Black students' racial identity and attitudes about counseling

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Black students' racial identity and attitudes about counseling

by

Wesley Alan McCarthy

A Thesis Submitted to the Graduate Faculty in Partial Fulfillment of the Requirements for the Degree of

MASTER OF SCIENCE

Major: Psychology

Iowa State University
Ames, Iowa

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ABSTRACT

The racial identity development of black students was examined to assess if the identity stages proposed by Cross (1971) were related to attitudes about counseling. Of the 86 black students who participated in this study, primarily one racial identity stage emerged. Most black participants in this study, approximately 65 percent, were found to be in the internalization stage of racial identity development as assessed by the Racial Identity Attitude Scale-Form B (RIAS-B) developed by Parham and Helms (1981). Persons in this stage of racial identity development have been described as functioning effectively in both black and white environments and have been characterized as having a sense of inner security and self-confidence in his or her Blackness.

Black participants' responses were compared to a selected group of 54 white students with respect to expectations for and knowledge about counseling. These analyses revealed some significant differences between the two groups. Black respondents were less knowledgeable about counseling, especially with respect to confidentiality issues, when compared with white students. In addition, black students expected more immediate results from counseling than their white counterparts. The limitations of the study were discussed in terms of small sample size, issues in participant recruitment and self-selection, as well as in generalizability of findings.
INTRODUCTION

The research literature on black students' attitudes about counseling is replete with studies that have focused on the racial identity of blacks on predominantly white campuses (Pomales, Claiborn & LaFromboise, 1986; Parham & Helms, 1985). A preponderantly white environment would likely have an effect on the racial identity of some black students. However, there is less literature focused upon assessing black students' attitudes about counseling as a function of their racial identity on primarily black campuses. Thus, research has led investigators to a focus upon two questions: What are black students' attitudes about counseling? and Who do they prefer as counselors?

In Johnson's (1977) study of black students' attitudes about counseling conducted at predominantly black Howard University, the university counselors received the least amount of favorable responses as a potential help-giver (chosen from a list of four possible choices which included: no one, friend, parent, and counselor). These data are consistent with that of Cimbolic, Thompson, and Wald (1981) who compared black and white students' preference for help sources. Both black males and females consistently chose the private psychological practitioner with less frequency than did white males and females when presented with a list of nine potential help-givers which included: self, friend (student), relative (nonparent), friend (nonstudent), parents, faculty member, minister, physician, and private psychological practitioner. In both the Johnson (1977) and the Cimbolic et al. (1981) studies, the
psychologist (the counselor and the private psychological practitioner, respectively) was the least preferred choice. However, in the Johnson (1977) study, students were more willing to discuss vocational problems with the counselor as opposed to personal problems, whereas in the Cimbolic et al. (1981) study, the private psychological practitioner was chosen last for both educational/vocational matters as well as issues about personal problems. Why are there differences in what a black client discuss with a "counselor" as compared with a "private psychological practitioner?" Do black clients perceive these two "professionals" as being "different," and if so, is it a function of the person's racial identity attitude?

In an unpublished dissertation by Peoples (1977), research was conducted at Virginia Commonwealth University and was designed to determine how black students at a predominantly white university campus viewed or perceived the counseling center and selected university personnel. The study was also designed to assess the reason(s) or factor(s) which influence the use of the counseling center by black students. This research concluded that black students would use the counseling services more frequently with personal problems than with vocational/educational concerns. This finding is in direct contradiction to the Cimbolic et al. (1981) and the Johnson (1977) studies.

Black Students' Preference of Counselor Race

In reviewing the studies on students' preference and attitudes towards counseling center use, there is an extensive literature on the
characteristics of students who do and do not take advantage of the services offered at the university counseling centers (Berdie & Stein, 1966; Frank & Kirk, 1975; Kirk, 1973; Kirk & Frank, 1976; Rossman & Kirk, 1970; Snyder, Hill & Derksen, 1972); however, the use of the counseling center by black students has largely been ignored. There have been several studies that have assessed the characteristics of counseling center use by blacks at predominantly black universities (Cheatham, 1975; Johnson, 1977); yet, there are not many studies that have been done to assess counselor preference of black students at primarily white universities.

In one of the first studies of this type, Thompson and Cimbolic (1978) surveyed 42 black female and 33 black male college students at a predominantly white midwestern university. By having the students complete a questionnaire containing items that provided information on counselor preference, sex of client, sex and race of counselor, and type of problem presented to counselor, their study yielded some interesting data on counselor preference. The results indicated that black clients preferred black counselors, and that their chances of taking advantage of these counseling center services increased as preference for counselor increased. Also, the likelihood of a black student taking a problem to the counseling center was significantly greater if the counselor to be seen was black rather than white. Their results also indicated that the sex of the counselor had no significant impact on potential counseling center use.
In subsequent research on counselor preference, eight different studies (Stranges & Riccio, 1970; Riccio & Barnes, 1973; Wolkon, Moriwaki & Williams, 1973; Jackson & Kirschner, 1973; Pinchot, Riccio & Peters, 1975; Proctor & Rosen, 1981; and Parham & Helms, 1981) all yielded the same results--black students consistently preferred black counselors.

Racial Identity and its Relationship To Counselor Preference

In two of the above studies Jackson and Kirschner (1973) and Parham and Helms (1981), a new dimension--racial identity--was used to determine whether black clients' stage racial identity was related to counselor preference.

In the Jackson and Kirschner (1973) study, racial identity was determined by the subject's preferred racial designation, black or African-American as compared to Negro. Their results showed that black students who referred to themselves as black or Afro-American preferred black counselors whereas subjects who referred to themselves as Negro had no preference for the race of the counselor. In subsequent analysis of these data, it was observed that clients preferred counselors of the same social class background. These findings were replicated by Gordon and Grantham (1979), who found that disadvantaged students (black, Puerto Rican, and white) had no preference for counselor race but preferred a counselor of the same social class background.

In the Parham and Helms (1981) study, racial identity was more precisely defined, not only in terms of preferred racial designation but
on the racial identity developmental scales originally proposed by Cross (1971). These five developmental stages (preencounter, encounter, immersion-emersion, internalization, internalization-commitment) were compressed to four stages by Parham and Helms (1981) by the elimination of the fifth stage of internalization-commitment that had been suggested by Cross (1971). The deletion of this stage was considered conceptually appropriate and consistent with Cross' original model of "Negro self-actualization under conditions of oppression." As Cross indicated, the internalization-commitment stage only differs from stage four, internalization, by the person being "committed to a plan--actively trying to change his community" (Cross, 1971). This commitment is implied in the internalization stage of development theorized by Parham and Helms in that persons in this stage of racial identity development "achieve a feeling of inner security and feel more satisfied with being black."

In a study by Parham and Helms (1981), racial identity attitudes and the subjects' racial self-designations were used to determine black students' preferences for black and white counselors. Of the four racial identity attitudes proposed by the researchers, the preencounter stage of development was strongly associated with a preference for a white counselor. Students who scored highest on any of the other three scales (encounter, immersion-emersion and internalization) all expressed a preference for counselor of the same race. Recent reviews and descriptions of cycles of psychological nigrescence, defined as the psychosocial process of becoming Black, have indicated (Parham, 1989a;
Parham, 1989b; Cross, 1971, 1978; Jackson, 1975; Thomas, 1971; Williams, 1975) support for the notion of a stagewise progression towards black self-actualization under conditions of oppression.

In addition, Helms (1989) has described some major theoretical and methodological issues in the consideration of racial identity in counseling studies. Major considerations included problems with the racial identity theory (Cross, 1971; Thomas, 1971; Toldson & Pasteur, 1975); the prevailing racial-social climate in the country and the research participants' racial identity characteristics.

Among the salient, unresolved and currently controversial theoretical issues in this research domain are discussions of whether racial identity development occurs as a linear progression or as a series of regressions and recycling of stages. Whether racial identity stages are additive or disjunctive, with each stage representing a restructuring of prior experiences, is a matter of continuing debate.

In addition, Helms (1989) notes that the reliabilities of the four scales delineating the stages of racial identity development of the most widely used instrument in this area the Racial Identity Attitude Scale (RIAS-B) (Parham & Helms, 1981), have varied quite widely across studies and that some stage relevant attitudes such as immersion/emersion seem to be most consistently measurable, at least within predominantly white environments. Studies in the domain of racial attitude identity development have often relied on self-selected, age homogeneous, college student volunteer subjects. Issues and concerns related to generalizability of
findings to age and experience diverse black persons, who function in other than academic environments, are cited in the literature quite frequently. In addition, there have been few attempts to assess or define racial identity in behavioral, rather than attitudinal terms. However, with recognition of these limitations an exploratory study of relationships between racial attitude identity and knowledge of, as well as expectations about counseling, was undertaken with the purpose of exploring how identity development might relate to counseling expectations and knowledge.

Purposes of Present Research

To further study the relationships between the racial identity of black students and their knowledge of and expectations about counseling, this study focused on the following exploratory questions. Are black students' knowledge and expectations of counseling different from those of white students? Are there variations in stage of racial identity among black students at a predominantly white university? How does stage of black students' racial identity relate to those students' perceptions of and knowledge about counseling? Does stage of black student racial identity influence these students' preferences for help providers?
METHOD

Subjects

Subjects for this study were 86 full time black students at Iowa State University. The Black sample consisted of 55 females and 31 males who had a mean age of 20.2 years. Graduate students comprised 46.3 percent of this sample while undergraduates comprised the remaining 53.7 percent.

Data were also collected from 54 white persons for purposes of comparing differences between attitudes about counseling for the two racial groups. This comparison sample consisted of 32 females and 22 males who had a mean age of 24.7 years. Graduate students were represented in this sample as well, and comprised 28 percent of the sample, while the remaining 72 percent were Iowa State University undergraduates.

Instruments

There were three instruments utilized in this study. These instruments were used to assess the subjects attitudes about counseling and their racial identity. They were: 1) the Racial Identity Attitude Scale (RIAS-B) (Parham & Helms, 1981); 2) the Expectations About Counseling Questionnaire (EAC) (Tinsley, Workman & Kass, 1980), and 3) the Information About Counseling Questionnaire (IAC) (Graca & Scott, 1985).

In addition to these instruments, a demographics questionnaire was included to ascertain the client's experience with counseling and to describe the clients' present social support system. A section of the
demographics questionnaire was employed to determine what the subjects considered to be their home state. This information was gathered to assess if there were significant differences between the black students' attitudes about counseling and/or their racial identities based on geographic region of home residence.

**Racial Identity Attitude Scale (RIAS)**

The RIAS was developed by Parham and Helms (1981) as an instrument to determine if blacks experience a stagewise progression in the "Negro-to-Black conversion experience" as proposed by Cross (1971) and currently described as psychological nigrescence (Parham, 1989a,b). In his model of psychological nigrescence, this progression is the equivalent of self-actualization in black Americans under conditions of oppression. The RIAS was developed to portray one of the cognitive aspects of Cross's model in respect to attitudes and was intended to be a personality measure which evolved from this black perspective. The instrument was also developed to be used to gather empirical data to support a theoretical base for the development of a black personality as well as to assess the characteristics involved in a healthy black personality.

To date, there have been three versions of the RIAS. The first version, called the RIAS (Short Form A), was developed by transforming Cross's (1971) and Hall, Cross and Freedle's (1972) Q-sort items into attitude items which required subjects to use a five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) to indicate their amount of agreement or disagreement with each of the 30 items. The
items were organized into four scales termed preencounter, encounter, immersion-emersion, and internalization based on attitudes that are widely held as representative for each respective stage of development. This Likert scale response format has been retained throughout the different versions of the instrument. Coefficient alphas were computed for each version of the RIAS. The RIAS (Short Form A) yielded reliability coefficients that ranged from .66 on the Immersion-Emersion scale to .72 on the Encounter scale, with an overall reliability coefficient of .69.

The second version of the RIAS (Short Form B or RIAS-B), (Appendix A), was developed through use of a factor analysis of several sets of subjects' responses to the original RIAS items. This general procedure was used by Parham and Helms to determine which items were to be retained on the RIAS (Short Form B) from the previous version by examining whether or not the item loaded significantly on a single factor. If the item had an obtained loading of .30 or higher on one scale, it was used on the Preencounter, Immersion-Emersion and the Internalization scales. However, because of the transitional nature of the Encounter scale, attitudes items for this scale were retained if they had significant loadings on no more than two factors.

Overall, the items that were retained by the factor analytic solution were very similar to those items that were in the initial version of the RIAS. Coefficient alphas were then computed for the factor-derived scales and the examination of these measures of internal
consistency yielded reliability coefficients that ranged from .50 on the Encounter scale to a .79 on the Internalization scale with a mean reliability coefficient of .66.

In an effort to increase the reliability of the various scales of the RIAS (Short Form B), additional items were included which yielded the third version of the instrument, the RIAS (Long Form), which contained 50 items. These items were selected by a formula proposed by Jackson (1975) and described by Milliones (1980), and kept for use only those items that loaded substantially on only one scale. Coefficient alphas were also computed for the individual scales, producing reliability coefficients of .76, .51, .69, and .80 for the Preencounter, Encounter, Immersion-Emersion, and the Internalization scales, respectively. The overall reliability of the RIAS (Long Form) was .69.

Even with the addition of 20 new items, the internal consistency of the RIAS (Long Form) yielded the same results as did the RIAS (Short Form A). Even though the internal consistency of the RIAS (Short Form B) was .03 lower than that of the other two versions of the instrument, the RIAS Short Form B) was used in this study. This choice was based on the fact that the instrument had been factor analyzed and had been normed on a much larger sample than the other two versions of the instrument (N = 285 as opposed to an N of 54 and 175 on version A and the Long Form, respectively). In the form used in this study (Appendix A), the RIAS (Short Form B) contains 26 test items and four items used as fillers. The scales which comprise the RIAS (Short Form B or RIAS-B) are described
as follows.

The Preencounter scale, which measures the initial stage of racial identity development, consists of eight items and assesses the degree to which a person perceives the world as being either black or white. Subjects who score highest on the items that comprise this scale of the RIAS-B are said to be in the Preencounter stage of racial identity development. Persons in this stage of racial identity characteristically view and think of the world as being nonblack, anti-black, or the opposite of black (Parham & Helms, 1981). The eight items which measure Preencounter attitudes are items 4, 8, 9, 12, 17, 21, 25, and 29 (see Appendix A).

The Encounter scale, which measures the second stage of racial identity development, consists of three items. Subjects that score highest on the items that comprise this scale of the RIAS-B are said to be in the Encounter stage of racial identity development. Subjects in this stage of racial identity development are characterized by the person becoming more involved in black issues--the person in this stage of development is beginning to realize that they are black and that black can be beautiful! (Cross, 1971). The three items that measure Encounter attitudes are 3, 23, and 24. (Note Appendix A.)

The Immersion-Emersion scale, which measures the third stage racial identity development, consists of six items. This scale represents the natural progression from stage two, Encounter--where the person has just realized that the world is not only white, but contains black persons
like themselves, who are worthy of something--to the Immersion-Emersion stage where the persons surround themselves totally with examples of blackness. Subjects who score highest on the items that comprise this scale of the RIAS-B are said to be in the Immersion-Emersion stage of racial identity development. Persons who are said to be in this stage of racial identity development may adopt the more traditional mode of African dress; they may even change their name to a traditional African name. Everything that is of value in a white world is denigrated by the black person in this stage of racial identity development during this period. The six items that measure Immersion-Emersion attitudes are 11, 14, 18, 19, 26, and 27. (Refer to Appendix A.)

The Internalization scale, which measures the fourth stage of racial identity development, consists of nine items. Subjects that score highest on this scale of the RIAS-B are said to be in the Internalization stage of racial identity development. Persons in this stage of racial identity development are characterized by being the more fully functioning black individuals who have high esteem for themselves and their people. These are the black people who can function effectively in both the black and white worlds. This person no longer feels that "black is bad, white is good" or "white is bad, black is the best," but that the world is a tolerable medium between the two extremes. The nine items that measure Internalization attitudes are 1, 2, 5, 6, 10, 20, 22, 28, and 30. Items 7, 13, 15, and 16 are used as filler items in the RIAS-B. (See Appendix A.)
Expectations About Counseling (EAC) questionnaire

The Expectations About Counseling (EAC) questionnaire developed by Tinsley, Workman and Kass (1980) (Appendix B) was constructed with the goal of measuring theoretically important expectancies a client may have about counseling. Scales were included that assessed subjects' expectancies on the dimensions of: 1) Client attitudes and behaviors, 2) Client characteristics, 3) Counselor characteristics, 4) Counselor attitudes and behaviors, 5) Characteristics of process, and 6) Quality of outcome.

The scales on the EAC questionnaire yield data that have the properties of ordinal-level measurement. Ordinal measurement implies the ability to rank individuals on a continuum in which the intervals between the ranks may not be equal. Although the application of statistics to ordinal data has been widely debated, Baker, Hardyck, and Petrinovich (1966) have demonstrated that such applications do not distort the sampling distribution of the statistic. Thus, the use of interval-level procedures (e.g., analysis of variance, factor analysis) with the scale of the EAC questionnaire have been frequent in the research literature.

While preparing the EAC for research purposes, the original 205 items were first submitted to an extensive item analysis (Tinsley, Workman & Kass, 1980). These items were evaluated in terms of both their convergent validity (item-scale correlation) as well as their discriminant validity (the difference between the correlation of the item with the scale to which it was assigned and the correlation of the item with
the other scales). In addition, the item variance and the item mean were considered as was the internal consistency of the scale and the degree of overlap among the scales. For the total group of items, an attempt was made to maintain the internal consistency of the scales between .70 and .85 to minimize the overlap among the scales. These procedures yielded a 64-item instrument, composed of 18 scales, which is organized in to five domains called: 1) Client attitudes and behaviors, 2) Counselor attitudes and behaviors, 3) Counselor characteristics; 4) Characteristics of process, and 5) Quality of outcome.

The five EAC domains have Cronbach's alpha reliability indices ranging from .71 to .89 with a median reliability of .82. All of the individual scales were judged to have sufficiently high reliability to warrant their use in research (Tinsley et al., 1980). An example item on the EAC is: When I Enter Into Counseling I Would Expect To . . . as the stem and Take psychological tests--as one example of content to which the subject responds with a seven-point Likert scale for the subject to rate his or her response (with a 1 = Not True and a 7 = Definitely True). (See Appendix B.)

Information About Counseling (IAC) questionnaire

This questionnaire, developed by Graca and Scott (1985) (Appendix C), was designed to determine subjects' existing knowledge of counseling and their general impression of counseling process. The items were developed based upon an examination of the literature pertaining to informed consent about counseling (Everstine et al., 1980).
The IAC questionnaire is composed of 40 true-false questions constructed to determine the client's knowledge and impressions of the counseling process and keyed on the basis of existing descriptions of counseling in the research literature. For example, "Talking to a counselor is no different than talking to a friend, teacher, or parent." is an item on the IAC.

This version of the IAC Questionnaire A (Revision 1) was normed on a group of 141 college students and the following descriptive statistics were obtained: a mean of 28.79 correct responses, a standard deviation of 4.86, with a range of 17 to 38 correct responses. The KR-20 reliability index, an average item to total score correlation, is .72.

Demographics Questionnaire (DQ)

This questionnaire (Appendix D) required subjects to indicate their age, sex, preferred racial designation (i.e., Black, Negro, Afro-American, Colored, or Other), socioeconomic status of their parents or themselves if they were independent students (i.e., 0 to $11,000; $11,001 to $18,900; $18,901 to $31,250; and $31,251 and above), academic classification level (i.e., freshman, sophomore, junior, senior, graduate student), state of origin, and their preferred help-giving source.

The information about their preferred help-giving source was obtained by having the subjects rank order the following possible helping sources by responding to the following question: "If I had a personal problem, I would talk to a . . . ." The possible choices were: friend (student), friend (nonstudent), parent, relative (nonparent),
professor, advisor, physician, minister, counselor, psychologist, no one, and other (with 1 being their first choice and 12 being their last choice). In addition to this question, subjects were asked to rank their preferred help-giving sources for vocational/educational problems. The question was posed in a manner similar to the previous one concerning personal problems. The subjects were asked to respond to the question, "If I had a vocational/educational problem, I would talk to a . . . ," and respondents were provided with the same choices and instructions as previously stated.

Procedure

Order of questionnaire presentation

The instruments were presented to the subjects in the form of a four-section questionnaire. The demographics questionnaire was always presented last. The other questionnaires were presented first, second, and third, respectively, an equal number of times to control for order effects.

Subject recruitment

The subjects were recruited with the cooperation of the Minority Student Affairs (MSA) office, which provided the researcher with the names and addresses of the Iowa State University black students. Of the 578 students who identified themselves as black, 378 lived on campus. Of those students, 300 were selected at random to be sent questionnaires via campus mail. A campus mail procedure was used throughout this study as
external financial support was not available to defray postage costs. A cover letter (Appendix E) was also attached to each questionnaire and was intended to introduce the researcher to potential subjects, to describe the purpose of the study, and to solicit their cooperation in completing the questionnaires.

In addition, a group of 60 questionnaire packets were distributed to black participants in an Iowa State University 1987 summer enrichment and orientation program for minority students. These dormitory residents were also asked to volunteer for participation in the study.

The last two questions on the demographics questionnaire requested the black subjects to list the names and addresses of two white people that they thought would be willing to participate in a comparison study of counseling attitudes. Once these data were collected, a set of questionnaires without the Racial Identity Attitude Scale was sent, via campus mail, to these potential on-campus white student participants. A different cover letter (Appendix F) was sent to them explaining the purpose and intent of the study.

Data analysis

In order to simplify, explore, and organize responses from the dependent variable measures for the Expectations About Counseling (EAC) (Tinsley et al., 1980) and for the Information About Counseling (IAC) (Graca and Scott, 1985) questionnaires, separate factor analyses of the instruments were performed. A principal factors iterative procedure with varimax rotation was used to determine the underlying structure of the
64-item EAC (Tinsley, Workman & Kass, 1980). The resulting scale scores were used in all other subsequent analysis.

In this study, the factor analysis of the EAC was conducted without an a priori hypothesis about which items comprised each individual scale. In contrast, prior analyses by Tinsley et al. (1980) identified 20 possible client expectancies and generated a pool of 203 items reflecting those expectations. Upon further analysis, these 20 factors yielded only 17 expectations about counseling based on theoretical concepts. These 17 expectancies were then analyzed with a principal factors factor analysis with varimax rotation and produced a four-factor solution which yielded the factors termed: Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance.

To determine the factor loadings of the 40 items on the IAC, an exploratory factor analysis was performed on the individual items that comprise the scale. A varimax rotation, without a priori hypotheses about how the items were related to potential scales, was utilized to determine the underlying structure of the instrument. It should be noted that Graca and Scott (1985) made a very tentative a priori hypotheses about how the items would load on the instrument. It was suggested that the IAC would measure the three concepts of knowledge/acquaintance with counseling, goals and procedures in counseling, and general expectations about counseling. However, the IAC had never been factor analyzed; thus, an exploratory procedure was viewed as appropriate. The scale scores resulting from the factor analyses were used in subsequent data analysis.
Additional data analyses, which separately summarized and compared the responses of blacks, white, and all subjects (both black and whites) on the EAC and IAC, were carried out by examining differences between the means and standard deviations of the two groups via t-tests of differences between the black and white responses. The relationships between the EAC and the IAC were also explored by examining the correlations between the respective factor analyzed scores for each instrument, separately for black subjects' responses, white subjects' responses and the responses of all the subjects.

Further exploration of the data was done by examining the black subjects' responses and determining the correlations between the EAC and the Racial Identity Attitude Scale (RIAS-B) and between the IAC and the RIAS-B. Frequency tabulations comparing the black subjects' Preferred Racial Designation (PRD) in conjunction with their RIAS-B determined stage of racial identity membership were proposed for use in exploring the association between reported racial designation and identity development stage.
RESULTS

Approach to Analyses

The following analyses were done on three distinct groups of subjects. The first set of analyses was performed on the entire subject sample (N = 140) which included both black and white subjects. The second set of analyses was done on the black subjects (N = 86) to determine if the different stages of racial identity development had an influence on the subjects' expectations and knowledge of information about counseling. The third set of analyses was done on the white subjects (N = 54) to determine if race was an influencing factor on expectations and knowledge about counseling.

Questionnaire return rate

Of the 360 black subjects whose cooperation was solicited in this study, there were 87 responses of which 84 represented completed questionnaires. Questionnaire return rates for black participants were as follows: 41 out of 60 or 68.3 percent were received from summer program dormitory residents; 45 out of 300 or 15.0 percent were returned from the campus mail sample. Thus, the overall rate for black participants was 86 out of 360 or 23.88 percent. Of the 149 names and addresses of white friends that were given to the researcher by the black subjects, 75 on-campus students were sent questionnaires, via campus mail, to be completed. The remaining 74 names and addresses were not used in this study because they resided off-campus. Fifty-nine of these questionnaires were
returned; 54 responses were sufficiently complete enough to permit analyses. Thus, the return rate of 36.24% for white respondents was 54 out of a potential total of 149 or 36.24 percent.

The total sample of 140 subjects consisted of 53 males and 87 females. When divided into groups by race and sex, there were 31 black males, 22 white males, 55 black females and 32 white females. The subjects' ages ranged from 16 to 62 with a mean age of approximately 22 years.

**Preferred Racial Designation (PRD) for black subjects**

When the black subjects were categorized by Preferred Racial Designation (PRD) 10 males and 15 females, or 25 out of 86 respondents (29.0 percent), indicated that they were Afro-Americans. Twenty males and 37 females, or 57 out of 86 respondents (66.3 percent), indicated that they were Black. One male out of 86 respondents (1.2 percent) indicated that he was Colored. The remaining three females (3.5 percent of the sample) indicated that they were Other.

**Means and standard deviations of the Racial Identity Attitude Scales (RIAS-B) for black subjects**

With respect to the RIAS-B, the mean scale scores, calculated by total scale score items divided by number of items, the scales minimal ranges and their standard deviations appear in Table 1. The Internalization subscale had the highest mean score, $M = 4.04$ with a standard
deviation of 0.54, whereas the Preencounter scale had the lowest mean \( M = 1.88 \) and a standard deviation similar to the other scales.

Table 1. Means, ranges, and standard deviations of the Racial Identity Attitude Scale (RIAS-B)

<table>
<thead>
<tr>
<th>Scales</th>
<th>Number of Items</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preencounter</td>
<td>8</td>
<td>85</td>
<td>1.00</td>
<td>3.22</td>
<td>1.88</td>
<td>0.54</td>
</tr>
<tr>
<td>Encounter</td>
<td>3</td>
<td>85</td>
<td>1.00</td>
<td>4.25</td>
<td>2.99</td>
<td>0.67</td>
</tr>
<tr>
<td>Immersion/Emersion</td>
<td>6</td>
<td>85</td>
<td>1.38</td>
<td>4.50</td>
<td>2.58</td>
<td>0.58</td>
</tr>
<tr>
<td>Internalization</td>
<td>7</td>
<td>84</td>
<td>2.33</td>
<td>5.00</td>
<td>4.04</td>
<td>0.54</td>
</tr>
</tbody>
</table>

Note. Means were calculated by summing scale score items and dividing by number of items in the scale.

Stage of racial attitude identity

For 80 out of 86 subjects, or 93 percent of the black sample, the RIAS-B internalization score was the highest. Of the six subjects for whom internalization was not the highest score, four persons had high points on the immersion/emersion scale, one on the encounter scale and one on the preencounter scale.

In addition, conservative stage categorization rules (Parham & Helms, 1981) were applied to determine frequency of stage membership in the following manner. When a subject's highest scale score equaled or
exceeded that of the other scales and exceeded the scale median for the sample on which the scales were developed (Helms & Parham, 1985), then the person was assigned to membership in that stage. Critical scale median values based upon scale development data (Helms & Parham, 1985) for combined sex data were 3.95 for internalization, 2.95 for immersion-emersion, 3.00 for encounter and 2.11 for preencounter.

Application of these categorization procedures indicated that 56 of 86 black subjects or 65.1 percent were in the internalization stage, four persons of the total 86, or 4.7 percent, were in the immersion-emersion stage. One of the 86 black participants, or 1.16 percent of the sample, was in the encounter stage, while another one person, an additional 1.16 percent of the sample, was in the preencounter stage. The remaining 24 subjects were not classifiable using these conservative rules and procedures.

Expectations About Counseling (EAC) means and standard deviations for black and white subjects

The mean Expectations About Counseling (EAC) scale values and respective standard deviations for both black and white subjects appear in Table 2. The only significant racial differences (see Table 2) \( t = 4.41, P < .05 \) appeared on the EAC scale pertaining to expectations for immediate change, or a quick fix from counseling. Black subjects scored higher on this measure indicating that they expected more immediate change from counseling than did white respondents.
Table 2. Means, standard deviations and t-tests of racial differences for the scales of the Expectations About Counseling questionnaire (EAC)

<table>
<thead>
<tr>
<th>Scales</th>
<th>Number of Items</th>
<th>Race</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Trust of Counselor</td>
<td>20</td>
<td>Black</td>
<td>84</td>
<td>64.40</td>
<td>10.69</td>
<td>0.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>53</td>
<td>63.01</td>
<td>11.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>137</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client Self-Disclosure</td>
<td>14</td>
<td>Black</td>
<td>81</td>
<td>58.64</td>
<td>14.19</td>
<td>0.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>53</td>
<td>60.04</td>
<td>11.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>134</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clients' Expectation of a &quot;Quick Fix&quot; From Counseling</td>
<td>11</td>
<td>Black</td>
<td>84</td>
<td>17.19</td>
<td>9.84</td>
<td>4.41*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>54</td>
<td>14.04</td>
<td>6.23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clients Who Expect Information About Counseling</td>
<td>11</td>
<td>Black</td>
<td>84</td>
<td>27.54</td>
<td>5.20</td>
<td>0.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>53</td>
<td>26.91</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>137</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clients Who Expect the Counselor to</td>
<td>5</td>
<td>Black</td>
<td>84</td>
<td>12.99</td>
<td>5.12</td>
<td>1.05</td>
</tr>
<tr>
<td>Self-Disclose</td>
<td></td>
<td>White</td>
<td>53</td>
<td>12.06</td>
<td>5.26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>137</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Factor composition of the EAC for this sample is described in a separate and subsequent section of the results.

*p < .05.

Information About Counseling (IAC) means and standard deviations

Table 3 indicates the overall means and standard deviations of the scales for the Information About Counseling (IAC) questionnaire. Total sample means were 15.22 (s.d. = 3.33) and 1.66 (s.d. = 1.44) for the respective Information About Counseling and the Confidentiality About...
Counseling scales of the IAC. In addition, Table 3 provides this information specific to each racial group.

Significant racial differences emerged as indicated by t-test values in Table 3. Black persons appeared to be less knowledgeable about counseling ($t = 8.19$, $p < .005$) as indicated by their lower mean score and more score variation on the Information About Counseling scale of the IAC than white persons. However, white respondents had a significantly lower ($t = 9.61$, $p < .005$) score on the confidentiality scale of the IAC than black subjects. This finding suggests that white subjects, the relatively lower scores when compared to black respondents, were less likely to respond true to items that suggest counseling is characterized by absolute confidentiality.

Table 3. Means, standard deviations and t-tests of racial differences for the scales of the Information About Counseling questionnaire (IAC)

<table>
<thead>
<tr>
<th>Scales</th>
<th>Number of Items</th>
<th>Race</th>
<th>N</th>
<th>Means</th>
<th>SD</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information About Counseling</td>
<td>20</td>
<td>Black</td>
<td>80</td>
<td>14.30</td>
<td>4.16</td>
<td>8.19***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>52</td>
<td>16.13</td>
<td>2.49</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>15.22</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>Confidentiality About Counseling</td>
<td>5</td>
<td>Black</td>
<td>80</td>
<td>2.06</td>
<td>1.41</td>
<td>9.61***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>51</td>
<td>1.25</td>
<td>1.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>131</td>
<td>1.66</td>
<td>1.44</td>
<td></td>
</tr>
</tbody>
</table>

*aFactor composition of the IAC in this sample is described in a separate and subsequent section of the results.

***$p < .005$.\"
Pair Wise Correlations of Instruments

Expectations About Counseling (EAC) and Information About Counseling (IAC) - total sample

An analysis of the relationships between the scales of the EAC and IAC (N = 132) was provided by correlations between these two instruments for the entire sample and is presented in Table 4. Results from the correlational analysis showed that EAC scale 3 (Clients' Expectation of a "Quick Fix" from Counseling) and IAC scale 1 (Information About Counseling) were significantly and negatively correlated (r = -.65, p < .001). The highly negative relationship suggests that a person who knows a great deal about counseling would not expect their problems to be resolved in one or two sessions which is what the "quick fix" literally implies.

Expectations About Counseling (EAC) and Information About Counseling (IAC) - black subjects

The relationship between the EAC and the IAC for the black subjects (N = 84) was provided by examining the correlations between the EAC and the IAC scales as indicated in Table 5. Results from the correlational analysis demonstrated that EAC scale 3 (Clients' Expectation of a "Quick Fix" from Counseling) and IAC scale 1 (Information About Counseling) were significantly correlated in a negative direction (r = -.73, p < .001). This strong negative relationship suggests that black subjects who are least knowledgeable about the process of counseling would likely expect to be "cured" in one or two sessions.
Table 4. Correlations\textsuperscript{a,b} between the scales of the Expectations About Counseling questionnaire (EAC) and the Information About Counseling questionnaire (IAC) for the total sample

<table>
<thead>
<tr>
<th>EAC Scales</th>
<th>Information About Counseling</th>
<th>Confidentiality From Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Trust of Counselor</td>
<td>-11</td>
<td>-05</td>
</tr>
<tr>
<td>Client Self-Disclosure</td>
<td>-18</td>
<td>-01</td>
</tr>
<tr>
<td>Clients' Expectation of a &quot;Quick Fix&quot; from Counseling</td>
<td>-65***</td>
<td>-04</td>
</tr>
<tr>
<td>Clients Who Expect Information About Counseling</td>
<td>-06</td>
<td>-11</td>
</tr>
<tr>
<td>Clients Who Expect the Counselor to Self-Disclose</td>
<td>-15</td>
<td>-08</td>
</tr>
</tbody>
</table>

\textsuperscript{a}N = 132.

\textsuperscript{b}Decimal points were omitted from table.

\textsuperscript{***}Correlations of $r = .32$ or greater are significant at $p < .001$. 
Table 5. Correlations\(^a,b\) between the scales of the Expectations About Counseling (EAC) questionnaire and the Information About Counseling (IAC) questionnaire for black subjects

<table>
<thead>
<tr>
<th>EAC Scales</th>
<th>Information About Counseling</th>
<th>Confidentiality From Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Trust of Counselor</td>
<td>-05</td>
<td>05</td>
</tr>
<tr>
<td>Client Self-Disclosure</td>
<td>-26*</td>
<td>07</td>
</tr>
<tr>
<td>Clients' Expectation of a &quot;Quick Fix&quot; From Counseling</td>
<td>-73**</td>
<td>-11</td>
</tr>
<tr>
<td>Clients Who Expect Information About Counseling</td>
<td>-07</td>
<td>10</td>
</tr>
<tr>
<td>Clients Who Expect the Counselor to Self-Disclose</td>
<td>-16</td>
<td>-08</td>
</tr>
</tbody>
</table>

\(^a\)\(N = 84.\)

\(^b\)Decimal points were omitted from table.

*Correlations of \(r = .22\) or greater are significant at \(p < .05\).

**Correlations of \(r = .35\) or greater are significant at \(p < .001\).
Expectations About Counseling (EAC) and Information About Counseling (IAC) - white subjects

The relationships between the Expectations About Counseling questionnaire (EAC) and the Information About Counseling questionnaire (IAC) scale scores for white subjects (N = 54) were provided by correlations which are depicted in Table 6. Results from this correlational analysis showed that EAC scale 3 (Clients' Expectation of a "Quick Fix" From Counseling) and IAC scale 1 were again negatively correlated (r = -.28, p < .05), although the relationship is not as strong as that for the total sample (N = 132, r = -.65, p < .001) or the black subjects (N = 84, r = -.73, p < .001).

Racial Identity Attitude Scale (RIAS-B) and Expectations About Counseling (EAC) questionnaire

An exploration of the relationship between the RIAS-B and the EAC was provided by correlational analyses performed only on the black subjects' data as the white subjects were not asked to complete the RIAS-B. This analysis was also conducted to determine if there was an association between the racial identity developmental scores of the black subjects (N = 84) and their expectations about counseling. Table 7 presents the correlations between these two instruments.

These analyses reveal several significant correlations between the scales of both instruments. Encounter scale scores were significantly, positively and modestly correlated with five EAC scales: scale 1, Client Trust of Counselor (r = .28, p < .05); scale 2, Client Self-Disclosure
### Table 6. Correlations\(^a,b\) between the scales of the Expectations About Counseling (EAC) questionnaire and the Information About Counseling (IAC) questionnaire for white subjects

<table>
<thead>
<tr>
<th>EAC Scales</th>
<th>Information About Counseling</th>
<th>Confidentiality From Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Trust of Counselor</td>
<td>-23</td>
<td>-22</td>
</tr>
<tr>
<td>Client Self-Disclosure</td>
<td>-04</td>
<td>-07</td>
</tr>
<tr>
<td>Clients’ Expectation of a &quot;Quick Fix&quot; From Counseling</td>
<td>-28*</td>
<td>-07</td>
</tr>
<tr>
<td>Clients Who Expect Information About Counseling</td>
<td>01</td>
<td>10</td>
</tr>
<tr>
<td>Clients Who Expect the Counselor to Self-Disclose</td>
<td>-11</td>
<td>-18</td>
</tr>
</tbody>
</table>

\(^a\)\(N = 54.\)

\(^b\)Decimal points were omitted from table.

*Correlations of \(r = .27\) or greater are significant at \(p < .05\).*
Table 7. Correlations\(^a,b\) between the scales of the Racial Identity Attitude (RIAS-B) scale and the Expectations About Counseling (EAC) questionnaire

<table>
<thead>
<tr>
<th>RIAS Scales</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preencounter</td>
<td>06</td>
<td>06</td>
<td>-06</td>
<td>-07</td>
<td>12</td>
</tr>
<tr>
<td>Encounter</td>
<td>28**</td>
<td>29**</td>
<td>26*</td>
<td>31**</td>
<td>38***</td>
</tr>
<tr>
<td>Immersion-Emersion</td>
<td>14</td>
<td>23*</td>
<td>15</td>
<td>31**</td>
<td>19*</td>
</tr>
<tr>
<td>Internalization</td>
<td>02</td>
<td>11</td>
<td>12</td>
<td>19*</td>
<td>15</td>
</tr>
</tbody>
</table>

\(^a\)\(N = 84\).

\(^b\)Decimal points were omitted from table.

\(^c\)1 = Client Trust of Counselor; 2 = Self-Disclosure; 3 = Clients' Expectation of a "Quick Fix" From Counseling; 4 = Clients Who Expect Information About Counseling; 5 = Clients Who Expect the Counselor to Self-Disclose.

*Correlations of \(r = .18\) or greater are significant at \(p < .05\).

**Correlations of \(r = .27\) or greater are significant at \(p < .01\).

***Correlations of \(r = .36\) or greater are significant at \(p < .001\).
(r = .31, p < .01); scale 3, Clients Who Expect a "Quick Fix" (r = .26, p < .05); scale 4, Clients Who Expect Information About Counseling (r = .31, p < .01); and scale 5, Clients Who Expect the Counselor to Self-Disclose, (r = .38, p < .001).

The correlations between the Immersion-Emersion scale of the RIAS-B and the EAC produced several significant correlations (see Table 7). Immersion-Emersion scale scores of the RIAS-B were correlated most strongly with the expectation of receiving only information about counseling (EAC scale 4, r = .31, p < .01), and to a lesser extent with client self-disclosure (scale 2) and counselor self-disclosure (scale 5). Internalization scores and expectations to receive information (scale 4) were also significantly correlated (r = .19, p < .05).

Racial Identity Attitude Scale (RIAS-B) and Information About Counseling (IAC) questionnaire - black subjects

The relationships between the RIAS-B and the IAC were provided by correlational analyses as depicted in Table 8. Again, white subjects did not complete the RIAS-B; therefore, the N for this analysis is 86. This analysis was conducted to see if the developmental stage of the black person had any significant impact on existing knowledge of counseling.

The only significant correlation that exists between the scales of these two instruments (see Table 8) is between the Encounter scale of the RIAS-B and the first scale, Information About Counseling, of the IAC. This negative correlation (r = -.29, p < .05) may suggest that persons who endorse Encounter stage items on the RIAS-B have very little
knowledge about counseling.

Table 8. Correlations\(^a,b\) between the scales of the Racial Identity Attitude Scale (RIAS-B) and the Information About Counseling (IAC) questionnaire

<table>
<thead>
<tr>
<th>RIAS Scales</th>
<th>IAC Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information About Counseling</td>
</tr>
<tr>
<td>Preencounter</td>
<td>-08</td>
</tr>
<tr>
<td>Encounter</td>
<td>-29(^*)</td>
</tr>
<tr>
<td>Immersion-Emersion</td>
<td>-20</td>
</tr>
<tr>
<td>Internalization</td>
<td>-01</td>
</tr>
</tbody>
</table>

\(^aN = 86.\)

\(^b\)Decimal points were omitted from table.

\(^*\)Correlations of \(r = .27\) or greater are significant at \(p < .05.\)

Factor analysis of the Expectations About Counseling (EAC) questionnaire

A principal factor iterative procedure with varimax rotation was utilized to determine the underlying factor structure of the 64 items of the Tinsley, Workman and Kass (1980) scale (Appendix B). These factors were analyzed without any a priori hypothesis about the items which comprised the scale. This approach was quite different from the factor analysis that was used by Tinsley et al. (1980), who identified 20
possible client expectancies and generated a pool of 203 items reflecting those expectations. Upon further analysis these 20 factors yielded only 17 expectations about counseling based on theoretical concepts. These 17 expectancies using a principal components factor analysis with varimax rotation which was performed on the product-moment correlations and produced a four-factor solution which yielded the factors termed: Personal Commitment, Facilitative Conditions, Counselor Expertise and Nurturance.

In this study, a principal factor analysis with a varimax rotation was performed on the 64-item EAC (Appendix B) and yielded five distinct factors which were labeled: Factor 1, Client trust in counselor; Factor 2, Self-Disclosure by the client; Factor 3, Clients who expected to be "cured by the counselor in a relatively short period of time--the "Quick Fix"; Factor 4, Clients who expected only information from the counselor; and Factor 5, Clients who expected the counselor to self-disclose during the counseling. Criteria used to determine number of factors to rotate included the following: the scree test, the number of interpretable factors based upon these data and prior literature, the proportion of variance accounted for by each factor, and the total factor solution. In general, items with factor loadings ≥ .40 were considered in interpretation of factors. Complete descriptions and listing of items which comprise each factor are found in Table 9. Table 10 presents a summary of how each individual team loaded on its respective scale.
Table 9. Individual items that comprise each factor on the Expectation About Counseling (EAC) questionnaire

Factor 1, Client Trust of Counselor--Individual Items (N = 20)

I Expect the Counselor To . . .

Help me identify and label my feelings so I can better understand them.
Give encouragement and reassurance.
Be a "real" person, not just a person doing a job.
Inspire confidence and trust.
Be honest with me.
Be someone that can be counted on.
Be friendly and warm towards me.
Help me solve my problems.
Give me support.
Decide what treatment plan is best.
Respect me as a person.
Praise me when I show improvement.
Make me face up to the differences between what I say and how I behave.
Have no trouble getting along with people.
Be someone that I can really trust.
Point out the differences between what I am and what I want to be.
Like me in spite of the bad things that he or she knows about me.
Make me face up to the differences between how I see myself and how others see me.
Be someone who is calm and easy going.
Get along well in the world.

Factor 2, Self-Disclosure by Client (N = 14)

When I Enter Into Counseling I Would Expect To . . .

Feel safe enough with the counselor to really say how I feel.
Like the counselor.
Openly express my emotions regarding myself and my problems.
Talk about my present concerns.
Get practice in relating openly and honestly to another person within the counseling relationship.
Enjoy my interviews with the counselor.
Stay in counseling for at least a few weeks, even if at first I am not sure it will help.
Enjoy being with the counselor.
Stay in counseling even though it may be painful or unpleasant at times.
Table 9. Continued

Contribute as much as I can in terms of expressing my feelings and discussing them.
Go to counseling only if I have a very serious problem.
Become better able to help myself in the future.
Work on my concerns outside the counseling interviews.

I Expect the Counselor To . . .

Like me.

Factor 3, Clients Expecting a "Quick Fix" From Counseling (N = 11)

When I Enter Into Counseling I Would Expect To . . .

Take psychological tests.
Never need counseling again.
See the counselor for only one interview.
Find that my problem will be solved once and for all in counseling.
Find that all I need to do is answer the counselor's questions.
Find that the interview is not the place to bring up personal problems.

I Expect The Counselor To . . .

Explain what's wrong.
Tell me what to do.
Know how I feel even when I cannot say quite what I mean.
Know how I feel, at times, without my having to speak.
Do most of the talking.

Factor 4, Clients Expecting Information About Counseling (N = 11)

When I Enter Counseling I Expect To . . .

Gain some experience in new ways of solving problems within the counseling process.
Understand the purpose of what happens in the interview.
Take responsibility for my own decisions.
Get a better understanding of myself and others.
Find that the counseling relationship will help the counselor and me identify problems on which I need to work.
Table 9. Continued

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<tr>
<th>Improve my relationship with others.</th>
<th>Ask the counselor to explain what he means whenever I do not understand something that is said.</th>
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<tr>
<td>I Expect The Counselor To . . .</td>
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<tr>
<td>Know how to help me.</td>
<td></td>
</tr>
<tr>
<td>Help me identify particular situations where I have problems.</td>
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<tr>
<td>Help me know how I am feeling by putting my feelings into words for me.</td>
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<tr>
<td>Help me discover what particular aspects of my behavior are relevant to my problems.</td>
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Factor 5, Clients Who Expect the Counselor to Self-Disclose (N = 5)

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<td>Frequently offer me advice.</td>
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<tr>
<td>Discuss his or her own attitudes and relate them to my problem.</td>
</tr>
<tr>
<td>Discuss his or her experiences and relate them to my problems.</td>
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<tr>
<td>Talk freely about himself or herself.</td>
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<td>Just give me information.</td>
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Table 10. Summary of varimax rotation of the EAC

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(%, variance), from communality estimates, explained by each factor

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Final Communality Estimates: Total = 28.911

Note. Factor scale names and respective number of items are indicated in Table 2 and the items are described in Table 9, item loadings considered relevant to interpretation of the factors are underlined.
Factor analysis of the Information About Counseling (IAC) questionnaire

To determine the factor loadings of the IAC (Appendix C), an exploratory factor analysis was performed on the individual items comprising the scale. A principal iterative procedure with varimax rotation without hypotheses about how items were related to potential scales was utilized to determine the underlying structure and instrument. It should be noted that Graca and Scott (1986) made tentative a priori hypotheses about how the factors would load on the instrument. It was suggested that the IAC would measure the three concepts of: knowledge/acquaintance with counseling; goals and procedures in counseling; and general expectations about counseling. However, the IAC had never been factor analyzed; thus, an exploratory procedure was viewed as appropriate. The scale scores resulting from factor analysis were used in subsequent data analyses.

Once the IAC was subjected to the varimax procedure, only two factors emerged as indicated in Table 11. The 40 items of the IAC yielded a two-factor solution. Criteria used to determine number of factors included the following: the scree test, the number of interpretable factors and the proportion of variance accounted for by each factor. In general, item loadings ≥ .25 were considered significant in the preliminary exploration of a new scale. However, examination of Table 11 also indicates that most of the item loadings considered in factor interpretation are at or above the .30 level. The two factors were labeled: general information about counseling (Factor 1) and confidentiality about
Table 11. Summary of varimax rotation of the IAC two-factor solution

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<td>.17</td>
</tr>
<tr>
<td>IAC33</td>
<td>-.27</td>
<td>.14</td>
<td>.10</td>
</tr>
<tr>
<td>IAC34</td>
<td>.34</td>
<td>-.34</td>
<td>.24</td>
</tr>
<tr>
<td>IAC35</td>
<td>.41</td>
<td>-.04</td>
<td>.17</td>
</tr>
<tr>
<td>IAC36</td>
<td>.05</td>
<td>-.36</td>
<td>.13</td>
</tr>
<tr>
<td>IAC37</td>
<td>.11</td>
<td>-.40</td>
<td>.18</td>
</tr>
<tr>
<td>IAC38</td>
<td>.41</td>
<td>-.09</td>
<td>.17</td>
</tr>
<tr>
<td>IAC39</td>
<td>.07</td>
<td>-.29</td>
<td>.09</td>
</tr>
<tr>
<td>IAC40</td>
<td>.16</td>
<td>.51</td>
<td>.28</td>
</tr>
</tbody>
</table>
Table 11. Continued

(% Variance), from communality estimates, explained by each factor

<table>
<thead>
<tr>
<th>Factor 1</th>
<th>Factor 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.558 (56.39%)</td>
<td>2.474 (39.21%)</td>
</tr>
</tbody>
</table>

Final Communality Estimates: Total = 6.31

Note. Factor scale names and respective number of items are indicated in Table 3 and the items are described in Table 12. Stem loadings considered relevant to the interpretation of factors are underlined.

counseling (Factor 2). Table 11 presents the results of this two-factor solution, while Table 12 describes the items contributing to the factors.

Analysis of the preferred help-giving sources

In the demographics section of the questionnaire package, questions 7 and 8 asked subjects to rank their preferred help-giving source if they experienced personal problems (Question 7) and if they had vocational/educational problems (Question 8). Unfortunately, the majority of subjects misinterpreted the directions of this task (see Appendix D) and were unable to complete the rankings or did not attempt to rank these items. Hence these data could not be meaningfully subjected to statistical analysis.
Table 12. Individual items that comprise each factor of the Information About Counseling (IAC) questionnaire

<table>
<thead>
<tr>
<th>Factor 1, Information About Counseling--Individual Items (N = 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to a counselor is no different from talking to a friend, teacher, or parent.</td>
</tr>
<tr>
<td>The goals of therapy are whatever the counselor decides is best for the client.</td>
</tr>
<tr>
<td>Withdrawal from counseling can only occur with the counselor's permission.</td>
</tr>
<tr>
<td>The cost of each counseling session is at least $40.</td>
</tr>
<tr>
<td>Counseling sessions can only be recorded with the client's permission.</td>
</tr>
<tr>
<td>Once a client gives permission to have the counseling session recorded, he/she cannot later withdraw permission without the consent of the counselor.</td>
</tr>
<tr>
<td>The reason the client enters into counseling will have little effect on the benefit he/she will get out of counseling.</td>
</tr>
<tr>
<td>Once counseling begins, the client must remain in counseling until both the client and the counselor agree it should end.</td>
</tr>
<tr>
<td>A client should stay in counseling, say nothing and try his/her best to remain motivated even if he/she feels that little progress is being made.</td>
</tr>
<tr>
<td>The goals of counseling are set by the counselor and the counselor's supervisor.</td>
</tr>
<tr>
<td>A counselor is trained to act like the client's parent in order to guide the client toward appropriate goals or to make effective changes.</td>
</tr>
<tr>
<td>There are no known risks or negative effects due to counseling.</td>
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<tr>
<td>One of the benefits of counseling is a better understanding of personal goals and values.</td>
</tr>
<tr>
<td>Unpleasant and disturbing client feelings of fear, anger, anxiety and depression may be elicited by counseling.</td>
</tr>
<tr>
<td>There are no alternatives other than counseling, for dealing with personal or interpersonal problems, such as self-help groups.</td>
</tr>
<tr>
<td>Counseling can result in persons (clients) making changes in their work or family relationships that they may later regret.</td>
</tr>
<tr>
<td>Counseling may aid a client to better understand self-defeating behaviors and/or obstacles which get in the way of reaching desired goals.</td>
</tr>
<tr>
<td>A counselor is trained to listen to a client's problems without being judgmental.</td>
</tr>
<tr>
<td>For the client, counseling is a passive, nondemanding process which involves just listening to what the counselor may say about a client's concerns.</td>
</tr>
<tr>
<td>Counseling is a process which is intended to promote change in client behavior, but not with respect to client emotions or attitudes.</td>
</tr>
</tbody>
</table>
Table 12. Continued

Factor 2, Confidentiality about Counseling--Individual items (N = 5)

There are no circumstances in which what is said in counseling can be released to others without the client's permission.
A counselor can be required by law to reveal information obtained during counseling to another person or agency.
A client must give written permission before his/her records can be released to another counselor or agency.
Information obtained during counseling may be released without the client’s permission if the client threatens to harm another person.
Counseling is a totally confidential relationship in that what is said in counseling may not be revealed under any circumstances to any other person or agency without the client’s written permission.

Preferred racial designation (PRD) and stage racial identity

The lack of significant variation in either of these domains, as previously reported in the results section, rendered it impractical to conduct tests of categorical association.
DISCUSSION

General Findings

This study addressed and provided information, based upon tentative findings, relevant to several exploratory questions each of which will be presented separately and then each will be followed by a critical summary. The first of the questions stated, are black students' knowledge and expectations about counseling different from those of white students?

Comparisons between black and white students in this sample indicated that there were significant differences in knowledge about counseling between the two groups. White respondents, those with high scores, indicated more familiarity with counseling goals, practices and procedures than did black participants. Black students significantly diverged from their white counterparts in terms of knowledge of confidentiality limitations. They had higher scores than whites and were more likely to perceive the confidentiality provisions associated with counseling as absolute and invulnerable, while white respondents, those with lower scores, appeared to be more aware of the constraints and limitations placed upon counseling confidentiality.

With respect to expectations about counseling the two groups did not significantly differ as markedly as they did in terms of knowledge about counseling. In fact, significant differences between black and white subjects appeared on only one of the five counseling expectancy factor derived scales, the EAC third factor or expectations for a quick fix from
counseling. Black participants, to a significantly greater extent than white students, expressed expectations, via high EAC-3 scores, that counseling could provide a relatively immediate remedy for or relief from problems. When the relationships between expectations for counseling, EAC scores, and information about counseling, IAC scores, were explored via correlations, a consistent significant negative association was found between knowledge about counseling, IAC knowledge factor scores, and expectations of a quick fix from counseling. This significant negative association appeared in total sample correlations and in separate correlations for black and for white respondents. The negative relationship was most pronounced for black students but was also statistically significant for the total sample and for white respondents. It is likely that this inverse relationship implies that as one becomes more informed and knowledgeable about counseling, expectations for counseling mediated immediate problem relief or resolution substantially diminish.

The above statements need to be approached with caution as this study was based on a small, and in many ways limited, student sample. In addition, there were no data collected in this study pertinent to whether any of the study participants had any direct experience in or with counseling. Thus, the level and amount of counseling exposure, experience or experiential knowledge gained from participation in counseling processes, or in interactions with others who have participated in the process, were not known in this study for any of the subjects. There was no reason to suspect that either black or white participants would be
more counseling experienced than the other group. However, the white subjects in this study were of an average of four years older than the black participants. Thus, they may have had more opportunities to become exposed to or participate in counseling than their black counterparts.

A second question posed by this investigation focused upon, are there variations in stage of racial identity among black students at a predominately white university? The results of this investigation are quite unambiguous in suggesting that there was one prominent stage of racial identity for the black students. Almost two-thirds of black respondents were classified by RIAS-B scores and conservative classification rules (Parham & Helms, 1981) as functioning in the internalization stage of racial attitude identity development. Application of these rules indicated that another 28 percent of subjects, 24 of the 86 black participants, were not classifiable in an identity stage. The appearance of a large number of black students in the fourth and most developed of the Cross (1971) stages is not unexpected. Presumably these black students chose to enroll in a predominately white University, and the characteristics associated with this stage involve effective and personally satisfying functioning in both black and white environments.

A third focus of the study was encompassed by the question, how does stage of black student racial identity relate to students' perceptions and knowledge about counseling? When correlations between each of the five separate EAC factor scores and the scale scores from the RIAS-B were examined, it appeared that there were significant, positive correlations
between all of the EAC scores and the encounter scale score, one which purportedly assesses a person's intense focus, and concern about Blackness. The three-item encounter scale score, one of the least reliable of the RIAS-B (Parham & Helms, 1981), may reflect a general tendency to be introspective, and to be in personal or identity transition. Thus, it may be sensitive to all aspects of a self-exploration process such as the concepts of counseling captures by the counseling expectancy measure by the various scales of the EAC.

The encounter scale score was the only one of the RIAS-B scores that were significantly related to either of the IAC, information about counseling measures. In fact, the significant negative relationship between the encounter score and the IAC factor score assessing information about counseling, may suggest that black participants who score high on the encounter scale may be individuals with relatively little familiarity or knowledge of counseling. These persons may be just beginning a process of self-exploration.

The prior statements about encounter scale relationships should be considered very tentative, as only three items comprise the scale and it has been identified (Parham & Helms, 1981) as demonstrating average internal reliability coefficients of only approximately .50. Thus, there may be a high proportion of unexplained or error variance associated with this scale.

A fourth focus of the study centered on the issue of whether black student's stage of racial identity was related to student preferences for
help providers. Unfortunately, the study data did not permit exploration of this question as a substantial number of students either chose not to do the requested ranking of help providers or were unable to complete the 12-point ranking task. One may infer that the task was either too difficult or complex to complete and/or that task instructions were unclear. The number of completed rankings was far too small to justify any analyses.

Limitations of the Study

The findings of this study should be approached with considerable caution as there are several factors which seriously limit the generalizability of its findings. These issues in order of their salience are sample size, sample selection, and problems with questionnaire completion.

This study was conducted on a very small sample of self-selected college students. The 86 black participants represented a questionnaire return rate of only 23.8 percent, and even that very modest overall rate is somewhat inflated by a subsample of in-house summer orientation dormitory residents, over two-thirds of whom completed questionnaires. Their collective contributions raised the substandard 15 percent return rate achieved from on campus mailings. Thus, the black respondents were from two different student groups, summer orientation participants and on campus students, and they differentially contributed to the results for black participants. Thus, the less experienced, and generally younger, orientation students were proportionally overrepresented in the black
sample, and this feature of the sample may have skewed findings for black subjects in the direction of less familiarity with counseling.

The return rate for white subjects, those persons named by black subjects as friends and thus persons to whom a questionnaire was sent, was also low, 36.24 percent. Thus, with overall returns from less than one-third of all potential black and white subjects one needs to exercise considerable caution in result interpretation. Generalizability of findings under these conditions is quite limited.

The sampling procedures used in this study relied heavily upon the campus mail system as a means of surveying black students. This procedure excluded from questionnaire assessment those black individuals who chose to live off campus, who possibly were affluent and/or independent enough to do so, and who possibly had other ties to the community than attendance at Iowa State University. Thus, the sampling method used, due to economic limitations, may have arbitrarily constrained the total potential variation in developmental status and related attitudes of black participants.

Even those black persons who responded to the questionnaire were individuals who were willing to devote time to the study of racial identity and were persons who were willing to cooperate with a study which was identified by cover letter as being associated with the University's Office of Minority Affairs. Some black persons, in perhaps the earlier stages of black identity development, might view a Minority Affairs Office in a predominantly white university as a creation and
agency of the majority, and thus might decline to associate with its requests, as the agency might not be perceived as sufficiently black. If this rationale was present, it could lead to a differential black response rate. Those in the latter stages of racial identity might be more willing to respond than those at the earlier stages. While these notions are speculative, they are worth mentioning as a few, isolated, anecdotal reports were made to the investigator by black participants who declined to do the task reportedly due to concern and ambiguity about the identity and role of the Minority Affairs Office.

Additional limitations of this study which may have resulted in a less than optimal response rate pertain to the length of the questionnaire rating tasks and the time necessary to do it. The questionnaire packet was long, required patience and care to complete, and involved subject matter, racial identity questions, that might evoke negative emotional reactions in some potential subjects. These aggregate factors may have outweighed the cover letter appeal to aid a fellow black student in a research task, and may have led some potential subjects to decline to participate. In addition, the requested ranking of help providers was not specified sufficiently, and it may have involved too much complexity in sequential judgments, a ranking of 12 options, to be seen as feasible by potential subjects. For those who attempted to do this part of the questionnaire it may have served to induce a sense of frustration with the entire task. The previously mentioned aggregate limitations introduce a sense of great caution in interpreting the results of this
investigation. Generalizations beyond a quite small, self-selected, college student, volunteer sample of black students at a predominately white university are contraindicated.

Future Research Directions

The results of this study and its discussions of numerous limitations, emphasize the importance of conducting racial identity attitude research with sampling procedures and sampling resources sufficient to assess the identity attitudes of black persons with a wide age and life experience range. Intergenerational cohort comparisons that include black persons of divergent occupations, varying levels of education and from different geographic regions are necessary to attempt to assess the total range of black identity attitude.

Future investigations, using only black college student volunteers from a predominately white educational institution will likely encounter the marked limitations in range of racial attitude identity recorded in the present study. Planning for any future studies which relate racial identity and knowledge of or expectations about counseling should include assessments of participants' past amount and level of experience in counseling as a means of aiding in interpretation of results.
REFERENCES


ACKNOWLEDGMENTS

At this time I would like to acknowledge those individuals whose contributions made completion of this thesis possible. First of all, special thanks are extended to my major professor, Dr. Norman A. Scott, for his guidance and support throughout all stages of this thesis. I would also like to thank the members of my advisory committee: Dr. Frederick Borgen, Dr. Phyllis Miller, and Dr. Leroy Wolins. I would also like to give another extra special thanks to Dr. Wolins for there is no way I could have finished this project without his expert guidance.

The research project was reviewed by the Iowa State University Human Subjects Review Committee and was determined to meet all relevant human subjects and ethical standards for conduct of social science research.
APPENDIX A.

RACIAL IDENTITY ATTITUDE SCALE-FORM B (RIAS-B)
Racial Identity Attitude Scale-Form B

This questionnaire is designed to measure people's social and political attitudes. There are no right or wrong answers. Use the scales below to respond to each statement. Circle the response that most describes how you feel.

1 2 3 4 5
Strongly Disagree Disagree Uncertain Agree Strongly Agree

1. I believe that being black is a positive experience.

1 2 3 4 5

2. I know through experience what being Black in America means.

1 2 3 4 5

3. I feel unable to involve myself in White experiences and am increasing my involvement in Black experiences.

1 2 3 4 5

4. I believe that a large number of blacks are not trustworthy.

1 2 3 4 5

5. I feel an overwhelming attachment to Black people.

1 2 3 4 5

6. I involve myself in causes that will help all oppressed people.

1 2 3 4 5

7. I feel uncomfortable wherever I am.

1 2 3 4 5

8. I believe that White people look and express themselves better than Blacks.

1 2 3 4 5

9. I feel very uncomfortable around Black people.

1 2 3 4 5
10. I feel good about being Black, but do not limit myself to Black activities.

1 2 3 4 5

11. I often find myself referring to White people as honkies, devils, pigs, etc.

1 2 3 4 5

12. I believe that to be Black is not necessarily good.

1 2 3 4 5

13. I believe that certain aspects of the Black experience apply to me and others do not.

1 2 3 4 5

14. I frequently confront the system and the man.

1 2 3 4 5

15. I constantly involve myself in Black political and social activities (art shows, political meetings, Black theater, etc.)

1 2 3 4 5

16. I involve myself in social action and political groups even if there are no other Blacks involved.

1 2 3 4 5

17. I believe that Black people should learn to think and experience life in ways that are similar to White people.

1 2 3 4 5

18. I believe that the world should be interpreted from a Black perspective.

1 2 3 4 5

19. I have changed my style of life to fit my beliefs about Black people.

1 2 3 4 5
20. I feel excitement and joy in Black surrounding.
   1 2 3 4 5

21. I believe that Black people came from a strange, dark, and uncivilized continent.
   1 2 3 4 5

22. People, regardless of their race, have strengths and limitations.
   1 2 3 4 5

23. I find myself reading a lot of Black literature and thinking about being Black.
   1 2 3 4 5

24. I feel guilty and/or anxious about some of the things I believe about Black people.
   1 2 3 4 5

25. I believe that a Black person's most effective weapon for solving problems is to become a part of the White person's world.
   1 2 3 4 5

26. I speak my mind regardless of the consequences (e.g., being kicked out of school, being imprisoned, being exposed to danger).
   1 2 3 4 5

27. I believe that everything Black is good, and consequently, I limit myself to Black activities.
   1 2 3 4 5

28. I am determined to find my Black identity.
   1 2 3 4 5

29. I believe that White people are intellectually superior to Blacks.
   1 2 3 4 5

30. I believe that because I am Black I have many strengths.
   1 2 3 4 5
APPENDIX B.

EXPECTATIONS ABOUT COUNSELING SCALE (EAC)
Expectations About Counseling Scale (EAC)

This questionnaire is designed to measure people’s expectations about the counseling process. There are no right or wrong answers. Use the scales below to respond to each statement. Circle the response that most describes how you feel.

1 2 3 4 5 6 7
Slightly Somewhat Fairly Quite Very Definitely Not True True True True True True True True

WHEN I ENTER INTO COUNSELING I WOULD EXPECT TO . . .

1. Take psychological tests.
   1 2 3 4 5 6 7

2. Feel safe enough with the counselor to really say how I feel.
   1 2 3 4 5 6 7

3. Like the counselor.
   1 2 3 4 5 6 7

4. Gain some experience in new ways of solving problems within the counseling process.
   1 2 3 4 5 6 7

5. Openly express my emotions regarding myself and my problems.
   1 2 3 4 5 6 7

6. Understand the purpose of what happens in the interview.
   1 2 3 4 5 6 7

7. Do assignments outside the counseling interview.
   1 2 3 4 5 6 7

8. Take responsibility for making my own decisions.
   1 2 3 4 5 6 7

9. Talk about my present concerns.
   1 2 3 4 5 6 7
10. Get practice in relating openly and honestly to another person within the counseling relationship.
   1 2 3 4 5 6 7

11. Enjoy my interviews with the counselor.
   1 2 3 4 5 6 7

12. Practice some of the things I need to learn in the counseling relationship.
   1 2 3 4 5 6 7

13. Get a better understanding of myself and others.
   1 2 3 4 5 6 7

14. Stay in counseling for at least a few weeks, even if at first I am not sure it will help.
   1 2 3 4 5 6 7

15. See the counselor for more than three interviews.
   1 2 3 4 5 6 7

16. Never need counseling again.
   1 2 3 4 5 6 7

17. Enjoy being with the counselor.
   1 2 3 4 5 6 7

18. Stay in counseling even though it may be painful or unpleasant at times.
   1 2 3 4 5 6 7

19. Contribute as much as I can in terms of expressing my feelings and discussing them.
   1 2 3 4 5 6 7

20. See the counselor for only one interview.
   1 2 3 4 5 6 7
21. Go to counseling only if I have a very serious problem.
   1  2  3  4  5  6  7

22. Find that the counseling relationship will help the counselor and me identify problems on which I need to work.
   1  2  3  4  5  6  7

23. Become better able to help myself in the future.
   1  2  3  4  5  6  7

24. Find that my problem will be solved once and for all in counseling.
   1  2  3  4  5  6  7

25. Find that all I need to do is answer the counselor's questions.
   1  2  3  4  5  6  7

26. Improve my relationship with others.
   1  2  3  4  5  6  7

27. Ask the counselor to explain what he means whenever I do not understand something that is said.
   1  2  3  4  5  6  7

28. Work on my concerns outside the counseling interviews.
   1  2  3  4  5  6  7

29. Find that the interview is not the place to bring up personal problems.
   1  2  3  4  5  6  7

THE FOLLOWING QUESTIONS CONCERN YOUR EXPECTATIONS ABOUT THE COUNSELOR.

I EXPECT THE COUNSELOR TO . . .

30. Explain what's wrong.
   1  2  3  4  5  6  7
31. Help me identify and label my feelings so I can better understand them.

1 2 3 4 5 6 7

32. Tell me what to do.

1 2 3 4 5 6 7

33. Know how I feel even when I cannot say quite what I mean.

1 2 3 4 5 6 7

34. Know how to help me.

1 2 3 4 5 6 7

35. Help me identify particular situations where I have problems.

1 2 3 4 5 6 7

36. Give encouragement and reassurance.

1 2 3 4 5 6 7

37. Be a "real" person, not just a person doing a job.

1 2 3 4 5 6 7

38. Help me know how I am feeling by putting my feelings into words for me.

1 2 3 4 5 6 7

39. Help me discover what particular aspects of my behavior are relevant to my problems.

1 2 3 4 5 6 7

40. Inspire confidence and trust.

1 2 3 4 5 6 7

41. Frequently offer me advice.

1 2 3 4 5 6 7
42. Be honest with me.
   1 2 3 4 5 6 7
43. Be someone that can be counted on.
   1 2 3 4 5 6 7
44. Be friendly and warm towards me.
   1 2 3 4 5 6 7
45. Help me solve my problems.
   1 2 3 4 5 6 7
46. Discuss his or her own attitudes and relate them to my problem.
   1 2 3 4 5 6 7
47. Give me support.
   1 2 3 4 5 6 7
48. Decide what treatment plan is best.
   1 2 3 4 5 6 7
49. Know how I feel, at times, without my having to speak.
   1 2 3 4 5 6 7
50. Do most of the talking.
   1 2 3 4 5 6 7
51. Respect me as a person.
   1 2 3 4 5 6 7
52. Discuss his or her experiences and relate them to my problems.
   1 2 3 4 5 6 7
53. Praise me when I show improvement.
   1 2 3 4 5 6 7
54. Make me face up to the differences between what I say and how I behave.

   1  2  3  4  5  6  7

55. Talk freely about himself or herself.

   1  2  3  4  5  6  7

56. Have no trouble getting along with people.

   1  2  3  4  5  6  7

57. Like me.

   1  2  3  4  5  6  7

58. Be someone I can really trust.

   1  2  3  4  5  6  7

59. Like me in spite of the bad things that he or she knows about me.

   1  2  3  4  5  6  7

60. Make me face up to the differences between how I see myself and how others see me.

   1  2  3  4  5  6  7

61. Be someone who is calm and easygoing.

   1  2  3  4  5  6  7

62. Point out the differences between what I am and what I want to be.

   1  2  3  4  5  6  7

63. Just give me information.

   1  2  3  4  5  6  7

64. Get along well in the world.

   1  2  3  4  5  6  7
APPENDIX C.

INFORMATION ABOUT COUNSELING SCALE (IAC)
Information About Counseling Scale (IAC)

Below are a list of statements regarding counseling. Not all the statements are correct. Please indicate whether you believe each of the following statements is correct (true) or incorrect (false) by placing a check mark in the appropriate blank.

1. ___ ___ Talking to a counselor is no different from talking to a friend, teacher, or parent.

2. ___ ___ The goals of therapy are whatever the counselor decides is best for the client.

3. ___ ___ It is best to enter counseling without having any expectations in order to improve your chances of success.

4. ___ ___ Stress and anxiety may actually increase due to counseling.

5. ___ ___ Counseling usually lasts for less than a year.

6. ___ ___ Withdrawal from counseling can only occur with the counselor’s permission.

7. ___ ___ There are serious risks in counseling such as experiencing intense anxiety and depression.

8. ___ ___ The cost of each counseling session is at least $40.

9. ___ ___ Counseling sessions can only be recorded with the client’s permission.

10. ___ ___ There are no circumstances in which what is said in counseling can be released to others without the client’s permission.

11. ___ ___ A counselor can be required by law to reveal information obtained during counseling to another person or agency.

12. ___ ___ The client does not necessarily have to be told by his/her counselor the procedures to be used during counseling.

13. ___ ___ The client can only review the records of his/her counseling if permission is given by the counselor.
14. _____ Once a client gives permission to have the counseling session recorded, he/she cannot later withdraw permission without the consent of the counselor.

15. _____ Counseling services are provided for free or for no fee.

16. _____ The reason the client enters into counseling will have little effect on the benefit he/she will get out of counseling.

17. _____ Once counseling begins, the client must remain in counseling until both the client and counselor agree it should end.

18. _____ A client must give written permission before his/her records can be released to another counselor or agency.

19. _____ In counseling, your problems will be diagnosed and you will be told what to do and not to do to resolve them.

20. _____ A client should stay in counseling, say nothing and try his/her best to remain motivated even if he/she feels that little progress is being made.

21. _____ The goals of counseling are set by the counselor and the counselor's supervisor.

22. _____ A counselor is trained to act like the client's parent in order to guide the client toward appropriate goals or to make effective changes.

23. _____ There are no known risks or negative effects due to counseling.

24. _____ One of the benefits of counseling is a better understanding of personal goals and values.

25. _____ Information obtained during counseling may be released without the client's permission if the client threatens to harm another person.

26. _____ Recordings of counseling sessions are often made for purposes of providing supervision and feedback to the counselor.
27. The judicial system, through a judge's order, cannot require a counselor or counseling agency to release information about a client due to the confidential nature of the relationship.

28. Unpleasant and disturbing client feelings of fear, anger, anxiety and depression may be elicited by counseling.

29. There are no alternatives other than counseling, for dealing with personal or interpersonal problems, such as self-help groups.

30. Health insurance policies usually cover most of the costs involved in seeking counseling services.

31. Counseling can result in persons (clients) making changes in their work or family relationships that they may later regret.

32. Counseling may aid a client to better understand self-defeating behaviors and/or obstacles which get in the way of reaching desired goals.

33. The length of counseling depends upon the client's concerns and the difficulty that he/she has in discussing them.

34. A counselor is trained to listen to a client's problems without being judgmental.

35. For the client, counseling is a passive, nondemanding process which involves just listening to what the counselor may say about a client's concerns.

36. A client's records of counseling may be sent to another counselor or agency without the client being notified of the purpose for transmitting this information.

37. The counselor is trained to keep the relationship with a client focused on helping the client deal with his/her problems.

38. Counseling is a process which is intended to promote change in client behavior, but not with respect to client emotions or attitudes.
39. The benefits or gains which may be attained as a result of counseling depend upon the goals that the client sets for the counseling process.

40. Counseling is a totally confidential relationship in that what is said in counseling may not be revealed under any circumstances to any other person or agency without the client's written permission.
APPENDIX D.

DEMOGRAPHICS QUESTIONNAIRE (DQ)
Demographics Questionnaire (DQ)

Below are a list of questions concerning your family background and your preference for seeking help in dealing with problems and concerns. Please answer these questions by circling the most appropriate response on the questionnaire. Also, please write in responses on the questionnaire where appropriate.

1. Preferred Racial Designation Are you:
   A. Black
   B. Negro
   C. Afro-American
   D. Colored
   E. Other (Please specify) ______________________

2. Age: ____

3. Sex: Male ____ Female ____

4. Income: My average family income (or yours alone, if you are an independent student) is:

5. College Classification Level
   A. Freshman
   B. Sophomore
   C. Junior
   D. Senior
   E. Graduate Student

6. State of origin ______________________
7. Rate your preference for seeking help in dealing with problems and concerns by writing a number in each of the following blanks to indicate your preference. Use 1 as the Most Likely, Most Preferred help source and 12 as the Least Likely, Least Preferred help source.

If I had a personal problem, I would talk to a . . .

A. _____ Friend (student)
B. _____ Friend (nonstudent)
C. _____ Parent
D. _____ Relative (nonparent)
E. _____ Professor
F. _____ Advisor
G. _____ Physician
H. _____ Minister (Clergyperson)
I. _____ Counselor
J. _____ Psychologist
K. _____ No one
L. _____ Other (please specify) ________________________________

8. Rate your preference for seeking help in dealing with problems and concerns by writing a number in each of the following blanks to indicate your preference. Use 1 as Your Most Likely, Most Preferred help source and 12 as your Least Likely, Least Preferred help source.

If I had an educational/vocational problem, I would talk to a . . .

A. _____ Friend (student)
B. _____ Friend (nonstudent)
C. _____ Parent
D. _____ Relative (nonparent)
E. _____ Professor
F. _____ Advisor
G. _____ Physician
H. _____ Minister (Clergyperson)
I. _____ Counselor
J. _____ Psychologist
K. _____ No one
L. _____ Other (please specify) ________________________________
9. In the spaces below, please give the names and addresses of at least two White friends or acquaintances who you believe would be willing to participate in this study. Thank you very much for your cooperation.

Name: 

Address: 

Name: 

Address: 

APPENDIX E.
OVER LETTER TO BLACK SUBJECTS
Dear Prospective Subjects,

My name is Wesley A. McCarthy, and I am a fellow Black American here at Iowa State working on my Master’s degree in Counseling Psychology. In order to fulfill my degree requirements, I must complete a research thesis, and I am requesting your help to do so.

I am curious to know if Black students at predominantly White universities such as Iowa State take advantage of the counseling services as frequently as do their White counterparts. In addition, I am specifically interested in the average Black student’s attitude about counseling. My reasons for choosing this topic are as follows: to determine the frequency with which Black students take advantage of the counseling services that are paid for by each and every one of us via tuition; to determine the average Black student’s attitude about counseling; and to determine who, if not the counselors at Student Counseling Services, the average Black student seeks out when he/she needs assistance in vocational, educational, career and personal problems and why.

These are questions that I, as a Black researcher would like to be able to address, so that as a Black counselor I would be in a position to better understand if counseling is an attractive alternative to aid Blacks who may be experiencing vocational, educational, career and personal problems.

This research cannot be accomplished without your help. Thus, I am asking your cooperation and time to complete a few brief, anonymous questionnaires. In all phases of the data collection process, your responses will be kept confidential.

In addition to completing these brief questionnaires, I am requesting that in item number nine you supply me with the names and addresses of at least two of your White friends or acquaintances so that I can collect data on a White population in order to perform a comparative analysis. Once the questionnaire has been sent to the White participants, the response to item number nine on the demographics questionnaire will be deleted from the questionnaires.

This task should take no more than 45 minutes of your time, and is essential to understanding Black students views about the process of counseling. Your cooperation is needed, valued, and greatly appreciated; and only Black students such as yourselves can provide this much needed information to complete this thesis project.

Please make every effort to respond to the questionnaires as soon as possible and return them to me by depositing the material in any campus mailbox. Your cooperation will be greatly appreciated. Again, thank you very much.

Sincerely,

Wesley A. McCarthy
Graduate Student in Psychology
APPENDIX F.

COVER LETTER TO WHITE SUBJECTS
Dear Prospective Subjects,

My name is Wesley A. McCarthy and I am working on my Masters degree in Counseling Psychology. In order to fulfill my degree requirements, I must complete a research thesis, and I am requesting your help to do so.

I am curious to know if Black students at predominantly White universities such as Iowa State take advantage of the counseling services as frequently as do their White counterparts. In addition, I am interested in knowing if there are perceived differences in the attitudes that are held between Blacks and Whites about counseling in general.

The data from the Black population has been collected, and now I am in the process of collecting the data from a comparative White population. This research cannot be accomplished without your help. Thus, I am asking your cooperation and time to complete a few brief anonymous questionnaires. In all phases of the data collection process, your responses will be kept confidential. This task should take no more than 30 minutes of your valuable time and is essential, valued, and greatly appreciated. Please make every effort to respond to the questionnaires as soon as possible and return them to me by depositing the material in any campus mailbox. Your cooperation will be greatly appreciated.

Again, thank you very much.

Sincerely,

Wesley A. McCarthy
Graduate Student in Psychology