the American Psychiatric Association's list of mental disorders in 1973. Though awareness has increased, and attitudes have changed over time, negative incidents continue to occur in therapy involving lesbian or gay clients. This study examined the differences in counseling psychology graduate students' perceived level of efficacy in counseling lesbian and gay clients based on students' success experiences with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuality. Participants in the study (125 masters and doctoral level students) responded to questions in four self-ranking scales, an index, and a demographic survey. Tables illustrate correlations in the findings, t-test results, and hierarchical multiple regression analysis. Results indicated that students who scored higher on success experiences with lesbians and gay men and lower on homophobic attitudes felt more efficacious counseling this population. Results of a hierarchical multiple regression indicated that experience and attitudes contribute to the prediction of counseling lesbians and gay clients self-efficacy beliefs. Counselors should be trained to assess and develop appropriate self-efficacy beliefs in order to ensure that the historical provision of inadequate therapy to lesbians and gay men will be replaced with quality interventions leading to positive therapeutic outcomes. (LSR)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Running Head: COUNSELING LESBIAN AND GAY CLIENTS

ED 400 476

Counseling Psychology Trainees' Perceived Efficacy
in Counseling Lesbian and Gay Clients

Lisa Y. Flores

University of Missouri-Columbia

Karen M. O'Brien

University of Maryland

Diane McDermott

University of Kansas

Paper presented at the annual meeting of the American Psychological Association, New York, August, 1995.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

L. Flores

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Author Note

Lisa Y. Flores, Department of Educational and Counseling Psychology; Karen M. O'Brien, Department of Psychology; Diane McDermott, Department of Counseling Psychology.

This paper is based on research performed by the first author for her master's thesis at the University of Kansas under the supervision of the second and third authors. The authors appreciate the assistance provided by Pamela Botts on the master's thesis. Also, the authors gratefully acknowledge Becky DeGraff, Ellen McWhirter, Nancy Murdock, and Kathy Zamostny for their assistance in distributing data packets.

Correspondence regarding this article should be addressed to Lisa Y. Flores, Department of Educational and Counseling Psychology, University of Missouri-Columbia, Columbia, MO 65201. Electronic mail can be sent to C645798@mizzou1.missouri.edu.

Abstract

This study examined the differences in counseling psychology graduate students' perceived level of efficacy in counseling lesbian and gay clients based on students' success experiences with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuality. One hundred twenty-five master's and doctoral level students participated in the study. Results indicated that students who scored higher on success experiences felt more efficacious counseling lesbians and gay men than students scoring lower on success experiences; and students who scored lower on homophobic attitudes felt more efficacious counseling lesbians and gay men than students scoring higher on homophobic attitudes. Results of a hierarchical multiple regression indicated that experience and attitudes contributed to the prediction of counseling lesbian and gay clients self-efficacy beliefs. The importance of studying the factors that influence efficacy beliefs in working with counseling lesbian and gay clients, and preparing counseling psychology students to work with this population is discussed.

Counseling Psychology Graduate Students' Perceived Level of Efficacy in Counseling Lesbian and Gay Clients

In an effort to better train students in the area of counseling, a number of research studies have investigated counselor variables that may have an impact on counseling sessions. Specifically, counselor self-efficacy has been shown to predict trainees' counseling performance (Larson, Suzuki, Gillespie, Potenza, Bechtel, & Toulouse, 1992) and to increase across time (i.e. during a practicum course, level of graduate training) (Johnson, Baker, Kopala, Kiselica, & Thompson, 1989; Larson et al., 1992; Sipps, Sugden, & Faiver, 1988). Furthermore, Johnson et al. (1989) found that counseling self-efficacy was positively related to expectations of performance in future counseling experiences. These studies supported the premise that counseling trainees' level of efficacy in providing counseling was important to assess because of the possible impact on the trainee's performance in counseling sessions and future expectations about working with clients. While research studies have focused on counselor self-efficacy, none have investigated counselor self-efficacy when working with clients from special populations. An examination of the attitudes and perceived efficacy of counseling trainees when counseling lesbian and gay clients seems timely given that the American Psychological Association (APA) and the Division of Counseling Psychology have recognized multicultural counseling as an important area of training (American Psychological Association, 1990; Sue et al., 1982). Investigating attitudes toward lesbian and gay clients and self-efficacy when working with lesbian and gay clients can assist in training counselors in the provision of quality services to lesbian and gay clients.

Historically, research conducted on lesbians and gay men promoted the belief that homosexuality was an illness, and therefore was of little benefit to the gay and lesbian community (Buhrke, Ben-Ezra, Hurley, & Ruprecht, 1992; Morin, 1977; Watters, 1986). However, following the removal of homosexuality from the American Psychiatric Association's list of mental disorders in 1973, a review of research and practice regarding lesbians and gay men indicated a gradual change in the attitudes and awareness of researchers regarding gay and lesbian issues

(Buhrke et al., 1992; Morin, 1977; Watters, 1986). While this awareness has increased over the past twenty years, stereotypes and the stigma associated with being gay or lesbian continue to persist. In spite of a professional obligation among psychologists to work successfully with diverse populations, negative incidents continue to occur in therapy involving lesbian or gay clients (Garnets, Hancock, Cochran, Goodchilds, & Peplau, 1991).

Recently, Garnets et al. (1991) presented the findings on a study conducted by APA's Committee on Lesbian and Gay Concerns in which incidents in therapy with gay and lesbian clients were reviewed. Results indicated that the majority of respondents in the study (58%) knew of negative incidents that occurred in therapy with lesbians and gay men. This included a range of incidents involving therapists who believed homosexuality was a sickness, focused on the sexual orientation of the client as the main problem when it was not, exhibited heterosexism in therapy, and failed to recognize homophobia in their gay or lesbian clients. Clearly, these findings illustrate a need for improved training in counseling lesbian and gay clients.

Knowledge about Homosexuality

A considerable amount of research has focused on preparing counselors for effective counseling with members of racial and ethnic groups, however, empirical research is lacking in training counselors to work with lesbians and gay clients despite the documented need to address lesbian and gay issues with student trainees (McDermott & Stadler, 1988). Educational training programs have failed to train students in the area of gay and lesbian issues (Buhrke, 1989; Buhrke & Douce, 1991; Iasenza, 1989), and graduate students in counseling programs reported feeling incompetent to work with this population (Buhrke, 1989; Thompson & Fishburn, 1977). Despite our commitment to train skilled counselors to work with diverse populations, our educational programs continue to be deficient in this area (Buhrke, 1989).

Attitudes toward Lesbians and Gay Men

Research studies indicated that graduate student trainees' attitudes toward homosexuality were as varied as those held by the general public. Specifically, McDermott and Stadler (1988)

found that trainees' level of homophobia ranged from average to high. However, results indicated that experience with racial and ethnic minorities positively affected attitudes toward homosexuals. Additionally, counselors and trainees in Rudolph's study (1990) responded negatively to homosexuality in erotic interactions. This may reflect their discomfort in discussing sexual relationships (which may occur in counseling situations regardless of the client's sexual orientation). Finally, Casas, Brady, and Ponterotto (1983) found that when a person's sexual orientation did not match typical stereotypes, more errors were made by mental health professionals when processing information about the individual. These studies indicated that addressing attitudes toward homosexuality is important because of its influence on processing information on lesbian and gay clients and comfort in the counseling relationship.

Self-Efficacy

Bandura (1982) identified four factors that influence self-efficacy beliefs. These factors include performing the behavior in a successful manner, observing others perform the behavior, receiving verbal encouragement for the behavior, and experiencing emotional arousal related to the behavior. Bandura (1977) suggested that successfully performing the behavior had the greatest influence on self-efficacy beliefs. Based on Bandura's self-efficacy theory, an individual who feels confident counseling lesbians and gay men would work effectively with lesbian and gay clients and would persist when obstacles occurred. Also, a counselor's level of efficacy could have an impact on whether he or she seeks opportunities to counsel lesbians and gay men. Therefore, it seems important to investigate counseling psychology students' self-efficacy beliefs with regard to counseling lesbians and gay men, and to study the factors that are related to self-efficacy in order to better prepare graduate trainees to counsel this population.

Following an extensive review of the literature, several factors were hypothesized to be related to counseling lesbian and gay clients self-efficacy. Specifically, in addition to successful experiences with lesbians and gay men (proposed by Bandura (1977) as a critical predictor of self-efficacy), knowledge about homosexuality, and attitudes toward lesbians and gay men were

examined. According to Bandura's self-efficacy theory, a history of successful activities contributes to increased self-efficacy (Bandura, 1977). Therefore, it was hypothesized that success experiences with lesbians and gay men would be predictive of counseling self-efficacy beliefs. Furthermore, Sue et al. (1982) identified competencies a counselor should possess in order to effectively work with culturally different clients. Based on the recommendations of Sue et al. (1982), counselors had a responsibility to become informed about homosexuality and to examine their attitudes, beliefs, and values concerning homosexuality in order to enhance the development of skills related to the practice of counseling lesbians and gay men. Therefore, the relation of knowledge about homosexuality and attitudes towards lesbians and gay men were examined with regard to counseling self-efficacy beliefs.

To summarize, the present study investigated the relative contributions of experience with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuals to the prediction of self-efficacy beliefs concerning counseling lesbians and gay men. Specifically, it was hypothesized that: (a) students scoring high on success experiences with lesbians and gay men would feel more efficacious counseling lesbians and gay men than students scoring low on success experiences; (b) students scoring high on knowledge about homosexuality would feel more efficacious counseling lesbians and gay men than students scoring low on knowledge about homosexuality; and (c) students scoring low on homophobic attitudes would feel more efficacious counseling lesbians and gay men than students scoring high on homophobic attitudes.

Method

Participants

Participants in this study were counseling psychology masters and doctoral level students from APA accredited counseling psychology programs. The sample consisted of 125 students (89 females and 36 males). The respondents ranged in age from 22 to 52 with a mean age of 31.5 years ($SD=7.58$). The majority were Caucasian (87.2%), with 4.0% African-American, 3.2% Asian-American, 2.4% Hispanic, 1.6% American Indian, and 1.6% "other" individuals. A

relatively equal number of doctoral and masters level students participated in the study (53% and 47%, respectively). The participants' mean years of counseling experience was 4.05 (SD = 3.72). The majority rated themselves as exclusively heterosexual (60.8%), 29.6% as predominately heterosexual, 4% as predominately homosexual, and 5.6% as exclusively homosexual.

Procedure

During a three month period, participants were solicited from counseling psychology graduate level courses at six large universities, four in the midwest and two in the northeast. Volunteers were asked to complete packets containing the Counseling Self-Estimate Inventory-Lesbians and Gay Men, the Future Interest Scale, the Experience with Lesbians and Gay Men Scale, the Knowledge about Homosexuality Scale, the Index of Attitudes Toward Homosexuals, and a demographic sheet. The Knowledge about Homosexuality Scale and Index of Attitudes Toward Homosexuals were counterbalanced to avoid order effects. Because of the sensitive nature of some of the questions, participants were asked to complete the questionnaires on their own time and return the completed packet to the investigator by mail. This procedure attempted to insure that participants would answer each question as honestly as possible. Of the 205 packets distributed, 130 were completed resulting in a response rate of 63%. Five of the completed questionnaires were not included in the analysis of this study because the participants were not counseling psychology students.

Instruments

Counseling Self-Estimate Inventory-Lesbians and Gay Men. The Counseling Self-Estimate Inventory-Lesbians and Gay Men (COSE-LG) was a thirty-seven item instrument which was modified from the Counseling Self-Estimate Inventory (COSE) (Larson et al., 1992) to assess students' level of efficacy in counseling lesbian or gay clients. The original items were altered by indicating that the client was gay or lesbian. For example, the item "I am likely to impose my values on a client during the interview" was changed to "I am likely to impose my values on a gay or lesbian client during the interview." Individuals responded to each item using a 6-point Likert

scale ranging from “strongly disagree” (1) to “strongly agree” (6). The COSE-LG total score was the sum of all items on the inventory; individuals with strong self-efficacy beliefs in counseling situations with lesbian and gay clients obtained high scores on the COSE-LG. Negative statements were included to control for response set bias.

Larson and her colleagues (1992) conducted studies on the reliability and validity of the COSE. A reliability estimate showed that the COSE has strong internal consistency ($\alpha = .93$). The COSE correlated .51 with the Tennessee Self-Concept Scale; -.42 with the State-Trait Anxiety Inventory (STAI) State Anxiety Scale and -.51 with the STAI Trait Anxiety Scale; and -.73 with the Problem Solving Inventory (Larson et al., 1992). Divergent validity estimates revealed that the COSE was not measuring aptitude ($r = .16$ and $.10$ as measured by GRE Verbal and Quantitative Scores, respectively), academic performance ($r = .25$ as measured by GPA), or personality traits ($r = -.14, .03, .04,$ and $-.10$ with the four scales on the Myers-Briggs Type Indicator, respectively) (Larson et al., 1992). The revised instrument (COSE-LG) also evidenced adequate reliability ($\alpha = .93$).

Future Interest Scale. The Future Interest Scale (FIS) was designed by the investigators of this study to assess participants’ interests in working with lesbian and gay clients. The scale consisted of twelve items (e.g., “I would like to become a specialist in counseling lesbian and gay clients”) on a 5-point Likert scale that ranged from “not at all true of me” (1) to “very true of me” (5). Positive and negative statements were used to control for response set bias. A total score was obtained by summing the individual responses. High scores indicated a strong interest in working with lesbians and gay men.

Experience with Lesbians and Gay Men Scale. The Experience with Lesbians and Gay Men Scale (EXPS) was developed by the principle investigator to assess participants’ success in past and present interactions with lesbians and gay men. The scale consisted of fourteen items (e.g., “I have friends who are lesbians or gay men”) on 5-point Likert scale that ranged from “not at all true of me” (1) to “very true of me” (5). Positive and negative statements were used to

control for response set bias. The total score was obtained by summing the individual item responses. High scores indicated a substantial number of successful interactions with lesbians and gay men.

Knowledge about Homosexuality Scale. The Knowledge about Homosexuality Scale (KNOS) was designed by the principle investigator to assess knowledge about homosexuality. This scale consisted of 18 statements about homosexuals and homosexuality (e.g., “An upside down pink triangle is a symbol of gay pride”), some of which were factual and others false. Participants rated each statement using a 4-point Likert scale ranging from “completely false” (1) to “completely true” (4). Positive and negative statements were used to control for response set bias. The total score was derived by summing the individual item scores. High scores indicated accurate knowledge about homosexuality.

Index of Attitudes Toward Homosexuals. The Index of Attitudes Toward Homosexuals (IAH; Ricketts & Hudson, 1977), was a twenty-five item scale that assessed discomfort and fear of homosexuals. Individuals responded to the items (e.g., “I would feel uncomfortable if I learned that my neighbor was homosexual”) using a 5-point Likert scale ranging from “strongly agree” (1) to “strongly disagree” (5). Negative statements were included to control for response set bias. Persons who had very little anxiety about working or associating with homosexuals scored low on the IAH, and those who had high levels of anxiety scored high on the IAH (Hudson & Ricketts, 1980). Reliability estimates yielded a high internal consistency coefficient ($\alpha = .90$) (Hudson & Ricketts, 1980). Construct validity showed that scores on the Sexual Attitude Scale were positively correlated with scores on the IAH ($r = .53$) (Hudson & Ricketts, 1980). The items on the inventory conform to Hudson and Ricketts’ definition of homophobia, and therefore, had very high content validity (Hudson & Ricketts, 1980).

Demographic Survey. A demographic information survey was included to obtain participants’ age, gender, race/ethnicity, graduate major, current position, years of experience in counseling, and theoretical orientation. Additional information obtained included coursework

completed that addressed homosexuality, number of acquaintances and close friends who were lesbians or gay men, religious orientation, sexual orientation, and level of comfort when counseling lesbians and gay men.

Results

The means, standard deviations, ranges, and reliability coefficients for the continuous measures are noted in Table 1. An examination of the relationships among the variables revealed numerous significant correlations (see Table 1). Specifically, perceived self-efficacy in counseling lesbian and gay clients was positively correlated with both future interest in working with lesbians and gay men and with successful experiences with lesbians and gay men, and negatively correlated with homophobic attitudes toward homosexuals. Future interest in working with lesbians and gay men correlated positively with successful experiences with lesbians and gay men and knowledge about homosexuality, and negatively with homophobic attitudes toward homosexuals. In addition, experience with homosexuals was positively correlated with knowledge about homosexuality and negatively correlated with homophobic attitudes toward homosexuals. Finally, homophobic attitudes toward homosexuals correlated negatively with knowledge about homosexuality.

Correlations computed among the measured variables and demographic variables also revealed many significant correlations. Comfort in counseling lesbian and gay clients was positively correlated with counseling self-efficacy scores ($r = .64, p < .01$), future interest in working with lesbian and gay clients ($r = .50, p < .01$), successful experiences with lesbians and gay men ($r = .52, p < .01$), and negatively correlated with attitudes toward homosexuals ($r = -.49, p < .01$).

Several t-tests were performed to investigate differences on counseling lesbian and gay clients self-efficacy scores based on experiences with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuals. A t- test conducted on 25% of the students who scored high on success experiences with lesbians and gay men and 25% of the students who scored low on success experiences with lesbians and gay men found that students who scored

higher on success experiences had higher counseling self-efficacy beliefs than students who scored lower on success experiences (see Table 2). No differences in self-efficacy scores were found between the 25% of the students who scored high on knowledge about homosexuality and the 25% of the students who scored low on knowledge about homosexuality (see Table 2). However, a t-test conducted on 25% of the students scoring low on homophobic attitudes and 25% of the students scoring high on homophobic attitudes showed that there was a significant difference in self-efficacy total scores (see Table 2). Students scoring lower on homophobic attitudes scored higher on counseling self-efficacy than students scoring higher on homophobic attitudes.

A hierarchical multiple regression analysis was conducted to assess the amount of variance accounted for in the counseling lesbian and gay clients self-efficacy scores (see Table 3). The contribution of each independent variable (e.g., experience with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuals) to the prediction of the dependent variable (e.g., self-efficacy scores in counseling lesbians and gay men) was computed. In addition, the combined variance of the three independent variables was examined. Successful experiences with lesbians and gay men accounted for 26% of the variance of the counseling lesbian and gay clients self-efficacy scores; and attitudes toward homosexuals contributed an additional 7% of the variance in the prediction of the counseling lesbian and gay clients self-efficacy scores. Knowledge about homosexuality did not contribute a significant amount in predicting counseling lesbian and gay clients self-efficacy scores. The full regression analysis accounted for 33% of the variance of the counseling lesbian and gay clients self-efficacy scores.

Discussion

This study examined counseling psychology graduate students' self-efficacy beliefs in counseling lesbian and gay clients. The results indicated that (1) students scoring high on success experiences with lesbians and gay men felt more efficacious in counseling lesbians and gay men than students scoring low on success experiences with lesbians and gay men, and (2) students scoring low on homophobic attitudes felt more efficacious in counseling lesbians and gay men than

students scoring high on homophobic attitudes. However, the findings did not support the hypothesis that counseling lesbian and gay clients self-efficacy belief scores differed among students scoring high and low on knowledge about homosexuality. In addition, success experiences with lesbians and gay men accounted for a greater percentage of variance in counseling self-efficacy belief scores than attitudes about homosexuality. Knowledge about homosexuality did not contribute to the prediction of counselors' self-efficacy scores.

Our finding that counseling psychology graduate students who scored high on success experiences with lesbians and gay men would feel more efficacious in counseling lesbian and gay clients than students who scored low on success experiences was consistent with Bandura's self-efficacy theory (Bandura, 1977). Furthermore, results of multiple regression analyses indicated that experience with lesbians and gay men contributed the greatest percentage of variance in counseling lesbian and gay clients self-efficacy scores. These findings also are consistent with research suggesting that interactions with lesbians and gay men has a positive effect on individuals (Lance, 1987; Rudolph, 1989a). Therefore, it is suggested that graduate programs incorporate experiential activities with lesbians and gay men in the curriculum. Inviting a panel of gay men and lesbians to speak to counseling students about their experiences could prove beneficial. Additionally, having a diverse (with regard to sexual orientation) faculty and student body within counseling psychology departments could allow students to interact with and get to know individuals from a variety of sexual orientations. Our research indicated that counseling trainees should interact with lesbians and gay men in order to become more comfortable in counseling situations with this population.

Sue and Sue (1990) stated that counselors who are knowledgeable about the history of oppression and the culture of diverse groups would work effectively with these groups. Therefore, it seemed important to measure whether differences in counseling self-efficacy differed between students who scored high on knowledge about homosexuality and students who scored low on knowledge about homosexuality. There was not a significant difference in self-efficacy

scores between the two groups, suggesting that knowledge did not contribute to the prediction of counselor self-efficacy beliefs. This may be due to the types of questions included on the knowledge scale. Most items involved stereotypical statements about homosexuality, which many graduate level students knew were false. A previous study has shown that students are generally knowledgeable about homosexuality when assessed on stereotypical statements about homosexuals (Thompson & Fishburn, 1977); thus, a more difficult assessment needs to be developed to obtain variance in the scores. A scale that assessed appropriate terms to use, symbols known within the gay and lesbian subculture, and issues that were important to the gay and lesbian community could provide a wide range of scores among graduate students. When a more challenging assessment is used, knowledge could contribute to the prediction of counseling self-efficacy scores.

Our results also indicated that counseling psychology students who were less homophobic scored significantly higher on counseling lesbian and gay clients self-efficacy beliefs than participants who were more homophobic. This finding was consistent with previous research that suggested that attitudes toward homosexuality influences counselor ratings of gay or lesbian clients (Casas, Brady, & Ponterotto, 1983; Garfinkle & Morin, 1978). Furthermore, homophobic attitudes were predictive of counselor self-efficacy beliefs. Thus, counselors and graduate trainees should assess their attitudes, beliefs, and values about homosexuality, and understand how their attitudes can have a negative impact on feeling efficacious in counseling lesbian and gay clients. Furthermore, attitudes about homosexuality should be addressed in counseling courses.

Other significant findings provided interesting information. Individuals who felt more comfortable counseling lesbian and gay clients believed they could counsel lesbian and gay clients and were interested in counseling lesbians and gay men. Also, participants who planned to work with lesbians and gay men were not homophobic and exhibited knowledge and experience in working with lesbians and gay men. Providing trainees with information about the lesbian and gay subculture and opportunities to evaluate their attitudes about and become more comfortable with lesbians and gay men may ensure that the counseling psychologists of the future will be interested

in providing services to this group of clients.

Several limitations of this study must be addressed. First, three of the measures used in the study were developed by the investigators, and therefore, did not have adequate reliability and validity data. Most items on the Knowledge about Homosexuality Scale did not discriminate among participants well, and this scale yielded a low internal consistency coefficient. Furthermore, several items on the scale included stereotypical statements about homosexuality, which could have resulted in participants responding in a socially desirable manner.

Second, the Counseling Self-Estimate Inventory-Lesbians and Gay Men was an adaptation of the Counseling Self-Estimate Inventory. The Counseling Self-Estimate Inventory was not originally developed to assess self-efficacy beliefs in counseling lesbian and gay clients. It is questionable whether the Counseling Self-Estimate Inventory-Lesbians and Gay Men measured participants' self-efficacy beliefs in counseling lesbians and gay men or assessed general counseling self-efficacy beliefs. Future research might ask participants to respond to the original measure as well as the counseling lesbians and gay men instrument in order to differentiate between general and specific (counseling lesbians and gay men) efficacy beliefs.

Finally, participants in this study were predominately Caucasian (87.2%) and most identified themselves on the heterosexual end of the continuum (90.4%). These findings can not be generalized to counseling trainees who identify themselves as homosexual or who are of different racial or ethnic groups. A more inclusive sample is needed in future studies with a larger sample of participants who identify themselves as homosexual or bisexual, and who are from different racial or ethnic groups.

Suggestions for further research also include investigating the relation between graduate trainees' self-efficacy beliefs and actual performance when counseling lesbians and gay men. It is important to determine the actual influence of counseling self-efficacy beliefs on therapeutic outcomes. Also, investigating the counseling process with lesbian and gay clients could identify factors leading to successful counseling experiences. Knowledge of the therapeutic process

between counselors and their gay and lesbian clients is needed to effectively train students to counsel lesbians and gay men and to increase the success of counseling with this population. Additionally, it would be interesting to measure counseling psychology students' self-efficacy beliefs in counseling both heterosexual clients and gay and lesbian clients. This is necessary in order to determine if students' self-efficacy differs depending on the clients they are serving. Finally, instruments can be developed and validated to measure variables that are important in preparing students to counsel lesbian and gay clients. For example, instruments assessing a wide range of knowledge about homosexuality and the extent of previous experiences with lesbians and gay men are needed.

To conclude, the findings of this study suggested that counselors' experiences with lesbians and gay men and attitudes about homosexuality significantly contribute to counseling lesbian and gay clients self-efficacy belief scores. Thus, counselors should be trained to assess these factors and develop appropriate self-efficacy beliefs in counseling lesbian and gay men. Further studies in the area of counseling lesbians and gay men could prove both interesting and beneficial to student trainees, educators, and practitioners, in the pursuit of providing satisfactory counseling services to lesbians and gay men. Only then can we ensure that the historical provision of inadequate therapy to this population will be replaced with quality interventions leading to positive therapeutic outcomes.

References

- American Psychological Association (1990). Guidelines for providers of psychological services to ethnic and culturally diverse populations. Washington, D.C.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. Psychological Review, *84*, 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. American Psychologist, *37*, 122-147.
- Buhrke, R. A. (1989). Female student perspectives on training in lesbian and gay issues. Counseling Psychologist, *17*, 629-636.
- Buhrke, R. A. & Douce, L.A. (1991). Training issues for counseling psychologists in working with lesbian women and gay men. Counseling Psychologist, *19*, 216-234.
- Buhrke, R. A., Ben-Ezra, L. A., Hurley, M. E., & Ruprecht, L. J. (1992). Content analysis and methodical critique of articles concerning lesbian and gay male issues in counseling journals. Journal of Counseling Psychology, *39*, 91-99.
- Casas, J. M., Brady, S., & Ponterotto, J. G. (1983). Sexual preference biases in counseling: An information processing approach. Journal of Counseling Psychology, *30*, 139-145.
- Committee on Lesbian and Gay Concerns. (1990). Final report of the task force on bias in psychotherapy with lesbians and gay men. Washington, DC: American Psychological Association.
- Garnets, L., Hancock, K. A., Cochran, S. D., Goodchilds, J., & Peplau, L. A. (1991). Issues in psychotherapy with lesbians and gay men. American Psychologist, *46*, 964-972.
- Hudson, W. W., & Ricketts, W. A. (1980). A strategy for the measurement of homophobia. Journal of Homosexuality, *5*, 357-372.
- Iasenza, S. (1989). Some challenges of integrating sexual orientations into counselor training and research. Journal of Counseling and Development, *68*, 73-76.

- Johnson, E., Baker, S. B., Kopala, M., Kiselica, M., & Thompson, E. C. (1989). Counseling self-efficacy and counseling competence in prepracticum training. Counselor Education and Supervision, 28, 205-218.
- Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A., & Toulouse, A. L. (1992). Development and validation of the counseling self-estimate inventory. Journal of Counseling Psychology, 39, 105-120.
- McDermott, D., & Stadler, H. A. (1988). Attitudes of counseling students in the United States toward clients. International Journal for the Advancement of Counseling, 11, 61-69.
- Morin, S. F. (1977). Heterosexual bias in psychological research on lesbianism and male homosexuality. American Psychologist, 32, 629-637.
- Rudolph, J. (1990). Counselors' attitudes toward homosexuality: Some tentative findings. Psychological Reports, 66, 1352-1354.
- Sipps, G. J., Sugden, G. J., & Faiver, C. M. (1988). Counselor training level and verbal response type: Their relationship to efficacy and outcome expectations. Journal of Counseling Psychology, 35, 397-401.
- Sue, D. W., Bernier, J. E., Durran, A., Reinberg, L., Pedersen, P., Smith, E. J., & Vasquez-Nuttal, E. (1982). Position paper: Cross-cultural competencies. The Counseling Psychologist, 10, 45-52.
- Sue, D. W., & Sue, D. (1990). Counseling the culturally different. New York: Wiley.
- Thompson, G. H., & Fishburn, W. R. (1977). Attitudes toward homosexuality among graduate counseling students. Counselor Education and Supervision, 17, 121-130.
- Watters, A. T. (1986). Heterosexual bias in psychological research on lesbianism and male homosexuality (1979-1983), utilizing the bibliographic and taxonomic system of Morin (1977). Journal of Homosexuality, 13, 35-49.

Table 1

Means, Standard Deviations, Ranges, Reliability Coefficients, and Intercorrelations for the Variables

Variable	M	SD	Range	alpha	Correlations				
					1.	2.	3.	4.	5.
1. COSE-LG	177.14	21.21	116-220	.93	1.00	.33**	.43**	.06	-.47**
2. FIS	51.14	6.56	34-60	.83	1.00	1.00	.62**	.29**	-.68**
3. EXPS	56.55	8.44	25-70	.74	1.00	1.00	1.00	.32**	-.69**
4. KNOS	62.06	5.65	46-72	.62	1.00	1.00	1.00	1.00	-.44**
5. IAH	29.38	15.64	0-74	.92	1.00	1.00	1.00	1.00	1.00

Note. COSE-LG = Counseling Self-Estimate Inventory-Lesbians and Gay Men; FIS = Future Interest Scale; EXPS = Experience with Lesbians and Gay Men Scale; KNOS = Knowledge about Homosexuality Scale; IAH = Index of Attitudes Toward Homosexuals.

**p < .01.



Table 2

t-Test Results

(1) Success Experiences

<u>Group</u>	<u>M</u>	<u>Counseling Self-Estimate Inventory- Lesbian and Gay Clients Scores</u>			
		<u>SD</u>	<u>Standard Error</u>	<u>t</u>	<u>p</u>
High Group (n=30)	189.3	15.76	2.88	-4.82	.00
Low Group (n=30)	163.4	22.18	4.05		

(2) Knowledge

<u>Group</u>	<u>M</u>	<u>Counseling Self-Estimate Inventory- Lesbian and Gay Clients Scores</u>			
		<u>SD</u>	<u>Standard Error</u>	<u>t</u>	<u>p</u>
High Group (n=30)	182.0	19.35	3.53	-.92	.36
Low Group (n=30)	177.0	21.79	3.98		

(3) Homophobic Attitudes

<u>Group</u>	<u>M</u>	<u>Counseling Self-Estimate Inventory- Lesbian and Gay Clients Scores</u>			
		<u>SD</u>	<u>Standard Error</u>	<u>t</u>	<u>p</u>
Low Group (n=30)	193.0	16.71	3.05	5.76	.00
High Group (n=30)	165.1	20.69	3.78		

Table 3

Hierarchical Regression Analysis Predicting Counseling Lesbian and Gay Clients Self-Efficacy Scores from Experiences with Lesbians and Gay Men, Knowledge about Homosexuality, and Attitudes Toward Homosexuals

Source	R	R2	F Sig.	F	R2 Sig. chg.	Sig. F chg.
EXPS	.51	.26	43.4	.00	.26	.00
KNOS	.51	.26	21.8	.00	.00	.51
IAH	.57	.33	19.9	.00	.07	.00

Note. EXPS = Experience with Lesbians and Gay Men Scale; KNOS = Knowledge about Homosexuality Scale; IAH = Index of Attitudes Toward Homosexuals.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



027171

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Counseling Psychology Trainees' Perceived Efficacy in Counseling Lesbian and Gay Clients</i>	
Author(s): <i>Lisa Y. Flores, Karen M. O'Brien, & Diane McDermott</i>	
Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>[Signature]</i>	Printed Name/Position/Title: <i>Lisa Y. Flores</i>	
Organization/Address: <i>Univ. of Missouri - Columbia Dept. of Educational & Counseling Psyc Columbia MO 65201</i>	Telephone: <i>573 882 5036</i>	FAX: <i>—</i>
	E-Mail Address: <i>lflores@mizzou1.missouri.edu</i>	Date: <i>7-25-96</i>



(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ERIC/CASS School of Education Park 101, UNCG Greensboro NC 27412
---	---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>