THEORETICAL COUNSELING ORIENTATION: AN INITIAL ASPECT OF PROFESSIONAL ORIENTATION AND IDENTITY

by

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A DISSERTATION

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ABSTRACT

The literature on counselor development suggests that the development of a professional identity is a fundamental aspect of counselor training. The unique demands placed on counselors to integrate aspects of both personal and professional identity into the therapeutic process (Skovholt & Ronnestad, 1995) make development of a professional identity a critical component of the training of counseling practitioners.

An examination of the counselor development literature suggests that the processes of developing an integrated professional identity converge with the processes by which counseling students align with a theoretical orientation. Furthermore, the significant impact of theoretical orientation on clinical work suggests that the articulation of a personal theoretical orientation is an essential component of professional identity development for counselors.

The current study examined how a graduate course emphasizing a review of counseling theories impacted the identity statuses of graduate counseling students from the beginning to the end of a semester. Participants were enrolled in a counselor education program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Identity status was explored using the identity status model of James Marcia (1964) which consists of four identity statuses, Diffusion, Foreclosure, Moratorium, and Achievement. These statuses are based on the dimensions of Exploration and Commitment in Erik Erikson’s (1950) fifth stage of psychosocial development, Identity vs. Identity Diffusion. Specifically, this study investigated how the process of articulating a theoretical orientation impacted levels of Exploration, Commitment, and the identity statuses of graduate students enrolled in coursework.
in counseling theories. Empirical evidence of counseling student development as an outcome of this curricular activity was examined through a single group pretest-posttest design using the Ego Identity Process Questionnaire (EIPQ), which was administered at the beginning (T1) and end (T2) of the theories coursework within a given semester. An analysis of Exploration mean scores, Commitment mean scores, and identity status categories found no statistically significant differences between the T1 and T2 administrations of the EIPQ. A discussion of the findings is included, with implications for counselor educators as well as recommendations for further research.
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This dissertation is about identity development. As all identities are relative to context, I have been exceptionally blessed by those who have so profoundly influenced my own development.

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Soli Deo Gloria
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CHAPTER I
INTRODUCTION

Establishing a professional identity is an important aspect of development for helping professionals such as physicians (Broadhead, 1983), educators (Connelly & Clandinin, 1999), and counselors (Auxier, Hughes, & Kline, 2003; Brott & Myers, 1999). Professional identity has been associated with a variety of activities and functions in helping fields including selected interventions (Brott & Myers, 1999; Enyedy, Golberg, & Welsh, 2005; O’Flynn & Britten, 2006), ethical decision-making (Mabe & Rollin, 1986; Sider, 1986; Skovholt & Ronnestad, 1995), and career longevity (Kremer-Hayon, Faraj, & Wubbells, 2002; Onyett, Pillinger, & Muijen, 1997; Sleegers, 1999). Ekstein and Wallerstein (1958) contended that professional training, if it truly succeeds, leads to a psychologic amalgamation of the person with the function that he is to perform. We speak then not of having a job, but of being a member of a profession. Professional people are strongly identified with what they do… (p. 66).

The unique demands placed on counselors to incorporate aspects of both personal and professional identity into the therapeutic process (Skovholt & Ronnestad, 1995; Toporek, 2001) make the integration of a professional identity a critical component of the training of counseling practitioners. Many models of counselor training conceptualize counselor preparation as a developmental process (Auxier et al., 2003; Brott & Meyers, 1999; Hayes & Paisley, 2002; McAuliffe & Eriksen, 2000; Nelson & Jackson, 2003; Nelson & Neufeldt, 1998; Studer, 2007). A developmental perspective regarding the preparation of counselors is particularly evident in models put forward for the supervision of counseling interns (Friedman & Kaslow, 1986;
Professional counselor identity as a developmental component of counselor preparation has been identified as a critical element of counselor education and supervision (e.g., Auxier et al., 2003; Brott & Meyers, 1999; Friedman & Kaslow, 1986; Nelson & Jackson, 2003). The integration of the counselor’s personal and professional identity is a recurring theme in the counselor identity development literature in which this developmental achievement has been described as part of a “recycling” process (Auxier et al., 2003, p. 32), an “integration” process (Friedman & Kaslow, 1986, p. 45), a process in which counselors “consolidate their emerging professional identity” (Nelson & Jackson, 2003, p. 4), and a part of a “blending of influences” process (Brott & Meyers, 1999, p. 342).

The integration of components of personal and professional identity has similarly been identified in the process of the development of one’s theoretical orientation to counseling (Aradi & Kaslow, 1987; Bitar, Bean, & Bermudez, 2007; Spruill & Benshoff, 2000). Research concerning the theoretical orientation integration process which occurs prior to practicum and internship experiences suggests that students who have not yet engaged in clinical experiences may draw more heavily on aspects of personal identity in choosing a theoretical orientation (Aradi & Kaslow, 1987; Spruill & Benshoff, 2000). Spruill and Benshoff argued that “it is crucial to integrate personal beliefs with students' increasing knowledge of counseling theories” (p. 75). Similarly, Aradi and Kaslow contended that the process of integrating a theory of counseling must include the component of a therapist’s personality. This suggests that (a) students may engage in identity exploration as part of the process of choosing a theoretical
orientation, and (b) the development of a theoretical orientation is an aspect of counselor identity development.

Other evidence in support of theoretical orientation development as an aspect of professional identity development can be found in research concerning the impact of theoretical orientation on the professional functioning of counselors (Bitar et al., 2007; Spruill & Benshoff, 2000). For example, Spruill and Benshoff asserted that “developing a personal theory of counseling is essential for beginning counselors” (p. 70), suggesting that such development is foundational to clinical work.

Statement of the Problem

The literature concerning counselor professional identity development focuses almost exclusively on development that occurs in the context of the supervised experiential component of coursework (Auxier et al., 2003; Brott & Myers, 1999; Friedman & Kaslow, 1986; Loganbill et al., 1982; Nelson & Jackson, 2003; Stoltenberg & Dellworth, 1987; Studer, 2007). Research exploring the impact of academic coursework on counselor professional identity development is relatively sparse. Such a disparity appears to suggest a significant gap in the literature, particularly since some counseling researchers maintain that this developmental process begins concurrently with one’s initial curricular experiences in graduate study (Auxier et al., 2003; Brott & Myers, 1999; Skovholt & Ronnestad, 1992; Studer, 2007).

Several models of counselor identity development (Auxier et al., 2003; Brott & Myers, 1999; Nelson & Jackson, 2003) include processes, domains, and influences that converge with elements affecting the development of one’s theoretical counseling orientation. These common elements include (a) an integration process, (b) influence of personal and professional domains, and (c) the impact on therapeutic work, suggesting that one’s emergent theoretical orientation
significantly affects one’s professional identity development. However, the impact of theoretical orientation development on counselor professional identity development has been virtually unexamined in the research literature. Additionally, the limited research on counselor identity development is primarily qualitative in nature (e.g., Auxier et al., 2003; Bitar et al., 2007; Brott & Meyers, 1999). Therefore, a quantitative exploration of counselor theoretical orientation development as an aspect of counselor professional identity development that occurs prior to supervised clinical experiences appears to be needed to address this gap in the literature.

The current study examined how a graduate course emphasizing a review of counseling theories impacted the identity statuses of graduate counseling students from the beginning to the end of a semester. Identity status was explored using the identity status model of James Marcia (1964). Marcia (1964) developed four identity statuses which consist of (a) Diffusion, (b) Foreclosure, (c) Moratorium, and (d) Achievement. Marcia based these statuses on the dimensions of Exploration and Commitment described in Erik Erikson’s (1950) fifth stage of psychosocial development, Identity vs. Identity Diffusion. Specifically, the study considered the possible influence that articulating a personal theoretical model of counseling practice in a graduate course in counseling theory may have had on the early professional identity development of master’s level counseling students enrolled in counselor education programs accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The study addresses apparent gaps in the developmental literature describing the professional identity formation of counselor trainees, emphasizing processes that may occur prior to supervised counseling experiences.

The counselor education literature recommends that counseling theories courses include a component designed to engage students in a self-reflective process leading to the alignment with
a theoretical orientation (Hayes & Paisley, 2002; McAuliffe & Eriksen, 2000). The intended outcome of this self-reflective process is “theoretical fit” (Guiffrida, 2005, p. 202), meaning that a student has aligned with an identified, existing theoretical model of counseling based on identified congruencies between his or her personal worldview and the foundational tenets of the model. Thus, in the process leading to commitment to a theoretical orientation that is congruent with their personal worldview, students engage in a re-examination of their own values and beliefs.

Erikson (1950) discussed such processes of exploration and commitment in the context of the integration of ego identity (Ashmore & Jussim, 1997). The dual processes of exploration and commitment are the basis for Marcia’s (1964) four identity statuses, (a) Identity Diffusion, (b) Identity Foreclosure, (c) Identity Moratorium, and (d) Identity Achieved.

First-year graduate counseling students enrolled in their first counseling theories course were the participants in this study. Many counselor educators support students taking counseling theories courses early in the program of study to provide students with a foundational theoretical framework from which to approach additional coursework and clinical experiences (Granello & Hazler, 1998; Hayes & Paisley, 2002; Spruill & Benshoff, 2000). Participants in this study were enrolled in their first year of graduate study in counseling.

The instrument used to examine the identity exploration of students was the Ego Identity Process Questionnaire (EIPQ; Balistreri, Busch-Rossnagel, & Geisinger, 1995). The EIPQ has been described as one of “the most frequently used measures of identity development” (Berman, Montgomery, & Kurtines, 2004, p. 2). The EIPQ is a 32-item Likert-type questionnaire based on Marcia’s (1964) four identity statuses, Identity Diffusion, Identity Foreclosure, Identity Moratorium, and Identity Achieved. Marcia developed these statuses based on Erikson’s (1950) constructs of exploration and commitment. The EIPQ was administered at the beginning and end
of the course to examine possible changes in student levels of exploration and commitment and corresponding changes in identity status.

The lack of quantitative research concerning theoretical orientation development as an aspect of counselor identity development suggests a significant gap in the literature. The current study offers a contribution to the counselor education literature through an extension and application of models and concepts of ego identity formation to the development of a theoretical orientation among graduate counseling students. The exploration of ego identity formation in the context of the process by which counseling students choose a theoretical orientation was undertaken with the intent to provide additional information in relation to existing models of counselor development.

Purpose of the Study

The purpose of the study was to examine possible evidence of students actively engaged in the process of counselor professional identity development prior to supervised clinical experiences. The counselor education literature suggests that the professional identity development of counselors is significantly influenced by the development of a theoretical orientation, and that one’s chosen theoretical orientation should be congruent with one’s personal worldview. Thus, theoretical orientation may serve as the bridge between counselor professional identity and personal identity. While pedagogical and stage-based interventions for promoting counseling student development have proliferated, evidence for the efficacy of such efforts is sparse and primarily qualitative in nature. Specifically, this study sought to address this apparent gap in the literature through an examination of how the development of a theoretical orientation as an aspect of counselor identity development impacted the personal identity statuses of graduate students enrolled in coursework in counseling theories.
Definition of Terms

Specific terms that were employed for the study included the following:

**CACREP** – The Council for the Accreditation of Counseling and Related Educational Programs is an independent accrediting body recognized by the Council for Higher Education Accreditation to accredit master's degree programs in counseling. At the time of this study, CACREP had accredited a total of 218 institutions.

**Commitment** – A construct representing an individual’s personal investment in a course of action, belief, or ideology (Marcia, 1964). In the context of this research, commitment is defined as an allegiance to ideological concepts which include the areas of occupation, religion, politics, and values, and interpersonal concepts which include family, friendships, dating, and sex (gender) roles, as measured by the Commitment subscale of the Ego Identity Process Questionnaire (EIPQ; Balistreri, Busch-Rossnagel, & Geisinger, 1995).

**Counselor Development** – Counselor development refers to the process articulated in the counselor education literature by which counseling students progress through a sequence of hierarchical stages representing increased knowledge and competence in counseling skills. Guiffrida (2005) suggested that successful counselor development requires “assisting students in finding a theory that fits with their views of human growth and change and developing a theoretical orientation in a self-reflective manner” (p. 202).

**Counselor Identity** – Counselor identity refers to a “therapeutic self that consists of a unique personal blend of the developed professional and personal selves” (Skovholt & Ronnestad, 1992, p. 507), of which the personal self includes “values and theoretical stance” (Skovholt & Ronnestad, p. 507).
Ego Identity – The ego quality resulting from the successful integration of childhood identifications and manifested in the expression of personal identity, as described in Erikson (1959). Marcia (1964) proposed that the successful achievement of ego identity represents “a reformulation of all that the individual has been into the core of what he is to be” (p. 15).

Ego Identity Process Questionnaire (EIPQ) - The Ego Identity Process Questionnaire (EIPQ; Balistreri, Busch-Rossnagel, & Geisinger, 1995) was used as the instrument for the study. The EIPQ is a 32-item Likert-scale that assesses Exploration and Commitment. The EIPQ is comprised of ideological and interpersonal domains within the framework of the instrument. The ideological domain for the EIPQ includes Occupation, Religion, Politics, and Values. The interpersonal domain includes Family, Friendships, Dating, and Sex (gender) Roles. The EIPQ is also used to categorize individuals into the Diffusion, Foreclosure, Moratorium, and Achievement statuses of the Marcia (1966) model of identity development.

Exploration – A construct representing an individual’s active engagement in consideration of a field of meaningful alternatives. Marcia (1964) defined exploration as “the presence of some period of re-thinking, sorting-through, trying out various roles and life plans” (p. 24). In the context of this research, exploration was examined in relation to ideological concepts which included the areas of occupation, religion, politics, and values, and interpersonal concepts which included family, friendships, dating, and sex (gender) roles, as measured by the EIPQ.

Identity Achieved – An identity status describing a person who has engaged in both identity exploration and identity commitment. Marcia (1964) proposed that criteria for the Identity Achievement status is “the individual has passed through a decision period or crisis and appears committed to his occupation and/or ideology…” (p. 26).
Identity Diffusion – An identity status describing a person who has engaged in neither identity exploration nor identity commitment. Marcia (1964) described this individual as a person who has engaged in little or no exploration and “there is little, if any commitment” (p. 33).

Identity Foreclosure – An identity status describing a person who has not engaged in identity exploration but has made identity commitment. Marcia’s (1964) criteria for this status is “the individual does not seem to have passed through any real decision period but, nevertheless, appears committed to occupation and/or ideology” (p. 28).

Identity Moratorium – An identity status describing a person who is engaged in identity exploration, but has not made identity commitment. Marcia (1964) stated “the individual is presently in a crisis period, trying to make up his mind….An important quality here is a sense of active struggle among alternatives” (p. 30).

Identity Status – A concept introduced by Marcia (1964) and based on the writings of Erik Erikson (1963) that is represented by four styles of identity resolution, which are (a) Diffusion, (b) Foreclosure, (c) Moratorium, and (d) Achievement.

Professional Identity – The development of an identity as a professional that integrates personal beliefs and values with the beliefs and values of one’s profession.

Theoretical Orientation – An approach to counseling that serves as a framework to guide the counselor’s work with clients, the development of which requires students to engage in a process of self-reflection (Hayes & Paisley, 2002; McAuliffe & Eriksen, 2000).

Research Questions

The following Research Questions were tested in the study:

Research Question 1: Is there a difference in a student’s level of exploration of ego identity, as measured by the Exploration Subscale of the Ego Identity Process Questionnaire, between the
Research Question 1: Is there a difference in a student’s level of commitment of ego identity, as measured by the Commitment Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Research Question 2: Is there a difference in a student’s level of commitment of ego identity, as measured by the Commitment Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Research Question 3: Is there a difference in a student’s ego identity status, as measured by the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Limitations

Limitations of the study were as follows:

1. In addition to being enrolled in a graduate course in counseling theories, participants in the study may have been enrolled in other graduate coursework, which reduces the confidence that the results may be attributed to the counseling theories course.

2. The use of a pretreatment-posttreatment single-group design did not permit comparison with a similar non-treatment control group, thus limiting the confidence in participant differences that may be attributed to the treatment.

3. While an assumption is that the curricular experiences of participants enrolled in the counseling theories coursework at the participating CACREP accredited institutions were generally parallel, some variation in lecture, text, and related aspects of course delivery may have occurred.

4. The EIPQ may indicate an identity status different from what might be obtained through the use of a different instrument or an interview.

5. The EIPQ is a self-report instrument, introducing the possibility that participants may have intentionally or unintentionally reported inaccurate data.
6. Data were collected during two distinct semesters of graduate theories coursework.

7. Participants differed in the number of completed semesters of graduate study.

8. Sample demographic characteristics may not equitably represent cultural diversity.

Assumptions

Assumptions for the study were as follows:

1. Adequate evidence exists to support a conclusion that the EIPQ is valid, reliable, and robust for the purposes of data collection.

2. The participants in the study were first-year graduate counseling students enrolled in their first graduate course in counseling theories.

3. The curricular experiences of participants enrolled in the counseling theories coursework at the participating CACREP accredited institutions were generally parallel.

4. The responses of participants were truthful and accurate.

Organization of the Remainder of the Study

Chapter II in the study consists of a review of the literature concerning ego identity development, counseling identity, and counselor theoretical orientation development. Additionally, a summary of the research concerning the variables of exploration and commitment is presented. Finally, a brief synthesis of the literature is presented in support of the significance of the study.

Chapter III features a discussion of the research design and data analysis for the study. Specifically, this chapter provides a description of participants, the EIPQ, research design and procedures, and the data analyses included in the study.

Chapter IV details the outcome of the study. Chapter V discusses the study results, implications, and suggestions for further research.
CHAPTER II

REVIEW OF LITERATURE

The purpose of this literature review is to identify relevant research that serves as a framework for a developmental perspective on the process by which counseling students come to articulate a professional counselor identity. Four distinct, yet interrelated areas are encompassed in this review: (a) psychosocial identity development research, (b) a brief history of the development of the identity of the counseling profession, (c) counselor education and supervision research related to professional identity development, and (d) theoretical orientation research that informs the process of counselor professional identity development. The review begins with an exploration of the psychosocial identity development research, focusing on the contributions of Erik Erikson and James Marcia.

Before commencing with this review, the author wishes to acknowledge the inequity of the traditional use of the masculine pronoun which characterizes the style of writing in the era during which the research was originally published. The author concurs with Wilcoxon’s (1989) statement that “…care should be taken to avoid generalizations, stereotyping, or implied meanings reflected in gender-specific terms or attributes” (p. 115), and the convention of using the masculine pronoun in this section has been maintained solely for purposes of accuracy in quoting from early research.

Erikson’s Theory of Psychosocial Development

Erik Erikson, often described as a neo-Freudian (Stevens, 1983), developed one of the most widely known and substantial theoretical models of identity development (Ashmore & Jussim, 1997). In his seminal work *Childhood and Society* (1950), Erikson stated that “this book originated in the practice of psychoanalysis” (p. 15). However, Erikson extended Freud’s model
of psychosexual development to encompass psychosocial development across the lifespan. He also placed increased emphasis on the role and function of the ego, which he described as “a concept denoting man’s capacity to unify his experience and his action in an adaptive manner” (Erikson, 1950, p. 15). Erikson contended that identity development involved the integration of childhood identifications, present physiological and social changes, and future commitments (Erikson, 1950).

Erikson’s developmental model posits that psychosocial growth and psychosexual growth are intertwined (Corey, 2001). Erikson described eight stages through which individuals develop over the course of the life cycle, each stage characterized by a dialectical crisis which must be resolved. The term crisis was used by Erikson in a developmental sense “to connote not a threat of catastrophe, but a turning point, a crucial period of increased vulnerability and heightened potential…” (Erikson, 1950, p. 96).

A concept fundamental to Erikson’s model of psychosocial development is the epigenetic principle (Campbell, 1996). Erikson (1950) expounded on this principle by noting that “anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functioning whole” (p. 92). This principle is foundational to developmental progression through the sequence of Erikson’s eight psychosocial crises beginning with Trust vs. Mistrust and ending with Integrity vs. Despair. Erikson (1980) maintained that, for normal development to occur, the first in each opposing pair must achieve prominence over the second, although the second of each pair never completely loses influence. Furthermore, each part exists in some form prior to the phase-specific crisis which denotes each part. Erikson (1980) stated that “it is at the end of adolescence, then, that identity becomes phase-specific, i.e., must find a certain integration as a relatively conflict-free
psychosocial arrangement – or remain defective or conflict-laden” (p. 130). A brief exploration of each developmental crisis follows.

**Basic Trust vs. Mistrust (Ages 0 to 18 months)**

The setting for the first of Erikson’s (1950) psychosocial crises is infancy. The developmental crisis to be resolved is a sense of basic trust vs. mistrust. A sense of basic trust ascends to dominance when an infant’s emotional and physical needs are satisfied consistently. The significance of this stage for identity development is “the encounter of maternal person and small infant, an encounter which is one of mutual trustworthiness and mutual recognition” (Erikson, 1968, p. 105), which serves as the basis for the “earliest and most undifferentiated ‘sense of identity’” (p. 105).

**Autonomy vs. Shame and Doubt (Ages 18 months to 3 years)**

The second crisis in Erikson’s developmental model occurs during early childhood and is identified as Autonomy vs. Shame and Doubt. This crisis is resolved as the child engages in the process of learning to control personal behaviors. Autonomy presides over shame when the child achieves success in developing control over behaviors such as bodily functions. Erikson (1950) described doubt as “the brother of shame” (p. 253). Erikson contended that “whereas shame is dependent on the consciousness of being upright and exposed, doubt…has much to do with a consciousness of having a front and a back – and especially a ‘behind’” (Erikson, p. 253). This area of the body which is unseen by the child is susceptible to domination by the will of others who have the power to designate as evil that which is produced by the bowels, leading to a sense of doubt in that which is left behind. However, while a perceived loss of self-control and of over-control by others can produce an enduring propensity for shame and doubt, a lasting sense of pride and goodwill ensues from the development of a “sense of self-control without loss of self-
Esteem” (Erikson, p. 254). This stage contributes to the formation of identity through the development of a sense of independence as the child succeeds in negotiating the first emancipation from the mother (Erikson, 1968).

**Initiative vs. Guilt (Ages 3 to 5 years)**

The crisis of Initiative vs. Guilt occurs around the end of the third year of life, a developmental stage in which the child has acquired the abilities to move about more freely, understand and communicate more fluently, and imagine more expansively (Erikson, 1968). These increased capacities allow the child to engage more fully with others and thus enter “into the infantile politics of nursery school, street corner, and barnyard” (Erikson, p. 116). A danger of this stage is that a sense of guilt may develop from the threat of punishment for contemplated goals and initiated acts which are deemed overly aggressive. The successful resolution of this crisis is achieved as the child develops a sense of accomplishment through identification with adult roles which find expression through cooperative planning and construction. This contributes to identity development by “freeing the child’s initiative and sense of purpose for adult tasks which promise (but cannot guarantee) a fulfillment of one’s range of capacities” (Erikson, 1968, p. 122).

**Industry vs. Inferiority (Ages 5 to 12 years)**

The fourth stage of Erikson’s (1950) model is the crisis of Industry vs. Inferiority, which is resolved successfully as the child finds recognition by producing things. At this stage the child enters into some type of systematic instruction leading to the development of fundamental technological skills. The child who loses hope in his skills or status as a contributing member of his social system is in danger of perceiving himself as inferior or inadequate, a danger which extends to identity development if the child “accepts work as the only criterion for
worthwhileness” (Erikson, 1968, p. 127). The child who successfully develops a sense of industry demonstrates this as he “adjusts himself to the inorganic laws of the tool world. He can become an eager and absorbed unit of a productive situation” (Erikson, 1950, p. 259).

Identity vs. Identity Diffusion (Ages 12 to 18 years)

Erikson characterized the sense of ego identity that emerges during the fifth psychosocial stage, Identity vs. Identity Diffusion, as “the accrued confidence that the inner sameness and continuity prepared in the past are matched by the sameness and continuity of one’s meaning for others, as evidenced in the tangible promise of a career” (Erikson, 1950, p. 261). In regard to this stage, Erikson (1950) stated the following:

The wholeness to be achieved at this stage I have called a sense of inner identity. The young person, in order to experience wholeness, must feel a progressive continuity between that which he has come to be during the long years of childhood and that which he promises to become in the anticipated future; between that which he concedes himself to be and that which he perceives others to see in him and to expect of him. Individually speaking, identity includes, but is more than, the sum of all the successive identifications of those earlier years when the child wanted to be, and often was forced to become, like the people he depended on. (p. 87)

Erikson’s particular interest in the process of identity formation is evident in the increased detail provided for this stage. Erikson emphasized that Western culture, by providing individuals the freedom to choose the roles they adopt, places increased demands on those who are engaged in the process of developing an integrated identity (Erikson, 1950). Erikson posited that the freedom of choice presents especially salient difficulties during the individual’s quest to choose an occupation, and stated that “in general, it is primarily the inability to settle on an
occupational identity which disturbs young people" (Erikson, 1950, p. 253). His conceptualization of identity formation suggests a complex process that involves ongoing observation and reflection. In *Identity: Youth and Crisis*, Erikson (1968) contended the following concerning identity formation:

> Identity formation employs a process of simultaneous reflection and observation, a process taking place on all levels of mental functioning, by which the individual judges himself in the light of what he perceives to be the way in which others judge him in comparison to themselves and to a typology significant to them; while he judges their way of judging him in the light of how he perceives himself in comparison to them and to types that have become relevant to him. (p. 22)

The tasks of ongoing reflection and observation suggest a process by which an individual develops a unified identity through engaging in the integration of self and other perceptions. Erikson (1950) alluded to this integration process in his description of the ego as “a concept denoting man’s capacity to unify his experience and his action in an adaptive manner” (p. 15). This synthesizing or integrating function of the ego is evidenced throughout Erikson’s writings (Stevens, 1983).

*Intimacy vs. Isolation (Ages 18 to 35 years)*

Erikson described the sixth developmental crisis as “intimacy vs. isolation” (Erikson, 1950, p. 263). In this stage, the young adult who has successfully emerged from the fifth psychosocial crisis with a sense of identity is now ready for intimacy. Erikson (1950) described intimacy as “the capacity to commit…to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments, even though they may call for significant sacrifices and compromises” (p. 263). Erikson termed the counterpoint to intimacy
“distantiation” (p. 264), which describes “the readiness to isolate and… destroy those forces and people whose essence seems dangerous to one’s own” (Erikson, p. 264). In describing this stage, Erikson quoted Freud’s response to the question regarding what a normal adult should be able to do, to which Freud reportedly answered, “Lieben und arbeiten,” or “to love and to work” (Erikson, 1968, p. 136).

Generativity vs. Stagnation (Ages 35 to 65)

Erikson (1950) suggested that the term *generativity* encompasses the terms “*productivity* and *creativity*” (p. 267), and refers to the task of the older generation to establish and guide the younger. Erikson (1950) extrapolated generativity beyond the familial to include societal institutions, which “codify the ethics of generative succession” (p. 267).

Erikson (1950) further proposed that the psychosocial stage of *generativity vs. stagnation* is second in importance only to the adolescent stage of *identity vs. identity diffusion*. Erikson stated, “in this book the emphasis is on the childhood stages, otherwise the section on generativity would of necessity be the central one, for this term encompasses the evolutionary development which has made man the teaching and instituting as well as the learning animal” (p. 266). He noted that the emphasis on the dependence of children on adults obscures the dependence of the older generation on the younger, pointing to the need of the mature adult “to be needed” (Erikson, p. 267).

Integrity vs. Despair (Ages 65 to death)

The eighth and final stage of Erikson’s (1950) model of psychosocial development is *integrity vs. despair*. Erikson proposed that evidence of resolution of this stage is “the ego’s accrued assurance of its proclivity for order and meaning” (p. 268). The successful resolution of the crisis of *integrity vs. despair* further “implies an emotional integration which permits
participation by followership as well as acceptance of the responsibility of leadership” (Erikson, p. 269). Erikson emphasized the individual’s followership of significant figures in politics, religion, technology, the economic order, and the arts and sciences (Erikson, 1950). Erikson further suggested that an acceptance of one’s life as it has been lived is evidence of accrued ego integrity. Erikson equated the lack or loss of ego integrity with the fear of death, and contended that “healthy children will not fear life if their elders have integrity enough not to fear death” (p. 269).

Erikson’s (1950) model of psychosocial development supports ego growth at each stage, and conceptualizes the accrual of ego identity as a process that extends across the lifespan. Erikson’s model of development served as the theoretical basis for Marcia’s (1964) ego identity status model. Indeed, Marcia (1994) stated that “the definition of identity that we identity status researchers have used springs directly from Erikson’s theory” (p. 70). Marcia’s model of ego identity status will be explored next.

James Marcia’s Ego Identity Status Model

One of the most compelling frameworks for exploring identity development was developed by James Marcia (1964). Marcia’s work has been variously described as “the most important paradigm for research on late adolescent and emerging adult identity development to date” (Luyckx, Goossens, Soenens, & Beyers, 2006, p. 362) and “the most popular paradigm used in empirical investigations of the identity formation process described by Erikson” (Kroger, 1997, p. 748). Marcia developed his identity status model from Erik Erikson’s (1950) fifth stage of psychosocial development, Identity vs. Identity Diffusion. Using criteria based on the dimensions of Exploration and Commitment, Marcia developed four identity statuses, Diffusion, Foreclosure, Moratorium, and Achievement, each representative of a qualitatively
different style of engagement in the identity development process. Individuals are categorized into each dimension based on the presence or absence of Exploration and Commitment, as illustrated in Table 1.

Table 1. Identity Status Classifications Based on Exploration and Commitment

<table>
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<th>COMMITMENT</th>
<th>EXPLORATION</th>
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Marcia (1966) assessed ego identity status through the use of "measures and criteria congruent with Erikson's formulation of the identity crisis as a psychosocial task" (p. 551). Marcia used a semi-structured interview to locate subjects within one of four identity statuses on a continuum of ego-identity achievement. The criterion upon which the identity statuses were based consisted of two variables, crisis (exploration) and commitment. Subjects’ levels of crisis and commitment were assessed in the areas of politics, occupational choice, and religion. The term crisis was selected to represent the "adolescent’s period of engagement in choosing among meaningful alternatives" (Marcia, p. 551). The term commitment was selected to refer to the degree of personal investment exhibited by the individual. Marcia described "identity achievement" and "identity diffusion" as "polar alternatives of status inherent in Erikson's theory" (p. 551).
Marcia hypothesized that the four identity statuses are not static and stated that “one does not achieve permanent ego identity” (Marcia, 1964, p. 13). Marcia (2002) stated further that “what all of these statuses might have in common is their transitional quality” (p. 12). He noted that his research was an attempt to “indicate those behaviors that should follow if the criteria for ego identity, according to operationally defined referents, have been met” (Marcia, 1964, p. 13). Toward this end, Marcia identified characteristics of subjects classified in each of the identity statuses. Characteristics of each of the identity statuses follow.

*Identity Achievement*

According to Marcia (1966), an identity-achievement "has experienced a crisis period and is committed to an occupation and ideology. He has seriously considered several occupational choices and has made a decision on his own terms” (p. 552). This individual has successfully resolved the psychosocial crisis of Identity vs. Identity Diffusion (Marcia, 1994).

Marcia (1994) characterized persons in the identity achievement status as settled, able to articulate their choices and the reasoning behind choices. Marcia indicated that these individuals tend to do well under stress, have an internalized locus of control, resist manipulation of self-esteem, and make decisions based on internalized, self-constructed values. Marcia suggested that identity achievement status is the least static of the statuses, and stated that “the initial identity configuration is expected to change at least with every succeeding psychosocial stage resolution….And such crises are more likely to arise for Identity Achievements than for the other statuses” (p. 76) due to the increased willingness to take risks and awareness of alternatives afforded by their relatively greater ego strength.
Identity Moratorium

Marcia (1964) identified two intermediate points of concentration along the continuum from identity diffusion to identity achievement, the Moratorium and Foreclosure statuses. The identity moratorium is characterized by an ongoing period of crisis without clear commitments; however, unlike the identity-diffusion, the moratorium is actively engaged in attempts to resolve the crisis and make commitments. This person may experience a feeling of wrestling with un-resolvable questions. While parental wishes are important, the individual is working toward a compromise that also accounts for the demands of society and personal capabilities. Marcia (1994) indicated that the identity moratorium does not usually maintain this status for a long period of time, and usually moves into the status of identity achievement. Moratoriums are often in a constant state of motion, making it difficult for them to maintain stable relationships with other people. The moratorium’s tendency to ponder elusive questions may inspire those around them to do the same.

Identity Foreclosure

The hallmark of the identity-foreclosure is commitment without having experienced crisis. Personal beliefs are internalized, or introjected from others. Marcia (1994) suggested that this is the most common of the four identity statuses, and that this status generally precedes the more developmentally advanced statuses of Moratorium and Achievement. Individuals in this status may display a tendency toward being rules-oriented. These persons may live with or near their parents, and poor differentiation commonly exists between parental and personal goals. They often display tendencies toward authoritarianism, preferring to be told what to do rather than making their own decisions (Marcia, 1994).
The identity-foreclosure’s personality is characterized by rigidity, and novel situations are experienced as threatening (Marcia, 1966). When faced with self-disconfirming information, the identity foreclosure generally responds with either open, active resistance or with passive resistance through a façade of acceptance. Relationships with others tend to be stereotypical and conventional, and often lack true intimacy (Marcia, 1994).

**Identity Diffusion**

In contrast with the other statuses, by definition the identity-diffusion has neither experienced a period of crisis nor has this person made significant commitment. Marcia characterized this individual as “interpersonally shallow” (Marcia, 1994, p. 76). The identity diffusion status is associated with lower levels of moral reasoning, difficulty thinking under stress, susceptibility to manipulation of self-esteem, and conformity to external demands.

According to Marcia (1966), an identity-diffusion "has neither decided upon an occupation nor is much concerned about it" (p. 552). The person may have identified a preferred occupation, but has only a vague conceptualization of the occupation. Various occupations seem to have equal appeal to this individual, as do various ideologies.

Marcia’s (1964) identity status model has been criticized in the literature. Van Hoof (1999) criticized the validity of Marcia’s identity statuses used in identity development research. She argued that construct validity of the statuses has not yet been adequately established, noting Waterman’s (1988) assertion that the identity statuses do not align exactly with Erikson’s (1950) theory. Van Hoof further identified discrepancies between Marcia’s (1980) definition of identity and the elements of identity incorporated in the identity statuses. Van Hoof (1999) further contended that the correlation of the identity statuses with other psychological constructs provides evidence of neither construct nor predictive validity. She based this on the absence of
theoretical links identifying the relevance of the constructs for the statuses. For example, although research has indicated a relationship between authoritarianism and identity development, no theoretical explanation has been offered as to why such a relationship might exist. Furthermore, Van Hoof (1999) questioned whether empirical evidence supports the validity of four separate identity statuses, noting that “it is rare that all four identity statuses are related differently to the variables that were used to establish their validity” (p. 519).

Van Hoof (1999) also noted the contradictions among researchers as to whether movement through the statuses represents identity development. In particular, Van Hoof cited inconsistencies between Waterman’s (1988) assertion that the statuses are based on an identity continuum from weak to strong identity development and Waterman’s (1993) later position that identity development “involves a progressive strengthening of the sense of identity” (Waterman, 1993, p. 42). Van Hoof asked the compelling question “if the statuses do not form a developmental sequence representing with each new status a stronger sense of identity, then what are the developmental hypotheses based on?” (p. 520).

Waterman (1999) responded to Van Hoof’s (1999) observations by asserting that identity is not a “fixed, or potentially directly observable construct” (Waterman, p. 592). Waterman further proposed that Marcia’s (1966) identity status theory remains close to Erikson’s (1950) model, and that identity status theory “is not a single theoretical approach with a unified set of agreed upon principles held in common by all who find value in the concept of the identity statuses” (Waterman, p. 593).

Waterman (1999) identified a common belief held by identity researchers that the constructs of exploration and commitment are valuable in understanding adolescent development and adult functioning. Waterman contended that Marcia’s (1964) selection of occupation and
ideology as domains for the identity status interview was based directly on Erikson’s theoretical framework, and noted Erikson’s (1950) emphasis on the difficulty faced by young people who are faced with the choice of selecting an occupational identity. Waterman further pointed to Erikson’s (1968) description of the need for youth to develop ideological commitments, and that without such commitments youth suffer a confusion of values.

With regard to the validity of the identity constructs, Waterman (1999) contended that convergent validity of constructs can only be demonstrated through identifying correspondence with other constructs. Waterman also noted empirical evidence for relationships between Marcia’s original Identity Status Interview and later objectively scored measures of identity status such as the Ego Identity Process Questionnaire (EIPQ; Balistreri, Busch-Rossnagel, & Geisinger, 1995). Waterman rejected Van Hoof’s (1999) assertion that the construct validity of the identity statuses should require evidence that the statuses are distinct from one another. Waterman (1999) contended that “the far more reasonable position is that construct validation requires the ability to demonstrate the presence of a distinctive pattern of associated variables for each type, stage, and so on” (p. 601).

In response to Van Hoof’s (1999) question concerning the developmental basis for the identity status model, Waterman (1999) asserted the identity development field is in agreement that the Achieved status is indeed a more developmentally sophisticated identity status than the Diffused status. Waterman proposed that the difficulty in locating all four statuses on a continuum lies with the Foreclosed and Moratorium statuses. For example, the Foreclosed status indicates the relative presence of commitment and absence of exploration, while the Moratorium status indicates the relative presence of exploration and absence of commitment; thus, neither
status can be conceptualized as more developmentally sophisticated than the other (Waterman, 1999).

Marcia’s (1966) characterization of the college experience as a time of identity moratorium (i.e., exploration) has particular significance for this study, which proposes to investigate evidence of such exploration on the part of graduate counseling students. Other researchers (Hall, 1995; Berman, Kennerly, & Kennerly, 2008) using Marcia’s (1964) model of identity development have found evidence of identity status change among college students participating in curricular experiences intentionally designed to promote identity exploration. The following section explores identity development research based on Marcia’s (1964) model of ego identity status.

Ego Identity Development Research

Hall (1995) used Marcia’s model of identity development to assess the impact of a structured academic course on the identity status of undergraduate students. The academic course implemented by Hall was the First Early Experiences Program (FEEP), a ten week experiential course offered to students interested in pursuing teaching as a career. The primary goals of the FEEP were to provide students with the opportunity to experience the occupation of teaching and to help students make a more knowledgeable and realistic decision regarding the choice of teaching as a career.

Participation in the FEEP included attendance in a two-and-a-half hour seminar focusing on the personal and professional development of the prospective teachers. Objectives of the seminar included gaining skills and knowledge relevant to success as a teaching professional, including current educational issues, dynamics of group facilitation and interpersonal communication, and topics related to participant self-exploration in relation to the teaching role.
A letter grade was assigned for the seminar experience based on participant performance on written exercises, attendance/participation, and exams (Hall, 1995).

All students assigned to the control group (N = 21) and the experimental group (N = 21) engaged in the standard FEEP educational experiences. The treatment administered to the experimental group consisted of additional reading assignments and discussion topics specific to occupational choice, politics, and religion. Using a pre-test post-test control group design, Hall (1995) measured the identity statuses of the subjects in both groups in the first and final weeks of the course with the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2; Bennion & Adams, 1986). Hall found that pretest to posttest changes in ego identity status on the ideological subscale of the EOMEIS-2 for the experimental group were statistically significant ($p = .05$) and more consistent with theoretical development in the direction of identity achievement than the changes in status for the control group.

More recent research concerning the effect of curricular experiences on the identity development of students was conducted by Berman et al. (2008). Berman et al. investigated the impact on college students of an intervention program designed to promote identity development. The program, titled “The Daytona Adult Identity Development Program” (Berman et al., 2008), was delivered to students as part of an elective psychology course focusing on personal growth. Participants were assigned to groups of 7 to 10 members. The program was facilitated by clinical psychology master’s-level interns supervised by university faculty who were licensed psychologists. Facilitators met with participants for sessions lasting 1 hour 30 minutes over the course of a 15-week semester. Participants were assigned weekly readings on topics concerning identity (e.g., values, sexuality, gender, relationships, careers) as well as homework which included self-tests, journaling, and completing self-examination questions.
During the group sessions, participants were encouraged to use critical thinking and problem-solving skills to address a specific problem of their choice. Three primary objectives of the program were to (a) promote insight and self-understanding through identity exploration, (b) instruct participants in problem-solving and critical thinking skills, and (c) foster participant ownership of choices regarding life decisions (Berman et al., 2008).

Participants were 43 students enrolled in a public university in the Southeast. The ages of students ranged from 20 to 77 years ($M = 28.12$, $SD = 11.18$). Most were female (83.7%) and white (79.1%), with 9.3% African American, 4.7% Hispanic, and 7% from other racial or ethnic groups (Berman et al., 2008).

The EIPQ (Balistreri et al., 1995) was the primary identity outcome measure for the study. The EIPQ is a 32-item Likert-scale developed to assess Exploration and Commitment across eight domains (occupation, religion, politics, values, family, friendships, dating, and sex-roles). The EIPQ is also used to categorize individuals into the Diffusion, Foreclosure, Moratorium, and Achievement statuses of the Marcia model of identity development (Marcia, 1966).

Sixteen statements on the EIPQ are designed to assess Commitment and 16 statements are designed to assess Exploration. Some items are reverse scored for the EIPQ. Coefficients of internal reliability (Cronbach’s alpha) for Commitment and Exploration were reported by Balistreri et al. (1995) to be 0.75 and 0.76, while test-retest reliability is 0.78 for Commitment and 0.91 for Exploration (Balistreri et al., 1995). The Berman et al. (2008) study reported Cronbach’s alpha as 0.70 for the Exploration subscale and 0.72 for the Commitment subscale.

The scoring procedure for the EIPQ yields a categorical assignment into either a high or low range for both the Commitment and the Exploration subscales of the instrument. Identity
statuses are then determined based on Marcia’s (1966) definitions of the statuses according to the high and low classifications of the Exploration and Commitment scores. Participants with a low score on both the Exploration and Commitment subscales were categorized in the Diffusion status, while those with a high score on both subscales were categorized in the Achieved status. A low Exploration score and high Commitment score indicated a Foreclosure status, and a high Exploration score and low Commitment score indicated placement in the Moratorium status (Berman et al., 2008).

Additional instruments used in the study were the Identity Distress Survey (IDS; Berman, Montgomery, & Kurtines, 2004) and the Multi-Measure Agentic Personality Scale (MAPS; Côté, 1997). The IDS was used to obtain an index of participants’ subjective distress related to unresolved identity concerns involving long-term goals, career choice, friendships, sexual orientation, religion, values and beliefs, and group loyalties. The MAPS explored participant agency as a possible mediator of intervention outcome and provides a total score summed from the following scales: Self-Esteem, Purpose-in-Life, Self-Actualization, Internal Locus of Control, and Ego Strength (Berman et al., 2008).

Berman et al. (2008) found no significant differences for gender between the pre- and posttest scores on the IDS, MAPS, or EIPQ. No significant age-by-time interaction effects were found for any of the variables, suggesting that age was not a significant contributor to outcome. A repeated measures analysis of variance (RMANOVA) identified a significant overall within-group effect for time (pre- to posttest), Roy’s Θ = .753, $F(4, 38) = 7.15, p < .001$. Analysis of within-group contrasts found a significant increase in identity exploration, $F(1, 41) = 6.13, p = .018, η^2 = .13$; and a significant decrease in identity distress, $F(1, 41) = 25.70, p = .001, η^2 = .39$. The time effects for total agentic score and identity commitment were not significant.
A chi-square analysis of identity status change from pre-test to posttest was significant, \( \chi^2(9) = 32.06, p < .001 \). Twenty-five participants maintained the same status, fourteen changed into a developmentally higher status, and four moved into a developmentally lower status. A chi-square analysis of individual identity statuses found a significant increase in achieved statuses, \( \chi^2(1) = 4.40, p < .02 \), and a significant decrease in foreclosed statuses, \( \chi^2(1) = 3.81, p < .05 \). These results suggest that participants who had already made identity commitments tended to maintain those commitments while those in the non-achieved statuses were more likely to engage in increased exploration (Berman et al., 2008). Furthermore, the significant changes in identity status from the pre- to posttest suggest that a 15 week curricular experience designed to promote identity exploration can have an impact on the identity statuses of participants.

Hall’s (1995) study of a ten-week experiential course and Berman et al.’s (2008) research involving a 15 week course designed to foster identity development in adult college students demonstrate that identity development can be impacted by curricular experiences. The following section will explore the development of the professional culture in which the curricular experiences of counseling students are situated.

Counselor Identity Development in Context:

A Brief History of the Development of the American Counseling Association

Erikson (1968) emphasized the inseparable relationship between cultural context and individual ego identity development. Erikson’s emphasis on the psychosocial aspect of development pertains to developmental stages regarding individual adjustment of the self in the context of the social environment (Craig, 1992). Erikson described ego identity as an awareness of one’s style of individuality juxtaposed with the awareness that this style is congruent with the
perceptions of significant others in the individual’s community. In his description of the process of identity development, Erikson (1968) proposed that

... we deal with a process "located" in the core of the individual and yet also in the core of his communal culture, a process which establishes, in fact, the identity of those two identities... as we now see, we cannot separate personal growth and communal change, nor can we separate... the identity crisis in individual life and contemporary crises in historical development because the two help to define each other and are truly relative to each other. In fact, the whole interplay between the psychological and the social, the developmental and the historical, for which identity formation is a prototypal significance, could be conceptualized only as a kind of psychosocial relativity. (Erikson, 1968, p. 22)

Thus, Erikson (1968) described the indivisible relationship between the identity development of the individual and the cultural context in which identity is developed. Indeed, Erikson (1950) maintained that the usefulness of an identity could be determined only in reference to the demands of culture. For purposes of the study, the “communal culture” (Erikson, 1968, p. 22) is the counseling profession.

An examination of the history of the American Counseling Association (ACA) is illustrative of how the identity of the profession has evolved in response to eras of social and geopolitical change (Aubrey, 1977; Borow, 1964; Gladding, 2007). This brief review of the origins, evolution, and initiatives of the ACA will begin with the foundations laid during the vocational guidance movement.

In light of Erikson’s (1963) statement that “in general, it is primarily the inability to settle on an occupational identity which disturbs young people” (253), it is significant that the
counseling profession is rooted in the vocational guidance movement of the early twentieth century (Aubrey, 1977; Gladding, 2007; Sweeney, 2003). The vocational guidance movement did not originate in a single, discrete event (Aubrey, 1977; Miller, 1964). Indeed, Brewer (1918) noted that “it is as difficult to trace the beginnings of vocational guidance as to trace the discovery of the use of steam” (p. 20). This simile by Brewer (1918) is particularly apt, considering the diffuse nature of the identity of the fledgling profession. Aubrey (1977) asserted that “guidance arose in the dawning 20th century as one of several movements answering the upheaval and turmoil created by the 19th century industrial revolution” (p. 288). A prominent leader in this movement was Frank Parsons.

Gladding (2007) suggested that Parsons’ most significant contribution was the founding of the Vocational Bureau in Boston in 1908, which represented a milestone in the institutionalization of guidance (Borow, 1964; Gladding, 2007). Ginter (2002) recognized the enduring quality of Parsons’ contributions to the theoretical foundations of counseling and suggested that “Parsons’ body of work and efforts to help others lie at the center of the wheel that represents present day counseling” (p. 221).

Parsons’ work at the Vocational Bureau focused on assisting school-aged young people currently employed or still in school with the process of choosing a vocation (Parsons, 1909). Gummere (1988) contended that the program implemented by Parsons at the Bureau was “so imaginatively conceived that in essence it has not yet become outdated” (p. 404). The enduring quality of Parsons’ work may be due in part to the developmental components of exploration and commitment which can be identified in his description of the philosophy underlying his work at the Bureau. Parsons stated that “the Bureau does not attempt to decide for any boy what
occupation he should choose, but aims to help him investigate [engage in exploration] the subject and come to a conclusion [make a commitment] on his own account” (p. 92).

The third national vocational guidance conference, held in Grand Rapids, Michigan in 1913, was the setting for the founding of the National Vocational Guidance Association (NVGA). This organization later merged with other organizations to form the American Personnel and Guidance Association (APGA), known today as the American Counseling Association (ACA; Gladding, 2007). The NVGA was founded in response to the social and vocational needs identified by the guidance movement. These needs included the desire on the part of industry for better, more effective use of employees and their skills, the focus in education on helping students select appropriate courses of study, and a social agenda for preserving social values (Aubrey, 1977; F. W. Miller, 1961). The early focus on assisting individuals with exploring and committing to vocational choices would continue to have a significant impact on the evolution of the profession’s identity.

The first theoretical framework embraced by the guidance profession was introduced by E. G. Williamson in 1939. This theory was known as the trait-factor approach (Gladding, 2007; Zunker, 2002). Based on the work of Parsons (1909), this approach held that the unique abilities or traits of individuals could be measured objectively and matched with the specific requirements of various jobs. Williamson (1939) emphasized a directive approach which included the use of mentoring, teaching, and influencing skills.

A second theoretical influence that proved pivotal for the counseling profession was the humanistic approach, advanced largely through the work of Carl Rogers (Aubrey, 1977). Aubrey (1977) contended that “without doubt the most profound single influence in changing the course and direction of the entire counseling movement in the mid and late 1940s was Rogers” (p. 292).
Aubrey further asserted that Rogers’ landmark works *Counseling and Psychotherapy* (1939) and *Client-centered Therapy* (1951) virtually redefined the counseling profession. This assertion regarding the impact of Rogers’ work on the counseling profession was echoed by Brown and Srebalus (1996), who stated that “Carl Rogers and his publications probably contributed more than any other phenomenon to the transition of the counseling profession from a focus on group-delivered guidance services…to a group that provided counseling services” (p. 5). Borow (1964) similarly noted the impact of Rogers on the guidance movement, and contended that Rogers’ work “forced a searching re-examination of the assumptions and interviewing processes in vocational counseling” (p. 57). In a relatively short span of time, the identity of the counseling profession was transformed (Aubrey, 1977; Brown & Srebalus, 1996).

The profound impact on the evolution and identity of the profession that resulted from the adoption of each of these theoretical orientations suggests theoretical orientation has a significant influence on professional identity. However, congruent with Marcia’s (1976) conceptualization of the identity achievement status as characterized by ongoing identity exploration, reassessment and redefinition, the identity of the profession would continue to evolve.

The formation of the American Personnel and Guidance Association (APGA) in 1952 marked the birth of the organization known today as the ACA. The APGA was formed by a merger of four distinct organizations, each of which became a division under the umbrella of the APGA. These divisions consisted of the American College Personnel Association (ACPA), the NVGA, the Student Personnel Association for Teacher Education (SPATE) and the National Association of Guidance Supervisors and Counselor Trainers (NAGSCT; Herr, 1985; Sheeley, 2002). The American School Counselors Association (ASCA), founded the same year as the APGA in 1952, became Division 5 of the APGA in 1953. The strong educational orientation of
the APGA membership was due largely to the settings in which guidance and counseling were practiced, thus maintaining the original emphasis on assisting adolescents with vocational choice. Herr (1985) noted that “for the first 50 years of this century, counseling and guidance were predominantly creatures of schools and universities” (p. 396). This observation was shared by Aubrey (1977), who stated that “in early 20th century America the institution most profoundly influenced by guidance was the public schools” (p. 289).

The primary focus of NAGSCT during its early years was on professional issues relative to school guidance and counseling and in particular, supervision. This focus was particularly evident as the organization changed from the NAGSCT to the Association for Counselor Education and Supervision (ACES). For example, Elmore (1985) noted that when ACES was created, “it was the only professional organization devoted exclusively to the preparation and supervision of school counselors” (p. 411). This continuation of the focus on supervision was further evidenced in the goal of ACES to create an organization fostering professional excellence in guidance supervision and counselor education (L. L. Miller, 1961).

The core agenda of promoting excellence in counselor education and supervision appears to have served not just as a focal point for ACES, but also as a platform for promoting a unified identity with and among the other divisions. For example, membership in ACES was originally extended to all competent professionals interested in the practices, problems, research, and trends in the education of counselors, and who shared “the concern for the mutual interdependence of counselor education and guidance supervision at all levels” (L. L. Miller, 1961, p. 103). The commitment to professional excellence and unified efforts with other divisions placed ACES at the forefront of the initiatives undertaken by ACA as it evolved. For example, Kaplan (2002)
noted that “ACES has kept us focused on the fact that excellent counselors do not exist without excellent graduate counseling programs” (p. 261).

Perhaps the most significant legislation for the counseling profession enacted in the years subsequent to the formation of the APGA was the National Defense Education Act (NDEA) of 1958 (Sweeney, 2003). Sweeney referred to the NDEA as “the single most important legislation to the counseling profession’s ascendancy on university campuses” (p. 28), and suggested that the act rapidly altered the direction of counselor education. The thrust of the NDEA for the counseling profession was the provision of funds for the support of school guidance and counseling programs, as well as additional training for improving the qualifications of high school counselors (Borow, 1964; Herr, 1985; Sweeney, 2003). Borow noted that, during the five years following the passage of the act, almost 14,000 counselors and counseling students received training. The increase in the number of counselor educators, as well as universities offering programs in counseling, was also substantial (Aubrey, 1977; Sweeney, 2003).

While the acceleration of employment of school counselors represented progress for the counseling profession, the rapid increase in the number of counselors and counselor education programs created concern regarding the standards guiding counselor preparation and certification (Dugan, 1962; Steinhauer & Bradley, 1983). This concern was expressed by ACES president Willis Dugan (1962), who warned that the emphasis on quantity at the expense of the quality of counselors posed a significant threat to professional excellence. Dugan stated that

An imperative need for substantially higher minimal standards in the graduate preparation of counselors is apparent. Our assumption of public assurance for counselor quality on the basis of competence of graduate preparation programs can hardly be accepted; certainly, not among large segments of the nation’s
colleges which offer to educate counselors for children in our schools. (p. 177)

The need for counselor preparation standards was echoed by Stripling (1967), who noted the prevalence of counselor education programs that were considered substandard. Stripling challenged that ACES shared some of the responsibility for such programs because of the absence of standards by which administrators could assess the quality of their programs (Stripling, 1967). ACES rose to the challenge by inviting the members of the profession to re-engage in the processes of reflection and exploration.

The first step toward the development of standards for counselor education programs was taken in 1959 when ACES launched the Planning Cooperative Study of Counselor Education, a 5-year grassroots study led by co-chairpersons Dugan and Stripling. The efforts of this study led to the experimental use of standards for the education of high school counselors by ACES in 1964. Officially adopted by ACES in 1967 (Hill, 1967), these standards were the first ever developed under the profession’s sponsorship (Haight, 2003). Stripling continued to spearhead cooperative efforts between ACES and other divisions of the APGA which ultimately led to the adoption of the *Standards for the Preparation of Counselors and Other Personnel Services Specialists* in 1973 (ACES, 1977).

The impact of the development of a set of standards for counselor education programs on the identity of the profession can hardly be over-emphasized. This key achievement served as the foundation for the profession’s advancement in the areas of program accreditation, licensure, and certification. With a set of standards in place, ACES president Robert Havens declared in a message to the association that “the major goal of the Association for Counselor Education and Supervision for 1978-1979 is to place in operation a system of national accreditation of counselor education programs” (Havens, 1978, p. 2). Just as the development and adoption of
standards were foundational to the pursuit of accreditation, Havens asserted that “program accreditation is the foundation of the other professional issues of credentialing, licensure, and registry” (p. 3).

The ACES Committee on Accreditation was charged with the responsibility of implementing an accreditation program based on the recommendations of the ACES Commission on Standards Implementation (Havens, 1978). This committee would later become the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an affiliate of the American Association of Counseling and Development (AACD; Haight, 2003). CACREP remains a dominant force in the counseling profession through ongoing development of standards used in accrediting counselor education programs today.

The development of an integrated identity as it has continued to evolve as a profession is further demonstrated in the organizational name changes that have occurred. In 1983, the name of the APGA was changed to the American Association of Counseling and Development (AACD). Herr (1985) described the name change as an historic event that “triggered a whole series of ‘ripple effects’ through the association’s by-laws and those of divisions, regions, state branches, and chapters; in its publications; and in its image with Congress and the professional community” (p. 395).

The decision to change the name from the APGA to the AACD was not made on impulse. The impetus for the change came from the changing demographics of the membership and the settings in which services were provided. During the early 1980’s, motions were made before the APGA Senate to include the word counseling in the name of the organization, either in place of or in addition to the word guidance. The perception was that the term guidance had become somewhat archaic, and was primarily used to describe services provided in the primary
and secondary schools. The main rationale for the change was that the term counseling more accurately reflected the professional services and identity of the growing numbers of members of the association employed outside of educational settings (Herr, 1985).

Prior to 1983, efforts to change the name of the APGA had been unsuccessful, due in part to the diversity of the historical roots of the divisions making up the association. Differences between the divisions in terms of their origins, identity, and settings were evidenced by the varied emotional connotations of the words development, personnel, guidance, and counseling. However, the changing demographics of the membership made a change in name inevitable. For example, the American Mental Health Counselors Association (AMHCA), which became an APGA division in 1978, had become the second largest division of the APGA by 1983. For the members of AMHCA, most of which were employed in community and private practice settings, the unifying function of members of the association was not guidance, but counseling (Herr, 1985).

The significance of the name change extended beyond providing the organization with a different title. Herr (1985) noted that it also represented “a symbolic affirmation of the need for the association to be responsive to its members in new ways and to consolidate the major trends in which it had been engaged for several years” (p. 395). The association presented the image of an organization poised to meet the challenges of the future.

In 1991, the AACD Governing Council again voted in favor of changing the name of the association, and in 1992, the AACD became the ACA, once again signifying a new direction and identity for the organization (Sheeley, 2002). Prior discussion by proponents and opponents of the name change had centered on the omission of the word development from the name of the organization. Myers (1992) noted that opponents argued that development was central to the
professional activities of counselors. Indeed, the emphasis on development for the counseling profession was expressed in the Mission Statement developed by the first AACD Strategic Planning Committee (Nejedlo, Hansen, & Myers, 1994), which stated that “the mission of the American Association for Counseling and Development is to enhance human development throughout the life span and to promote the counseling and human development profession” (p. 277). While many of those in favor of the change agreed on this point, proponents of the change argued that development was, in fact, so central to the identity of the profession that inclusion of the word development in the name of the organization was superfluous (Myers, 1992). For example, Van Hesteren and Ivey (1990) asserted the following:

In short, if the challenge of joining development and therapy is to be met, it will be necessary to recognize that development is a generic process underlying all counseling and therapy. …Indeed, rather than representing what might be considered as a particular “school of thought” with which only a limited segment of the counseling field can identify, the broad developmental orientation described…is such as to provide an overarching context within which all counselors might rationalize and fulfill their counseling functions. (p. 526)

The new name was also believed to be more in line with the names of other professional organizations in that it was descriptive of the identity of the counseling profession, rather than the activities of the membership. As Myers (1992) noted, “there is no defined profession of human development” (p. 138).

According to former ACA president Brian Canfield (2008), the identity of the counseling profession continues to evolve. An examination of the profession’s history and ongoing
evolution suggests a common thread woven throughout the existence of the organization that provides a basis for an integrated identity for the counseling profession: a focus on development.

As our profession views development as a distinguishing factor between counseling and other helping professions (Myers, 1992; Van Hesteren & Ivey, 1990), it is not surprising that counseling students are expected to demonstrate development in response to the demands of their training. For example, the development of a professional counselor identity as a focus of counselor preparation has long been a component of counselor education and supervision (e.g., Friedman & Kaslow, 1986; Loganbill et al., 1982). The significance of professional identity is underscored in the Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). An explicit expectation of counselor trainees is that they engage in the process of developing a professional identity. Professional identity is the first core curricular experience identified in the Standards, and is specifically referenced at least nine times (CACREP, 2009).

Similarly, professional orientation is an examination area for counselor licensure in most states as well for the National Counselor Examination (NBCC, 2001). Because of this focal emphasis on training and credentialing requirements, counselor educators strive to embrace the introductory comments in the CACREP Standards (2009), which state that “CACREP standards are written to ensure that students develop a professional counselor identity and also master the knowledge and skills to practice effectively” (p. 1). Despite the curricular importance of professional identity development, professional literature specifically addressing this process is relatively sparse. Most references to counselor identity development are situated in models of counselor supervision, which are examined next.
Developmental Supervision and Training: Models and Findings

One of the earliest models of counselor supervision was proposed by Fleming (1953), who suggested three types of learning experiences that facilitate therapist development. These learning experiences consisted of (a) imitative, (b) corrective, and (c) creative learning. Imitative learning is a process by which the student consults with the supervisor about a case, and the supervisor responds with an example of how the supervisor would handle a similar situation (Fleming, 1953). Although this experience has value in that the student gains access to the greater experience of the supervisor, this approach could lead to students engaging in imitation without developing understanding of the suggested intervention. In corrective learning, the supervisor focuses on the dynamics between the student and the client in order to facilitate more accurate interpretations of the client’s actions. To maximize the benefits of corrective learning, students should take notes about student and client behavior that occurs during the session to foster increased awareness of thoughts and behaviors. The benefit of this type of learning is the identification of student blind-spots and counter-transference. Finally, creative learning is represented by student self-awareness during the therapeutic process. This type of learning requires more effort on the part of the student as the student engages in a dynamic self-evaluation process that focuses on choosing the most therapeutic response to the client.

Loganbill et al. (1982) developed a comprehensive model of counselor supervision that drew heavily from the works of developmental specialists Margaret Mahler and Erik Erikson. In particular, these authors noted that Erikson’s (1950) views contributed to the model through “his perspective of the formation of identity as central in overall development” (p. 15). This developmental perspective emerges in the model’s focus on the identity development of both
supervisor and supervisee. Significantly, in regard to the impact of counselor identity development on the supervision process, Loganbill et al. stated:

The development of a counselor is more than an incremental build-up of skills, and is, in fact, the integrated formulation of a therapist with an identity. Consequently, in the assessment section of this model, primary emphasis will be placed on assessing the supervisee’s level of development within a number of areas, all concerned with personal or professional identity (p. 15).

The model proposed by Loganbill et al. (1982) is one of the first models to suggest that the development of a well-integrated theoretical orientation is an important aspect of counselor development. Loganbill et al. proposed three stages of supervisee development which consisted of (a) Stagnation, (b) Confusion, and (c) Integration. The developmental stages are not discrete, and supervisees are assessed according to the developmental stage at which they function on each of the issues of (a) competence, (b) emotional awareness, (c) autonomy, (d) theoretical identity, (e) respect for individual differences, (f) purpose and direction, (g) personal motivation, and (h) professional ethics. Supervisees may recycle through the stages at deeper levels of development, requiring supervisors to assess the supervisee’s current level of development on each issue. The developmental stages associated with each of the aforementioned categories will be explored next.

The first stage, Stagnation, consists of two main features, unawareness and stagnation. The beginning supervisee is largely unaware of difficulties and deficiencies in many areas, whereas the more experienced supervisee encounters feelings of stagnation. At this stage, supervisee theoretical orientation is generally (a) undeveloped, (b) fragmented, or (c) manifested as unexamined adherence to a specific theory (Loganbill et al., 1982).
The second stage, Confusion, represents a marked shift from the Stagnation stage and is characterized by disorganization, unpredictable fluctuations, confusion, and conflict as supervisees begin to move beyond traditional beliefs and interpersonal behaviors (Loganbill et al., 1982). Stage two supervisees are aware of the need for a consistent theoretical orientation and are engaged in active exploration to achieve an integrated theoretical identity.

The third and final stage, Integration, is welcomed by both supervisor and supervisee as the supervisee experiences reorganization, new cognitive understanding, integration, security, and flexibility. Supervisees develop an integrated sense of counselor identity as they cultivate a cohesive framework for understanding their work (Loganbill et al., 1982).

Friedman and Kaslow (1986) explored the development of professional identity in the context of the supervision process and proposed six stages of supervisee development, these being: (a) Excitement and Anticipatory Anxiety, (b) Dependency and Identification, (c) Activity and Continued Dependency, (d) Exuberance and Taking Charge, (e) Identity and Independence, and (f) Calm and Collegiality. Similar to Loganbill et al. (1982), Friedman and Kaslow (1986) suggested that the stages in their model are not discrete and that supervisees may recycle through previous stages in the course of their development.

According to Friedman and Kaslow (1986), the Excitement and Anticipatory Anxiety stage lasts from a few hours to a few months, ending when the trainee is officially assigned a client. The Dependency and Identification stage is characterized by continued supervisee dependency on the supervisor. Activity and Continued Dependency may begin after several months or years of serving clients and is heralded by the supervisee’s realization that clients have faith in his or her ability as a professional. The impact of such a developmental milestone on the supervisee is comparable to the impact of significant others on the developing self-definition of a
child. Supervisees in this developmental stage become more concerned with coupling theory and practice and begin to use more theoretical terms in discussing cases, though their limited experience may affect their comprehension of such terms in the course of their practice (Friedman & Kaslow, 1986).

Stage four, Exuberance and Taking Charge, commences when the supervisee realizes that she or he is an effective and competent practitioner, which often prompts a basic sense of a "healer" identity. Greater treatment effectiveness is the result of several factors including clinical experience and frequent discussions with supervisors and peers. As these factors interact and begin to integrate, the supervisee develops the ability "to substantially grasp connections between psychotherapy theory and practice" (Friedman & Kaslow, 1986, p. 41). During this stage the student begins to identify personally with a theoretical orientation, which is now made possible by the presence of an organizing rubric of thought and behavior. The supervisor becomes more of a consultant during this stage, which “speaks to the solidifying professional identity of the new psychotherapist" (p. 41).

Identity and Independence, the fifth stage, is similar to the developmental stage of adolescence and is often characterized by conflict with authority figures as increased autonomy is asserted. This stage also represents a stable internalization of a theoretical frame of reference upon which are based practice decisions. The sixth and final stage, Calm and Collegiality, is distinguished by the presence of a well-established sense of professional identity and feelings of collegiality with professional peers. The stability afforded by a secure theoretical foundation allows the trainee to freely examine and question fundamental tenets of psychotherapy models (Friedman & Kaslow, 1986).
Stoltenberg and Delworth (1987) introduced the Integrated Developmental Model of supervision, which categorizes supervisees as either Level One, Level Two, or Level Three based upon supervisee development in three overarching areas of development, these being: (a) Self and Other Awareness, (b) Motivation, and (c) Autonomy. Supervisee development in these three areas is assessed in relation to several domains of clinical practice which are: (a) Intervention Skills Competence, (b) Assessment Techniques, (c) Interpersonal Assessment, (d) Client Conceptualization, (e) Individual Differences, (f) Theoretical Orientation, (g) Treatment Goals and Plans, and (h) Professional Ethics (Stoltenberg & Delworth, 1987).

Level One trainees are those who are in the process of learning theories and techniques, a circumstance that promotes a focus on self-performance (Stoltenberg & Delworth, 1987). Level Two trainees are described as those who have achieved competence with the basic attending and listening skills and who have experienced limited success in working with clients. Such success reflects an emerging balance of focus on self and on others. However, motivation may fluctuate for the supervisee as the supervision process identifies both trainee strengths and limitations, which often prompts an imbalance of self-focus to the detriment of other-focus. Level Three is described by these authors as a period of relative calm as trainees demonstrate greater stability, which promotes a more rapid pace of development. Development can be further enhanced by trainee involvement in more diversified and even full-time clinical work, as well as more intensive supervision. Significantly, Level Three trainees demonstrate strong commitment to the profession and to the continued development of their professional identity.

Counselor professional identity development has also been addressed in models of counselor development that emphasize aspects other than those associated with the supervision process. Skovholt and Ronnestad (1992) developed one of the more widely referenced models of
counselor development. In their model, the authors describe eight stages of development, the first six of which span from pre-training to the full development of an integrated professional identity.

The initial stage, known as the Conventional stage, is the pre-training stage in which the lay helper is characterized as a person with little or no formal training who attempts to help others. The main source of influence on the lay helper is personal life experience, in contrast with the many other sources of influence in later stages of the model (Skovholt & Ronnestad, 1992).

The Transition to Professional Training stage encompasses the span of time from one’s decision to enter the counseling field through one’s first year of formal counselor training. Acquiring and applying a large amount of theoretical and practical knowledge are the central tasks in this stage. Various sources of influence now become active including theories and research, clients, professional elders, personal life, peers and colleagues, and the social and cultural environment (Skovholt & Ronnestad, 1992).

The next stage, Imitation of Experts, represents an intermediate stage of counselor development. The central task of the counseling student in this stage is to make selective decisions in developing a personal theoretical orientation while striving to remain open to other theoretical positions. The primary sources of influence noted in the previous stages begin to interact in complex ways as development proceeds through Imitation of Experts (Skovholt & Ronnestad, 1992).

Students in the Conditional Autonomy stage are nearing completion of their graduate program and are actively engaged in supervised counseling practice as a part of their graduate study. The central task in this stage is to focus on the application of skills learned in previous stages. Specific counseling methodologies and issues, as opposed to broad academic or
theoretical considerations, typically command the student’s attention in this stage of professional development (Skovholt & Ronnestad, 1992).

The student’s graduation from a counseling program marks the beginning of the Exploration stage. The graduate is faced with the task of continued development that is typically motivated by an internal perception of inadequacy rather than the external demands of an academic program. The counselor develops personal theoretical anchors that underpin counseling practice, which becomes a natural expression of the counselor’s personality. Reflection becomes the main method of continued learning and facilitates the counselor’s successful movement to the Integration stage (Skovholt & Ronnestad, 1992).

Counselors in the Integration stage of development have been practicing for a number of years and are more diverse due to the unique features of the settings in which they have worked and the experiences from those settings. The development of professional authenticity is the central task of this stage. The counselor’s working style represents an integration of conceptual system, personality, and the helping role. The achievements of formulating a cohesive integrated theoretical framework, demonstrating sustained competence, and attaining credentials such as certification and licensure often lead to a sense of personal and professional satisfaction (Skovholt & Ronnestad, 1992).

The paucity of research that specifically explores the process of professional identity development for counselors appears to increase the significance of the few studies that do examine this topic. One such study is the work of Auxier et al. (2003), which employed a grounded theory approach to explore the identity development of eight counseling students enrolled in supervised internships. The model of counselor identity development that evolved from this qualitative effort incorporates three interacting processes involved in the overall
identity formation process. The authors identified these processes as (a) conceptual learning, (b) experiential learning, and (c) external evaluation. The interaction between these processes, described as the “recycling identity formation process,” is illustrated in Figure 1.¹

Figure 1. Recycling Identity Formation Process

Auxier et al. (2003) reported that conceptual learning was valued greatly by participants in the early stages of their counselor training programs. This type of learning is focused on the acquisition of knowledge, such as learning about theoretical models. As students progressed in their training, however, the focus on conceptual learning was gradually supplanted by an emphasis on experiential learning.

The transition from conceptual to experiential learning was marked by increased student anxiety as they struggled with developing new behavioral and emotional awareness, developed interpersonal patterns of professional dialogue and expression, and refined their counseling skills based on evaluative feedback (Auxier et al., 2003). This type of learning experience suggests significant exploration on the part of students similar to Marcia’s (1964) description of the Moratorium identity status. Students increasingly valued the learning experiences provided by engaging in the counseling process, which they described as powerful, confusing, and impactful on their self-confidence.

Auxier et al. (2003) reported that external evaluation was an integral part of the experiential learning process for participants in their study. Student anxiety about feedback from clients, peers, supervisors, and professors suggested students placed a high value on the evaluations of others concerning their counseling skill and competence. Students reported considerable anxiety associated with the process of learning basic counseling skills. However, participants indicated that their anxiety decreased gradually as their external evaluations and feedback, both positive and negative, began to align with their internal evaluations as persons and counselors.

Another study concerning counselor identity development was conducted by Nelson and Jackson (2003). Similar to Auxier et al. (2003), this effort utilized a grounded theory approach to
identify the factors facilitating the professional identity development of Hispanic graduate counseling students enrolled in either practicum or internship courses. Seven major themes emerged from this study, three of which the authors identified as consistent with the literature concerning the professional identity development of non-ethnic groups (i.e., knowledge, personal growth, and experiential learning). By contrast, four themes were noted by these authors as being mediated by Hispanic cultural factors (i.e., relationships, accomplishment, costs, and perceptions of the counseling profession). These authors posited that “Hispanic students in graduate counseling programs may face the same cultural issues as they attempt to consolidate their own ethnic identities with their emerging professional identities” (Nelson & Jackson, 2003, p. 3). The acquisition of knowledge was also a common theme among participants in the study, who expressed the belief that acquiring knowledge would be a lifelong process. Students also noted the interpersonal influence impact of professors and the intellectual influence of course work on their theoretical approach.

Nelson and Jackson (2003) reported that, although students struggled initially with the application of knowledge already acquired, the experiential aspect of applying knowledge and skills in practicum and internship was valuable in decreasing anxiety and increasing confidence, an outcome noted also by Auxier et al. (2003). Student interns further indicated that their experiences helped them overcome their anxiety and promoted their excitement about their emerging professional identity as counselors.

Also using a grounded theory approach to their research, Brott and Myers (1999) examined the identity development of school counselors. These authors reported that a basic aspect of identity development was the “need for personal guidelines in carrying out the professional role” (p. 343). In their study, personal guidelines represented the self-
conceptualizations of the school counselor role. A key concept in the identity development model proposed by these authors involves how counselors react to the multiple influences impacting their professional role through a process identified as the “blending of influences” (p. 342).

According to Brott and Myers (1999), the process of “blending of influences” extends through four phases, these being: (a) Structuring, (b) Interacting, (c) Distinguishing, and (d) Evolving. These authors noted that counselors may recycle through phases in response to the effect of multiple influences on their identity development. This recycling is consonant with identity development pathways identified by Stephen, Fraser, and Marcia (1992) which suggest that individuals may recycle through the Moratorium and Achieved statuses. The first phase, Structuring, is initiated when the school counselor first assumes the role of a professional and is characterized by one’s use of an external and structural perspective for practice. Essentially, one’s identity in this initial phase of identity development is founded on rules, rubrics, and procedures that promote compliance and uniformity. The second phase, Interacting, occurs as counselors begin to be impacted by influences beyond the elements of a structural perspective. A personal self-conceptualization as a counselor emerges through interacting with, managing, and responding to multiple sources of influence such as (a) students, (b) professional peers, and (c) administrators.

The Distinguishing phase occurs as counselors respond to the challenges of the counselor role and includes a “what” and “how” focus on the professional role as school counselors make decisions and assess their performance in relation to more personal and internal influences. Significant in the Distinguishing phase is the impact of personal identity on one’s professional role, as well as an understanding of the range of appropriate practice options that can be
implemented in that professional role. The interplay of the first three phases precedes the Evolving phase, in which an “intertwining of the structural and personal perspectives weaves a guiding focus that is revealed through personal guidelines for carrying out the role of a school counselor” (Brott & Meyers, 1999, p. 344). The Evolving phase mediates the interaction of the first three phases as part of the ongoing “blending of influences” process. A graphic portrayal of these phases is provided in Figure 2.²

**Figure 2.** The Substantive Theory Process for the Blending of Influences


An evident and recurring theme across these models of counselor identity development is the integration of one’s personal identity with one’s professional identity. Indeed, this theme may
serve as a useful distinction for various aspects of counselor professional identity development. Some aspects of counselor development may not specifically require the integration of personal and professional views and values for development to occur. For example, the development of basic attending skills, learning to implement a rubric for case conceptualization, demonstrating an understanding of diagnostic procedures, organizing a program evaluation, or conducting a research project all represent important developmental tasks, the mastery of which can be promote counselor development. It is unlikely, however, that student efforts to integrate personal and professional views and values are required to master these tasks, suggesting that these developmental experiences do not directly contribute to professional identity development among counselor trainees.

Other aspects of counselor development such as the counselor’s therapeutic use of self or the development of a theoretical orientation typically compel a motivated student to attempt an integration of personal and professional agendas and purposes. Thus, some aspects of counselor development occur through a form of structural orientation, possibly mimicking professors and peers as well as learning professional customs and practices that emphasize skills and knowledge. By contrast, other developmental processes require the integration of personal and professional identities into a new holistic framework of values and viewpoints that represent self as well as self-as-professional in a counselor role.

Much of the existing professional literature suggests the process of integrating personal and professional values and views is slow to emerge during graduate training prior to encountering experiential learning in practica or internships (Auxier et al., 2003; Brott & Myers, 1999; Studer, 2007). Such a view suggests that curricular experiences that are primarily knowledge-based may be necessary prerequisites, but not sufficient opportunities for the
development of professional identity among counselor trainees. Significant in this early phase of graduate study, however, is a common expectation in courses devoted to examination of counseling theories: the articulation of a personal theoretical orientation. A discussion of theoretical orientations typically encountered in coursework satisfying this common academic requirement is explored in the following section.

Theoretical Models of Counseling: An Overview

A trend toward theoretical eclecticism has been identified in the literature (Cooper & McLeod, 2007; Garfield, 1994; Schottenbauer, Glass, & Arnkoff, 2007). Although researchers often equate eclecticism and integrated therapy (e.g., Norcross, Hedges, & Castle, 2002), these two theoretical approaches may be distinguished from one another. Integrated therapy was defined by Messer as an approach that “favors a firm grounding in any one system of psychotherapy, but with a willingness to incorporate or assimilate, in a considered fashion, perspectives or practices from other schools” (Messer, 1992, p. 151). Conversely, the eclectic approach has been equated with “selecting what appears to be best in various doctrines, methods, or styles” (Lazarus, Beutler, & Norcross, 1992, p. 11).

In a survey of 538 members of the American Psychological Association (APA) division of psychotherapy, Norcross et al. (2002) found that 138 (35.8%) of members endorsed either eclectic or integrative therapy as their primary theoretical orientation, representing an increase of 6% over a period of ten years. Other researchers surveying a broader spectrum of mental health professionals have found that as many as 70% of all psychotherapists identify eclecticism as their primary theoretical orientation (Lazarus et al., 1992). Advocates of eclecticism propose that the benefits of an eclectic approach include greater treatment effectiveness through meeting the
needs of individual clients, reducing treatment time and expense, and helping a broader range of clients (Norcross et al., 1996).

However, despite the increased popularity of the eclectic approach, many researchers advise beginning counseling students to align with one primary theoretical model as an initial step toward developing a personal theoretical orientation (Corey, 2001; Corsini & Wedding, 2008). Frank and Frank (1993) suggested that some benefits of holding to a specific theoretical orientation may include increased counselor effectiveness in instilling hope in clients and increased therapist perseverance. Frank and Frank noted “in general, commitment to [a] theory keeps the therapist willing to take on new patients even after disappointment with others, and willing to try multiple techniques within the theory if one particular one is not effective” (p. 161).

Corsini (2008) estimated that over 400 theoretical models of counseling currently exist. This review of counseling theoretical models will be delimited to the more prominent models typically examined in an initial course in counseling theories. These major models may be grouped into four main categories which consist of (a) affective, (b) behavioral, (c) cognitive, and (d) systemic (Thompson & Henderson, 2007). The affective model considered here is Person-Centered counseling. The behavioral models include Behavior therapy, Reality therapy, and Adlerian therapy. The cognitive models include Rational-Emotive Behavioral Therapy, Cognitive Behavioral Therapy, and Psychoanalytic therapy (Thompson & Henderson, 2007). Finally, the systemic models include Gestalt therapy, Family therapy, and Solution-Focused Brief Therapy. The review will begin with an examination of the affective model, Person-Centered counseling.
Affective Models

The Person-Centered approach to counseling was developed by Carl Rogers. Rogers (1940) identified six processes that he believed must take place in the course of psychotherapy for a successful outcome to be achieved, which consisted of (a) establishing rapport, (b) free expression of feeling on the part of the client, (c) recognition and acceptance, by the client, of his or her spontaneous self, (d) the client making responsible choices, (e) gaining insight through assimilated interpretation, and (f) supporting the client to grow into independence.

Rogers (1961) identified three core therapist attributes that he considered to be necessary and sufficient for clients to achieve therapeutic goals. These attributes consisted of (a) genuineness (congruence), (b) unconditional positive regard, and (c) empathic understanding.

Rogers (1961) described genuineness as the ability of the therapist “to be aware of [one’s] own feelings…rather than presenting an outward façade of one attitude, while actually holding another attitude at a deeper or unconscious level” (p. 33). Rogers contended that this genuineness must also be communicated to the client for the relationship to have reality. By expressing the reality within her or himself, the therapist promotes relationships in which clients can successfully explore their personal realities.

Unconditional positive regard was described by Rogers (1961) as a regard for a client “as a person of unconditional self-worth – of value no matter what his condition, his behavior, or his feelings” (p. 34). Rogers considered this acceptance a very important aspect of the helping relationship.

Empathic understanding involves “a sensitive empathy with each of the client’s feeling and communications as they seem to him at that moment” (p. 34). Rogers contended that by seeking to understand the thoughts and feelings of which clients were ashamed, clients could
become free to explore the hidden aspects of their inner experiences. This understanding must be free of moral or diagnostic evaluations (Rogers, 1961).

Rogers (1980) proposed that every individual has an actualizing tendency toward self-development. When the appropriate psychological environment is created, the client will demonstrate this capacity toward growth. Rogers asserted that when the preceding three conditions serve as the basis for the therapeutic relationship between the therapist and client, clients will make progress. Rogers summed up these conditions as follows:

Thus the relationship which I have found helpful is characterized by a sort of transparency on my part, in which my real feelings are evident; by an acceptance of this other personal as a separate person with value in his own right; and by a deep empathic understanding which enables me to see his private world through his eyes. When these conditions are achieved, I become a companion to my client, accompanying him in the frightening search for himself, which he now feels free to undertake. (Rogers, 1961, p. 34)

The behavioral models of counseling include Behavior therapy, Reality therapy, and Individual psychology. Behavior therapy will be considered first.

Behavioral Models

Behavior therapy originated during the late 1950’s as a therapeutic alternative to the disease model promulgated by the psychoanalytic perspective which dominated that era (Kazdin, 2001; Krasner, 1982). Behavioral approaches that emerged during the 1970’s emphasized various aspects of behavioral interventions that may be classified as (a) classical conditioning, (b) operant conditioning, (c) social learning theory, and (d) cognitive behavior therapy (Fishman & Franks, 1997). These approaches vary on a continuum according to the degree to which
cognitive procedures are employed. Classical and operant conditioning are located toward one end of the continuum as these interventions do not use cognitive procedures, and toward the other end are located social learning theory and cognitive behavior therapy, which do utilize cognitive procedures (Wilson & O’Leary, 1980). As cognitive behavior therapy will be discussed under the cognitive approaches, this brief review of behavior therapy will focus on operant conditioning which makes use of applied behavior analysis.

Applied behavior analysis is an extension of Skinner’s (1953) radical behaviorism, which is based on the principles of operant conditioning. The fundamental premise of operant conditioning is that behavior is a function of the consequences that follow. Thus, behavior is modified by changing the relationships between overt behaviors and consequences. Since cognitions are considered covert events, these are not considered in behavior analysis (Wilson & O’Leary, 1980).

Behavior therapy is based on a learning model of human development. Behavior analysts search for overt environmental conditions and variables that may regulate behavior. Stimuli that increase the likelihood of a behavior to recur are referred to as reinforcers. A positive reinforcer refers to a stimulus that produces an increase in behavior when the stimulus is introduced after the behavior occurs. A negative reinforcer refers to a stimulus that increases behavior which is aimed at avoiding the negative reinforcer (Kazdin, 2001). Skinner (2002) provided an example of how negative reinforcement works in operant conditioning:

The process of operant conditioning is committed to immediate effects, but remote consequences may be important, and the individual gains if he can be brought under their control. The gap can be bridged with a series of “conditioned reinforcers…. A person who has frequently escaped from rain by moving under shelter eventually avoids rain by
moving before rain falls. Stimuli which frequently precede rain become negative reinforcers (we call them the sign or threat of rain). They are more aversive when a person is not under shelter, and by moving under shelter he *escapes* from them and *avoids* getting wet. The effective consequence is not that he does not get wet when rain eventually falls but that a conditioned aversive stimulus is immediately reduced. (p. 121)

Negative reinforcement is different from punishment, which is aimed at reducing the likelihood of the recurrence of a behavior by introducing an aversive stimulus after a behavior has occurred (Kazdin, 2001; Wilson & O’Leary, 1980).

While agreeing that the person and the environment interact, behavior analysts operate from the perspective that a person’s behavior is best explained in terms of the past history of reinforcement. Applied behavior analysts focus on helping clients change observable behavior rather than internal cognitive processes (Wilson & O’Leary, 1980).

Another behavioral model of counseling is Reality therapy, developed by William Glasser (1990), who contended that this approach is “applicable to all people with psychiatric problems” (p. 3). Glasser based the name of his theory on the observation that the common characteristic among clients is the denial of reality. The objective of this approach is not only to lead the client to accepting reality, but also “to help him fulfill his needs in the real world so that he will have no inclination in the future to deny its existence” (p. 7).

Glasser (1998) hypothesized five basic needs that are common to every individual, and asserted that “a Chinese infant girl has the same needs as a Swedish king” (p. 9). These needs consist of (a) survival, (b) love and belonging, (c) power, (d) freedom, and (e) fun.

Glasser (1998) noted that survival is part of the genetic programming of all creatures. However, humans have the power to make choices regarding their longevity. Glasser (1998)
further proposed that the other basic needs rose to prominence through the natural selection process of evolution, and that the basic needs distinguish mankind from all other creatures. Glasser stated, “it is these additional lifelong needs beyond survival that make our lives so complicated, so different from those of animals” (p. 33).

Love and belonging represent a need that exists from birth to death and compels individuals to continuous activity toward satisfaction. Glasser (1990) posited that it is necessary to both love and be loved, both by sexual partners as well as social friends. Problems occur in relationships when people attempt to control one another. Glasser emphasized the importance of this need, and contended that “at the time any person comes for psychiatric help he is lacking the most critical factor for fulfilling his needs, a person whom he genuinely cares about and who he feels genuinely cares about him” (p. 12).

Glasser (1998) identified power as another distinctive human need, particularly the pursuit of power for the sake of power. The need to compete is an expression of the need for power. However, Glasser did not imply that exploitation is a necessary aspect of seeking power. Glasser proposed that a goal of counseling is to help clients learn to meet their needs for power without diminishing the right of others to do likewise.

The human need for freedom is experienced most acutely when that freedom is threatened (Glasser, 1998). Glasser hypothesized that this need is best balanced through observance of “the golden rule: do unto others as you would have others do unto you” (Glasser, 1998, p. 40). Glasser equated the loss of freedom with the loss of creative opportunity.

According to Glasser (1990), the universal human need for fun is evidenced from the time of infancy. Depression, apathy, and boredom result when this need is not met. As with the
need for power, a goal of therapy is to assist clients in meeting their need for fun in a responsible way that does not prevent others from meeting their own need for pleasure.

Glasser (1998) proposed that as humans engage with their environment their psychological needs are either satisfied or remain unsatisfied, leading to the assemblage of a mental file of need-fulfilling images. The total of these images can be referred to as the person’s “quality world” (p. 44). Unfulfilled needs motivate people to make choices based on perceptions of external reality to resolve the disparity between what is wanted and what is had at the moment. This behavioral attempt at need satisfaction is composed of actions, thinking, feeling, and physiology. Glasser (1990) proposed that the goal of even unrealistic, inadequate behavior is need fulfillment, and described those who engage in such behaviors as “irresponsible” (p. 14).

Adlerian therapy was developed by Alfred Adler, who conceptualized individuals holistically as responsible, creative, and “moving toward fictional goals within his or her phenomenal field” (Mosak & Maniacci, 2008, p. 63). Feelings of inferiority lead to discouragement and a lifestyle that is self-defeating. Rather than viewing psychopathology as symptomatic of illness, Adlerian therapy views psychopathology as the result of discouragement.

A fundamental concept underlying Adlerian therapy is the view that individuals are basically inclined to strive toward belonging to the larger social whole and willing to cooperate with others for the betterment of humankind. Adler referred to this as “Gemeinschaftsgefühl” (Sweeney, 1998, p.8). The nearest translation of this term is “social interest” (Ansbacher & Ansbacher, 1956, p. 133). This inclination is expressed in each individual’s striving to belong and to make a place for her or himself. Thus, the task of the Adlerian therapist is to encourage clients to increase their social interest and develop a new, more useful lifestyle (Ansbacher & Ansbacher, 1956; Mosak & Maniacci, 2008).
Adler referred to the unique way each individual expresses his personality through his thoughts, feelings, and behaviors as one’s “style of life” (Ansbacher & Ansbacher, 1956, p. 172). Environment and heredity impact but do not determine lifestyle; this choice is made by the individual. However, while lifestyle is unique to the individual, Adler also contended that the individual’s lifestyle must be considered in the context of her or his social relationships (Sweeney, 1998). Adler considered the primary social environment of the individual to be the “family constellation” (Mosak & Maniaci, 2008, p. 63).

Adler held that one’s position within the family constellation assumes particular significance in the development of the individual. For example, Adler noted tendencies toward certain behaviors relative to birth order and described characteristics of first-born through fourth-born children, such as first-born children being responsible and second-born children being more adventuresome (Sweeney, 1998). Other factors such as gender and the age difference between children are also considered important influences on development (Mosak & Maniaci, 2008).

Mosak and Maniaci (2008) identified five classifications of basic mistakes that may be revealed by an exploration of a client’s early recollections. These basic mistakes are as follows:

1.) Overgeneralizations. “People are hostile.” “Life is dangerous.”

2.) False or impossible goals of security. “One false step and you’re dead.” “I have to please everybody.”

3.) Misperceptions of life and life’s demands. Typical convictions might be “Life never gives me any breaks” and “Life is so hard.”

4.) Minimization or denial of one’s worth. “I’m stupid” and “I’m undeserving” or “I’m just a housewife.”

5.) Faulty values. “Be first even if you have to climb over others.” (p. 82)
An exploration of clients’ early recollections of family influences helps clients to better understand and change their mistaken beliefs that are linked to their upbringing (Osborn, 2001). However, the goal of Adlerian therapy goes beyond insight. Clients are encouraged to engage in new behaviors that ultimately lead to a wellness lifestyle that is useful and connected with others (Sweeney, 1998).

Therapies that focus mainly on clients’ cognitions include Freud’s Psychoanalytic psychotherapy, Ellis’s Rational Emotive Behavior Therapy (REBT) and Beck’s Cognitive-Behavioral Therapy (CBT). Freud’s Psychoanalytic psychotherapy will be examined first.

**Cognitive Models**

The first comprehensive model of psychotherapy was developed by Sigmund Freud, who developed a psychodynamic model of human behavior based on an investigation of the inner experience of his patients. Freud (1923) stated that “the division of the psychical into what is conscious and what is unconscious is the fundamental premiss [sic] of psychoanalysis” (p. 1). In his work *The Interpretation of Dreams*, Freud (1900) proposed that consciousness consists of three layers which are (a) the conscious, which contains perceptions of outer and inner experiencing; (b) the preconscious, which represents mental content that is not in immediate awareness but can be accessed at will; and (c) the unconscious, which is comprised of primitive, instinctual desires.

Freud’s structural model of the mind consisted of three main subdivisions, each of which plays a different role in mental functions. These subdivisions are the id, the ego, and the superego (Freud, 1923). The id represents sexual and aggressive impulses and is present from birth. The ego serves as a mediator between the internal world of the person and external reality. Freud proposed that another important role of the ego is to protect the mind from the danger of
unacceptable impulses seeking to break through into consciousness. The experience of anxiety serves to alert the ego to this danger, and the ego responds by employing a defense mechanism. The superego is an offshoot of the ego and represents residual moral training from an individual’s early development (Freud, 1923).

Freud conceptualized the mind as a place of conflict and theorized two sets of opposing drives, the libidinal drive and the ego drive. Freud contended that sexual energies in the form of the libidinal drive constantly seek to overpower the rational ego drive, which works to keep the libidinal drive in check. The development of the libidinal drive served as the basis of Freud’s psychosexual model of development, which consists of five stages: (a) the oral phase, (b) the anal phase, (c) the phallic phase, (d) the latency phase, and (e) the genital phase (Freud, 1923).

Each phase will be described in brief. The first five stages of Erikson’s (1950) model of psychosocial development that have been previously discussed parallel Freud’s five stage model and will be identified as well.

The oral phase occurs during the first year of life. During this phase, the infant receives both nourishment and libidinal satisfaction through the use of the mouth for sucking. Inadequate satisfaction of these two needs can lead to the development of acquisitiveness and greed. Oral fixations may also result in later personality problems such as low self-esteem and difficulty initiating and maintaining intimate relationships. This phase corresponds with Erikson’s (1950) first psychosocial crisis, trust vs. mistrust.

The anal phase occurs from ages one to three and represents the next step in development. The anal zone becomes significant during this phase which involves mastery of significant developmental tasks which include learning to express rage and aggression, becoming independent, and accepting personal power. The experience of toilet-training may lead to the
development of the anal-aggressive personality, characterized by cruelty, anger, and disorderliness, or to the development of the anal-retentive personality, characterized by stubbornness, extreme orderliness, and stinginess. Erikson’s (1950) second psychosocial crisis, autonomy vs. shame and doubt, is parallel to this stage.

The phallic phase spans from age three to age six. During this time of development, the genitals become the focus. Freud theorized that children in this stage develop incestuous feelings toward the parent of the opposite sex which are accompanied by antagonistic feelings toward the same-sex parent. These erotic feelings are manifested in the Oedipus Complex in male children and the Electra Complex in females. This phase is equivalent to Erikson’s (1950) third psychosocial crisis, initiative vs. guilt.

The latency phase of psychosexual development lasts from age six to twelve. This fourth phase of development is one of relative rest as the major personality structures have already formed. The child now turns to new, outward interests which supplant the earlier sexual impulses of the pregenital period. Social relationships and activities take on increased significance. Erikson’s (1950) psychosocial crisis of industry vs. inferiority corresponds to this stage.

The genital phase begins at age twelve and continues throughout adulthood. During this time the adolescent typically becomes more interested in the opposite sex, experiments with sexuality, and begins to take on adult responsibilities. Intimate relationships are formed with greater capacity to care for others. Erikson (1950) characterized this fifth psychosocial crisis as identity vs. identity diffusion.

The goal of psychoanalytic psychotherapy is the restructuring of the client’s personality. This is accomplished by helping the client gain insight through bringing unconscious material to the level of consciousness. This process involves exploration of childhood experiences and
relationships with significant others. The analyst interprets the meanings of these experiences, including how these relate to the client’s current problems. Compared with other therapies, psychoanalytic psychotherapy is relatively long and can last for several years.

The therapeutic approach known as REBT was developed by Albert Ellis. Congruent with other cognitive theories, the focus of REBT is on helping clients identify and change non-productive beliefs (Ellis, 2008). Ellis and Harper (1975) proposed that emotions are the product of thoughts and stated that “clear thinking, we contend, leads to appropriate emoting” (p. 38). Ellis (1975) argued that people disturb themselves emotionally through their illogical thinking or “irrational beliefs” (p. 216). Zeigler (2003) noted that the core of illogical thinking is based on “demandingness” (p. 25), much of which is expressed through three unreasonable yet common demands people place on themselves, others, and the world.

Zeigler (2003) contended that the underlying concept of psychological health in REBT can be expressed as “rational acceptance of reality” (p. 28). Ellis and Dryden (1987) noted a significant distinction between acceptance and resignation, and proposed the following:

It is important to emphasize here that acceptance does not imply resignation. A rational philosophy of acceptance….prompts the person to make active attempts to change reality.

The person who is resigned to a situation usually does not attempt to modify it. (p. 18)

To assist people in their efforts to modify their irrational beliefs, Ellis (1975) developed “the A-B-C theory of rational-emotive therapy” (p. 119).

The A-B-C theory of REBT demonstrates how thinking leads to emotions. Ellis (1975) chose “A” to represent an Activating Event or Activating Experience. “B” represents the person’s Belief System about surrounding the Activating Event. The “C” represents the emotional Consequence that follows the Belief about the Activating Event. Using the A-B-C
theory of REBT, Ellis actively taught clients how to forcefully Dispute (D) their irrational beliefs in order to bring about new, more realistic Beliefs leading to more realistic and positive emotional Consequences. Ellis (1987) stated “Rational-emotive therapy holds that the most elegant and long-lasting changes that humans can effect are ones that involve philosophic restructuring of irrational beliefs” (p. 24).

Cognitive Behavioral Therapy (CBT) was developed by Aaron Beck. Similar to REBT, CBT focuses on helping the client “to identify his warped thinking and to learn more realistic ways to formulate his experiences” (Beck, 1979, p. 20). Beck and Weishaar (2008) posited that information processing is a mechanism of survival, and that each system involved in survival – affective, behavioral, cognitive, and motivational – consists of structures, or “schemas” (p. 264) which have a strong impact on information processing. Emotional disorders result from the way these schemas systematically bias the interpretation of experiences. This systematic bias is identified as a “cognitive shift” (Beck & Weishaar, 2008, p. 264).

Similar to Ellis, Beck (1979) emphasized that a person’s core beliefs strongly influence how experiences are interpreted. However, in contrast with Ellis’ linear A-B-C model of emotions following directly from beliefs, Beck and Weishaar (2008) noted that CBT considers affective, behavioral, cognitive, and motivational systems to act together as a whole, referred to as a “mode” (p. 264). Beck and Weishaar described modes as “networks of cognitive, affective, motivational, and behavioral schemas that compose personality and interpret ongoing situations” (p. 264). Primal modes are automatic, based on survival, and beyond awareness and include rigid, inflexible thinking. However, these modes can be replaced by more flexible modes that are under conscious control. The goal of CBT is to teach clients to use conscious control to override
maladaptive automatic responses with deliberate thinking, leading to effective goal setting and problem solving (Beck & Weishaar, 2008).

The systemic therapies include Gestalt therapy, SFBT, and Family Systems Therapy. The fundamental principles of Gestalt therapy will be examined first.

Systemic Models

The Gestalt approach was developed by Frederick “Fritz” Perls. Perls (1973) defined the term *gestalt* as “a pattern, a configuration, the particular form of organization of the individual parts that go into its make up” (p. 3). Perls stated that the fundamental premise of Gestalt psychology is that “human nature is organized into patterns or wholes, that it is experienced by the individual in these terms, and that it can only be understood as a function of the patterns or wholes of which it is made” (Perls, 1973, p. 3).

Another concept of Gestalt therapy closely related to the gestalt is *holism*, which asserts that individuals are oriented toward growth, self-regulating, and must be understood in the context of their environments. Perls (1973) argued that behaviors and cognitions must be considered together as manifestations of man’s being, and that by keeping the client’s focus on the present, the client will become aware of and learn how to integrate thoughts, feelings, and actions.

The “here and now” (Perls, 1973, p. 62) of the present is the focus of the therapeutic work. Clients are encouraged to maintain their focus on the moment-to-moment experiences in the therapy session. Rather than talking about problems that have occurred in the past, clients are asked to re-experience problems, which are really unfinished situations, in the present. A client may be asked to become aware of “his gestures, of his breathing, of his emotions, of his voice, and of his facial expressions as much as of his pressing thoughts” (p. 64). In this way, clients
learn to integrate dissociated parts of themselves, “and will begin to experience themselves; this will give them a true appreciation both of themselves and others...” (p. 72).

SFBT was developed during the early 1980’s at the Brief Family Therapy Center in Milwaukee, Wisconsin through the clinical practice of Steve de Shazer, Insoo Kim Berg, and their colleagues (Berg, 1994). The overarching goal of this therapy is to assist clients in constructing solutions to the problems they bring to therapy. In the service of this goal, the primary task of the therapist is to help clients envision desired outcomes and how the outcomes will be achieved; problem exploration, diagnosing, and history taking are generally avoided (Corey, 2005).

As the name indicates, the SFBT approach focuses on solutions rather than problems, a foundational concept that profoundly impacts the manner in which therapeutic work proceeds. In place of pointing out to clients their shortcomings and blaming clients for the problems they bring to therapy, solution-focused therapists engage clients in a search for examples of client competence, or instances when the presenting problem was either absent or less severe (Berg, 1994).

Berg and Miller (1992) summed up the central philosophy of solution-focused therapy as follows: “1.) If it ain’t broke, DON’T FIX IT! 2.) Once you know what works, DO MORE OF IT! 3.) If it doesn’t work then don’t do it again. DO SOMETHING DIFFERENT!” (p. 17).

In contrast to traditional problem-solving strategies, client beliefs about the origins of problems are not explored, and little time is spent exploring the nature of client problems. Instead, the therapist uses information from the client’s “problem talk” to steer the conversation toward goal development (De Jong & Berg, 2002). Intentional compliments are given, along with suggestions about how clients can work toward problem resolution. This feedback
acknowledges what the clients are already doing through an emphasis on what they can do to increase the likelihood of success. Setting goals and evaluating progress often include the use of scaling questions, a process by which clients rate their progress toward the identified goals. This includes exploration of any areas the clients believe may need further work before problems are satisfactorily resolved (Berg, 1994).

SFBT demonstrates great respect for clients through a positive orientation. Clients are viewed as competent, and the role of the therapist is to help clients recognize their own competence by assisting clients in transforming a problem-oriented perspective into a belief in new possibilities. The therapist works with the client to define what the client will be experiencing when the problem no longer exists or is less severe (de Shazer, 1985).

The predominant technique employed to assist clients in finding solutions is the use of questioning. Berg and Miller (1992) identified five types of questions they considered useful in the practice of SFBT, including (a) questions highlighting pre-session change, in which the person calling for the appointment is instructed to watch for signs of problem improvement prior to the first session; (b) exception questions that explore times when the problem is not present; (c) the Miracle question, which directs clients to envision life as it will be when the problem is no longer present; (d) Scaling questions, a type of client self-assessment, which provide the therapist with information about the client’s perception of problem severity and progress toward goals; and (e) Coping questions, designed to gently challenge the client’s beliefs about the hopelessness of positive change. The Miracle question is one of the most well-known techniques associated with SFBT.

Solution-focused therapy does not make a top-down distinction between the roles of the therapist and the client; rather, each role is defined as a function of an egalitarian relationship.
For example, De Jong and Berg (2002) stated that “we do not view ourselves as expert at scientifically assessing client problems and then intervening. Instead, we strive to be expert at exploring clients’ frames of reference and identifying those perceptions that clients can use to create more satisfying lives” (p. 19). This approach greatly reduces client resistance, and allows working with a diverse range of clients experiencing a wide range of problems.

Family systems therapy represents a relatively new approach to addressing client problems. Family therapists believe the identified patient’s symptoms are maintained by the family’s maladaptive patterns (Szapocznik & Kurtines, 1989). Psychological problems are the result of the family’s inability to acknowledge, discuss, and adjust previously functional interdependent behaviors to new circumstances (Allen, 1988). For example, families have rules about how members should act in different settings and under different circumstances. Rules identify behaviors that are allowable and not allowable, as well as what the consequences are for disobeying the rules. Rules may be spoken or unspoken, and families develop many rules of both types (Richardson, 1987).

The behavior of individual members is not based on a cause and effect, or linear causality, but rather a circular causality that characterizes family interactions in the present. Once patterns are developed, they tend to be relatively self-sustaining, and the concepts of “before” and “after” serve as arbitrary points by which pattern sequences are punctuated (Wachtel & Wachtel, 1986).

Family systems therapy proposes that a family is more than the sum total of its members. While each family member develops a separate personality, this does not occur in a vacuum, but in relation to the personalities of the other family members. Everything that happens to one family member has an effect on all other family members. Whether events are good or bad, the
resulting change creates an imbalance that prompts other family members to engage in efforts to restore equilibrium (Richardson, 1987).

The repetitive and predictable patterns of family interactions suggest that changing the behavior of one member will disrupt the system, a fundamental systemic concept known as complementarity. This view broadens the therapist’s exploration of the origin of the individual’s symptoms to include how significant events in the lives of other family members have impacted the client, as well as how other family members react to the client’s symptoms (Wachtel & Wachtel, 1986). Although individuals only have control over their part in interactions, all relationships have a reciprocal character, and a change in input can upset the balance of interactions, resulting in new ways of interacting (McGoldrick & Carter, 2001). However, clients often believe they have no options for dealing with problems and see themselves as powerless victims of circumstance, demonstrating limited understanding of their role in the system. Systemic therapists promote change by helping clients create new connections between existing patterns of interaction (Jenkins & Asen, 1992).

Assisting clients to identify options for change, exploring their perceptions of others’ assessment of them, and recognizing the larger systemic context of problems can lead to the establishment of new understandings and thinking patterns that will impact clients’ interactions across systems. Clients are encouraged to go beyond merely exploring problems in therapy sessions by actively addressing problems within actual systemic contexts between sessions. This can include person-to-person encounters, as well as clients paying attention to the fluctuation in symptoms in relation to various circumstances and people. (Jenkins & Asen, 1992).

This review of counseling orientations demonstrates the theoretical differential that exists between many of the models with which students may align over the duration of a graduate
course in counseling theories. A discussion of the possible contribution of this common academic requirement to the development of one’s professional identity is presented in the following section.

**Theoretical Orientation: An Aspect of Identity Development**

The integration of the counselor’s personal and professional identity is a recurring theme in the counselor identity development literature, in which this developmental achievement has been described as part of a “recycling” process (Auxier et al., 2003, p. 32), an “integration” process (Friedman & Kaslow, 1986, p. 45), a process in which counselors “consolidate their emerging professional identity” (Nelson & Jackson, 2003, p. 4), and a part of a “blending of influences” process (Brott & Meyers, 1999, p. 342). The integration of personal and professional identity has similarly been identified in the process of the development of one’s theoretical orientation to counseling (Guiffrida, 2005).

Bitar, Bean, and Bermudez (2007) identified the interactive influence of personal and professional domains on the development of a theoretical orientation. The personal domain consists of several categories which are (a) the therapist’s personality, (b) family of origin, (c) personal philosophy, (d) values/theology, (e) personal therapy, and (f) the therapist’s own marriage. The professional domain consists of the categories of (a) undergraduate coursework, (b) clinical and academic training at the graduate level, (c) clients, (d) clinical sophistication, and (e) professional development. Bitar et al. (2007) described theoretical orientation development as “a dynamic process that involves the inclusion and interaction of the categories” (p. 112). These authors concluded that “within the sample, therefore, arriving at one or more theoretical orientations was both a personal and professional endeavor” (p. 113). A graphic representation of this process is illustrated in Figure 3.³
Bitar et al. (2007) described theoretical orientation development in terms of a “circular interplay” (p. 112) between the categories of values, spirituality, personal philosophy, clients, family of origin, and the therapist’s own experience of being in therapy. The description of a developmental process that is circular rather than linear in nature is a theme identified in the literature concerning both counselor professional identity and theoretical orientation development. For example, Norcross and Prochaska (1983) noted

The decision as to which theoretical orientation to pursue and eventually adopt is obviously not a linear or discrete process. A diversity of interacting variables appears to
culminate in the original decision and, presumably, in subsequent theoretical revisions or realignments. (p. 204).

Another notable similarity between the processes associated with the development of professional identity and adoption of a theoretical orientation to counseling is the perceived impact on the treatment process. For example, Friedman and Kaslow (1986) stated, “the professional identity serves as a stable frame of reference from which psychotherapists make sense of their work and, to some extent, the fabric of their lives” (p. 30). Concerning the development of professional identity in school counselors, Brott and Meyers (1999) concluded that “the development of a professional school counselor identity… serves as a frame of reference for carrying out work roles, making significant decisions, and developing as a professional” (p. 339).

In a survey of clinical psychologists, Norcross and Prochaska (1983) assessed four factors related to theoretical orientation, these being (a) frequency of utilization, (b) degree of satisfaction, (c) importance of theory in practice, and (d) determinants of selection of a theoretical orientation. These authors found that 94 % of respondents indicated theoretical orientation significantly influenced therapeutic interventions. The most frequently selected influential factors impacting therapeutic practice, in descending order, were (a) theoretical orientation, (b) theory of personality/pathology, (c) clinician’s personal interests, (d) personal value orientation, and (e) philosophical base. Concerning the selection of a theoretical orientation, the most frequently selected factors, in descending order, were (a) clinical experience, (b) values and personal philosophy, (c) graduate training, (d) postgraduate training, and (e) life experiences and internship (Norcross & Prochaska, 1983). These findings appear to
indicate a relationship between elements of counselors’ professional identity and the selection and impact of theoretical orientation.

Hoyt (2000) described the therapist’s work with clients as a recursive process by which “how we look determines what we see, and what we see influences what we do” (p. 144). Similarly, Lovinger (1992) noted the significance of counseling theory for practitioners and suggested that theory manages the complexity of therapy and provides a framework for comprehending emotional responses. Lovinger (1992) suggested that “attachment to a theory is...valuable as such allegiances form elements of a therapist’s professional identity and such an identity helps organize and sustain the therapist’s professional activities and values” (p. 587). Lovinger (1992) hypothesized three factors based on the personal needs of the therapist that may explain a therapist’s choice of theoretical orientation. A therapist’s alignment with a specific theory may represent (a) an identification with another therapist, training program, or supervisor, (b) a defense mechanism to avoid conflicts between a therapist’s personality and specific theoretical tenets, or (c) a resonance between a theory and the therapist’s life experiences or conflicts (Lovinger, 1992).

Liebling’s (2001) research tends to support Lovinger’s (1992) hypothesized variables believed to contribute to the adoption of a theoretical model of counseling. Liebling’s (2001) study focused on 141 graduate psychology students who were in the pre-internship phase of graduate study at The Chicago School of Professional Psychology. Twenty-three percent of participants in the study had earned master’s degrees in a related field. A questionnaire with fourteen variables was administered to the students. The fourteen variables were based on the work of Norcross and Prochaska (1983) and consisted of (a) Clinical Experience, (b) Values and Personal Philosophy, (c) Graduate Training, (d) Postgraduate Training, (e) Life Experiences, (f)
Internship, (g) Its ability to Help Me Understand Myself, (h) Type of Clients I work with, (i) Orientations of Friends/Colleagues, (j) Outcome Research, (k) Family Experiences, (l) Own Therapists’ Orientation, (m) Undergraduate Training, and (n) Accidental Circumstances.

Using factor analysis, Leibling (2001) identified four factors influencing students’ choices of theoretical orientations. The first factor related to students’ personal experiences prior to school and accounted for 18.4% of variance for selecting a theoretical orientation. This factor contained items pertaining to personal philosophy and values, family experiences, life experiences, and the value of the theory in promoting self-understanding. The second factor represented the influence of significant persons in the student’s life, and accounted for 14.5% of the variance. Variables that loaded on this factor were the theoretical orientation of friends and colleagues, the student’s own therapist’s orientation, the orientations of clinical supervisors, and the theoretical orientation of an academic advisor. The third factor, professional circumstances, accounted for 14.3% of the variance and consisted of clinical experience, outcome research, and characteristics of client populations. The fourth factor identified was graduate school experience. This factor accounted for 10.2% of the variance and included areas such as graduate training and accidental circumstances. Leibling concluded that theoretical orientation selection is influenced primarily by life experiences, followed by interpersonal circumstances and professional experiences.

Thus, several researchers (Bitar, Bean, & Bermudez, 2007; Friedman & Kaslow, 1986; Leibling, 2001; Norcross & Prochaska, 1983) have reported findings indicating that the selection of a theoretical orientation is a component of professional development for counselors. Significantly, these findings further suggest that the selection of a theoretical orientation is a
personal process requiring exploration and commitment on the part of counseling trainees, representing developmental vectors common to Marcia’s (1964) model of identity development.

Synthesis of Related Literature

The previous review of the literature has identified the developmental framework foundational to the academic preparation of professional counselors. Erikson’s (1950) psychosocial model of development informs models of counselor development through delineating development as a series of stages, each stage representative of increased complexity. In particular, the counseling supervision literature is based largely on developmental stage theory (Friedman & Kaslow, 1986; Loganbill et al., 1982; Stoltenberg, 1981; Stoltenberg & Dellworth, 1987; Watkins, 1993). Erikson’s model (1968) gave particular emphasis to the fifth stage, identity vs. identity diffusion, which describes the process by which an individual develops a unified identity through engaging in the integration of self and other perceptions. This synthesizing or integrating function of the ego is evidenced throughout Erikson’s writings (Stevens, 1983). Marcia’s (1964) ego identity status model is based on Erikson’s (1968) fifth stage of psychosocial development. Marcia (1964) identified the college experience as a time of extended moratorium, during which the individual is pressed “to make a number of crucial decisions about who he is” (p. 2).

The focus on development is a recurrent theme in the history of the counseling profession (e.g., Myers, 1992; Van Hesteren & Ivey, 1990) and provides a basis for the expectation that counselor preparation include a developmental component leading to an integrated professional identity. The development of a professional counselor identity as a focus of counselor preparation has long been a component of counselor education and supervision (e.g., Friedman & Kaslow, 1986; Loganbill et al., 1982). The significance of professional identity is underscored in
the Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009), in which professional identity is the first core curricular experience identified in the Standards. Thus, an explicit expectation of master’s level students majoring in counseling is that they engage in the process of developing a professional identity.

The 2009 CACREP standards further emphasize the importance of the development of a theoretical orientation as an aspect of professional identity development. Under the fifth common core curricular area, Helping Relationships, the standards mandate that graduate counseling programs include in their programs studies that provide an understanding of the counseling process in a multicultural society, including…counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (italics added). (p. 11)

Thus, the 2009 CACREP standards appear to reflect the belief that the development of a theoretical model of counseling is not only a critical component of counselor development, but also a personal endeavor on the part of students. Much evidence exists that this belief concerning counselor development is shared by many researchers. For example, Corsini (2008) stated I believe that if one is to go into the fields of counseling and psychotherapy, then the best theory and methodology to use must be one’s own. The [counselor] will not be either successful or happy using a method not suited to her or his own personality. Truly successful therapists adopt or develop a theory and methodology congruent with their own personality. (p. 13)
Simon (2006) theorized a connection between a counselor’s personal worldview and the ultimate selection of a theoretical orientation. Simon contended that construction of a personal worldview inevitably involves discerning between competing views and that the resulting commitment is an expression of the person’s religious, political, and artistic tastes. He further suggested that, “if the person I was just describing is a family therapist, he might also find himself gravitating toward…one of the models of family therapy” (p. 335). Simon (2003) stated:

The result of choosing a model in this way is that therapy becomes highly personalized, both for the therapist and for her clients. When they participate in therapy that is guided by a model their therapist chose because of its fit with her worldview, clients encounter not an abstract theoretical edifice, but the personhood of their therapist…And the therapist herself, when she uses the model, ultimately uses herself. Therapy thus becomes what it always is at its best – an encounter between persons. (p. 11)

Similar to Corsini (2008), Simon (2006) further hypothesized that when a theoretical model is congruent with the therapist’s personal worldview, “that which is therapeutic in the model and that which is therapeutic in the therapist are mutually activated and enhanced, with the result that the therapist becomes maximally effective” (p. 336). Fear and Woolfe (1999) contended that “congruence between philosophy and theoretical orientation is a necessary condition for the counsellor’s ongoing professional development, if he or she is to maximize his/her efficacy as a therapist, and indeed not to suffer burnout or career crisis” (p. 11). Vasco and Dryden (1994) asserted that

The ‘goodness of fit’ between therapists’ personal characteristics and the major assertions of their selected orientation will determine whether they remain with their
initial orientation or whether they seek an orientation that provides a better fit for their
developing views and personality characteristics. (p. 327)

Vasco and Dryden (1994) concluded that a therapist’s experience of dissonance between
personal beliefs and the tenets of her or his theoretical orientation motivated the therapist to act
to reduce the dissonance, i.e., engage in a process of exploration. The authors identified three
reactions therapists exhibited when faced with dissonance. The first reaction was “entrenchment”
(p. 192) in which the counselor responded to dissonance by developing a stronger allegiance to
the existing theoretical orientation. The second reaction was described as “revising or enlarging
the paradigm” (p. 192). The third reaction demonstrated by counselors was “abandonment” (p.
192) of a career as a therapist. The authors hypothesized a fourth reaction which they described
as “prevalent crisis” (p. 192), although they did not report empirical evidence to support this
reaction.

An examination of counselor reactions to dissonance described by Vasco and Dryden
(1994) suggests that each reaction corresponds to one of Marcia’s (1966) four identity statuses.
The “entrenchment” reaction is characterized by resistance to change through continued
commitment without further exploration (Vasco & Dryden, 1994). This is similar to Marcia’s
Foreclosure status. The paradigm-enlarging or solution-revising reaction suggests both
exploration and commitment. This is similar to Marcia’s identity Achievement status, and is
consistent with a circular process of theoretical development. The abandonment of a career as a
therapist implies a lack of both exploration and commitment. Such an outcome is possibly
indicative of the status of Diffuse identity in the Marcia model. The prevalent crisis reaction
hypothesized by Vasco and Dryden is characterized by a perpetual state of exploration. This
ongoing crisis without definite commitment corresponds to Marcia’s Moratorium status of identity development.

Compelling evidence that the articulation of an integrated theoretical orientation requires students to engage in personal exploration and commitment can be found in the counselor education literature advocating for the implementation of pedagogical strategies for presenting graduate coursework, including counseling theories, that facilitate personal exploration and developmental growth on the part of students (Guiffrida, 2005; Hayes & Paisley, 2002; McAuliffe & Eriksen, 2000; Nelson & Neufeldt, 1997). Guiffrida (2005) proposed an alternative teaching method for promoting self-reflection leading to theoretical fit in counseling students he described as “the Emergence Model” (p. 202). Guiffrida advocated allowing students to engage in self-reflection concerning their “natural helping instincts” (p. 209) prior to learning about theoretical models. The goal of this approach is to foster student self-understanding so that the choice of a theoretical orientation follows from experience with the student’s own individual approach.

Hayes and Paisley (2002) described a systems approach to training school counselors that included “growth-oriented interpersonal experiences” (p. 171) and was intentionally developmental. These authors discussed the implementation of a cohort program in which the initial semester of coursework consisted of foundations of school counseling, cross-cultural counseling, and a counseling theories course supplemented with a helping skills lab. Hayes and Paisley stated the focus of this coursework was to develop “students’ awareness of themselves and others and…their emerging understanding of what it means to be a professional counselor….and] a commitment to the broad values and goals of the program and of the field” (p. 173).
McCauliffe and Eriksen (2000) supported the use of pedagogical strategies that promote “opportunities for reflection, and experiential exercises in order to trigger development in future mental health professionals” (p. 6). These authors suggested a constructivist approach to training counseling students, and declared that “first and foremost, we believe that human development forms the basic conceptual framework for counseling theory and practice” (p. 80). From this developmental perspective, McCauliffe and Eriksen further advocated for curricular experiences intentionally designed to promote the development of graduate counseling students. These authors proposed that curricular experiences which promote development include opportunities for students to (a) reflect on their own reasoning, (b) apply developmental concepts to themselves in writing, and (c) write a final paper personalizing their learning experiences (McCauliffe and Eriksen, 2000).

Similar to McCauliffe and Eriksen (2000), Nelson and Neufeldt (1997) advocated implementing constructivist approaches to the education of counselors. These authors noted the criticisms leveled against traditional pedagogical practices for teaching counseling theory based on a lack of multicultural sensitivity. Nelson and Neufeldt concluded that “it is up to us as a community to articulate a pedagogy that will allow our students to struggle, even from the beginning of their education, with the ‘edge of knowledge’” (p. 86). Fear and Woolfe (1999) contended that

If one adopts a developmental model of the evolving professional self of the counsellor… we would suggest that for more advanced stages to be reached, the counsellor needs to integrate the epistemological beliefs of their chosen orientation with personal philosophy. (p. 254)
Thus, the literature on identity development suggests that theoretical orientation has a significant impact on the professional identity of counselors and that the articulation of a theoretical orientation is a critical aspect of counselor identity development. However, despite interest in implementing pedagogical and stage-based interventions for promoting counseling student development, evidence supporting such efforts is primarily qualitative in nature, suggesting a significant gap in the literature. Furthermore, while an exploration of the impact of counseling theories coursework on counselor professional identity development could yield valuable insight into the counselor development process, as yet such an effort has not been undertaken. The current study attempts to address both these apparent significant gaps in the counselor education literature.

The following chapter presents a discussion of the methodology used for the study. The chapter includes a description of participants, recruitment, data-collection, instrumentation, and statistical procedures for analyzing data and addressing the Research Hypotheses presented in the study.
CHAPTER III

METHODOLOGY

The purpose of the study was to explore how the identity statuses of students majoring in counseling may have changed from the beginning to the end of a graduate course in counseling theories. University academic calendars vary in the designated length of time allotted from the beginning to the end of an academic course, so a minimum of 12 and a maximum of 16 weeks were required between the T1 and T2 administrations of the EIPQ. Coursework offered during a summer session would not meet the minimum requirement of 12 weeks; thus, participants were recruited only from counseling theories courses that met during the Fall and Spring semesters.

Identity status was explored using the identity status model of James Marcia (1964). Marcia based his research on the eight-stage psychosocial model of development proposed by Erik Erikson (1950), specifically the fifth stage, Identity vs. Identity Diffusion. Using the dimensions of Exploration and Commitment described by Erikson (1950), Marcia (1966) developed four identity statuses, Diffusion, Foreclosure, Moratorium, and Achievement. This study explored the potential impact of the process of choosing a theoretical orientation on aspects of both Exploration and Commitment and the identity statuses of the students taking the course.

The literature suggests that counseling students who engage in the process of theoretical identity development, such as through taking an academic course in counseling theories, should demonstrate changes in identity status. Engagement in the process of the development of a personal theoretical orientation might, therefore, also result in measurable differences in Exploration and Commitment as measured by the EIPQ. The EIPQ is among the most commonly used instruments for categorizing individuals into the four identity statuses (Berman et al., 2004).
This chapter provides an overview of the methods employed in the study. The chapter includes a description of participants, a description of the instrument used in the study including a brief overview of previous research using the instrument, a discussion of data collection procedures, and the statistical methods employed for analyzing data.

Participants

Participants in the study were recruited from among degree-earning students enrolled in master’s programs in graduate-level counseling or counselor education at CACREP-accredited institutions who were taking their first graduate-level course in counseling theories in either the Spring 2009 or Fall 2009 semester. Such a course has been recommended to be taken in a student’s initial semester of enrollment in graduate study (Hayes & Paisley, 2002). Participants were in their first year of graduate study in counseling. Only those students enrolled in CACREP-accredited institutions were invited to participate in the study. The Spring 2009 and Fall 2009 administrations of the EIPQ yielded a combined total of 70 participants.

A curricular requirement for the counseling theories course was that it included an assignment or activity intended to promote the integration of students’ personal views and values with professional theoretical models of the counseling process. Activities promoting selection of a theoretical orientation are typically included in a counseling theories course (Freeman, Hayes, Tuch, & Taub, 2008). McCauliffe and Eriksen (2000) suggested that such developmental activities may include opportunities for students to (a) reflect on their own reasoning, (b) apply developmental concepts to themselves in writing, and (c) write a final paper personalizing their learning experiences (McCauliffe & Eriksen, 2000). An example of the syllabus of such a counseling theories course is provided in Appendix A.
Treatment

The treatment for the participants in this study was traditional classroom instruction concentrating on major counseling theories and processes. Because each institution was CACREP-accredited, standardized content would have been featured according the requirements in Section II-K of the CACREP Standards (see Appendix P). In addition to the required course content reflecting the CACREP requirements, all courses featured the requirement of an integrative paper as a culminating course project. Data were collected on the EIPQ at T1 at the beginning of the course. Data were again collected on the EIPQ at T2 near the conclusion of the class which coincided with student work on the integrative paper. As noted in the limitations of the study in Chapter I, some variation may have occurred in the presentation of materials, supplemental activities, and course requirements. However, the standardized CACREP content and the cumulative integrative paper were uniformly evidenced by the participants in each course.

Instrumentation

The Ego Identity Process Questionnaire (EIPQ; Balistreri et al., 1995) was used as the assessment instrument for the study. The EIPQ is a 32-item Likert-scale developed to assess Exploration and Commitment. The EIPQ is comprised of ideological and interpersonal domains within the framework of the instrument. The ideological domain for the EIPQ includes Occupation, Religion, Politics, and Values. The interpersonal domain includes Family, Friendships, Dating, and Sex-Roles. The EIPQ is also used to categorize individuals into the Diffusion, Foreclosure, Moratorium, and Achievement statuses of the Marcia model of identify development (Marcia, 1966). A copy of the EIPQ is noted in Appendix B. Permission for the use of the EIPQ for the study is noted in Appendix C.
The two subscales that make up the EIPQ are the Exploration subscale and the Commitment subscale. Each subscale is comprised of 16 items with a range of 1 (strongly disagree) to 6 (strongly agree) for a total possible score range of 16 to 96 for each subscale. The procedure for deriving each total subscale score is to add the item scores for each scale. However, each subscale on the EIPQ contains items that are negatively-worded and require reverse scoring before the subscale scores may be derived.

The Exploration subscale on the EIPQ consists of item numbers 3, 4, 6, 9, 10, 11, 15, 18, 19, 20, 22, 24, 26, 27, 28, and 30. The items on this subscale that must be reverse scored are item numbers 4, 6, 11, 15, 26, and 30. An example of an item representing the Exploration scale is item number 3 which states, “I have considered adopting different kinds of religious beliefs.” The coefficient of internal reliability (Cronbach’s alpha) for the Exploration subscale has been reported at .76. Test-retest reliability for the Exploration subscale has been reported to be .91 (Balistreri et al., 1995).

The Commitment subscale on the EIPQ consists of item numbers 1, 2, 5, 7, 8, 12, 13, 14, 16, 17, 21, 23, 25, 29, and 31, and 32. The item numbers on this subscale that must be reverse scored are item numbers 12, 14, 16, 21, 29, and 31. An example of an item representing the Commitment scale is item number 1 which states, “I have definitely decided on the occupation that I want to pursue.” The coefficient of internal reliability (Cronbach’s alpha) for the Commitment subscale has been reported at .75, and test-retest reliability has been reported at .78 (Balistreri et al., 1995).

The Exploration and Commitment subscale scores are calculated according to the scoring procedures described by the developers of the EIPQ (Geisinger et al., 1995). The Reverse Score (RS) is first obtained using the technique suggested by DeCoster and Claypool (2004), which is
to subtract the old score from the sum of the scale minimum and maximum. Specifically, the reverse score is equal to the scale minimum plus the scale maximum minus the old score. Thus, for item number 4, if a participant selected a 1, the reverse score would be calculated as 1 (minimum scale value) + 6 (maximum scale value) – 1 (old score) = 6 (reverse score). The reverse-scoring process is continued until all negatively-worded items on the EIPQ are addressed.

Once the negatively-worded items are reverse scored, the item numbers comprising the Exploration subscale are added to determine the total Exploration subscale scores for each participant for the administrations of the EIPQ. Next, the item numbers comprising the Commitment subscale are added to determine the total Commitment subscale scores for each participant. Following calculations of the total subscale scores for the Exploration and Commitment scales, the next step in EIPQ scoring is to calculate the median splits for the Exploration and Commitment subscale scores obtained from the sample of participants. The scoring procedure for the EIPQ yields a categorical assignment into either a “high” or “low” range for both the Commitment and the Exploration subscales of the instrument. Individual scores that fall at or above the median are classified in the high range, and the remaining scores are classified in the low range. Identity statuses are then determined based on Marcia’s (1966) definitions of the statuses according to the high and low classifications of the Exploration and Commitment scores. For example, a person with a low score on both the Exploration and Commitment subscales would indicate one is in Diffusion status, while a person with a high score on both subscales would indicate one is in Achieved status. A low Exploration score and high Commitment score would indicate the Foreclosure status, and a high Exploration score and
low Commitment score would indicate a subject in the Moratorium status. An illustration of the status assignment framework is provided in Figure 4.

*Figure 4. Identity Status Assignment by Levels of Exploration and Commitment*

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>High</td>
<td>Low</td>
</tr>
</tbody>
</table>

The EIPQ has demonstrated convergent validity with other instruments measuring identity constructs. For example, in a study of college students from two southeastern universities, Schwartz, Mullis, Waterman, and Dunham (2000) explored theoretical relationships between Marcia’s (1966) identity statuses as measured by the EIPQ and constructs from Berzonsky’s (1989) social-cognitive identity development model. Berzonsky’s model postulates that individuals engage in one of three styles in order to form a theory of self-identity, these styles being (a) Information-oriented, (b) Normative-oriented, and (c) Diffuse-oriented. The Information-oriented style is evidenced by individuals who explore multiple solutions to a
problem and consider several options prior to making a commitment. The Normative-oriented style is demonstrated by individuals who conform to family and social expectations and are highly committed to authority. The Diffuse-oriented style is characterized by individuals who procrastinate and make decisions on a case-by-case basis (Berzonsky, 1993).

In their research, Schwartz et al. (2000) examined two separate samples. Sample 1 consisted of 113 undergraduate students (100 females and 13 males) enrolled in an introductory psychology course. Sample 2 was comprised of 196 undergraduate students (155 females, 54 males, 19 not reporting gender) enrolled in a variety of psychology courses. Consistent with theoretical expectations, Schwartz et al. found in both Sample 1 and Sample 2 that participants categorized in each of Marcia’s (1966) four identity statuses assigned by the EIPQ differed significantly with respect to the Informational, Normative, and Diffuse/Avoidant identity styles proposed by Berzonsky (1989). For Sample 1: (a) Informational style, $F(3, 109) = 8.69, p < .001$; (b) Normative style, $F(3,109) = 8.34, p < .001$; and (c) Diffuse/Avoidant style, $F(3, 109) = 3.09, p < .03$. For Sample 2: (a) Informational style, $F(3, 204) = 19.67, p < .001$; (b) Normative style, $F(3, 204) = 12.50, p < .001$; and (c) Diffuse/Avoidant style, $F(3, 207) = 8.95, p < .001$. Further, in both samples Schwartz et al. found that participants categorized as Achievement on the EIPQ scored highest and those categorized as Diffusion scored lowest on the scale of Informational style. Participants categorized as Foreclosure scored highest and Moratorium lowest on the scale of Normative style. Participants classified as Diffuse scored significantly higher than any other status on the Diffuse/Avoidant style. Schwartz et al. (2000) proposed that the results of the study supported hypothesized links between identity status and identity style. This research also indicates that the identity statuses assigned by the EIPQ are representative of Marcia’s (1964)
identity status model in that the status assignments were conceptually compatible with Berzonsky’s (1993) constructivist theory.

In a comparison between the EIPQ and the Extended Objective Measure of Ego Identity Status-2 (EOMEIS-2, Bennion & Adams, 1985), Schwartz (2004) examined construct validity in terms of how both measures compared to a measure of psychological agency (i.e., self-actualization, internal locus of control, ego strength, purpose in life, self-esteem, and identity achievement), the Multi-Measure Agentic Personality Scale (MAPS; Côté, 1997). For comparison purposes, Schwartz (2004) excluded the self-actualization subscale because it is taken directly from the EOMEIS-2. Schwartz hypothesized that ego strength, internal locus of control, purpose in life, and self-esteem would be greater in participants categorized as Foreclosed or Achieved than in participants categorized as Moratorium or Diffused. Furthermore, it was expected that all MAPS subscales would differentiate Moratorium from Foreclosed participants and Achievement from Diffused participants. Three sets of EIPQ identity status assignments were compared with the MAPS scores: (a) Ideological status, (b) Interpersonal status, and (c) Overall status. Schwartz found that participants’ scores on all MAPS scales differed significantly according to EIPQ Ideological identity status (Wilks’ $\lambda = 0.81, F (15, 958) = 4.94, p<0.001, \eta^2 = 0.07$), Interpersonal identity status (Wilks’ $\lambda = 0.81, F (15, 1002) = 5.28, p<0.001, \eta^2 = 0.07$), and Overall status (Wilks’ $\lambda = 0.78, F (15,961) = 4.94, p<0.001, \eta^2 = 0.08$). Schwartz (2004) concluded that the results from the EIPQ more closely matched theoretical expectations than results from the EOMEIS-2, and that the use of the EIPQ is preferable for making contrasts among or between Marcia’s four identity statuses.

Berman, Montgomery, and Kurtines (2004) used the EIPQ to classify individuals into the Diffuse, Foreclosed, Moratorium, and Achieved statuses to examine possible correlations
between identity status and identity distress measured by the IDS. Participants were 331 students enrolled in psychology courses. The mean age of participants was 20.96 (SD = 3.58) with 82.2% identified as women, 91.5% single, 67.4% White, 7.9% Black, 13.3% Hispanic, 3.9% Asian, 4.8% Mixed, and 3.4% Other.

Mean distress scores on the IDS were calculated by averaging participant distress scores across the domains measured by the IDS. No significant differences for mean distress scores were found for age, gender, marital status, or ethnicity. Participants also endorsed a global distress score representative of distress across all domains. Berman et al. (2004) found that participant levels of global distress were positively correlated with identity exploration ($r = .11; p = 0.47$) and negatively correlated with identity commitment ($r = -.23; p < .001$). A Scheffe’ post-hoc analysis indicated that the Foreclosed identity status had significantly lower global distress than the Diffused, Moratorium, or Achieved statuses (Berman et al., 2004). The Foreclosed status represents commitment in the absence of exploration, suggesting that individuals engaged in identity exploration may have higher levels of related distress.

Balistreri et al. (1995) developed the EIPQ for two main purposes. The first purpose was to develop an instrument that was not subject to the limitations posed by traditional measures of identity status such as (a) extensive training for administration, (b) subjectivity in scoring, and (c) significant investment of time and cost. The second purpose was to develop an instrument that provided continuous scale scores for Exploration and Commitment. Balistreri et al. (1995) proposed that “continuous exploration and commitment scores would be more meaningful and useful than identity status scale scores because the relationship and possible overlap between commitment and exploration could be assessed directly” (p. 181).
Items on the EIPQ were adapted from measures for assigning identity status such as Marcia’s (1964) original Identity Status Interview (ISI) as well as extensions of the ISI (Grotevant, Thorbecke, & Meyer, 1982; Marcia & Friedman, 1970) and versions of the EOMEIS-2 (Bennion & Adams, 1986), all of which categorize individuals primarily into the identity achieved, moratorium, foreclosed, and diffused statuses (Balistreri et al., 1995).

The EIPQ has demonstrated adequate test-retest reliability, inter-rater reliability, and internal reliability coefficients for the exploration and commitment scales. For example, Balistreri et al. (1995) reported test-retest reliability coefficients of .78 for the commitment scale and .91 for the exploration scale. Coefficients of internal reliability (Cronbach’s alpha) for Commitment and Exploration were reported by Balistreri et al. (1995) to be 0.75 and 0.76. Berman et al. (2008) reported similar internal consistency of the EIPQ with Cronbach’s alpha at 0.70 for the Exploration subscale and 0.72 for the Commitment subscale, and Schwartz (2000) reported a Cronbach’s alpha of 0.74 for exploration and 0.64 for commitment.

Balistreri et al. (1995) reported that evaluation of the EIPQ by five designated experts yielded statistically significant agreement with a kappa coefficient of 0.76. Construct validity is further supported by a validation study of the EIPQ conducted by Balisteri et al. (1995) in which a sample of 30 college students completed both Marcia’s (1964) identity status interview and the EIPQ. Agreement was found between both measures for 60 %, or 18 of the 30 identity assignments. Statistical analysis of the congruence between the measures using a Kappa index yielded a value of 0.47 with a significance of $p < .01$ (Balisteri et al., 1995).

The preceding research provides empirical support that the identity statuses assigned by the EIPQ are consistent with Marcia’s (1964) ego identity status model. The EIPQ was selected as the instrument for the study based on the demonstrated ability of the instrument to measure
identity status as defined by Marcia’s (1964) conceptualization of identity in terms of Exploration and Commitment (Balisteri et al., 1995). Evidence of adequate construct validity and reliability, combined with the short time required to complete the questionnaire and ease of scoring, further supported the selection of the EIPQ as the instrument for use in this study. The following section will explore the research design for the study.

Research Design

A one-group pretest-posttest design was used in the study. Data were collected from the participants each semester during two administrations of the EIPQ. The first administration of the EIPQ (Time 1) occurred during the first three weeks of the graduate course in counseling theories. The second administration of the EIPQ (Time 2) occurred during the final week of the semester or term of the graduate course in counseling theories. As previously noted, due to variation in university academic calendars regarding the designated length of time allotted from the beginning to the end of an academic course, a minimum of 12 and a maximum of 16 weeks were required between the first and second administration of the EIPQ.

The design of the study permitted the comparison of subject scores across the two administrations of the EIPQ. The problem of equivalency of groups, such as occurs with the use of a control group, was circumvented with the pretest-posttest design. Additionally, compared to the between-subjects treatment/control group design, using the same group of participants throughout the study increased the power of the data analysis (Martin, 1985) and permitted the use of a smaller sample size. A description of the procedures used in the study follows.

Procedures

Documents mailed to participating course instructors consisted of the EIPQ (Appendix B), a Script to Recruit Participants (Appendix M), and an Individual Consent to Participate in the
Research Study (Appendix J). Additional invitational and instructional documents for the study included an Invitation for Research Participation to CACREP Institutions (Appendix F), a Letter to Instructors for Data Collection Packets (Appendix K), and a Procedure List for Data Collection Packets (Appendix L). All required documents were submitted to the University of Alabama’s Institutional Review Board (IRB) as part of the requirements for securing IRB approval. The researcher was informed on August 19, 2008 that IRB approval from The University of Alabama for the pilot study was granted (Appendix D). Subsequently, the researcher was informed on November 26, 2008 that IRB approval from The University of Alabama was granted for the dissertation research (Appendix E). Additionally, on December 12, 2008, the researcher secured a certificate from the National Institute of Health verifying completion of a web-based training course entitled “Protecting Human Service Participants” (Appendix H) to include in IRB applications for research with participating institutions. A standard letter of request to participating institutional IRB Boards was also developed for use in securing external permissions for the research study (Appendix G).

In order to secure participants for the study, a list of institutions that were accredited by CACREP as of July 2008 was obtained from the CACREP website (www.cacrep.org). The list of institutions included contact information for the CACREP liaison for the counseling program at each institution. The names of the participating institutions have been withheld in order to maintain the anonymity of participants.

The liaison for each institution was contacted via email letter (Appendix F) from the principle investigator. Those liaisons who responded to this invitation to participate provided contact information for the instructor of the master’s-level counseling theories course at the institution and forwarded the invitation to participate to the instructor. After the instructor of the
counseling theories course had expressed an interest in participating in the study, approval was sought from each institutional review board consistent with institutional policies and practices. Materials from Appendices B through M were supplied as requested by each institutional board.

After IRB approval was secured at each university, the instructor of the counseling theories class was contacted to secure information concerning (a) the number of students enrolled in the course for the semester, (b) the instructor’s mailing address for receiving materials, and (c) the syllabus for the theories course. A data collection packet was then assembled and contained several items essential to data collection.

Per IRB approval, student identity was noted by institutional affiliation and the final four digits of their Social Security Numbers. No other identifying information was secured from participants. Participants completed a brief demographic section which included questions about gender, age, race, and marital status. The number of completed semesters of graduate coursework in counseling was also identified. Specific demographic data of participants were not provided to course instructors in order to maintain the anonymity of participants.

A copy of the Recruitment Script (Appendix M) was provided to the instructor to read to potential participants. Based on the number of potential participants, also included in the packet were copies of the Individual’s Consent to be In a Research Study form (Appendix J), copies of the EIPQ protocol (Appendix B), and a 10 ½ inch by 15 inch self-addressed stamped bubble mailer envelope with the address of the researcher located in the section provided on the envelope for denoting the intended recipient, and the address of the instructor located in the section provided for denoting the sender. All materials were then placed in a United States Postal Service Express Mail envelope and sent to the instructor.
Similar to the data collection procedures utilized in the pilot study, participants for the study were recruited toward the beginning of the counseling theories course. Data collection for the first (T1) administration of the EIPQ commenced within the first three class meetings of the course. Data for the second administration (T2) of the EIPQ was collected within the last two class meetings, and thus provided a minimum of 12 and a maximum of 16 weeks between the first (T1) and second (T2) administrations of the EIPQ. During a class meeting the course instructor read the recruitment script. After the recruitment script was read, those students who indicated a desire to participate in the pilot study were given two copies of the Consent Form and one copy of the EIPQ protocol. These items were completed outside of class during the week between classes. Participants were instructed to sign both consent forms and complete the EIPQ before the next class meeting. Participants were further instructed to return one consent form and the completed EIPQ to the next class meeting. The completed consent forms and EIPQ protocols were returned to the instructor at the next course session. The instructor collected the consent forms and protocols, placed them in the provided 10 ½ inch by 15 inch self-addressed stamped bubble mailer envelope, and sealed the envelope for return to the researcher. No incentives were provided to instructors or participants.

For the second administration of the EIPQ at Time 2 (T2), a reminder email (Appendix N) was sent to course instructors in advance of the packet containing materials for the second data collection. During the penultimate class meeting for the theories course the participants were again provided EIPQ protocols and instructed to complete and return these at the final class meeting. The instructor again collected and placed the protocols in a 10 ½ inch by 15 inch self-addressed stamped envelope addressed to the researcher and mail the envelope. Because the EIPQ assigns identity status based on the cohort mean scores of Exploration and Commitment,
and the data analyses required scores from two administrations of the EIPQ, only the data for students who completed and return the EIPQ at both T1 and T2 were included in the study. The data for the study were collected during the Spring 2009 and Fall 2009 semesters.

Research Questions

The following Research Questions were tested in the study:

Research Question 1: Is there a difference in a student’s level of exploration of ego identity, as measured by the Exploration Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Research Question 2: Is there a difference in a student’s level of commitment of ego identity, as measured by the Commitment Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Research Question 3: Is there a difference in a student’s ego identity status, as measured by the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Data Analysis

A related-samples \( t \)-test was recommended for the data analysis of research question one and research question two. For research question three, an analysis of a symmetry model for matched pairs was the data analysis procedure used.

The model for matched pairs is appropriate for analyzing categorical data from samples in which each sample consists of the same subjects (Agresti, 1996). Because the data are collected from the same subjects, the responses are statistically dependent which make statistical methods for independent samples, such as Chi-square analyses, inappropriate (Agresti, 1996; Lomax, 2001).
When two samples are dependent, each observation from one sample has a corresponding observation in the other sample, creating “matched pairs” (Agresti, 1996, p. 226). A square table with an equal number of rows and columns can be constructed to summarize the data into categories for both samples. The paired categorical responses that fall into the same category for both sample observations fall on the main diagonal of the square table. The row marginal counts represent the frequencies of the responses from the first sample and the column marginal counts represent the frequencies of the responses from the second sample (Agresti, 1996). The number of participants required for performing the data analyses was determined using the power chart on page 173 of the text by Keppel and Wickens (2004). Using the chart, in order to obtain a level of power of .80 and an effect size of .06, the number of participants required was 63. A total of 70 participants were included in the study. A summary of the Data Management Plan is noted in Appendix O. The data analysis procedure was also a component of the pilot study.

Pilot Study

A pilot study was conducted during the Fall 2008 semester for the purpose of finalizing procedures for participant recruitment, data collection, and data analysis. The instructor of the master’s level counseling theories course at a public university in the South was invited to participate in the study. To verify a class requirement for an integrative theory paper, the researcher obtained and reviewed the course syllabus (Appendix A). After the instructor of the counseling theories course had agreed to assist with data collection for the pilot study and the instructor was informed of IRB approval at The University of Alabama, all procedures for the study were employed with the instructor and students enrolled in the class.

Participants in the pilot study were first-year students in the Master’s program of counseling at a CACREP accredited institution who were enrolled in their first counseling
theories course. The initial meeting commenced on August 26th and concluded on the final meeting of December 2nd. The course was scheduled to meet one night per week for three hours. Although the theories course was offered to students at two different locations, one location on-site at the main university campus and the other location through a distance learning format at another campus, only those students attending the course on-site at the main university campus were invited to participate in the study.

Participants for the pilot study were recruited on the evening of the first course meeting by the course instructor who read the recruitment script. After the instructor read the recruitment script, those students who indicated a desire to participate in the pilot study were given two copies of the Consent Form (Appendix J) and one copy of the EIPQ protocol (Appendix B). These items were completed outside of class during the week between classes. Participants were instructed to sign both consent forms and complete the EIPQ before the next class meeting. Participants were further instructed to return one consent form and the completed EIPQ to the next class meeting. Consistent with the procedures for the research project, the completed consent forms and EIPQ protocols were returned to the instructor at the next course session. The instructor collected the consent forms and protocols, placed them in the 10 ½ inch by 15 inch self-addressed stamped bubble mailer envelope, and sealed the envelope for return to the researcher. Out of eleven potential participants, nine participants (N = 9) completed EIPQ protocols that were returned to the researcher for the Time 1 (T1) administration of the EIPQ, representing a response rate of 82%.

For the second administration of the EIPQ at Time 2 (T2), during the penultimate class meeting for the theories course the participants were again provided EIPQ protocols and instructed to complete and return these at the next and final class meeting. Seven participants (N
= 7) returned completed EIPQ protocols to the instructor. The instructor again collected and placed the protocols in a 10 ½ inch by 15 inch self-addressed stamped envelope addressed to the researcher and mailed the envelope. Because the EIPQ assigns identity status based on the cohort mean scores of Exploration and Commitment, only the data for the seven students who completed and returned the EIPQ at both T1 and T2 were included in the pilot study.

A total of seven students participated in the pilot study. Participants were identified by their date of birth. A brief demographic section was completed by participants. Demographic data revealed that, in general, participants were white females between the ages of 22-30. The mean age of participants was 28.57 years (SD = 9.78), and over half (57%) of the participants were married. Specific demographic data of participants is not included in order to maintain the anonymity of participants.

The Exploration and Commitment scale scores of participants were calculated according to the scoring procedures described by the developers of the EIPQ (Geisinger et al., 1995) and described in the “Instrumentation” section of the study. The participant Exploration and Commitment total scale scores for the T1 and T2 administrations of the EIPQ are summarized in Table 2.

Consistent with the scoring protocol for the EIPQ, following calculations of the total scale scores for the Exploration and Commitment scales, the next step was to calculate the cohort medians for each scale. Using this procedure, the T1 Exploration Cohort Median score was 70 while the T2 Exploration Cohort Median score was 67. The T1 Commitment Cohort Median score was 72, and the T2 Commitment Cohort Median score was 62.

The next step in assigning an identity status based on Exploration and Commitment scores on the EIPQ was to compare individual participant scores with the cohort median scores,
Table 2. *Exploration and Commitment Scores for EIPQ T1 and T2 Administrations*

<table>
<thead>
<tr>
<th>Participant ID</th>
<th>T1 Exp Score</th>
<th>T2 Exp Score</th>
<th>T1 Com Score</th>
<th>T2 Com Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03.2</td>
<td>66</td>
<td>60</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>P04.9</td>
<td>74</td>
<td>81</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>P09.0</td>
<td>47</td>
<td>53</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>P01.6</td>
<td>70</td>
<td>65</td>
<td>73</td>
<td>62</td>
</tr>
<tr>
<td>P08.6</td>
<td>70</td>
<td>67</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td>P10.5</td>
<td>68</td>
<td>68</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>P09.7</td>
<td>92</td>
<td>92</td>
<td>73</td>
<td>73</td>
</tr>
</tbody>
</table>

which were used as median splits for categorizing participants as high or low on the Exploration and Commitment scales. For both Exploration and Commitment, individual scores that fell on or above the median score were categorized as high. Scores that fell below the median score were categorized as low.

A summary of the data showing participant Scale scores, Median scores, Scale ranks, and Identity Status for T1 is provided in Table 3, and data for T2 is provided in Table 4.

As is evident in Table 3, participant identity statuses at T1 were fairly evenly distributed. One participant was categorized as Identity Diffused, with two participants each falling into the remaining statuses of Identity Foreclosed, Identity Moratorium, and Identity Achieved.
<table>
<thead>
<tr>
<th>Participant ID</th>
<th>T1 Exp Score</th>
<th>Median</th>
<th>T1 Identity</th>
<th>T1 Com Score</th>
<th>Median</th>
<th>Commitment</th>
<th>T1 Identity</th>
<th>T1 Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03.2</td>
<td>66</td>
<td>70</td>
<td>Low</td>
<td>72</td>
<td>72</td>
<td>High</td>
<td>Foreclosed</td>
<td></td>
</tr>
<tr>
<td>P04.9</td>
<td>74</td>
<td>70</td>
<td>High</td>
<td>61</td>
<td>72</td>
<td>Low</td>
<td>Moratorium</td>
<td></td>
</tr>
<tr>
<td>P09.0</td>
<td>47</td>
<td>70</td>
<td>Low</td>
<td>75</td>
<td>72</td>
<td>High</td>
<td>Foreclosed</td>
<td></td>
</tr>
<tr>
<td>P01.6</td>
<td>70</td>
<td>70</td>
<td>High</td>
<td>73</td>
<td>72</td>
<td>High</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td>P08.6</td>
<td>70</td>
<td>70</td>
<td>High</td>
<td>63</td>
<td>72</td>
<td>Low</td>
<td>Moratorium</td>
<td></td>
</tr>
<tr>
<td>P10.5</td>
<td>68</td>
<td>70</td>
<td>Low</td>
<td>61</td>
<td>72</td>
<td>Low</td>
<td>Diffused</td>
<td></td>
</tr>
<tr>
<td>P09.7</td>
<td>92</td>
<td>70</td>
<td>High</td>
<td>73</td>
<td>72</td>
<td>High</td>
<td>Achieved</td>
<td></td>
</tr>
</tbody>
</table>
Table 4. Summary of Participant T2 Scale Scores, Median Scores, Scale Ranks, and Identity Status

<table>
<thead>
<tr>
<th>Participant ID</th>
<th>T2 Exp Score</th>
<th>Median</th>
<th>T2 Identity</th>
<th>T2 Exp Cohort</th>
<th>Median</th>
<th>T2 Identity</th>
<th>T2 Commitment</th>
<th>T2 Identity</th>
<th>T2 Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03.2</td>
<td>60</td>
<td>67</td>
<td>Low</td>
<td>73</td>
<td>62</td>
<td>High</td>
<td>Foreclosed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P04.9</td>
<td>81</td>
<td>67</td>
<td>High</td>
<td>60</td>
<td>62</td>
<td>Low</td>
<td>Moratorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P09.0</td>
<td>53</td>
<td>67</td>
<td>Low</td>
<td>77</td>
<td>62</td>
<td>High</td>
<td>Foreclosed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P01.6</td>
<td>65</td>
<td>67</td>
<td>Low</td>
<td>62</td>
<td>62</td>
<td>High</td>
<td>Foreclosed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P08.6</td>
<td>67</td>
<td>67</td>
<td>High</td>
<td>59</td>
<td>62</td>
<td>Low</td>
<td>Moratorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P10.5</td>
<td>68</td>
<td>67</td>
<td>High</td>
<td>60</td>
<td>62</td>
<td>Low</td>
<td>Moratorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P09.7</td>
<td>92</td>
<td>67</td>
<td>High</td>
<td>73</td>
<td>62</td>
<td>High</td>
<td>Achieved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An examination of Table 4 shows the identity status categories of participants at T2. The identity status categories were not evenly distributed at the T2 administration of the EIPQ. For the T2 administration, no participants were categorized as Identity Diffused. Three participants were categorized as Identity Foreclosed, three participants as Identity Moratorium, and one participant as Identity Achieved. For comparison purposes, a summary of the identity statuses at T1 and T2 is presented in Table 5.

Table 5: Summary of Participant Identity Statuses at T1 and T2

<table>
<thead>
<tr>
<th>Participant ID</th>
<th>T1 Identity Status</th>
<th>T2 Identity Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03.2</td>
<td>Foreclosed</td>
<td>Foreclosed</td>
</tr>
<tr>
<td>P04.9</td>
<td>Moratorium</td>
<td>Moratorium</td>
</tr>
<tr>
<td>P09.0</td>
<td>Foreclosed</td>
<td>Foreclosed</td>
</tr>
<tr>
<td>P01.6</td>
<td>Achieved</td>
<td>Foreclosed</td>
</tr>
<tr>
<td>P08.6</td>
<td>Moratorium</td>
<td>Moratorium</td>
</tr>
<tr>
<td>P10.5</td>
<td>Diffused</td>
<td>Moratorium</td>
</tr>
<tr>
<td>P09.7</td>
<td>Achieved</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

Table 5 shows that five out of seven participants (71%) were categorized into the same identity status at both administrations of the EIPQ, and two out of seven (29%) changed status from the T1 to the T2 administration of the EIPQ. The two participants who were categorized differently at T1 and T2 were Participant P01.6 and Participant P10.5. Participant P01.6 was categorized as Identity Achieved at T1 but was categorized as Identity Foreclosed at T2, while at T1 Participant P10.5 was categorized as Identity Diffused but at T2 was categorized as Identity Moratorium.
Next, a paired samples $t$-test for related groups was performed to examine differences in Exploration mean scores and differences in Commitment means scores between the T1 and T2 administrations of the EIPQ. The paired samples $t$-test is used to determine the probability that a difference between the means of matched subjects occurred by chance (Martin, 1977).

Before performing the related-samples $t$-test, a data analysis was performed to determine if the difference scores for Exploration and Commitment were normally distributed. Using SPSS 13 data analysis software, for the Exploration difference scores the distribution skewness was .458. An analysis of kurtosis indicated that the Exploration difference scores had a kurtosis of -1.318. A histogram of the Exploration difference scores confirmed that the data were not normally distributed. For the Commitment difference scores the skewness was -1.746 and the kurtosis was 3.255. Lomax (2001) recommended a skewness limit of 1.5, so the Exploration difference distribution was within the skewness limit, while the Commitment difference distribution was slightly outside the limit. As with the Exploration scores, a histogram of the Commitment difference score distributions confirmed the data were not normally distributed; however, Lomax (2001) noted that the $t$ distribution is relatively robust to the violation of the assumption of a normal distribution.

The Exploration Cohort Mean scores for the T1 and T2 administrations of the EIPQ were compared using SPSS 13 data analysis software. The mean for T1 Exploration was 69.57 ($SD = 13.21$) and for T2 Exploration was 69.43 ($SD = 13.10$). The differences between the Exploration Cohort Mean scores between the T1 and T2 administrations of the EIPQ were found to be non-significant at the .05 alpha level, $t(6) = .074, p = .943$, effect size $\omega^2 = .076$.

Next, the Commitment Cohort Mean scores for the T1 and T2 administrations of the EIPQ were compared using SPSS 13 data analysis software. The mean for T1 Commitment was
68.29 (SD = 6.29) and for T2 Commitment was 66.29 (SD = 7.70). A paired samples t-test comparing the mean Commitment scores for the T1 and T2 administrations of the EIPQ was also found to be non-significant at the .05 alpha level, \( t(6) = 1.203, p = .274 \), effect size \( \omega^2 = .031 \).

Although a comparison of the exploration and commitment mean scores at T1 and T2 revealed no statistically significant differences, further investigation was needed due to the small sample size. The small sample size may have contributed to the lack of significant differences between cohort mean scores between the T1 and T2 administrations of the EIPQ, as smaller sample sizes require larger differences for the t-test to be statistically significant (Rowntree, 1981).

While the small sample size (N = 7) of the pilot study did not permit statistical analysis of the changes in identity status, two observations regarding the identified changes in identity status suggested further investigation was needed. First, two of the seven participants did change identity status from the T1 to the T2 administrations of the EIPQ. This provided evidence that changes in student identity status might occur from the beginning to the end of a graduate course in counseling theories.

Second, the observed changes in identity status were congruent with Waterman’s (1982) theoretically-derived identity development pathways. Based on the absence of exploration and commitment, students who are initially categorized as Identity Diffused can move only to the Identity Foreclosed or Identity Moratorium statuses, as direct movement to Identity Achievement is precluded by the requirement of previous exploration (Waterman, 1982). The same holds true for Identity Foreclosures, who must engage in exploration prior to moving to the Identity Achieved status. Waterman (1982) proposed that movement from Identity Moratorium to either Identity Achieved or Identity Diffused was theoretically possible, and that movement from
Identity Achieved to any other identity status was also consonant with theory. Similarly, in a six-year follow-up study, Marcia (1976) found that Identity Diffusions and Identity Foreclosures demonstrated more stability in identity status. The Identity Achieved and Identity Moratorium statuses were more likely to have changed over time than were either the Identity Foreclosed or Identity Diffused statuses (Marcia, 1976).

Thus, the pilot study provided actual evidence of identity status change among graduate students enrolled in a course in counseling theories, and that these changes in identity status were in accordance with theoretical trajectories of identity status change. This suggested the need for further investigation with a larger sample, which was the purpose of the study.

Pending Chapters

The analysis of the data and examination of the research questions will be presented in Chapter IV. A summary of the study, examination, interpretation, discussion of the findings, and recommendations for follow up research will be presented in Chapter V.
CHAPTER IV

RESULTS

This study used Marcia’s (1966) model of ego identity status to explore the professional identity development of master’s level students majoring in counseling. The study utilized a quantitative approach to examine the impact of a graduate course in counseling theories on student levels of exploration and commitment by comparing student EIPQ scores on exploration, commitment, and identity status from the beginning to the end of the semester.

This chapter features a discussion of the data analyses concerning the research questions in the study. The initial portion of the chapter provides a summary description of the participants who provided the data for the study. The subsequent section identifies the research hypotheses that guided the investigation. The last section of the chapter demonstrates the tests of each of the research hypotheses. All statistical analyses used in the study were conducted using the Statistical Package for the Social Sciences (SPSS) software version 13 (SPSS, 2004).

Participants

Participants in the study were master’s level graduate students majoring in counseling at CACREP accredited institutions who were taking their first graduate level course in counseling theories. A directory of academic institutions with a graduate counseling program accredited by CACREP as of July, 2008 was obtained from the CACREP website. A letter of invitation to participate in the study (Appendix F) was sent by email to each institution. A total of 218 institutions were invited to participate. IRB approval was secured from participating institutions, and each theories course instructor was sent a packet containing data collection materials which included a Recruitment Script (Appendix M). A total of 10 institutions participated in the study, representing geographic areas ranging from the East Coast to West Coast.
Five institutions participated in the Spring 2009 data collection. A total of 33 participants completed the EIPQ at both the beginning (T1) and end (T2) of the Spring 2009 semester. Five different institutions participated in the Fall 2009 data collection. A total of 37 participants completed the EIPQ at both the beginning (T1) and end (T2) of the Fall 2009 semester. In all, 10 CACREP-accredited institutions participated in the study, yielding a total of 70 participants in the study across two consecutive semesters. Participant EIPQs from the Spring 2009 and Fall 2009 data collections were grouped together to provide a sufficiently large number to meet the power requirements for the data analysis procedure.

A majority of the participants were female, with females representing 84% ($n = 59$) of the sample and men representing 16% ($n = 11$). The sample was about equally divided with respect to the number of completed semesters of graduate study, with 51% ($n = 36$) of participants enrolled in their second semester of graduate study and 49% ($n = 34$) of participants enrolled in their first semester of graduate study. Most participants (65.7%; $n = 46$) selected White as their racial/ethnic identity, with 14.3% ($n = 10$) participants selecting Black, 10% ($n = 7$) Hispanic, 4.3% ($n = 3$) Asian, and 5.7% ($n = 4$) Other. The mean age of participants was 30.66 years ($SD = 9.61$), with an age range of 22 to 59 years. The marital status most frequently reported by participants was single, with 64.3% ($n = 45$) endorsing this marital status, 30% ($n = 21$) married, and 5.7% ($n = 4$) divorced.

Research Questions

The following Research Questions were tested in the study:

Research Question 1: Is there a difference in a student’s level of exploration of ego identity, as measured by the Exploration Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?
Research Question 2: Is there a difference in a student’s level of commitment of ego identity, as measured by the Commitment Subscale of the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Research Question 3: Is there a difference in a student’s ego identity status, as measured by the Ego Identity Process Questionnaire, between the beginning and end of a counseling theories course?

Analysis of the Data

A paired samples $t$-test for related groups was performed to examine differences in Exploration mean scores and differences in Commitment mean scores between the T1 and T2 administrations of the EIPQ. The paired samples $t$-test is used to determine the probability that a difference between the means of matched subjects occurred by chance (Martin, 1977).

An investigation of the assumptions for the paired-samples $t$-test was conducted in order to make inferences back to the population. The assumptions for the dependent $t$-test are that (a) the scores on the dependent variable are normally distributed and (b) the members of the sample are independent (Lomax, 2001). Before performing the related-samples $t$-test, a data analysis was performed to determine if the difference scores for Exploration and Commitment were normally distributed. For the Exploration difference scores the distribution skewness was .080, which suggested the distribution had a very slight positive skew. Lomax (2001) indicated that the skewness statistic ranges from -3 to +3, and that a skewness of less than 1.5 is generally acceptable. An analysis of kurtosis found that the Exploration difference scores had a kurtosis of -.311, indicating the distribution was slightly platykurtic. According to Lomax (2001), the presence of kurtosis is not as problematic as skewness, and a perfectly normal distribution would have a value of 0. A histogram of the Exploration difference scores confirmed that the data were
normally distributed. For the Commitment difference scores the skewness was .083 and the kurtosis was again slightly platykurtic, -.561. As with the Exploration scores, a histogram of the Commitment difference score distribution confirmed that the data were normally distributed. Regarding the independence of the sample, the random sampling of subjects satisfied this assumption. Scores are dependent between groups due to the within-groups design.

A paired samples $t$-test for related groups was performed next to examine differences in Exploration mean scores and differences in Commitment mean scores between the T1 and T2 administrations of the EIPQ. To address Research Question 1, the Exploration Cohort Mean scores for the T1 and T2 administrations of the EIPQ were compared. The mean for the T1 Exploration was 68.17 ($SD = 8.678$) and for T2 Exploration was 67.73 ($SD = 9.058$). The differences between the Exploration Cohort Mean scores between the T1 and T2 administrations of the EIPQ were found to be non-significant at the .05 alpha level, $t(69) = .625$, $p = .534$, $\omega^2 = .004$. The 95% confidence interval for the difference in the T1 and T2 Exploration means is (-.970, 1.855), which also indicated no statistically significant difference in the means.

Next, Research Question 2 was addressed by comparing the Commitment Cohort Mean scores for the T1 and T2 administrations of the EIPQ. The mean for T1 Commitment was 65.03 ($SD = 9.958$) and for T2 Commitment was 66.11 ($SD = 9.946$). A paired samples $t$-test comparing the mean Commitment scores for the T1 and T2 administrations of the EIPQ was also found to be non-significant at the .05 alpha level, $t(69) = -1.663$, $p = .101$, $\omega^2 = .012$. The 95% confidence interval for the difference in means is (-2.388, .216), which also indicated no statistically significant difference in the T1 and T2 Commitment means. Table 6 shows the exploration and commitment subscale means and standard deviations, and Table 7 shows the paired samples tests of the differences in means.
Table 6. *Exploration and Commitment Subscale Means and Standard Deviations*

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Mean</th>
<th>n</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Exploration</td>
<td>68.17</td>
<td>70</td>
<td>8.678</td>
</tr>
<tr>
<td>T2 Exploration</td>
<td>67.73</td>
<td>70</td>
<td>9.058</td>
</tr>
<tr>
<td>T1 Commitment</td>
<td>65.03</td>
<td>70</td>
<td>9.958</td>
</tr>
<tr>
<td>T2 Commitment</td>
<td>66.11</td>
<td>70</td>
<td>9.946</td>
</tr>
</tbody>
</table>

Table 7. *Paired Samples Tests of the Differences in Means*

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval</th>
<th>t</th>
<th>df</th>
<th>Sig. (2 – tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 E – T2 E</td>
<td>.443</td>
<td>.970</td>
<td>5.924</td>
<td>-970 – 1.855</td>
<td>.625</td>
<td>69</td>
<td>.534</td>
</tr>
<tr>
<td>T1 C – T2 C</td>
<td>-1.086</td>
<td>-2.388</td>
<td>5.461</td>
<td>-2.388 – .216</td>
<td>-1.663</td>
<td>69</td>
<td>.101</td>
</tr>
</tbody>
</table>

*Note.* E = Exploration; C = Commitment.

Turning now to Research Question 3, changes in participant identity status from T1 to T2 were examined. First, the Exploration and Commitment subscale scores of participants were calculated according to the scoring procedures described by the developers of the EIPQ (Geisinger et al., 1995). Following calculations of the total scores for the Exploration and Commitment subscales, the next step was to calculate the cohort medians for each scale. Using this procedure, the T1 Exploration Cohort Median score was 67 and the T2 Exploration Cohort Median score was also 67. The T1 Commitment Cohort Median score was 66, and the T2 Commitment Cohort Median score was 66.5.
The next step in assigning an identity status based on Exploration and Commitment scores on the EIPQ was to compare individual participant scores with the cohort median scores, which were used as median splits for categorizing participants as high or low on the Exploration and Commitment scales. For both Exploration and Commitment, individual scores that fell on or above the median score were categorized as high. Scores that fell below the median score were categorized as low for purposes of scoring.

Identity statuses were then determined using Marcia’s (1966) definitions of the statuses according to the high and low classifications of the Exploration and Commitment scores. Participants who scored low on both the Exploration and Commitment subscales were classified as Diffused. Participants who scored low on Exploration and high on Commitment were classified as Foreclosed. Participants who scored high on Exploration and low on Commitment were classified as Moratorium. Participants with a high score on Exploration and a high score on Commitment were classified in the Achieved status. A summary of the identity status frequencies at the T1 administration of the EIPQ is presented in Table 8.

Table 8. Identity Status Frequencies at the T1 Administration of the EIPQ

<table>
<thead>
<tr>
<th>T1 Ego Identity Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diffused</td>
<td>13</td>
<td>18.6</td>
<td>18.6</td>
</tr>
<tr>
<td>Foreclosed</td>
<td>19</td>
<td>27.1</td>
<td>45.7</td>
</tr>
<tr>
<td>Moratorium</td>
<td>20</td>
<td>28.6</td>
<td>74.3</td>
</tr>
<tr>
<td>Achieved</td>
<td>18</td>
<td>25.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As is evident in Table 8, with the exception of the Diffused status, participant identity statuses at T1 were fairly evenly distributed. Of the 70 participants, 27.1% \((n = 19)\) were categorized in the Foreclosed status, 28.6% \((n = 20)\) in the Moratorium status, and 25.7% \((n = 18)\) in the Achieved identity status. In contrast, only 18.6% \((n = 13)\) of participants were initially categorized in the Diffused identity status.

A summary of the identity statuses at the T2 administration of the EIPQ is presented in Table 9.

Table 9. Identity Status Frequencies at the T2 Administration of the EIPQ

<table>
<thead>
<tr>
<th>T2 Ego Identity Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diffused</td>
<td>10</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Foreclosed</td>
<td>23</td>
<td>32.9</td>
<td>47.1</td>
</tr>
<tr>
<td>Moratorium</td>
<td>25</td>
<td>35.7</td>
<td>82.9</td>
</tr>
<tr>
<td>Achieved</td>
<td>12</td>
<td>17.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

An examination of Table 9 shows that the identity status categories were not as evenly distributed at the T2 administration of the EIPQ. For the T2 administration, 14.3% \((n = 10)\) of participants were categorized as Identity Diffused, and 17.1% \((n = 12)\) were categorized as Identity Achieved; thus, these two statuses combined accounted for 31.4% of the sample. The Foreclosed status represented 32.9% \((n = 23)\) and the Moratorium status represented 35.7% \((n = 25)\) of the sample. For comparison purposes, a summary of the identity statuses at T1 and T2 is presented in Table 10.
Table 10. Summary of Participant T1 and T2 Identity Status Classifications and Changes

<table>
<thead>
<tr>
<th>T1 Ego Identity Status</th>
<th>Diffused</th>
<th>Foreclosed</th>
<th>Moratorium</th>
<th>Achieved</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diffused</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Foreclosed</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Moratorium</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Achieved</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>23</td>
<td>25</td>
<td>12</td>
<td>70</td>
</tr>
</tbody>
</table>

The main diagonal in Table 10 shows that 40 out of the 70 participants (57%) were categorized into the same identity status at both administrations of the EIPQ, and the marginal residuals show that 30 out of the 70 (43%) changed status from the T1 to the T2 administration of the EIPQ.

The McNemar-Bowker test of marginal homogeneity was performed to determine if the marginal residuals differed significantly between the T1 and T2 categorization of identity statuses. The results of the test of marginal homogeneity are shown in Table 11.

Table 11. McNemar-Bowker Test of Marginal Homogeneity

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2 – sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>McNemar-Bowker Test</td>
<td>5.292</td>
<td>5</td>
<td>.381</td>
</tr>
<tr>
<td>n of Valid Cases</td>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>
The McNemar-Bowker test showed that the change in the proportion of the residuals was not significant at the .05 alpha level, $\chi^2(5) = 5.292, p = .381$, indicating no statistically significant change in identity status from the T1 to T2 administrations of the EIPQ.

Research Question 1 posited no significant difference in participants’ scores on the Exploration subscale of the EIPQ from the beginning (T1) to the end (T2) of a graduate course in counseling theories. A paired-samples t-test found no significant difference in participants’ Exploration subscale scores between the T1 and T2 administrations of the EIPQ. Research Question 1 of no statistically significant differences was not rejected.

Research Question 2 posited no significant difference in participants' scores on the Commitment subscale of the EIPQ from the beginning (T1) to the end (T2) of a graduate course in counseling theories. A paired-samples t-test found no significant difference in participants’ Commitment subscale scores between the T1 and T2 administrations of the EIPQ. Research Question 2 of no statistically significant differences was not rejected.

Research Question 3 posited no significant difference in participants' categorization of Identity Status, as measured by the EIPQ, from the beginning (T1) to the end (T2) of a graduate course in counseling theories. The McNemar-Bowker test of marginal homogeneity found no significant changes in identity status between the T1 and T2 administrations of the EIPQ. Research Question 3 of no statistically significant differences was not rejected.

Summary

Student Exploration mean scores and Commitment mean scores between the T1 and T2 administrations of the EIPQ were compared using a t-test. No statistically significant differences were found for either the Exploration mean scores or the Commitment mean scores between the T1 and T2 administrations of the EIPQ. Student Identity Status categories between the T1 and T2
administrations of the EIPQ were compared using the McNemar-Bowker test of marginal homogeneity, a categorical analysis procedure for matched-pairs data. No statistically significant differences were found. A discussion of the findings from the study is presented in Chapter V. Additionally, a discussion of further opportunities for research concerning counselor identity development is provided in the conclusion of Chapter V.
CHAPTER V
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a discussion and summary of the current study and includes information about participants, methods of collecting data, and the results of the data analysis. The chapter concludes with a discussion of the data analysis as well as suggestions for further research concerning counselor identity development.

Summary

Previous studies exploring the process of counselor identity development have focused mainly on development occurring during practicum and internship experiences and have been qualitative in nature (e.g. Auxier et al., 2003; Bitar et al., 2007; Brott & Myers, 1999). Such studies have contributed significantly to the counselor education literature through the advancement of models of counselor identity development. However, research by Skovholt and Ronnestad (2005) and McAuliffe and Erickson (2007) suggest that counselor development begins during the initial didactic portion of graduate study. The present study represented a quantitative attempt to explore the process of counselor identity development that occurs prior to supervised clinical experiences.

Participants in the study were recruited from among degree-earning students enrolled in master’s programs in graduate-level counseling or counselor education at CACREP-accredited institutions who were taking an initial counseling theories course in either the Spring 2009 or Fall 2009 semester. Only those students enrolled in CACREP-accredited institutions were invited to participate in the study.

The treatment for the participants in this study was graduate coursework in counseling theories featuring traditional classroom instruction in major counseling theories and processes.
All institutions that participated in the study were accredited by CACREP, so standardized content would have been featured according the requirements in Section II-K of the CACREP Standards (see Appendix P). In addition to the course alignment with the CACREP standards, another consistent aspect of the coursework was the requirement of an integrative paper as a culminating course project.

Using the EIPQ, data were collected at the beginning (T1) and end (T2) of each course, with the T2 data collection coinciding with student work on the integrative paper. Although some variation may have occurred in the presentation of materials, supplemental activities, and course requirements, the standardized CACREP content and the cumulative integrative paper were uniformly evidenced by the participants in each course.

Discussion

The purpose of this study was to examine empirical evidence of counselor professional identity development occurring prior to supervised clinical experiences. The counselor education literature connects professional identity development of counselors with the development of a theoretical orientation, and suggests that theoretical orientation should be congruent with personal worldview. Indeed, a characteristic of professional preparation that may be unique to the profession of counseling is the expectation that counselor training will facilitate the personal development of counseling students, and that counseling students should use personal qualities in the service of professional goals.

One course required of all counseling students that serves as an example of the integration of personal and professional characteristics is counseling theories. A common expected outcome of counseling theories coursework is that students will articulate professional theoretical orientations that are generally congruent with their own personal worldviews (i.e., a
student choosing to align with a theoretical orientation that is a “poor fit” with her or his worldview might be considered a less-than-optimal outcome). As theories coursework is typically a prerequisite course that is scheduled early in a student’s program of study (with the expectation that such coursework is foundational to further coursework), it would appear that such a course might represent students’ first opportunity to critically examine their personal worldviews in the context of contrasting theoretical orientations. Thus, the requirement of students to engage in the process of aligning their personal worldviews with a professional theoretical orientation would appear to foster exploration and commitment and, consequently, changes in student identity status. This study used the EIPQ to examine possible changes in student levels of exploration and commitment and student identity status that may have occurred during a graduate course in counseling theories. The study did not find significant empirical evidence in support of such development.

Data analysis of changes in student levels of exploration from the T1 to the T2 administrations of the EIPQ found no significant differences. This finding would appear counterintuitive in the context of Marcia’s (1966) characterization of the college experience as a time of identity moratorium (i.e., exploration). One possible explanation is the multi-faceted nature of ego identity. Consistent with Marcia’s (1964) assessment of ego identity via the domains of Occupation, Politics, and Religion, the ideological domain for the EIPQ includes statements regarding Occupation, Religion, Politics, and Values; however, Waterman (1999) noted that identity is not a “fixed, or potentially directly observable construct” (p. 592). Thus, the content of course experiences focusing on theoretical orientation development may have encouraged participants to engage in exploration in domains not measured by the EIPQ. One
possible strategy to examine such domains might be to develop an instrument that directly assesses exploration specific to theoretical orientation.

An analysis of changes in student levels of commitment from the T1 to the T2 administrations of the EIPQ also found no significant differences. However, an examination of the data indicates that, while not statistically significant at $t(69) = -1.663, p = .101, \omega^2 = .012$, the changes in student commitment levels do suggest a decreasing trajectory of commitment. The omega-squared effect size of .012 represents a small effect (Keppel & Wickens, 2004).

That student levels of commitment appeared to have decreased from the beginning to the end of the theories course might seem counterintuitive. However, this might represent an artifact of the process of choosing a theoretical orientation in that the EIPQ instrument is designed to assess levels of exploration and commitment in relation to aspects of personal ego identity, not theoretical orientation. Perhaps the process of exploring and committing to a theoretical orientation is evidenced not through increasing exploration of, but rather through decreasing commitment to, one’s previously unexamined worldview.

Regarding changes in student identity status, although 42.8% ($n = 30$) of the participants did demonstrate a change in identity status as measured by the EIPQ, the data analysis again found no statistically significant differences from the beginning to the end of the counseling theories course. This finding appears to provide contrast to McCauliffe and Eriksen’s (2000) position that curricular experiences which promote counselor development include opportunities for students to (a) reflect on their own reasoning, (b) apply developmental concepts to themselves in writing, and (c) write a final paper personalizing their learning experiences. Each counseling theories class included in this study required the course activity of a final paper articulating a theoretical orientation congruent with personal worldview, which would seem to be
congruent with (c) above. This finding also appears to contrast with Hall’s (1995) research, which found evidence of identity status change among college students participating in curricular experiences intentionally designed to promote identity exploration in the domains of politics, religion, and occupation.

As in the pilot study, changes in the status of participants categorized as Diffused at T1 were consistent with Waterman’s (1982) identity development pathways. Of the 13 participants that were initially categorized as Identity Diffused at T1, the T2 administration of the EIPQ found that 46% ($n = 6$) of participants were again categorized as Identity Diffused, 23% ($n = 3$) changed to Identity Foreclosed, and 31% ($n = 4$) changed to Identity Moratorium. None of the participants initially categorized as Identity Diffused were categorized as Identity Achieved at T2. Waterman hypothesized that direct movement from the Diffused status to the Achieved status is precluded by the absence of exploration and commitment inherent in the Diffused status, as the Achieved status requires previous exploration.

Regarding the Identity Foreclosed status, of the 19 participants categorized as Foreclosed at T1, the T2 administration of the EIPQ found that 16% ($n = 3$) had changed to the Diffused status, 58% ($n = 11$) had remained as Foreclosed, and 26% ($n = 5$) were categorized as Achieved. This finding initially appears to be inconsistent with Waterman’s (1982) theorized developmental pathways of identity development, which holds that Identity Foreclosures must engage in exploration in order to move to the Identity Achieved status. However, the administration of the EIPQ at the beginning (T1) and end (T2) of the semester did not provide data about ongoing exploration that may have occurred during the semester as a result of required course activities. Indeed, none of the participants initially identified as Identity Foreclosure were later categorized as Identity Moratorium. Thus, categorical movement from the
Foreclosed status to the Achieved status may have involved exploration on the part of participants that was not captured by the T1 and T2 administrations of the EIPQ.

A related implication of this apparent inconsistency with Waterman’s (1982) theoretical model is that the identity statuses may represent not only states, but perhaps traits as well. The Identity Foreclosed and Identity Achieved statuses share the common denominator of commitment. It is plausible that individuals vary in how ideological commitments are made, including the intensity and duration of exploration leading to such commitments. Thus, the developmental pathway from the Foreclosure status to the Achievement status may be quite circuitous for some, while for others the path may be more direct.

The identity status with the least change from the T1 to the T2 administration of the EIPQ was the Moratorium status. A total of 20 participants were categorized as Moratorium at T1. At the T2 administration of the EIPQ 85% ($n = 17$) of participants had remained in the Moratorium status. The remaining 15% ($n = 3$) of participants had each changed categories to the Diffused, Foreclosed, and Achieved statuses. While this result seems to provide contrast to Marcia’s (1976) finding that the Identity Achieved and Identity Moratorium statuses were less stable over time than the Diffused and Foreclosed statuses, the stability of this status would appear to support Marcia’s (1966) characterization of the college experience as a time of identity moratorium (i.e., exploration). Waterman (1982) suggested that movement from Identity Moratorium to Identity Foreclosed was not theoretically possible; that only 1 participant followed this trajectory would tend to support, rather than discount, Waterman’s model.

While Waterman (1982) suggested that movement from the Identity Achieved status to any other status was theoretically possible, Waterman (1999) also asserted that the Identity Achieved status represents increased developmental sophistication over the Identity Diffused
status. In the current study, 18 participants were initially categorized as Achieved. At the T2 administration of the EIPQ, 33% (n = 6) were again categorized as Achieved, 44% (n = 8) were Foreclosed, and 22% (n = 4) were classified as Moratorium. No participants moved from the Achieved to the Diffused status, which appears to lend support to the developmental basis for the identity status model.

Though the findings are based on a relatively small sample size, one view on their meaning for counselor educators is that the personal alignment with a professional theoretical orientation is more a developmental process than a curricular outcome. Models of counselor development have been developed from qualitative data generated in the context of the clinical experiences of counseling interns (Friedman & Kaslow, 1986; Loganbill et al., 1982; Stoltenberg, 1981; Stoltenberg & Dellworth, 1987; Watkins, 1993). These models locate the development of an integrated theoretical orientation later in the overall process of development, indicating that counselor professional identity develops more in the context of professional practice than in the context of personal experience. For example, Friedman and Kaslow (1986) located the development of the “solidifying professional identity of the new psychotherapist” (p. 41) in Stage four of their model. During this stage, Exuberance and Taking Charge, the student begins to identify personally with a theoretical orientation, as evidenced by the ability "to substantially grasp connections between psychotherapy theory and practice" (Friedman & Kaslow, 1986, p. 41). Similarly, in one of the first models to suggest that the development of a well-integrated theoretical orientation is an important aspect of counselor development, Loganbill et al. (1982) suggested that the third and final stage, Integration, is reached when supervisees develop an integrated sense of counselor identity as they cultivate a cohesive framework for understanding their work (Loganbill et al., 1982).
More recent models of development (Auxier et al., 2003; Nelson & Jackson, 2003) also contend that students seek to make sense of their interactions with clients, in part, through a re-examination of theoretical concepts. Auxier et al. (2003) described this as a component of a “recycling” process (p. 32), which Nelson and Jackson (2003) similarly described as a process in which counselors “consolidate their emerging professional identity” (p. 4). However, many counselor educators support students taking counseling theories courses early in the program of study to provide students with a foundational theoretical framework from which to approach additional coursework and clinical experiences (Granello & Hazler, 1998; Hayes & Paisley, 2002; Spruill & Benshoff, 2000). Thus, one implication for counselor educators is that counselor professional identity development might be more effectively facilitated through the integration of theoretical concepts and appropriate clinical experiences throughout a student’s graduate work from initial coursework to degree completion.

The findings in this study should be interpreted with caution in light of the limitations that were present. This study examined evidence of counseling student identity status changes that occurred from the beginning to end of a graduate course in counseling theories; however, participants in the study were likely to have been enrolled in additional graduate coursework concurrent with the course in counseling theories. Thus, student identity statuses may have been influenced by course experiences other than the required experiences in the counseling theories course. Additionally, the study sample included participants from ten different CACREP-accredited counselor education programs. While the coursework in each counseling theories course was aligned with the CACREP standards and included the curricular requirement of a culminating paper articulating a theoretical orientation, some variation in the content and delivery of each course was inevitable. Furthermore, the requirement of the final paper
represented only one of the curricular experiences identified by McCauliffe and Eriksen (2000) for promoting counselor development. These factors reduce the confidence that observed changes in identity status may be attributable to the treatment.

While the sample size \( n = 70 \) was deemed adequate for the power analyses used, this represented a relatively small number of participants in relation to the population under study. The small number of participants was due to a number of factors. Out of the 218 institutions that were accredited by CACREP as of July 2008 that were invited to participate, 49 responded. However, the number of potential participating institutions was reduced due to several factors. An institution was not included in the study if (a) the institution did not offer a graduate course in theories in the semester during which data were collected, (b) the theories coursework was offered as a two-part course spanning two semesters, (c) the institutional IRB did not allow research to be conducted by outside researchers, or (d) the theories course instructor did not elect to serve in the capacity required by the institutional IRB requirements. Of the 10 institutions that did participate, only students majoring in counseling who were enrolled in their first year of graduate coursework were eligible for inclusion in the study, which further limited the sample.

Despite these limitations, the study addressed an apparent gap in the counselor education literature through seeking empirical evidence of counselor identity development occurring prior to supervised clinical experiences. Recommendations for further research are noted in the following section.

Recommendations

Further examination of the impact of graduate counseling theories coursework on the identity development of counseling students appears to be warranted. Such efforts could serve to advance the ongoing development of effective pedagogical strategies to promote the integration
of counselor personal and professional identity, a hallmark of counselor identity development. Specific recommendations for further research include the following:

1. A larger sample size could be used in a replication of the study. The use of a larger sample of participants might yield different results.

2. The study could be replicated with a more standardized treatment through the use of a single theories course syllabus detailing the specific activities and timing of activities required in the course. The activities selected for inclusion in such a syllabus could be designed specifically for the purposes of fostering the exploration of students’ personal identities in the context of assisting students with the articulation of a theoretical orientation congruent with personal worldview. Suggested course activities might include examination of opposing philosophical positions such as those presented by Simon (2008) including intellectualism vs. voluntarism, deontologism vs. eudaimonism, etc., as well as curricular experiences suggested by McCauliffe and Eriksen (2000) to promote counselor development such as opportunities for students to (a) reflect on their own reasoning, (b) apply developmental concepts to themselves in writing, and (c) write a final paper personalizing their learning experiences.

3. The study might be replicated with both quantitative and qualitative measures of commitment, exploration, and identity status. This could provide more useful data concerning the types of course activities that have the greatest influence on these constructs.

4. While the EIPQ is a well-researched instrument in the identity development literature, the use of a different instrument might result in the assignment of different identity statuses and, consequently, different outcomes. One such alternative instrument is the Extended Objective Measure of Ego Identity Status II (EOM-EIS-II; Bennion & Adams, 1986).
5. Evidence of graduate counseling student identity development could be examined over
the course of a student’s graduate career, rather than only from the beginning to the end of a
single graduate course. Such a longitudinal approach might involve intentional efforts to infuse
theoretical orientation development and clinical experiences throughout the curriculum,
accompanied by the administration of an identity development instrument at three different
points such as (a) the beginning of initial academic coursework, (b) prior to practicum
experiences, and (c) at the culmination of the final internship experience.

6. The study could be replicated with a multicultural sample of students. The major
counseling theories predominantly represent white European philosophical frameworks, so
students of non-white ethnic identity may experience differently the process of aligning with a
theoretical orientation.

7. The development of counselor professional identity could be examined in the context
of an alternative theoretical model, such as feminist theory.
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APPENDICES
APPENDIX A

COUNSELING THEORIES COURSE SYLLABUS
COURSE SYLLABUS

BCE 512 - Fall 2008

Area: Professional Studies   Instructor: 
Program: Counselor Education   Office: 
Course: Counseling: Theory and Process Office Phone: 
Course Number: BCE 512   E-mail: 
Credit Hours: 3.0   Fax: 

Course Description:

Introduction to counseling, counseling theories, the counseling relationship, and an overview of the counseling process.

Expanded Course description:

This course presents an introduction and overview to the practice and profession of counseling with specific emphasis on major theorists, influences on the counseling process, sociocultural elements affecting counseling outcomes, and ethical standards of care for professional counselors.

Method of Instruction:

Didactic seminars will include information from textbook, student manual, websites, other resources within the field, with a wide variety of media. The course is a blended mixture of in-class lectures and activities and on-line eLearning activities and assignments. Students will attend in-class lectures and download PowerPoint notes, view videos, and complete activities/assignments from eLearning. Class participation is necessary. Group work/demonstrations will be expected each week.

Objectives:

1. Explore and consider various factors such as personal qualities and characteristics of effective helpers as well as related issues influencing counseling services (e.g., age, gender issues, ethnicity, socioeconomic status, verbal and nonverbal behaviors, personal traits, cultural differences, personal characteristics, orientations, and skills) (CACREP Section II. K. 5. a)

2. Review skills for interviewing and counseling which enable the counselor to develop a therapeutic relationship, establish goals, intervention strategies, and terminate the counseling relationship (CACREP Section II. K. 5. b),

2a. Discuss the roles and functions of counselors related to promoting independence and reflective decision-making with clients whom they are servicing. Appropriate relationships and boundaries will be discussed (CACREP Section II. K. 5. b),

2b. Facilitate acquisition of initial knowledge and skills in counseling for serving clients from a variety of settings such as schools (e.g., students, teachers, parents, and administrators), community settings (e.g., court officials, human service specialists, supervisors), and other settings from which clients may request services (CACREP Section II. K. 5.b),
3. Conceptualize the historical overview of counseling and counseling theories, as well as the status in contemporary human services (CACREP Section II. K. 5. c), Knowledge of counseling theories and techniques will be demonstrated (SDE 290-3-3-.50 (2) (a4)).

3a. Understand counseling theories and techniques covered in class to the extent that conceptualization, selection of appropriate interventions, etc. can be demonstrated (CACREP Section II. K. 5. c), (SDE Standard 1, NCATE Ability Rehearsal)

3b. Students will differentiate between cognitive, affective and behavioral theories and will have application cases with each (CACREP Section II. K. 5. c). (SDE Standard 1, NCATE Ability Rehearsal)

3c. Students will critique each theory and develop personal model of counseling (CACREP Section II. K. 5. c) (SDE 290-3-3-.50 (2) (a4). (SDE Standard 1, NCATE Ability Rehearsal)

3d. Acquaint students with philosophical and applied elements of major theories of counseling and related research concerning their effectiveness in counseling services (CACREP Section II. K. 5.c), (SDE Standard 1, NCATE Ability Rehearsal)

4. Differentiate between the systems perspective and other major models discussed in class and understand the importance of choosing systems theory for certain issues (CACREP Section II. K. 5. d), (SDE Standard 1, NCATE Ability Rehearsal)

5. Define consultation (e.g., history, stages, models, application of theoretical models) and explore personal model of consultation (CACREP Section II. K. 5. e).

6. Use computer technology weekly to download PowerPoint slides for this class, access to websites related to theories, as directed by instructor, make DVD of counseling technique, and to use ELearning (CACREP Section II. K. 5. f), (SDE Standard 3, NCATE Ability Rehearsal)

6a. Explore technological advances in counseling and consultation (i.e., web counseling, ethical guidelines for web counseling) (CACREP Section II. K. 5. f),

7. Discuss ethical standards of ACA and related entities with a focus on selected legal and professional issues affecting counselors in a variety of settings (e.g., licensure, certification, confidentiality, informed consent, unethical practices, and misrepresentation) (CACREP Section II. K. 5. g: Section II.K-1.h). Ethical and legal standards, as determined by appropriate professional associations, legislation, and court decisions will be discussed (SDE 290-3-.3-.50 (2) (a14).

8. Discuss theories of multicultural counseling and multicultural competencies (CACREP: Section II.K-2.e) as well as understand the legal and ethical considerations of social/cultural diversity (CACREP: Section II.K-2.f)

9. Understand the legal and ethical considerations of human development (CACREP: Section II.K-3.e)

Prerequisites: None

University Core Designation: Not applicable.

Required Text:


Course Requirements:
Preliminary Position Paper: Students are asked to write a two page response (double-spaced) describing their view of human nature and their beliefs about change and growth. The following questions should be headings in the paper: What are your beliefs about human nature? What are your beliefs about growth in humans? Do humans have the capacity to change? What contributes to change? How do counselors facilitate, the process of change? A hard copy of your paper is due on Sept 9.

Readings: Students will be expected to prepare for class meetings by reading weekly in the Corey textbook and completing assignments in the Corey workbook. Supplemental books, professional journal articles, and websites available on eLearning for this class, as well. These are excellent resources. You are expected to read 10 articles on e-reserve at the UA Library for this course (see eLearning) or read 10 equivalent articles of your choice which relate to theories. These can be accessed through your eLearning account.

Objective exams are taken on eLearning:

**Examination I:** This exam will cover required readings and class discussions during the first week – Adlerian Theory. Exam has to be completed by 5:00 p.m. CST on September 23 on eLearning.

**Examination II:** This exam will cover all material on Existential - Reality Theories. Exam has to be completed by 5:00 p.m. CST on October 28.

**Examination III:** This comprehensive examination will primarily cover course content subsequent to the 2nd examination (Behavior Therapy- Web/Technology). Exam has to be completed by 5:00 p.m. CST by December 2

Reaction Papers. A series of short papers (two DS pages per theory expected) submitted for peer/instructor discussion. Student will present a personal critique of each theory discussed up to each deadline given below.

The critiques should include strengths and weaknesses of the theory from your perspective, appropriate applications of the theory, and a discussion of what elements (if any) of the theory might become integrated into your personal philosophy of counseling. Synopsis of related theorist videos on eLearning must be included. This is not a summary of the theory.

While this is clearly a subjective process, the papers will be graded for accuracy of understanding of the theory and clarity of expression. These papers will be due the weeks of Sept 30, Oct 21, Nov 18, Nov 25. Hard copies of the papers are expected. Peer discussions will be expected on eLearning.

**Personal Theory/Philosophy of Counseling Paper:** Students will develop a referenced Philosophy of Counseling Paper reflecting their personal theoretical orientation/preference (10 cites, APA style is expected). Make sure each subheading given below is clearly marked in your paper. Include at least 10 cites (can include eLearning articles on reserve at the Library or others you find suitable). Topics to be addressed in the paper include: Due Nov 18 in hard copy format only:

Theorists who have influenced personal theoretical orientation
View of human nature
Beliefs about the process of change and facilitating change
Description of a well-functioning person
Causes/sources of problems or pathology
Nature of the counseling relationship and process
Role of the counselor
Role of the client
Goals/purposes of counseling
Procedures and techniques of counseling processes
Indications of successful counseling
Responses/sensitivity to diverse cultural and gender issues presented by clients
Research related to effectiveness of counseling models
Limitations of personal theory

*Note: This should be considered a work-in-progress which will reflect further personal and professional growth as you proceed through the program and enter the counseling professions. Be sure to adhere strictly to APA writing guidelines, and to include at least 10 references). APA style is expected, points will be deducted for poor adherence.

**Technique from a Theory:** complete a 2 minute video demonstrating a theory technique. Save this to video clip to CD-ROM or DVD. You can make arrangements with R and D at the Library, if you do not have access or knowledge on how to do this. You can tape in the counseling lab, if needed. Please make appointments. Each student (in pairs, is fine) will do one activity/technique related to a theory. These will be viewed in class. Seek approval from instructor. These will be posted to eLearning by November 25.

Theory Technique (50 points)
__ Creativity
__ Application to theory
__ Video quality
__ Followed directions
__ Usefulness to explain a theory

*A hard copy is required for all written assignments. With late work, 50% of the total score will be deducted.

**Policy Regarding Missed Exams and Late Assignments:**
All requirements submitted after designated dates are subject to grade reduction. To receive credit, students must make arrangements with the instructor to submit course materials after designated dates. Please note that 70% of possible points will be subtracted from late work automatically (prior to grading).

**Evaluation:**
Grades will be determined according to the following distribution:

Attendance, Attitude, and Class Participation: **50 points**
Personal Theory/Philosophy Paper: **150 points**
On-line Assignments/Prelim Paper/Reaction Papers/Corey Manual: **250 points**
Technique (DVD/CD) **50 points**
Examinations I - III: **300 points**

Letter grades will be based on the following total percentages:

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**Attendance and Participation:**
Students are expected to attend and participate in class and to participate on ELeaning. Because of the type of class, attendance is extremely important.

Points are deducted for each absence, including tardiness and leaving early. After each absence (-5 points) from total attendance, attitude, and class participation grade.
Overview for Examination of Each Theory

The organizational scheme for examining each major theory will reflect the following thematic items:

Historical context of the theory          Key concepts of the theory
Counseling Processes                   The counseling relationship
Goals                                   Expectations of and for the client
Criteria for successful counseling     Techniques and procedures
Contributions and limitations of the theory     Research and empirical inquiry
Multicultural perspectives               Contemporary trends and applications
Ethical and legal considerations in the context of the approach
Application to consultation

Professional Journals--Suggested List (Also see Articles on Reserve on ELearning)

- American Psychologist
- Counseling Psychologist
- Career Development Quarterly
- Journal of Counseling Psychology
- Measurement and Evaluation in Counseling & Development
- Professional School Counseling

- Clinical Psychologist
- Counselor Education and Supervision
- Journal of Counseling and Development
- Journal of Multicultural Counseling and Development
- Professional School Counselor
- Rehabilitation Counseling

(This list is not a comprehensive bibliography but rather a starting point. Please feel free to explore other resources in your reading and research.)

UNIFORM SYLLABUS POLICIES

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Student Accommodations

It is the policy of the College of Education and the Program in Counselor Education to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements or other aspects of graduate study, please contact: Disabled-Student Services – prior to your needed accommodation.

Academic Misconduct/Ethical Violations

All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Policy noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any acts of academic misconduct. The Code of Ethics and the Standards of Practice of the American Counseling Association or the Code of Ethics for Certified Rehabilitation Counselors shall serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.

Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must
be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http://

Computer Literacy

Each student in Counselor Education is expected to develop computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly in Counselor Education. Students are encouraged to purchase their own personal computers or to use the College of Education Computer Laboratories located on the second or third floors of Hall. Additionally, the Research Assistance Laboratory located on the third floor of Hall provides guidance in the use of computer technology in data entry and analysis. Access to mainframe or other user services is available upon request through the College of Education Computer Laboratories via written verification of enrollment by the Department Head. Undergraduate and graduate courses in Computer Technology are also available and should be considered as students seek to develop their skills in the use of electronic media. Students are encouraged to utilize these opportunities in the pursuit of their graduate studies.

Other Policies and Expectations

All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic policies and expectations. Students seeking degrees in Counselor Education should review the Student Handbook as well as related policies contained in the program website (http://). All students should consult the Graduate Catalog under which they were admitted for additional policies and expectations for graduate study.

TENTATIVE SCHEDULE

Aug 26  See Module One on eLearning.

Course Introduction; Overview of the Counseling Profession; Characteristics of Effective Counselors and Ineffective Counselors; Respecting Differences in People; Skills for Interviewing and Counseling; Roles and Functions; Relationships and Boundaries (covers objectives: 1, 2, and 3)

Assignment: Read Corey Chapters 1-3; Corey Manual Chapters 1-3

Sept 2  See Modules Two and Three on eLearning.

Professional Issues in the Counseling Profession; Ethical Issues in the Practice of Counseling; and Legal Issues in the Practice of Counseling (covers objectives 2a, 7, 9). ACA Code of Ethics, Legislation, and Court Decisions will be discussed.

Defining Consultation (History, Stages, Models, Application of Models); The Counselor as Consultant; Your Personal Consultation Model (covers objective 5) Diverse Needs of Clients; The Role of Theories in the Practice of Counseling (covers objectives 1 & 2b)

Assignments: Read Corey Chapter 4; Corey Manual Chapter 4; POSITION PAPER 1 is due next week

**(Note: Objectives 3a, 3b, 3c, 3d, and 6 are covered weekly from Sept 9 – Nov 25)**
**(Note: Chapter 16 should be reviewed weekly as theories are covered)**

Sept 9  Utilize eLearning for remaining assignments under Module Four.

  **Class Discussion: Module Four (Psychoanalytic)**

Psychoanalytic Theory Approach to Counseling

  **Preliminary Position Paper is due today.**

Assignment: Read Corey Chapter 5; Manual Chapter 5

Sept 16  Utilize eLearning for remaining assignments under Module Five.

  **Class Discussion: Module Five (Adlerian)**

Adlerian Theory/Approach to Counseling

Assignment: Read Corey Chapter 6; Corey Manual 6, Take EXAM I online next week by 2/13.

Sept 23  Utilize eLearning for remaining assignments under Module Six.

  **Class Discussion: Module Six (Existential)**

EXAMINATION 1 – Chapters 1-5  (Must be taken by 5:00 p.m CST today)

Assignment: Read Corey Chapter 7; Corey Manual 7, Reaction paper due next week

Sept 30  Utilize eLearning for remaining assignments under Module Seven.

  **Class Discussion: Module Seven (Person-Centered)**

Person-Centered Theory/Approach to Counseling

REACTION 1 DUE – Reaction to Psychoanalytic – Existential Theories;

Assignment: Read: Corey Chapter 8; Corey Manual 8

Oct 7  Utilizing eLearning for remaining assignments under Module Eight.

  **Class Discussion: Module Eight (Gestalt)**

Gestalt Theory/Approach to Counseling

Assignment" Read: Corey Chapter 11; Corey Manual 11

Oct 14 Utilize eLearning for remaining assignments under Module Nine (Reality)

  **Class Discussion: Module Nine (Reality Therapy)**

Assignment: Read Corey Chapter 9; Corey Manual 9, Reaction paper due next week
Oct 21  Utilize eLearning for remaining assignments under Module Ten (Behavior).

Class Discussion: Module Ten (Behavior)
Behavior Theories/Approaches to Counseling

REACTION 2 DUE - Reaction to Person-Centered – Reality Theories
Assignment: Read Corey Chapter 10; Corey Manual 10

Oct 28 Utilize eLearning for remaining assignments under Module Eleven (Cognitive-Behavior).

EXAMINATION II - Chapters 6-9 (Must be completed by 5:00 p.m CST today

Class Discussion: Module 11 (Cognitive-Behavior)
Cognitive-Behavior Theories/Approaches to Counseling

Assignment: Read Corey Chapter 13; Corey Manual 13

Nov 4 Utilize Elearning for remaining assignments under Module Twelve (Solution-Focused Brief Therapy from Post-Modern).

Class Discussion: Module 12 (SFBT (only topic) from Post-Modern)
Postmodern Theories

Assignment: Read Corey Chapters 12 and 14; Corey Manual 12, 14

Nov 11  Utilize eLearning for remaining assignments under Module Thirteen (optional theory) Family Systems and Module 14 (Feminist).

Class Discussion: Module 14 (MODULE 13 is OPTIONAL)
Family Systems and Feminist

Assignment: Read Corey, Chapter 15-16; Corey Manual 15-16; REACTION 3 DUE NEXT WEEK/Personal Theory/Philosophy Papers are due next week.

(Covers Objectives 4 and 6a)

Nov 18  Utilize eLearning for assignments under Module Fifteen (Integrative)

Class Discussion: Module 15
Integrative Approaches to Counseling

REACTION 3 DUE TODAY (Behavioral-Cognitive Behavioral)
PERSONAL THEORY/PHILOSOPHY PAPERS ARE DUE. I MUST HAVE A HARDCOPY TODAY.
(Covers Objectives 3a, 3b, 3c, 3d, 4)

ALL PAPERWORK/ASSIGNMENTS ARE DUE TODAY, NO EXCEPTIONS.
ALL PAPERWORK IS DUE TODAY BY 6:00 PM CST.

DVDs are due next week.
Assignment: Module 16 next week

Reaction Paper due next week

Nov 28  Utilize eLearning for assignments under Module Sixteen (Web Counseling/Technology)
Review peer DVDs). (Covers objective 6)

Web Counseling and Technology in Counseling
Theory DVDs are due today.
Application of Theories to Consultation; Case Illustrations with Stan

REACTION 4 DUE TODAY (SFBC-Feminist)
Final exam is next week.

Dec 2  FINAL EXAMINATION (Chaps 10, 11, 12 (SFBC only), and Chaps 13-15 by 5:00 pm CST
today.
APPENDIX B

THE EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ)
Respondent Information

Please provide ONLY the last four (4) digits of your Social Security Number: ___________

Please answer the following demographics questions. Thank you.

Gender (M, F): ____  Race (Asian, Black, Hispanic, Native American, White, Other): ____  
Marital Status: ____  Date of Birth (mm/dd/yyyy): _______________  Number of completed 
terms/semesters of graduate study in Counseling: _____

Ego Identity Process Questionnaire (EIPQ)

Listed below are a number of statements describing behavior. Please indicate how you feel about each statement. **Do not ask others to help you with your responses, and do not discuss the EIPQ with your peers.** The investigator is only interested in your agreement or disagreement with each statement.

Example: Politics are very important in my life.

Write a 1 if you strongly disagree.  
Write a 2 if you disagree.  
Write a 3 if you slightly disagree.  
Write a 4 if you slightly agree.  
Write a 5 if you agree.  
Write a 6 if you strongly agree.

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<td>Strongly Agree</td>
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<td>______ 1.) I have definitely decided on the occupation that I want to pursue.</td>
<td>______ 2.) I don’t expect to change my political principles and ideals.</td>
<td>______ 3.) I have considered adopting different kinds of religious beliefs.</td>
<td>______ 4.) There has never been a need to question my values.</td>
<td>______ 5.) I am very confident about what kinds of friends are best for me.</td>
<td>______ 6.) My ideas about men’s and women’s roles have never changed as I became older.</td>
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<td>______ 7.) I will always vote for the same political party.</td>
<td>______ 8.) I have firmly held views concerning my role in my family.</td>
<td>______ 9.) I have engaged in several discussions concerning behaviors involved in dating relationships.</td>
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<td>10.)</td>
<td>I have considered different political views thoughtfully.</td>
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<td>11.)</td>
<td>I have never questioned my views concerning what kind of friend is best for me.</td>
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<td>12.)</td>
<td>My values are likely to change in the future.</td>
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<td>13.)</td>
<td>When I talk to people about religion, I make sure to voice my opinion.</td>
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<td>14.)</td>
<td>I am not sure about what type of dating relationship is best for me.</td>
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<td>15.)</td>
<td>I have not felt the need to reflect upon the importance I place on my family.</td>
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<td>16.)</td>
<td>Regarding religion, my beliefs are likely to change in the near future.</td>
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<td>17.)</td>
<td>I have definite views regarding the ways in which men and women should behave.</td>
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<td>18.)</td>
<td>I have tried to learn about different occupational fields to find the best one for me.</td>
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<td>19.)</td>
<td>I have undergone several experiences that made me change my views on men’s and women’s roles.</td>
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<td>20.)</td>
<td>I have consistently re-examined many different values in order to find the ones which are best for me.</td>
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<td>21.)</td>
<td>I think what I look for in a friend could change in the future.</td>
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<td>22.)</td>
<td>I have questioned what kind of date is right for me.</td>
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<td>23.)</td>
<td>I am unlikely to alter my vocational goals.</td>
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<td>24.)</td>
<td>I have evaluated many ways in which I fit into my family structure.</td>
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<td>25.)</td>
<td>My ideas about men’s and women’s roles will never change.</td>
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<td>26.)</td>
<td>I have never questioned my political beliefs.</td>
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<td>27.)</td>
<td>I have had many experiences that led me to review the qualities that I would like my friends to have.</td>
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<td>Slightly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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____ 28.) I have discussed religious matters with a number of people who believe differently than I do.

____ 29.) I am not sure that the values I hold are right for me.

____ 30.) I have never questioned my occupational aspirations.

____ 31.) The extent to which I value my family is likely to change in the future.

____ 32.) My beliefs about dating are firmly held.
Dear Colleague:

Thank you for your request for the Ego Identity Process Questionnaire (EIPQ). We want the EIPQ to be used as broadly as possible, and we want to be able to know as much as possible about the instrument by coordinating feedback from those who are using it. Thus, there needs to be some standardization across investigators. We have proposed some guidelines for use of the EIPQ, which we ask colleagues to follow.

1. You will not modify the EIPQ without written approval from the scale developers.

2. You will not distribute copies of the measure to others without written approval from the scale developers. We will be glad to grant requests made directly by them.

3. You may use the measure for one study or two years from the date that it is received by you. Renewed authorization for use may be obtained by written request to the scale developers. We will send you any revisions or updates.

4. You agree to report the results of your use of the EIPQ to the scale developers after each study or two years of use, whichever is sooner.

5. In some cases, we would like to pool raw data to obtain a larger or more diverse sample. We hope that in such cases you will share your EIPQ data with us.

In recognition of and agreement with the above conditions, we request that you sign the bottom of this form. Please make a copy for your records and send the original back to me. Thank you for your cooperation. As we continue to gather information on the EIPQ we shall, of course, share it with you.

Sincerely,

Nancy A. Busch-Rossnagel
Professor

Name (printed or typed): James L. Jackson

Signature: 

Organization: University of Alabama

Address: 3201 Hargrove Rd. East, Apt. 2805, Tuscaloosa, AL 35405

Date: 11/17/2007

THE LAST FOR HARP ROSS, BRONX, NY 10468 (718) 924-1100 www.fordham.edu
APPENDIX D

UNIVERSITY OF ALABAMA IRB
APPROVAL FOR PILOT STUDY

161
August 19, 2008

James L. Jackson, Jr., ABD, LPC, NCC
Department of Educational Studies in Psychology, Research
Methodology, and Counseling
College of Education

Re: IRB #08-OR-180 “Pilot Study Exploring Professional Counselor Identity”

Dear Mr. Jackson:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your protocol has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Good luck with your research.

Sincerely,

[Signature]

Carpanatto T. Myles, MSM, CIM
Director of Research Compliance & Research Compliance Officer
Office of Research Compliance
The University of Alabama
I. Identifying information

Principal Investigator: James L. Jackson, Jr.
Secondary Investigator:
Third Investigator:

Name:
Department: Department of Educational Studies in Psychology, Research Methodology, and Counseling
College: College of Education
University: University of Alabama
Address: P.O. Box 848, Red Bay, Alabama 35582
Telephone: (360) 324-1299
Fax: (205) 312-6057
E-mail: JamesJackson.counselor@gmail.com

Title of Research Project: Pilot Study Exploring Professional Counselor Identity

Date Proposed:
Funding Source:

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: Full Board  Expedited

IRB Action:

[ ] Approved (to be completed with University and Federal regulations for the protection of human subjects.

[ ] Approved - this proposal complies with University and Federal regulations for the protection of human subjects.

Date approved: __________________________ Date: _______________

Research protocol: dated
Informed consent: dated
Recruitment materials: dated
Other: dated

Approval signature: __________________________ Date: _______________
APPENDIX E

UNIVERSITY OF ALABAMA IRB
APPROVAL FOR STUDY
November 26, 2008

James L. Jackson, Jr., ABD, LPC, NCC
Department of Educational Studies in Psychology, Research Methodology, and Counseling
College of Education

Re. IRB # 08-OR-180-R1 “Study Exploring Professional Counselor Identity”

Dear Mr. Jackson:

The University of Alabama Institutional Review Board has granted your renewal application approval.

Your renewal application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Good luck with your research.

Sincerely,

[Signature]

Carpaneto T. Myles, MSM, CIM
Director of Research Compliance & Research Compliance Officer
Office of Research Compliance
The University of Alabama
UNIVERSITY OF ALABAMA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying Information

Principal Investigator

Name: James L. Jackson, Jr.
Department: Department of Educational Studies in Psychology, Research Methodology, and Counseling
College: College of Education
University: University of Alabama
Address: 5230 Brodie Grove #308
Colorado Springs, CO 80919
Telephone: (266) 336-7296
FAX: (266) 336-7296
E-mail: jamejackson.counselor@gmail.com

Title of Research Project: Study Exploring Professional Counselor Identity

Date Printed: Funding Source:

Type of Proposal: New x Revision x Renewal _ Completed _ Exempt

UA faculty or staff member signature: 

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: Full board x Expedited

IRB Action:

Rejected Date:__________
Tabled Pending Revisions Date:__________
Approved Pending Revisions Date:__________
Approved—this proposal complies with University and federal regulations for the protection of human subjects Approval is effective until the following date:

Items approved:
Research protocol: dated
Informed consent: dated
Recruitment materials: dated
Other: dated

Approval signature: Date: 11/25/08

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Dear Dr. ____________,

My name is James Jackson. I am a Ph.D. student in the program of Counselor Education and Supervision at the University of Alabama. Dr. Allen Wilcoxon is the chair of my dissertation committee. My contact with you stems from your status as the CACREP Liaison for your graduate program.

As you know, the 2009-2010 CACREP standards mirror the continued emphasis in our field on professional identity promoted in graduate preparation. My dissertation project concerns the impact of first-year graduate students’ curricular experiences with counseling theories upon their emergent professional identity development. Specifically, I am interested in this process within the stages of Exploration and Commitment (Erikson, 1950; Marcia, 1964) as these students struggle with articulating a personal theoretical orientation to counseling.

I plan to secure student data using the Ego Identity Process Questionnaire (EIPQ; Balistreri, Busch-Rossmagel & Geisinger, 1995), a 32-item Likert-scale, as they begin (T1) and as they conclude (T2) their work in a counseling theories course within a CACREP-accredited graduate program. The EIPQ can be taken outside of class and requires a minimal investment of time. Should your program be willing to support my effort, I will provide all necessary materials including the EIPQ protocols for distribution to students enrolled in this type of course and the postage-paid return envelopes.

I have secured approval from The University of Alabama IRB committee to conduct this research (attached) and I hope to begin this research in the very near future. If you can assist in my effort or you have questions concerning my intentions, I invite your contact by email (jamesjackson.counselor@gmail.com) or by telephone (256-324-1299). Thank you for considering support for my dissertation project.

Sincerely,

James L. Jackson, Jr., ABD, LPC, NCC
jamesjackson.counselor@gmail.com
256-324-1299
James L. Jackson, Jr., ABD, LPC, NCC  
P. O. Box 50048  
Colorado Springs, CO  80949-0048

Dear Dr. ______________,

My name is James Jackson. I am conducting a research study titled "Study Exploring Professional Counselor Identity." I have been granted approval for this study by the IRB at The University of Alabama (see attached). I have contacted Dr. ____________ at your university, who expressed some interest in my research which I hope to commence in the Spring 2009 semester. I am contacting you as required before I proceed further.

The purpose of this study is to explore how the process of choosing a theoretical orientation may affect students taking a graduate course in counseling theories. This study is a pre-test post-test single group design. Data will be collected through the Ego Identity Process Questionnaire (EIPQ), which is a 32 item Likert-type instrument. This instrument explores how students are engaged in exploring and committing to areas which consist of occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles.

Students who agree to participate will be given Consent Forms and one (1) copy of the EIPQ to be completed outside class. Each participant will return one (1) signed Consent Form and one (1) completed EIPQ to be placed in a self-addressed stamped envelope and mailed back to me, James L. Jackson, Jr. The process of reading the Consent Form during class and taking the EIPQ outside of class should take no more than 45 minutes. The EIPQ will be given again at the end of the semester so the total time for participants in this study is about 90 minutes.

The main risk for participants is that they will be asked to think about their personal beliefs about occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles, which could potentially cause some mild psychological stress or discomfort.

Please let me know your requirements for me to proceed with this research. You may contact me, James L. Jackson, Jr. at XXX-XXXX or by email at jamesjackson.counselor@gmail.com, or my advisor, Dr. Allen Wilcoxon at (205) 348-7579 or awilcoxo@bamaed.ua.edu. If you have questions for the IRB at The University of Alabama please contact Ms. Tanta Miles, IRB Director at (205)-348-5152 or Mr. Ed Shirley, IRB Compliance Specialist, at (205) 348-5069 or eshirley@fa.ua.edu.

Sincerely,

James L. Jackson, Jr., ABD, LPC, NCC  

jamesjackson.counselor@gmail.com
APPENDIX H

NIH CERTIFICATE
Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that James Jackson, Jr. successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 12/12/2008

Certification Number: 145773
APPENDIX I

PROCEDURE SECTION
INSTRUCTIONS FOR COMPLETING THE REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Complete the top section of the request form

Title of Research Project:

Study Exploring Professional Counselor Identity

II. On additional pages, describe the study and protection of human subjects using the following format:

Procedures:

Explain the purpose and design of the research.

The purpose of this study is to explore how the identities of students who are majoring in counseling may change from the beginning to the end of a graduate course in Counseling Theories. Specifically, I am interested in how the process of choosing a theoretical orientation may affect the identity statuses of the students taking the course. This study is a pre-test post-test single group design.

Describe the participants (who and how many) and how they will be recruited or selected.

The participants are graduate students majoring in counseling who are enrolled in their first counseling theories course. Participants will be recruited by describing the study, asking them if they want to participate in this study, and telling them they do not have to participate, and there is no penalty for not participating.

Indicate the site where the research will be conducted.

The description and instructions for the study will be conducted in the counseling theories classroom. The students will be given a copy of the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) to complete during the week and return to the instructor at the beginning of the next class meeting.

Describe in detail all the procedures to be followed for the study, i.e., exactly what the participants will be asked to do, how long their participation will take, any incentives they will receive.

The teacher of the counseling theories class will be given copies of the Consent Forms and the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ). The teacher will read the recruitment script, ask the students in the class if they wish to participate or not, and check for understanding. The students who agree to participate will be given two (2) Consent Forms and one (1) copy of the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ), all of which will be completed at home during the week between classes. At the beginning of the next class each participant will return one (1) signed Consent Form and one (1) completed EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) and will place these in a self-addressed stamped envelope which will be sealed by the last person to place materials in the envelope. After the envelope has been
sealed, the teacher will mail it to the researcher, James L. Jackson, Jr. The process of reading the Consent Form during class and taking the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) outside of class should take no more than 45 minutes. The students will not receive any incentives for participating. The EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) will be given again at the end of the semester, so the total time for participants in this study is about 90 minutes. Participants will be instructed that they must not ask others to help with their responses, and do not discuss the EIPQ with their peers. The investigator is only interested in their agreement or disagreement with each statement.

Include a copy of all materials that will be part of the study, i.e., questionnaires, interview protocols, stimulus materials, dependent measures, instructions.

Please see the attached Consent Form and EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ).

Describe any debriefing process.

The students will be thanked for their participation, and instructed to contact James L. Jackson, Jr. or his advisor, Dr. Allen Wilcoxon (contact information is on the Consent Form) if they have any questions about the research.

Informed Consent:
Describe the instructions given to participants, indicating how the eight basic elements of informed consent will be provided. (See Guidelines for eight elements of informed consent.)

(1) A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental.

The following language is included on the Informed Consent Form:

The purpose of this study is to explore how the identities of students who are majoring in counseling may change from the beginning to the end of a graduate course in Counseling Theories. Specifically, I am interested in how the process of choosing a theoretical orientation may affect the identity statuses of the students taking the course. The results may help determine if further research is needed to help counselor educators develop better strategies for teaching counseling theories courses and for assisting students in choosing a theoretical orientation and professional counselor identity. You have been asked to be in this study because you are a graduate student majoring in counseling at a college or university which is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and you are taking your first counseling theories course.

If you agree to be in this study, you will answer questions on the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) two times outside of class, once at the beginning and once at the end of the Counseling Theories course. It will take 45 minutes or less to listen to the instructions during class and complete the 32 items on the EGO IDENTITY PROCESS QUESTIONNAIRE.
The first administration of the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) outside of class will be to measure your levels of exploration and commitment before you learn about several counseling theories. The second administration of the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) outside of class will be to measure your levels of exploration and commitment after you have learned about several counseling theories and have chosen a theoretical model. It will take 45 minutes or less each time the EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ) is given, for a total of 90 minutes or less.

There is nothing new or experimental about the instrument you will be asked to complete for the study. The instrument used in the study will be the Ego Identity Process Questionnaire (EGO IDENTITY PROCESS QUESTIONNAIRE (EIPQ)), which is a 32 item Likert-type instrument. This instrument explores how you are engaged in exploring and committing to areas which consist of occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles. What is new about the study is the exploration of how learning about theories of counseling may result in more or less exploration and commitment in the areas of occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles.

(2) A description of any reasonably foreseeable risks or discomforts to the subject.

The main risk for you from participating in this study is that you will be asked to think about your personal beliefs about occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles, which could potentially cause some mild psychological stress or discomfort.

(3) A description of any benefits to the subject or to others which may reasonably be expected from the research.

You will be contributing to research which could result in exploring better strategies for teaching counseling theories coursework. There are no other benefits to you for being in the study.

(4) A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.

The “treatment” in this study is the counseling theories class. Students who choose to participate in the study are already enrolled in the class. Participating in the study has no bearing on whether or not students complete the class. The decision to participate or not to participate will have no effect on grades or the student’s relationship with the instructor. Students will be informed that they have the right not to participate in the study if they so choose.

(5) A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained and that notes the possibility that the Food and Drug Administration may inspect the records.

The data will be identified with identification numbers which will be the last four digits only of each participant’s social security number. The data will be kept in a locked filing cabinet in the personal home office of the investigator, James L. Jackson, Jr., located at 5230 Brodie Grove, Colorado Springs, Colorado 80919. Your instructor will not have access to the data during the
course. No one will be able to recognize you in any reports or publications that result from this study.

(6) For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained.

This study presents no more than minimal risk.

(7) An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject.

If you have questions about this study right now, please ask them. If you have questions about this study later on, please call the investigator James L. Jackson, Jr. at (256) 324-1299 or his advisor, Dr. Allen Wilcoxon at (205) 348-7579. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152.

(8) A statement that participation is voluntary, that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and that the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

If you decide not to participate, your decision will have no effect on your grades or relationship with the instructor. Being in this study is voluntary—it is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. If you stop, your data will not be included in the study.

Submit a copy of the letter of consent or Consent Forms if one will be used.

Risks and Benefits:
Identify the potential risks, describe precautions to minimize risks, identify potential benefits (specific benefits to the participants, as well as general benefits of conducting the research), and evaluate the risk/benefit ratio.

The main risk for participants in this study is that they will be asked to think about their personal beliefs about occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles, which could potentially cause some mild psychological stress or discomfort. There are no specific benefits to the participants, but a general benefit is that this research could contribute to improved methods of teaching counseling theories or helping students choose a theoretical model. There is minimal risk involved in participating in the study, and the study could benefit future counseling theories students.
UNIVERSITY OF ALABAMA
Individual’s Consent to be In a Research Study

You are being asked to take part in a research study. The study is called "Study Exploring Professional Counselor Identity". The study is being conducted by James L. Jackson, Jr., ABD, LPC, NCC. James is a doctoral student in the program of Counselor Education and Supervision at the University of Alabama.

Are the researchers making money from this study?
No. Also, the expenses for this study are the sole responsibility of James L. Jackson, Jr.

What is this study about?
The purpose of this study is to explore how the identities of students who are majoring in counseling may change from the beginning to the end of a graduate course in Counseling Theories. Specifically, I am interested in how the process of choosing a theoretical orientation may affect the identity statuses of the students taking the course.

Why is this study important—What good will the results do?
The results may help determine if further research is needed to help counselor educators develop better strategies for teaching counseling theories courses and for assisting students in choosing a theoretical orientation and professional counselor identity.

Why have I been asked to take part in this study?
You have been asked to be in this study because you are a graduate student majoring in counseling at a college or university which is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and you are taking your first counseling theories course.

How many other people will be in this study?
This is a large study. Graduate students from approximately 280 counseling programs will be asked to participate in the study.

What is new or experimental about this study? There is nothing new or experimental about the instrument you will be asked to complete for the study. The instrument used in the study will be the Ego Identity Process Questionnaire (EIPQ), which is a 32 item Likert-type instrument. This instrument explores how you are engaged in exploring and committing to areas which consist of occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles. What is new about the study is the exploration of how learning about theories of counseling may result in more or less exploration and commitment in the areas of occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles.

What will we be asked to do in this study?
If you agree to be in this study, you will answer questions outside of class on the Ego Identity Process Questionnaire (EIPQ) two times, once at the beginning of the semester and once at the
end of the semester. You will complete the EIPQ outside of class each time you take it. It will take 45 minutes or less to listen to the instructions during class and complete the 32 items on the Ego Identity Process Questionnaire (EIPQ) outside of class.

The first administration of the Ego Identity Process Questionnaire (EIPQ) will be to measure your levels of exploration and commitment before you learn about several counseling theories.

The second administration of the Ego Identity Process Questionnaire (EIPQ) will be to measure your levels of exploration and commitment after you have learned about several counseling theories and have chosen a theoretical model.

When you complete the Ego Identity Process Questionnaire (EIPQ) outside of class, it is critical for the integrity of this study that you do not ask others to help you with your responses, and you do not discuss the EIPQ with your peers. The investigator is only interested in your agreement or disagreement with each statement.

**How much time will I spend being in this study?**
It will take 45 minutes or less each time to listen to the instructions and to complete the Ego Identity Process Questionnaire (EIPQ) outside of class, for a total of 90 minutes or less.

**What will this study cost us?**
The main cost to you is the time you will spend listening to the instructions during class and then answering the questions on the Ego Identity Process Questionnaire (EIPQ) outside of class.

**Will I be paid for being in this study?**
You will not be paid for being in the study.

**What are the risks (problems or dangers) from being in this study?**
The main risk for you from participating in this study is that you will be asked to think about your personal beliefs about occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles, which could potentially cause some mild psychological stress or discomfort.

**What are the benefits of being in this study?**
You will be contributing to research which could result in exploring better strategies for teaching counseling theories coursework. There are no other benefits to you for being in the study.

**What are the alternatives to being in this study?**
The alternative to participation is not to participate. Participation or non-participation will have no effect on your grades or relationship with the instructor.

**What are my rights as a participant?**
Being in this study is voluntary—it is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. If you stop, your data will not be included in the study.
I understand that the data collected in this study will be kept confidential. Once the data is collected it will be sealed in an envelope and mailed directly to the investigator, James L. Jackson, Jr. The data will be identified with identification numbers which will be the last four digits only of each participant’s social security number. The data will be kept in a locked filing cabinet in the personal home office of the investigator, James L. Jackson, Jr., located at 5230 Brodie Grove, Colorado Springs, Colorado 80919. Your instructor will not have access to the data during the course. No one will be able to recognize you in any reports or publications that result from this study.

I understand that The University of Alabama Institutional Review Board (a committee that looks out for the ethical treatment of people in research studies) will review study records from time to time. This is to be sure that participants in research studies are being treated fairly and that the study is being carried out as planned.

**Who do I call if I have questions or problems?**

If you have questions about this study right now, please ask them. If you have questions about this study later on, please call the investigator James L. Jackson, Jr. at (256) 324-1299, or you may contact the investigator’s advisor, Dr. Allen Wilcoxon at (205) 348-7579. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152.

I have read this consent document. I understand its contents and freely consent to participate in this study under the conditions described. I will receive a copy of this consent form to keep.

Research Subject: _______________________________  Date: ________________

Witness: _______________________________  Date: ________________

Investigator: _______________________________  Date: ________________
APPENDIX K

LETTER TO INSTRUCTORS FOR DATA COLLECTION PACKET
Dear Instructor,

Thank you very much for your participation in my dissertation research. I am sending these materials to you for use in collecting data; however, please do not distribute any materials until you have received confirmation from me. I have included the following items in this data collection packet:

1.) List of Procedures
2.) Recruitment Script
3.) Informed Consent Agreements
4.) Ego Identity Process Questionnaires (EIPQs)
5.) A large Self-Addressed Stamped Envelope

Please read the List of Procedures first. If you have any questions about any part of the study or the data collection procedures, please don’t hesitate to contact me at (256) 324-1299 or (931) 279-0833, or by email at: jamesjackson.counselor@gmail.com.

Once again, I greatly and sincerely appreciate your participation in my research.

Sincerely,

James L. Jackson, Jr., ABD, LPC, NCC
P. O. Box 50048
Colorado Springs, CO  80949-0048
256-324-1299
APPENDIX L

PROCEDURE LIST FOR DATA COLLECTION PACKET
PROCEDURE LIST FOR DATA COLLECTION

Step 1: Prior to Data Collection:

Examine the contents of the Data Collection Packet sent to you by the principle investigator, James L. Jackson, Jr. The contents of the packet should include the following items:

1.) List of Procedures
2.) Recruitment Script
3.) Informed Consent Agreements (in individual envelopes)
4.) Ego Identity Process Questionnaires (EIPQs; also in individual envelopes)
5.) A large Self-Addressed Stamped Envelope

If any items are missing, please contact James immediately at 256-324-1299.

Step 2: Procedure for Distributing Data Collection Materials

A) At some point during your theories class, please read the Recruitment Script to the students.

B) For each student who indicates a desire to participate in the study, please distribute one (1) EIPQ and two (2) Consent Forms (included in the individual envelopes).

C) Instruct the participants to complete the EIPQ and Consent Forms on their own outside of class. Remind participants to bring back the completed EIPQ’s and one (1) completed Consent Form (students will keep one (1) Consent Form for their personal records) in the sealed envelope to the next scheduled class meeting.

Step 3: Procedure for Collecting Data

A) At some point during the next scheduled class meeting, please ask participants to return to you the completed EIPQ and one (1) completed Consent Form. Place the completed EIPQs and Consent Forms in the large Self-Addressed Stamped Envelope, seal the Envelope, and have the Envelope mailed back to the principal investigator.

PLEASE NOTE: Because of mailing weight restrictions, the U.S. Postal Service requires that the large SASE be taken to the local Post Office and physically given to a Postal Clerk for mailing.

If you have any questions about the data collection procedures or the study, please contact James Jackson at 256-324-1299 or 931-279-0833 or email at jamesjackson.counselor@gmail.com

Thank you very much for your participation!
APPENDIX M

RECRUITMENT SCRIPT
You are being asked to take part in a research study. The study is called "Study Exploring Professional Counselor Identity." The study is being conducted by James L. Jackson, Jr., a doctoral student in the program of Counselor Education and Supervision at the University of Alabama. The purpose of this study is to explore how the identities of students who are majoring in counseling may change from the beginning to the end of a graduate course in Counseling Theories. Specifically, James is interested in how the process of choosing a theoretical orientation may affect the identity statuses of the students taking the course.

You have been asked to be in this study because you are a graduate student majoring in counseling at a college or university which is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and you are taking your first counseling theories course.

If you agree to be in this study, you will answer questions outside of class on the Ego Identity Process Questionnaire (EIPQ) two times, once at the beginning of the semester and once at the end of the semester. You will complete the EIPQ outside of class each time you take it. It will take 45 minutes or less to listen to the instructions in class and complete the 32 items on the Ego Identity Process Questionnaire (EIPQ) outside of class. The first administration of the Ego Identity Process Questionnaire (EIPQ) will be to measure your levels of exploration and commitment before you learn about several counseling theories. The second administration of the Ego Identity Process Questionnaire (EIPQ) will be to measure your levels of exploration and commitment after you have learned about several counseling theories and have chosen a theoretical model. It will take 45 minutes or less each time the Ego Identity Process Questionnaire (EIPQ) is given, for a total of 90 minutes or less. When you complete the EIPQ outside of class, it is critical for the integrity of the study that you do not ask others to help you with your responses, and that you do not discuss the EIPQ with your peers. The investigator is only interested in your agreement or disagreement with each statement.

You will not be paid for being in the study. The main cost to you is the time you will spend listening to the instructions in class and then answering the questions on the Ego Identity Process Questionnaire (EIPQ) outside of class.

The main risk for you from participating in this study is that you will be asked to think about your personal beliefs about occupation, religion, politics, values, family, friendships, dating, and sex (gender) roles, which could potentially cause some mild psychological stress or discomfort.
If you agree to participate, you will be contributing to research which could result in exploring better strategies for teaching counseling theories coursework. There are no other benefits to you for being in the study.

If you decide not to participate, your decision will have no effect on your grades or relationship with the instructor. Being in this study is voluntary—it is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. If you stop, your data will not be included in the study.

The data collected in this study will be kept confidential. Once the data is collected it will be sealed in an envelope and mailed directly to the investigator, James L. Jackson, Jr. The data will be identified with identification numbers which will be the last four digits only of each participant’s social security number. The data will be kept in a locked filing cabinet in the personal home office of the investigator, James L. Jackson, Jr., located at 5230 Brodie Grove, Colorado Springs, Colorado 80919. As your instructor for this course, I will not have access to your data. No one will be able to recognize you in any reports or publications that result from this study.

The University of Alabama Institutional Review Board (a committee that looks out for the ethical treatment of people in research studies) will review study records from time to time. This is to be sure that participants in research studies are being treated fairly and that the study is being carried out as planned.

If you have questions about this study right now, please ask them. If you have questions about this study later on, please call the investigator James L. Jackson, Jr. at (256) 324-1299, or you may contact the investigator’s advisor, Dr. Allen Wilcoxon at (205) 348-7579. If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152.

If you agree to participate in this study, you will be given two copies of the Consent Form and one copy of the Ego Identity Process Questionnaire (EIPQ). You will read and sign one Consent Form and also have another person over the age of 18 sign as a witness, and you will keep the other copy of the Consent Form for your records. You will complete the EIPQ outside of class during the next week. At the beginning of class next week you will bring the completed EIPQ and the signed Consent Form and place these materials inside this plastic envelope. When everyone participating has turned in their materials, I will ask the last person placing their materials in the envelope to seal the envelope and I will mail it to James.

If you wish to participate in this study, please indicate this at this time by raising your hand and I will bring you the materials.
APPENDIX N:

E-MAIL REMINDER TO INSTRUCTORS FOR T2 EIPQ
Dear Dr._____________,

You should be receiving soon a packet containing the EIPQs for the students who completed the EIPQ at the beginning of the semester. At your convenience, students may now complete the second administration of the EIPQ. I have included a SASE for the return of the completed EIPQs. Thank you very much for your help.

Sincerely,

James L. Jackson, Jr.
APPENDIX O

DATA MANAGEMENT PLAN
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Measure(s)</th>
<th>Independent or Grouping Variable(s) (include levels of each variable)</th>
<th>Dependent Variable(s)</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EIPQ</td>
<td>Theories Exploration Score Course (Y, N)</td>
<td>Exploration Score</td>
<td>t-test for Matched Pairs</td>
</tr>
<tr>
<td>2</td>
<td>EIPQ</td>
<td>Theories Commitment Score Course (Y, N)</td>
<td>Commitment Score</td>
<td>t-test for Matched Pairs</td>
</tr>
<tr>
<td>3</td>
<td>EIPQ</td>
<td>Theories Identity Status Course (Y, N)</td>
<td>Identity Status</td>
<td>Symmetry Model</td>
</tr>
</tbody>
</table>
APPENDIX P

2001 CACREP STANDARDS SECTION K
K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession, including significant factors and events;
   b. professional roles, functions, and relationships with other human service providers;
   c. technological competence and computer literacy;
   d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
   e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
   f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
   g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
   h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:
   a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
   c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
d. counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

f. ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a. theories of individual and family development and transitions across the life-span;

b. theories of learning and personality development;

c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d. strategies for facilitating optimum development over the life-span; and

e. ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques that are relevant to career planning and decision making;
g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

i. ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and
g. ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:
   
a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;
f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

e. use of research to improve counseling effectiveness; and

f. ethical and legal considerations.