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..... Alberta

DATED..... *July* 1972

THE UNIVERSITY OF ALBERTA

CLIENT PERCEPTION OF SOCIAL WORKERS

by



DENNIS BRIAN JOHNSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

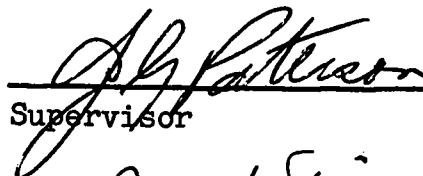
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Client Perception of Social Workers, submitted by Dennis Brian Johnson in partial fulfillment of the requirements for the degree of Doctor of Philosophy.



Supervisor

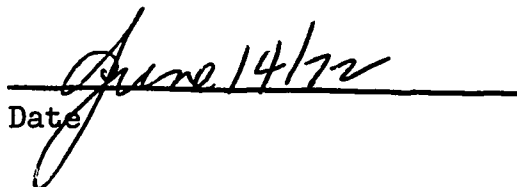








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ABSTRACT

In view of the growing shortage of qualified social workers throughout Canada, lesser trained personnel have been encouraged to enter the field. This has resulted in worker role confusion, particularly for those workers with a two year social service diploma. Consequently, the Alberta Colleges Commission, the governing body for Alberta colleges, requested information to assist in the future development of their social service programs.

In response to this request the author investigated the effectiveness of workers in relation to three worker variables: adjustment, experience and training. It was postulated that this would have implications for training programs.

From a group of 209 workers a sample of eighty was selected. These workers were compared on criteria of effectiveness according to adjustment, training and experience. Adjustment was defined within the context of Albert Ellis' theory of irrational ideas and was measured by the Adult Irrational Ideas Inventory.

Effectiveness was determined by client perception of workers as measured by the Relationship Questionnaire. In addition, effectiveness was determined by calculating the degree of health of the clients. This was based on the assumption that the most effective workers would have the most healthy clients. Client health was determined by the Adult Irrational Ideas Inventory and the Personal Orientation

Inventory. The client sample included 317 subjects. The data were analyzed using principle components analysis and two-way analyses of variance.

The results indicated that worker adjustment was not related to his effectiveness as a caseworker, and for the most part, experience of worker was unrelated to his therapeutic effectiveness. The only difference which did occur in this respect was that inexperienced workers were more effective on one of the effectiveness criteria than experienced workers.

With regard to training, the results indicated that workers with a Master of Social Work degree were perceived as being more helpful than workers with a diploma in social services and workers without university/ vocational college training. There were no differences on performance criterion among other levels of worker training.

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CHAPTER I

INTRODUCTION AND PROBLEM

INTRODUCTION

Theorists, educators and practitioners within the social work profession have frequently discussed the therapeutic relevance of social worker adjustment (Bate, 1968; Craig, 1971; Hamilton, 1940; Kinanen, 1971). They have suggested, for example, that casework effectiveness was related to the social worker's emotional health (Bate, 1968; Kinanen, 1971), self-awareness (Boehm, 1959; Hamilton, 1940) and genuineness (Craig, 1971). Due to a lack of research, however, there was disagreement as to what were the identifiable qualities of adjustment which influenced casework effectiveness. Furthermore, there was a lack of conclusive evidence as to the effect of training and experience (Bartlet, 1970; Carkhuff and Truax, 1965; Minde et al, 1971; Mullen, 1970; Westwood, 1972). Consequently with the implementation of new training programs and the evaluation of others, agencies and organizations nationally and internationally were concerned about the relationship between adjustment, training and experience and social work effectiveness (Blair Commission on Mental Health, 1968; Boehm, 1959; Katz, 1967; Minde et al, 1971; Stubbins, 1966; Weed and Donham, 1961).

Recently this has become of crucial importance because of the growing lack of adequately trained personnel. In

regard to the acute shortage in the United States, Weed and Donham (1961) stated that:

In an era of acute shortage of professional personnel the author contends that social work must broaden its concept of the helping person to include the resource of the untrained or partially trained worker. In the process, ... the role and function of the practicing worker will require painstaking and often painful re-examination. The urgency of the present situation calls for more realistic determination of what must be done now to fill the unmet need (p. 2).

Reflecting a similar position but referring to the overall Canadian situation, Minde et al (1971) stated that, "The needs of mental health are too great for professionals to meet, therefore, others must be brought in of lesser training to meet such needs (p. 8)."

Within the past few years in the Province of Alberta there has also been a growing shortage of qualified personnel to fill social work positions. This shortage was pointed out by the Blair Commission on Mental Health (1968) which stated that:

Because of the shortage of qualified social workers, the development of personnel without formal qualifications of social worker is to be encouraged ... by developing and extending the previously mentioned vocational programs for social work aides (p. 99).

In response to this need, two year social service programs in Alberta were developed and expanded. These programs, being of shorter duration, provided personnel for the job market much more quickly than the traditional university training, yet at the same time provided a certain

amount of background training and experience. While this has alleviated to some extent the shortage of social workers, it has at the same time contributed to the confusion which exists surrounding the role of social service workers. This has been further complicated by the flood of graduates from baccalaureate programs on the job market as well as the development of the Bachelor of Social Work program at the University of Calgary.

As a result, the Alberta Colleges Commission, the governing body of the Community Colleges in which these social service programs are being offered, was seeking direction in terms of the development of these programs. The areas in which they were particularly concerned were:

1. Manpower requirements in the various social service fields,
2. Role definitions for the various social service positions,
3. Training requirements to meet the needs of those positions,
4. Effectiveness of training programs and graduates on the job.

The research team of which the writer was a member was contracted to investigate the above areas. Specifically, this study was concerned with evaluating the casework effectiveness of the two year social service graduates and the graduates of other programs.

THE PROBLEM

There appeared to be a concensus of opinion within the social work profession that research pertaining to practice was very definitely lacking. Currently, as Rosenblatt (1968) stated, "The social work profession is experiencing difficulty in setting boundaries for itself, in organizing the available knowledge, and putting it to good use (p. 59)." His response to this confusion was "...to rely on the benefits to be derived from research studies bearing on practice (p. 59)." This may mean the utilization of research from other professions as a basis upon which to begin, as Briar (1968) suggested; "An adequate exploration of the limited effectiveness of current casework methods must reach beyond the profession itself to the disciplines on which it depends for the knowledge needed to fashion more effective methods (p. 10)." A similar point of view has been expressed by Kendall (1966). It was therefore considered expedient to utilize the research findings from a related discipline for the present study which pertained directly to its purpose.

It was recognized by the author that social workers perform a variety of activities. A categorization of these activities which was thought to be particularly relevant for the purposes of the present study was that proposed by Leighton (1967):

(1) Coordinator - administrator activities - specified skills include: programming, supervision, community development,

financial assistance, placement, court and legal procedures, clerical and record keeping, etc.

(2) Relationship - casework activities - specified skills include casework interviewing, direction giving, personal rehabilitation, counseling, various therapy modalities and other social-personal adjustment activities specific to the helping relationship.

Since the present study focused on the latter category, casework activities, which utilized interpersonal variables similar to those in counseling (Biestek, 1967; Plowman, 1967; and Rogers, 1957) it followed that procedures which have been applied to investigate counseling effectiveness could also be applied to investigate casework effectiveness.

On the basis of this assumption the primary purpose of this study was to investigate adjustment of social workers in relation to casework effectiveness. Adjustment was defined in terms of Ellis' theory of irrational ideas (Ellis, 1962). Ellis believed that a disturbed individual possessed many irrational ideas. Consequently, a social worker who possessed many irrational ideas would be considered disturbed or poorly adjusted within the context of this theory. The therapeutic relevance of counselor adjustment has been verified by a substantial amount of research evidence (Arbuckle, 1956; Bandura, 1956; Bandura, Lipshen and Miller, 1960; Bergin and Solomon, 1963; Carkhuff and Berenson, 1967; Dreyfus, 1967; Foulds, 1969a, 1969b; and Jourard, 1964). Therefore it seemed reasonable to assume that if Ellis' theory of irrational ideas was a

valid indicator of adjustment, those social workers who possessed fewer irrational ideas would be more effective caseworkers. The possession of irrational ideas was measured by the Adult Irrational Ideas Inventory (A-I-I Inventory) (Davies, 1970; Fox and Davies, 1971; Zingle, 1965).

A secondary purpose of this study was to investigate the therapeutic relevance of social work experience and training. Research in both of these areas was highly inconclusive. With regard to experience, for example, substantial evidence suggested that more experienced counselors were more effective (Barrett-Lennard, 1962; Cartwright and Vogel, 1960; Fiedler, 1950). Contrary evidence has been recently presented by Westwood (1972) and Carkhuff and Truax (1965).

Evidence pertaining to the therapeutic relevance of training was even less conclusive as pointed out by the following researchers (Bergin and Solomon, 1963; Carkhuff and Berensen, 1967; Carkhuff, Kratochirl and Friel, 1968; Melloh, 1964; Minde et al, 1971; Siver, Silvers and Lucers, 1961; Waters and Bartlet, 1970; Westwood, 1972).

In view of the inconclusiveness of the above evidence, it was postulated that there was a need to further explore these two variables in terms of their therapeutic relevance.

Casework effectiveness was determined by client perception of the social worker as measured by the Relationship Questionnaire (RQ) (Truax and Carkhuff, 1967). There has been evidence to suggest that there was a positive

association between client perception of the counselor and therapeutic outcome (Barrett-Lennard, 1962; Lipkin, 1954; Truax, Leslie, Smith, Glenn and Fisher, 1966; Truax, Wargo, Carkhuff, Tunnel and Glenn, 1960; Truax, Wargo, Tunnel and Coleman, 1966).

In addition, effectiveness was determined by measuring the adjustment of the social workers' clients. This was based on the logical assumption that the more effective social workers would have the better adjusted clients. The Personal Orientation Inventory (POI) (Shostrom, 1966) was used in addition to the A-I-I Inventory to determine client adjustment. The POI was utilized because it has been extensively used in counseling settings where it has effectively differentiated between groups of individuals in terms of positive mental health (Foulds, 1969a, 1969b; Fox, Knapp, and Michael, 1968; Shostrom, 1965; Shostrom and Knapp, 1966)

SUMMARY

In reference to the request of the Alberta Colleges Commission for information pertaining to the development of two year social service programs in Alberta, it was the purpose of this study to explore variables considered to be related to social worker effectiveness. It was postulated that if these variables were found relevant to therapeutic outcome there would be implications for the development of training programs. The three variables dealt with were

adjustment, training and experience. Adjustment was defined in terms of Ellis' theory of irrational ideas. Casework effectiveness was determined by client perception of the social worker as measured by the RQ and by determining the adjustment of the social worker's clients as measured by the POI and the A-I-I Inventory.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

Within recent years there has been increased awareness on the part of theorists, practitioners, and researchers, of the effect of counselor qualities on client change within the counseling relationship (Bate, 1968; Carkhuff and Berenson, 1965; Craig, 1971; McLelland, 1968; Truax and Carkhuff, 1967). Evidence suggested that although specific skills were considered to be a necessary part of the helping process, they could not be utilized effectively in and of themselves (Carkhuff and Berenson, 1967). In view of this, there was an obvious need for further investigation so as to identify specifically what these qualities were and their resulting effect upon the client. This was particularly true in the field of social work where there was a dearth of all types of research.

The Casework Process: A Need for Enquiry

The deficiency in research pertaining to social work practice has been pointed out by educators and practitioners alike (Ferguson, 1969; Irving, 1971; Katz, 1969; Kaplan, 1969; Kendall, 1966; Kinanen, 1971; Perlman, 1969; Plowman, 1967; Rosenblatt, 1968).

In regard to the current state of research and its application to social work practice, Rosenblatt (1968) stated

that, "Because of the relatively crude state of the sciences on which social work depends, its intervention techniques are largely hit and miss (p. 59)." Rosenblatt proposed that social workers along with members of related professions should draw upon a common source of research knowledge. The academic sciences, as far as he was concerned, were responsible for compiling this knowledge, then "The responsibility for the selection, organization, and use of this scientific knowledge ... rests with the members of the profession (p. 59)."

The need to rely upon the research carried out by members of allied professions was also advocated by Briar (1968) and Kendall (1966). Kendall (1966) suggested that the established schools of social work themselves should move more rapidly into new patterns of relationship with the basic scientific and scholarly fields, and thus relate their contribution in a more meaningful way to social work practice.

Although Perlman (1969) appeared to agree with the need to rely upon other sources of research and knowledge, she was more emphatic about the need of the members of the social work profession to apply these findings to social work practice. She also seemed to be more optimistic than most theorists in regard to the progress of social work research.

Very recently social work research has made an impressive start and a notable feature in it is its recognition that, while social work can get much valuable

help from the social sciences, it will have to be responsible for its own diagnostic and treatment typologies. The social sciences might willingly attempt to provide them, but, if they are to illuminate and hence contribute to effective helping efforts, they must evolve from within the profession (p. 276).

Regardless of the emphasis, however, two conclusions which these writers have reached in common were (1) there was a need for more research pertaining to social work practice and, (2) there was much to be gained in this respect from the more scientific and scholarly disciplines.

One of the areas within the broader scope of social work practice which was frequently mentioned as being in need of investigation was social casework. Although casework has been frequently discussed and debated in the literature, research pertaining to it was definitely lacking. With regard to this deficiency Plowman (1967) asked, "What were the processes which go on between two people in casework?" and, "what were their effects ... upon given kinds of clients (p. 14)?" As far as he was concerned there was far too little careful analysis of exactly what was involved in casework. Furthermore, he stated that another of the neglected areas was that pertaining to characteristics of the caseworker and his influence on the process and client. Consequently, he concluded that, "very detailed analyses of the processes of change are needed, however, difficult technically to obtain (p. 19)."

With respect to the lack of a scientific foundation

upon which current casework was based, Briar proposed that,

An adequate exploration of the limited effectiveness of current casework methods must reach beyond the profession itself to the disciplines on which it depends for the knowledge needed to fashion more effective methods (p. 10).

Equally emphatic about the need for examining variables in the casework process, Leonard (1967) stated that the major objective confronting the researcher is to determine,

Which among the whole range of behavioral interchanges between social worker and the client in a particular situation, have greatest importance in producing improvement for the client (p. 26).

The consensus of opinion appeared to be that there was a need for further inquiry into social work practice and specifically into variables which influence casework effectiveness. Furthermore, there was agreement that allied disciplines which possess more advanced knowledge and research skills could be utilized in developing a more extensive knowledge base for social casework.

Social worker adjustment - an influential variable upon casework effectiveness. Among the numerous variables which could potentially influence the casework process, one which appeared to be of crucial importance was the adjustment of the social worker. The therapeutic relevance of such has been frequently discussed by social work educators and practitioners (Bate, 1968; Foote and Cottrell, 1955;

Kinanen, 1971; McLellan, 1968). For example, Foote and Cottrell (1955) in analyzing interpersonal competence identified six components which they considered to be of crucial importance. Number one on their list was the adjustment of the social worker.

Equal importance was attached to this variable by Bate (1968) who believed that as the social worker strived "to be what he was" and was secure enough to be able to communicate this to others he could achieve the kind of maturity without which he could not function at an optimum level.

Craig (1971) in considering the therapeutic relevance of social worker adjustment stated that when the worker was a comfortable and congruent person he could readily make use of his knowledge and skills in his responses to the client and in turn be helpful. On the other hand, the anxious worker could be experienced as defensive and not genuine.

Another point of view which emphasized the importance of social worker adjustment was that presented by McLellan (1968). He was of the opinion that the development of personal qualities and capacities were so important that they should have become an objective of social work training programs. The personal qualities which he believed were important in this respect were comfortableness in human relationships, ability to relate to people in a supportive and purposeful way, self awareness to the extent that one

understands the chief components of his own personality, and the capacity and the desire to continue to grow.

Therefore, although research evidence was lacking, it seemed evident on the basis of the above theoretical discussions that adjustment of the social worker was potentially of crucial importance to the effectiveness of the casework process.

Counselor adjustment - an influential variable upon counseling effectiveness. Although there was a lack of research pertaining to social worker adjustment and its therapeutic relevance, there have been some data accumulated in terms of the therapeutic relevance of the adjustment of the counselor. As has been discussed above, because of the common elements of both professions, much of the investigation pertaining to the latter was relevant when applied to the casework process.

The adequacy of adjustment of the counselor in relation to therapeutic effectiveness has not been investigated thoroughly, yet the data accumulated thus far seemed relatively consistent (Bandura, 1956; Bandura, Lipsher and Miller, 1960; Bergin and Jasper, 1969; Bergin and Solomon, 1963; Carkhuff and Berenson, 1967; Dreyfus, 1967; Foulds, 1969a, 1969b). In summarizing the findings in this area, Bergin (1966) stated that, "Those therapists who are more anxious, conflicted, defensive, or 'unhealthy' are least likely to promote change in their cases (p. 238)."

In relation to this, several studies have indicated

that therapist competence as determined by supervisor and client ratings was related to his degree of anxiety or maladjustment (Arbuckle, 1956; Bandura, 1956; Bergin and Solomon, 1963). These studies found that the higher the degree of anxiety or maladjustment on the part of the therapist the lower were the ratings which he received from his supervisor and clients.

Other studies have indicated similar findings when the clients' response to counselor activity was analyzed and used as a measure of competence. For example, Bandura, Lipshen and Miller (1960) found that therapists who became anxious when confronted with client hostility were less helpful than those who did not. The more anxious the therapist became, the more likely he was to avoid his patient's hostility and consequently the patient's self-exploration in this area diminished and his conflicts remained unsolved.

In a study by Bergin and Solomon (1963) it was found that measure of the therapist's degree of personal disturbance correlated negatively with his level of empathy as measured by ratings of tape-recorded psychotherapy interviews.

More recently, findings by Foulds (1969a) suggested that the ability to be sensitive, empathic and genuine in a counseling relationship seemed to be related to psychological well-being or self-actualization. In this study judges rated the level of empathic understanding,

positive regard and genuineness provided by graduate students to clients. These ratings in turn were correlated with a measure of self-actualization. Computed correlations of self-actualization were significantly related to ability to communicate empathic understanding and genuineness. The correlation of self-actualization with positive regard was not significant however. The explanation offered by Foulds was that people who perceive themselves as "helping" persons and planned to enter a helping profession such as counseling, generally valued highly the worth of human beings. Therefore, according to Foulds, this self-selection process might have resulted in a relatively homogeneous group with respect to the facilitative attitude of positive regard for clients.

Another study by Foulds (1969b) was designed to determine whether a measure of positive mental health could effectively discriminate between two groups of counselors with respect to ability to communicate facilitative genuineness. The results indicated that the measure of positive mental health significantly differentiated between the "high genuineness" and "low genuineness" groups. He concluded on the basis of this, that positive mental health seemed to be related to the ability of counselors to provide the therapeutic condition of genuineness. And furthermore he stated that this "... lends support to the notion that a direct relationship exists between the level of personal growth, authenticity, or self-actualization of the counselor

and his ability to establish a therapeutic relationship with another person (p. 765)."

In a study closely related to the above and to the present study, Bergin and Jasper (1969) tested the hypothesis that personality disturbance in the therapist interfered with therapeutic efficacy. The samples included forty-eight clients who were late adolescent and adult neurotics seen in an intensive psychotherapy practicum for two years and thirty-six therapists who were fourth year graduate students in clinical and counseling psychology. The Minnesota Multiphasic Personality Inventory and the Edwards Personal Preference Schedule were used to assess level of disturbance and general personality characteristics. Therapist competence was determined by measures of empathy based on therapist responses during therapy. The therapists recorded their sessions and empathy was rated on the middle one-third of each hour sampled. Ratings were also obtained from supervisors of the general therapeutic competence of each student, as well as Graduate Record Examination scores, grade-point averages, and five therapist self-ratings on their personal intent to be empathic, interpretive, supportive, advising, and warm. A global outcome rating of the clients was made by the supervisor after discussion with the therapist and the three other students involved in that supervisory group. These ratings were made on a seven point scale ranging from "considerably improved" to "considerably worse".

What Bergin and Jasper considered to be the most important finding was the therapist's Depression (D) and Anxiety (Pt) as measured by the MMPI correlated negatively with their empathy in the live therapeutic process. This they concluded was "... clearly in keeping with the common viewpoint that therapist personal disturbances interfered with therapeutic effectiveness (p. 479)." They failed to find any correlation between empathy scores and indexes of academic and intellectual competence or between empathy scores and outcome ratings. They suggested that the failure to find any correlation between empathy scores and outcome ratings was possibly attributed to the crudity of the outcome ratings.

The above evidence seemed relatively conclusive, however, in pointing out that adjustment of the counselor was influential in terms of bringing about positive change on the part of his clients. In keeping with this the present study was an attempt to investigate the therapeutic relevance of social worker adjustment, with adjustment defined in terms of Ellis' theory of Rational Emotive Psychotherapy.

Rational Emotive Psychotherapy: A Concept of Mental Health

There were many theories as to what constituted good mental health and personal adjustment. One such theory was that presented by Albert Ellis (Ellis, 1962). He stated that good mental health was related to rational thinking

and conversely emotional disturbances were "... largely a result of thinking illogically and irrationally (p. 36)." He based this on the assumption that human thinking and emotion were not different processes but significantly overlapped and in some respects were essentially the same thing. Like the other two basic life processes, sensing and moving, they were integrally interrelated and could never be seen wholly apart from each other. In other words, none of the four fundamental life processes; sensing, moving, emoting and thinking could be experienced in isolation. For example, if an individual sensed something, he also tended at the very same instant to do something about it, to have some feeling about it, and to have thought about it. Central to this theory was the distinction Ellis made between feeling and emotion. The former term referred to the pure sensory states, i.e. the immediate fear one experienced prior to being struck by an automobile. Generally this type of fear quickly diminished. In the event that it did not and the individual continued to think about it and it continued to be a concern to him, this feeling then became sustained emotion and of necessity involved cognitive sensory processes. In other words, it was impossible for this feeling to be sustained without bolstering it by repeated ideas. Sustained feeling, unless it consisted of physical pain or some other specific sensation, was the direct result of sustained thinking.

Furthermore, since thinking was done through everyday

words, phrases and sentences, much of our emoting took the form of self-talk or internalized sentences. Consequently, the sentences we kept telling ourselves frequently were or became our thoughts and emotion as Ellis (1962) suggested:

...positive human emotions such as feelings of love or elation, are often associated with or result from internalized sentences stated in some form or variation of the phrase "This is good for me!" and that negative human emotions, such as feelings of anger or depression, are associated with or result from sentences stated in some form or variation of the phrase "This is bad for me." Without an adult human beings employing, on some conscious level, such evaluative sentences, much of his emoting would simply not exist (p. 51).

On the basis of this, Ellis hypothesized that an individual tended to believe several major fallacious ideas and continued to re-indoctrinate himself in them in an unreflective manner. In this way these basic irrational ideas (Appendix A) and the many corollaries to which they lead were the basic causes of most emotional disturbances. For once the individual accepted them, he inevitably became inhibited, hostile, defensive, guilty, anxious, etc. If on the other hand, he could be released from all these fundamental kinds of illogical thinking it was extremely difficult for him to become intensely emotionally upset, or at least to sustain his disturbance for any length of time.

Implications for present study. According to Ellis (1962), an individual learned to think illogically and irrationally and ultimately to develop irrational ideas through his parents, culture and through mass media within

the culture (p. 59). He also stated that, "In existing society our family and other institutions directly and indirectly indoctrinate all of us so that we grow up to believe many superstitious, senseless ideas (p. 60)." Therefore since the family and other institutions were comprised of individuals, it seemed reasonable to assume that people with whom one interacted could have readily instilled or reinforced already existing irrational ideas within the individual. Consequently, the counselor who possessed many irrational ideas was likely to instill or reinforce already existing irrational ideas within his client. Since Ellis attributed emotional disturbance to the possession of irrational ideas the counselor was perpetuating the client's disturbance.

More specifically the counselor who was disturbed or who possessed many irrational ideas was not likely to be as sensitive to his client in view of his own needs. For example, if a counselor himself believed irrational idea number one, "the idea that it is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in his community (p. 61)," he would likely have been more concerned with fulfilling this need within himself, i.e. in the form of client approval, than in being sensitive to the immediate needs of his client.

Another example pertained to irrational idea number two: The idea that one should be

thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile (p. 63)." In this respect the counselor who was of the opinion that an individual must be thoroughly competent, adequate and achieving in all respects if one was to consider himself worthwhile could have difficulty in accepting and considering a client worthwhile who by the very nature of his request for help was not thoroughly competent, adequate and achieving in all respects.

In relation to this Ellis stated that:

...I am definitely not one of those who believes that a therapist is most helpful to his patient when he, the therapist, is or has been a victim of severe disturbance himself, since then he is supposedly best able to empathize with and understand his patients. On the contrary, I believe that the therapist who is least disturbed is most likely to serve as the best model for, and be able to accept without hostility, his severely disturbed patients: and I am consequently in favour of discouraging highly incongruent therapists from practicing (p. 113, 114).

In other words, Ellis stated that the counselor himself could not be emotionally disturbed. Otherwise he could serve as an inappropriate model and would be unable to accept his client. The obvious conclusion was that the counselor who did not possess many irrational ideas was potentially more helpful to his clients than the counselor who did.

As indicated above there was a substantial body of literature and research which indicated the therapeutic relevance of the adjustment of the counselor. In view of

this the question became: was adjustment, defined in terms of Ellis' theory of irrational ideas, relevant to therapeutic outcome?

Considerable research has been carried on based on Ellis' theory. Taft (1968), for example, found that there was a high correlation between the possession of irrational ideas and anxiety. Allen (1970) found a positive correlation between the possession of irrational ideas and Rokeach's Dogmatism Scale which was also highly correlated with anxiety. Consequently, since evidence suggested that anxiety on the part of the counselor influenced therapeutic outcome (Bandura, 1956; Bandura, Lipshen and Miller, 1960; Bergin and Solomon, 1963) the implication was that possession of irrational ideas would have also.

Additional research indicated that differentiation between groups was possible based on the possession of irrational ideas. For example, Davies (1970) found that hospitalized mental patients possessed significantly more irrational ideas than a representative sample of the population. Davies also found that alcoholics possessed significantly more irrational ideas than a representative sample of the population. Another study conducted by Vargo (1972) found similar results. In this study a sample of psychiatric in-patients scored significantly higher on irrationality than a sample from the normal population.

This evidence suggested that, using irrational ideas as a criteria, it was possible to differentiate between the

Adjustment of groups of individuals.

The Relationship of Experience to Practitioner
Effectiveness

A secondary purpose of the present study was to investigate the relationship between practitioner effectiveness and social worker experience and training. Evidence pertaining to the value of previous counseling experience in relation to counseling effectiveness was highly conflicting. Although there was some evidence which suggested that experienced therapists were more effective than less experienced, there was a substantial amount which indicated that experience was irrelevant to therapeutic effectiveness.

In relation to the value of experience Cartwright and Vogel (1960) found that an experienced therapist was effective in improving the client's mental health both as revealed by the Thematic Apperception Test and as self described. Furthermore, they found that an inexperienced therapist was ineffective in improving the self-picture and could have actually been effective in decreasing the health as revealed by the Thematic Apperception Test. Fiedler (1950) also provided evidence for the value of experience in that he found expert therapists created a relationship more closely approximating the ideal therapeutic relationship than relationships created by non experts.

On the other hand, contrary evidence has been presented by Beery (1970), Carkhuff and Truax (1965), Minde

et al (1971); Strupp (1955); Westwood (1972). Carkhuff and Truax (1965), for example, in comparing the levels of functioning in post-graduate clinical psychology trainees, lay helpers and experienced and highly skilled therapists, found that there was no significant difference in measured levels of communicated conditions of empathy, genuineness and unconditional positive regard across the levels of experience.

Beery (1970) investigated the hypothesis that experienced therapists manifested more unconditional positive regard than did inexperienced therapists. He concluded that although experienced therapists responded more positively than did inexperienced therapists there was no evidence which suggested that experienced therapists responded more unconditionally.

The available studies which pertained directly to social work also provided evidence for the lack of therapeutic relevance of experience. Strupp (1955), for example, in investigating a sample of 237 psychiatric social workers, psychologists, and psychiatrists found that the level of facilitative attitude was not related to length of experience as a practitioner.

A comparison of professional with untrained social workers on selected personality variables and clinical effectiveness by Minde et al (1971) revealed that the length of work experience along with age was not related to the adequacy of the individual to be a good clinician.

Furthermore, in a recent study by Westwood (1972) similar results were found. In a study designed to investigate the facilitative ability of social workers to communicate the conditions of empathy, genuineness and unconditional positive regard, Westwood found no significant differences across levels of experience.

Therefore although the evidence pertaining to the therapeutic relevance of practitioner experience was generally inconclusive, that which was available pertaining directly to social work practice was relatively consistent. This was by no means conclusive, however, and further research was required to substantiate this.

The Relationship of Training to Practitioner Effectiveness

Evidence pertaining to training and its therapeutic relevance was even less conclusive than that pertaining to experience. In the area of counseling, for example, the results of a study by Carkhuff, Kratochirl and Friel (1968) failed to establish the efficacy of professional training. On those variables related to constructive change there was no improvement and furthermore they found trends which suggested deterioration in the levels of communication of facilitative conditions with graduate experience.

Furthermore, considerable evidence indicated that lay counselor trainees could be as facilitative as professionally trained counselors. Several studies (Bergin and Solomon, 1963; Carkhuff and Berenson, 1967; Melloh, 1964) demonstrated that lay counselors were able to communicate levels of

accuracy empathy and genuineness as effective as counseling practicum trainees and professional experienced counselors.

In another study, however, by Sines, Silver and Lucers (1961) it was concluded on the basis of the findings that the random assignment of untrained therapists to psychiatric patients for the purpose of psychotherapy did not produce beneficial results.

Truax and Lister (1970) compared the effects of counselors and counseling aids on vocational rehabilitation progress. They found that the greatest client improvement occurred when aids handled cases alone and concluded that this provided further evidence for the inferiority of the professional rehabilitation counselor as a helping agent. The results of this study, however, appeared to be highly questionable due to a lack of experimental controls as pointed out by McArthur (1970). Such variables as sex and age were ignored and no mention was made of the possible influence of the Hawthorne effect which, as McArthur suggested, could have had considerable influence upon the results.

In addition to the above research there were a few studies which pertained directly to social work practice. Waters and Bartlett (1970) tested the hypotheses that Bachelor's degree personnel with adequate training and supervision could be effective social workers. Their results indicated little difference in performance between the professional and the sub-professional group.

Minde et al (1971), on the other hand, in a study at McGill University comparing trained and untrained workers on selected personality variables and administrative excellence, found that the untrained workers tended to have poorer mental health attitudes and were rated as inferior clinicians by their supervisors.

The superiority of the professionally trained social worker was also evident in a study by Westwood (1972). Westwood found that workers with graduate training in social work performed significantly higher on the criterion measure of communication, as measured by Carkhuff, scales than did the less qualified social workers.

Therefore, on the basis of the above studies, evidence pertaining to the influence of practitioner training on therapeutic outcome was highly inconclusive. In view of the importance placed upon the training of counselors and social workers further research was needed.

SUMMARY

Social work educators, researchers and practitioners have repeatedly drawn attention to the lack of social work research and specifically research pertaining to casework effectiveness. Numerous authors in pointing this out have suggested that it was necessary to use knowledge and skills of allied professions in developing a more empirical base upon which to practice. Since the caseworker-client relationship activities utilized interpersonal variables similar to those in the counselor-client context, methods

of evaluation which have been applied to the latter where considered useful in evaluating the caseworker-client relationship.

The primary variable considered was the adjustment of the social worker. Research evidence was presented which indicated the therapeutic relevance of counselor adjustment, further emphasizing the need for evaluating the therapeutic relevance of social worker adjustment.

Adjustment was defined in terms of Ellis' theory of Rational Emotive Psychotherapy which equated an individual's disturbance with the possession of irrational ideas.

Research evidence pertaining to the therapeutic relevance of counselor and social worker training and experience was also presented. The inconclusive nature of this evidence suggested the need for further investigation in this area.

CHAPTER III

PROCEDURE

THE SAMPLES

There were two samples used in this study: the social worker sample consisting of 211 workers and secondly 602 clients of these workers. The social worker sample represented the following social agencies in the City of Edmonton: Department of Health and Social Development including the Diagnostic and Treatment Centre and the Guidance Clinic, City of Edmonton Social Service Department, Royal Alexandra Hospital, Misericordia Hospital, General Hospital, Glenrose Hospital, University Hospital, Marydale (treatment centre for emotionally disturbed children) and Mapleridge (centre for disturbed girls). All of the workers voluntarily completed two questionnaires; the Adult Irrational Idea Inventory (A-I-I Inventory) and a brief biographical sketch (Appendix B) which included age, training, experience and job description.

From this sample of 211 workers, eighty were randomly selected on the basis of their training. The four categories were as follows:

1. Master of Social Work
2. Vocational College training e.g. diploma in social services
3. Bachelors degree e.g. B.A., B.Ed
4. Non-university/Vocational College trained.

An attempt was made to have an equal number of subjects in each of the four training categories; however, this was not possible. This was primarily due to the fact that only those subjects who were involved in casework with adults were selected. The final sample of eighty subjects was composed of twenty workers with Master of Social Work degrees, sixteen with diplomas in social services, twenty-eight with Bachelor degrees and sixteen non-university/Vocational College trained workers.

In relation to the client sample it was the original intention of the author to randomly select four clients from each of the caseloads of the sample of eighty workers. The author intended to interview each of these clients and request their cooperation. This, it was postulated, would ensure a near one hundred per cent participation rate on the part of the clients. Unfortunately, however, this personal involvement was not possible due to the problem of confidentiality as pointed out by the Deputy Minister of a large Government Department heavily involved in the study. Since a large proportion of the social workers were employed by this Department it was necessary to revise the procedure so that they still could be included. In order to maintain consistency the following procedure was used which was applied to all agencies.

Each of the eighty workers was asked to compile a list of all the clients they were presently seeing, whom they had seen at least twice in the past two months and

who were eighteen years of age or older. From each of these lists the author randomly selected eight clients (eight clients were selected rather than four due to the generally low return rate of questionnaires through the mail). The workers were then asked to mail the four questionnaires to each client along with a covering letter (Appendix C). The four questionnaires completed by the clients were the A-I-I Inventory, the Relationship Questionnaire (RQ), the Personal Orientation Inventory (POI) and a brief biographical sketch (Appendix D). In addition the workers were asked to contact their eight clients and request their cooperation in completing the questionnaires.

Approximately three weeks after the questionnaires were forwarded to the clients the workers were asked to contact their clients and again request their cooperation in completing the questionnaires if they had not already done so. Also a follow up letter (Appendix E) was forwarded to the clients by the workers at approximately the same time.

As a result of this procedure, of the approximately 602 clients who were sent questionnaires, 318 clients returned them. This was a return rate of approximately fifty-three per cent.

INSTRUMENTATION

Irrational Ideas Inventory (I-I Inventory)

Zingle (1965), in evaluating the effectiveness of

individual psychotherapy with underachievers, constructed an inventory to measure the extent to which a person possessed irrational ideas. It was the central theme to Zingle's work that irrational ideas were basic to the underlying causes of underachievement. Therefore, it was concluded that an inventory which could measure the extent to which an individual possessed irrational ideas would be useful.

The writing and selection of items was based upon the irrational ideas presented by Ellis (1962). Twelve to fifteen items were written with reference to each of the eleven irrational ideas. The final form of the test contained 122 items. Each item was a single statement to which the subject indicated his degree of agreement or disagreement on a five point scale ranging from strongly agree to strongly disagree. The statements were worded in such a way that for some strong agreement indicated rationality, while for others strong agreement indicated irrationality. Scoring consisted of giving a score of one to the most rational choice and five to the most irrational. Consequently, the higher the score the greater the degree of irrationality.

A test-retest experiment with ninety-one subjects from grade ten, eleven and twelve was carried out to establish an estimate of reliability. The period between the test and the retest was approximately five weeks. A test-retest reliability coefficient of .80 was obtained.

An attempt to gain content validity was made by preparing items that corresponded closely to Ellis' description of each irrational idea. A check on the extent to which Zingle was able to achieve such was made by having three judges acquainted with Ellis' theory, independently label the 122 items according to what irrational idea they felt the items were measuring. The intercorrelations among the three judges and Zingle ranged from .75 to .85.

An experiment conducted by Zingle (1965) to establish construct validity was based on the assumption that irrational ideas led to negative emotion and disturbance and that irrational ideas were a partial cause of underachievement. Six hundred and sixty high school students were asked to complete the Irrational Ideas Inventory (I-I Inventory) and then on the basis of discrepancy between scholastic capacity and achievement were divided into three groups: overachievers, average achievers and underachievers. The results indicated that the three groups responded to the I-I Inventory differently and the hypothesis relating irrational ideas, as measured by the I-I Inventory, and achievement was supported.

A number of research studies have been conducted using the I-I Inventory. An investigation by Conklin (1965), using a shortened version of the I-I Inventory, supported Zingle's findings; i.e. irrationality as measured by the I-I Inventory was positively related to underachievement.

Other studies using the I-I Inventory have positively related irrationality to anxiety (Taft, 1968) and to necrophilia (Fox, 1969), while with an abridged form of the I-I Inventory, irrational thinking was shown to be positively related to behavioral problems in school (Hoxter, 1967), reduction in irrationality was shown to be positively related to improvement in self concept (Sanche, 1968).

The Adult Irrational Ideas Inventory (A-I-I Inventory)

The Adult Irrational Ideas Inventory (A-I-I Inventory) (Fox and Davies, 1970) (Appendix F) which was utilized in this study was based on the I-I Inventory constructed by Zingle (1965). The sixty items constituting the A-I-I Inventory were selected from the 122 items on the I-I Inventory with an additional eight items. From these items nine were selected for each of Ellis' eleven irrational ideas. These ninety-nine items in turn were reduced to sixty items. The method of item analysis used to reduce the items was a correlation between the total responses for each item and the total scores on the inventory. The sample to which the A-I-I Inventory was administered for this purpose included fifty-seven male and sixty-six female subjects in the age range of thirteen to seventy-five years. Those items which had a correlation of .18 or higher were used in the final form of the A-I-I Inventory (i.e. correlations were significant at the .05 level or greater).

Test-retest and split-half measures of reliability

were calculated by Davies (1970) using a sample of 110 education students. The test-retest method with a three week interval yielded a correlation coefficient of .77. The Kuder-Richardson Formula 20 calculated on both the pretest and posttest yielded coefficients ranging from .74 to .78.

Concurrent validity was established by administering both the I-I Inventory and the A-I-I Inventory to a group of fifty-one high school students. The group consisted of twenty-seven males and twenty-four females with a mean age of 16.96 years. The correlation coefficient obtained of .70 was indicative of the concurrent validity of this instrument.

Davies (1970) found that a representative sample of the population had significantly fewer irrational ideas as measured by the A-I-I Inventory than both the mental hospital patients and the alcoholics, which farther substantiated the validity of the instrument. On the basis of the above research it was, therefore, assumed that the A-I-I Inventory was a relatively reliable and valid measure of adjustment.

Relationship Questionnaire (RQ)

The 141 item Relationship Questionnaire (RQ) (Truax and Carkhuff, 1967) (Appendix G) was an attempt to translate their previous scales used for rating objective tape recordings into a questionnaire form that could be answered by a client. In developing this instrument, Truax followed the thinking of Barrett-Lennard in his

ratings made from objective tape recordings on less disturbed clients such as juvenile delinquents. However, the correlations were very low when the RQ was used with hospitalized mental patients; correlations were from .10 to .20.

Two additional subtest scores were developed; intensity and intimacy of interpersonal contact and the concreteness of the therapist's responses, which were not considered to be central to therapeutic outcome. However, there was some evidence which indicated significant relationship between each of them and patient outcome (Truax and Carkhuff, 1967).

Since a questionnaire of this nature was necessary for the author to determine client perception of social workers effectiveness, the RQ was used in this study. The author assumed applicability in view of the association that has been found between the RQ and therapeutic outcome (Truax, Wargo, Carkhuff, Tunnel and Glenn, 1960; Truax, Wargo, Tunnel and Coleman, 1966; Truax, Leslie, Smith, Glenn and Fisher, 1966).

Personal Orientation Inventory (POI).

The Personal Orientation Inventory (POI) (Shostrom, 1966) was designed as an instrument for the measurement of positive mental health as reflected in the concepts of self-actualization. The POI consisted of 150 two-choice comparative value judgement items reflecting values and behavior seen to be of importance in the development of

the self-actualizing individual. Such a person could be described as one who utilized his talents and capabilities more fully, lived in the present rather than dwelling on the past or future, functioned relatively autonomously, and tended to have a more benevolent outlook on life and on human nature than the average person.

In responding to the POI the client was asked to select the one statement in each pair that was most true of himself. There were four major scales and ten subscales which were used in scoring the POI. Two of the major scales defined a time ratio which assessed the degree of reality orientation toward the present and the other two defined relative autonomy by assessing a balance between other-directedness and inner-directedness. The remaining scales which were considered to be important to the development of the self-actualizing individual were the following: Self-Actualizing Value, Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Nature of Man, Synergy, Acceptance of Aggression and Capacity for Intimate Contact (Knapp, 1971).

Extensive research has been carried out to substantiate the validity and reliability of this instrument. Two studies which have investigated the test-retest reliability of the POI were Klavetter and Morgar (1967) and Illardi and May (1968). Klavetter and Morgar (1967) administered the POI twice to a sample of college students with a time interval of one week. All correlations ranged from .52 to .82.

Illardi and May (1968) administered the POI for the purposes of test-retest reliability to a sample of forty-six nursing students with a time interval of one year between testings. They reported coefficients which ranged from .32 to .74.

In an attempt to establish the validity of the instrument, Shostrom (1965) administered the POI to two groups, one of relatively self-actualized and the other of relatively non-self-actualized adults, to determine whether it could differentiate between the two groups. Persons in the groups were carefully selected by certified psychologists. The results indicated that the POI significantly differentiated the groups on eleven of the twelve scales. All the differences were in the expected direction.

In another study which provided further evidence for the validity of the POI, Fox, Knapp and Michael (1968) found that a sample of 100 hospitalized psychiatric patients scored significantly lower on all POI scales than a normal adult sample. Fox (1965) found similar results.

For a review of additional research pertaining to the POI the reader is referred to Knapp (1971).

DEFINITIONS

Adjustment

As stated above adjustment was defined in terms of Ellis' theory of Rational Emotive Psychotherapy and measured by the A-I-I Inventory. For the purposes of this

study those workers who scored below the median score on the A-I-I Inventory for all workers were considered better adjusted. Those workers who scored above the median score were considered less well adjusted.

Experience

The above procedure was also applied to experience. Those workers who had more social work experience, measured in months, than the median were considered to be more experienced. These workers with less experience than the median were considered to be less experienced.

Training

The workers in this study represented the following four educational categories:

1. Master of Social Work
2. Vocational College trained, e.g. diploma in social services
3. Bachelor's degree, e.g. B.A., B.Ed.
4. Non-University/Vocational College trained.

ANALYSIS OF DATA

A mean score for the clients of each worker was calculated for each of the variables in the A-I-I Inventory, RQ and the POI. It was then decided to produce one composite score including all of the subscores for each of the three tests noted above. It appeared that the best

statistical method of combining such scores would be through a Principle Components Analysis. This was then conducted in the following manner. By taking the first principle component of a set of variables, one has that linear composite with maximal internal consistency. Through this analysis one composite score contained the six variables in the RQ, another contained the fourteen POI variables, another the fourteen POI and the one A-I-I Inventory variables and another represented the twenty-one variables of all three instruments. Including the client A-I-I Inventory score there were a total of five dependent variables. By using the Principle Components Analysis the author was able to make use of all data in different combinations.

Initially two-way analyses of variance (fixed-effects model with equal and unequal cell n's) were conducted as a test of differences among the means. All of the data were used which resulted in unequal n's in each cell. Unfortunately, the homogeneity of variance assumption underlying the analyses of variance was not supported; therefore, the data were re-analyzed with equal n's in each cell. Equal n's were established by randomly selecting out subjects.

Where the analysis of variance indicated significant differences among the mean ($p < .05$) the Tukey test of post hoc multiple-comparisons was applied to determine where the differences occurred.

In regard to hypothesis one the differences between

means were tested using the one-way analysis of variance (fixed-effects model with unequal n's in each cell). The entire sample of 209 workers and 318 clients were used in this test.

LIMITATIONS OF STUDY

1. In view of the fact that it was not possible to personally interview the clients and thus assure a much higher completion rate of the clients' questionnaires, considerable bias could have resulted through the alternate procedures.
2. In addition to the normal limitations of a questionnaire survey there were further limitations due to the non-standardized testing conditions, i.e. the questionnaires were mailed to the clients, who in turn completed them on their own and returned them to the writer.
3. Another severe limitation pertained to the initial selection of clients. As was stated above the workers compiled a list of their clients, according to the stated conditions, from which the author randomly selected eight clients. It could have been more suitable to have the client lists compiled by an independent person, i.e. workers' supervisor. However, this was not compatible with agency procedures in view of the detailed selection criteria outlined by the author.

HYPOTHESES

Hypothesis 1

Workers possess significantly fewer irrational ideas than their clients as determined by the A-I-I Inventory.

Hypothesis 2

The better adjusted workers as determined by the A-I-I Inventory will be perceived significantly more positively by their clients as determined by the composite RQ score than will less well adjusted workers.

Hypothesis 3

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory than the clients of less well adjusted workers.

Hypothesis 4

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly more self-actualized as determined by the composite POI score than are the clients of less well adjusted workers.

Hypothesis 5

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory score than the clients of less well adjusted workers.

Hypothesis 6

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly higher on the composite RQ, POI and A-I-I Inventory score than the clients of less well adjusted workers.

Hypothesis 7

Experienced workers will be perceived more positively by their clients as determined by the composite RQ score, than will less experienced workers.

Hypothesis 8

Experienced workers are more effective, in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory, than the clients of less experienced workers.

Hypothesis 9

Experienced workers are more effective in that their clients are significantly more self-actualized as determined by the composite POI score than the clients of less experienced workers.

Hypothesis 10

Experienced workers are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory score than the clients of less experienced workers.

Hypothesis 11

Experienced workers are more effective in that their

clients are significantly higher on the composite RQ, POI and A-I-I Inventory score than the clients of less experienced workers.

Hypothesis 12

More highly trained workers will be perceived significantly more positively by their clients as determined by the composite RQ score than lesser trained workers.

Hypothesis 13

More highly trained workers are more effective in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory than the clients of lesser trained social workers.

Hypothesis 14

More highly trained workers are more effective in that their clients are significantly more self-actualized as determined by the composite POI score than are the clients of lesser trained workers.

Hypothesis 15

More highly trained workers are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory score than the clients of lesser trained workers.

Hypothesis 16

More highly trained workers are more effective in that their clients are significantly higher on the composite RQ, POI and A-I-I Inventory score than the clients of lesser trained workers.

CHAPTER IV

RESULTS

HYPOTHESIS TESTS

Hypothesis 1

Workers possess significantly fewer irrational ideas than their clients as determined by the Adult Irrational Ideas Inventory (A-I-I Inventory).

Results of tests of hypothesis 1 are presented in Table 1.

TABLE 1

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE
OF A-I-I INVENTORY SCORES

Source	df	MS	F	p
Groups (worker vs client)	1	59,136.00	109.14	<.000003
Error	525	541.84		

As indicated in Table 1 there was a significant difference between the worker and the clients A-I-I Inventory score.

Hypothesis 2

The better adjusted workers as determined by the A-I-I Inventory will be perceived significantly more

positively by their clients as determined by the composite Relationship Questionnaire (RQ) score than will less well adjusted workers.

The results of tests of this hypothesis are presented in Tables 2 and 3.

TABLE 2

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF COMPOSITE
RQ SCORES ACCORDING TO (4) LEVELS OF WORKER
TRAINING AND (2) LEVELS OF WORKER A-I-I
INVENTORY SCORES

Source	df	MS	F	p
Training	3	260.52	2.60	>.05
A-I-I Inventory	1	184.50	1.84	>.10
Interaction	3	103.35	1.03	>.25
Error	40	100.13		

TABLE 3

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF COMPOSITE
RQ SCORES ACCORDING TO (2) LEVELS OF WORKER
A-I-I INVENTORY SCORES AND (2) LEVELS OF
WORKER EXPERIENCE

Source	df	MS	F	p
A-I-I Inventory	1	79.18	0.73	>.25
Experience	1	2.06	0.02	>.50
Interaction	1	84.37	0.77	>.25
Error	60	108.39		

As can be observed in Tables 2 and 3 there was not a significant difference in the composite RQ scores between (2) levels of worker A-I-I Inventory scores.

Hypothesis 3

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory than the clients of less well adjusted workers.

The results of tests of this hypothesis are presented in Tables 4 and 5.

TABLE 4

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
A-I-I INVENTORY SCORES ACCORDING TO (4) LEVELS
OF WORKER TRAINING AND (2) LEVELS OF WORKER
A-I-I INVENTORY SCORES

Source	df	MS	F	p
Training	3	356.66	1.39	>.10
A-I-I Inventory	1	6.00	0.02	>.50
Interaction	3	348.66	1.36	>.25
Error	72	254.81		

TABLE 5

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
A-I-I INVENTORY SCORES ACCORDING TO (2) LEVELS
OF WORKER A-I-I INVENTORY SCORES AND (2)
LEVELS OF WORKER EXPERIENCE

Source	df	MS	F	p
A-I-I Inventory	1	212.00	0.84	>.25
Experience	1	1073.00	4.26	<.05
Interaction	1	61.00	0.24	>.50
Error	76	251.59		

The analysis of variance indicated that there was no significant difference in client A-I-I Inventory scores between (2) levels of worker A-I-I Inventory scores.

Hypothesis 4

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly more self-actualized as determined by the composite Personal Orientation Inventory (POI) score than are the clients of less well adjusted workers.

The results of tests of this hypothesis are presented in Tables 6 and 7.

TABLE 6

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI SCORES ACCORDING TO (2) LEVELS
OF WORKER A-I-I INVENTORY SCORES AND (2)
LEVELS OF WORKER EXPERIENCE

Source	df	MS	F	p
A-I-I Inventory	1	1.12	0.01	> .50
Experience	1	0.12	0.00	> .50
Interaction	1	208.37	1.88	> .10
Error	60	110.27		

TABLE 7

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI SCORES ACCORDING TO (4) LEVELS
OF WORKER TRAINING AND (2) LEVELS OF
WORKER A-I-I INVENTORY SCORES

Source	df	MS	F	P
Training	3	78.04	0.88	>.25
A-I-I Inventory	1	145.93	1.64	>.10
Interaction	3	68.64	0.77	>.50
Error	40	88.67		

As the above results indicate there was no significant difference in client composite POI scores between (2) levels of worker A-I-I Inventory scores

Hypothesis 5

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory score than the clients of less well adjusted workers.

The results of tests of this hypothesis are presented in Tables 8 and 9.

TABLE 8

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI AND A-I-I INVENTORY SCORES
ACCORDING TO (2) LEVELS OF WORKER
A-I-I INVENTORY SCORE AND (2)
LEVELS OF WORKER EXPERIENCE

Source	df	MS	F	p
A-I-I Inventory	1	221.56	2.07	> .10
Experience	1	10.25	0.09	> .50
Interaction	1	101.81	0.95	> .25
Error	60	106.54		

TABLE 9

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI AND A-I-I INVENTORY SCORES
ACCORDING TO (4) LEVELS OF WORKER
TRAINING AND (2) LEVELS OF
WORKER A-I-I INVENTORY
SCORES

Source	df	MS	F	p
Training	3	170.27	1.70	> .10
A-I-I Inventory	1	36.50	0.36	> .50
Interaction	3	162.64	1.62	> .10
Error	40	100.14		

As indicated in Tables 8 and 9 there was no significant difference in composite POI and A-I-I Inventory scores between (2) levels of worker A-I-I Inventory scores.

Hypothesis 6

The better adjusted workers as determined by the A-I-I Inventory are more effective in that their clients are significantly higher on the composite RQ, POI and A-I-I Inventory score than the clients of less well adjusted workers.

The results of tests of this hypothesis are presented in Tables 10 and 11.

TABLE 10

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT COMPOSITE RQ, POI AND A-I-I INVENTORY SCORES ACCORDING TO (2) LEVELS OF WORKER A-I-I INVENTORY SCORES AND (2) LEVELS OF WORKER EXPERIENCE

Source	df	MS	F	p
A-I-I Inventory	1	0.56	0.01	> .50
Experience	1	0.06	0.00	> .50
Interaction	1	135.68	1.22	> .25
Error	60	111.18		

TABLE 11

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF COMPOSITE
 RQ, POI AND A-I-I INVENTORY SCORES ACCORDING
 TO (4) LEVELS OF WORKER TRAINING AND (2)
 LEVELS OF WORKER A-I-I INVENTORY SCORES

Source	df	MS	F	p
Training	3	78.04	0.44	>.25
A-I-I Inventory	1	145.93	1.64	>.10
Interaction	3	68.64	0.77	>.50
Error	40	88.67		

The analysis of variance indicated that there was no significant differences in composite RQ, POI, and A-I-I Inventory scores according to (2) levels of worker A-I-I Inventory scores.

Hypothesis 7

To determine whether more experienced workers are perceived more positively by their clients as determined by the composite RQ score than are less experienced workers.

The results of tests of this hypothesis are presented in Tables 3 and 12.

TABLE 12

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE RQ SCORES ACCORDING TO (2) LEVELS OF
WORKER EXPERIENCE AND (2) LEVELS OF
WORKER TRAINING

Source	df	MS	F	p
Experience	1	0.12	0.00	>.50
Training	3	493.79	5.33	<.01
Interaction	3	57.79	0.62	>.50
Error	48	92.61		

As indicated in the above table and in Table 3 (F = 0.019, p >.50) there was no significant difference in composite Relationship Questionnaire scores according to (2) levels of worker experience.

Hypothesis 8

Experienced workers are more effective in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory than the clients of less experienced workers.

The results of tests of this hypothesis are presented in Tables 5 and 13.

TABLE 13

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
A-I-I INVENTORY SCORES ACCORDING TO (2)
LEVELS OF WORKER TRAINING AND (2)
LEVELS OF WORKER EXPERIENCE

Source	df	MS	F	p
Training	3	356.66	1.36	> .25
Experience	1	41.00	0.15	> .50
Interaction	3	159.33	.60	> .50
Error	72	261.29		

Table 13 indicates that there was no significant difference in client A-I-I Inventory scores according to (2) levels of experience, whereas Table 5 ($f = 4.264$, $p < .05$) indicates that there was a significant difference between experience level 1 (experienced) and level 2 (less experienced) in favour of less experienced workers.

Hypothesis 9

Experienced workers are more effective in that their clients are significantly more self-actualized as determined by the composite POI score than are the clients of less experienced workers.

The results of tests of this hypothesis are presented in Tables 6 and 14.

TABLE 14

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI SCORES ACCORDING TO (2) LEVELS OF
WORKER EXPERIENCE AND (4) LEVELS OF
WORKER TRAINING

Source	df	MS	F	p
Experience	1	71.50	0.67	>.25
Training	3	151.39	1.43	>.10
Interaction	3	47.93	0.45	>.50
Error	48	105.60		

As observed in Table 14 as well as in Table 6 (F = 0.001, $p > .50$) there was no significant difference in client composite POI scores between (2) levels of worker experience.

Hypothesis 10

Experienced workers are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory score than the clients of less experienced workers.

The results of tests of this hypothesis are presented in Tables 8 and 15.

TABLE 15

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE POI AND A-I-I INVENTORY SCORES
ACCORDING TO (4) LEVELS OF WORKER
TRAINING AND (2) LEVELS OF
WORKER EXPERIENCE

Source	df	MS	F	P
Training	3	50.41	0.44	>.50
Experience	1	54.56	0.47	>.25
Interaction	3	128.91	1.13	>.25
Error	48	113.81		

Tables 15 and 8 ($F = 0.096$, $p > .50$) indicate that there was no significant difference in client composite POI and A-I-I Inventory scores according to (2) levels of worker experience.

Hypothesis 11

Experienced workers are more effective in that their clients are significantly higher on the composite RQ, POI and A-I-I Inventory score than the clients of less experienced workers.

The results of tests of this hypothesis are presented in Tables 10 and 16.

TABLE 16

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE OF CLIENT
COMPOSITE RQ, POI AND A-I-I INVENTORY SCORES
ACCORDING TO (2) LEVELS OF WORK EXPERIENCE
AND (4) LEVELS OF WORKER TRAINING

Source	df	MS	F	p
Experience	1	54.25	0.49	> .25
Training	3	111.54	1.02	> .25
Interaction	3	30.10	0.27	> .50
Error	48	108.79		

There was no significant difference in client composite RQ, POI and A-I-I Inventory scores according to (2) levels of experience as indicated in Tables 16 and 10 ($F = 0.00$, $p > .50$)

Hypothesis 12

More highly trained workers will be perceived significantly more positively by their clients as determined by the composite RQ score than will lesser trained workers.

The results of tests of this hypothesis are presented in Tables 2 and 12.

As indicated in Table 2 there were no significant differences in composite RQ scores according to (4) levels of training ($F = 2.60$, $p > .05$). There was a significant

difference, however, as observed in Table 12 ($F = 5.33$, $p < .01$).

Tukey Post Hoc tests of comparison of means were applied to the level of training means in order to determine where the difference occurred.

The results of this test are presented in Table 17.

TABLE 17

RESULTS OF TUKEY POST HOC TESTS OF COMPARISONS
OF MEANS ACROSS (4) LEVELS OF TRAINING^a

Comparisons	Absolute Difference	Decision Regarding Ho:
1 vs 2 ^b	12.85	Rejected
1 vs 3	8.90	Tenable
1 vs 4	12.35	Rejected
2 vs 3	3.95	Tenable
2 vs 4	0.50	Tenable
3 vs 4	3.45	Tenable
X Group 1 = 57.10		X Group 2 = 44.25
X Group 3 = 48.20		X Group 4 = 44.75

a $\sqrt{MSw/n} = 2.57$; Critical value of studentized range statistic = 4.48; Critical difference = 11.51

b Group 1 = Master of social work; Group 2 = diploma in social services; Group 3 = baccalaureate degree; Group 4 = Non university/vocational college trained.

As can be observed in Table 17 there were significant differences in client RQ scores between training level 1 (Master of social work) and level 2 (diploma in social services) and between level 1 and level 4 (non university/vocational college trained). However, there were no significant differences among the remaining comparisons.

Hypothesis 13

More highly trained workers are more effective in that their clients possess significantly fewer irrational ideas as determined by the A-I-I Inventory than the clients of lesser trained workers.

The results of tests of this hypothesis are presented in Tables 4 and 13.

There were no significant differences in clients A-I-I Inventory scores according to (4) levels of training as observed in Table 4 ($F = 1.39, p > .10$), and Table 13 ($F = 1.37, p > .25$).

Hypothesis 14

More highly trained workers are more effective in that their clients are significantly more self-actualized as determined by the composite POI score than are the clients of lesser trained workers.

The results of tests of this hypothesis are presented in Tables 7 and 14.

As indicated in Tables 7 ($F = 0.88, p > .25$) and 14 ($F = 1.43, p > .10$) there were no significant differences in composite POI score according to (4) levels of training.

Hypothesis 15

More highly trained workers are more effective in that their clients are significantly higher on the composite POI and A-I-I Inventory scores than the clients of lesser trained workers.

The results of tests of this hypothesis are presented in Tables 9 and 15.

The analysis of variance indicated that there were no significant differences in composite POI and A-I-I Inventory scores according to (4) levels of training as revealed in Tables 9 ($F = 1.70, p > .10$) and 15 ($F = 0.44, p > .50$).

Hypothesis 16

More highly trained workers are more effective in that their clients are significantly higher on the composite RQ, POI and A-I-I Inventory scores than the clients of lesser trained workers.

The results of tests of this hypothesis are presented in Tables 11 and 16.

As Tables 11 ($F = 0.88, p > .25$) and 16 ($F = 1.02, p > .25$) indicate there were no significant differences in composite RQ, POI and A-I-I Inventory scores according to (4) levels of training.

Hypotheses Tests Summarized

A summary of the results of hypotheses tests are presented in Table 18.

TABLE 18

RESULTS OF TESTS OF HYPOTHESES

Hypothesis	Statement of hypothesis	Result of test of hypothesis
1	Workers possess fewer irrational ideas than clients.	Supported
2	Better adjusted workers will be perceived more positively by their clients as determined by <u>RQ</u> .	Not supported
3	Better adjusted workers will be more effective as determined by <u>A-I-I Inventory</u> .	Not supported
4	Better adjusted workers will be more effective as determined by <u>POI</u> .	Not supported
5	Better adjusted workers will be more effective as determined by <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported
6	Better adjusted workers will be more effective as determined by <u>RQ</u> , <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported

TABLE 18 (Continued)

Hypothesis	Statement of hypothesis	Result of test of hypothesis
7	Experienced workers will be perceived more positively by their clients as determined by <u>RQ</u> .	Not supported
8	Experienced workers are more effective as determined by <u>A-I-I Inventory</u> .	Not supported
9	Experienced workers are more effective as determined by <u>POI</u> .	Not supported
10	Experienced workers are more effective as determined by <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported
11	Experienced workers are more effective as determined by <u>RQ</u> , <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported
12	More highly trained workers will be perceived more positively by their clients as determined by <u>RQ</u> .	Supported
13	More highly trained workers are more effective as determined by <u>A-I-I Inventory</u> .	Not supported

TABLE 18 (Continued)

Hypothesis	Statement of hypothesis	Result of test of hypothesis
14	More highly trained workers are more effective as determined by <u>POI</u> .	Not supported
15	More highly trained workers are more effective as determined by <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported
16	More highly trained workers are more effective as determined by <u>RQ</u> , <u>POI</u> and <u>A-I-I Inventory</u> .	Not supported

CHAPTER V

DISCUSSION AND IMPLICATIONS FOR FUTURE RESEARCH

DISCUSSION OF RESULTS

The data supported hypothesis 1 that clients possess significantly more irrational ideas than their workers. This was consistent with evidence presented by Davies (1970) and Vargo (1972) and, consequently, further substantiated the validity of the A-I-I Inventory and its ability to discriminate between groups of people.

Hypotheses 2, 3, 4, 5, and 6 which stated that the better adjusted workers as measured by the A-I-I Inventory, were more effective than less well adjusted workers were not supported. This was not consistent with a substantial body of research evidence (Bandura, 1956; Bandura, Lipsher and Miller, 1960; Bergin and Solomon, 1963; Carkhuff and Bereson, 1967; Drefus, 1967; Foulds, 1969a, 1969b).

The results pertaining to hypothesis 7, 9, 10 and 11 indicated that there were no significant differences in performance of workers across levels of experience. There was considerable previous research evidence compatible with these findings (Carkhuff and Truax, 1965; Strupp, 1955; Westwood, 1972).

Hypothesis 8, which also pertained to the relationship between worker experience and effectiveness did reveal a difference. The less experienced workers appeared more effective than more experienced workers in that their

clients scored significantly lower scores on the A-I-I Inventory than the clients of more experienced workers.

In regard to training, the analysis of hypothesis 12 indicated that there was a significant difference in performance of workers across levels of training as determined by the RQ. This was compatible with recent findings by Westwood (1972). The author of the present study found that workers with a Master of Social Work Degree were perceived significantly more positively than workers with a social service diploma and workers who were non-university/vocational college trained. There was no significant difference between workers with a Master of Social Work Degree and those with a baccalaureate degree.

In relation to hypotheses 13, 14, 15 and 16, there were no significant differences in worker performance across levels of training as determined by client scores on the A-I-I Inventory and the POI. These findings were compatible with the research evidence reported by Bergin and Solomon (1963), Carkhuff, Kratochirl and Friel (1968) and Melloh (1964).

Adjustment of Worker and His Therapeutic Relevance

Much has been written about the positive relationship of practitioner adjustment to therapeutic effectiveness (Arbuckle, 1956; Bandura, 1956; Bandura, Lipsher and Miller, 1960; Bergin and Solomon, 1963; Carkhuff and Berenson, 1967; Drefus, 1967; Foulds, 1969a, 1969b; Jourard, 1964). Therefore, it was considered beneficial to determine the

effect of social worker adjustment on casework effectiveness. For purposes of this study adjustment was defined in terms of Ellis' theory of irrational ideas (Ellis, 1962) and operationally defined by the A-I-I Inventory (Fox and Davies, 1970; Zingle, 1965).

As indicated above, clients scored significantly higher on the A-I-I Inventory than social workers, indicating that clients possess more irrational ideas than workers. This was consistent with other findings (Davies, 1970; Vargo, 1972) and appeared to further substantiate Ellis' theory as well as the validity of the A-I-I Inventory and its ability to differentiate between groups of people.

Those hypotheses which predicted the therapeutic relevance of worker adjustment, were not supported. Kerlinger (1964) suggested that negative results could be due to any one, or all of the following: incorrect theory and hypotheses, inappropriate or incorrect methodology, inadequate or poor measurement, or faulty analysis.

It was the author's contention that the analyses utilized were completely appropriate and, consequently, very adequate for the purposes of this study. In addition, the sample sizes were as large as was feasibly possible and met the intent of the research design. Furthermore, although the limitations which were previously mentioned in Chapter III could have had some influence upon the results, they were not considered to be primary factors in interpretation.

In view of this, as the results suggested, there may

not be a relationship between the possession of irrational ideas and worker effectiveness as determined by the RQ, POI and A-I-I Inventory and consequently the rationale of this study may be incorrect. It was postulated that the possession of many irrational ideas would interfere with a worker's ability to be an effective caseworker. However, as the results have indicated this relationship was not evident. In view of this the author would contend that irrational ideas need not be an important factor in case-work effectiveness. This is an important area for further investigation as in this study the criterion for evaluating effectiveness was client perception and an outcome measure of client health. Consequently, it would be useful to determine whether criterion measures of effectiveness result in similar findings.

Furthermore, the A-I-I Inventory was used to differentiate groups of individuals in terms of irrational ideas. However, research pertaining to it was still too limited to indicate at what point on the scale an individual possessed too many irrational ideas, or would be considered severely disturbed. It could very well be that workers could possess many irrational ideas as determined by the A-I-I Inventory and yet could function effectively in a casework situation as the results of the present study seemed to indicate. In addition, further research is necessary to substantiate the validity of this instrument. Although there was some evidence to suggest it has construct validity there

would appear to be a need to further substantiate this.

Experience of Worker and His Therapeutic Relevance

Generally the results pertaining to the therapeutic relevance of worker experience indicated that experience was irrelevant to therapeutic effectiveness. This was consistent with Minde et al (1971) who found that length of work experience along with age was not related to on-the-job effectiveness. Also comparative studies in the field of counseling have found similar results (Carkhuff and Truax, 1965; Strupp, 1955; Truax and Carkhuff, 1967).

The one significant difference which did occur in relation to worker experience was in favour of the less experienced worker. In other words, the workers with less experience were more effective in that their clients scored significantly lower on the A-I-I Inventory than the clients of more experienced workers. It was noted that although Westwood (1972) did not find significant differences in performance of workers along levels of experience, he commented that there was a slight trend towards higher mean functioning with the non-experienced worker. The author was unable to find previous research in line with these findings; however, since two recent studies pertaining to social workers have now indicated a trend in this direction, it would appear to be an area for further study. It may very well be that less experienced workers, who for the most part are younger, can relate to clients more effectively in changing times.

However, considerable emphasis has been placed upon the value of experience in social welfare agencies and institutions. In view of this there would appear to be implications for such agencies based on the findings of the present study.

Training of Worker and His Therapeutic Relevance

The results of the present study indicated that there was a significant difference in performance of workers across levels of training as determined by the RQ. Workers with a Master of Social Work degree were perceived significantly more positively than workers with a social service diploma and workers who were non-university/vocational college trained. There was no significant difference between workers with a Master of Social Work degree and those with a baccalaureate degree. On the other hand, on the outcome measures of performance, i.e. client scores on the A-I-I Inventory and the POI, there were no significant differences among workers across all four levels of training.

Results similar to the above were found by Bergin and Jasper (1969) who found that although counselors' performance on empathy scores were significantly different across levels of personal characteristics there were no differences on the outcome measures. The explanation which they offered, in addition to the fact that outcome measures used in the study were possibly questionable, was that perhaps Truax's measures were not generalizable to counseling

situations beyond the client-centered approach. In other words, although the counselors scored high on empathy they were not necessarily going to be effective in terms of outcome if they were using another type of counseling approach. Consequently, this may have been a possible explanation for the equivocal nature of the present results. Although there was a significant difference as determined by the RQ there were no differences on the outcome measures. Hence what has been stated by Bergin and Jasper (1969) may apply, and client perception may not be related to therapeutic outcome since the client-centered approach was not utilized.

CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

Research has been needed and still is required in the area of social caseworker effectiveness. The present study attempted to make a contribution in this regard. Since the study was descriptive and exploratory in design, its purpose was to provide information regarding the relationship between worker performance as determined by the criterion measures: RQ, POI and A-I-I Inventory, and the adjustment, experience and training of the worker.

Although the author found differences across levels of experience and training he was not implying a causal relationship because no attempt was made to experimentally control the independent variables.

In addition, performance aspects of the worker

focused on in this study (client perception and client adjustment) were important components in evaluating worker effectiveness. However, total effectiveness cannot be predicted on the basis of just these variables. Other variables related to worker functions would have to be explored as well to provide an overall evaluation of worker effectiveness. Thus, although generalizations of the present study are limited, the results suggested that the worker variables - experience and training, needed to be examined more closely than in the past as variables related to casework effectiveness.

More specifically emphasis has been placed upon training and experience in welfare agencies and institutions in terms of hiring and promotion. In view of this research into the specific benefits of experience and training in various social welfare positions is needed.

Furthermore, since workers with Master of Social Work degrees were superior in some respects, consideration of the components of the Master of Social Work programs would be beneficial to other types of training programs.

The tendency of the graduate social workers to enter administrative positions in spite of their casework competency might also be explored. Although they may very well have administrative ability, an attempt should be made to determine where they can be used most productively.

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APPENDIX A
IRRATIONAL IDEAS

IRRATIONAL IDEAS

1. The idea that it is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in his community.
2. The idea that one should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile.
3. The idea that certain people are bad, wicked, or villainous and that they should be severely blamed and punished for their villainy.
4. The idea that it is awful and catastrophic when things are not the way one would very much like them to be.
5. The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances.
6. The idea that if something is or may be dangerous or fearsome one should be terribly concerned about it and should keep dwelling on the possibility of its occurring.
7. The idea that it is easier to avoid than to face certain life difficulties and self-responsibilities.
8. The idea that one should be dependent upon others and needs someone stronger than oneself on whom to rely.
9. The idea that one's past history is an all-important determiner of one's present behaviour and that because something once strongly affected one's life, it should

indefinitely have a similar effect.

10. The idea that one should become quite upset over other people's problems and disturbances.
11. The idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

APPENDIX B

BIOGRAPHICAL INFORMATION

SOCIAL WORKER FORM

BIOGRAPHICAL INFORMATION

SOCIAL WORKER FORM

NAME: _____ SEX: M ___ F ___ AGE: _____

OFFICE ADDRESS: _____

PHONE: _____

MARITAL STATUS: MARRIED _____ SINGLE _____ DIVORCED _____ SEP _____

EDUCATION: MASTER OF SOCIAL WORK _____
GRADUATE OF TWO YEAR SOCIAL SERVICE COURSE _____
BACHELORS DEGREE e.g. B.A., B.Ed. _____
SECONDARY SCHOOL & RELATED EXPERIENCE _____

SOCIAL WORK EXPERIENCE: YEARS _____ MONTHS _____

MAJOR EMPHASIS OF SOCIAL WORK POSITION:

FAMILY COUNSELING _____
PROTECTION _____
CHILD WELFARE _____
JUVENILE PROBATION _____
ADULT PROBATION _____
PAROLE _____
EMPLOYMENT _____
OPPORTUNITIES _____
PUBLIC ASSISTANCE _____
DIVERSIFIED _____

MAJOR SOCIAL WORK ACTIVITY:

INDIVIDUAL COUNSELING _____
GROUP WORK _____
COMBINATION OF CASE WORK _____
AND GROUP WORK _____
COMMUNITY ORGANIZATION _____
SUPERVISOR _____
ADMINISTRATION _____
INTAKE _____

The information on this questionnaire will remain absolutely confidential.

If you wish to receive information regarding the results of this study, please advise. I can be contacted at 432-5864.

Thank you for your cooperation.

Brian Johnson
Ph.D. Candidate

APPENDIX C

COVERING LETTER TO CLIENTS



Dear

Perhaps we can help each other - at least I need your help. We are trying to find out about the kinds of people who work with social workers and exactly how people feel about the help they are getting, if any. If you can help me by filling out the enclosed questionnaires I can promise that this information will be passed on to those who decide what kind of social workers are needed in this province. Of course, anything you tell me will be confidential - in fact, I do not want you to put your name on the questionnaire. In that way you can be sure that I do not know who you are.

The envelope, which was mailed to you from the office of your social worker contains four questionnaires. I would like you to complete the questionnaires as accurately as possible and then mail them to me in the self-addressed stamped envelope. Your social worker, whose name appears on the questionnaire, will never see the questionnaires nor become aware of any of the information that is on them.

The general idea of my study is part of a larger project where we are trying to find out the kinds of people that are seen as being most helpful. To be useful I need almost every questionnaire returned.

If you wish to know about the results of this study I will be pleased to send you a summary when it is completed, just phone me separately and leave your name and address.

If you have any questions about this before you complete this questionnaire you can contact me at 432-5864.

Thank you for your cooperation.

Yours very truly,

Brian Johnson, M.S.W.
Ph.D. Candidate

BJ:pk
Encl.

APPENDIX D

BIOGRAPHICAL INFORMATION

CLIENT FORM

BIOGRAPHICAL INFORMATION

CLIENT FORM

NAME: _____

ADDRESS: _____

PHONE: _____

AGE: _____

SEX: (circle) M F

MARITAL STATUS: SINGLE _____
 MARRIED _____
 SEPARATED _____
 DIVORCED _____

DO YOU HAVE ANY CHILDREN? YES _____ NO _____

IF YES, HOW MANY: _____

NAME OF SOCIAL WORKER _____

NUMBER OF VISITS WITH SOCIAL WORKER _____

LENGTH OF TIME YOU HAVE BEEN IN CONTACT WITH
SOCIAL WORKER: YEARS _____ MONTHS _____

If you wish to receive information regarding the results
of this study please advise.

APPENDIX E

FOLLOW UP LETTER TO CLIENTS

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
PSYCHOLOGY



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

February 25, 1972

I am writing to you in regard to the questionnaires which I mailed to you during the last few weeks. As I have not received as many as I had hoped I would appreciate it if you would complete them and return them to me as soon as possible. It is most important that we get all of the questionnaires back so that we can give an accurate report to the government about the helpfulness of social workers.

Some have indicated that they have misplaced their questionnaires. If this is so and you still wish to participate in the study, please contact me at 432-5864, and I will send another copy to you.

In the event that you do not wish to complete the questionnaires, please return them to me anyway, in the envelope provided.

I do appreciate your assistance in completing the questionnaires. Hopefully we will all benefit from it.

Yours very truly,

Brian Johnson, M.S.W.,
Ph.D. Candidate

BJ:bb

P.S. If you have already returned the questionnaires, please disregard this letter, and thank you.

APPENDIX F

ADULT IRRATIONAL IDEAS INVENTORY

(A-I-I INVENTORY)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Jeers humiliate me even when I know I am right.	SA '	A '	U '	D '	SD '
2. I worry about situations where I am being tested.	SA '	A '	U '	D '	SD '
3. The best way to teach a child right from wrong is to spank him when he is wrong.	SA '	A '	U '	D '	SD '
4. I must learn to "keep my head" when things go wrong.	SA '	A '	U '	D '	SD '
5. I think I am getting a fair deal in life.	SA '	A '	U '	D '	SD '
6. I worry about eternity.	SA '	A '	U '	D '	SD '
7. I am happiest when I am sitting around doing little or nothing.	SA '	A '	U '	D '	SD '
8. I prefer to be independent of others in making decisions.	SA '	A '	U '	D '	SD '
9. If a person is ill-tempered and moody, he will probably never change.	SA '	A '	U '	D '	SD '
10. I get very upset when I hear of people (not close relatives or close friends) who are very ill.	SA '	A '	U '	D '	SD '
11. Crime never pays.	SA '	A '	U '	D '	SD '

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	SA	A	U	D	SD
12. My family and close friends do not take enough time to become acquainted with my problems.	'	'	'	'	'
13. People who do not achieve competency in at least one area are worthless.	'	'	'	'	'
14. We are justified in refusing to forgive our enemies.	'	'	'	'	'
15. I frequently feel unhappy with my appearance.	'	'	'	'	'
16. I feel that life has a great deal more happiness than trouble.	'	'	'	'	'
17. I worry over possible misfortunes.	'	'	'	'	'
18. I often spend more time in trying to think of ways of getting out of something than it would take me to do it.	'	'	'	'	'
19. I tend to look to others for the kind of behavior they approve as right and wrong.	'	'	'	'	'
20. Some people are dull and unimaginative because of defective training as a child.	'	'	'	'	'
21. Helping others is the very basis of life.	'	'	'	'	'

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
22.	School promotions should be for intellectual merit alone.	SA 	A 	U 	D 	SD
23.	It is very important to me when I do a good job to be praised.	SA 	A 	U 	D 	SD
24.	I find it difficult to take criticism without feeling hurt.	SA 	A 	U 	D 	SD
25.	It is terribly upsetting the way some students seem to be constantly protesting about one thing or another.	SA 	A 	U 	D 	SD
26.	It is impossible at any given time to change one's emotions.	SA 	A 	U 	D 	SD
27.	I tend to worry about possible accidents and disasters.	SA 	A 	U 	D 	SD
28.	I need to learn how to keep from being too assertive or too bold.	SA 	A 	U 	D 	SD
29.	To co-operate with others is better than doing what you feel should be done.	SA 	A 	U 	D 	SD
30.	Sympathy is the most beautiful emotion of man.	SA 	A 	U 	D 	SD
31.	People who criticize the government are either ignorant or foolish.	SA 	A 	U 	D 	SD

- | | Strongly
Agree | Agree | Undecided | Disagree | Strongly
Disagree |
|---|-------------------|-------|-----------|----------|----------------------|
| | SA | A | U | D | SD |
| 32. I wish that more affection were shown by members of my family. | | | | | |
| 33. When a person is no longer interested in doing his best, he is done for. | | | | | |
| 34. I get very angry when I miss a bus which passes only a few feet away from me. | | | | | |
| 35. My place of employment and/or my neighborhood provide adequate opportunity for me to meet and make friends. | | | | | |
| 36. I can walk past a grave yard alone at night without feeling uneasy. | | | | | |
| 37. I avoid inviting others to my home because it is not as nice as theirs. | | | | | |
| 38. I prefer to have someone with me when I receive bad news. | | | | | |
| 39. It is necessary to be especially friendly to new co-workers and neighbors. | | | | | |
| 40. The good person is usually right. | | | | | |
| 41. Sometimes I feel that no one loves me. | | | | | |

- | | Strongly
Agree | Agree | Undecided | Disagree | Strongly
Disagree |
|---|-------------------|-------|-----------|----------|----------------------|
| | SA | A | U | D | SD |
| 42. I worry about little things. | | | | | |
| 43. Riches are a sure basis for happiness in the home. | | | | | |
| 44. I can face a difficult task without fear. | | | | | |
| 45. I usually try to avoid doing chores which I dislike doing. | | | | | |
| 46. I like to bear responsibilities alone. | | | | | |
| 47. Other people's problems frequently cause me great concern. | | | | | |
| 48. It is sinful to doubt the Bible. | | | | | |
| 49. It makes me very uncomfortable to be different. | | | | | |
| 50. I get terribly upset and miserable when things are not the way I would like them to be. | | | | | |
| 51. I find that my occupation and social life tends to make me unhappy. | | | | | |
| 52. I am afraid in the dark. | | | | | |

- | | Strongly
Agree | Agree | Undecided | Disagree | Strongly
Disagree |
|--|-------------------|--------|-----------|----------|----------------------|
| 53. Many people that I know are so unkind or unfriendly that I avoid them. | SA
' | A
' | U
' | D
' | SD
' |
| 54. It is better to take risks and to commit possible errors than to seek unnecessary aid of others. | SA
' | A
' | U
' | D
' | SD
' |
| 55. I get disturbed when neighbors are very harsh with their little children. | SA
' | A
' | U
' | D
' | SD
' |
| 56. I find it very upsetting when important people are indifferent to me. | SA
' | A
' | U
' | D
' | SD
' |
| 57. I have sometimes had a nickname which upset me. | SA
' | A
' | U
' | D
' | SD
' |
| 58. I have sometimes crossed the street to avoid meeting some person. | SA
' | A
' | U
' | D
' | SD
' |
| 59. When a friend ignores me I become extremely upset. | SA
' | A
' | U
' | D
' | SD
' |
| 60. My feelings are easily hurt. | SA
' | A
' | U
' | D
' | SD
' |

APPENDIX G

RELATIONSHIP QUESTIONNAIRE

(RQ)

RELATIONSHIP QUESTIONNAIRE

NAME: _____

DATE: _____

People feel differently about some people than they do about others. There are a number of statements below that describe a variety of ways that one person may feel about another person, or ways that one person may act toward another person. Consider each statement carefully and decide whether it is true or false when applied to your present relationship with your social worker. If the statement seems mostly true, then circle true; if it is mostly not true, then circle false.

- | | | | |
|-----|--|---|---|
| 1. | She seems to hold things back, rather than tell me what she really thinks. | T | F |
| 2. | She understands my words but does not know what I feel. | T | F |
| 3. | She understands me. | T | F |
| 4. | She understands exactly how I see things. | T | F |
| 5. | She is often disappointed in me. | T | F |
| 6. | She seems to like me no matter what I say to her. | T | F |
| 7. | She is impatient with me. | T | F |
| 8. | She may understand me but she does not know how I feel. | T | F |
| 9. | Sometimes she seems interested in me while other times she does not seem to care about me. | T | F |
| 10. | She often misunderstands what I am trying to say. | T | F |
| 11. | She almost always seems very concerned about me. | T | F |

- | | | | |
|-----|---|---|---|
| 12. | Sometimes I feel that what she says to me is very different from the way she really feels. | T | F |
| 13. | She is a person you can really trust. | T | F |
| 14. | Sometimes she will argue with me just to prove she is right. | T | F |
| 15. | Sometimes she seems to be uncomfortable with me, but we go on and pay no attention to it. | T | F |
| 16. | Some things I say seem to upset her. | T | F |
| 17. | She can read me like a book. | T | F |
| 18. | She usually is not very interested in what I have to say. | T | F |
| 19. | She feels indifferent about me. | T | F |
| 20. | She acts too professional. | T | F |
| 21. | I am just another person to her. | T | F |
| 22. | I feel that I can trust her to be honest with me. | T | F |
| 23. | She ignores some of my feelings. | T | F |
| 24. | She likes to see me. | T | F |
| 25. | She knows more about me than I do about myself. | T | F |
| 26. | Sometimes she is so much "with me", in my feelings that I am not at all distracted by her presence. | T | F |
| 27. | I can usually count on her to tell me what she really thinks or feels. | T | F |
| 28. | She appreciates me. | T | F |
| 29. | She sure makes me think hard about myself. | T | F |
| 30. | I feel that she is being genuine with me. | T | F |
| 31. | Even when I cannot say quite what I mean, she knows how I feel. | T | F |
| 32. | She usually helps me to know how I am feeling by putting my feelings into words for me. | T | F |

- | | | | |
|-----|---|---|---|
| 33. | She seems like a very cold person. | T | F |
| 34. | She must understand me, but I often think she is wrong. | T | F |
| 35. | I feel that she really thinks I am worthwhile. | T | F |
| 36. | Even if I were to criticize her she would still like me. | T | F |
| 37. | She likes me better when I agree with her. | T | F |
| 38. | She seems to follow almost every feeling I have while I am with her. | T | F |
| 39. | She usually uses just the right words when she tries to understand how I am feeling. | T | F |
| 40. | If it were not for her I would probably never be forced to think about some of the things that trouble me. | T | F |
| 41. | She pretends that she likes me more than she really does. | T | F |
| 42. | She really listens to everything I say. | T | F |
| 43. | Sometimes she seems to be putting up a professional front. | T | F |
| 44. | Sometimes she is so much "with me" that with only the slightest hint she is able to accurately sense some of my deepest feelings. | T | F |
| 45. | I feel safer with her than I do with almost any other person. | T | F |
| 46. | Her voice usually sounds very serious. | T | F |
| 47. | I often cannot understand what she is trying to tell me. | T | F |
| 48. | Sometimes she sort of "pulls back" and examines me. | T | F |
| 49. | I am afraid of her. | T | F |
| 50. | She seems to pressure me to talk about things that are important to me. | T | F |
| 51. | Whatever she says usually fits right in with what I am feeling | T | F |

- | | | | |
|-----|---|---|---|
| 52. | She sometimes seems more interested in what she herself says than in what I say. | T | F |
| 53. | She tells me things that she does not mean. | T | F |
| 54. | She often does not seem to be genuinely herself. | T | F |
| 55. | She is a very sincere person. | T | F |
| 56. | With her I feel more free to really be myself than with almost anyone else I know. | T | F |
| 57. | She sometimes pretends to understand me, when she really does not. | T | F |
| 58. | She usually knows exactly what I mean, sometimes even before I finish saying it. | T | F |
| 59. | She accepts me the way I am even though she wants me to be better. | T | F |
| 60. | Whether I am talking about "good" or "bad" feelings it seems to make no real difference in the way she feels toward me. | T | F |
| 61. | In many of our talks I feel that she pushes me to talk about things that are upsetting. | T | F |
| 62. | She often leads me into talking about some of my deepest feelings. | T | F |
| 63. | She usually makes me work hard at knowing myself. | T | F |
| 64. | Sometimes I feel like going to sleep while I am talking with her. | T | F |
| 65. | She is curious about what makes me act like I do, but she is not really interested in me. | T | F |
| 66. | She sometimes completely understands me so that she knows what I am feeling even when I am hiding my feelings. | T | F |
| 67. | I sometimes feel safe enough with her to really say how I feel. | T | F |
| 68. | I feel I can trust her more than anyone else I know. | T | F |
| 69. | Whatever I talk about is okay with her. | T | F |

- | | | | |
|-----|--|---|---|
| 70. | She helps me know myself better by sometimes pointing to feelings within me that I had been unaware of. | T | F |
| 71. | She seems like a real person, instead of just a social worker. | T | F |
| 72. | I can learn a lot about myself from talking with her. | T | F |
| 73. | In spite of all she knows about me, she seems to trust my feelings about what is right and wrong for me. | T | F |
| 74. | Sometimes she is upset when I see her but she tries to hide it. | T | F |
| 75. | She would never knowingly hurt me. | T | F |
| 76. | She is a phony. | T | F |
| 77. | She is the kind of person who might lie to me if she thought it would help me. | T | F |
| 78. | When she sees me she seems to be "just doing a job". | T | F |
| 79. | In spite of the bad things that she knows about me, she seems to still like me. | T | F |
| 80. | I sometimes get the feeling that for her the most important thing is that I should really like her. | T | F |
| 81. | There is something about the way she reacts to what I tell her that makes me uncertain whether she can keep my confidences to herself. | T | F |
| 82. | She gives me so much advice I sometimes think she is trying to live my life for me. | T | F |
| 83. | She never knows when to stop talking about something which is not very meaningful to me. | T | F |
| 84. | She sometimes cuts me off abruptly just when I am leading up to something very important to me. | T | F |
| 85. | She frequently acts so restless that I get the feeling she can hardly wait for the day to end. | T | F |

86. There are lots of things I could tell her, but I am not sure how she would react to them, so I keep them to myself. T F
87. She constantly reminds me that we are friends though I have a feeling that she drags this into the conversation. T F
88. She sometimes tries to make a joke out of something I feel really upset about. T F
89. She is sometimes so rude I only accept it because she is supposed to be helping me. T F
90. Sometimes she seems to be playing "cat and mouse" with me. T F
91. She often points out what a lot of help she is giving me even though it does not feel like it to me. T F
92. It is hard to feel comfortable with her because she sometimes seems to be trying out some new theory on me. T F
93. She's got a job to do and does it. That is the only reason she does not tell me off. T F
94. She is always relaxed, I do not think anything could get her excited. T F
95. I don't think she has ever smiled. T F
96. She is always the same. T F
97. I would like to be like her. T F
98. She makes me feel like a guinea pig or some kind of animal. T F
99. She uses the same words over and over again till I'm bored. T F
100. Usually I can lie to her and she never knows the difference. T F
101. She may like me, but she does not like the things I talk about. T F
102. I don't think she really cares if I live or die. T F
103. She doesn't like me as a person, but continues to see me as a student anyway. T F

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| 104. | I think she is dumb. | T | F |
| 105. | She never says anything that makes her sound like a real person. | T | F |
| 106. | She is all right, but I really don't trust her. | T | F |
| 107. | If I make mistakes or miss an interview, she really gives me trouble about it. | T | F |
| 108. | She lets me talk about anything. | T | F |
| 109. | She probably laughs about the things that I have said to her. | T | F |
| 110. | I don't think she knows what is the matter with me. | T | F |
| 111. | She sometimes looks as worried as I feel. | T | F |
| 112. | She is really a cold fish. | T | F |
| 113. | There are times when I don't have to speak; she knows how I feel. | T | F |
| 114. | If I am happy or if I am sad, it makes no difference, she is always the same. | T | F |
| 115. | She really wants to understand me, I can tell by the way she acts. | T | F |
| 116. | She knows what it feels like to be ill. | T | F |
| 117. | She must think she is God, the way she talks about things. | T | F |
| 118. | She really wants to understand me, I can tell by the way she asks questions. | T | F |
| 119. | She must think she is God, the way she treats me. | T | F |
| 120. | She rarely makes me talk about anything that would be uncomfortable. | T | F |
| 121. | She interrupts me whenever I am talking about something that really means a lot to me. | T | F |
| 122. | When I am talking about things that mean a great deal to me, she acts like they don't mean a thing. | T | F |

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| 123. | I can tell by her expressions sometimes that she says things that she does not mean. | T | F |
| 124. | She really wants me to act a certain way, and says so. | T | F |
| 125. | There are a lot of things that I would like to talk about, but she won't let me. | T | F |
| 126. | She really likes me and shows it. | T | F |
| 127. | I think she could like someone, but I don't think she could love anybody. | T | F |
| 128. | There are times when she is silent for long periods, and then says things that don't have much to do with what we have been talking about. | T | F |
| 129. | When she is wrong she doesn't try to hide it. | T | F |
| 130. | She acts like she knows it all. | T | F |
| 131. | If she had her way, she wouldn't walk across the street to see me. | T | F |
| 132. | Often she makes me feel stupid the way she uses strange or big words. | T | F |
| 133. | She must think life is easy the way she talks about my problems. | T | F |
| 134. | You can never tell how she feels about things. | T | F |
| 135. | She treats me like a person. | T | F |
| 136. | She seems to be bored by a good deal of what I talk about. | T | F |
| 137. | She will talk to me, but otherwise she seems pretty far away from me. | T | F |
| 138. | Even though she pays attention to me, she seems to be just another person to talk with, an outsider. | T | F |
| 139. | Her concern about me is very obvious. | T | F |
| 140. | I get the feeling that she is all wrapped up in what I tell her about myself. | T | F |

RELATIONSHIP QUESTIONNAIRE

NAME: _____

DATE: _____

People feel differently about some people than they do about others. There are a number of statements below that describe a variety of ways that one person may feel about another person, or ways that one person may act toward another person. Consider each statement carefully and decide whether it is true or false when applied to your present relationship with your social worker. If the statement seems mostly true, then circle true; if it is mostly not true, then circle false.

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| 1. | He seems to hold things back, rather than tell me what he really thinks. | T | F |
| 2. | He understand my words but does not know what I feel. | T | F |
| 3. | He understands me. | T | F |
| 4. | He understands exactly how I see things. | T | F |
| 5. | He is often disappointed in me. | T | F |
| 6. | He seems to like me no matter what I say to him. | T | F |
| 7. | He is impatient with me. | T | F |
| 8. | He may understand me but he does not know how I feel. | T | F |
| 9. | Sometimes he seems interested in me while other times he does not seem to care about me. | T | F |
| 10. | He often misunderstands what I am trying to say. | T | F |

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| 11. | He almost always seems very concerned about me. | T | F |
| 12. | Sometimes I feel that what he says to me is very different from the way he really feels. | T | F |
| 13. | He is a person you can really trust. | T | F |
| 14. | Sometimes he will argue with me just to prove he is right. | T | F |
| 15. | Sometimes he seems to be uncomfortable with me, but we go on and pay no attention to it. | T | F |
| 16. | Some things I say seem to upset him. | T | F |
| 17. | He can read me like a book. | T | F |
| 18. | He usually is not very interested in what I have to say. | T | F |
| 19. | He feels indifferent about me. | T | F |
| 20. | He acts too professional. | T | F |
| 21. | I am just another person to him. | T | F |
| 22. | I feel that I can trust him to be honest with me. | T | F |
| 23. | He ignores some of my feelings. | T | F |
| 24. | He likes to see me. | T | F |
| 25. | He knows more about me than I do about myself. | T | F |
| 26. | Sometimes he is so much "with me", in my feelings that I am not at all distracted by his presence. | T | F |
| 27. | I can usually count on him to tell me what he really thinks or feels. | T | F |
| 28. | He appreciates me. | T | F |
| 29. | He sure makes me think hard about myself. | T | F |
| 30. | I feel that he is being genuine with me. | T | F |

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| 31. | Even when I cannot say quite what I mean, he knows how I feel. | T | F |
| 32. | He usually helps me to know how I am feeling by putting my feelings into words for me. | T | F |
| 33. | He seems like a very cold person. | T | F |
| 34. | He must understand me, but I often think he is wrong. | T | F |
| 35. | I feel that he really thinks I am worthwhile. | T | F |
| 36. | Even if I were to criticize him he would still like me. | T | F |
| 37. | He likes me better when I agree with him. | T | F |
| 38. | He seems to follow almost every feeling I have while I am with him. | T | F |
| 39. | He usually uses just the right words when he tries to understand how I am feeling. | T | F |
| 40. | If it were not for him I would probably never be forced to think about some of the things that trouble me. | T | F |
| 41. | He pretends that he likes me more than he really does. | T | F |
| 42. | He really listens to everything I say. | T | F |
| 43. | Sometimes he seems to be putting up a professional front. | T | F |
| 44. | Sometimes he is so much "with me" that with only the slightest hint he is able to accurately sense some of my deepest feelings. | T | F |
| 45. | I feel safer with him than I do with almost any other person. | T | F |
| 46. | His voice usually sounds very serious. | T | F |
| 47. | I often cannot understand what he is trying to tell me. | T | F |
| 48. | Sometimes he sort of "pulls back" and examines me. | T | F |
| 49. | I am afraid of him. | T | F |

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| 50. | He seems to pressure me to talk about things that are important to me. | T | F |
| 51. | Whatever he says usually fits right in with what I am feeling. | T | F |
| 52. | He sometimes seems more interested in what he himself says than in what I say. | T | F |
| 53. | He tells me things that he does not mean. | T | F |
| 54. | He often does not seem to be genuinely himself. | T | F |
| 55. | He is a very sincere person. | T | F |
| 56. | With him I feel more free to really be myself than with almost anyone else I know. | T | F |
| 57. | He sometimes pretends to understand me, when he really does not. | T | F |
| 58. | He usually knows exactly what I mean, sometimes even before I finish saying it. | T | F |
| 59. | He accepts me the way I am even though he wants me to be better. | T | F |
| 60. | Whether I am talking about "good" or "bad" feelings it seems to make no real difference in the way he feels toward me. | T | F |
| 61. | In many of our talks I feel that he pushes me to talk about things that are upsetting. | T | F |
| 62. | He often leads me into talking about some of my deepest feelings. | T | F |
| 63. | He usually makes me work hard at knowing myself. | T | F |
| 64. | Sometimes I feel like going to sleep while I am talking with him. | T | F |
| 65. | He is curious about what makes me act like I do, but he is not really interested in me. | T | F |
| 66. | He sometimes completely understands me so that he knows what I am feeling even when I am hiding my feelings. | T | F |

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| 67. | I sometimes feel safe enough with him to really say how I feel. | T | F |
| 68. | I feel I can trust him more than anyone else I know. | T | F |
| 69. | Whatever I talk about is okay with him. | T | F |
| 70. | He helps me know myself better by sometimes pointing to feelings within me that I had been unaware of. | T | F |
| 71. | He seems like a real person, instead of just a social worker. | T | F |
| 72. | I can learn a lot about myself from talking with him. | T | F |
| 73. | In spite of all he knows about me, he seems to trust my feelings about what is right and wrong for me. | T | F |
| 74. | Sometimes he is upset when I see him but he tries to hide it. | T | F |
| 75. | He would never knowingly hurt me. | T | F |
| 76. | He is a phony. | T | F |
| 77. | He is the kind of person who might lie to me if he thought it would help me. | T | F |
| 78. | When he sees me he seems to be "just doing a job". | T | F |
| 79. | In spite of the bad things that he knows about me, he seems to still like me. | T | F |
| 80. | I sometimes get the feeling that for him the most important thing is that I should really like him. | T | F |
| 81. | There is something about the way he reacts to what I tell him that makes me uncertain whether he can keep my confidences to himself. | T | F |
| 82. | He gives me so much advice I sometimes think he is trying to live my life for me. | T | F |
| 83. | He never knows when to stop talking about something which is not very meaningful to me. | T | F |

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| 84. | He sometimes cuts me off abruptly just when I am leading up to something very important to me. | T | F |
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| 102. | I don't think he really cares if I live or die. | T | F |
| 103. | He doesn't like me as a person, but continues to see me as a student anyway. | T | F |
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in what I tell him about myself.

T F

development of the Relationship Inventory (Barrett-Lennard, 1962). Truax's rating scales were based on definitions of empathy, congruence and acceptance which he derived from Carl Rogers (Rogers, 1957).

The questionnaire simply requested that the client consider each statement carefully and decide whether it was true or false when applied to his relationship with his therapist. In some cases a true response was the desired one; in others a false response was correct. A total score and five subtest scores could be obtained. The correct responses for Empathy were totalled to give a subtest score for Empathy. Similarly the correct responses for Warmth, Genuineness, overall Therapeutic Relationship, Intensity and Intimacy, and Concreteness were totalled to get the scores for each of these conditions.

Numerous studies have been carried out to determine the reliabilities of the rating scales for empathy, warmth and genuineness (Truax and Carkhuff, 1967). The range of reliabilities as reported by Truax and Carkhuff (1967), of the rating scale for empathy was from .43 to .95 with a mean of .75. The reliabilities of the rating scale for congruence ranged from .25 to .95 with a mean of .62. The reliabilities of the rating scale for acceptance ranged from .48 to .95 with a mean of .71.

Evidence as reported by Truax and Carkhuff (1967) indicated that the measures of therapeutic conditions derived from the RQ correlated between .53 and .56 with