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Perspectives on Counselling Psychology

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Thesis submitted in fulfilment of the requirements for the degree Doctor of Philosophy

City University, London
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Finally I want to do something a little unconventional I think by expressing my sincere gratitude to an institution which has made this work possible: City University and in particular The Department of Psychology. The University, its staff and its culture have shaped this project and my professional development along with it. I am happy for its influence and look forward to a long and continuing association with it.

Declaration

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Malcolm C Cross

Abstract

Two hundred and eighty participants (113 Chartered Counselling Psychologists, 167 trainees in Counselling Psychology) took part in the project, conducted over 4 years, which aimed at explicating perspectives on what constitutes the discipline of Counselling Psychology.

A range of studies employing diverse methodologies are reported which contribute to the overall aim of the project. Research was conceptualised and executed within the constructivist framework and drew heavily upon the Kellian view of the person as co-participant in the research enterprise, capitalising on the human capacity to generate and reflect upon meaning.

The results of a series of studies contributing to this project gave rise to an evolving conceptualisation of what constitutes the phenomena of Counselling Psychology from the perspective of both trainees and independent practitioners. Counselling Psychology was described in terms of 5 broad conceptual categories: Counselling Psychologist Contribution; Psychological Theory / Model; Client Contribution; Ethical Codes and Practices; and The Therapeutic Relationship. Amongst the subsidiary findings of the project it was noted that trainees' anticipation of counselling psychology becomes more discriminating and stable with practice experience.

The findings of the project are expressed in terms of their implications for achieving the informed consent of consumers of counselling psychology services, the training and education of would-be counselling psychologists, and the monitoring and enhancement of quality standards and evaluation of practice.

Preamble

History and Biography: an orientation to the studies to follow.

In this section I aim to briefly provide an historical over view of the organisational context of counselling, counselling psychology and psychotherapy in the UK, a personal statement which accounts for how I found myself engaged in the following series of investigations, and a representation of the relationship between these investigations and their contribution to the overall project.

The organisational origins of Counselling, Counselling Psychology and Psychotherapy in the UK.

The formal acknowledgement of Counselling, Counselling Psychology and Psychotherapy as distinctive actives in the UK human services sector has typically been linked to the establishment peak professional bodies or umbrella associations. Counselling in the United Kingdom was raised to prominence with the establishment of the Standing Council for the Advancement of Counselling (SCAC) which was formed in 1971 (Lewis & Bor, 1998). This committee subsequently became the British Association for Counselling (BAC) in 1977 (McLeod, 1993). This association, as with those cited in relation

to counselling psychology and psychotherapy, is concerned with ethics and standards of training and practice. Aveline (1996,p.ix) makes the point that in addition to its regulatory function the BAC also has a 'larger concern with the field of counselling as a whole and its well-being in the same way that the individual counsellor has the well-being of this client at heart.' In June 1999 the BAC had 958 member organisations and 16,131 individual members, of which over 2600 are Accredited Counsellors (BAC, 1999).

The peak body for the registration and regulation of psychologists in the UK is the British Psychological Society (BPS). Prior to 1992 the BPS had not developed criteria whereby psychology graduates, with an approved undergraduate qualification in psychology, could demonstrate that they had competence in the psychology of counselling or Counselling Psychology, as it has now become known (BPS, 1998). Registration as a Chartered Psychologist was therefore not available to counselling psychologists, even though there was a growing awareness that counselling psychology was rapidly becoming an established branch of applied psychology concerned with the interplay between psychological principles and the counselling process (BPS, 1998).

To address this situation the BPS developed and approved a postgraduate Diploma in Counselling Psychology; the regulations and syllabus for which were published in 1992, with the first candidates able to sit the examination in 1993. Candidates who pass this Diploma become eligible for registration. For a transitional period, experienced counselling psychologists who were able to demonstrate that they possessed qualifications and experience that met or exceeded the requirements of the Diploma in Counselling Psychology, were granted 'Statement of Equivalence' to the Diploma and on that basis were entered on the register of Chartered Psychologists.

Soon after the establishment of the Diploma in Counselling Psychology several postgraduate courses in Counselling Psychology taught at institutions of higher education were evaluated by the Division of Counselling Psychology and deemed to provide training equivalent to part or all of the Diploma in Counselling Psychology. Successful completion of approved courses of study, plus the fulfilment of any remaining components to the Diploma, enabled graduates to gain registration as a Chartered Psychologist (BPS, 1998). In 1999 the BPS Division of Counselling Psychology was the second largest of the societies divisions with 1128 members of which over 350 were accredited or chartered Counselling Psychologists (Bor & Achillieoudes, 1999).

The British Confederation of Psychotherapists (BCP) had its inception in 1974 following the publication of the Foster Report in 1971, in which Sir John Foster recommended that there should be a Statutory Register of Psychotherapists. However, as a result of the diversity, and absence of agreement within the field, this has not yet been achieved (BCP, 1999). Thus today there is neither 'functional' regulation, i.e. over who can practice as a psychotherapist, nor 'indicative' regulation, i.e. over who may use any of the various titles (BCP, 1999). The BCP encompasses four modalities of psychoanalytic psychotherapy: Psychoanalysis; Analytical Psychology; Psychoanalytic Psychotherapy and Child Psychotherapy and presently represents 1060 individual member psychotherapists (BCP, 1999).

The BCP along with the United Kingdom Council for Psychotherapy (UKCP) form the umbrella bodies for the registration of the bulk of psychotherapists in the United Kingdom. The UKCP launched its first formal National Register of Psychotherapists in 1993. The UKCP is presently composed of eight sections that represent different modalities of psychotherapy: Analytical Psychology Section; Behavioural and Cognitive Psychotherapy Section; Experiential Constructivist Therapies Section; Family, Couple, Sexual and

Systemic Therapy Section; Humanistic and Integrative Psychotherapy Section; Hypno-Psychotherapy Section; Psychoanalytic and Psychodynamic Psychotherapy Section and Psychoanalytically-based Therapy with Children Section. In 1999 there were 78 Member Organisations divided across the eight subsections of the UKCP, covering over 4,300 individual psychotherapists.

A personal positional statement.

Having completed a Masters degree in Clinical Psychology in Australia, and held various posts in that capacity, I decided to travel to the UK to undertake study toward a PhD. My decision to do so was prompted by reasons of career advancement and the desire to have the option of combining both a practitioner and academic career if I so chose in the future. I saw myself as travelling to the UK, studying full-time and working part-time. I was in the country a short time before I recognised that this plan was not based on any realistic assessment of the cost of living in London. It soon became apparent that I would need to work full-time and study part-time. This very pragmatic decision had enormous implications for my course of study.

Having worked as a Clinical Psychologist in Australia and identified with that professional title I set about applying for clinical psychology posts while simultaneously making application to the Division of Clinical Psychology of the British Psychological Society for Statement of Equivalence in Clinical Psychology. Although I was successful in gaining a paid post as a Clinical Psychologist I was unsuccessful in achieving statement of equivalence in Clinical Psychology and therefore not chartered as a Clinical Psychologist in the UK. The essential grounds for my failure to achieve chartered status related to the emphasis in my training in counselling and group and individual psychotherapy and a lack of placements in areas defined as essential for UK graduates.

During the first year of my stay in the UK I enrolled in a PhD which was to focus on defining HIV counselling and secured a post as a Clinical Psychologist on a specialist HIV mental health team, providing assessment and psychological therapy to those affected by HIV. In the very early stages of my research it became apparent that before one could know what 'HIV-counselling' was one needed to establish what 'counselling' was. This interest was fuelled by the published and personal accounts, both disparate and overlapping, that I encountered relating to counselling, counselling psychology and psychotherapy. In addition, after one year in post, my contract was terminated because

of my failure to achieve chartered status as a Clinical Psychologist. Over that year I had also taken up a visiting lecturers post at City University and over the ensuing four years made a transition to full-time employment as a Lecturer in Counselling Psychology. Pivotal in this career evolution was the introduction to the domain of Counselling Psychology I received at City University, the largest provider of counselling psychology training in the UK. On learning much of the practice and teaching of counselling psychology, and gaining the award of Statement of Equivalence in Counselling Psychology from the British Psychological Society I developed a strong sense of 'coming home'; a recognition over time and through experience and practice that much of my training and work experience fitted within the domain of Counselling Psychology as I understood it then. Practising as a Counselling Psychologist, teaching others on accredited courses in Counselling Psychology and election to the executive of the British Psychological Society's Division of Counselling Psychology in the role of Honorary Membership Secretary exposed me to a multitude of perspectives on what Counselling Psychology was. My exposure to consumers, trainees and independent practitioners and the views they held of their role and the discipline stimulated me to think about and experiment with perspectives on how counselling psychology might be understood. The following series of papers chart this process of wanting to know more.

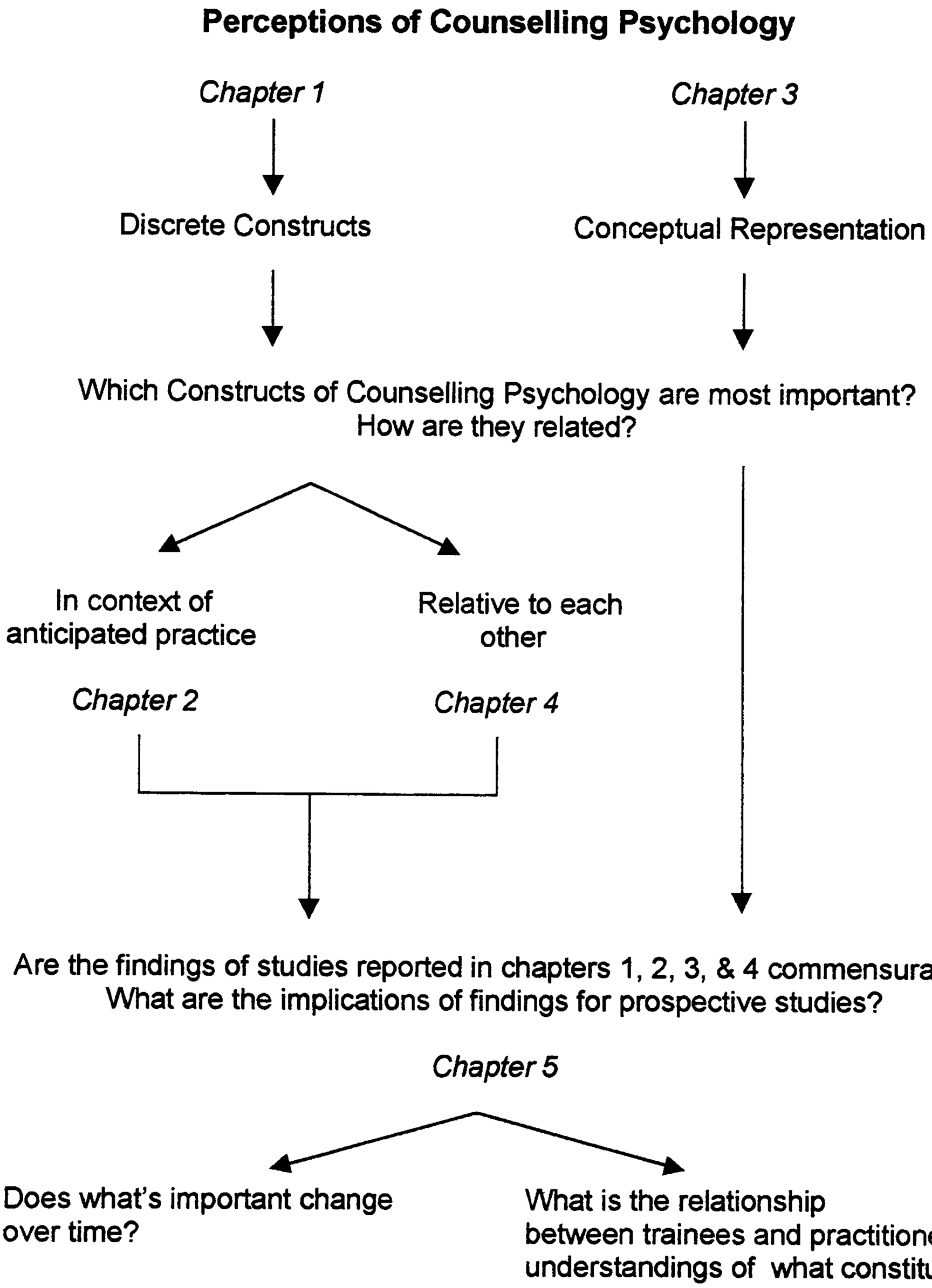
The relationship between chapters and their contribution to the overall project.

Figure 1. provides a representation of the progression of the overall project through an illustration of how individual studies relate to the aim of charting the perceptions of Counselling Psychology. Examination of the figure reveals that the studies reported in chapters 1 and 3 serve as the starting point for two streams of empirical investigation that are aimed at charting perceptions of Counselling Psychology. Chapters 2 and 4 build directly on the work conducted in chapter 1. These chapters share in common the aim of highlighting which elements of Counselling Psychology are perceived as most important, and seek to outline the relationships and linkages between the constituents of the phenomena.

It is planned to bring together the findings of chapters 1, 2, 3 and 4 in order to determine the implications for further empirical investigations. On the basis of the triangulation of results in chapter 5, protocols and methods will be developed and adapted in order to answer the questions raised in chapters 6 and 7. In particular chapter 6 will seek to establish whether what is perceived as important to an understanding of counselling psychology changes over time, while

chapter 7 will explore the contributions of independent practitioners on a conceptual model of counselling psychology generated by trainees.

Figure 1 Representation of the relationship between chapters and their contribution to the overall project.



Chapter 1

Classifying Constructs of Counselling Psychology.

1.1 Preface

1.1.1 Counselling Psychology or Psychological Counselling: fields of practice and domains of knowledge.

In undertaking the present project I was struck with the profound implications of what seemed to be a small question that played on my mind. In wanting to know more about how a group of trainees in Counselling Psychology understood their discipline, I wondered; should I ask participants what they think, feel, understand or imagine Counselling Psychology or Psychological Counselling to be? This seemingly frivolous dilemma of word order (counselling / psychology) led to some serious thinking about a distinct phenomena I had often described using either of those terms interchangeably (Counselling Psychology or Psychological Counselling). Counselling Psychology and Psychological Counselling are distinct and it is worth considering why this might be so.

Counselling is a practical activity. It is exercised across a range of fields. It is an institution (comprising rules and customs) and in certain circumstances it is also a set of specific practices, such as primary health care counselling or pre & post-HIV counselling. Practice however is also related to theory, although it is by no means exclusively the application of it, and so it is necessary to explore briefly the epistemological issues that emerge when fields of practice such as counselling are studied (Jarvis, 1997).

1.1.2 Practical knowledge, theoretical knowledge, activities and disciplines.

Practical knowledge is that knowledge that the practitioner has, either as a result of being taught or through learning on the job. Indeed some practical knowledge may be tacit, or merely reflect a matter of confidence that the skill performance is correct, and so no actual thought need go into why it is correct until such time as an action actually stops working or fails to meet its' objectives. Jarvis (1997,p.9) argues that this,

> ....practical knowledge is personal and resides in the practitioner, and it might not be systematically organised in the practitioner's mind. It is rather like everyday knowledge, that is the knowledge of how to live in everyday, ordinary life. In everyday life people

> do not think about how they are going to behave, for a great deal of behaviour in social life has been habitualised (p.9).

Jarvis (1997) makes the point that in everyday life we do not typically decide on which bit of philosophy, physics or ethics we are going to apply in a given situation. Indeed counselling may or may not be 'psychological' as practitioners may choose to ask themselves which bit of psychological knowledge they will apply in a given situation. Practical counselling knowledge is subjective, sometimes tacit, and a unique constellation of utilisable knowledge that often falls within the ambit of a range of disciplines (sometimes psychology). It is only independent in as much as it relates to fields of practice. 'Practical knowledge, therefore, is *knowledge how* to act - which is both conscious and tacit' (Jarvis, 1997,p.10).

Knowledge *how* must also involve a number of other aspects, for instance, in order to do something well practitioners need to know the alternatives, so that practical knowledge also includes *knowledge that*, and also *knowledge why* and *knowledge when*, etc. (Jarvis, 1997). This integrated, practical knowledge can be articulated and recorded and may in turn form the basis of theoretical knowledge. This may be particularly apparent where disciplines have grown out of practical activity.

It is possible to observe behaviour, research it and gather together a body of knowledge about the practice of counselling which might be called a body of counselling knowledge or knowledge about counselling. This body of knowledge can be systematised, recorded and taught to others; it is a body of theoretical knowledge (Jarvis, 1977). This body of theoretical knowledge of counselling is a unique mixture of knowledge that can be utilised in practice, and like practical knowledge it is frequently integrated, although it can be applied to a range of counselling settings. In a similar vein psychological counselling may most accurately be thought of as an *'activity'* as distinct from the *'discipline'* of Counselling Psychology.

In summary Counselling Psychology constitutes a discipline and therefore is represented by a body of theoretical knowledge. Counselling, including psychological counselling, by contrast may however be best considered as an activity or practice, constituted by practical knowledge, which may or may not draw on formal theory. Of direct relevance to the present project, as here we are primarily concerned with sampling and reporting upon practice within the discipline of Counselling Psychology, it was determined to ask our participants what they *thought, felt, imagined or experienced Counselling Psychology to be?*

1.2 Introduction

Profusion and vagary are descriptors that could justifiably be applied to popular and disparate notions of Counselling Psychology. Despite it's growing tradition and the development of Counselling Psychology as a legitimate and discrete branch of psychology, definitions of the applied phenomena are diffuse and at times contradictory (James & Plamer, 1996). The subject areas of Counselling and Psychotherapy enjoy seniority in formal structures that exceed that of Counselling Psychology by several decades. Time alone, however, does not appear sufficient to resolve issues of identity and define the parameters of knowledge and practice.

The absence of definitional clarity is not unique to Counselling Psychology. As Prochaska & Norcross (1994,p.5) reported in a discussion of psychotherapy; depending on one's theoretical orientation, the practice may be conceptualised as,

> ....interpersonal persuasion, psychosocial education, professionally coached self-change, behavioural technology, a form of reparenting, the purchase of friendship, a contemporary variant of shamanism, or in it's broadest sense, health care (p.5).

Those authors enthusiastically recounting the words of Perry London (1986) who was attributed with saying it was probably easier to

practice within the discipline than to explain or define it (cited in Prochaska & Norcross, 1994,p.5).

In the field of Counselling, Feltham (1995,p.6) suggested that, a failure to resolve this dilemma and the trend toward opting for 'seductively vague' definitions may be accounted for by the perpetuation of the myth that what counselling *is* - is axiomatic - and that questions which seek to clarify the phenomena are often dismissed as academic and frivolous. In addition, the confidential nature of the context in which much counselling takes place has also been blamed for further obscuring the definitive features of this practice (Feltham, 1995). A substantive definition of Counselling Psychology is however of paramount importance for a variety of reasons, not the least of which is the facilitation of the ethical sale and informed purchase of therapeutic services (Feltham, 1995; Dryden, 1996), the training of professionals (Watts & Bor, 1995), and as a foundation to the development of models of best practice (Thorne & Dryden, 1993).

Professional associations which transcend individual schools of thought in counselling psychology and psychotherapy have arguably contributed to the vagaries of existing definitions. Such organisations are charged with the responsibility of representing their members

whose individual practice will vary according to the implications of the model or theory to which they subscribe. As a consequence it is often the principles of practice reflected in meta-values, such as agreed ethical standards and guidelines, which form common links between practitioners. Such features are typically of a high level of abstraction and unlikely to be a suitable response to indignant pleas to know precisely what Counselling, Psychotherapy, or Counselling Psychology are.

The American Counseling Association (ACA) is reported as having no official definition of counselling (Feltham, 1995). In the domain of Counselling Psychology in the United States it is Division 17 of the American Psychological Association that represents Counselling Psychologists. This association provides a broad definition of what constitutes the phenomena of Counselling Psychology. The definition is characterised by an emphasis on the wide range of settings where counselling psychology may be take place while shedding little light on the specific practices or activities associated with the discipline. Indeed in their world wide web based promotion of the division they say,

> Counseling Psychology as a psychological speciality facilitates personal and interpersonal functioning across

the life span with a focus on emotional, social, vocational, educational, health-related, developmental and organizational concerns.

The speciality focuses on typical, as well as atypical or dysfunctional development as it applies to human experience from individual, family, group systems, and organisational perspectives.

Through integration of theory, research and practice, and with awareness and skills to work with diverse populations, this speciality encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives.

Counselling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders (http://www.div17.org/brochure.html) (p.1).

The British Psychological Society (BPS) defines Counselling Psychology through exclusion. The BPS appears to concern itself

more with distinguishing this branch of applied psychology from other approaches to the practice of counselling rather than elaborate what constitutes the phenomena. The Regulations and syllabus for the Diploma in Counselling Psychology (1998,p.1) describe the activity of counselling psychology as:

> ....concerned with the interplay between psychological principles and the counselling process and is developed by substantial reflection on practice and research. Its understandings derive both from formal psychological enquiry and from the interpersonal relationships between practitioner and the client (p.1)

> The implication here is that in Counselling Psychology, there is an emphasis on the systematic application of distinctively psychological understandings of the client and the counselling process' (BPS, 1998,p.1). Definitions like that offered by the BPS, while unlikely to misrepresent their constituent members, who by and large know what they are doing, will add little clarity to new trainees' or consumers' desire to know precisely what happens in the Counselling Psychology context. The search for definitional clarity in Counselling Psychology interestingly preceded formal acknowledgment of its existence as a discrete branch of applied psychology within the British Psychological Society (Barkham, 1990).

In a landmark publication James & Palmer (1996) sought to bring together a range of opinions on the identity of Counselling Psychology. This important collection of papers, rather than provide a single unified position, portrayed a rich diversity of opinion on topics including the challenges to distinguishing between counselling, counselling psychology and psychotherapy and the importance of role clarity in achieving the genuine informed consent of consumers. The latter topic will be dealt with in some detail in section 1.3.1. to follow.

The British Association for Counselling (1977,p.ii) goes some way towards providing a definitional framework which reflects, at least in part, constituent ingredients of the business of counselling when it suggests in it's invitation to membership that counselling could be understood as occurring,

> ....when a person, occupying regularly or temporarily the role of counsellor, offers and agrees explicitly to give time, attention and respect to another person, or persons, who will be temporarily in the role of the client. The task of counselling is to give the client an opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well-being. The counsellor provides a secure and facilitating atmosphere for this to occur (p.ii).

It is perhaps some combination of constituent elements of the therapeutic process and explicit reference to the distinctly psychological nature of Counselling Psychology which may offer a way forward in the struggle to define this relatively new domain.

Given the intertwining of transcultural, interdisciplinary and transtheoretical influences on counselling psychology, the task of resolving semantic ambiguity and reducing the implicative dilemmas associated with various definitional frameworks, may at times seem almost insurmountable. In a postscript to a text which brings together reflections of accomplished counsellors approaching this activity from backgrounds ranging from religion to ecology, and including philosophy, English literature, drama, education and social anthropology, Thorne & Dryden (1993) remind us that the task of marking out the common ground of counselling is far from a trifling academic luxury, but rather essential for optimal practice. Thorne & Dryden (1993,p.173) argue that,

> The mysteriousness of human beings and the complex challenges of human relating require that the widest possible range of human knowledge is brought to the theory and practice (p.173).

The idea that one can bring something unique, from their particular

academic tribe, to the business of counselling, suggests that there exists some common ground upon which to hold such an interdisciplinary gathering. It is the tacit common ground of Counselling Psychology that the present author seeks to chart. In order to achieve such a task consultations across a broad range of stake holders would be required. The present project is perhaps best conceptualised as one step towards this broad goal.

1.3 Rationale for a Substantive Definition.

1.3.1 Genuine Informed Consent.

There are at least 3 good reasons why we need to work toward a substantive definition of Counselling Psychology. These include; the practitioner's capacity to achieve genuine informed consent for treatment, the benchmarking of core components of training and the maintenance of quality standards in practice. Feltham (1995,p.6) has argued convincingly in relation to the field of counselling that one area in which it is critical to strive for an accurate and non-misleading definition is at the point of delivery;

> ....where counselling is sold and purchased, directly or indirectly. Consumers should not be misled as to what counselling is, what

it is based on, what it can and cannot achieve (p.6).

It is generally agreed that informed consent is a dimension of counselling practice which transcends the many models and contexts of counselling (Corey, 1986).

In relation to psychotherapy Holmes & Lindley (1991,p.152) suggest that perhaps with the exception of behaviour therapy;

> ....it is not generally possible to impose psychotherapy upon a completely unwilling subject, since therapy requires the co-operation of the patient. When someone agrees to have any form of psychotherapy, however, their agreement may be based on ignorance or a misunderstanding of what the therapy entails. Ensuring that consent to invasive or manipulative therapies is genuine and informed poses a serious moral dilemma for therapists (p.152).

As an ethical practitioner one does not practice deception and manipulation as an act of malevolence. Apparently subversive practices have however wide acceptance within many models of therapeutic practice. Holmes & Lindley (1991,p.151) recall that paradoxical techniques are '*prima facie* an assault on the patient's autonomy,' however they are by no means inconsistent with the

ultimate goal of the patient or client taking increased control in their lives. Here, seemingly unethical conduct is justified in part by its end and the supposition that the patient has, at least implicitly, given consent to the treatment. Consent to treatment and it's multitudinous implications rests on the a priori provision of an accurate and comprehensible definition of what is involved in treatment. It would appear that, in relation to Counselling Psychology, charting the territory of the discipline may be far from a frivolous academic luxury, it is perhaps an ethical imperative.

1.3.2 Implications for Training.

For those of us who train would-be Counselling Psychologists, we are all too familiar with our students' burning desire to know what Counselling Psychology *is*. As Watts & Bor (1995,p.32) earnestly remind us, we had better soon agree on what it is we are doing when we counsel,

> ....it is incumbent on all of us who teach counselling or supervise colleagues and trainees, and who seek to do so effectively and ethically, to begin to debate these issues and to provide guidelines for training and practice (p.32).

Guidelines for the training and practice of Counselling Psychology require the articulation of knowledge at a low level of abstraction.

One means by which this may be achieved is through the identification of the essential or definitive features of the phenomena. That is, a naming of the building blocks of professional practice and an elucidation of the links between these activities and theory.

1.3.3 Implications for Quality Standards & Evaluation.

The absence of a clear and meaningful definition of counselling psychology has implications for the maintenance of quality standards and evaluation of practice. 'All too frequently', Feltham, (1995,p.6) suggests in a discussion of counselling, 'it is not a service for which any measurements of satisfaction are offered', while in the context of primary care Watts & Bor (1995,p.32) petition that 'without a clear sense of the competencies of counselling, all research into the efficacy of this is potentially limited.' It by no means requires a large leap of imagination to recognise that the business of determining if something has taken place requires the elucidation of the object of inquiry. To know if something is done adequately, efficiently, expertly, safely or ethically we need to know what the thing is. It is to this effect, the identification of perspectives on the definitive features of Counselling Psychology, that the present project turns its attention.

1.4 Requirements of an Adequate Definition.

In order to evaluate the success or otherwise of this project, some standard or minimum criteria must be set for the adequacy of a definition of Counselling Psychology. From their integrative perspective on psychotherapy Prochaska & Norcross (1994,p.5-6) propose what they see as four necessary features of an acceptable definition. These include,

> First, the definition should operationalize the clinical phenomena in a relatively concrete manner. Second, it will be theoretically and, insofar as possible, semantically neutral. Third, it will eventually be consensual, subject to agreement and verification by psychotherapists of diverse persuasions. And fourth, [it] should be, for want of a better word, respectfully even handed. That is, it should treat theories equitably without sacrificing the integrity of any particular approach (p.5-6).

Those authors subsequently provide their working definition of Psychotherapy as,

> ....the informed and intentional application of clinical methods and interpersonal stances derived from established psychological principles for the purpose of assisting people to modify their behaviors, cognitions, emotions, and/or other personal characteristics in directions that the participants deem

desirable (Norcross, 1990,p.218, cited in Prochaska & Norcross, 1994,p.6).

Such a definition is arguably sufficiently inclusive, however it may not be sufficiently illuminating. Norcross (1990) goes some way toward clarifying uncertainty, but fails to identify the nuts and bolts of practice in terms of concrete and operationalisable features. It is a fine recipe in principle, however, the list of ingredients is conspicuously absent. Beyond the scope of the present project however is the task of distinguishing between Counselling and Psychotherapy or Clinical and Counselling Psychology (Bellamy, 1996; Kwiatkowski, 1996). Such a task would require each of these professional entities to have clear, unambiguous and mutually exclusive definitions of their respective domains. Institutions (such as professional associations) and individuals (see for example Fransella, 1995 and Dryden, 1990) differ significantly in their definitions within and between occupational groupings. The present project seeks to make some ground toward the eventual realisation of this goal through charting the perspectives of both trainees and accomplished practitioners in the domain of Counselling Psychology.

1.5 A Framework for the Adequate Study of Counselling Psychology.

Psychological investigations, regardless of their content, are structured by an intertwining of a given theoretical orientation and methodological protocol. Implicit in the various phenotypes of this meta-structure is a view of the individual. Kelly (1955) characterised the individual as a theoriser, whether their interests were broad or narrow. Each person, he suggested, created theories within which the events of life were understandable. In Kellian terms theorising is not restricted to scientific events but also encompasses the more personal and professional happenings of everyday life. Therefore, where a close attention to subjects' attitudes and outlook is required, the Psychology of Personal Constructs provides a comprehensive and eminently applicable model within which to conduct such a scientific inquiry. Personal Construct Psychology provides a framework with in which an ideographically sensitive and meaningful investigation counselling psychology may take place. The unit of which would necessarily be the personal construct, as opperationalised within the domain of counselling psychology.

Kelly (1955), described a construct as a way in which some things are construed as being alike and yet different from others. Landfield

(1971) elaborated this notion when he stated that 'the personal construct is not just an object, event, or group of objects and events, but rather it is defined by inclusion, exclusion, and antithesis' (p.11). A knowledge of an individual's personal construct system as it relates to counselling psychology, is a prerequisite for an adequate appreciation of the unique experience of that phenomena. Personal constructs are defined *by* the individual and define *for* that individual their experience of the world. The appreciation and assessment of an individual's construct system, as it relates to counselling psychology, is essential to an adequate understanding of that phenomena. Constructs operate as rules for classifying events by discerning similarities between them and by distinguishing members of one class from others through noting contrasts (Duck, 1973).

1.6 Aim

The aim of the project reported in this chapter is therefore to produce an inventory of concrete and transtheoretical constructs of counselling psychology based on the perception of a sample of trainees.

1.7 Method

1.7.1 Participants

42 participants at various levels of post-graduate training in counselling psychology took part in the present study. It is often a requirement of psychological research involving students that the researcher defend claims of sampling practices of convenience rather than relevance. Such investigators are required to account for, and resolve any, differences between the population of interest and their student sample. I want to offer quite a different rationale for enlisting trainees as co-participants within the present investigation. Counselling Psychologists-in-training are experts in the phenomena of interest. This expertise arises out of naive interest and the demands of training. Trainees are required to participate in counselling as both clients and counsellors, act it out in the form of role-play, observe others practising it, audio or video tape their practice, read about it,

write about it and reflect on it. Students of counselling psychology are practitioners in training and as such they are primed for, and by-and-large keen to, articulate their knowledge of the phenomena.

1.7.2 Procedure

Elicitation of the Constructs of Counselling Psychology

Participants were asked to indicate in writing what they thought, felt, imagined or had experienced counselling psychology to be. Responses were recorded complete with the first thing that participants thought of (in personal construct terms - the emergent pole of a construct) and its opposite (opposite pole). Constructs complete with their emergent and opposite poles were recorded on a protocol which provided space for up to 10 counselling psychology constructs.

Construct Classification Procedure

Constructs provided by participants were pooled and the resultant 366 constructs were classified into groups of conceptual similarity. Titles and definitions for each emerging category were developed. The classification system was expanded where original categories were vague and overly inclusive and collapsed or eliminated where categories held less than 4 constructs (i.e., less than 1%).

Inter-rater Reliability Analysis

The classification system was subject to an inter-rater reliability analysis where two independent trained raters classified the entire construct pool according to the definitional structure developed by the first author. The Cohen's coefficient was calculated and yielded a *K* statistic of 0.72, suggesting that the likelihood that this level of agreement occurred by chance was less than one in one hundred (.p.<0.001).

Category titles and definitions were revised subsequent to inter-rater feedback. This feedback related to ambiguity in title or definition and revisions were agreed at a subsequent meeting of the primary researcher and previously independent raters.

1.8 Results

28 construct categories arose from the original pool of counselling constructs. The emerging category titles are expressed in table 1. Counselling psychology construct titles, complete with definitions, appear in appendix A.

Table 1. Category titles of constructs used to define counselling psychology.

Time and Space	Real & Authentic
Hold in Safety	Creative Process
Attend	Client led Agenda
Trust	Believe & Validate
Acceptance	Join 'with'
Personal Growth	Benefit Client
Empathy	Advanced Verbal Communication
Humanism	Change Orientation
Emotions	Relationship
Interest	Hopeful Process
Active	Training & Knowledge (Coun. Psyc.)
Explore	Wisdom (Coun. Psyc.)
Support	Guidance (Coun. Psyc.)
Personal Agency / Responsibility	Personal Qualities (Coun. Psyc.)

1.9 Conclusion

Through attending to the formal and experiential knowledge base of our research co-participants, 28 categories were identified and articulated with which trainees made sense of the business of counselling psychology. A range of building blocks were arrived at and implicated in the understanding and execution of counselling. The project is however by no means complete. The relationship

between elements is not known, nor how their application varies across models and across different client populations. In terms of ultimately solving this puzzle however, some progress has been made toward this aim by ensuring that the set is relatively broad and comprehensive. Only with all the pieces of the jigsaw can the hope to produce a representation that approximates the intricate and historically illusive phenomena of Counselling Psychology be realised.

Chapter 2

Construing counselling psychology in context: an exploratory study of the hierarchical clustering of counselling psychology competencies across client groups.

2.1 Introduction

The present investigation is directed at exploring the way counselling psychologists in training construe their discipline in practice. As one means toward this exploratory end an instrument which operationalised a broad range of counselling competencies in the context of a diversity of client presentations was developed. Mindful of the importance of any instrument to be both portable and economical in terms of participant contribution, Kelly's (1996) Situational Resources Repertory Test was seen as a potentially viable way forward. This instrument allows the examiner to sample the participants allocation of resources across different situations. Kelly (1996) typically analysed results of this style of rep test visually and/or factorially. The following chapter charts the development of such an instrument presents some preliminary findings and concludes with a range of suggestions as to how this rather unwieldy grid may be refined in the light of the data collected.

2.2 The Development of an Instrument.

2.2.1 The Counselling Psychology in Context Grid.

In line with Kelly's (1996) Situational Resources Repertory Test, more commonly referred to as the Dependency Grid after Walker et al (1988), the Counselling in Context Grid required the development of a matrix composed of counselling psychology competencies (resources) and client presenting problems (situations). Our attention will first turn to the development of the sample of counselling psychology competencies or resources.

2.2.2 Representative Sample of Counselling Psychology Resources.

Counselling resources were developed through a construct classification procedure outlined in chapter 1. These trainees responded to a request to record a list of up to 10 things which they *'thought, felt, imagined or had experienced counselling psychology to be.'* Counselling Psychology constructs were subsequently allocated to groups of conceptual similarity. This procedure gave rise to 28 counselling psychology construct categories. Titles and definitions were developed for each categorical grouping and the replicability of this definitional framework was evaluated using inter-rater reliability

analysis based on the coding practices of two trained and independent raters. Cohen's coefficient of agreement (Cohen, 1960) was applied to determine if the level of agreement of raters was acceptable and significantly better than would be expected by change. Appendix A., summarises the 28 counselling psychology competencies or resources complete with titles and definitions.

2.2.3 Representative Sample of Presenting Problems.

In order to achieve a representative cross-section of client presentations a 2x3x4 matrix using the variables of gender (female / male), age (children & adolescence / earlier adulthood / later adulthood) and presenting problem context (medical / social / psycho-emotional / psychiatric) was developed. For each cell created by this matrix a presenting problem scenario was devised. Presenting problem scenarios were vetted by clinical experts (3) who were asked to determine if problems were sufficiently typical of the setting domain to warrant inclusion and if the details within each vignette were both plausible and internally consistent. The 24 client presentation vignettes may be seen in Appendix B. The setting domains or contexts of 'Social, Psychological, Medical and Psychiatric may be observed across the horizontal axis, while gender and age dimensions are reflected along the vertical axis (Appendix B.).

2.2.4 The Instrument.

The Dispersion of Counselling Psychology Competencies Grid was developed by combining the counselling psychology competencies on the horizontal axis and client presentations on the vertical axis. These variables provided a 28 by 24 matrix in which participants could indicate which counselling resources should be applied to particular clients. A binary response scale was used, where participants placed a tick if they thought a counselling resource was applicable to a particular client presentation.

2.2.5 Data Analysis & Model Building.

As an alternative to flatter model building procedures based upon clustering, De Boeck's (1986) Hierarchical Classes Analysis was utilised so as to enable the simultaneous consideration of the application of counselling psychology competencies to clinical problems by a number of counselling psychology trainees. A model of best fit was determined and reported for the entire subject pool using an approach based on set theory and developed by De Boeck (1986). Sewell et al (1996,p.87) provided a clear and comprehensible introduction to this statistical procedure,

> Unlike other hierarchical clustering methods, Hierarchical-classes modeling takes into account simultaneously both the

rows and columns of the data matrix. This feature makes hierarchical-classes modelling particularly appropriate for repertory grid analyses, given that the entire matrix is of interest (i.e., elements x constructs). Thus, abstractions derived from one set of vectors (e.g., constructs) cannot be divorced, conceptually or mathematically, from the vectors at a 90° angle (e.g., elements) (p.87).

A recent and significant development in this area of modeling research has been the launching of a three-way three-mode extension of the hierarchical classes model (Leenen, Van Mechelen, De Boeck & Rosenberg, 1997). The third mode referring to the data sets of individual judges. Leenen, Van Mechelen, De Boeck & Rosenberg (1997,p.3) describe the development of the three-way three-mode extension as motivated by,

> the need to model interindividual differences in the use of a common consensual hierarchical classes structure. In line with the two-way model, the three-way extension further represents the set-theoretical relations among the elements of each of the three modes. The new model is called the INDCLAS (individual differences hierarchical classes) model (p.3).

This advancement has enabled models of best fit to be developed based on prototypical rather than 'average grid' representations. In the case of the present research this procedure enables the development of a model of best fit based upon the distribution of counselling psychology resources across a range of client presenting problems for the entire participant pool.

2.2.6 Participants

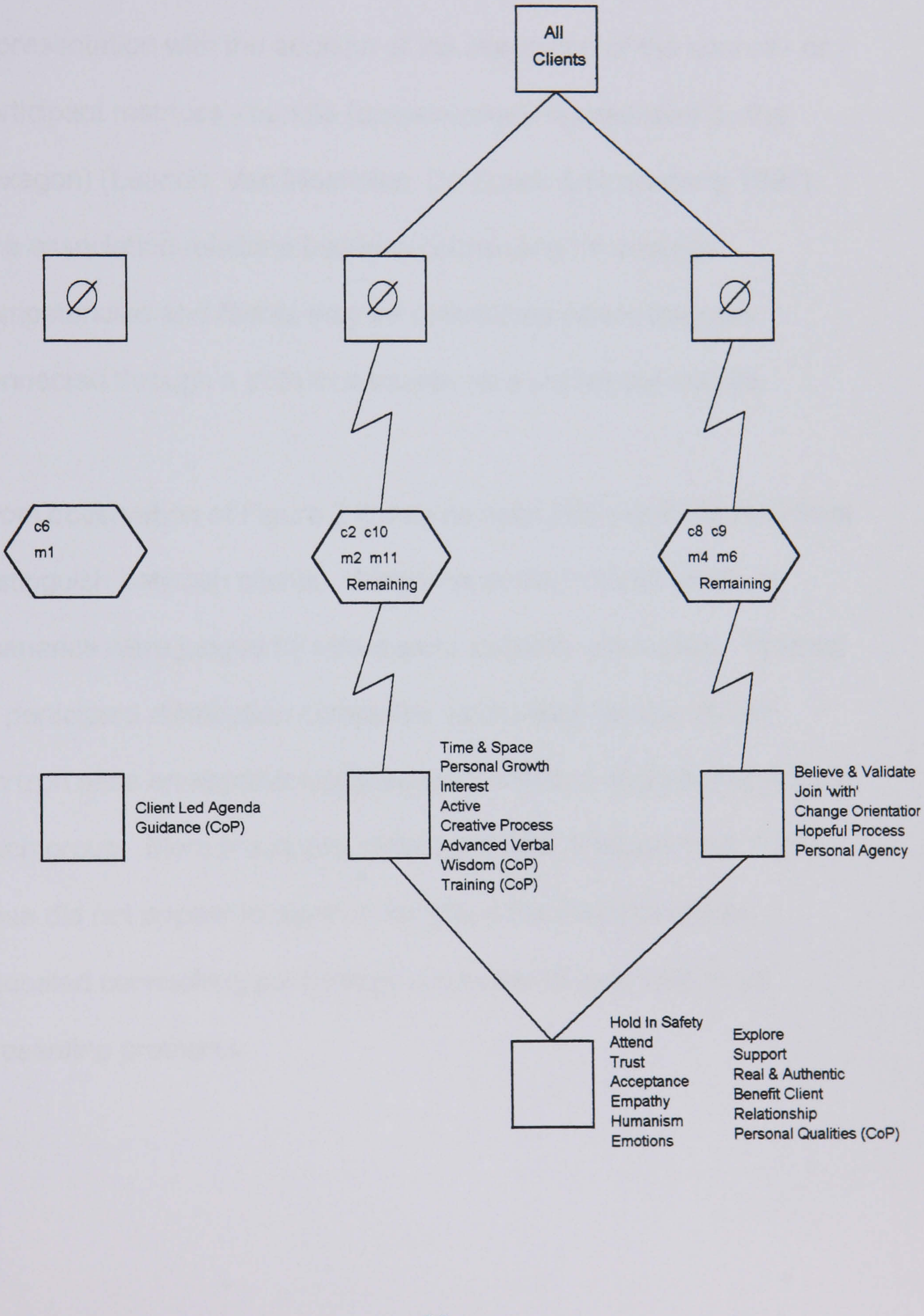
22 counselling psychology trainees took part in the present investigation. Participants were comprised of two groups undertaking post-graduate training at City University, London. Groups were differentiated on the bases of practitioner experience. Group 1 (10 - participants) comprised the 'theory only' group and were engaged in a foundation certificate course in counselling psychology. This group will be identified subsequently by the prefix 'c' before their unique identifier. Group 2 (12 - participants), the 'theory and practice' group were counselling psychology trainees who were engaged in study at a Masters level, requiring academic study, personal therapy, and supervised counselling practice. This group may be identified by the prefix 'm' before their unique identifying number.

2.3 Results

Figure 2. provides a graphic representation of the structural relations of the INDCLAS model. The format for graphic representations follows the conventions set out by De Boeck & Rosenberg (1988). The objects, or clients in this case, are drawn in the upper half and the attributes - counselling resources - in the lower half of the representation. The association relation can be read as follows: An object is associated with an attribute if they are connected with each other by a downward path of lines and a zigzag. Equivalent elements are enclosed by a box, which represents a class, and hierarchical relationships between classes are indicated by straight lines between the respective boxes. The attribute hierarchy – counselling psychology competencies - is to be read upside down. If a bundle pattern does not apply to an element, the corresponding class is empty. Empty classes are most often omitted from the graphic representation, unless the class is at the bottom of the hierarchy. The number of bottom classes equals the rank of the model. Elements that do not belong to any bundle, as in the counselling competencies *'Agenda'* and *'Counsellor Guidance,'* are drawn in a box that is not connected to the remainder of the structure. One minor breach of protocol in representational convention occurring in Figure 2. is the list of Counselling Psychology Resources printed outside the box or bundle. This has been done to enable the display of all members of

different sets. The resources listed should be understood to belong to bundles to the left of the text.

Figure 2. INDCLAS Model accounting for the distribution of counselling psychology resources across client presentations.



A unique feature of INDCLAS is that it gives a single overall graphic representation that combines the group structure and the source structure. INDCLAS figures include all the features of HICLAS representation with the addition of the integration of the source - or participant matrices - bundle (conventionally represented by the hexagon) (Leenen, Van Mechelen, De Boeck & Rosenberg 1997). The association relations between counselling psychology competencies and clients may be determined where they are connected through a path that travels via a participant bundle.

From observation of Figure 2 it may be seen that participants did not distinguish between clients. Within the present model all client scenarios were judged by raters as functionally equivalent. In terms of participant distribution across the model each bundle on the horizon sees an approximately equal distribution of participants from each group. More practically stated; practice or experience in this case did not appear to significantly affect the way individuals allocated counselling psychology resources to particular client presenting problems.

Participants of both groups did differentiate between counselling psychology resources. The representation in Figure 2 indicates that 13 counselling resources were used by all participants to apply to all client problems. These counselling psychology resources included;

- Hold in Safety
- Attend
- Trust
- Acceptance
- Empathy
- Humanism
- Emotions
- Explore
- Support
- Real & Authentic
- Benefit Client
- Relationship
- Personal Qualities (Counselling Psychologist)

In addition to these resources utilised by all participants the remaining resources were used differently by subgroups of participants; c2, c10, m2, m11 using the resources of;

- Time & Space
- Personal Growth
- Interest
- Active
- Creative Process
- Advanced Verbal
- Wisdom (Counselling Psychologist)
- Training (Counselling Psychologist)

While participants c8, c9, m4 and m6 utilised the resources of;

- Believe & Validate
- Join 'with'
- Change Orientation
- Hopeful Process
- Personal Agency.

The remaining participants (12) who are not individually identified in the model may be understood to have used all counselling resources in relation to all clients. Interestingly, two counselling resources; 'Client Led Agenda and Guidance (Counselling Psychologist) were not integrated into the model suggesting that

they were not typically utilised as part of the helping repertoire employed by participants. In addition, the unattached bundle of counselling psychologists, c6 and m1, failed to be adequately represented by this model and may be interpreted as anticipating their practice in a way which varies significantly from the majority of participants.

2.4 Discussion

The findings of the study reported in this chapter appear to justify at least three major conclusions which have significant bearing on our understanding of how participants anticipate their counselling psychology practice; Firstly, early or limited experience (as is the case with the theory and practice group) does not appear to significantly distinguish them from their 'theory only' colleagues in the way they allocate counselling psychology resources to client presenting problems. Secondly, counselling psychologists in training with and without practice experience do not appear to differentiate between clients. Despite the exhaustive attempts to provide client presenting vignettes which were plausible, internally consistent and varied systematically across a range problem domains and demographics, these clients were construed as functionally equivalent in terms of how one might provide the service of counselling psychology. While thirdly there appears to be a set of

'core competencies' which are applied by the majority of trainees to all client problems.

2.5 Implications for Future Research.

Although happy with the comprehensive nature of the instrument, developed, trialed and reported within this chapter, it clearly suffers from a major shortfall in terms of length and complexity. The grid required significant effort and time commitment from participants, in some cases taking up to 75 minutes to complete. Results from the present study suggest that little information was gained from the inclusion of such an extensive and elaborate range of client presentations. Successive adaptations of the Counselling Psychology Competencies Grid will utilise a sub-sample of the original situations in order to achieve better economy in participant demand.

In pursuing the theme of parsimony, savings in participant effort may be achieved through the culling of counselling psychology resources included in future grids. Such culling could conceivably take place on the basis of those counselling resources (13 in the case of the present grid) found in the most superordinate position of the INDCLAS model. It is important to note that the two competencies, *client led agenda* and *guidance* were applied differentially and these may be worthy of

inclusion for the purpose of contrast. Through the development of a relevant and efficient instrument we hope to broaden our sampling strategies to include cross-sectional and repeated measures data. This data lending itself to a range of analyses based on the process and content dimensions of the construction of counselling psychology in context.

Chapter 3

Talking up a model of Counselling Psychology

3.1 Introduction

As a doctoral student I live with the expectation that I should seek to answer intelligible questions using credible methods. Once, before now, I suspect things were a little more certain in terms of the 'question - answer' dimension of a doctoral readership. Broadly I am interested in the domain of Counselling Psychology. I am interested in a range of issues, not the least of which is sampling perceptions and seeking to report upon answers to the question; *What is Counselling Psychology?* The mode by which I have chosen to explore this question on this occasion is initiatory and reflects the collaborative stance, which I seek to imbue in all the work, reported in the present series of investigations.

Post-modern trends in thought have been attributed with the wide sweeping revision of a range of assumptions about the nature of truth (Kaval, 1994). Constructivists too are suspicious of singular and reified truths. These two positions however vary greatly in their treatment of the individual. The post-modern position is often summarised by Foucault's (1977) suggestion that discourse can circulate without any need for the author device. This position *re*-places truth, knowledge and power outside the individual, arguing

that they are far from the immutable qualities of human beings.

Constructivists and Kellian psychologists, like their post-structuralist colleagues, see sense as something to be made. These groups vary however in their emphasis on the site of production. Truth, knowledge and power for the Kellian does not exist apart from the individual, but rather is manufactured by individuals, usually but not exclusively, in relation with others. The philosophical underpinnings of the psychology of personal constructs rests on the assumption of human agency, particularly as it relates to the creation of knowledge. As Kelly (1996,p.15) states:

> Natural events themselves do not subordinate our constructions of them; we can look at them in any way we like. But, of course, if we wish to predict natural events accurately, we need to erect some kind of construction which will serve the purpose. But the events do not come around and tell us how to do the job - they just go about their business of being themselves. *The structure we erect is what rules us.* (p.14) [emphasis added]

Kelly (1996) further elaborates this notion when he suggests that ultimately we set the measure of our own freedom and our own bondage by the level at which we choose to establish our convictions (Kelly, 1996). In describing the human process of

construing and reconstruing in therapy, Kelly (1996) provides a perspective which is particularly relevant to a discussion which seeks to explore the relationship between trends in post-structuralist thought and constructivism.

> Therapy is concerned with setting up regnant personal constructs to give new freedom and new control to the client who has been caught in a vicelike grip of obsolescent constructs. (p.141)

Each person, suggests Kelly (1996), evolves a construct system with which to anticipate events. Each person is empowered therefore to interpret or make meaning and may subsequently revise these meanings.

3.2 A pertinent example of the interpretation of events.

The distinctions between post-structuralist thought and constructivism may be further elaborated through the use of a topical example. Let us turn our attention briefly to new technologies of communication and in particular electronic text.

There is a growing trend in the theorising of those writing about electronic writing to interpret new technologies as realising or instantiating the theoretical assertions of poststructuralism, postmodernism, or deconstruction (Grusin, 1996). Indeed as

Lanham (1993,p.130) suggests; 'it is hard not to think that, at the end of the day, electronic text will seem the natural fulfilment of much current literary theory, and resolve many of its' questions.' Authors like Landow (1996) see electronic technologies converging with the claims of poststructual theory, hypertext in such circles often touted as the embodiment of the Derridean text (Grusin, 1996). For contemporary literary theorists the recent events of technology are evidence for the viability of notions of decentred text. Electronic writing is prima facie support for the contention that knowledge exists outside the subject, and by implication, of an agency residing *in* technology.

Kellian psychologists take a somewhat different perspective. Electronic writing, facilitated through the medium of the world wide web, and in particular news groups and bulletin boards provide compelling evidence that knowledge threads grow with our capacity to respond to what is said in the knowledge context of all that has gone before and our anticipation of the future. We Kellians do not see the text talking to itself. Rather, we imagine others, as ourselves, making sense of the talk of another in the light of their own construct systems. As constructivists living in a post-modern era we say talk is important - but only as important as our capacity to apprehend and reflect upon it.

Constructivists see discourse as not necessarily, but typically co-created and have argued that this awareness has often been absent in attempts to formalise knowledge (Viney, 1987). Through talk, parties to social, therapeutic or research enterprises are able to validate or invalidate old meanings revise and generate new ones. Constructivists acknowledge that talk also involves discourse through time, where participants reflect upon their talk. Research modalities (including some constructivist attempts to know) rarely capture or profit from the human capacity to create, reflect upon and revise meaning. Viney (1987,p.32) described such methods as falling within a category of 'mutual orientation' and suggested that they were the rarest model of data collection used within psychological research.

The desire to maximise co-participation and reflexivity in the research process, embrace postmodernist calls for local, relevant and perspectival knowledge, while refusing to accept the 'necessary' disempowerment of the 'subject' led to the development of a new method applied to the interest domain of Counselling Psychology.

3.3 The Method

Two groups of post-graduate students in counselling psychology (group membership varied between 12 and 6 at various stages in the research process), at different levels of post-graduate study, were invited to participate in the present investigation. Participants were informed in great detail of the aims and protocol of the investigation, both in order to achieve their fully informed consent and to set the stage for what we aimed to be a uniquely transparent research endeavour. The data collection process is described in 3 stages.

3.3.1 Stage 1.

Groups 1 and 2 met separately. On meeting, each group was reminded that all conversations were to be recorded. Data collection was initiated by broadly asking participants to describe what they understood counselling psychology to be. Discussions were moderated by the first author in line with standard focus group practice (Krueger, 1988), (Stewart & Shamdasani, 1990), (Morgan, 1993). Groups 1 and 2 spoke for a period of approximately 45 minutes. The groups talk was recorded and transcribed.

Transcripts were later subjected to a thematic analysis and this initial classification led to the development of a conceptual framework for counselling psychology. Textual data was managed using the

Q.S.R. NUD.IST (Version 3) application which enabled the construction of a hypothetical model comprised of category titles and definitions clustered into groups of conceptual similarity and tied together through a series of hierarchical linkages.

3.3.2 Stage 2.

Individual copies of the transcript (from their respective focus group meeting), conceptual framework and abstract for the present study were posted to group members for consideration prior to their next meeting. Upon meeting, the group were asked to comment on: 1) the adequacy of the transcript for defining the phenomena of counselling psychology, 2) the validity of researcher interpretations and 3) the utility of the method for describing and or revising personal meaning and the creation of shared 'knowledge'. The groups response to recursive questioning became text which in turn was subjected to further analysis.

3.3.3 Stage 3.

Feedback from Groups 1 and 2 arising out of the second focus group meeting was integrated into the evolving theoretical framework and is described in detail in the results section of this paper.

3.4 Results

The results of the recursive process are summarised in Figures 3., 4. and 5., which correspond with Stages 1., 2., and 3., of the data collection process described in the method section. Of particular interest are changes (additions, deletions or re-placements) within the successive models which are highlighted by bold lines and enlarged text in figures 4. and 5.

Figure 3., represents the text driven model of counselling psychology arrived at through thematic analysis of the transcripts provided by the focused meeting of groups one and two. The tree graphic attempts to associate and operationalise definitional features present in the talk of trainees as they struggled to define counselling psychology. The structure contains 29 definitional nodes across 4 levels of association.

The tree structure originates from the counselling psychology root into two distinct branches; what counselling psychology is, and what it is not. Counselling psychology was described as *not* 'Friendship', 'Guidance', 'Conversation' or 'Doing for' clients. Instead counselling psychology was described as a dynamic activity, where the counselling psychologist and client were central. Both counselling psychologist and client related branches extend downward to give

rise to additional components of the counselling psychology process, as too do 'Ethics', 'Change' and 'Relationship', all first generation children of what counselling psychology *'is'*.

Figure 4. was arrived at subsequent to the revision of the text driven model (represented in Figure 3) following the second focus group meeting where participants reflected on the adequacy of the primary researcher's interpretation of their talk. For the purposes of charting the evolution of the model, additions, alterations and re-placements (the shifting of nodes and branches within the model) are highlighted by enlarging areas where change occurred. It may be noted that 'Colluding Reassurance' was added to the branch - counselling psychology 'Isn't'. 'Goals' was added to 'Activities', while 'Training' gave rise to the children 'Reading' and 'Supervision'. Other additions included the expectation that clients will 'Work outside' or between sessions and that the counselling psychology relationship had distinctly 'Supportive' qualities.

The revision of Figure 4., subsequent to focus group meeting two, has seen an increase in nodes from 29 to 33 across 4 levels of association. Figure 5., represents the revision of the model of counselling psychology, constructed from the feedback of participants following their reflection on the framework presented in

Figure 4. A number of changes are observable in the representation including a revision of the term 'Guidance' to 'Personal Advice', a suggestion made to avoid confusion with psycho-education. Two new children of 'Activity' were proposed, these being; 1) 'Scientist Practitioner', which enabled the subsequent addition of 'Assessment', establishing a 'Baseline' and 'Evaluation' of practice and 2) 'Stimulating Motivation.' A major change saw the introduction of 'Theory / Model' which participants felt was a highly significant feature of their understanding of counselling psychology. With the articulation of this branch several defining features of counselling psychology were re-placed under it as children. These were features primarily associated with training and involved 'Reading', 'Supervision' and 'Skills'. 'Confidentiality' was added as a child of 'Ethics', while the title for 'Relationship' was revised to 'Bounded Relationship' implying that it is a unique relationship existing within special limits.

The revisions leading to the development of the most current representation of counselling psychology see a structure falling across 4 levels of association and comprising 44 definitional nodes. This entire structure now may be observed to be enclosed within a frame designed to represent the social context within which counselling psychology takes place.

Figure 3. Representation of Counselling Psychology, Stage 1.

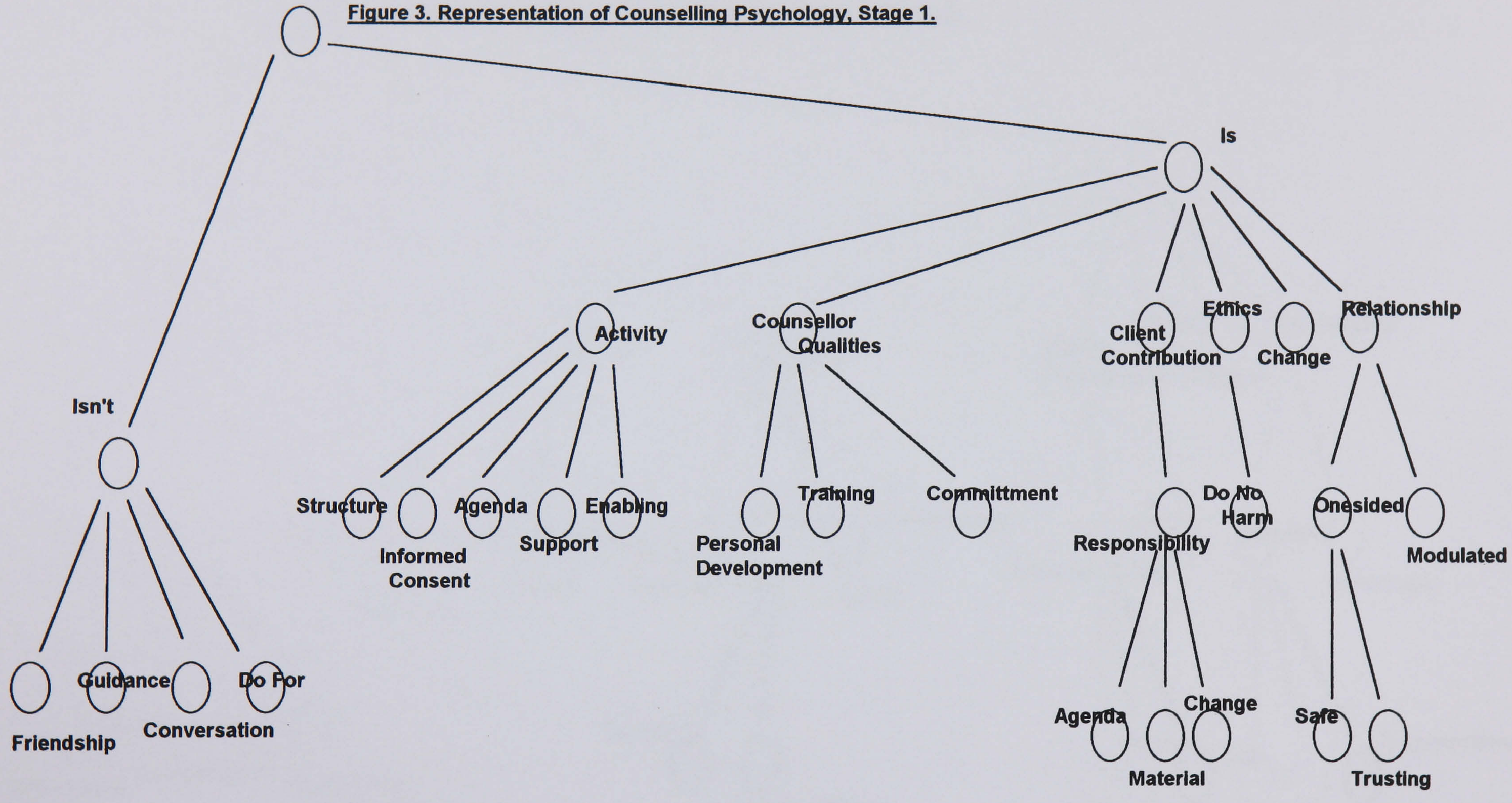


Figure 4. Representation of Counselling Psychology, Stage 2.

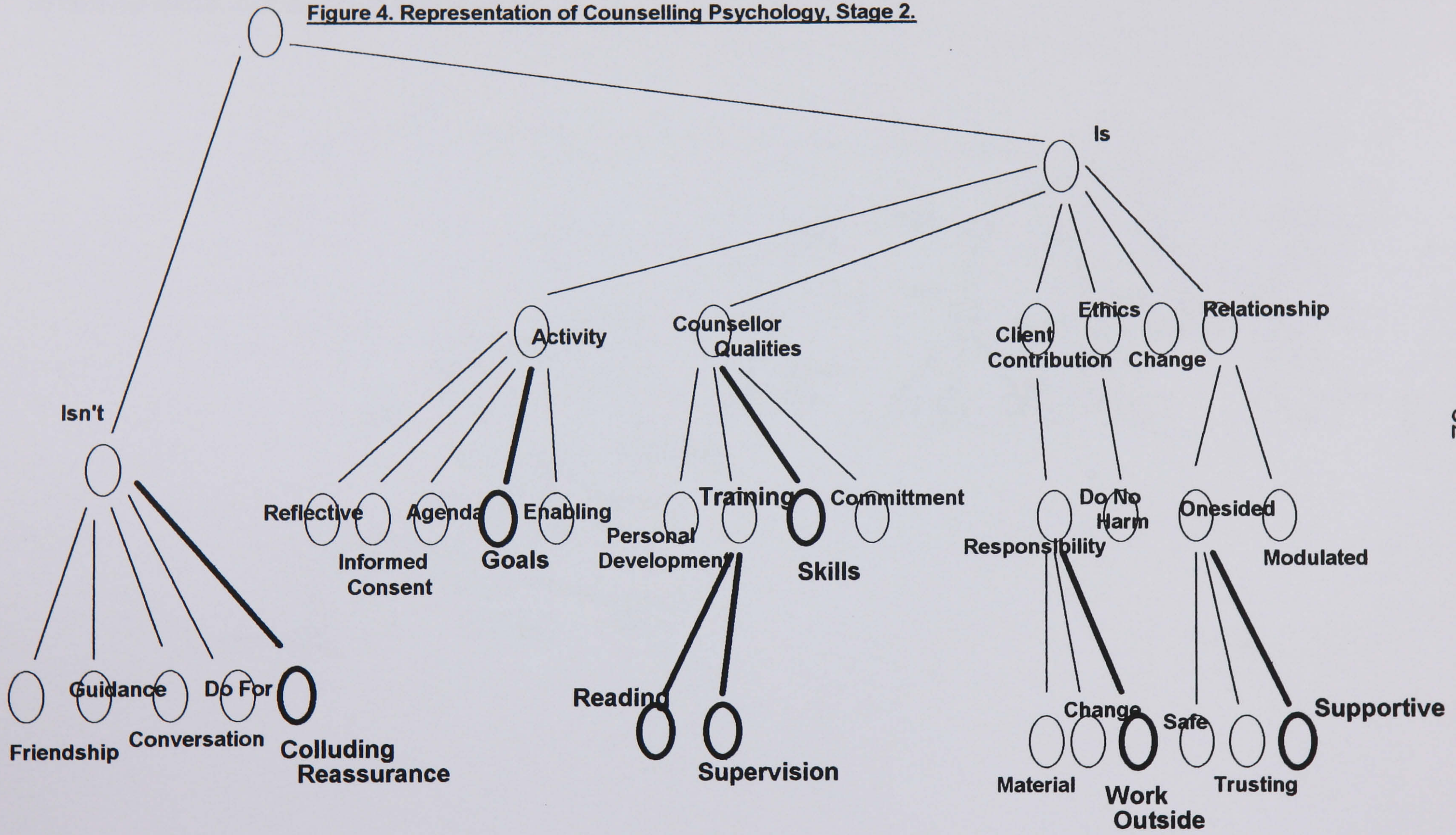
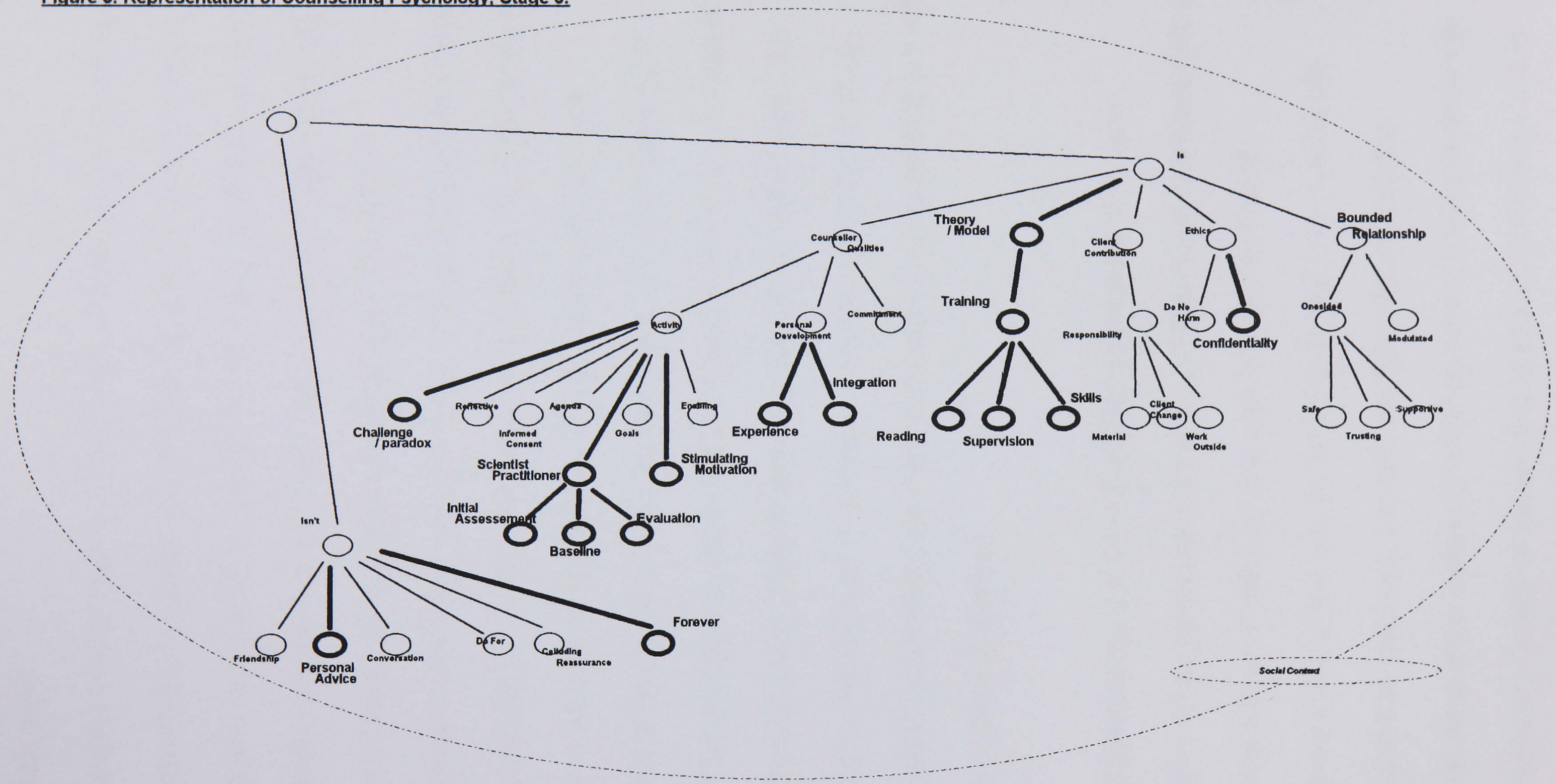


Figure 5. Representation of Counselling Psychology, Stage 3.



3.5 Conclusion

The findings of the project reported in this chapter have provided a snap shot of what is potentially an infinitely evolutionary process of knowing and re-knowing in the context of professional enculturation. Probably the single most striking finding has been the relatively late inclusion of elements seen by participants as essential or superordinate within their understanding of counselling psychology. The importance of 'Theory' and an acknowledgement of the 'Social Context' in which counselling psychology takes place provide examples of where elements fundamental to an understanding of counselling psychology were elicited relatively late in the process of model development. Only after the opportunity to reflect upon the adequacy of the framework articulated thus far were they able to identify what was missing for them in an adequate representation of the phenomena of interest.

Whilst championing the Constructivist perspective of mutual orientation, it has been argued that post-modernism (particularly the decentring notion of death-of-the-author) has resulted in disempowerment of the person and a potential loss of valuable contributions to localised, applied, perspectival knowledge. Research adopting a mutual orientating stance does acknowledge the evolutionary quality of personal and shared knowledge and is

thus poised to profit from the human capacity to generate, reflect upon and revise meaning.

Chapter 4

Deciding what's important: personal construct contributions to the dilemmas of empirical topiary.

4.1 Introduction.

The psychology of personal constructs as articulated by George Kelly (1955/1996) rests on a fundamental postulate supported by 11 corollaries. One such corollary is that dealing with the issue of ordinancy. Personal construct psychology predicts that some constructs are more important than others. In the words of Kelly (1996,p.39) the *Organisation Corollary* states that people; 'characteristically evolve, for [their] convenience in anticipating events, a construction system embracing ordinal relationships between constructs.' As Kelly (1996,p.39) goes on to say,

> ...not only do [people] differ in their constructions of events, but they also differ in the ways they organize their constructions of events. One [person] may resolve the conflicts between [their] anticipations by means of an ethical system. Another may resolve them in terms of self-preservation (p.39).

Both the examples provided allude to the role of ordinancy in helping us decide what is important. Although in the view of personal

construct psychology people share in common this process of ordinal organisation, their unique choices are determined by personal perspective.

'One construct may subsume another as one of its elements' (Kelly, 1996,p.40) and this proposition has great bearing on the struggles of the present project. In identifying the elements of counselling psychology in a comprehensive fashion in Chapter 1 we were able to generate a set of elements which had a breadth and diversity sufficient to represent participants unique understanding of what constituted this professional phenomena. The study reported in this chapter however was left with at least two dilemmas. Firstly, the element pool was too broad and unwieldy making the simultaneous contrasts and the mental manipulation of concepts extremely difficult, if not impossible. Secondly, the super set of 28 counselling elements is likely to contain subset relationships, with some elements more closely associated to particular others. Because the relationships between subset members is not known, the superset of 28 elements may present some sampling biases which later may confound interpretations of *what* is important *when* and to *whom*. For example, should a significant proportion of elements be implied by a single superordinant construct then the over representation of subordinate implications may confound later attempts to identify

variations in the definition and enactment of counselling psychology. Participants may see for example, *'empathy'* as essential to conveying *'support'*. In this case both empathy and support may be understood as constituting a common counselling psychology element. Although one is not explicitly stated the other implies it. In this hypothetical example the inclusion of these two elements may be seen as redundant and may compromise the validity of empirical efforts which may rely on reported frequencies of what is important to whom.

In addition to the methodological problems associated with an over representation in the sample of implications of particular elements of counselling psychology there is clear pragmatic advantage in identifying a reduced number of superordinate constructs of counselling psychology. If we can refine the pool of constructs we can overcome the problem of having large and unwieldy lists of elements and therefore make the experimental process of examining the relationship between the elements of counselling psychology and the variables of interest a much more economical one. Such economy is likely to positively impact on reliability as participants are more able to simultaneously deal with concepts and categories of interest. Indeed following extensive empirical evaluation of the relationship between matrix size and the stability of a range of

structural measures gained from [1]repertory grids Chetwynd-Tutton (1974) established that little was lost or gained from constructing matrices of greater than 11 or 12 rows and columns.

The work of George Kelly aside Dennis Hinkle's 1965 PhD dissertation is probably one of the most influential and oft quoted manuscripts in the personal construct literature to date. Commenting on the overall influence of George Kelly and his theory, Fay Fransella wrote of Hinkle's dissertation; 'This work had more exciting ideas in it than any I had read before or have read since' (Fransella, 1995,p.151-2). In his dissertation Hinkle took as his starting point Kelly's proposition that constructs had the quality of being organised in hierarchical systems. Indeed, in stating his formulation of personal construct theory as a theory of construct implication Hinkle (1965,p.2) said,

> ....this theory develops the idea that construct definitions must involve a statement of the location of a construct dimension in the context of a hierarchical network of construct implications [original emphasis] (p.2).

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[1]One aim of the present project is to identify a limited number of elements for the purpose of developing an abridged repertory grid.

Hinkle (1965) went on to identify and empirically validate three significant methodological innovations which today remain in high esteem. These included a method of eliciting superordinant constructs (Laddering), the Resistance to Slot Change Grid and the Implications Grid. Of particular relevance to the present project is Hinkle's Resistance to Slot Change Grid that will be outlined below.

The Resistance-to-change grid is made up of a series of exhaustive comparisons, where each construct is contrasted with every other (Fransella & Bannister, 1977). In every pairing participants are instructed to imagine that they are forced to move from their preferred pole of a construct to the non-preferred. So, as each two constructs are considered simultaneously the participant must decide (if they have to become something they do not want) which is the least noxious choice. Stated simply, of the two bipolar constructs considered, which is the most important to maintain (Hinkle, 1965). This process results in development of an index indicating how many times particular constructs resisted change. The total resistance to change score for each construct may be used to rank order constructs in terms of superordinacy relative to others in the set. It would appear that such a method may have significant applicability to the problem of pruning a large and unwieldy set of elements while managing to keep what is most important. Therefore

a variation of Hinkle's Resistance to Change Grid will be applied to the problem of isolating a subset of the most important elements of counselling psychology from the pool identified in Chapter 1.

4.2 Method

4.2.1 Participants

29 participants at various levels of postgraduate training in counselling psychology took part in this study. Practice experience within the group varied between no experience to over 6 years of professional practice. Participants indicated that a variety of theoretical models influenced their practice and these included; cognitive behavioural, integrative, person-centred, personal construct, psychodynamic and systemic.

4.2.2 Procedure

Participants were provided with an adapted resistance to change grid (see Appendix C) titled *'Elements of Counselling Psychology'* in which each element of counselling psychology (28) was contrasted with every other element (27) once. Figure 6. indicates the general layout of the grid and instruction given to participants. Participants were required to make 378 discriminations and took between 35

minutes and 90 minutes to complete the procedure. To minimise the problems associated with fatigue, participants were instructed to take regular breaks and informed that it was permissible to complete the grid in more than one sitting.

Figure 6. Illustration of the layout of the Resistance to Change Grid

ELEMENTS OF COUNSELLING

SOME IMPORTANT BACKGROUND INFORMATION

Practitioner Experience: _____***years*** _____***months***

Psychological Model used in your practice:

(e.g. CBT, Client Centred, etc..)

_____

Present Course of Study:

(e.g. MSc, Certificate, etc..)

_____

Place a tick over the element of counselling psychology that is the most important of each pair

Example

✓

Explore - Support

Indicates that 'Explore' is more important than 'Support'

4.3 Results.

The bulk of participants expressed frustration at the time, effort and concentration required to complete the task. Although the process was generally experienced as interesting and raised important dilemmas for some participants it was clear that this was a task they would not lightly consent to participate in again in the near future. Sincere appreciation was expressed for their effort and patience in completing the protocol. 28 protocols were analysed as described below. One Resistance to Change Grid was excluded from the analysis due to evidence of perseverative scoring response. On this protocol all ticks indicating the most important in the dyad occurred on the outer margin of the form in a highly uniform fashion, perhaps suggesting a failure to understand the instructions or potentially marking a more serious neurological disturbance. As protocols were anonymous it was impossible to clarify the origins of this response style with the participant concerned.

Data from individual grids was used to calculate resistance to change scores for each counselling psychology element. Resistance to change scores for each element were pooled providing a group resistance to change score. This score was converted into a rank ranging from 1, most resistant to change, to

28, least resistant to change. A summary of the results in terms of the rank order of elements of counselling psychology is provided below.

Rank Order of Elements of Counselling psychology

1	Personal Agency / Responsibility
2	Empathy
3	Relationship
4	Real & Authentic
5	Trust
6	Humanism
7	Acceptance
8	Wisdom (Counselling Psychologist)
9	Creative Process
10	Benefit Client
11	Personal Qualities (Counselling Psychologist)
12	Training & Knowledge (Counselling Psychologist)
13	Personal Growth
14	Support
15	Believe & Validate
16	Emotions
17	Client Led Agenda

18	Hopeful Process
19	Attend
20	Hold in Safety
21	Interest
22	Join 'With'
23	Explore
24	Change Orientation
25	Advanced Verbal Communication
26	Guidance (Counselling Psychologist)
27	Active
28	Time & Space

The top 12 ranking elements of counselling psychology indicated above were; *Personal Agency/Responsibility, Empathy, Relationship, Real & Authentic, Trust, Humanism, Acceptance, Wisdom (Counselling Psychologist), Creative Process, Benefit Client, Personal Qualities (Counselling Psychologist)* and *Training & Knowledge (Counselling Psychologist).* Notably these elements reference a range of personal and professional attributes of the counselling psychologist, suggest elements focusing on the nature and quality of the relationship, reinforce the belief that the process ultimately exists for the benefit of the client and include the suggestion that clients too share responsibility for the process of

change.

4.4 Discussion

Following a systematic comparison of the superset of 28 elements of counselling psychology by 28 participants a subset of 12 superordinate constructs were identified. This procedure offered a way forward in attempts to refine the focus of interest in the present study. In line with Kellian theory it is suggested that the 12 elements of counselling psychology identified are likely to imply many of the remaining subset. As a consequence the top ranked 12 are interpreted as a distillation of what can be understood as essential to an operational understanding of the phenomena of counselling psychology and will be carried forward in future empirical investigations of the phenomena.

As in all experimental procedures there is likely to be some degree of error variance that contributes to the results. Hinkle (1965) notes in a forced choice ranking task several factors will contribute to error variance. These factors arise where choice appears to be (i) equally un/desirable or (ii) logically incompatible. As a consequence he advises the conservative interpretation of results. In reviewing his

data however Hinkle (1965) does offer some consolation to the anxious researcher when he concluded that difficulties in choice probably occurred where elements came from highly similar factorial groupings. Thus suggesting that one may be guilty of pseudo-specificity or 'splitting hairs' in their desire to get it 'absolutely right.'

Chapter 5

Methodological Triangulation: A case study in counselling psychology research.

5.1 Introduction

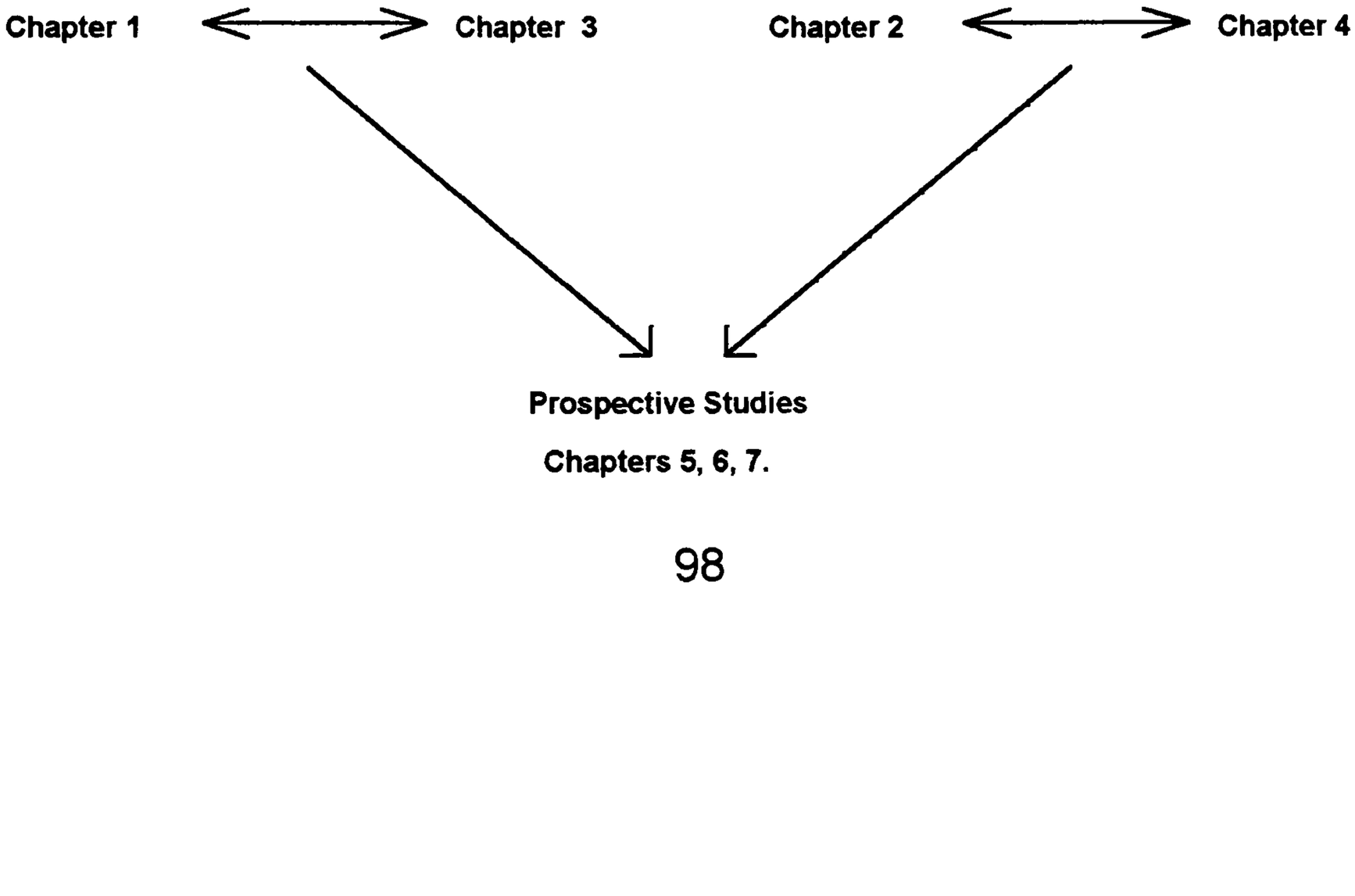
At its broadest, triangulation is essentially the process of re/viewing the phenomena of interest from different vantage points and is increasingly seen as the benchmark for demonstrating a commitment to thoroughness and rigor in contemporary psychological research (Banister, Burman, Parker, Taylor & Tindall, 1995). Triangulation may be achieved through systematically evaluating findings achieved through; the application of multiple methods (Brewer & Hunter, 1989); studies involving different participants or investigators, and or procedures generated through the application of different theoretical perspectives (Banister, Burman, Parker, Taylor & Tindall, 1995). Chapters 1, 2, 3 and 4, summarized within the present chapter represent four distinct approaches to the examination of the phenomena of counselling psychology through the eyes of trainees. Through a systematic examination of the relationship between findings a methodological case study highlighting the promise of triangulation in counselling psychology research will be outlined.

Through triangulation it is possible to profit from the use of combinations of methods, investigators, and participants (with their unique perspectives) in order to facilitate interpretations of enhanced validity. As Banister, Burman, Parker, Taylor & Tindall, (1995,p.145-6) point out,

> Exploration from a variety of sources using an appropriate combination of methods increases our confidence that it is not some peculiarity of source or method that has produced the findings. As you would expect, the particular combination(s) is driven by the issues of concern and the questions being asked.

Figure 7. summarises the process of triangulation, indicating which studies will be considered in relation to each other. In addition, the figure indicates the progressive and reflexive nature of the evaluative exercise, where conclusions lead to the revision and development of new instruments and insights.

Figure 7. Summary of the process of triangulation.



5.2 A Brief Summary of Chapters 1, 2, 3 and 4.

5.2.1 Chapter 1.

On defining counselling psychology

The study reported in Chapter 1 set out to produce an inventory of competencies or operational constructs of counselling psychology. This initial study aimed to identify constructs/competencies that would be sufficiently broad to accommodate the diversity of models or theories operating within the domain of counselling psychology. The explication of trans-theoretical competencies, it was hoped, would provide a language with which to further explore the phenomena of counselling psychology.

42 participants at various levels of post-graduate training in counselling psychology took part in this study. The group was comprised of individuals who possessed significantly different levels of professional experience (between 0 to 12 years) and identified as being influenced by a variety of theoretical orientations (including, Behavioural, Cognitive Behavioural, Constructivist, Existential, Gestalt, Psychoanalytic and Transpersonal).

Participants indicated in writing what they *thought*, *felt*, *imagined* or *had experienced* counselling psychology to be. 366 constructs were

provided by participants. These constructs were pooled and subsequently classified into groups of conceptual similarity. Titles and definitions for each emerging category were developed. The classification system was subjected to an inter-rater reliability analysis where two independent trained raters classified the entire construct pool according to the definitional structure. This procedure achieved 72% agreement (Cohen, 1960) when chance agreement was excluded.

The emerging 28 construct category titles were; Time & Space, Hold in Safety, Attend, Trust, Acceptance, Personal Growth, Empathy, Humanism, Emotions, Interest, Active, Explore, Support, Creative Process, Client led agenda, Believe & Validate, Join *"with"*, Benefit Client, Advanced Verbal Communication, Change orientation, Relationship, Hopeful Process, Personal Agency / Responsibility, Wisdom (Counselling Psychologist), Guidance (Counselling Psychologist), Personal Qualities (Counselling Psychologist), Real & Authentic (Counselling Psychologist), Training & Knowledge (Counselling Psychologist).

5.2.2 Chapter 2.

Construing Counselling psychology in Context.

Chapter 2 set out to explore whether the competencies of counselling psychology (identified in chapter 1) were applied differentially to clients with a range of unique presenting problems. 22 counselling psychology trainees took part in that investigation. Participants were comprised of two groups undertaking post-graduate training at City University, London. Groups were differentiated on the bases of practitioner experience. Group 1 (10 - participants) comprised the 'theory only' group and were engaged in a foundation certificate course in counselling psychology ('c'). Group 2 (12 - participants), the 'theory and practice' group were counselling psychology trainees who were engaged in study at a Masters level, requiring academic study, personal therapy, and supervised counselling psychology practice ('m'). A small number of participants in this study had taken part in previous investigations reported however this was not considered to be a significant threat to the validity of subsequent findings.

A 'Dispersion of Counselling Psychology Competencies Grid' was developed (after Kelly, 1955) by combining the counselling psychology competencies on the horizontal axis (identified in

chapter 1) and client presentations on the vertical axis. These variables provided a 28 by 24 matrix in which participants could indicate which counselling psychology resources should be applied to particular clients. A binary response scale was used, where participants placed a tick if they thought a counselling psychology resource was applicable to a particular client presentation.

To arrive at a broad cross-section of client presentations, a 2x3x4 matrix comprised of the variables of gender (female / male), age (children & adolescence / earlier adulthood / later adulthood) and presenting problem context (medical / social / psycho-emotional / psychiatric) was developed. For each cell created by this matrix a presenting problem scenario was devised. Presenting problem scenarios were vetted by clinical experts (3) who were asked to determine if problems were sufficiently typical of the setting domain to warrant inclusion and if the details within each vignette were both plausible and internally consistent.

Data Analysis & Model Building.

As an alternative to flatter model building procedures based upon clustering, Hierarchical Classes Analysis (specifically INDCLAS) was utilised so as to enable the simultaneous consideration of the application of counselling psychology competencies to clinical

problems by a number of counselling psychology trainees. A model of best fit was determined and reported for the entire subject pool using an approach based on set theory and developed by De Boeck (1986).

The findings of the study suggested that trainees did not distinguish between clients. Within the model generated all client scenarios were judged by participants as functionally equivalent. Practice or experience did not appear to significantly affect the way participants allocated counselling psychology resources to particular client presenting problems. A subset of 13 counselling psychology competencies were indicated to be relevant to the treatment of all clients by all participants. These competencies included; Hold in safety, Attend, Trust, Acceptance, Empathy, Humanism, Emotions, Explore, Support, Real & authentic, Benefit client, Relationship and Personal qualities (counselling psychologist). It is important to note that the two competencies, *client led agenda* and *guidance* were applied differentially and these may be worthy of inclusion for the purpose of contrast.

5.2.3 Chapter 3.

Talking up a model of Counselling Psychology.

Two groups of post-graduate students in counselling psychology (group membership varied between 12 and 6 at various stages in the research process), at different levels of post-graduate study, were invited to participate in this investigation. Participants were informed in detail of the aims and protocol of the investigation, both in order to achieve their fully informed consent and to set the stage for what was aimed to be a uniquely transparent research endeavour. The data collection process is described here in 3 stages.

Stage 1.

Groups 1 and 2 met separately. On meeting each group was reminded that all conversations were to be recorded. Data collection was initiated by broadly asking participants to describe what they understood counselling psychology to be. Discussions were moderated by the first author in line with accepted focus group practice (Krueger, 1988), (Stewart & Shamdasani, 1990), (Morgan, 1993). Groups 1 and 2 spoke for periods ranging from 35 to 55 minutes respectively. The groups' talk was recorded and transcribed. Transcripts were later subjected to a thematic analysis and this initial classification led to the development of a

representation of counselling psychology. Textual data was managed using the Q.S.R. NUD.IST (Version 3) application which enabled the construction of a hypothetical model comprised of category titles and definitions clustered into groups of conceptual similarity and tied together through a series of hierarchical linkages.

Stage 2.

Individual copies of the transcript (from their respective focus group meeting), conceptual framework and abstract for a proposed conference paper where the findings of this project would be presented were posted to group members prior to their next meeting for consideration. Upon meeting the group were asked to comment on; 1) the adequacy of the transcript for defining the phenomena of counselling psychology, 2) the validity of researcher interpretations and 3) the utility of the method for describing and or revising personal meaning and the creation of shared 'knowledge'. The groups response to recursive questioning became text which in turn was subjected to further analysis.

Stage 3.

Feedback from Groups 1 and 2 arising out of the second focus group meeting was integrated into the evolving representation. The revisions leading to the development of the stage 3 model of counselling psychology saw a structure falling across 4 levels of association and comprising 44 definitional nodes. This entire structure was enclosed within a frame designed to represent the social context in which counselling psychology takes place.

5.2.4 Chapter 4.

Deciding what's important

29 participants at various levels of post graduate training in counselling psychology took part in this study. Practice experience within the group varied between no counselling psychology experience to over 6 years of professional practice. Participants indicated that a variety of theoretical models influenced their practice and these included; Cognitive Behavioural, Integrative, Person-centred, Personal construct, Psychodynamic and Systemic.

Participants were provided with an adapted resistance to change grid (after Hinkle, 1965) titled *'Elements of Counselling Psychology'* in which each element of counselling psychology from study 1 (28)

was contrast with every other element (27) once. Participants were required to make 378 discriminations by indicating which element of each pair of counselling psychology competencies was most important. This process took between 35 minutes and 90 minutes to complete. To minimise the problems associated with fatigue participants were instructed to take regular breaks and informed that it was permissible to complete the grid in more than one sitting.

Following a systematic comparison of the superset of 28 competencies of counselling psychology by the 29 participants a subset of the 12 most important constructs were identified. It was concluded that this procedure offered a way toward in terms of refining the unwieldy list of 28 counselling psychology competencies. In line with Kellian theory it was suggested that the 12 elements of counselling psychology identified were likely to imply many of the subset eliminated through the application of the procedure. As such, the top ranked 12 were interpreted as a distillation of what may be understood as essential to an operational understanding of the phenomena of counselling psychology, suggesting that they should be carried forward in future empirical investigations of the phenomena.

5.3 Triangulation in action.

Chapters 1 & 3 share in common, as the starting point of their research endeavors, a stance of circumspection. In both these studies participants were encouraged to name, what were for them, the defining features of counselling psychology. In chapter 1 a broad range of counselling psychology constructs were elicited and classified to arrive at a list of 28 categories complete with titles and definitions. Chapter 3 reported an attempt to build a representation of counselling psychology from the talk and reflective processes of trainees with various levels of experience. This procedure resulted in the construction of a definitional model that fell across 5 levels of association and comprised a total of 44 definitional nodes. In order to triangulate the results of chapters 1 and 3 a criteria of [2]commensurability was required. The researcher must, a priori, explicate the nature of the relationship between the findings of interest (in this case, chapters 1 and 3) and accurately predict the

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[2]Demonstrable state of relationship (ordinancy, integration or otherwise) according to a criterion generated from logical extrapolation of stated arguments or research findings. Criterions of commensurability should be generated a priori and stated explicitly in the form of hypotheses open to empirical evaluation.

effect(s) of mapping one over the other.

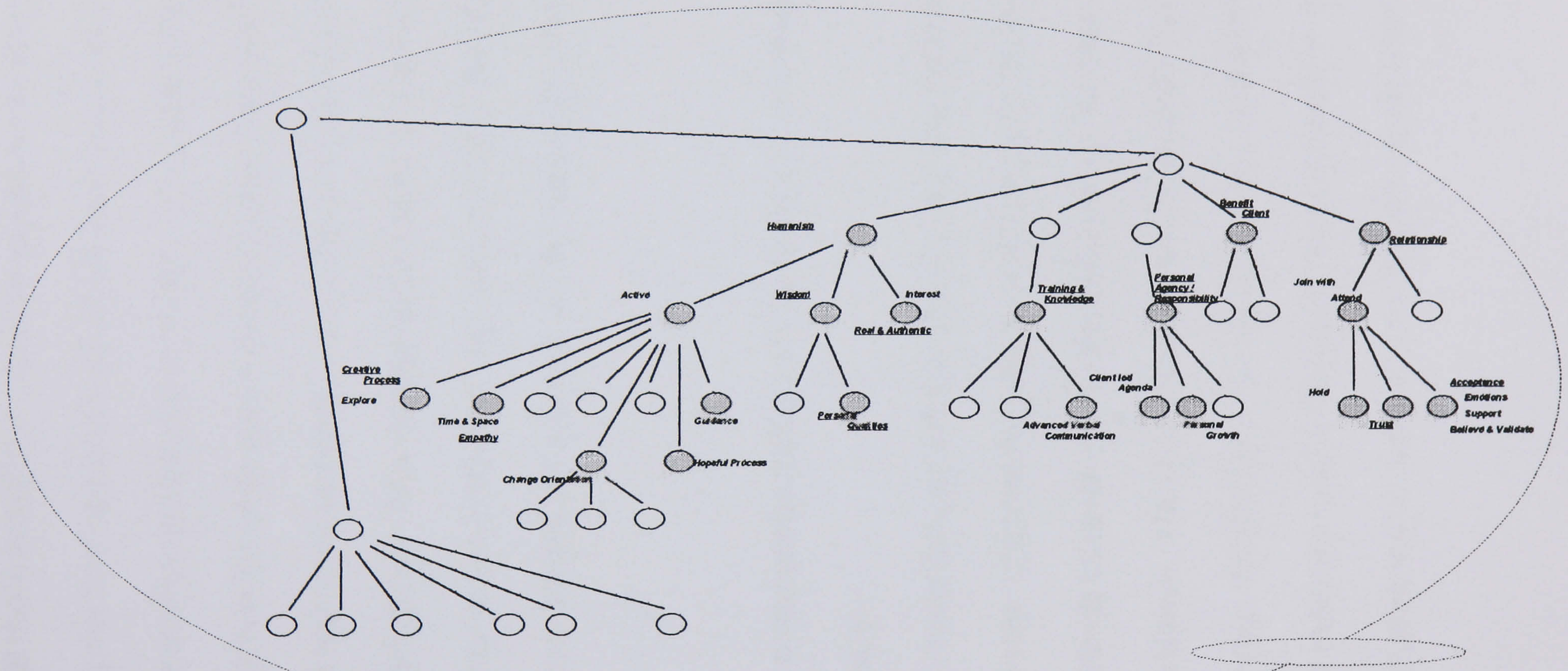
5.4 Proposed commensurability of the findings of Chapters 1 and 3.

Chapter 1. and Chapter 3. are based on independent empirical procedures. Chapter 1. culminated in a broad inventory of elements involved in the process of counselling psychology. Chapter 3 proposed a representation of counselling psychology. If the conclusions of both empirical procedures are valid it would be reasonable to expect that the elements of counselling psychology (as reported in chapter 1) would be classifiable according to the representation of counselling psychology as proposed in chapter 3.

Figure 8., charts the results of the mapping of the 28 elements of counselling psychology identified in chapter 1 onto the model of counselling psychology developed in chapter 3. All 28 elements of counselling psychology were allocated to categories across the representation. Nodes within the model have been shaded to illustrate the distribution across the model and the titles of counselling psychology elements printed adjacent to the node under which it was classified. Inspection of Figure 8. reveals that the elements of counselling psychology were indeed distributed across

the branch of the representation elaborating what counselling psychology *is*. As predicted, no elements of counselling psychology were classified under the branch of the model dealing with what counselling psychology *'is not.'* Of interest is the high concentration of elements classified under the node 'Relationship.' In fact greater than 28%, (8 of the 28) elements of counselling psychology (*Relationship, Join with, Attend, Hold in Safety, Trust, Acceptance, Emotions, Support and Believe and Validate*) were subsumed by this subordinate, 3rd level node.

Figure 8. 28 Elements of Counselling Psychology Mapped over Representation of Counselling Psychology.



As a result of triangulation of the findings reported in chapters 1 and 3 it is proposed that there is sufficient commensurability to allow continued acceptance of prior findings and support for their inclusion in subsequent theorising and experimentation. Of special note is the increasing evidence for what was a cursory hypothesis that the original inventory of 28 elements appears to unevenly mark the territory of counselling psychology. This finding adds weight to the importance of efforts to not only refine in number, but also attend to the distribution of empirical markers across the practice of counselling psychology.

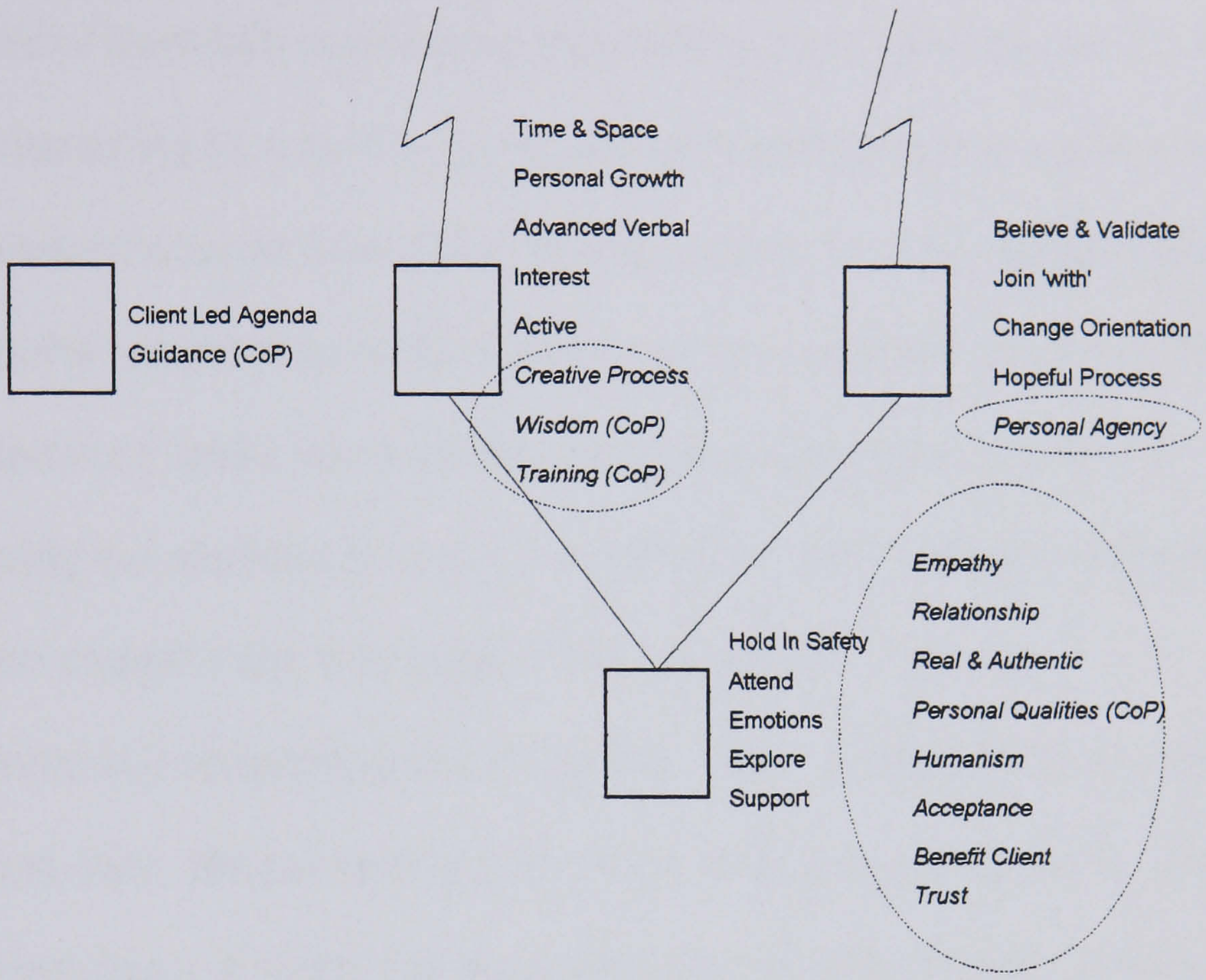
5.5 Proposed commensurability of the findings reported in chapters 2 and 4.

Chapters 2 & 4 have concerned themselves with the identification of a subset of elements fundamental and superordinate to counselling psychology utilizing adaptations of the hierarchical-classes modeling procedure (De Boeck, 1986) and Resistance to Change Grid (Hinkle, 1965) respectively. Evidence of concordance or overlap in the findings from these two methods would increase the confidence in the development of new instruments to further explore the phenomena of interest.

Figure 9. provides a summary of findings from chapters 2 and 4 as they relate to the positioning within the INDCLAS model and rankings subsequent to the resistance to change procedure of the elements of counselling psychology. Within the existing INDCLAS Model the 'top 12' elements of counselling psychology as determined by the resistance to change procedure are indicated through enclosure within dotted ellipses. Element titles of those belonging to the superordinate set of 'top 12' are printed in italic text. From inspection of this it is apparent that 8 of the 'top 12' (66.6%) are present in most superordinate box of the model, thus suggesting that the distribution of superordinate elements of counselling psychology is unlikely to have occurred randomly across the four possible categories identified within the INDCLAS model.

The findings of chapters 2 and 4 have been compared and contrasted suggesting that there does exist significant overlap in terms of what is perceived as most important or superordinate to the practice of counselling psychology. The task then became one of identifying how trends of ordinancy might be manifest within the representation proposed in chapter 3.

Figure 9. Lower section of the INDCLAS Model indicating the distribution of the 'top 12' elements of counselling across groupings.



For the continued viability of the representation of counselling psychology the 'top 12' elements of chapter 4 should be distributed across the representation so that all branches are opperationalised. Reviewing the findings of triangulation between findings reported in chapters 1 & 3 and 2 & 4 together provide an opportunity to examine how those elements of counselling psychology, identified as superordinate (i.e. 'top 12') are distributed over the structural model.

Figure 8. illustrates the distribution of counselling psychology 'top 12' across the structural model. Elements constituting the 'top 12' are underlined. Inspection of the figure reveals that all branches under the counselling psychology *'is'* node is operationalised, thus ensuring a spread of identified counselling psychology resources across the model. It is interesting to note that although counselling psychology elements have been reduced from 28 to 12 the proportion of elements coded under the relationship node remain over represented. Originally 8 of the 28 elements (28%) were coded under the relationship node. By reducing the element pool to 12 we find that 3 of 12 (25%) elements remain coded under this node. This constitutes a reduction in proportional representation of only 3%. This finding is of particular interest given the preceding discussion regarding the possible over representation of relational elements prior to hierarchically culling the broad list of 28 counselling psychology elements. It may indeed be conceivable that rather than over represent the importance of 'relationship' to counselling psychology the relatively large proportion of elements related to this definitional node reflects the complex and multifaceted nature of this core component.

5.6 Return to the Counselling psychology in Context Grid.

Chapter 2 concluded with an acknowledgment that the utility of the

Counselling psychology in Context Grid suffered from the major shortfall of being too large, unwieldy and complex. It was suggested that successive adaptations of the grid should utilize a sub-sample of both the elements of counselling psychology and situations. Through a triangulation of the findings of chapters 1, 2, 3 & 4 evidence for the validity of the 'top 12' sub-set of elements of counselling psychology was elicited. It is therefore concluded that this parsimonious list of elements most important to the process of counselling psychology may provide a valuable way forward in future 'grid' based studies of counselling psychology.

The task of identifying an appropriate subset of situations or client presentations is somewhat less complex given that there was evidence that they were construed by participants as functionally equivalent when completing the pilot grid (chapter 2). Decisions relating to the downsizing of the super-set of 24 situations may therefore be taken on the basis of determining a desired number of situations and ensuring that this subset represents a cross-section of client presentations. The variables of interest considered in constructing the initial superset included the client characteristics of sex (female/male), age (children & adolescents, earlier adulthood and later adulthood) and presenting problem context (medical, social, psycho-emotional, psychiatric). The combination of these characteristics resulted in the construction of a

2x3x4 matrix which required 24 case presentations to represent each of the cells generated. Some compromise in exhaustive representation is required if case presentations are to be reduced. A maximum number of case presentations will be set at 14 following the work of Chetwynd-Tutton (1974) and Walker (1997). The even distribution of characteristics (age, sex, problem context) will be achieved through the random selection of case vignettes and adjustment of client demographics as necessary.

The revised Counselling psychology in Context Grid, as arrived at through the processes of triangulation discussed thus far, may be seen in figure 10. The grid is composed of the 'top 12' elements of counselling psychology plus 2 elements of contrast along the horizontal axes and the 14 case vignettes in the vertical axes. Two elements of contrast were added to the grid as they were elements excluded from the INDCLAS model and therefore unlikely to be utilised in a homogenous way. This inclusion was initiated as a safe guard against preseverative response style. It is proposed that the grid, arrived at principally through the processes of triangulation, will be utilised in further investigations into the phenomena of counselling psychology.

Figure 10. Counselling Psychology in Context Grid

The Grid is composed of client presentations across the top and counselling activities along the side. You task is to determine to what extent you think each counselling activity is appropriate with each client.

Using a rating between **7 & 1** indicate the importance of each counselling activity to client problems where;

7 represents MOST IMPORTANT

1 represents NOT IMPORTANT

	42 y.o. male with history of spouse abuse - wants help with anger control	26 y.o. female, multi-drug user referred by court for counselling	31 y.o. female political refugee who is experiencing significant problems of adjustment	28 y.o. male with schizophrenia, hearing distressing voices of a derogatory nature	36 y.o. female expressing suicidal ideation (presents with a history of self-harming behaviour)	71 y.o. male referred because of notable reluctance to eat or drink	58 y.o. male facing redundancy - struggling with issues of meaning and purpose without work	17 y.o. female with low self-esteem related to obesity	57 y.o. male with severe and unresolving grief two years after the sudden death of his wife	9 y.o. female preparing for a below knee amputation due to inoperable bone cancer	66 y.o. female with panic attacks (onset when given date for hip replacement operation)	29 y.o. HIV positive gay male recently diagnosed with first AIDS defining illness	15 y.o. male with discipline problems - refusing to take directives from female teachers	58 y.o. female with suspected early onset dementia	
Counsellor promoting Responsibility & Personal Agency in the client is Important															Counsellor promoting Responsibility & Personal Agency in the client is NOT Important
Counsellor conveying Empathy to the Client is Important															Counsellor conveying Empathy to the Client is NOT Important
Relationship between Counsellor / Client is Important															Relationship between Counsellor / Client is NOT Important
Counsellor's Realness & Authenticity is Important															Counsellor's Realness & Authenticity is NOT Important
Trust between Counsellor & Client is Important															Trust between Counsellor & Client is NOT Important
Counsellor Support is Important															Counsellor Support is NOT Important
Counsellor Warmth & Caring is Important															Counsellor Warmth & Caring is NOT Important
Counsellor Acceptance is Important															Counsellor Acceptance is NOT Important
Counsellor Wisdom is Important															Counsellor Wisdom is NOT Important
Counsellor's Creativity is Important															Counsellor's Creativity is NOT Important
Counsellor Training & Knowledge is Important															Counsellor Training & Knowledge is NOT Important
Counsellor's Belief & Validation of the Client's Story is Important															Counsellor's Belief & Validation of the Client's Story is NOT Important
A Client Led Agenda is Important															A Client Led Agenda is NOT Important
Counsellor Guidance is Important															Counsellor Guidance is NOT Important

Chapter 6

The Dispersion of Counselling Psychology resources across different client presentations: how trainees anticipate helping.

6.1 Introduction.

The notion of transience is not new to psychology – trait and state approaches to understanding people build upon the notion of qualities as either fixed or in flux. If one is interested in sampling the perceptions of what constitutes the activities associated with Counselling Psychology practice it will be important to see if these views change over time or systematically across the informant characteristic of experience of practice. Is counselling psychology a blanket that is applied uniformly across all client presentations and are participant perceptions of the discipline resistant to change over time? The answers to such questions have significant implications for the interpretation and 'shelf-life' of findings related to informants' perceptions of Counselling Psychology. The following chapter sets out to explore just such questions, utilising the measurement tool developed from work reported in the proceeding chapters and capitalising on new approaches to data analysis (Bell, 1998).

6.2 Information-based measures of the dispersion of counselling psychology resources across various client presentations.

The utilisation of counselling psychology resources across a variety of client presentations and an assessment of whether these 'treatment' choices change over time may provide some indication of how fixed participants' operational view of the discipline is. Essentially this problem may be understood as arising from a desire to know about the distribution of resources (one set of data) across client presentations (second set of data). Such problems, relating to the relationship between two set data, are common in psychology and the natural sciences and in particular much work has been done to develop appropriate statistical measures to manage such a problem (Bell, 1998).

As Bell (1998) points out Walker (Walker et al, 1988; Walker, 1997) has shown the importance of relationships as an area of application of personal construct theory (Kelly, 1955) in particular. This manifests itself in inquiries into the ways in which a person assigns resources to situations. In particular Walker et al (1988) was interested in the question of on whom can one depend? For some people there is only one person they can rely on (often themselves),

for others there could be an integrated network of resource-persons, and for still others, there would be either an over-abundance or a fragmented series of person-situation links they call on. The distribution of resources or choice of things upon which to rely across various situations may be thought of as an analogous problem to that of the application of resources across client problems.

A critical issue in the study of this phenomenon is the measurement of the degree to which situations are allocated to resources [termed by Walker et al (1988) dispersion of dependency]. Walker et al (1988) used an index that had been devised by Smith & Grassle (1977) for application in the domain of biology. This index was intended to assist in the measurement of species diversity, however when adapted by Walker et al, it was renamed *dispersion of dependency index (DDI)* as it reflected the degree to which a person dispersed their resource persons over critical situations (Bell, 1998). Bell (1998) describes this development as a step forward over simply counting the number of resources utilized across various situations (e.g., Beail & Beail, 1985; Talbot, Cooper, & Ellis, 1991). However this new index was not problem free, the most critical of which was compromise in reliability where the 'sample size' varied (Bell, 1998). For studies employing similar numbers of resources or

situations, this problem could be resolved by working with a fixed sample size. For other situations where a single situation-resource grid might require an absolute or normed index, or in studies where grid sizes varied, a fixed sample size approach might not be appropriate (Bell, 1998).

Bell (1998) proposed a solution that was drawn from a different perspective. A dependency, or situation-resource linkage, Bell (1998) argues, is essentially a binary datum, providing information about the link. Beginning with Attneave (1959) in information theory, this concept was later translated by Scott (1969) into a social psychology context and used subsequently by Linville (1987) and eventually by Kalthoff and Neimeyer (1993) in a personal construct psychology context (Bell, 1998).

Bell's (1998) contribution to this problem of the distribution resources over situations was to develop a series of proofs which lead to the establishment of a formula which could provide an index between zero and one reflecting distribution tendencies. Scores on this index could be interpreted as the proportion of maximum possible dispersion displayed within a matrix. This index was termed by Bell (1998) as an *uncertainty index,* since it provided a measure of the uncertainty associated with the allocation of dependencies to

resources. When only one resource was used there is no uncertainty (the *uncertainty index* would be zero) since any dependency must be associated with that resource; when all resources are used, the score would reach it's maximum (the *uncertainty index* will be 1.0) since a dependency may in principle be allocated to any resource. Bell (1998) further argues that this index does not require the choosing of a sample size and should provide a comparable coefficient of dispersion across grids.

Thus having arrived at a satisfactory solution to the analysis of data produced from sampling the distribution of counselling psychology resources across various client presentations the following study was undertaken. The aim of this study was essentially to explore:

(a) Whether counselling psychology resources were distributed consistently across client presentations or if distribution varied across the participant characteristic of experience in the practice of counselling psychology.

(b) Whether the application / utilization of counselling psychology resources varied for participants from time 1 to time 2, some 18 months later.

6.3 Method.

6.3.1 Participants.

30 participants enrolled in post-graduate study in Counselling Psychology (15 practice experience [Group 1], 15 non-practice experience [Group 2]) were invited to take part in the present investigation. In addition to being informed of the broad aims of the project, potential participants were told that although the study was confidential it would not be anonymous, as if they agreed to take part, they would be approached 18 months later to complete the measure once again. 10 participants with counselling psychology practice experience (response rate of approximately 66%) agreed to participate [Group 1]. Nine participants with no counselling psychology practice experience (response rate of 60%) were recruited [Group 2]. All participants were, at the time of recruitment to the study, enrolled in post-graduate training in Counselling Psychology.

6.3.2 Procedure

Participants were required to complete a demographic sheet and then asked to indicate whether they would use a particular counselling psychology resource or activity with a particular client.

The demographic sheet requested information such as their name, address (and anticipated address changes over the coming year), age, duration of practice experience, theoretical orientation and present course of study. The matrix style questionnaire was composed of 14 counselling psychology activities/resources, complete with definitions, (e.g., empathy, acceptance, guidance) and 14 case presentations (e.g., 42 year old male with history of spouse abuse wants help with anger control; 9 year old female preparing for a below knee amputation due to inoperable bone cancer). Participants were asked to rate on a 7-point scale how important each counselling psychology resource or activity was for each client presentation. The matrix took approximately 15 minutes to complete.

6.4 Results.

In the first stage of the project 19 participants (Group 1, 10 participants, Group 2, 9 participants) returned the completed demographic sheets and questionnaire matrix. In the second stage of data collection (18 months after initial data collection) 16 participants (Group 1, 8 participants, Group 2, 8 participants) returned the completed demographic sheets and questionnaire

matrix. Only data from participants who completed both stages 1 and 2 of the data collection process was subject to analysis.

Participants indicated that a variety of theoretical models influenced their anticipation of, or actual practice of, Counselling Psychology. The range of models cited included: cognitive behavioural; [3]integrative; person-centred; personal construct; psychoanalytic and systemic.

Table 2. summarises participant characteristics of age and practitioner experience at time one and therapeutic orientation at times one and two. Trends in central tendency are provided for each group. Interval data (participant age, years of experience) is summarised in terms of a mean and a modal response provided for nominal data (orientation to practice). The mean age for Groups 1 and 2 were 33 and 24 years respectively. Mean duration of full-time Counselling Psychology experience for Group 1 was 2.5 years. No participants in Group 2 reported practitioner experience in excess of the threshold of 6 months (the inclusion criteria for Group 1). Examination of therapeutic orientation at time 1 and time 2 reveals

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[3] As only two participants described their practice as eclectic these were combined with the category 'integrative'.

that over the period of the study all participants indicated that they still held the same orientation to practice at time 2. Variation in responses at time 1 and time 2 however were noted in three cases where respondents indicated that they had integrated an additional theoretical approach into their applied or anticipated practice of Counselling Psychology (G1-S01, G2-S06, G2-S08).

Table 2. Participant Characteristics of Age, Practitioner Experience and Therapeutic Orientation at time 1 and time 2.

Participant	AGE Time 1	EXP Years	ORI Time 1	ORI Time 2
Group 1				
G1-S01	23	0.6	CBT	CBT/PC*
G1-S02	30	1	CBT/Sys.	CBT/Sys.
G1-S03	33	6	Psycho.	Psycho.
G1-S04	32	2	Int.	Int.
G1-S05	32	1.5	PCP	PCP
G1-S06	37	1.5	CBT	CBT
G1-S07	40	2.5	CBT	CBT
G1-S08	35	5	Int./CAT	Int./CAT
	33	***2.5***	CBT	***CBT***
Group 2				
G2-S01	25	0	Int./CBT	Int./CBT
G2-S02	23	0	CBT/PC	CBT/PC
G2-S03	21	0	Int.	Int.
G2-S04	23	0	Int.	Int.
G2-S05	23	0	Int.	Int.
G2-S06	26	0	PC	PC/COG*
G2-S07	26	0	Int.	Int.
G2-S08	29	0	REBT	REBT/PC*
	24	***0***	***Int.***	***Int.***

**Notes change in therapeutic orientation time 1 to time 2.*

KEY

CBT	*Cognitive Behavioural Therapy*
PC	*Person Centred/Humanistic*
Sys.	*Systemic*
Psycho.	*Psychoanalytic*
Int.	*Integrative (including eclectic)*
PCP	*Personal Construct Psychology*
CAT	Cognitive Analytic Therapy

Table 3. summarises the total number of counselling psychology resources participants anticipated that they would use with those clients described, row uncertainty index, column uncertainty index and row/column dispersion of dependency index for times 1 and 2. Dispersion measures were calculated using Bell's (1998) GRIDSTAT programme.

In order to facilitate data analysis for the Uncertainty Index, interval data was converted to binary data adopting a cut off of 6 on the scale of 1. to 7., where a participant rating of 6. or 7. was interpreted as indicating that they would use a particular counselling psychology strategy or resource. Extremity of rating was chosen as a means for establishing the cut off for data following the work of Bonarius (1971)

and the establishment of extreme ratings as a proxy measure of personal meaningfulness.

Row uncertainty index (Row UI) provides an indication of the degree to which counselling psychology resources are applied across differing client presentations. That is, this index reflects the extent to which participants discriminate in their choice of resources when they anticipate working with particular clients. As the uncertainty index score approaches 1 the resource may be thought of as having application and relevance to a greater proportion of client presentations. Scores on the uncertainty index for rows that approximate zero may be interpreted as indicating that particular counselling psychology resource is applied selectively to client presenting problems.

Column uncertainty index (Col UI) summarised in Table 3. provides an indication of how consistently counselling psychology resources or strategies were applied to a particular client presentation. Clients who were seen by participants as 'needing' all resources would yield an uncertainty index of 1. As scores on the column uncertainty index tend toward zero they may be thought of as presenting a counselling psychology situation where particular resources or strategies are applied with a degree of discrimination or parsimony.

The dispersion of dependency index (DDI) (Walker et al, 1987) provides a measure of the tendency to discriminate in the application of counselling psychology resources. As such this global statistic reflects the degree to which participants dispersed their counselling psychology resources or strategies over the various client presentations.

Table 3. Dispersion Measures of Counselling Psychology Resources Across Clients at Time 1 and Time 2.

Participants	Total Dependencies	% of Grid	Row UI (Resources)	Col UI (Clients)	Row/Col DDI	2 Total Dep	2 % of Grid	2 Row UI (Resources)	2 Col UI (Clients)	2 Row/Col DDI
Experienced Group										
G1-S01	84	42.9	0.94	0.98	0.94	89	49.4	0.8	0.99	1.26
G1-S02	116	59.2	0.97	0.98	1	136	69.4	0.99	0.99	0.99
G1-S03	119	60.7	0.89	0.99	0.97	136	69.4	0.89	1	1.15
G1-S04	136	69.4	0.93	1	1.01	122	62.2	0.96	0.99	0.96
G1-S05	168	85.7	0.94	1	1.11	154	78.6	0.91	1	1.17
G1-S06	119	60.7	0.93	1	1	105	53.6	0.95	0.97	0.97
G1-S07	109	55.6	0.95	0.98	1.05	142	72.4	0.98	0.99	0.99
G1-S08	61	31.1	0.84	0.97	1.1	65	33.2	0.93	0.96	1.04
Mean	**114**	**58.1625**	**0.92375**	**0.9875**	**1.0225**	**118.625**	**61.025**	**0.92625**	**0.98625**	**1.06625**
No / Limited Experience										
G2-S01	131	66.8	0.94	0.99	0.94	136	69.4	0.94	1	1.01
G2-S02	138	70.4	0.97	1	0.97	90	45.9	0.98	0.98	1.01
G2-S03	146	74.5	0.95	1	0.95	141	71.9	0.91	1	1.07
G2-S04	169	86.2	0.99	1	1	157	80.1	0.96	1	1.03
G2-S05	183	93.4	1	1	1	84	42.9	0.68	1	1.57
G2-S06	166	84.7	0.99	1	0.99	158	80.6	0.99	1	0.99
G2-S07	153	78.1	0.98	1	0.98	178	90.8	0.98	1	0.98
G2-S08	136	69.4	0.99	0.98	1	60	30.6	0.92	0.96	1.04
Mean	**152.75**	**77.9375**	**0.97625**	**0.99625**	**0.97875**	**125.5**	**64.025**	**0.92**	**0.9925**	**1.0875**

6.5 Evaluation of difference between groups on measures of interest and change from time 1 to time 2.

The total possible dependencies in the 14 by 14 client presentations and counselling psychology resources matrix is 196. At time 1 the mean number of resources allocated to anticipated clients was 114 and 152.7 for groups 1(experienced) and 2 (no/limited experience) respectively. The Mann-Whitney Test was applied to evaluate whether differences in the scores could be expected by chance revealing a probability of less than 0.01. This highly significant result indicates that those participants with practice experience utilise counselling psychology resources with more discrimination than those with limited or no practice experience.

At time 2 the mean number of resources allocated to anticipated clients was 118.6 and 125.5 for groups 1(experienced) and 2 (no/limited experience) respectively. This minor difference in means was not of a sufficient magnitude to achieve a probability of less than .05 ($p.<0.527$) when the Mann-Whitney Test was applied and therefore was not interpreted as significant.

Row and column uncertainty (as measured by Bell's Uncertainty Index, 1998) for groups 1 and 2 at times 1 and 2 appear to vary little within and between groups at times 1 and 2. However a deviation from this trend can be observed in the row uncertainty index of group 2 (no/limited experience) for time 1, where a Mann-Whitney Test confirmed that the difference between groups 1 and 2 was significantly greater than would be expected by chance ($p.<0.004$). This difference between groups one and two on the uncertainty index diminishes at time 2 suggesting that both experience (Group 1) and no / limited experience (Group 2) groups tended to discriminate similarly in their anticipated selection of resources applied to particular client presentations.

Walker et al (1988) dispersion of dependency index (DDI) showed similar trends to Bell's, 1998) row uncertainty index (UI) in that there was little difference within and between groups at times 1 and 2 with the exception of time 1 DDI for group 2 (limited experience). As with the trend revealed by the uncertainty index, although there was a significant difference between DDI for groups 1 and 2 at time one (Wilcoxon Signed Ranks test, where $p.<0.027$), this difference was not significant at time 2. Thus it would appear that the distribution of

counselling psychology resources of group 2 (no / limited experience) more closely approximated group 1 at time 2.

6.6 Discussion

The aims of this study were to examine whether counselling psychology trainees, with varying levels of practice experience, distributed counselling psychology resources consistently across varying client presentations. For those participants with little or no practice experience there was a tendency to use little discrimination in the choice of what counselling psychology intervention or strategy to use with particular clients. It would appear that novice trainees used counselling psychology resources as a blanket, exercising little discrimination in their choice of strategies for helping. Trainees with practice experience demonstrated an anticipated style of helping that discriminated amongst clients and resources, revealing a tendency to select particular resources or strategies for use with particular clients. Interestingly the difference between groups diminished between the first measure of perceptions of anticipated practice and the second assessment conducted some 18 months later. This trend may be suggestive of the influences of practice experience, exposure to formal theory or some combination of both.

It was interesting to note that over the 18-month period, between points of data collection that participants' reports of affiliation to theoretical orientation did not change. Indeed in the few cases where variation in reported theoretical orientation was indicated this was an addition or supplement to the original model or theory. This finding is particularly interesting given that although trainees in the limited or no practice experience group had minimal exposure to formal theory they had, it would seem, already 'made up their minds' about the orientation they would apply to practice.

The results of the study add support to Bell's (1998) claim that the DDI and UI provide similar findings, with both measures proving sufficiently sensitive to reveal change in dispersion tendencies within small data samples. A final note on the sample size may be appropriate. As sample sizes were small for groups 1 and 2 caution should be adopted when generalising the results. This of course may be balanced with the tendency for non-parametric tests such as the Wilcoxon and Mann-Whitney U statistic to suggest type-2 errors when applied to small sample sizes. The statistically significant findings reported therefore should be recognised as reflecting considerable effect size in the variables of interest. For the present sample at least it would appear that trainees, even in the face of

multi-modal training remain faithful to their chosen theoretical approach and that their capacity to discriminate between which resources to use with particular clients increases over time.

Chapter 7

Practitioners perspectives on Counselling Psychology.

7.1 Introduction.

Counselling Psychology trainee's perception of Counselling

Psychology form just one vision of what constitutes the formal knowledge base and domain of practice. As was suggested in Chapter 1 they are a particularly interesting group given their formal instruction or initiation into the discipline and the requirement, as a function of training, to occupy multiple roles within the field (e.g., practitioner in training, client in personal counselling psychology, supervisee, reader in the discipline). If, however, we are interested in illuminating what is understood as constituting the phenomena of counselling psychology, broad consultation is required. The research reported in this chapter builds directly from that undertaken in Chapter 3. However, here we are concerned primarily with the views of independent practitioners or Chartered Counselling Psychologists, most of whom have been 'grandparented' and have not undertaken formal training in Counselling Psychology.

7.2 Method.

7.2.1 Participants.

Chartered Members listed on the register of the British Psychological Society's Division of Counselling Psychology (June 1998, N=340) were invited to take part in the investigation.

7.2.2 Procedure.

The register (June 1998) of the BPS Division of Counselling Psychology was used to provide contact details of practitioner members of the division. Each member was sent a letter explaining the aims of the study (Appendix C), a brief demographic questionnaire (Appendix D), the representational model of Counselling Psychology (Appendix E) as outlined in Chapter 3, and a pre-addressed reply paid envelope.

The demographic questionnaire asked participants to indicate: years of practice since eligibility for chartering; model or orientation of practice and affiliations with other professional registration bodies. The questionnaire was printed on one side of A4 paper. On the reverse side was a copy of the representation of counselling psychology. Participants were requested to critique the

representation by writing directly on it. It was explained that data would be coded and analyzed with the assistance of the Q.S.R. NUD.IST application, which was adept at handling unstructured data such as additions, deletions and comments.

7.3 Results.

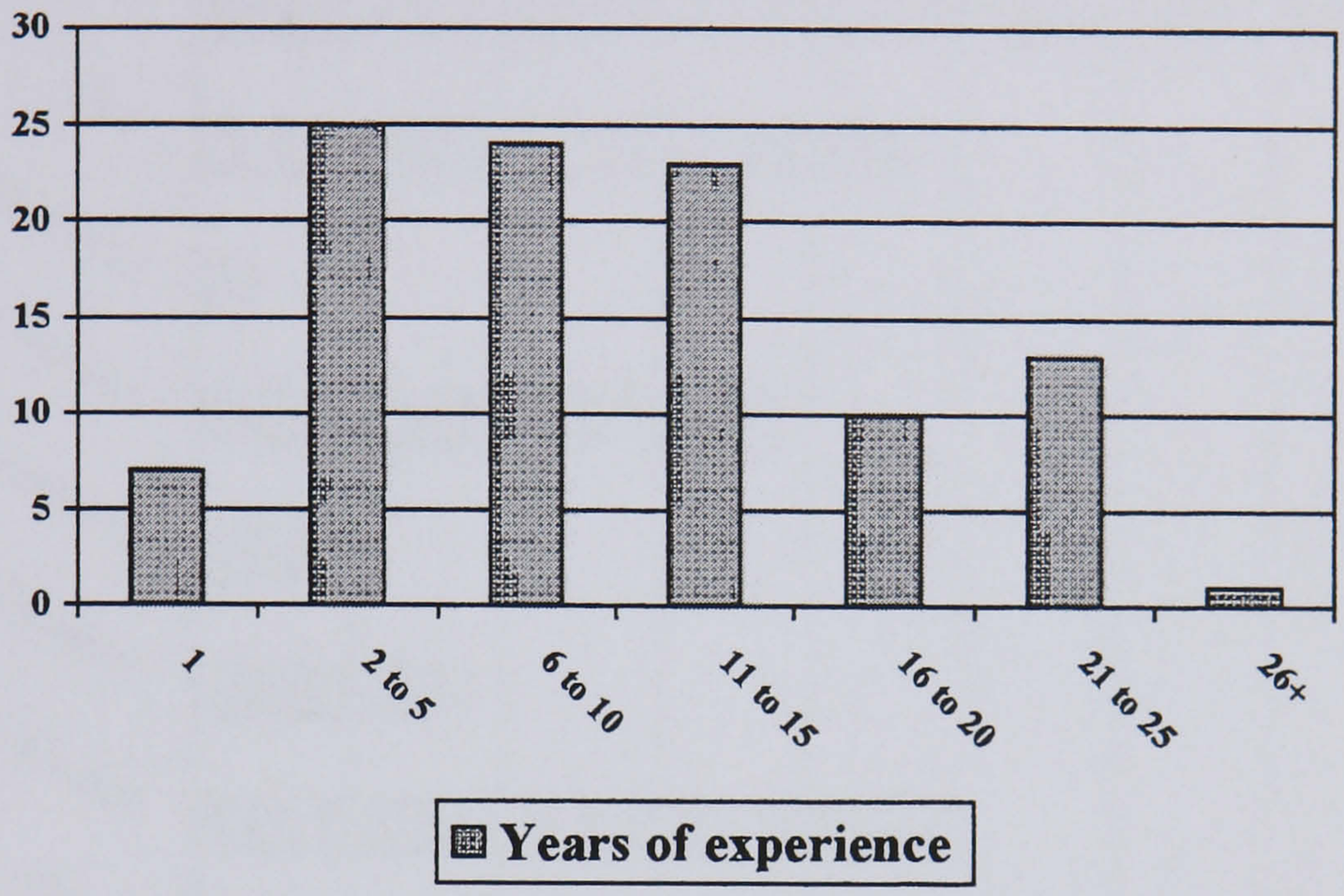
One hundred and thirteen (113) participants returned completed questionnaires, yielding a response rate of marginally less than 33%. This response rate was deemed acceptable, as it was consistent with that expected from postal survey (Bor, Mallandaine & Vetere, 1998).

7.3.1 Participant Characteristics.

7.3.2 Years of Practitioner Experience.

Although at the time of this study Chartered status as a Counselling Psychologist had only been in existence for 4 years, participants were asked to indicate their years of practice since achieving equivalence to eligibility for chartering. Participant experience ranged from less than 1 year to more than 30 years. The mean experience reported by participants was 9.9 years. The distribution of years of practice experience may be seen in figure 11.

Figure 11. Years of Practitioner Experience



7.3.3 Theoretical Orientation to Practice.

Figure 12. Theoretical Orientation to Practice

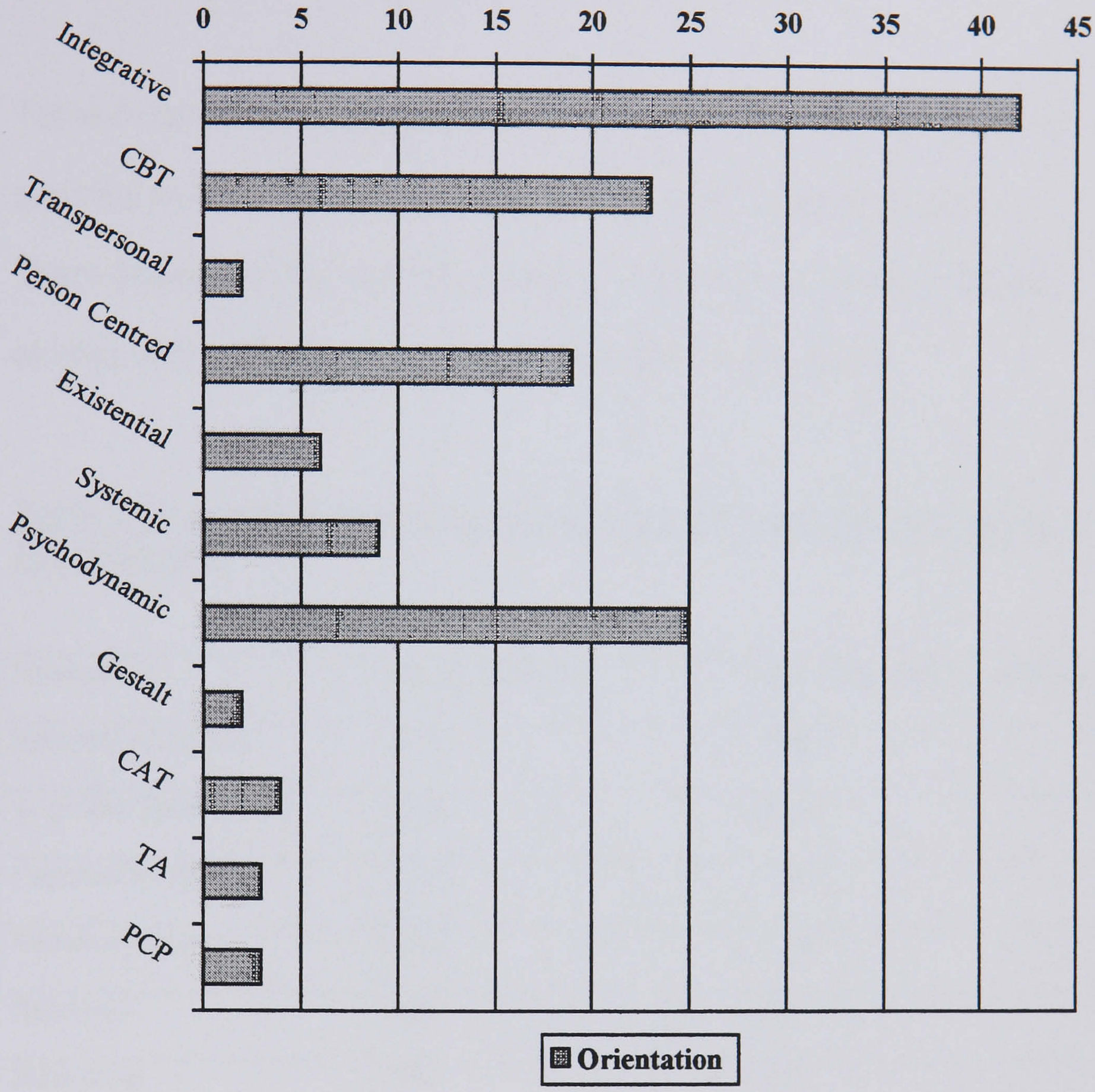


Figure 12. illustrates the range of theoretical orientations reported as influencing the practice of respondents with the most common response being Integrative (including eclectic)(41). Over half of respondents reported just one model as influencing their practice.

It should be noted however that categories are not necessarily mutually exclusive as some participants cited more than one theoretical orientation as influencing their practice.

Table 4 compares findings from Bor & Archillieoudes (1999) to those reported by the present sample relating to the models of practice. There appears to be high concordance between the findings of both studies with minor variation reported for the models listed.

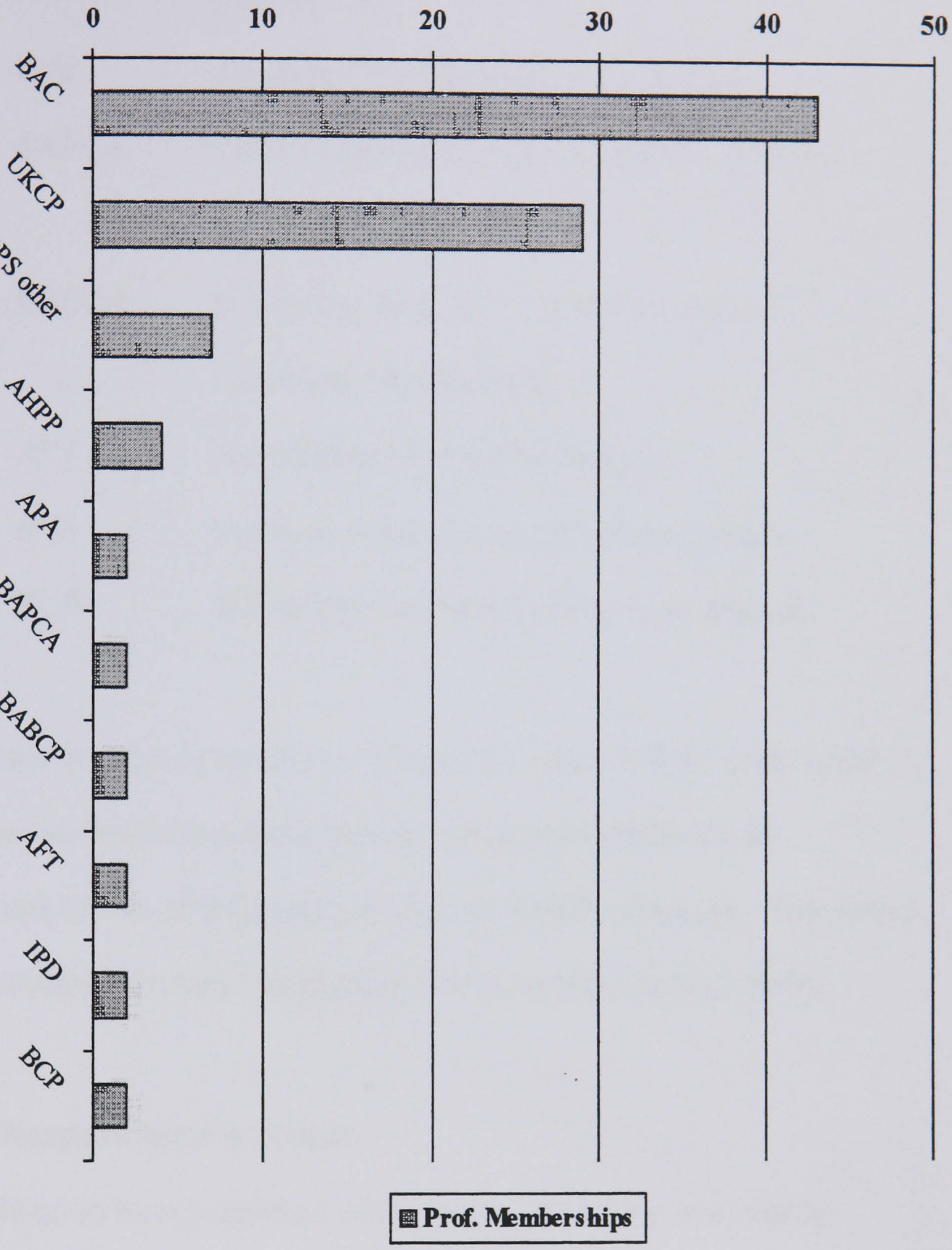
Table 4. Theoretical Orientation to practice of Chartered Counselling Psychologists.

Orientation	Present Study	Bor & Archillieoudes 1999
Integrative/Eclectic	37%	38%
Cognitive Behavioural	20%	21%
Psychodynamic	22%	18%
Person-Centered	17%	14%
Systemic	8%	8%
Existential	5%	6%
Personal Construct	3%	3%
Gestalt	2%	1%
Transactional Analysis	3%	1%
Transpersonal	2%	0.5%
Cognitive Analytic	3%	0.5%

7.3.4 Professional Memberships.

Figure 13, provides a visual representation of the spread of professional memberships in addition to the British Psychological Society's Division of Counselling Psychology.

Figure 13. Professional Memberships of Participants



KEY

BAC	British Association for Counselling
UKCP	United Kingdom Council for Psychotherapy

BPS other	British Psychological Society
AHPP	Association of Humanistic Psychology Practitioners
APA	American Psychological Association
BAPCA	British Association for the Person-Centred Approach
BABCP	British Association for Behavioural and Cognitive Psychotherapy
AFT	Association for Family Therapy
IPD	Institute of Personnel and Development
BCP	British Confederation of Psychotherapists

It is clear from an inspection of Figure 13. that the BAC and UKCP are the two most frequently cited professional affiliations by members of the BPS Division of Counselling Psychology. This trend is consistent with that reported by Bor & Archillieoudes (1999).

7.3.5 Respondent Feedback.

In addition to being satisfied with the response rate, the quality, richness and diversity of those responses provided by participants exceeded expectations. Some trepidation was experienced in conceiving the somewhat unorthodox data collection method (where

participants wrote directly on the existing model) however participant responses appeared to suggest that they engaged well with the task. While some participants wrote directly on the protocol as instructed others attached notes elaborating their suggestions and amendments. Many participants chose not to make their responses anonymous and where contact details were supplied each participant was sent a personalized note of thanks for their participation. All data was coded using the Q.S.R.NUD.IST version 4 application in terms of the existing model. Only after all data was coded were revisions to the model applied.

113 participant responses were entered as external documents within the Q.S.R.NUD.IST version 4 application yielding 940 data units coded at various nodes within the model. The average number of data units per response was marginally more than 8. Typically 3 of these data units related to demographic questions such as years of experience since eligibility for chartering, model or orientation to practice etc. As a consequence the typical number or participant responses which related to the structure of the representation of Counselling Psychology was approximately 5.

Substantive revisions to the representation of Counselling Psychology will be reported in the discussion section and contrasted with published theory and research where appropriate.

7.4 Discussion.

7.4.1 Counselling Psychology Isn't...

Both tacit and explicit support was provided for the structure of the representation at its highest level: counselling psychology *is* or *isn't*. Thirty-four participants (30%) indicated through making annotations on their representation that changes, and in particular additions, should be considered on the Counselling Psychology *'Isn't'* branch of the model. As it was presented to the participants under the parent node *'Isn't'* the following titles were included: *friendship; personal advice; conversation; do for; colluding reassurance* and *forever*. Major revisions to this node following participant feedback included the inclusion of the node *'judgmental'* reflecting opinion that it should be explicitly stated that Counselling Psychology is not judgmental. Aside from the support that this initiative received from 7 participants (6%) this revision could be considered as consistent with the humanistic value base which has often been attributed as

underlying the philosophical origins of Counselling Psychology (Nelson-Jones, 1982; Woolfe, 1996).

7.4.2 Counselling Psychology Is...

The representation of Counselling Psychology remained broadly intact subsequent to the coding of participant responses and integration of feedback. At each of the five nodes, which are the children of *'Counselling Psychology Is'*, small but important revisions were made. These revisions are summarised in table 5. Counsellor Qualities was renamed Counselling Psychologist Contribution, Theory/Model was renamed Psychological Theory/Model, Client Contribution was renamed Client(s) Contribution, Ethics became Ethical Codes and Practices and Bounded Relationship was renamed Therapeutic Relationship. The rationale for each revision along with an account of participant feedback leading to the change will be briefly discussed.

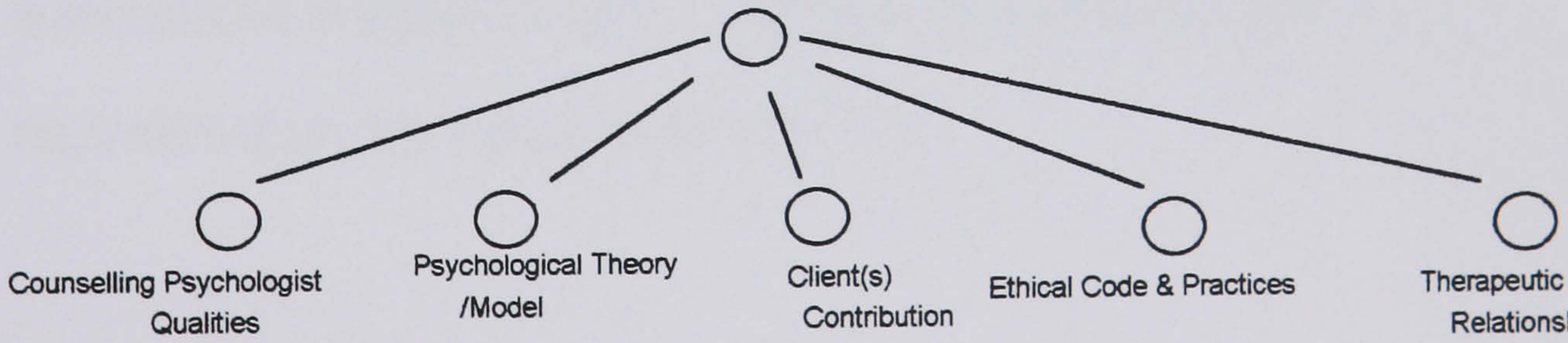
Table 5. Revisions to Representation at Level 2, under Counselling Psychology Is.

Level 2 Node	Revised Level 2 Node
Counselor Qualities	Counselling ***Psychologist** Contribution
Theory/Model	**Psychological** Theory/Model
Client Contribution	Client**(s)** Contribution
Ethics	Ethical **Codes and Practices**
Bounded Relationship	**Therapeutic** Relationship

*Bold typeface indicates revision to node title.

Figure 14. provides a visual representation of the revision of the model for higher order nodes, under the parent node Counselling Psychology Is.

Figure 14. Representation of revision to higher order nodes under the parent: Counselling Psychology Is.



7.5 Counselling Psychologist Contribution.

Counselling Psychologist Contribution saw several significant revisions arising directly from participant feedback. On reflection the changes are quite profound, in particular the inclusion of the term 'psychologist' in the node title to acknowledge that psychology knowledge base and training are fundamental to 'being a counselling psychologist'. Participants indicated this revision to the model by simply writing 'psychologist' over the existing title on the model or making similar notations on their protocol. 11 participants (9%) provided feedback of this nature. A further revision of sub-nodes under the parent node Counselling Psychologist Contribution was the sub-division of contributions being classified into 'Personal Qualities' and 'Professional Activities'.

Additions to these new sub-categories of the Counselling Psychologist's Contribution to Counselling Psychology are summarized in table 6 below. Additions and revisions to the representation are indicated in bold font.

Table 6. Attributes of Counselling Psychologist Contribution.

Counselling Psychologist Contribution	
Personal Qualities	**Professional Activities**
Faciliatation	Reflection
Self aware	Challenge
Tolerate ambiguity	Negotiate contract, goals, agenda
Warmth, empathy	Stimulate motivation
Optimism	**Conceptualize case & apply psychological theory or model**
	Liaise with other professionals

*Bold typeface indicates revision to node title.

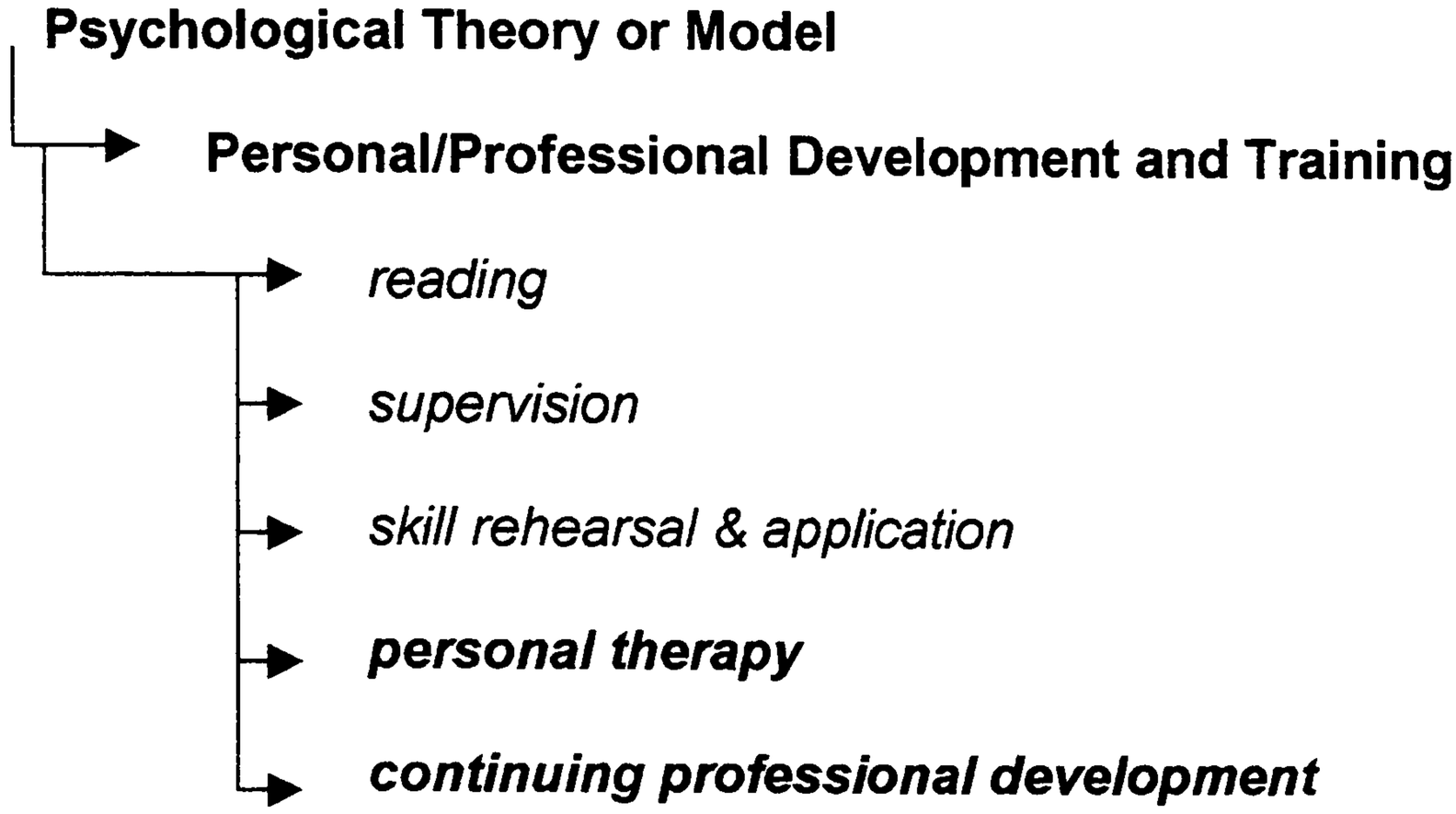
7.6 Psychological Theory or Model.

This node was elaborated to imply *'Personal/Professional Development and Training'.* The significance of this revision arises from the expressed desire of participants (n=9, 8%) to acknowledge the formal education that underscores training in counselling psychology. Although the number of participants explicitly expressing a desire to acknowledge this aspect of training was small

it was of interest as further examination of the responses revealed that all those who did provide this feedback reported achieving equivalence to chartering between 1 to 5 years prior to the study. This finding was of particular note, as this group of practitioners constituted a small proportion of the overall sample, with the bulk of respondents (63%) achieving eligibility for chartering more than 6 years prior to participation in the present study. It is conceivable that those who have reached eligibility for chartering more recently have been graduates of formal systems of education and training, given that BPS accredited training routes have been in existence for less than 6 years. Recent publications in the field of Counselling Psychology in the UK have attested to the importance of explicitly acknowledging the centrality of psychology in Counselling Psychology (Legg, 1998 and Wilkinson & Campbell,1997).

The sub-node of *'Personal/Professional Development and Training'*, under the parent node of Psychological Theory/Model formerly gave rise to the implications of reading, supervision, skill rehearsal & application. Subsequent to participant feedback the sub-node was added to to include *'personal therapy'* and *'continuing professional development'*.

The hierarchical re-arrangement and revision of this node may be represented as follows, changes are highlighted in bold type face.

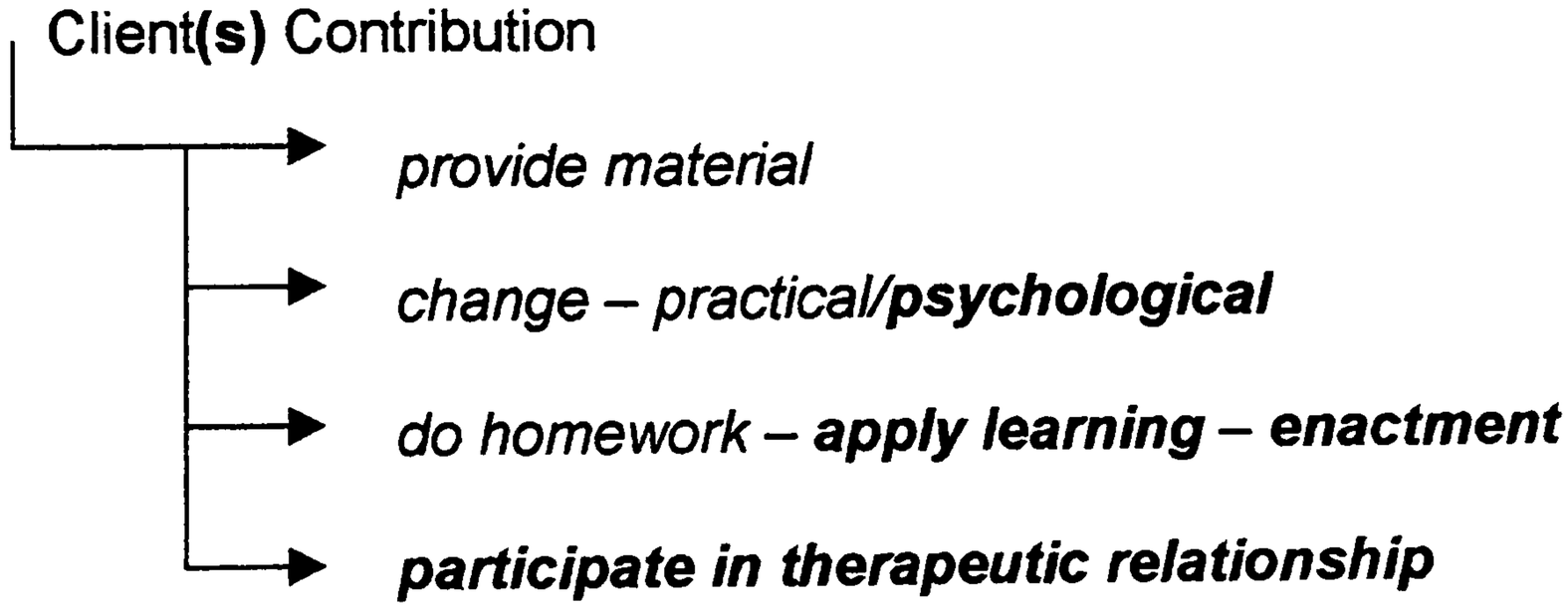


Personal therapy and continuing professional development are arguably activities, yet within the representation they are classified as falling under the parent node of 'Psychological Theory/Model'. This placement arose from the association between particular theoretical stances and their implied style and format of personal psychological therapy and continuing professional development. Indeed diversity of psychological approach in the field of Counselling Psychology is regarded as one of it's strengths (Farrell, 1996).

7.7 Client(s) Contribution.

The revision of Client Contribution to read *'Client(s) Contribution'* arose from participant feedback in which it was noted that Counselling Psychologists work with a variety of clients. Clients may often be individuals, however they may equally be couples, groups, organizations or other professionals. In addition to the above Bor & Archillieoudes (1999) note, in their national survey, that the professional activities of a Counselling Psychologist included providing supervision and teaching, where the client would presumably be other counselling psychologists, chartered or in-training.

Revisions to the sub-nodes or implication of the category Client(s) Contribution are indicated below in bold type font.



One revision to this category arose from reminders provided by participants in the study that change may not always be in terms of practical circumstances or behaviours. Indeed the consequence of psychological therapy may be to better live with circumstances which were once problematic. Participant S043 for example added 'Psychological Change' as a sub-node of 'Client Change' to indicate this, while participant S031 indicated that client change 'Usually' occurred. Participant S016 provided a more elaborated view on the issue of change writing in prose on the model,

> *I think it is more important to help clients to <u>be</u> more themselves than to change. Acceptance of and respect for how they are is often what is needed (S016).*

Enactment was often referred by participants as the responsibility of clients. Particular mention was made of 'homework' (e.g., S096, S094), implying the importance of working outside the therapy room. Participation in the therapeutic relationship posed an interesting classification problem for the researcher. In particular the dilemma arose of whether to classify participant responses as supporting the inclusion of the node 'Therapeutic Relationship' or to infer that this

could have additional significance in relation to the issue of the client's commitment to the process of psychological therapy. The resolution of this dilemma was not so complex in practice as participants either made notations in close proximity to either of these nodes on the representation or made annotations which clarified their intent in noting the importance of this consideration for them. A distinguishing feature of coding for the node *'participate in therapeutic relationship'* was reference to client 'motivation', and active *'participation'* and *'engagement'*

7.8 Ethical Codes and Practices.

The node Ethical Codes and Practices was re-named from the broad node title Ethics. This revision arose as the result of the number of participants (n=15, 13%) providing comment, and in particular, additions to this node. A range of suggested additions to this section were made including; do no harm, confidentiality, professional competency, client rights, honesty, informed consent, integrity, openness and straightforwardness, avoidance of conflict of interests and exploitation (e.g., S009, S102, S014, S043). The former list was not exhaustive of the suggestions participants made under the node of Ethics. A major dilemma was faced by the

researcher in determining what to keep and how to arrange these suggestions in a conceptual and hierarchical way that made theoretical sense. In addition, some suggestions appeared to be intuitively fundamental however they may have been mentioned by only one participant. A resolution of this dilemma was offered by participant S028 who commented;

> *An inherently flawed list. With a list you will always leave something out (S028).*

Participant S078 went further in their suggestion by saying;

> *In the area of Ethics, by listing 'Do No Harm' and 'Confidentiality' it appears that these are the only two ethical principles which matter. It might be more accurate to just state 'Ethical Code' (S078).*

This node was therefore revised so that it was no longer elaborated with named implications or activities associated with ethical practice. Instead a revision to this node saw the parent renamed: *Ethical Codes and Practices* implying the application of ethical codes and the adherence to accepted standards of practice. This

conceptualisation implies recognition that ethical dilemmas are dynamic and typically resolved not by the application of a single rule or directive but by the interpretation and application of broad principles.

7.9 Therapeutic Relationship.

This node was revised in the light of comments made by participants. In particular there were a number of queries noted suggesting that the node title was unclear, giving rise to some confusion (e.g. S012, S063, S031, S038). Indeed, as was implied by participant S003, who wrote;

> *I don't see it as one-sided at all. It is different from other relationships in that the needs of the client are <u>the</u> issue – that the therapist is present in the interaction making for a unique relationship. (S003)*

Thus the node title and definition was revised to 'Therapeutic Relationship' to imply a particular type of bounded relationship which was collaborative but client focused. As with the node Ethical Codes and Practices, it was recognized that the inclusion of a list of

essential or defining features of, in this case, the therapeutic relationship would inevitably be flawed. Certain elements considered by some to be essential would be likely to be omitted while others seen as less central may be included. Provision of the generic title 'Therapeutic Relationship' provides the scope for variation in the form and shape of this relationship across the various psychological theories and models populating the discipline of Counselling Psychology.

7.10 Social Context.

The graphic representation provided to participants was encircled by the category Social Context. Significant support for the continued inclusion of this facet of the representation was gained from participants. In responses relating to this node there appeared to be an expressed concern that the node included reference to the breath of influences classifiable under this category. For example participant S095 listed a range of sub-categories they considered worthy of explicit inclusion including;

1. *Professional Context (institutional influences)*
2. *Agency Context (where you work)*
3. *Lay Context (what the public think)*
4. *Client Context (micro and macro)* (S095)

Participant S065 provided an annotation to the node social context to make reference to the temporal context of counselling psychology. Specifically this participant indicated that; 'Context is cultural and personal, however it is also about time; past, present and the future' (S065).

Participants raised caution reminding us that the model should not assume that counselling psychologist and client share the same culture or social context. In particular S025 indicated that,

> *There are a range of issues not covered here which relate to social context. It is often assumed that the Client/Counsellor share the social context. Counselling is often impaired/limited by failures to sufficiently appreciate the differing contexts of clients and counsellors in terms of race, gender, class, sexuality etc..(S025).*

Family norms and values, a client and practitioner variable, was cited and coded under this node (S012, S100) as too was the context of work or practice such as National Health Service, Primary Health Care or Private Practice (S099). What these examples share in common is the notion that individuals bring with them the

consequence of external influences to the Counselling Psychology context.

Concluding Comments

Concluding Comments

It would seem that to some extent this investigation has come full circle in that it set out to elicit and report upon perceptions of Counselling Psychology and identify exemplars or instantiations of the discipline so that it might be possible to say specifically what may be understood as constituting Counselling Psychology. Instead, what has appeared to have transpired, through a process of data collection, analysis and ultimately integration into a representation is a simplification of the structure and a broadening of categories to accommodate the diversity of perceptions that characterizes understandings of Counselling Psychology. Chapter 1 outlined three critical reasons why a clarification of what Counselling Psychology 'is', is important. In particular it was argued that understandings of Counselling Psychology have implications for achieving a genuine and informed consent from clients, for the training and education of would-be counselling psychologists and to enable the monitoring and enhancement of quality standards and evaluation of practice. The contribution of this project, as it relates to these areas of concern, is summarized below.

Implications for Achieving Genuine Informed Consent

Subsequent to the work outlined in chapter 1 it was concluded that inventory style descriptions of counselling psychology are likely to obscure rather than illuminate the general publics' understanding of the nature of Counselling Psychology. This is particularly so as they hold no information as to the linkages between elements of Counselling Psychology. Nor do they indicate what, of the lengthy list of constituent parts, is more or less important than others.

Chapters 2. and 4. went some way toward addressing the weaknesses associated with 'flat' lists of descriptors of Counselling Psychology through the provision of evidence to suggest that there may exist a core set of competencies or components which constitute Counselling Psychology. The distillation of extended lists of constituent elements of Counselling Psychology are eminently more communicable to consumers and far more likely to make progress toward the aim of achieving genuine informed consent.

The project, and in particular the findings reported in chapter 6, have yielded some evidence to suggest that trainees' anticipation of their practice change with experience. This suggests that the working definition they use to describe their practice may change over time.

Therefore it could be argued that the description of Counselling Psychology provided by trainees to their clients may vary in relation to their level of experience. Explicit instruction may be justified in teaching trainees how to provide clear and consistent accounts of what constitutes the phenomenon of counselling psychology.

Implications for Training and Education.

From the sample of trainees enlisted in the present project there was evidence to suggest that a great diversity of elements may be understood as contributing to the domain of counselling psychology. If one of the aims of training and education is to provide a structure within which to systematize knowledge then emphasis on higher order conceptual categories in the early stages of training may be warranted.

The findings of chapters 2., 4. and 5. provided some evidence to suggest that there may be a core set of competencies or components that constitute counselling psychology. As such, further exploration of these and their potential to form the basis for core curriculum in the education and training of counselling psychologists may be warranted.

The importance of reflection was underscored by the findings of the present project; in particular those described in chapter 3. Even over a relatively short period of time participants made new discoveries and reached new conclusions relating to their view of what constituted Counselling Psychology. Continued emphasis on the centrality of reflection in counselling psychology training appears justifiable on the basis of the present findings.

Trainers and educators may have a role in assisting trainees to recognise that their practice and understanding of the discipline changes over time. The findings reported in chapter 6 in particular may be interpreted as reinforcing that trainees need to maintain a propositional stance throughout their training so as to be open to new ideas which might ultimately orient their practice. In addition this finding could be interpreted as support for generic or multi-modal training early in the education of Counselling Psychologists.

Implications for Quality Standards and Evaluation

Inventories such as the one developed in chapter 1 may assist in the development of elaborate criteria for evaluation, however the 'checklist approach' to evaluation suffers from a limitation of being

flat and does not provide weightings in terms of importance the constituent elements of Counselling Psychology. The study reported in chapter 4 was aimed at addressing this issue, the findings of which suggested that there may be a core set of competencies which could rationalize the basis upon which standards of practice could be measured against. A basis for the appraisal of quality standards and evaluation has been articulated, however only with the broad and ongoing consultation could its currency be maintained.

Through the examination of trainee anticipation's of their practice it appeared clear that little discrimination of the application of counselling psychology competencies occurs in novice trainees. This finding could be interpreted as providing support for the existing practice of providing higher levels of professional supervision early in counselling psychology trainee's education and training. Indeed the capacity to discriminate between competencies, interventions and strategies may be a basis on which Counselling Psychologists could be evaluated.

If we accept Kelly's (1991) proposition that anticipation shapes experience and this experience shapes the behavioural experiments

that one makes in both personal and professional domains then we have cause to examine carefully perceptions of trainees and practitioners alike in their understanding of the domain of Counselling Psychology. Only through systematic and ongoing evaluation of these views can we hope to maintain a current and meaningful grasp of what constitutes the discipline.

Appendices

Appendix A. Counselling Psychology construct titles and definitions.

Time & Space

Uninterrupted time for patient reflection

Hold in Safety

Containing boundaries that calm & hold the client in safety, even through a frightening and uncomfortable process

Attend

Therapist actively listens & focus their attention on the client

Trust

Honesty, trust & confidentiality

Acceptance

Acceptance, non-judgemental & non-evaluative attitude of the therapist

Personal Growth

Growth, development & movement toward a sense of *whole-self* through discovery and increased awareness

Empathy

Counselling Psychologist empathy & attempts to understand the client

Humanism

Warmth, sensitivity, respect, kindness & caring

Emotions

Focusing on, encouraging awareness of, and promoting feelings

Interest

Counselling Psychologist conveys active interest in the client

Active

Emphasis on the experiential aspects of counselling psychology involving the testing out new behaviours - may be characterised by action and excitement

Explore

Probe, challenge, confront & clarify

Support

Counselling Psychologist conveys support

Personal Agency / Responsibility

Empowerment through the recognition of client strengths & the fostering of personal responsibility

Real & Authentic

Counselling Psychologist conveys genuineness & sincerity

Creative Process

Redefine, reframe & open up new perspectives and possibilities

Client Led agenda

Content and pace of session set by the client – counselling psychologist stance may be described as *"non-directive"*

Believe & Validate

Acknowledging, validating, valuing & non-pathologising stance of the counselling psychologist

Join "with"

Counselling Psychologist & client may be understood as co-participants, engaged in close sharing

Benefit Client

Positive evaluation of counselling psychology process & outcome which suggests the intervention makes a positive difference

Advanced Verbal Communication

Skillful talking & communication

Change Orientation

Describes counselling psychology as a goal defined process of change, aimed at purposeful problem solving

Relationship

Constructs which attend to the importance of the counselling psychology relationship

Hopeful Process

Hopeful & optimistic constructs which emphasise the potential of counselling psychology

Training & Knowledge (Counselling Psychologist)

System of ideas & beliefs that structure the process of counselling - may suggest the professional status of the counselling psychologist

Wisdom (Counselling Psychologist)

Insight, intuition & counselling psychologist self-awareness

Guidance (Counselling Psychologist)

Education, advice & authoritative guidance of client by the counselling psychologist

Personal Qualities (Counselling Psychologist)

Include themes such as humility, humor, social conscience, accessibility & ethics

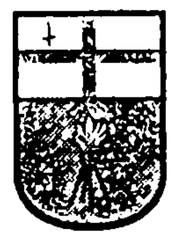
Appendix B. 24 Client Vignettes

Social	*Psychological*	*Medical*	*Psychiatric*
15 y.o. male referred by his head teacher as a consequence of "discipline problems" - specifically his expressed belief that women are inferior and it is improper to take directives from them	19 y.o. male, first year university student with anxiety related to impending examinations	9 y.o. male preparing for a below knee amputation due to inoperable bone cancer	14 y.o. male referred for depression with aggressive features
14 y.o. female who is bullied and teased by peers because she is unable to maintain personal hygiene due to inadequate housing	18 y.o. female who is becoming socially isolated due to overwhelming fears related to meeting others	17 y.o. female experiencing problems in endocrine function presents with low self-esteem associated with obesity	7 y.o. female diagnosed with Attention Deficit Disorder - delaying school progress and compounding existing family distress
31 y.o. (male) political refugee from South America who is experiencing significant problems of adjustment in the UK	44 y.o. male who has developed a range of compulsive cleaning rituals to enable him to manage his high state of general anxiety	29 y.o. HIV positive gay male experiencing greatly increased worry following diagnosis of first AIDS defining illness	28 y.o. male with schizophrenia, hearing distressing voices of a derogatory nature
38 y.o. (female) loan parent of Caribbean decent suffering the effects of poverty and racial discrimination - "not sure if she can cope any more"	47 y.o. female survivor of child sexual assault reporting difficulty establishing and maintain satisfying intimate relationships	33 y.o. female recently diagnosed with Multiple Sclerosis - fearful of the future	36 y.o. female expressing suicidal ideation and reporting a history of self - harming behaviour
58 y.o. male facing redundancy and struggling with issues of meaning and purpose without work	57 y.o. male experiencing severe & unresolving grief two years after the sudden death of his wife, to whom he was married for 32 years	63 y.o. male with history of significant alcohol use has been strongly advised, on medical grounds, to reduce his alcohol intake	71 y.o male who was referred for counselling because of a notable reluctance to eat and drink
81 y.o. female who was referred due to social isolation following a recent relocation to a new residential area	62 y.o. sleep disordered female, fearful that when she goes to sleep she may die	66 y.o. female who began to experience panic attacks when she was given the date of a scheduled hip replacement operation	58 y.o. female with suspected early onset dementia

Appendix C. Letter to Practitioners Requesting Participation in National Survey.

Department of Psychology

Professor James Hampton
Head of Department



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Tuesday, June 23, 1998

Dear Colleague,

I am writing to you to ask for your assistance in critiquing a definitional model of Counselling Psychology. The attached model was developed through extensive consultation with trainee Counselling Psychologists (reported in CPR 13(2), May, 1998, p.13-20) and this is the first time that Chartered practitioners have had the opportunity to comment on its utility for describing the activity of Counselling Psychology.

In order to participate, all I ask is that you complete the demographic information on the blue page and write your comments regarding the adequacy of the model on or over the model itself. In this way I will easily be able to see what changes you would recommend. Data will be coded and analysed using the QSR NUD.IST application. This package is adept at handling unstructured data such as the additions, deletions and comments which I anticipate participants such as yourself will make.

I genuinely appreciate the time and effort you will extend in expressing your opinion and look forward to receiving your reply in the pre-paid envelope provided.

Yours In Appreciation

Malcolm C. Cross *C.Psychol.*
Lecturer in Counselling Psychology

Appendix D. Demographic Questionnaire for National Survey of Chartered Counselling Psychologists.

Dear Colleague,

Thank you for agreeing to participate.

Once you have completed the following questions about yourself please turn this sheet over. On the other side of this page you will find a graphic representation of the proposed definitional model of Counselling Psychology. The Model is composed of 45 definitional nodes which each represent an activity or element which was important in defining Counselling Psychology for the trainees I interviewed.

You will notice that the model has at its highest level two branches. One branch provides examples of what Counselling Psychology is <u>not</u>, while the other indicates what, for previous participants, <u>is</u> important in their understanding of the activity of Counselling Psychology.

Important Information About You

Years of Practice Since Eligibility for Chartering _____ years

(Chartering in this country is a relatively new phenomena - I am interested here in how long you have worked as an independent practitioner, not how long you have been chartered).

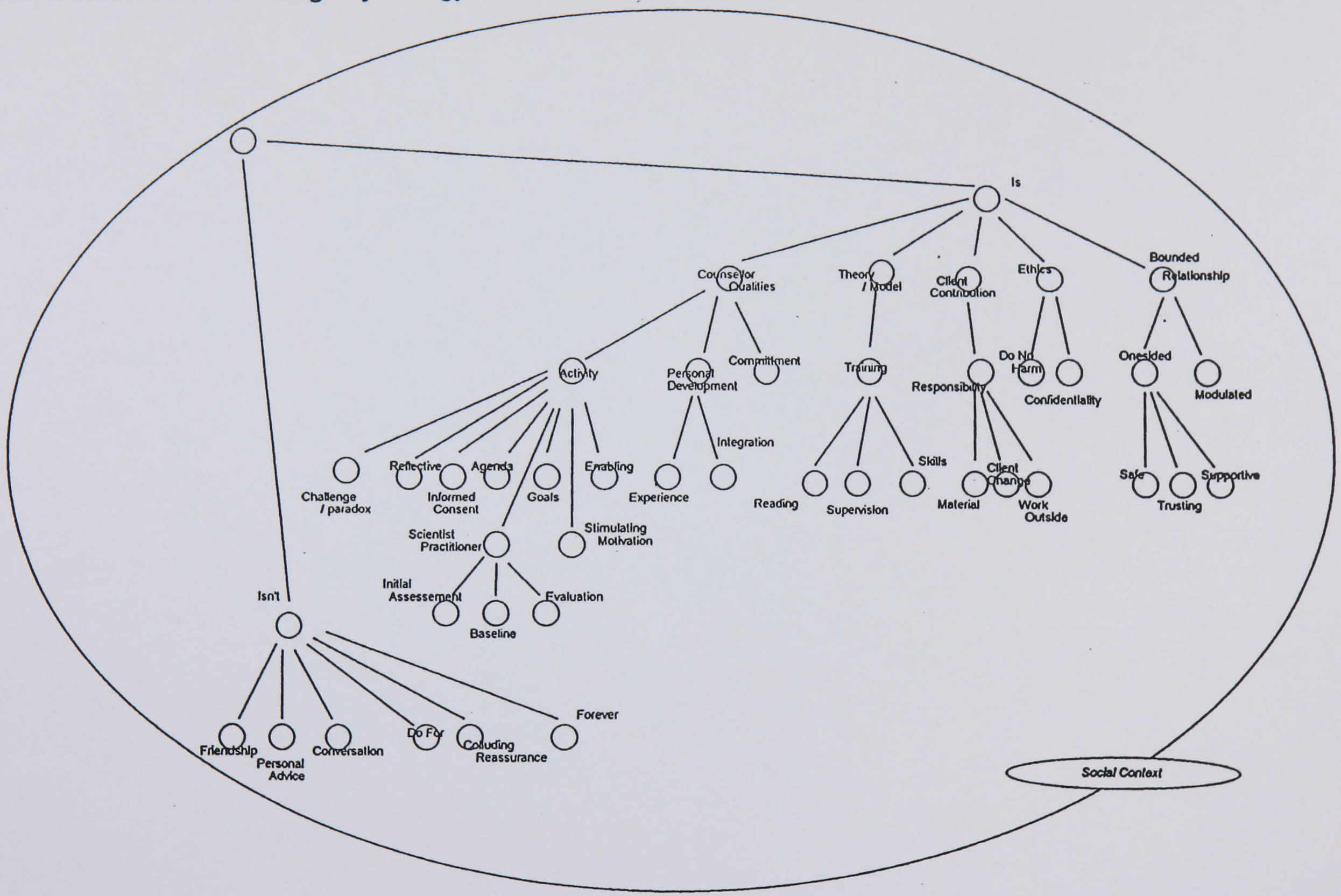
Model or Orientation of Practice (CBT, Systemic etc..)? _____

Are You Affiliated with any other Professional Registration Body (BAC, UKCP etc..)?

If so please name them _____

Appendix E. Representational Model used in National Survey of Counselling Psychologists

Definitional Model of Counselling Psychology



The aim of this model is to represent the constituent ingredients of the activity of Counselling Psychology. In your view what are the inaccuracies in this representation. Please feel free to make additions, deletions or alterations on this sheet as you see appropriate.

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