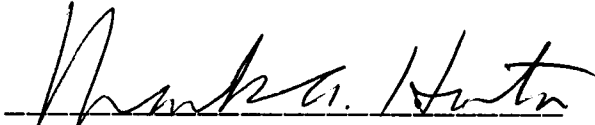


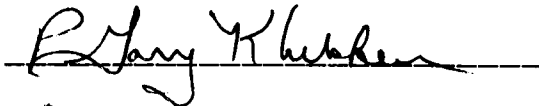
To the Graduate Council:

I am submitting herewith a dissertation written by Mark M. Roland entitled "The Relationship Among Expectations About Counseling and Aspects of Personality". I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.


Mark A. Hector, Ph.D., Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:


Associate Vice Chancellor
and Dean of The Graduate School

THE RELATIONSHIP AMONG
EXPECTATIONS ABOUT COUNSELING
AND ASPECTS OF PERSONALITY.

A Dissertation

Presented for the

Doctor of Philosophy Degree

The University of Tennessee, Knoxville

Mark M. Roland

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ABSTRACT

Students' ($N = 109$) expectations about counseling and aspects of their personalities were investigated. The two separate aspects of personality examined in this study were personality traits and cognitive schemas. Expectations about counseling were assessed using Tinsley's (1982) Expectations About Counseling-Brief (EAC-B) Questionnaire. Expectations categories are Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance. The personality traits of Extraversion, Openness, Agreeableness, and Conscientiousness (Costa & McCrae, 1985) were considered. The cognitive schemas examined in this study were Disconnection, Overconnection, Restricted Gratification, and Insufficient Self-Control. Unexpectedly, results indicated that specific patterns of personality traits and cognitive schemas were not related to the different categories of expectations about counseling. However, a set of personality traits and cognitive schemas was related to expectations in general about counseling. All four EAC-B factors were related to the personality trait of Agreeableness and to the cognitive schema of Restricted Gratification. The personality trait

of Extraversion was also related to all EAC-B factors except for Personal Commitment. Therefore, expectations in general about counseling were associated with specific personality traits and cognitive schemas. A principal components analysis of this sample's responses provided some tentative evidence for a model of expectations about counseling which consisted of two EAC-B factors, instead of Tinsley's (1982) four factors.

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CHAPTER I

Introduction

Statement of Problem

Even though clients' expectations about counseling influence their decisions to enter and remain in therapy (Borghi, 1968; Heilbrun, 1970; Overall & Aronson, 1963), as well as moderate the outcomes of therapy (Frank, 1968; Goldstein, 1962; Heppner & Heesacker, 1983; Strong, 1968), few studies have investigated the presence of a theoretical basis that would explain individual differences in expectations. Craig and Hennessey (1989) found that certain aspects of clients' personality could provide this theoretical foundation.

Craig and Hennessey (1989) conceptualized clients' personality structure in terms of Conceptual Systems Theory (CST; Harvey, Hunt, & Schroder, 1961). While Craig and Hennessey's (1989) use of CST is a valid framework in which to conceptualize an aspect of personality, this theory also includes constructs relating to cognitive schemas. According to CST one of the reasons that

persons respond differently to their environment is because each person possesses his or her own specific pattern of cognitive schemas. While personality traits and cognitive schemas both influence individuals' behavior, they are separate constructs.

Cognitive schemas are very stable and enduring patterns of expectations and cognitions that develop early in a person's life (Young, 1990). Personality has mainly been theorized and researched in terms of traits (Costa & McCrae, 1992). A personality trait is a "relatively persistent and consistent behavior pattern manifested in a wide range of circumstances" (Chaplin, 1985; p. 475). Thus, even though both constructs are stable and enduring, cognitive schemas are mainly concerned with cognitions and perceptions, while personality traits are mainly concerned with behavior.

While Craig and Hennessey (1989) defined CST in terms of cognitive schemas they used this theory's constructs to measure personality. Therefore, the use of CST obscures an understanding of the differential relationships that personality traits and cognitive schemas might have with clients' expectations about counseling. Thus, measures which assess personality trait and cognitive schema

constructs separately would be beneficial.

Literature Review

Clients' Expectations about Counseling

Influence in Counseling One area of counseling research involves the investigation of clients' expectations. As early as 1955, Bordin stressed the need to investigate this area by addressing the general lack of understanding concerning "the anticipations and expectations of our clients" (p.21), and how they affect the counseling process (Bordin, 1955). Before clients have even begun counseling they have formed expectations concerning the nature and function of counseling, as well as the roles that they and their counselor will assume (Bordin, 1955; Patterson, 1958; Rosenthal & Frank, 1956; Strong, 1968; Tinsley & Harris, 1976; Tinsley, Workman, & Kass, 1980). Many researchers believe that clients' expectations significantly influence counseling interactions.

While client's expectations about counseling have been subjected to many empirical investigations, almost all of these studies have been demographic in nature. Differences in client's expectations have been shown to be related to gender (Hardin &

Yanico, 1983; Parham & Tinsley, 1980; Subich, 1983; Tinsley, Workman, & Kass, 1980; Yanico & Hardin, 1985), college class level (Parham & Tinsley, 1980; Tinsley & Benton, 1978; Tinsley & Harris, 1976; Tinsley et al., 1980; Yuen & Tinsley, 1981), previous counseling experience (Galassi, Crace, Martin, James, & Wallace, 1992; Hardin & Subich, 1985; Johnson, 1990; Subich & Coursol, 1985), sex role (Sipps & Janeczek, 1986), help-seeking behavior (Tinsley, Brown, De St. Aubin, & Lucek, 1984; Yanico & Hardin, 1985), client versus student status (Subich & Coursol, 1985), and cultural background (Kunkel, Hector, Coronado, & Vales, 1989; Yuen & Tinsley, 1981).

Some researchers have investigated how persons' expectations affect counseling outcomes. Richert (1976) found that the more clients expected counseling to change their lives the more satisfied they were with counseling at termination. Clients who had higher expectations also perceived more improvement in their initial presenting symptoms. Varvil-Weld and Fretz (1983) found similar results, in that clients' expectations for counseling outcome were related to positive changes in attitude.

Expectation Factors While various models of clients' expectations about counseling exist, Tinsley et al. (1980) developed a model which possesses the greatest degree of comprehensiveness and reliability. Tinsley et al. (1980) investigated various researchers' concepts and questionnaire items related to client's expectations (Apfelbaum, 1958; Begley & Leiberman, 1970; Goldstein, 1962; Loor, 1965) and developed the Expectations About Counseling (EAC; Tinsley et al., 1980) questionnaire. They originally divided the items of the EAC logically by content into the five categories of: Client Attitudes and Behaviors, Counselor Attitudes and Behaviors, Counselor Characteristics, Characteristics of Process, and Quality of Outcome. However, upon using a principal components analysis on the EAC's items they found evidence for four expectancy factors. These factors are: (a) Personal Commitment, (b) Facilitative Conditions, (c) Counselor Expertise, and (d) Nurturance. Tinsley (1982) subsequently developed the Expectations About Counseling-Brief (EAC-B) Questionnaire, which includes less items than the EAC, while continuing to measure these four factors.

The Personal Commitment factor reflects clients' expectations to be motivated, responsible, and open in the counseling session. Also reflected by this factor are expectations regarding the attractiveness of the therapist, the degree of counselor concreteness and immediacy in the session, and the expectation of positive therapeutic outcomes (Tinsley et al., 1980).

The Facilitative Conditions factor addresses the type of therapeutic relationship clients expect to have with their counselor. This factor is related to the degree that clients expect counselors to be trustworthy, genuine, accepting, and tolerant. While these expectations can be viewed as the pleasant aspects of a relationship, this factor also includes expectations for the counselor to be appropriately confrontive. Clients who expect a high degree of Facilitative Conditions expect the counselor to help them increase their awareness of themselves and of their situations. Tinsley et al. (1980) stated that these expectations are related to the necessary and sufficient conditions of the therapeutic relationship that have been proposed to initiate positive changes in personality (Carkhuff & Berenson, 1967; Rogers, Gendlin, Kiesler, &

Truax, 1967). While these conditions may be neither necessary nor sufficient, they at least help facilitate clients' progress in counseling (Gelso & Carter, 1985).

The Counselor Expertise factor reflects client expectations that the counselor be expert, empathetic, and directive during the session. According to this factor, an expert counselor is able to help a client by: diagnosing the problem, having the appropriate professional knowledge, and by leading the client to problem resolution (Tinsley, 1982). The expectation for an expert counselor appears to be the main aspect of this factor. Only an expert counselor could possibly fulfill clients' high expectations for empathy and directiveness as measured by this factor (Tinsley et al., 1980).

Nurturance is the fourth expectation factor. While this factor accounts for less variance than the other three factors, it does measure clients' expectations that the counselor should be nurturant, accepting, self-disclosing, and attractive (Tinsley et al., 1980). While providing some insight into clients' expectations, this factor's stability is tentative.

Personality

History of the Five Factor Model of Personality Traits

There are many and varied conceptual models of personality. One of these models involves the study of individual differences in terms of traits. Cattell (1950) defined traits as psychological structures that can predict and therefore account for the consistency among persons' behavior. Personality traits then are relatively broad and enduring tendencies for persons to display consistent behaviors (Cattell, 1965). The major proponents of trait theory have been Allport (1961), Eysenck (1947), and Cattell (1950). The study of personality traits has involved the investigation of two main categories: (a) common traits, such as intelligence, which all persons possess, although in differing levels, and (b) unique traits, which are specific to individuals and not shared among persons (Cattell, 1965). In this study personality was conceptualized and assessed in terms of common traits.

For most of this century diligent efforts have been made to discover and isolate the main factors among the various traits which comprise personality. While various sets of factors have been

proposed, many researchers have found that five basic factors could account for the majority of variance among various personality variables (Borgatta, 1964; Digman & Takemoto-Chock, 1981; Fiske, 1949; Goldberg, 1981; Norman, 1963; Smith, 1967; Tupes & Christal, 1961/1992).

Among personality trait theorists, the first investigator to find five replicable factors among a set of personality variables was Donald Fiske (Goldberg, 1993). Since then similar factors have continually been found in various studies. The names for these five factors have changed periodically over the years, depending upon the terms used by the researcher conducting the factor analyses. However, the factors have traditionally been numbered and labeled as follows: I. Extraversion (or Surgency), II. Agreeableness, III. Conscientiousness (or Dependability), IV. Neuroticism (or Emotional Stability), and V. Openness (or Culture or Intellect) (Golberg, 1992). Whatever terms have been used, the five factor model provides "a theoretical structure of surprising generality, with stimulating links to psycholinguistics and cross-cultural psychology, cognitive theory, and other areas of psychology"

(Digman, 1990, p.418). Except for Neuroticism, these factors were used in this study as a measure of personality traits.

The Five Factor Model As mentioned above, the five personality traits in this model are Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness (Costa & McCrae, 1985). Descriptions of each of these personality traits will be provided with the exception of Neuroticism. Neuroticism was excluded since it is mainly a measure of a person's tendency to develop some types of psychiatric disorders (Costa & McCrae, 1985; Zonderman, Stone, & Costa, 1989). The degree of a person's mental health was not a concern of this study.

Extraversion is a term which describes a person's tendency to be sociable (Jung, 1923; Myers & McCaulley, 1985). Besides being sociable, in the five factor model persons high on Extraversion are also described as being assertive, active, dominant, and energetic (Eysenck, 1947; Goldberg, 1990). In addition, they are usually talkative, cheerful in disposition, and optimistic (Costa & McCrae, 1985). In the counseling relationship these persons would probably prefer their interactions with the counselor to be pleasant and

friendly (Costa & McCrae, 1992). Conversely, someone low on Extraversion would be described as being reserved, independent, passive, even-paced, and preferring to be alone (Costa & McCrae, 1985; Myers & McCaulley, 1985). In the counseling session these persons would probably be reluctant to talk (Miller, 1991), preferring the counselor to play a more active role (Costa & McCrae, 1992).

The factor of Agreeableness was first extensively studied by Norman (1963). Agreeableness generally describes whether persons are positively or negatively oriented toward others. Persons with a high degree of Agreeableness are positively oriented towards others. They are sympathetic toward others and eager to help them, and believe that others will be helpful in return. They can also be described as being trusting, cooperative, and loving (Costa & McCrae, 1985; Goldberg, 1990; Norman, 1963; Wiggins, 1979). In counseling, persons with a high degree of Agreeableness would tend to readily form therapeutic alliances. However, there is also the possibility that they may be too accepting of the counselor's interpretations (Miller, 1991). If they possess an extreme amount of Agreeableness it is likely that they will be highly dependent on their counselors

(Costa & McCrae, 1992).

Persons low on Agreeableness generally have a negative orientation toward others. They are egocentric, skeptical of other's intentions, very competitive, and concerned with having power over others (Costa & McCrae, 1985). Digman and Takemoto-Chock (1981) provide a description of both extremes of this Agreeableness factor with their term Friendly Compliance versus Hostile Noncompliance.

The Conscientiousness factor addresses the degree of structure and control that a person needs in order to feel comfortable in his or her world. A high degree of Conscientiousness indicates the presence of a structured and organized life. Persons with a high degree of Conscientiousness are self-disciplined and exercise a high amount of control over their lives (Costa & McCrae, 1985; McCrae & John, 1992). They are persistent, reliable, task and goal oriented, and determined. Digman and Takemoto-Chock (1981) have interpreted this factor as being mainly a measure of volition or will. In counseling, these persons would probably prefer to take an active role towards resolving their problems (Miller, 1991).

Persons low in Conscientiousness are described as being weak willed, lackadaisical, pleasure seeking, and having an external locus of control (Costa & McCrae, 1985; Digman & Takemoto-Chock, 1981). In counseling these persons would prefer the counselor to solve their problems for them. In the process of counseling they would also expect quick problem resolution, not wanting to delay any gratification (Miller, 1991).

Openness describes one's degree of curiosity and one's tendency to explore his or her internal and external worlds. Persons with a high degree of Openness consider their inner experiences as being very important to them. They value their feelings and are able to experience both positive and negative emotions keenly. Persons with a high degree of Openness entertain novel ideas and unconventional values. They have a preference for variety and are very imaginative and intellectually curious, which often results in creative pursuits (Hogan, 1986; McCrae & Costa, 1985). Since Fiske's (1949) initial investigation of the Five Factor Model this factor has repeatedly been found to be correlated with intelligence and educational aptitude (Digman, 1990). In counseling, persons

with a high degree of Openness would prefer to increase their self-awareness, especially if it would help them see themselves in new ways (Miller, 1991). They would also play very active roles in trying novel approaches to problem solving (Costa & McCrae, 1992).

Conversely, persons having a low degree of Openness are conventional in behavior, conservative in outlook, prefer the familiar, have a smaller scope and intensity of interests, have muted emotional responses, and do not usually question authority (Costa & McCrae, 1985). These persons would prefer the counselor to be very directive and active in counseling (Costa & McCrae, 1992). Instead of desiring counseling to increase their self-awareness, these persons want the interaction to provide a reassuring and practical experience (Costa & McCrae, 1992; Miller, 1991).

Cognitive Schema

Definitions The term cognitive schema has multiple meanings. It was initially developed in the field of cognitive psychology (Neisser, 1967), and then applied in the areas of clinical disorders (Beck & Emery, 1985; Dobson, 1988; Goldfried & Robins, 1983) and personality disorders (Young, 1990). Segal (1988) defined

schemas as "organized elements of past reactions and experience that form a relatively cohesive and persistent body of knowledge capable of guiding subsequent perception and appraisals" (p.147). In other words, schemas are specific thought patterns which alert persons to relevant cues and facts in their present environment. This awareness then helps persons interpret and react to each situation they encounter. Thus, when persons interact with their environment they rely on specific thought patterns, or schemas, to help them function in these situations. When schemas are activated, the nature and content of those schemas directly influence individuals' interpretations, perceptions, memories, and associations (Beck & Emery, 1985).

Young (1990) addressed how cognitive schemas relate to personality. He refers to cognitive schemas as very stable and enduring patterns of expectations and cognitions that develop early in life. These cognitive schemas are so pervasive and stable that they influence persons' entire self-images, views of the world, and their personalities (Young, 1990). Since cognitive schemas are so influential, it is no surprise that they also affect how persons relate

to one another (Safran & McMain, 1992; Young & Klosko, 1993). Thus, cognitive schemas affect not only persons' cognitive functioning, but also their interpersonal functioning. Interpersonal functioning is a key aspect of counseling relationships (Tinsley et al., 1980) and therefore it is reasonable to assume that client cognitive schemas are relevant to the counseling process.

Several cognitive theorists have proposed frameworks for conceptualizing and organizing cognitive schemas (Beck, Rush, Shaw, & Emery, 1979; Beck & Emery, 1985; Guidano & Liotti, 1983; Kelly, 1955; Markus, 1977; Young, 1990). One of these frameworks provides a typology of cognitive schemas consisting of four categories (Schmidt, Joiner, and Young, 1992; Young & Klosko, 1993). These schemas are Disconnection, Overconnection, Restricted Gratification, and Insufficient Self-Control (Young, 1990).

The Disconnection schema concerns persons' expectations of whether or not their needs for trustworthy, nurturing, empathetic, and stable relationships will be met (Schmidt et al., 1992; Young, 1990). Disconnection can be experienced in two main ways. First, if persons do not have intimate relationships, or close emotional ties

with a select few persons in their lives they will possess a high degree of Disconnection. Second, Disconnection will also be present if persons are not successfully integrated in a larger social context, such as their community or family (Young, 1990). Thus, the lack of close and stable relationships with significant others will lead persons to feel incapable of ever sustaining any stable relationships.

The Overconnection schema concerns the extent to which persons can function in an independent manner, without continuous guidance from others. Persons with a high degree of Overconnection have difficulty expressing their individual needs, preferences, and interests. They do not feel that they have an adequate amount of inner control to direct their lives, and must therefore rely on others to help them meet their needs (Young, 1990).

The Restricted Gratification schema addresses the difficulty persons can have establishing realistic standards and goals for themselves (Young, 1990). This schema involves two concepts. First, it addresses the amount of emphasis persons place on meeting extremely high expectations that others place on them. Second, it addresses their inclinations to please others regardless of their own

desires (Schmidt et al., 1992). Both of these concepts involve a high degree of unrealistic expectations for personal responsibility (Young, 1990).

Finally, the Insufficient Self-Control schema addresses the level of difficulty persons have in delaying gratification of their desires. Persons having a high degree of this schema have problems controlling their frustrations long enough to achieve their goals. These persons also usually exhibit an excessive display of emotions and impulses (Schmidt et al., 1992; Young, 1990).

Cognitive Schemas and Counseling The therapeutic process can be benefitted if the counselor has an awareness of his or her client's cognitive schemas. An understanding of a client's specific pattern of cognitive schemas can guide the counselor in both conceptualizing the client's problem and in planning appropriate therapeutic interventions (Pace, 1988; Persons, 1989; Vallis, Howes, & Miler, 1990). Clients expect to have similar interactions with their counselor that they have with others in their lives (Persons, 1989; Safran & McMain, 1992). Since clients' cognitive schemas play such an integral role in their interpersonal functioning

with others as well as with their counselor it is important for the counselor to be aware of them (Pace, 1988). It has been proposed that the best way to assess clients' cognitive schemas is to examine their expectations about the content and process of counseling (Guidano & Liotti, 1983).

In summary, cognitive schemas are specific thought patterns which influence persons' cognitive and interpersonal functioning. The four schemas of Disconnection, Overconnection, Restricted Gratification, and Insufficient Self-Control provide a reliable framework on which to conceptualize and measure cognitive schemas. Since schemas affect clients' cognitive and interpersonal functioning, these four cognitive schemas can also be used to gain more of an understanding of clients' expectations about counseling.

Rationale

Clients' expectations about counseling have been extensively studied in recent decades. Not only have expectations been shown to play an important role in clients' decisions to enter and continue in therapy (Borghi, 1968; Heilbrun, 1970; Overall & Aronson, 1963; Sandler, 1975), but also to influence the effectiveness of counseling

(Heppner & Heesacker, 1982; Strong, 1968).

Kulpe and Titchener (in Tinsley et al., 1980) stated that expectations involved a "cognitively mediated preparatory set" (p.561), or a tendency to act in a particular manner in specific situations. Clients' expectations about counseling constitute a specific type of cognitively mediated preparatory set (Tinsley et al., 1980). Across various studies clients have been shown to differ from one another concerning the specific expectations they have about counseling. Craig and Hennessey (1989) provided some evidence that the construct of personality could provide the framework from which to understand these individual differences in this cognitively mediated preparatory set. Therefore, it could be concluded that expectations about counseling are related to specific aspects of personality.

Even though Craig and Hennessey (1989) provided a theoretical rationale for clients' individual differences in their expectations, their measurement of personality can be questioned. In their assessment of clients' personality structure they used constructs from Conceptual Systems Theory (CST; Harvey et al., 1961). While

CST can be a valid framework in which to conceptualize an aspect of personality, this theory also includes constructs relating to cognitive schemas. A basic tenet of CST states that persons' individual differences are due to each person's own specific pattern of cognitive schemas. Although personality traits and cognitive schemas are similar in that both are stable and persistent influences in persons' lives, they remain separate constructs. Cognitive schemas are mainly concerned with how persons perceive their world, while personality traits are mainly concerned with persons' behaviors. Therefore, Craig and Hennessey's (1989) use of CST obscured an investigation of the differential relationships that personality traits and cognitive schemas might have with clients' expectations about counseling. In order to address this problem separate measures were used in this study to assess personality traits and cognitive schemas.

While researchers have proposed how personality traits are related to persons' expectations and behaviors in counseling (Costa & McCrae, 1992; Miller, 1991), no similar specific proposals have been made for the relationship between cognitive schemas and

counseling expectations. However, it is possible to hypothesize that cognitive schemas are related to clients' expectations about counseling. It has been suggested that cognitive schemas affect clients' expectations and perceptions of their interactions with their counselor (Guidano & Liotti, 1983; Pace, 1988; Persons, 1988). Because of the interpersonal nature of counseling clients expect to have similar interactions with their counselor that they have with others in their life (Persons, 1989; Safran & McMain, 1992). In effect then clients' cognitive schemas should be consistent with their expectations about counseling. Thus, cognitive schemas which have definitions similar to the definitions of the four different expectations about counseling factors will be compared. In an endeavor to investigate the relationships among clients' expectations about counseling, their personality traits, and their cognitive schemas, the following hypotheses are proposed.

The first Expectations About Counseling-Brief (EAC-B; Tinsley, 1982) factor is that of Personal Commitment. This factor reflects clients' expectations to be responsible and motivated, and to demonstrate open attitudes and behaviors in the counseling

interaction (Tinsley et al., 1980). The Personal Commitment factor also measures the expectancy for the counselor to conduct the session in such a manner so as to help clients increase their self awareness (Tinsley et al., 1980). Thus, it is proposed that Personal Commitment will be positively related to the personality traits of Conscientiousness and Openness. It is also proposed that Personal Commitment will be positively related to the cognitive schema of Restricted Gratification, and negatively related to the cognitive schema of Overconnection. As noted earlier, the Restricted Gratification cognitive schema addresses the degree of unrealistic expectations for personal responsibility that persons can possess. The cognitive schema of Overconnection reflects the expectation of not being able to function in an independent and responsible manner without guidance from others.

The second EAC-B (Tinsley, 1982) factor of Facilitative Conditions reflects clients' expectations to feel accepted by the counselor, to feel like they can trust the counselor, to have a mutually satisfying interaction, and to gain more self-awareness (Tinsley et al., 1980). Thus, it is proposed that the Facilitative

Conditions factor will be positively related to the personality traits of Agreeableness and Openness, and negatively related to the cognitive schema of Disconnection.

The third EAC-B (Tinsley, 1982) factor, Counselor Expertise, reflects clients' expectations for the counselor to be expert, directive, empathetic, and to provide structure for their sessions (Tinsley et al., 1980). It is proposed that this EAC-B factor will be negatively related to the personality traits of Extraversion, Openness and Conscientiousness. It also proposed that Counselor Expertise will be positively related to the cognitive schema of Insufficient Self-Control. As noted earlier, persons with a high degree of Insufficient Self-Control have difficulty controlling their impulses and emotional reactions, and thus can benefit from having control placed upon them from an external source.

The last EAC-B (Tinsley, 1982) factor, Nurturance, involves clients' desire to feel accepted, reassured, and nurtured by their counselor (Tinsley et al., 1980). Thus, it is proposed that Nurturance will be positively related to the personality traits of Agreeableness and Extraversion, and the cognitive schema of Overconnection.

CHAPTER II

Methods and Procedures

Subjects

Subjects were solicited from a sample of students in undergraduate introductory psychology classes at a college in the southeast. With the assumption that there would be a medium level of effect size in this population ($r = .30$) a sample size of at least 100 volunteers was needed to have a power of .86 for a two-tailed test with an alpha of .05 (Cohen, 1977). These conditions were met since complete sets of data were obtained on 109 subjects who volunteered for the study.

A general concern in research is the use of college student samples. However, the responses of college students on the Expectations About Counseling-Brief (EAC-B; Tinsley, 1982) questionnaire are not significantly different from the responses of clients in both general and college populations. Hardin and Subich (1985) compared the EAC-B responses of student nonclients, student clients, and nonstudent clients, and found no significant differences

among them. Johnson (1990) compared the EAC-B responses of clients and nonclients. The client sample consisted of 420 clients across ten rural mental health centers, while the nonclient sample consisted of the college student sample that Tinsley et al. (1980) used in the development of the EAC. He did not find any significant differences between these two groups. Thus, the use of students as subjects can provide relevant and useful data (Hardin & Subich, 1985; Tinsley, 1992; H. E. A. Tinsley, personal communication, September 22, 1992).

Measures

Expectations About Counseling-Brief questionnaire. The Expectations About Counseling (EAC) questionnaire was developed by Tinsley et al. (1980) to measure clients' expectations about counseling. This instrument consists of 135 items arranged in a seven-point Likert scale format and assigned to one of 17 scales. The internal reliabilities of these 17 scales range from .77 to .89, with a median reliability of .82. Clients respond to each item by selecting an answer between range anchors of "Not True" to "Definitely True".

Soon afterwards, Tinsley (1982) developed the Expectations About Counseling-Brief (EAC-B) form. This brief version has 66 items across the same 17 scales and arranged in the same format. While some research has been conducted on the EAC-B, most of the information concerning its validity has been inferred by Tinsley (1982) from the initial factor analysis of the EAC (Tinsley et al., 1980). The correlations between all corresponding 17 scales of the EAC and EAC-B exceeded $r = .85$. Concerning coefficient alpha (Cronbach, 1951), the scales on the EAC-B ranged from .69 to .82, with a median alpha of .76 (Tinsley, 1982).

Factor analytic studies have found that the expectations these 17 scales assess can be measured with fewer factors. Tinsley et al. (1980) found that four expectancy factors could account for 75% of the variance. These factors, along with their internal factor reliabilities are: (a) Personal Commitment (.97), (b) Facilitative Conditions (.97), (c) Counselor Expertise (.84), and (d) Nurturance (.72).

Of interest to the validity of the EAC-B is whether the instrument is in fact measuring expectations, or measuring some

other construct, such as perceptions of counseling. In a construct validity study, Tinsley and Westcott (1990) analyzed clients' cognitions stimulated by the EAC-B. They found that the items on the EAC-B elicited client's cognitions about expectations and not their perceptions or preferences. Hayes and Tinsley (1989) provided discriminant validity in a study in which they compared six perception instruments with the EAC-B. They found that the EAC-B measures a construct different from constructs measured by all of the perception instruments.

NEO-Personality Inventory The NEO-Personality Inventory (NEO-PI; Costa & McCrae, 1985) is a 181-item instrument which measures the five personality traits of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. The NEO-PI is a revised form of the original NEO Inventory (Bell, Rose, & Damon, 1972), which only measured the traits of Neuroticism, Extraversion, and Openness. Many of the reliability studies available on the NEO-PI were conducted using only the three traits of the NEO. As a result of subsequent research on the five factor model, the NEO was revised to include the personality traits of Agreeableness and

Conscientiousness (Costa & McCrae, 1985). The NEO-PI has two forms. Form S is in a self-report format, while form R is for observer ratings. Items for both forms are arranged in a five-point Likert scale format, ranging from "Strongly Disagree" to "Strongly Agree" (Costa & McCrae, 1985).

Concerning internal reliability, coefficient alphas (Cronbach, 1951) for the five personality traits of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness are .93, .87, .89, .76, and .86, respectively (Costa & McCrae, 1988). Other studies have also found comparable reliability coefficients (Fagan, Wise, Schmidt, Ponticas, Marshall, & Costa, 1991; McCrae & Costa, 1983).

Costa and McCrae (1988) reported that ratings from observers demonstrated a pattern of reliability and stability similar to that of clients' self-report. Interrater reliability between observer raters and self-raters for Neuroticism, Extraversion, and Openness had values of .94, .88, and .91, respectively. Self-raters and their spouses had interrater reliabilities of .54, .53, .60, .50, and .43 for the traits of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness, respectively (Costa & McCrae, 1988).

Test-retest reliabilities over a six year period for Neuroticism, Extraversion, and Openness were .83, .82, and .83, respectively (Costa & McCrae, 1988). Thus, the measurement of these personality traits appear to be stable over at least a six year period. Test-retest data are not available for the traits of Agreeableness and Conscientiousness since the six year study was begun prior to the inclusion of these personality traits into the NEO-PI.

Factor analyses have been used to provide construct validity for the NEO-PI. Using a principal components analysis of the Adjective Check List (ACL; Gough, 1960), researchers have found five factors which correspond to the five personality traits of the NEO-PI (Costa & McCrae, 1985; McCrae, Costa, & Busch, 1986; Piedmont, McCrae, & Costa, 1991). Similar results have also been found with the Personality Research Form (PRF; Jackson, 1984) (Costa & McCrae, 1988).

Attitude Questionnaire. The Attitude Questionnaire (AQ; Schmidt, 1992) is an instrument which measures persons' cognitive schemas. The AQ has 173 items arranged in a six-point Likert scale

format. The AQ is a factor analyzed revision of Young and Brown's (1991) Schema Questionnaire. Schmidt et al. (1992) applied principal components analysis procedures to the Schema Questionnaire responses of two samples of undergraduate students. In these analyses they found 13 separate cognitive schemas. The reliability coefficients of these 13 schemas ranged from .62 to .95, with an average of .86. Sample standard deviations ranged from .40 to .81, with an average deviation of .63. Twelve of these schemas were hypothesized by Young (1990). Schmidt et al. (1992) also found that these 13 schemas could be arranged into three broader schema factors. These schema factors are Disconnection, Overconnection, and Restricted Gratification. One of the 13 schemas, Insufficient Self-Control, loaded to a significant degree on all three schema factors. Since Insufficient Self-Control did not load on any one particular factor, it was treated separately in Schmidt et al's (1993) study as well as in this study.

Concerning the Disconnection factor, the individual subschemas included in this factor along with their respective coefficient alphas are: Emotional Deprivation (.94), Abandonment

(.91), Mistrust (.93), Defectiveness (.96), Emotional Inhibition (.86), and Uncontrollable Anger (.84). The individual schemas included in the Overconnection factor are: Dependence (.91), Enmeshment (.83), Vulnerability (.88), and Incompetence (.94). The individual schemas included in the Restricted Gratification factor are Unrelenting Standards (.92) and Self-Sacrifice (.91) (Schmidt et al., 1992).

Procedure

Subjects were solicited from a sample of students in undergraduate introductory psychology classes at a college in the southeast. The researcher informed the students of the present study in a class format and provided them with informed consent forms. An adequate amount of time was allowed for potential subjects to ask the researcher questions about the study and to seek clarification where needed. Students were also supplied with the researcher's telephone numbers in the event that they would desire to discuss the study at a later time. Once students had been adequately informed of the study, those who wished to participate were asked to sign the informed consent form. All signed and unsigned informed consent forms were then returned to the

researcher. Three data collection times and locations were then announced. Each subject selected one of these three times to complete the three inventories in a group format. Extra course credit was provided to those who participated.

During the data collection times, the researcher supplied each subject with three inventories in the following order: EAC-B, NEO-PI, and then the AQ. Students were also supplied with a procedural sheet to guide them in completing the study. The procedural sheet provided them with the following information: (a) give the answer that feels true for you, since there are no right or wrong answers, (b) do not contemplate your answers for a long period of time, since your first response will probably be your best answer, and (c) watch for notices on the campus bulletin boards and in the psychology office concerning the scheduling of feedback sessions, which will be provided at a later time. They were also instructed to return the inventories and answer sheet to the researcher once they had completed the inventories, and then leave the data collection area promptly. The time needed for most students to complete the three inventories was approximately one

hour. Once the data had been collected and analyzed, two feedback sessions were offered. These sessions were advertised via written notices displayed on bulletin boards across the college campus and in the college newspaper.

CHAPTER III

Results

Demographics

One hundred eleven volunteer subjects attended one of the three data collection sessions for this study. Of these subjects, two did not submit complete data, leaving 109 complete sets. Of these 109 subjects, 78% ($N = 85$) were female, while 22% ($N = 24$) were male. According to college classification, 69% ($N = 75$) were freshmen, 20% ($N = 22$) were sophomores, 8% ($N = 9$) were juniors, 1% ($N = 1$) was a senior, and 2% ($N = 2$) were post-undergraduate. Concerning race, 73% ($N = 80$) were White, 18% ($N = 20$) were Black, 3% ($N = 3$) were Hispanic, and 6% ($N = 6$) were Asian. Concerning age, 65% ($N = 71$) ranged from age 17 to 24, 20% ($N = 22$) from age 25 to 31, 7% ($N = 8$) from age 32 to 38, 6% ($N = 6$) from age 39 to 45, and 2% ($N = 2$) from age 46 to 52.

Preliminary Analyses

Analyses of Variance The data were subjected to analyses of variance procedures to examine the relationships among the

demographic variables and the four Expectations About Counseling-Brief (EAC-B) factors of Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance. Since the sample sizes in the various demographic groups were not equal, an unbalanced ANOVA model was used (STATVIEW; Feldman, Hofmann, Gagnon, & Simpson, 1987). Means of the various demographic groups may appear to be different from one another, but because of variations in group size, they may not necessary be significantly different (Tabachnik & Fidell, 1989).

There were significant differences among the racial groups on the Personal Commitment factor, $F(3, 105) = 2.98$, $p < .05$ (see Table 1*). Fisher's post hoc analysis revealed that black subjects had significantly lower expectations for Personal Commitment than white subjects. Whether or not a subject had experienced counseling before was significantly related to Counselor Expertise, $F(1, 107) = 6.34$, $p < .05$ (see Table 1). Subjects who had not received counseling before expected a significantly greater degree of Counselor Expertise than those who had some prior counseling experience.

* All tables may be found in Appendix A.

Lastly, the age of the subject was related to Counselor Expertise $E(4, 104) = 4.03, p < .05$ (see Table 1). Fisher's post hoc analysis revealed that subjects in the age range of 17 to 24 expected a significantly greater degree of Counselor Expertise than those in the age range of 25 to 31.

Principal Components Analysis To ascertain how similar this sample's ($N = 109$) EAC-B responses were to Tinsley et al.'s (1980) sample, a principal components analysis procedure was conducted using the STATVIEW analysis package (Feldman et al, 1987) on the 17 scales of the EAC-B. Conducting principal components analyses on existing scales is a valid procedure, especially when the instrument's original item analysis did not include an orthogonal rotation (Mulaik, 1972), which the EAC-B did not (Tinsley et al., 1980). Other studies have examined the factor structure of the EAC-B using the 17 subscales as variables (Hayes & Tinsley, 1989; Kunkel, Hector, Coronado, & Vales, 1989; Tinsley, Holt, Hinson, & Tinsley, 1991). The analysis for this study was conducted with an oblique varimax rotation procedure to facilitate the interpretation of the results. The parallel analysis procedure (Horn, 1965) was

then used to determine the number of components, or factors, to retain.

In comparisons of various statistical methods which determine how many factors to retain, the parallel analysis procedure has been found to be the most accurate (Lautenschlager, 1989; Zwick & Velicer, 1986). This procedure produces random computer generated eigenvalues using variables with properties similar to the population of interest. Components derived from the sample having eigenvalues greater than those of the random computer generated components are determined to be meaningful and are retained (Zwick & Velicer, 1986). Based on this procedure, Lautenschlager (1989) devised tables listing averaged eigenvalues from several computer generated samples.

According to Lautenschlager's (1989) parallel analysis critical values, only the first two components in this sample had a greater than chance probability of occurring (see Table 2). In order for three factors to exist, the third eigenvalue (1.09) would have had to equal or exceed the critical value of 1.48 (Lautenschlager, 1989). Since only two EAC-B factors appear to exist in this sample, another

principal components analysis with an oblique rotation specifying a two factor model was conducted on the 17 scales. These two resulting factors accounted for 57% of the original variance. The low correlation between the two factors of $r = .26$ indicated that there was no need to include a third factor to account for the original variance (Tabachnick & Fidell, 1989). The scales, their respective factor loadings, final communality values (h^2), total and common percentages of variance, and eigenvalues are noted in Table 3.

The scales which loaded on the first factor were:

Responsibility (.78), Openness (.81), Motivation (.77), Confrontation (.42), Genuineness (.44), Nurturance (.64), Attractiveness (.43), Expertise (.41), Trustworthiness (.64), Immediacy (.84), Concreteness (.53), and Outcome (.68) (see Table 3). The second factor consisted of the following scales: Acceptance (.67), Confrontation (.47), Genuineness (.31), Directiveness (.72), Empathy (.78), Self-Disclosure (.78), Nurturance (.37), Attractiveness (.44), Expertise (.59), Trustworthiness (.34), Tolerance (.60), and Concreteness (.42) (see Table 3). As can be noted above, scales

which loaded on both factors were Confrontation, Genuineness, Nurturance, Attractiveness, Expertise, Trustworthiness, and Concreteness.

The pattern of factor loadings indicated that another principal components analysis with some of the 17 EAC-B scales excluded from the analysis would further refine the two factor solution. This decision was based on two criteria. First, since homogeneity did not exist among the EAC-B scores, the inclusion of only higher factor loadings was warranted. As the value of a loading increases, the more that variable is a purer measure of the factor (Tabachnick & Fidell, 1989). Second, according to Comrey's (1973) method of grouping factor loadings by magnitude, there was a naturally occurring gap between higher and lower strengths of factor loadings in this sample (Tabachnick & Fidell, 1989). This gap occurred around the factor loading value of .55, which according to Comrey (1973) represents a medium level of pure factor measurement. The EAC-B scales of Confrontation, Genuineness, Attractiveness, and Concreteness fell below the factor loading value of .55 on both factors one and two (see Table 3). Therefore, these four scales were

excluded from the subsequent principal components analysis.

The two EAC-B factors which resulted from this subsequent analysis accounted for 61% of the original variance. These scales, their respective factor loadings, final communality values (h^2), total and common percentages of variance, and eigenvalues are noted in Table 4. These 13 scales loaded onto the same factors that they did in the previous analysis. However, in this analysis no scale loaded onto more than one factor. Thus, the use of parallel analysis reveals that only two expectation factors exist in this sample. These results would suggest a different factor structure for the EAC-B than that proposed by Tinsley et al. (1980).

EAC-B Four Factors and Aspects of Personality

Pearson Product-Moment correlation procedures were conducted to analyze the strength and direction of the relationships among Tinsley's (1982) four EAC-B factors and aspects of personality. The personality aspects of interest in this study involved the two constructs of personality traits and cognitive schemas. Concerning personality, the four NEO-Personality Inventory (NEO-PI; Costa & McCrae, 1985) traits of Extraversion,

Openness, Agreeableness, and Conscientiousness were used.

Concerning cognitive schemas, the schemas of Disconnection, Overconnection, Restricted Gratification, and Insufficient Self-Control from the Attitude Questionnaire (AQ; Schmidt, 1992) were used in the analysis. To supplement an understanding of the variables' intercorrelations, the subscales of the EAC-B, NEO-PI, and AQ were also analyzed. For the sample size obtained and with a two-tailed test with an alpha of .05, the critical correlation value was .195 (Guilford & Fruchter, 1978). In correlational procedures, the effect size index is simply the derived value of r (Cohen, 1977).

Concerning the EAC-B factor of Personal Commitment, it was hypothesized that this variable would be positively associated with the personality traits of Openness and Conscientiousness, the cognitive schema of Restricted Gratification, and negatively related to Overconnection. As hypothesized, subjects' expectations for a high degree of Personal Commitment were associated with Openness ($r = .21$) and Restricted Gratification ($r = .22$) (see Table 5).

Personal Commitment was also significantly related with the Agreeableness personality trait ($r = .33$). The personality subscales

that reached significance with Personal Commitment were Warmth ($r = .34$), Aesthetics ($r = .25$), and Feelings ($r = .37$) (see Table 6).

The only cognitive schema subscale that was significantly related to this expectation factor was Self-Sacrifice ($r = .26$) (see Table 7).

Personal Commitment's relationships with Conscientiousness ($r = .11$) and Overconnection ($r = .00$) (see Table 5) were not statistically significant as hypothesized.

It was hypothesized that the Facilitative Conditions factor would be positively associated with the personality traits of Agreeableness and Openness, while being negatively associated with the cognitive schema of Disconnection. As hypothesized, subjects who scored higher on Agreeableness tended to expect a higher degree of Facilitative Conditions ($r = .37$) (see Table 5). Unexpectedly, Facilitative Conditions was also associated with Extraversion ($r = .20$) and Restricted Gratification ($r = .27$). The subscales which reached significance with this expectation factor were the personality subscales of Warmth ($r = .36$), Positive Emotions ($r = .19$), and Feelings ($r = .35$) (see Table 6), and the schema subscales of Defectiveness ($r = -.21$), Unrelenting Standards ($r = .20$)

and Self-Sacrifice ($r = .27$) (see Table 7). The trait of Openness ($r = .15$) and the schema of Disconnection ($r = -.06$) did not reach significance with the expectation factor as hypothesized (see Table 5).

Concerning Counselor Expertise, it was hypothesized that this factor would be negatively associated with the personality traits of Extraversion, Openness, and Conscientiousness, and positively related to the cognitive schema of Insufficient Self-Control. Of these hypothesized relationships, only Extraversion was significant ($r = .20$), but in an unexpectedly positive direction (see Table 5). The two Extraversion subscales which contributed to this positive relationship were Warmth ($r = .26$) and Positive Emotions ($r = .20$) (see Table 6). Other relationships that were unexpectedly related to Counselor Expertise were Agreeableness ($r = .19$) and Restricted Gratification ($r = .25$) (see Table 5). As with the previous two EAC-B factors, the Self-Sacrifice schema subscale was also associated with Counselor Expertise ($r = .25$) (see Table 7).

Lastly, it was hypothesized that Nurturance would be positively associated with the personality traits of Extraversion

and Agreeableness, and the cognitive schema of Overconnection.

Nurturance was found to be significantly related to Extraversion

($r = .19$), Agreeableness ($r = .24$), and Restricted Gratification

($r = .22$), but not related to Overconnection ($r = .11$) (see Table 5).

Personality and schema subscales found to reach significance with

Nurturance were: Warmth ($r = .27$), Positive Emotions ($r = .21$),

Feelings ($r = .28$) (see Table 6), and Unrelenting Standards ($r = .19$)

(see Table 7).

EAC-B Subscales and Aspects of Personality

Pearson Product-Moment correlation procedures were also applied to the 17 EAC-B subscales, the four personality traits, and

the four cognitive schemas. Concerning the personality traits,

Extraversion was significantly related to the EAC-B subscales of Confrontation ($r = .27$) and Directiveness ($r = .21$) (see Table 8).

Openness was significantly related to Responsibility ($r = .26$) and

Confrontation ($r = .26$). Agreeableness was related to 13 of the 17

EAC-B subscales. These subscales were Responsibility ($r = .22$),

Openness ($r = .29$), Motivation ($r = .32$), Acceptance ($r = .26$),

Confrontation ($r = .22$), Genuineness ($r = .37$), Nurturance ($r = .20$),

Expertise ($r = .30$), Trustworthiness ($r = .35$), Tolerance ($r = .30$), Immediacy ($r = .26$), Concreteness ($r = .22$), and Outcome ($r = .24$). Lastly, Conscientiousness was only significantly related to the EAC-B subscale of Outcome ($r = .21$) (see Table 8).

Concerning the cognitive schemas, Restricted Gratification was related to the EAC-B subscales of Acceptance ($r = .26$), Directiveness ($r = .21$), Empathy ($r = .24$), Attractiveness ($r = .31$), Tolerance ($r = .25$), Immediacy ($r = .21$), and Concreteness ($r = .26$) (see Table 9). Insufficient Self-Control was significantly related to Genuineness ($r = -.26$) and Trustworthiness ($r = -.20$) (see Table 9).

EAC-B Two Factors and Aspects of Personality

Pearson Product-Moment correlation procedures were also applied to the two EAC-B factors derived in this study, the personality traits, and cognitive schemas. EAC-B factor one was only significantly associated with the Agreeableness personality trait ($r = .31$), while EAC-B factor two was only significantly related to the Restricted Gratification schema ($r = .23$) (see Table 10). Factor one was labeled Client Responsibility while factor two was labeled Counselor Responsibility. The rationale for these labels

in presented in Chapter IV. Concerning the personality trait and cognitive schema subscales, EAC-B factor one was significantly correlated with the Warmth ($r = .29$), and Feelings ($r = .35$) personality subscales (see Table 11). The second EAC-B factor was significantly correlated with the personality subscale of Positive Emotions ($r = .23$) (see Table 11), and the schema subscales of Unrelenting Standards ($r = .19$) and Self-Sacrifice ($r = .19$) (see Table 12).

CHAPTER IV

Discussion

The purpose of this study was to investigate the relationship among students' expectations about counseling and aspects of personality. The personality aspects of interest in this study were the personality traits of Extraversion, Openness, Agreeableness, and Conscientiousness, and the cognitive schemas of Disconnection, Overconnection, Restricted Gratification, and Insufficient Self-Control. Unexpectedly, the personality traits and cognitive schemas used in this study did not differentiate among Tinsley's (1982) four expectation factors of Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance as hypothesized. However, a pattern of traits and schemas was present across the four EAC-B factors. Concerning the two EAC-B factors derived in this study, one personality trait and one cognitive schema differentiated between these two factors.

Four Expectation Factors and Aspects of Personality

Unexpectedly, there was no differentiation among Tinsley's (1982) four EAC-B factors when their relationships with the personality traits and cognitive schemas were examined. However, a pattern of personality traits and cognitive schemas existed across the EAC-B factors. All four EAC-B factors were related to the personality trait of Agreeableness and to the cognitive schema of Restricted Gratification. The personality trait of Extraversion was also related to all EAC-B factors except Personal Commitment. Thus, it is difficult to distinguish Tinsley's (1982) four EAC-B factors from one another in relation to aspects of personality. Even analyses of the subscales from the expectation, personality trait, and cognitive schema questionnaires indicated that there was no meaningful differentiation among the four EAC-B factors.

While these personality traits and cognitive schemas do not differentiate among the four EAC-B factors, the results indicate that a pattern exists for those who have expectations in general about counseling. As mentioned above, Tinsley's (1982) EAC-B factors were related to the personality traits of Extraversion and

Agreeableness, and the cognitive schema of Restricted Gratification.

Therefore, this pattern of traits and schemas will be discussed.

The personality traits of Extraversion and Agreeableness have been proposed to be the two main aspects of social behavior (Leary, 1957; Wiggins & Broughton, 1985). Extraversion relates to the quality and intensity to which individuals prefer to interact with others, while Agreeableness addresses one's positive or negative orientation toward others (Costa & McCrae, 1985). Therefore, persons who have high expectations about counseling generally like people, and prefer having close and meaningful relationships. In their relationships they are usually affiliative, warm, and talkative. They also usually experience many positive emotions, and tend to rely on all their emotions to guide their behavior (Costa & McCrae, 1985).

The meaning of the four EAC-B factors' association with the Restricted Gratification cognitive schema is uncertain. Persons with a high degree of Restricted Gratification are either preoccupied with meeting others' needs to an extreme degree, or with repeatedly trying to meet high standards that others place on them (Young,

1990). One interpretation of this significant relationship is that subjects with high expectations about counseling are excessively concerned about others' opinions of how they should live. They would refer to others for what types of standards they should assume for themselves. It is probable that these subjects would also be preoccupied with similar concerns in the counseling relationship. They would probably expect their counselor to provide them with external standards concerning how they should solve their problems.

Another explanation for the four EAC-B factors' association with Restricted Gratification is also plausible. It could be that persons with high expectations in general about counseling are intensely but appropriately concerned with others' needs and problems. Thus, persons with high expectations about counseling are concerned not only with their own need gratification, but also with how their needs interact with others' needs. This latter explanation provides a more healthy view of these subjects' interpersonal relationships than the previous explanation. This explanation also coincides with the healthy personality traits of Agreeableness and

Extraversion discussed earlier.

In summary, persons who have high expectations in general about counseling value close relationships with others, and are very concerned with others' needs and standards. While these subjects are very affiliative, they are more concerned with others' needs and standards than with their own. Young (1990) would contend that persons in these types of relationships usually do not feel satisfied nor do they get their needs met.

Two Expectation Factors and Aspects of Personality

An examination of the relationships among the two EAC-B factors derived in this study and the personality traits and cognitive schemas provides some interesting but tentative results. As opposed to Tinsley's (1982) four factor model, the two EAC-B factors obtained in the current study suggest that aspects of personality could possibly differentiate among clients' expectations. In order to understand these two EAC-B factors, the content of the EAC-B scales which loaded on the two factors will be examined. Scales were included in the interpretation of a factor if it had a factor loading of a least .55 (Comrey, 1973; Tabachnick & Fidell,

1989).

The seven EAC-B scales which loaded on factor one appear to concern expectations which are predominantly client and process focused, as opposed to counselor focused (see Table 13). An examination of the content of the items in this factor indicate that these scales measure clients' expectations to be active participants in counseling (Responsibility and Immediacy) who freely express their emotions (Openness), who expect to gain awareness of self and others (Outcome), and who expect to persist in counseling even if not immediately satisfied (Motivation). The expectations these participants have concerning their counselor is for him or her to be supportive and reinforcing of actions taken by the client (Nurturance), and to be trustworthy (Trustworthiness). While these EAC-B scales generally concern actions that the client expects him or herself to take, the scales of Nurturance and Trustworthiness are concerned with actions the client expects the counselor to assume. It does not make intuitive sense why the scales of Nurturance and Trustworthiness loaded onto this factor. Considering the scales which loaded on factor one, and ignoring the fact that Nurturance and

Trustworthiness also loaded on this factor, the factor might be called Client Responsibility.

The EAC-B scales which loaded onto the second factor concern expectations that are all counselor focused (see Table 14). The content of these six scales concerns clients' expectations for the counselor to be prescriptive during the sessions (Directiveness and Self-Disclosure), to be accepting (Acceptance), to be easygoing (Tolerance), and to serve as a problem-solver (Expertise and Empathy). It appears that these subjects were generally expecting the counselor to provide them with direction and solutions to their problems. In consideration of these descriptors, this factor was termed Counselor Responsibility.

While specific personality traits and cognitive schemas did differentiate between the factors of Client Responsibility and Counselor Responsibility, implications for these results are limited. Client Responsibility was only related to the personality trait of Agreeableness, while Counselor Responsibility was only related to the cognitive schema of Restricted Gratification. With only two correlations being significant among these variables there is the

possibility that no meaningful relationships really exist (Tabachnick & Fidell, 1989). Finally, a methodological limitation needs to be noted. All subjects received and completed the three instruments in the same order. The order was as follows: Expectations About Counseling-Brief questionnaire, NEO-Personality Inventory, and then the Attitude Questionnaire. Thus, the obtained results could have been affected by the order in which the instruments were administered.

Conclusions

Unexpectedly, the results of this study indicate that specific patterns of personality traits and cognitive schemas do not appear to be related to specific kinds of expectations using Tinsley's (1982) four EAC-B factors of Personal Commitment, Facilitative Conditions, Counselor Expertise, and Nurturance as hypothesized. However, a set of traits and schemas was related to expectations in general about counseling. All four EAC-B factors were related to the personality trait of Agreeableness and to the cognitive schema of Restricted Gratification. The personality trait of Extraversion was also related to all EAC-B factors except Personal Commitment.

Thus, expectations about counseling in general were related to a pattern of traits and schemas. This pattern would indicate that persons with high expectations in general about counseling are involved in close but nonreciprocal relationships with others. While these persons seek out and desire close relationships (Costa & McCrae, 1985), they probably are not satisfied in these relationships because they are usually focused on other persons' needs at the expense of their own (Young, 1990).

A principal components analysis of this sample's EAC-B responses provided tentative evidence for a model of expectations about counseling which consisted of only two factors. These two factors were termed Client Responsibility and Counselor Responsibility. These two derived EAC-B factors and Tinsley's (1982) four EAC-B factors were associated with similar personality traits and cognitive schemas. However, there was one important distinction. In the two factor model a personality trait and a cognitive schema differentiated among subjects' expectations about counseling. Client Responsibility was related to the personality trait of Agreeableness, while Counselor Responsibility was related

to the cognitive schema of Restricted Gratification. Whether two or four expectation factors were examined, the results of this study indicate that specific personality traits and cognitive schemas were associated with expectations about counseling. Further research will hopefully continue to pursue an understanding of the relationships among expectations about counseling and personality traits and cognitive schemas.

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APPENDIXES

APPENDIX A
TABLES

Table 1
Analysis of Variance Results for Demographic Variables and
Expectations About Counseling-Brief (EAC-B) Factors

Demographics	EAC-B Factors							
	Personal Commitment		Facilitative Conditions		Counselor Expertise		Nurturance	
	M	SD	M	SD	M	SD	M	SD
Gender								
Male	5.51	1.04	5.99	.70	5.03	1.20	4.95	1.34
Female	5.71	.83	5.89	.83	4.58	1.00	5.07	1.01
Class								
Freshmen	5.67	.91	5.93	.81	4.70	1.02	5.09	1.07
Sophomore	5.76	.55	5.98	.69	4.81	1.13	5.21	.96
Junior	5.18	1.21	5.43	.92	4.15	1.16	4.18	1.27
Senior	5.50	-a	5.28	-a	4.89	-a	4.67	-a
Other	6.54	.40	6.64	.12	4.56	1.89	5.79	.06
Race								
White	5.79*	1.15	5.79	.98	4.56	1.40	4.61	1.39
Black	5.24*	.76	5.98	.66	4.72	.99	5.19	.89
Hispanic	6.06	.94	5.98	1.28	4.15	.74	5.25	.85
Asian	5.21	.95	5.23	1.43	4.78	.86	4.42	1.85
Age								
17-24	5.64	.87	5.95	.85	4.85*	1.06	5.21	1.10
25-31	5.47	1.11	5.61	.84	3.89*	.97	4.45	1.19
32-38	5.98	.51	5.85	.25	4.46	.72	4.82	.49
39-45	6.01	.60	6.26	.50	5.11	.64	5.03	.59
46-52	6.25	-a	6.55	-a	5.89	-a	5.75	-a

Table 1 (Continued)
Analysis of Variance Results for Demographic Variables and
Expectations About Counseling-Brief (EAC-B) Factors

Demographics	EAC-B Factors							
	Personal Commitment		Facilitative Conditions		Counselor Expertise		Nurturance	
	M	SD	M	SD	M	SD	M	SD
Prior Counseling								
Yes	5.67	.96	5.74	.77	4.26*	.86	4.81	.99
No	5.66	.86	5.97	.81	4.82*	1.09	5.13	1.11

Note. M = mean; SD = standard deviation

^a These values are not available, since these demographic units only had an N = 1.

* $p < .05$, two-tailed.

Table 2
Principal Components Analysis of Expectations About Counseling-
Brief (EAC-B) Scales

EAC-B Scales	EAC-B Factor Weights				<i>h</i> ²
	1	2	3	4	
Responsibility	.51*	-.14	.55*	-.01	.68
Openness	.83*	.10	.00	.02	.76
Motivation	.83*	.13	-.05	-.12	.68
Acceptance	.00	.79*	.35*	-.04	.63
Confrontation	.20	.24	.35*	.28	.52
Genuineness	-.01	.13	.92*	-.01	.84
Directiveness	-.01	.04	-.04	.90*	.52
Empathy	-.05	.70*	-.20	.35*	.66
Self-Disclosure	-.16	.39*	.02	.59*	.58
Nurturance	.48*	.32*	.27	.11	.67
Attractiveness	.41*	.56*	-.04	.05	.54
Expertise	.26	.14	.25	.57*	.64
Trustworthiness	.35*	.24	.49*	.08	.68
Tolerance	.11	.65*	.12	.09	.50

Table 2 (Continued)
Principal Components Analysis of Expectations About Counseling-
Brief (EAC-B) Scales

EAC-B Scales	EAC-B Factor Weights				<i>h</i> ²
	1	2	3	4	
Immediacy	.87*	.02	.00	.06	.80
Concreteness	.36*	.00	.30*	.48*	.57
Outcome	.51*	-.12	.36*	.19	.48
Eigenvalues	7.71**	2.01**	1.09	.96	11.77
Critical Eigenvalues	1.79	1.62	1.48	1.37	
% total variance	.45	.12	.06	.06	.69
% common variance	.66	.17	.09	.08	1.00

Note. For each EAC-B scale, an * indicates that the scale loaded on the factor represented in that column. ** indicates that the eigenvalue was significant according to Lautenschlager's (1989) critical values.

Table 3
Principal Components Analysis of Expectations About Counseling-
Brief (EAC-B) Scales: Two Factors Specified

EAC-B Scales	Expectations About Counseling-Brief Factor Weights		h^2
	1	2	
Responsibility	.78 *	-.02	.61
Openness	.81 *	.04	.67
Motivation	.77 *	-.06	.57
Acceptance	.27	.67 *	.61
Confrontation	.42 *	.47 *	.50
Genuineness	.44 *	.31 *	.36
Directiveness	-.01	.72 *	.52
Empathy	-.09	.78 *	.59
Self-Disclosure	-.10	.78 *	.58
Nurturance	.64 *	.37 *	.67
Attractiveness	.43 *	.44 *	.48
Expertise	.41 *	.59 *	.64
Trustworthiness	.64 *	.34 *	.64
Tolerance	.23	.60 *	.49
Immediacy	.84 *	.01	.71
Concreteness	.53 *	.42 *	.57
Outcome	.68 *	.10	.51
Eigenvalues	7.71	2.01	9.72
% total variance	.45	.12	.57
% common variance	.79	.21	1.00

Note. For each Expectations About Counseling-Brief scale an * indicates that the scale loaded on the factor represented in that column.

Table 4
Principal Components Analysis of Expectations About Counseling-
Brief (EAC-B) Scales: Two Factors Specified Using 13 Scales

EAC-B Scales	EAC-B Factor Weights		h^2
	1	2	
Responsibility	.77 *	-.02	.58
Openness	.81 *	.05	.68
Motivation	.79 *	-.02	.61
Acceptance	.26	.66 *	.59
Directiveness	.00	.73 *	.54
Empathy	-.07	.77 *	.58
Self-Disclosure	-.08	.79 *	.60
Nurturance	.66 *	.41	.72
Expertise	.41	.61 *	.65
Trustworthiness	.64 *	.37	.65
Tolerance	.25	.62 *	.52
Immediacy	.85 *	.03	.73
Outcome	.68 *	.10	.50
Eigenvalues	5.96**	1.99**	7.95
% total variance	.46	.15	.61
% common variance	.75	.25	1.00

Note. For each Expectations About Counseling-Brief scale an * indicates that the scale loaded on the factor represented in that column, having an loading value of at least .55. ** indicates that the eigenvalue was significant according to Lautenschlager's (1989) critical values.

Table 5
Pearson Product-Moment Correlations Among Expectations About
Counseling-Brief (EAC-B), NEO-Personality Inventory (NEO-PI), and
Attitude Questionnaire (AQ) Factors

Aspects of Personality	EAC-B Factors			
	PC	FC	CE	N
NEO-PI				
1 Extraversion	.16	.20*	.20*	.19*
2 Openness	.21*	.15	.06	.15
3 Agreeableness	.33*	.37*	.19*	.24*
4 Conscientiousness	.11	.06	.09	.08
Attitude Questionnaire				
5 Disconnection	-.09	-.06	-.01	-.03
6 Overconnection	.00	-.02	.06	.11
7 Restricted Gratification	.22*	.27*	.25*	.22*
8 Insufficient Self-Control ^a	-.16	-.17	-.07	-.09

NOTE. For the EAC-B factors, PC = Personal Commitment;
 FC = Facilitative Conditions; CE = Counselor Expertise;
 N = Nurturance.

^a This Attitude Questionnaire subscale loaded to a significant degree on all three Attitude Questionnaire factors, and thus, is treated separately.

* $p < .05$, two-tailed.

Table 6
Pearson Product-Moment Correlations Among Expectations About
 Counseling-Brief (EAC-B) Factors and NEO-Personality Inventory
 (NEO-PI) Subscales

NEO-PI Subscales	EAC-B Factors			
	PC	FC	CE	N
Extraversion				
1 Warmth	.34*	.36*	.26*	.27*
2 Gregariousness	.12	.17	.13	.13
3 Assertiveness	.03	.01	.02	.03
4 Activity	.10	.08	.08	.11
5 Excitement	.07	.14	.14	.13
6 Positive Emotions	.09	.19*	.20*	.21*
Openness				
7 Fantasy	.01	.02	0.00	.03
8 Aesthetics	.25*	.06	.12	.15
9 Feelings	.37*	.35*	.14	.28*
10 Actions	.13	.08	.07	.15
11 Ideas	.11	.07	0.00	.07
12 Values	-.04	-.05	-.07	-.07

Note. NEO-PI subscales for Agreeableness and Conscientiousness have not been devised. For the EAC-B factors, PC = Personal Commitment; FC = Facilitative Conditions; CE = Counselor Expertise; N = Nurturance.

* $p < .05$, two-tailed

Table 7

Pearson Product-Moment Correlations Among Expectations About
Counseling-Brief (EAC-B) Factors and Attitude Questionnaire (AQ)
Subscales

AQ Subscales	EAC-B Factors			
	PC	FC	CE	N
Disconnection				
1 Abandonment	-.01	.10	.06	.12
2 Emotional Deprivation	-.08	-.07	-.05	-.06
3 Mistrust	-.05	-.11	-.01	-.04
4 Defectiveness	-.11	-.21*	-.11	-.09
5 Emotional Inhibition	-.04	-.05	.09	-.01
6 Uncontrollable Anger	-.14	-.03	-.05	-.08
Overconnection				
7 Dependence	-.02	-.02	.04	.03
8 Enmeshment	.05	.10	.09	.18
9 Vulnerability	.04	-.01	-.02	.06
10 Incompetence	-.10	-.15	.05	.03
Restricted Gratification				
11 Unrelenting Standards	.13	.20*	.16	.19*
12 Self-Sacrifice	.26*	.27*	.25*	.18

Table 7 (Continued)

Pearson Product-Moment Correlations Among Expectations About
Counseling-Brief (EAC-B) Factors and Attitude Questionnaire (AQ)
Subscales

AQ Subscales	EAC-B Factors			
	PC	FC	CE	N
13 Insufficient Self-Control ^a	-.16	-.17	-.07	-.09

Note. For the EAC-B factors, PC = Personal Commitment;
FC = Facilitative Conditions; CE = Counselor Expertise;
N = Nurturance.

^a This Attitude Questionnaire subscale loaded to a significant degree on all three Attitude Questionnaire factors, and thus, is treated separately.

* $p < .05$, two-tailed

Table 8
Pearson Product-Moment Correlations Among the 17 Subscales of the Expectations About Counseling- Brief (EAC-B) and the NEO-Personality Inventory (NEO-PI).

EAC-B SubScales	NEO-Personality Inventory Traits			
	E	O	A	C
1 Responsibility	.12	.26*	.22*	-.04
2 Openness	.13	.18	.29*	.07
3 Motivation	.04	.15	.32*	.04
4 Acceptance	.10	.06	.26*	.06
5 Confrontation	.27*	.26*	.22*	-.02
6 Genuineness	.15	.18	.37*	.06
7 Directiveness	.21*	-.01	.07	.13
8 Empathy	.16	.12	.13	.05
9 Self-Disclosure	.18	.08	.11	-.05
10 Nurturance	.15	.10	.20*	.11
11 Attractiveness	.14	.19	.17	.14
12 Expertise	.10	.02	.30*	.02
13 Trustworthiness	.15	.07	.35*	.12
14 Tolerance	.12	.06	.30*	.01
15 Immediacy	.17	.14	.26*	.11
16 Concreteness	.14	.07	.22*	.06
17 Outcome	.11	.11	.24*	.21*

Note. For the NEO-PI traits, E = Extraversion; O = Openness; A = Agreeableness; C = Conscientiousness.

* $p < .05$

Table 9

Pearson Product-Moment Correlations Among the 17 Subscales of the Expectations About Counseling- Brief (EAC-B) and the Attitude Questionnaire (AQ).

EAC-B SubScales	Attitude Questionnaire cognitive schemas			
	D	O	RG	ISC
1 Responsibility	-.13	-.07	.01	-.19
2 Openness	-.04	.07	.13	-.10
3 Motivation	-.01	.02	.05	-.14
4 Acceptance	.00	.11	.26*	-.09
5 Confrontation	-.05	-.06	.17	-.14
6 Genuineness	-.12	-.14	.15	-.26*
7 Directiveness	.02	.10	.21*	-.08
8 Empathy	.01	.05	.24*	-.02
9 Self-Disclosure	.01	.08	.05	-.05
10 Nurturance	-.04	.10	.13	-.05
11 Attractiveness	.00	.12	.31*	-.05
12 Expertise	-.09	-.03	.13	-.09
13 Trustworthiness	-.10	.05	.14	-.20*
14 Tolerance	.04	.02	.25*	-.01
15 Immediacy	-.12	-.04	.21*	-.13
16 Concreteness	-.07	-.04	.26*	-.11
17 Outcome	-.10	-.10	.17	-.15

Note. For the Attitude Questionnaire, D = Disconnection; O = Overconnection; RG = Restricted Gratification; ISC = Insufficient Self-Control.

* $p < .05$, two-tailed

Table 10

Pearson Product-Moment Correlations Among Two Expectations
About Counseling-Brief (EAC-B) Factors and Aspects of Personality
Factors

Aspects of Personality Factors	EAC-B Factors	
	1	2
NEO-Personality Inventory		
1 Extraversion	.08	.18
2 Openness	.18	.02
3 Agreeableness	.31*	.12
4 Conscientiousness	.09	.03
Attitude Questionnaire		
5 Disconnection	-.12	.04
6 Overconnection	-.06	.09
7 Restricted Gratification	.08	.23*
8 Insufficient Self-Control	-.17	-.01

* $p < .05$, two-tailed.

Table 11
Pearson Product-Moment Correlations Among Two Expectations
 About Counseling-Brief (EAC-B) Factors and NEO-Personality
 Inventory (NEO-PI) Subscales

NEO-PI Subscales	EAC-B Factors	
	1	2
Extraversion		
1 Warmth	.29*	.16
2 Gregariousness	.09	.11
3 Assertiveness	.04	.00
4 Activity	.07	.06
5 Excitement	.00	.16
6 Positive Emotions	.01	.23*
Openness		
7 Fantasy	.00	.02
8 Aesthetics	.16	.06
9 Feelings	.35*	.07
10 Actions	.12	.03
11 Ideas	.12	-.02
12 Values	.00	-.06

Note. NEO-PI subscales for Agreeableness and Conscientiousness have not been devised.

* $p < .05$, two-tailed

Table 12
Pearson Product-Moment Correlations Among Two Expectations
About Counseling-Brief (EAC-B) Factors and Attitude Questionnaire
(AQ) Subscales

Attitude Questionnaire Subscales	EAC-B Factors	
	1	2
Disconnection		
1 Abandonment	-.04	.15
2 Emotional Deprivation	-.11	-.01
3 Mistrust	-.08	.00
4 Defectiveness	-.15	-.08
5 Emotional Inhibition	-.06	.06
6 Uncontrollable Anger	-.13	.02
Overconnection		
7 Dependence	-.05	.05
8 Enmeshment	.00	.14
9 Vulnerability	.04	-.02
10 Incompetence	-.18	.08
Restricted Gratification		
11 Unrelenting Standards	.03	.19*
12 Self-Sacrifice	.15	.19*
13 Insufficient Self-Control ^a	-.17	-.01

^a This Attitude Questionnaire subscale loaded to a significant degree on all three Attitude Questionnaire factors, and thus, is treated separately.

* $p < .05$, two-tailed

Table 13.

Expectations About Counseling-Brief (EAC-B) Scales and Their
Respective Items Which Loaded on Factor One.

Expectations About Counseling-Brief Scales and Their Respective
Items

Responsibility

- 8. Take Responsibility for making my own decisions.
- 9. Talk about my present concerns.
- 29. Ask the counselor to explain what he or she means whenever I do not understand something that is said.
- 30. Work on my concerns outside the counseling interviews.

Openness

- 5. Openly express my emotions regarding myself and my problems.
- 19. Contribute as much as I can in terms of expressing my feelings and discussing them.
- 25. Feel safe enough with the counselor to really say how I feel.

Motivation

- 14. Stay in counseling for at least a few weeks, even if at first I am not sure it will help.
- 15. See the counselor for more than three interviews.
- 18. Stay in counseling even though it may be painful or unpleasant at times.

Nurturance

- 38. Give encouragement and reassurance.
- 49. Give me support.
- 55. Praise me when I show improvement.

Table 13. (Continued)

Expectations About Counseling-Brief Scales and Their Respective Items

Trustworthiness

- 42. Inspire confidence and trust.
- 45. Be someone who can be counted on.
- 60. Be someone I can really trust.

Immediacy

- 4. Gain some experience in new ways of solving problems within the counseling process.
- 10. Get practice in relating openly and honestly to another person within the counseling relationship.
- 12. Practice some of the things I need to learn in the counseling relationship.
- 22. Find that the counseling relationship will help the counselor and me identify problems on which I need to work.

Outcome

- 13. Get a better understanding of myself and others.
- 23. Become better able to help myself in the future.
- 28. Improve my relationships with others.

Table 14.

Expectations About Counseling-Brief (EAC-B) Scales and
Their Respective Items Which Loaded on Factor Two.

Expectations About Counseling-Brief Scales and Their Respective
Items

Acceptance

- 46. Be friendly and warm towards me.
- 59. Like me.
- 61. Like me in spite of the bad things that he or she know about

Directiveness

- 32. Explain what's wrong.
- 34. Tell me what to do.
- 43. Frequently offer me advice.

Empathy

- 35. Know how I feel even when I cannot say quite what I mean.
- 39. Help me to know how I am feeling by putting my feelings into words for me.
- 51. Know how I feel, at times, without my having to speak.

Self-Disclosure

- 48. Discuss his or her own attitudes and relate them to my problems.
- 54. Discuss his or her experiences and relate them to my problems.
- 57. Talk freely about himself or herself.

Expertise

- 36. Know how to help me.
- 47. Help me solve my problems.
- 50. Be able to determine what is the matter with me.

Table 14. (Continued)

Expectations About Counseling-Brief (EAC-B) Scales and
Their Respective Items Which Loaded on Factor Two.

Expectations About Counseling-Brief Scales and Their Respective
Items

Tolerance

- 58. Have no trouble getting along with people.
- 63. Be someone who is calm and easygoing.
- 66. Get along well in the world.

APPENDIX B
SUBJECT FORMS

Student Informed Consent

Thank you for considering to participate in this research study. This study is interested in how students' personality traits may be related to their expectations about counseling.

Your participation is voluntary, in that it is your choice whether or not to help with this study. If you agree to participate you will be asked to complete three brief inventories. All inventories concern normal aspects of personality and expectations, and should only take a total of about one hour to complete. After you have completed the inventories, you will have done all that is being asked. There are no foreseeable risks to your participation. However, there are some possible benefits. First, through feedback following the study's completion, you will be given the opportunity to gain more self-awareness concerning your personality traits and expectations. Second, your professor will provide extra course credit for your participation. Whatever your decision, there is no penalty for refusing to participate or withdrawal from the study.

Your participation and answers on the inventories will be held in strict confidence. This will be accomplished by several means. A code number will be assigned to you to protect your identity. All inventories and forms will be kept in a locked file, with only the researcher and co-researcher having access to this information. All identifying information will be destroyed immediately following your receiving feedback from the researchers. Only aggregate results will be reported, with no references being made to individual performance. If you have any further questions or concerns about this study, please contact the researcher, Mark Roland, at (706) 733-0188, Extension 7739.

If you are willing to voluntarily participate in this study, please sign your name and the date on the appropriate lines below. Thank you once again for your time and effort in consideration of this study.

I have read and understood the explanation of this study and agree to participate.

Signature_____

Date_____

Instructions For Students

Thank you for your participation in this study. This study will help in the understanding of how one's personality is related to his or her expectations about counseling.

In order to complete the 3 inventories, read the brief instructions on each inventory and follow these in answering every question. Remember that all of your answers are confidential.

Some important things to remember when answering the questions on both inventories are:

1. There are *no* wrong answers. The right answer is the one that is *right for you*.
2. You do not need to spend much time on each question, but be sure that you answer *every question honestly*. Actually, your *first* answer will probably be your *best* answer.

Complete the inventories in the following order: (1) Expectations About Counseling-Brief, (2) NEO-Personality Inventory, and then the (3) Attitude Questionnaire.

When you have finished the 3 inventories, please quietly return them to me, sign the attendance sheet, and leave the classroom area. You will be given feedback once the study has been completed.

Thank you again for your time and effort in helping with this study.

Mark M. Roland

APPENDIX C
PSYCHOLOGICAL INVENTORIES

Expectations and Personality

CODE _ _ _

101

C O N F I D E N T I A L

FOR RESEARCH PURPOSES ONLY

Expectations About Counseling (Form B)

Howard E. A. Tinsley

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Howard E. A. Tinsley

DIRECTIONS

Pretend that you are about to see a counseling psychologist for your first interview. We would like to know just what you think counseling will be like. On the following pages are statements about counseling. In each instance you are to indicate what you expect counseling to be like. The rating scale we would like you to use is printed at the top of each page. Your ratings are to be recorded at the end of each question in the indicated blank space. For each statement, write your answer (1-7) that corresponds to the number which most accurately reflects your expectations.

Your responses will be kept in the strictest confidence. Write your name in the space indicated at the bottom of this page. When this questionnaire is scored a code number will be assigned to this form and your name will be erased. Your answers will be combined with the answers of others like yourself and reported only in the form of group averages. Your participation, however, is voluntary. If you do not wish to participate in this study, just hand this questionnaire back to the researcher in charge.

When you are ready to begin, answer each question as quickly and as accurately as possible. Finish each page before going to the next.

NAME _____

DATE _____

YOU MAY BEGIN

ANSWER THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

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

I EXPECT TO....

1. Take psychological tests..... []
2. Like the counselor.....[]
3. See a counselor in training.....[]
4. Gain some experience in new ways of solving problems
within the counseling process.....[]
5. Openly express my emotions regarding myself and my problems...[]
6. Understand the purpose of what happens in the interview.....[]
7. Do assignments outside the counseling interviews.....[]
8. Take responsibility for making my own decisions.....[]
9. Talk about my present concerns.....[]
10. Get practice in relating openly and honestly to another person
within the counseling relationship.....[]
11. Enjoy my interviews with the counselor.....[]
12. Practice some of the things I need to learn in the counseling
relationship.....[]
13. Get a better understanding of myself and others.....[]
14. Stay in counseling for at least a few weeks, even if at
first I am not sure it will help.....[]
15. See the counselor for more than three interviews.....[]
16. Never need counseling again.....[]
17. Enjoy being with the counselor.....[]
18. Stay in counseling even though it may be painful or
unpleasant at times.....[]
19. Contribute as much as I can in terms of expressing my
feelings and discussing them.....[]
20. See the counselor for only one interview.....[]
21. Go to counseling only if I have a very serious problem.....[]
22. Find that the counseling relationship will help the counselor
and me identify problems on which I need to work.....[]

ANSWER THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

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

I EXPECT TO...

- 23. Become better able to help myself in the future.....[]
- 24. Find that my problem will be solved once and for all in
counseling.....[]
- 25. Feel safe enough with the counselor to really say how I feel..[]
- 26. See an experienced counselor.....[]
- 27. Find that all I need to do is to answer the counselor's
questions.....[]
- 28. Improve my relationships with others.....[]
- 29. Ask the counselor to explain what he or she means whenever
I do not understand something that is said.....[]
- 30. Work on my concerns outside the counseling interviews.....[]
- 31. Find that the interview is not the place to bring up
personal problems.....[]

THE FOLLOWING QUESTIONS CONCERN YOUR EXPECTATIONS ABOUT THE COUNSELOR

I EXPECT THE COUNSELOR TO...

- 32. Explain what's wrong.....[]
- 33. Help me identify and label my feelings so I can better
understand them.....[]
- 34. Tell me what to do.....[]
- 35. Know how I feel even when I cannot say quite what I mean.....[]
- 36. Know how to help me.....[]
- 37. Help me identify particular situations where I have problems..[]
- 38. Give encouragement and reassurance.....[]
- 39. Help me to know how I am feeling by putting my feelings
into words for me.....[]
- 40. Be a "real" person not just a person doing a job.....[]
- 41. Help me discover what particular aspects of my behavior
are relevant to my problems.....[]
- 42. Inspire confidence and trust.....[]

ANSWER THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

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

I EXPECT THE COUNSELOR TO...

43. Frequently offer me advice.....[]
44. Be honest with me.....[]
45. Be someone who can be counted on.....[]
46. Be friendly and warm towards me.....[]
47. Help me solve my problems.....[]
48. Discuss his or her own attitudes and relate them to
my problem.....[]
49. Give me support.....[]
50. Decide what treatment plan is best.....[]
51. Know how I feel at times, without my having to speak.....[]
52. Do most of the talking.....[]
53. Respect me as a person.....[]
54. Discuss his or her experiences and relate them to
my problems.....[]
55. Praise me when I show improvement.....[]
56. Make me face up to the differences between what I say
and how I behave.....[]
57. Talk freely about himself or herself.....[]
58. Have no trouble getting along with people.....[]
59. Like me.....[]
60. Be someone I can really trust.....[]
61. Like me in spite of the bad things that he or she knows
about me.....[]
62. Make me face up to the differences between how I see myself
and how I am seen by others.....[]
63. Be someone who is calm and easygoing.....[]

ANSWER THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

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

I EXPECT THE COUNSELOR TO...

64. Point out to me the differences between what I am and what I want to be.....[]
65. Just give me information.....[]
66. Get along well in the world.....[]

Please answer the following questions about yourself by circling the correct number. This information will be used in combining your responses with those of other students like you.

67. What is your present year in school?

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Other

68. How old are you? _____

69. What is your sex?

1. Female
2. Male

70. Have you ever been to see a professional counselor?

1. Yes
2. No

71. What is your race?

1. Black
2. White
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native

STOP

Check to see that you have answered all the questions. Then return this questionnaire to the secretary at the receptionist's desk. THANK YOU.

The **NEO** *Personality Inventory*

Form S

by Paul Costa, Jr., Ph.D. and Robert McCrae, Ph.D.

Instructions:

On the accompanying answer sheet, please fill in your name, age, the date, and your sex, using a No. 2 pencil. Mark "Self" in the box labeled "Person Rated", since you are describing yourself. Mark "S" in the box labeled "Form". Please make all your answers on the answer sheet; do not write in this test booklet.

This questionnaire contains 181 statements. Read each carefully. For each statement darken the one bubble on the answer sheet which best represents your opinion, making sure that your answer is in the correctly numbered space.

Mark "SD"	if the statement is definitely false or you strongly disagree .	
Mark "D"	if the statement is mostly false or you disagree .	
Mark "N"	if the statement is about equally true or false, or if you cannot decide, or if you are neutral on the statement.	
Mark "A"	if the statement is mostly true or you agree .	
Mark "SA"	if the statement is definitely true or you strongly agree .	

There are no "right" or "wrong" answers, and you need not be an "expert" to complete this questionnaire. The purpose of this questionnaire will be best served if you describe yourself and state your opinions as accurately as possible.

Please read each item carefully and mark the one bubble that best corresponds to your agreement or disagreement. Answer every item. Note that the answers are numbered down the columns on the answer sheet, and make sure that your answer is marked in the correctly numbered space. If you change your mind, please erase your first answer completely.

PAR

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1 2 3 4 5 6 7 8 9

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1. I really like most people I meet.
2. I have a very active imagination.
3. I often feel tense and jittery.
4. I shy away from crowds of people.
5. I keep my belongings neat and clean.
6. Aesthetic and artistic concerns aren't very important to me.
7. I'm an even-tempered person.
8. I am dominant, forceful, and assertive.
9. Without strong emotions, life would be uninteresting to me.
10. I'm pretty good about pacing myself so as to get things done on time.
11. Sometimes I feel completely worthless.
12. I don't get much pleasure from chatting with people.
13. I try to keep all my thoughts directed along realistic lines and avoid flights of fancy.
14. I rarely feel fearful or anxious.
15. I try to perform all the tasks assigned to me conscientiously.
16. I like to have a lot of people around me.
17. I am sometimes completely absorbed in music I am listening to.
18. I often get angry at the way people treat me.
19. I sometimes fail to assert myself as much as I should.
20. I have a clear set of goals and work toward them in an orderly fashion.
21. I rarely experience strong emotions.
22. I have sometimes experienced a deep sense of guilt or sinfulness.
23. I'm known as a warm and friendly person.
24. I have an active fantasy life.
25. I work hard to accomplish my goals.
26. I am easily frightened.
27. I usually prefer to do things alone.
28. Watching ballet or modern dance bores me.
29. I am not considered a touchy or temperamental person.
30. I am not a very methodical person.
31. I never hesitate to assert my rights if I feel I'm being taken advantage of.
32. How I feel about things is important to me.
33. I tend to blame myself when anything goes wrong.

34. Many people think of me as somewhat cold and distant.
35. I pay my debts promptly and in full.
36. I don't like to waste my time daydreaming.
37. I am not a worrier.
38. I really feel the need for other people if I am by myself for long.
39. Certain kinds of music have an endless fascination for me.
40. I waste a lot of time before settling down to work.
41. I am known as hot-blooded and quick-tempered.
42. In meetings, I usually let others do the talking.
43. I find it hard to get in touch with my feelings.
44. I have a low opinion of myself.
45. I try to do jobs carefully, so they won't have to be done again.

► *Go to the top of the second column on your answer sheet.*

46. I really enjoy talking to people.
47. I enjoy concentrating on a fantasy or daydream and exploring all its possibilities, letting it grow and develop.
48. I often worry about things that might go wrong.
49. I prefer small parties to large ones.
50. Sometimes I'm not as dependable or reliable as I should be.
51. Poetry has little or no effect on me.
52. It takes a lot to get me mad.
53. I have often been a leader of groups I have belonged to.
54. I experience a wide range of emotions or feelings.
55. I strive to achieve all I can.
56. Sometimes things look pretty bleak and hopeless to me.
57. I find it easy to smile and be outgoing with strangers.
58. If I feel my mind starting to drift off into daydreams, I usually get busy and start concentrating on some work or activity instead.
59. Frightening thoughts sometimes come into my head.
60. When I make a commitment, I can always be counted on to follow through.
61. I'd rather vacation at a popular beach than an isolated cabin in the woods.
62. I am intrigued by the patterns I find in art and nature.
63. I often get disgusted with people I have to deal with.

64. I would rather go my own way than be a leader of others.
65. I like to keep everything in its place so I know just where it is.
66. I seldom pay much attention to my feelings of the moment.
67. I rarely feel lonely or blue.
68. I have strong emotional attachments to my friends.
69. As a child I rarely enjoyed games of make believe.
70. I never seem to be able to get organized.
71. I'm seldom apprehensive about the future.
72. I prefer jobs that let me work alone without being bothered by other people.
73. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.
74. People I work or associate with find me easy to get along with.
75. I am a productive person who always gets the job done.
76. Other people often look to me to make decisions.
77. I seldom notice the moods or feelings that different environments produce.
78. Too often, when things go wrong, I get discouraged and feel like giving up.
79. I take a personal interest in the people I work with.
80. I tend to be somewhat fastidious or exacting.
81. I would have difficulty just letting my mind wander without control or guidance.
82. I have fewer fears than most people.
83. I would rather watch an event on television than be there in the audience.
84. I enjoy reading poetry that emphasizes feelings and images more than story lines.
85. I strive for excellence in everything I do.
86. There are some people I really hate.
87. Others think of me as being modest and unassuming.
88. I find it easy to empathize — to feel myself what others are feeling.
89. I am seldom sad or depressed.
90. I am easy-going and lackadaisical.

► *Turn your answer sheet over and go to the top of the first column.*

91. I'm not the kind of person who must always be busy with something.
92. I'm pretty set in my ways.
93. I seldom feel self-conscious when I'm around people.
94. I often crave excitement.

95. I believe that most people are basically well-intentioned.
96. I often enjoy playing with theories or abstract ideas.
97. I have trouble resisting my cravings.
98. I have never literally jumped for joy.
99. I believe letting students hear controversial speakers can only confuse and mislead them.
100. I often get into arguments with my family and co-workers.
101. I feel I am capable of coping with most of my problems.
102. When I do things, I do them vigorously.
103. I think it's interesting to learn and develop new hobbies.
104. In dealing with other people, I always dread making a social blunder.
105. I go out of my way to help others if I can.
106. I have sometimes done things just for "kicks" or "thrills".
107. I enjoy solving problems or puzzles.
108. I rarely overindulge in anything.
109. I have sometimes experienced intense joy or ecstasy.
110. It wouldn't bother me if I had to punish a child or pet.
111. I believe that laws and social policies should change to reflect the needs of a changing world.
112. I often feel helpless and want someone else to solve my problems.
113. I have a leisurely style in work and play.
114. I like to follow a strict routine in my work.
115. I think most of the people I deal with are honest and trustworthy.
116. It doesn't embarrass me too much if people ridicule and tease me.
117. I like to be where the action is.
118. I enjoy working on "mind-twister"-type puzzles.
119. When I am having my favorite foods, I tend to eat too much.
120. I try to be courteous to everyone I meet.
121. I am not a cheerful optimist.
122. I believe we should look to our religious authorities for decisions on moral issues.
123. I keep a cool head in emergencies.
124. I often feel as if I'm bursting with energy.
125. Starving masses in foreign countries leave me pretty cold.
126. Once I find the right way to do something, I stick to it.

- 127. At times I have been so ashamed I just wanted to hide.
- 128. Fast cars and motorcycles have never had much appeal to me.
- 129. I find philosophical arguments boring.
- 130. Some people think I'm selfish and egotistical.
- 131. I have little difficulty resisting temptation.
- 132. Sometimes I bubble with happiness.
- 133. I believe that the different ideas of right and wrong that people in other societies have may be valid for them.
- 134. When I'm under a great deal of stress, sometimes I feel like I'm going to pieces.
- 135. I tend to be cynical and skeptical of others' intentions.

► *Go to the top of the second column on your answer sheet.*

- 136. My work is likely to be slow but steady.
- 137. I often try new and foreign foods.
- 138. I often feel inferior to others.
- 139. I love the excitement of roller coasters.
- 140. I would rather cooperate with others than compete with them.
- 141. I sometimes lose interest when people talk about very abstract, theoretical matters.
- 142. I sometimes eat myself sick.
- 143. I don't consider myself especially "light-hearted".
- 144. I believe that loyalty to one's ideals and principles is more important than "open-mindedness".
- 145. I believe that most people will take advantage of you if you let them.
- 146. I can handle myself pretty well in a crisis.
- 147. I usually seem to be in a hurry.
- 148. I prefer to spend my time in familiar surroundings.
- 149. I feel comfortable in the presence of my bosses or other authorities.
- 150. Some people think of me as cold and calculating.
- 151. I wouldn't enjoy vacationing in Las Vegas.
- 152. I have little interest in speculating on the nature of the universe or the human condition.
- 153. I am always able to keep my feelings under control.
- 154. I am a cheerful, high-spirited person.
- 155. Most people I know like me.

156. I consider myself broad-minded and tolerant of other people's lifestyles.
157. It's often hard for me to make up my mind.
158. My life is fast-paced.
159. On a vacation, I prefer going back to a tried and true spot.
160. I'm hard-headed and tough-minded in my attitudes.
161. If I have said or done the wrong thing to someone, I can hardly bear to face them again.
162. I'm attracted to bright colors and flashy styles.
163. I have a lot of intellectual curiosity.
164. Sometimes I do things on impulse that I later regret.
165. I generally try to be thoughtful and considerate.
166. I rarely use words like "fantastic!" or "sensational!" to describe my experiences.
167. I think that if people don't know what they believe in by the time they're 25, there's something wrong with them.
168. When everything seems to be going wrong, I can still make good decisions.
169. I am a very active person.
170. If I don't like people, I let them know it.
171. I follow the same route when I go someplace.
172. When people I know do foolish things, I get embarrassed for them.
173. I tend to avoid movies that are shocking or scary.
174. I have a wide range of intellectual interests.
175. In most situations, I try to be aware of how others are thinking and feeling.
176. I seldom give in to my impulses.
177. I laugh easily.
178. I believe that the "new morality" of permissiveness is no morality at all.
179. I'm pretty stable emotionally.
180. If necessary, I am willing to manipulate people to get what I want.
181. I have tried to answer all these questions honestly and accurately.

END OF TEST.

ATTITUDE QUESTIONNAIRE

Name: _____ Sex: M F (Circle) Date: _____

INSTRUCTIONS: Listed below are statements that a person might use to describe himself or herself. Please read each statement and decide how well it describes you. When you are not sure, base your answer on what you emotionally **feel**, NOT what you **think** to be true. Then chose the highest rating from 1 to 6 that describes you, and circle the number next to the statement.

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

Slightly more true than untrue = 3

Moderately true of me = 4

Mostly true of me = 5

Describes me perfectly = 6

I. FA

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Almost nothing I do at work (or school) is as good as other people can do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I'm incompetent when it comes to achievement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Most other people are more capable than I am in areas of work and achievement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I'm a failure. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I'm not as talented as most people are at their work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I'm not as intelligent as most people when it comes to work (or school). | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I am humiliated by my failures and inadequacies in the work sphere. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I often feel embarrassed around other people because I don't measure up to them in terms of my accomplishments. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I often compare my accomplishments with others and feel that they are much more successful. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. I screw up everything I try, even outside of work (or school). | 1 | 2 | 3 | 4 | 5 | 6 |

II. ED

- | | | | | | | |
|--|---|---|---|---|---|---|
| 11. People have not been there to meet my emotional needs. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. I haven't gotten enough love and attention. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. For the most part, I haven't had someone to depend on for advice and emotional support. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Most of the time, I haven't had someone to nurture me, share themselves with me, or care deeply about anything that happens to me. | 1 | 2 | 3 | 4 | 5 | 6 |

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

Slightly more true than untrue = 3

Moderately true of me = 4

Mostly true of me = 5

Describes me perfectly = 6

15. For much of my life, I haven't had someone who wanted to get close to me and spend a lot of time with me.	1	2	3	4	5	6
16. In general, people have not been there to give me warmth, holding, and affection.	1	2	3	4	5	6
17. For much of my life, I haven't felt that I am special to someone.	1	2	3	4	5	6
18. For the most part, I have not had someone who really listens to me, understands me, or is tuned into my true needs and feelings.	1	2	3	4	5	6
19. I have rarely had a strong person to give me sound advice or direction when I'm not sure what to do.	1	2	3	4	5	6
20. I feel that I lack a stable base of emotional support.	1	2	3	4	5	6
21. I can't count on the people who support me to be there on a regular basis.	1	2	3	4	5	6
22. It seems that the important people in my life are always coming and going.	1	2	3	4	5	6
23. I have been physically, emotionally, or sexually abused by important people in my life.	1	2	3	4	5	6
24. No one really understands me.	1	2	3	4	5	6
25. It is my fault that my parent(s) could not love me enough.	1	2	3	4	5	6
26. People don't want to include me in their groups.	1	2	3	4	5	6
III. DEF						
27. In the end, I will be alone.	1	2	3	4	5	6
28. I don't fit in.	1	2	3	4	5	6
29. I'm fundamentally different from other people.	1	2	3	4	5	6
30. I don't belong; I'm a loner.	1	2	3	4	5	6
31. I feel alienated from other people.	1	2	3	4	5	6
32. I feel isolated and alone.	1	2	3	4	5	6
33. I always feel on the outside of groups.	1	2	3	4	5	6
34. I sometimes feel as if I'm an alien.	1	2	3	4	5	6
35. If I disappeared tomorrow, no one would notice.	1	2	3	4	5	6

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

Slightly more true than untrue = 3

Moderately true of me = 4

Mostly true of me = 5

Describes me perfectly = 6

37. No one I desire would want to stay close to me if he/she knew the real me.	1	2	3	4	5	6
38. I am inherently flawed and defective.	1	2	3	4	5	6
39. No matter how hard I try, I feel that I won't be able to get a significant man/woman to respect me or feel that I am worthwhile.	1	2	3	4	5	6
40. I'm unworthy of the love, attention, and respect of others.	1	2	3	4	5	6
41. I feel that I'm not lovable.	1	2	3	4	5	6
42. I am too unacceptable in very basic ways to reveal myself to other people.	1	2	3	4	5	6
43. If others found out about my basic defects, I could not face them.	1	2	3	4	5	6
44. When people like me, I feel I am fooling them.	1	2	3	4	5	6
45. I often find myself drawn to people who are very critical or reject me.	1	2	3	4	5	6
46. I have inner secrets that I don't want people close to me to find out.	1	2	3	4	5	6
47. I don't let people know the real me.	1	2	3	4	5	6
48. One of my greatest fears is that my defects will be exposed.	1	2	3	4	5	6
49. I cannot understand how anyone could love me.	1	2	3	4	5	6
50. I'm not sexually attractive.	1	2	3	4	5	6
51. I'm ugly.	1	2	3	4	5	6
52. I'm a failure.	1	2	3	4	5	6
IV. SC						
53. I have a lot of trouble accepting "no" for an answer when I want something from other people.	1	2	3	4	5	6
54. I often get angry or irritable if I can't get what I want.	1	2	3	4	5	6
55. I hate to be constrained or kept from doing what I want.	1	2	3	4	5	6
56. People often tell me I am very controlling about the way things are done.	1	2	3	4	5	6
57. I get very irritated when people won't do what I ask of them.	1	2	3	4	5	6
58. I can't tolerate other people telling me what to do.	1	2	3	4	5	6

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

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Describes me perfectly = 6

60. I can't seem to discipline myself to complete routine or boring tasks.	1	2	3	4	5	6
61. Often I allow myself to carry through on impulses and express emotions that get me into trouble or hurt other people.	1	2	3	4	5	6
62. If I can't reach a goal, I become easily frustrated and give up.	1	2	3	4	5	6
63. I have a very difficult time sacrificing immediate gratification to achieve a long-range goal.	1	2	3	4	5	6
64. It often happens that, once I start to feel angry, I just can't control it.	1	2	3	4	5	6
65. I tend to overdo things, even though I know they are bad for me.	1	2	3	4	5	6
66. I get bored very easily.	1	2	3	4	5	6
67. When tasks become difficult, I usually cannot persevere and complete them.	1	2	3	4	5	6
68. I can't concentrate on anything for too long.	1	2	3	4	5	6
69. I can't force myself to do things I don't enjoy, even when I know it's for my own good.	1	2	3	4	5	6
70. I lose my temper at the slightest offense.	1	2	3	4	5	6
71. I have rarely been able to stick to my resolutions.	1	2	3	4	5	6
72. I can almost never hold back from showing people how I really feel, no matter what the cost may be.	1	2	3	4	5	6
73. I often do things impulsively that I later regret.	1	2	3	4	5	6
V. MT						
74. I can't let myself get really close to other people because I can't be sure they'll always be there.	1	2	3	4	5	6
75. I can't be myself or express what I really feel, or people will leave me.	1	2	3	4	5	6
76. I feel that people will take advantage of me.	1	2	3	4	5	6
77. I often feel that I have to protect myself from other people.	1	2	3	4	5	6
78. I feel that I cannot let my guard down in the presence of other people, or else they will intentionally hurt me.	1	2	3	4	5	6
79. If someone acts nicely toward me, I assume that they must be after something.	1	2	3	4	5	6

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

Slightly more true than untrue = 3

Moderately true of me = 4

Mostly true of me = 5

Describes me perfectly = 6

81. Most people only think about themselves.	1	2	3	4	5	6
82. I have a great deal of difficulty trusting people.	1	2	3	4	5	6
83. I am quite suspicious of other people's motives.	1	2	3	4	5	6
84. Other people are rarely honest; they are usually not what they appear.	1	2	3	4	5	6
85. I'm usually on the lookout for people's ulterior motives.	1	2	3	4	5	6
86. If I think someone is out to hurt me, I try to hurt them first.	1	2	3	4	5	6
87. People usually have to prove themselves to me before I can trust them.	1	2	3	4	5	6
88. I set up "tests" for other people to see if they are telling me the truth and are well informed.	1	2	3	4	5	6
89. I subscribe to the belief: "Control or be controlled."	1	2	3	4	5	6
90. I get angry when I think about the ways I have been mistreated by other people throughout my life.	1	2	3	4	5	6
91. Throughout my life, those close to me have taken advantage of me or used me for their own purposes.	1	2	3	4	5	6
VI. SS						
92. I put others' needs before my own or else I feel guilty.	1	2	3	4	5	6
93. I feel guilty when I let people down or disappoint them.	1	2	3	4	5	6
94. I give more to other people than I get back in return.	1	2	3	4	5	6
95. I'm the one who usually ends up taking care of the people I'm close to.	1	2	3	4	5	6
96. There is almost nothing I couldn't put up with if I loved someone.	1	2	3	4	5	6
97. I am a good person because I think of others more than of myself.	1	2	3	4	5	6
98. At work, I'm usually the one to volunteer to do extra tasks or to put in extra time.	1	2	3	4	5	6
99. No matter how busy I am, I can always find time for others.	1	2	3	4	5	6
100. I can get by on very little, because my needs are minimal.	1	2	3	4	5	6
101. I'm only happy when those around me are happy.	1	2	3	4	5	6
102. I'm so busy doing for the people I care about that I have little time for myself.	1	2	3	4	5	6

RATING SCALE

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Slightly more true than untrue = 3

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Mostly true of me = 5

Describes me perfectly = 6

104. I'm more comfortable giving a present than receiving one.	1	2	3	4	5	6
105. Other people see me as doing too much for others and not enough for myself.	1	2	3	4	5	6
106. No matter how much I give, it is never enough.	1	2	3	4	5	6
107. If I do what I want, I feel very uncomfortable.	1	2	3	4	5	6
108. It's very difficult for me to ask others to take care of my needs.	1	2	3	4	5	6
VII. US						
109. I must be the best at most of what I do; I can't accept second best.	1	2	3	4	5	6
110. I strive to keep almost everything in perfect order.	1	2	3	4	5	6
111. I must look my best most of the time.	1	2	3	4	5	6
112. I try to do my best; I can't settle for "good enough."	1	2	3	4	5	6
113. I have so much to accomplish that there is almost no time to really relax.	1	2	3	4	5	6
114. Almost nothing I do is quite good enough; I can always do better.	1	2	3	4	5	6
115. I must meet all my responsibilities.	1	2	3	4	5	6
116. I feel there is constant pressure for me to achieve and get things done.	1	2	3	4	5	6
117. My relationships suffer because I push myself so hard.	1	2	3	4	5	6
118. I often sacrifice pleasure and happiness to meet my own standards.	1	2	3	4	5	6
119. When I make a mistake, I deserve strong criticism.	1	2	3	4	5	6
120. I can't let myself off the hook easily or make excuses for my mistakes.	1	2	3	4	5	6
121. I'm a very competitive person.	1	2	3	4	5	6
122. I put a good deal of emphasis on money or status.	1	2	3	4	5	6
123. I always have to be Number One, in terms of my performance.	1	2	3	4	5	6
VIII. AB						
124. I find myself clinging to people I'm close to because I'm afraid they'll leave me.	1	2	3	4	5	6
125. I worry that people I feel close to will leave me or abandon me.	1	2	3	4	5	6
126. I feel that I lack a stable base of emotional support.	1	2	3	4	5	6

RATING SCALE

Completely untrue of me = 1

Mostly untrue of me = 2

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Describes me perfectly = 6

- | | | | | | | |
|--|---|---|---|---|---|---|
| 128. When I feel someone I care for pulling away from me, I get desperate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 129. Sometimes I am so worried about people leaving me that I drive them away. | 1 | 2 | 3 | 4 | 5 | 6 |
| 130. I become upset when someone leaves me alone, even for a short period of time. | 1 | 2 | 3 | 4 | 5 | 6 |
| 131. I worry a lot that the people I love will find someone else they prefer and leave me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 132. The people close to me have been very unpredictable: one moment they're available and nice to me; the next, they're angry, upset, self-absorbed, fighting, etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| 133. I need other people so much that I worry about losing them. | 1 | 2 | 3 | 4 | 5 | 6 |
| 134. I feel so defenseless if I don't have people to protect me that I worry a lot about losing them. | 1 | 2 | 3 | 4 | 5 | 6 |
| IX. EN | | | | | | |
| 135. I have not been able to separate myself from my parent(s), the way other people my age seem to. | 1 | 2 | 3 | 4 | 5 | 6 |
| 136. My parent(s) and I tend to be overinvolved in each others lives and problems. | 1 | 2 | 3 | 4 | 5 | 6 |
| 137. It is very difficult for my parent(s) and me to keep intimate details from, each other, without feeling betrayed or guilty. | 1 | 2 | 3 | 4 | 5 | 6 |
| 138. My parent(s) and I have to speak to each other almost every day or else one of us feels guilty, hurt dissappointed, or alone. | 1 | 2 | 3 | 4 | 5 | 6 |
| 139. I often feel as if my parent(s) are living through me -- I don't have a life of my own. | 1 | 2 | 3 | 4 | 5 | 6 |
| 140. I have trouble separating my point of view or opinion from that of my parent(s) or partner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 141. I often feel that I have no privacy when it comes to my parent(s) or partner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 142. I feel that my parent(s) are, or would be, very hurt about my living on my own, away from them. | 1 | 2 | 3 | 4 | 5 | 6 |
| X. VH | | | | | | |
| 143. I can't seem to escape the feeling that something bad is about to happen. | 1 | 2 | 3 | 4 | 5 | 6 |
| 144. I feel that a disaster (natural, criminal, financial, or medical) could strike at any moment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 145. I worry about being attacked. | 1 | 2 | 3 | 4 | 5 | 6 |

RATING SCALE

Completely untrue of me = 1

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146. I worry that I'm developing a serious illness, even though nothing serious has been diagnosed by a physician.	1	2	3	4	5	6
147. I am a fearful person.	1	2	3	4	5	6
148. I worry a lot about the bad things happening in the world: crime, pollution, etc.	1	2	3	4	5	6
149. I often feel that I might go crazy.	1	2	3	4	5	6
150. I often feel that I'm going to have an anxiety attack.	1	2	3	4	5	6
151. I often worry that I might have a heart attack, even though there is little medical reason to be concerned.	1	2	3	4	5	6
152. I feel that the world is a dangerous place.	1	2	3	4	5	6
XI. DP						
153. I do not feel capable of getting by on my own in everyday life.	1	2	3	4	5	6
154. I need other people to help me get by.	1	2	3	4	5	6
155. I do not feel I can cope well by myself.	1	2	3	4	5	6
156. I believe that other people can take care of me better than I can take care of myself.	1	2	3	4	5	6
157. I have trouble tackling new tasks outside of work unless I have someone to guide me.	1	2	3	4	5	6
158. If I trust my own judgement in everyday situations, I'll make the wrong decisions.	1	2	3	4	5	6
159. I lack common sense.	1	2	3	4	5	6
160. My judgement cannot be relied upon in everyday situations.	1	2	3	4	5	6
161. I don't feel confident about my ability to solve everyday problems that come up.	1	2	3	4	5	6
162. I feel I need someone I can rely on to give me advice about practical issues.	1	2	3	4	5	6
163. I feel more like a child than an adult when it comes to handling everyday responsibilities.	1	2	3	4	5	6
164. I find the responsibilities of everyday life overwhelming.	1	2	3	4	5	6
165. I've always let others make choices for me, so I really don't know what I want for myself.	1	2	3	4	5	6

RATING SCALE

Completely untrue of me = 1

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XII. EI

166. I am too self-conscious to show positive feelings to others (e.g., affection, showing I care). 1 2 3 4 5 6

167. I find it embarrassing to express my feelings to others. 1 2 3 4 5 6

168. I find it hard to be warm and spontaneous. 1 2 3 4 5 6

169. I control myself so much that people think I am unemotional. 1 2 3 4 5 6

170. People see me as uptight emotionally. 1 2 3 4 5 6

XIII. AI

171. I worry about losing control over my actions. 1 2 3 4 5 6

172. I worry that I might seriously harm someone physically or emotionally if my anger gets out of control. 1 2 3 4 5 6

173. I feel that I must control my emotions and impulses or something bad is likely to happen. 1 2 3 4 5 6

Correspondence and questions regarding this questionnaire can be addressed to: N.B. Schmidt, Ph.D.

APPENDIX D
STATISTICAL DATA

	ID CODE	AGE	AGE GROUPS	GENDER	CLASSIFIC	PRIOR COUNSELING	RACE	PERSONAL COMMITMENT	FACILITATIVE CONDITIONS
1	101	20	GROUP 1	FEMALE	SOPHOMORE		NO	WHITE	6.83
2	102	19	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	4.37
3	103	39	GROUP 4	MALE	FRESHMAN		NO	WHITE	5.17
4	104	35	GROUP 3	MALE	JUNIOR	YES	WHITE	6.50	5.61
5	105	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.11
6	106	19	GROUP 1	FEMALE	SOPHOMORE		NO	HISPANIC	5.02
7	107	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.51
8	108	18	GROUP 1	MALE	FRESHMAN		NO	WHITE	4.42
9	109	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.41
10	110	18	GROUP 1	FEMALE	FRESHMAN		NO	ASIAN	4.98
11	111	26	GROUP 2	FEMALE	FRESHMAN	YES	WHITE	4.64	4.72
12	113	19	GROUP 1	MALE	SOPHOMORE		NO	WHITE	5.61
13	114	26	GROUP 2	FEMALE	OTHER		NO	WHITE	6.82
14	115	28	GROUP 2	FEMALE	FRESHMAN		NO	WHITE	6.72
15	116	27	GROUP 2	FEMALE	FRESHMAN		NO	WHITE	6.36
16	117	20	GROUP 1	MALE	FRESHMAN	YES	WHITE	5.48	5.83
17	118	30	GROUP 2	FEMALE	JUNIOR		NO	BLACK	3.93
18	119	19	GROUP 2	FEMALE	FRESHMAN		NO	BLACK	4.44
19	120	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	2.24
20	121	21	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.83
21	122	18	GROUP 1	FEMALE	SOPHOMORE		NO	WHITE	6.34
22	123	43	GROUP 4	FEMALE	FRESHMAN		NO	BLACK	6.11
23	124	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	4.92
24	125	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.77
25	126	32	GROUP 3	FEMALE	FRESHMAN		NO	WHITE	5.67
26	127	32	GROUP 3	FEMALE	FRESHMAN		NO	WHITE	6.13
27	128	20	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	4.76
28	129	19	GROUP 1	FEMALE	SOPHOMORE	YES	WHITE	6.41	6.11
29	130	26	GROUP 2	FEMALE	FRESHMAN	YES	WHITE	6.21	6.55
30	131	19	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.28
31	132	21	GROUP 1	FEMALE	SOPHOMORE		NO	WHITE	5.72
32	133	33	GROUP 3	FEMALE	FRESHMAN		NO	WHITE	6.20
33	134	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.39
34	135	18	GROUP 1	FEMALE	SOPHOMORE		NO	HISPANIC	6.31
35	136	22	GROUP 1	MALE	FRESHMAN		NO	WHITE	5.88
36	137	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	4.67
							NO	WHITE	6.89
							NO	WHITE	6.89
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							NO	WHITE	6.89
							NO	WHITE	6.89
							NO		

	COUNSELOR EXPERTISE	NURTURANCE	RESPONSIBILITY	OPENNESS	MOTIVATION	ACCEPTANCE	CONFRONTATION	GENUINENESS
1	5.44	6.00	7.00	6.67	7.00	7.00	6.33	7.00
2	4.67	4.25	4.75	4.67	4.00	4.67	5.00	4.67
3	4.55	4.50	6.00	5.00	4.00	6.00	3.67	6.33
4	5.00	5.58	7.00	7.00	7.00	4.67	5.67	6.67
5	3.67	5.25	6.00	7.00	3.67	6.00	6.67	7.00
6	3.33	4.33	6.50	4.33	5.00	4.67	3.00	6.67
7	5.11	4.92	6.50	5.33	5.00	4.33	5.67	6.33
8	4.89	4.75	4.75	4.00	4.00	6.00	5.00	6.67
9	4.33	5.50	6.75	7.00	5.00	5.67	5.67	7.00
10	4.11	3.42	5.00	5.33	5.67	2.67	3.67	2.67
11	3.33	3.83	5.50	5.67	5.00	4.00	4.33	5.67
12	6.44	5.25	6.50	5.33	4.67	5.67	7.00	7.00
13	3.22	5.83	6.75	6.67	7.00	6.67	7.00	7.00
14	4.11	4.75	6.75	6.67	6.33	4.67	5.00	7.00
15	3.56	5.00	6.25	5.67	6.00	7.00	4.33	5.67
16	3.00	3.00	6.25	4.00	1.67	4.33	5.33	6.33
17	2.22	2.25	4.00	1.00	1.00	3.00	2.33	6.67
18	4.78	5.83	6.50	6.00	4.33	5.67	5.33	6.33
19	6.11	6.17	6.50	7.00	6.67	6.00	5.67	7.00
20	6.00	4.67	6.25	4.67	2.67	5.00	6.00	7.00
21	3.33	4.67	6.50	5.00	6.67	6.00	5.67	7.00
22	5.78	5.42	6.00	6.67	6.33	7.00	5.67	7.00
23	5.22	5.08	4.75	3.67	3.67	6.00	5.67	6.67
24	5.22	6.58	7.00	7.00	5.33	7.00	6.00	7.00
25	3.22	5.08	6.25	6.00	7.00	7.00	4.67	7.00
26	5.55	4.83	5.75	5.67	6.67	5.00	6.00	5.67
27	5.11	6.25	6.50	7.00	5.67	7.00	3.33	7.00
28	4.33	6.00	7.00	7.00	6.33	7.00	6.33	7.00
29	2.44	3.50	7.00	6.33	4.33	3.33	5.33	6.67
30	5.89	6.25	6.50	7.00	4.33	7.00	6.33	7.00
31	5.00	5.25	6.50	5.67	4.00	6.00	5.33	6.67
32	4.00	4.00	7.00	7.00	7.00	5.00	7.00	7.00
33	3.89	2.33	6.00	4.67	2.67	2.33	4.33	6.33
34	4.89	5.58	6.50	4.00	4.00	6.67	5.67	7.00
35	4.00	5.50	5.75	6.33	6.67	6.33	5.00	6.00
36	6.33	6.42	7.00	7.00	6.67	7.00	6.33	7.00

	DIRECTIVENESS	EMPATHY	SELF-DISCLOSURE	NURTURANCE	ATTRACTIVENESS	EXPERTISE	TRUSTWORTHINESS	TOLERANCE
1	5.67	5.00	3.33	7.00	6.67	5.67	7.00	7.00
2	5.00	4.00	3.67	5.00	3.67	5.00	5.00	4.00
3	4.33	3.33	1.00	6.33	4.67	6.00	6.33	5.67
4	6.00	2.33	5.67	5.67	6.33	6.67	6.67	3.67
5	2.67	3.00	3.67	5.33	6.00	5.33	7.00	4.67
6	4.33	2.67	2.00	6.67	4.00	3.00	4.67	4.00
7	5.67	4.00	5.00	5.67	4.67	5.67	6.67	4.33
8	5.00	3.67	4.33	6.00	2.67	6.00	6.33	3.33
9	5.33	2.00	2.67	6.67	7.00	5.67	7.00	4.00
10	3.67	4.67	2.33	4.00	4.67	4.00	2.67	3.33
11	3.67	2.67	2.67	5.67	3.00	3.67	6.33	4.00
12	7.00	5.33	5.00	7.00	4.33	7.00	7.00	6.33
13	3.67	1.67	2.67	7.00	4.67	6.67	7.00	6.00
14	4.33	1.33	2.67	7.00	4.67	6.67	7.00	6.00
15	3.00	2.67	2.00	5.33	5.67	5.00	7.00	6.00
16	3.33	4.00	2.33	1.67	3.67	1.67	3.33	4.33
17	2.67	1.33	4.00	1.00	1.00	2.67	2.67	3.33
18	5.33	3.33	5.00	6.67	6.00	5.67	6.67	5.67
19	6.33	5.67	5.00	7.00	6.67	6.33	7.00	5.67
20	6.00	5.00	3.67	6.33	6.00	6.33	6.33	6.67
21	1.67	2.67	1.67	6.67	4.33	5.67	6.33	3.67
22	4.33	6.33	2.33	6.67	5.67	6.67	7.00	7.00
23	5.00	4.33	4.33	5.67	4.33	6.33	6.67	5.00
24	5.33	3.33	5.33	7.00	7.00	7.00	7.00	5.33
25	3.00	1.67	1.33	5.00	7.00	5.00	6.67	6.33
26	5.67	4.67	2.33	6.00	6.00	6.67	6.00	4.67
27	4.67	4.33	4.67	6.67	6.67	6.33	7.00	5.67
28	2.67	4.67	5.67	6.33	5.00	5.67	6.67	6.67
29	2.00	1.00	1.00	5.67	4.00	4.33	4.33	1.33
30	5.00	5.67	4.00	7.00	7.00	7.00	7.00	7.00
31	4.67	4.67	3.67	5.67	5.67	5.67	6.33	6.00
32	3.00	2.00	1.00	7.00	3.00	7.00	7.00	3.00
33	3.67	3.33	1.00	4.00	2.00	4.67	4.33	3.33
34	5.00	4.00	3.00	7.00	5.67	5.67	7.00	6.00
35	2.67	3.67	3.33	6.67	5.67	5.67	6.00	5.33
36	6.00	6.00	4.67	7.00	7.00	7.00	7.00	7.00

	IMMEDIACY	CONCRETENESS	OUTCOME	NEUROTICISM	EXTRAVERSION	OPENNESS	AGREEABLENESS	CONSCIENTIOUSNESS	N1
1	6.50	7.00	7.00	98	115	99	44	53	19
2	4.50	5.00	4.00	104	126	108	44	49	23
3	5.50	5.67	5.33	66	145	104	51	53	9
4	6.50	6.00	5.67	96	111	114	62	50	20
5	4.75	5.33	5.67	147	109	118	42	48	26
6	6.00	4.00	5.33	157	115	147	38	50	30
7	5.75	5.67	5.67	114	111	139	39	36	20
8	4.50	5.67	5.33	116	87	105	33	35	21
9	6.75	6.33	6.00	110	133	119	47	46	23
10	5.50	4.00	4.67	138	85	92	31	37	18
11	4.00	4.00	5.33	127	115	97	31	59	24
12	6.75	6.33	6.33	96	167	150	36	49	11
13	7.00	6.33	7.00	58	154	135	64	59	12
14	6.75	6.67	6.67	120	108	115	54	34	28
15	4.75	5.00	5.00	135	88	108	38	35	28
16	4.25	3.00	4.67	62	103	127	35	53	15
17	1.00	2.00	5.67	64	98	89	49	44	12
18	6.00	6.00	6.00	82	104	109	44	48	14
19	6.25	5.33	6.00	119	104	115	56	39	26
20	5.75	6.33	7.00	123	111	96	43	47	25
21	5.50	5.33	6.33	100	108	118	45	44	16
22	6.25	7.00	5.00	90	124	110	54	49	20
23	5.25	6.67	5.00	95	126	111	49	56	23
24	5.50	7.00	6.00	101	115	118	41	31	16
25	5.25	6.00	6.00	97	118	102	43	52	25
26	6.00	7.00	6.33	70	88	96	41	66	14
27	6.25	6.33	6.33	98	136	128	48	55	19
28	6.50	6.33	6.00	96	116	113	52	36	15
29	6.50	7.00	6.00	77	144	125	43	39	23
30	6.25	7.00	7.00	72	137	159	54	45	14
31	5.75	5.67	5.33	90	137	127	52	42	20
32	6.75	7.00	7.00	67	117	133	50	52	15
33	4.00	3.67	5.33	83	110	122	47	44	21
34	6.25	6.33	7.00	112	106	126	53	42	20
35	5.50	5.00	5.33	85	124	153	49	34	17
36	6.75	6.33	6.33	68	164	158	54	41	10

	N2	N3	N4	N5	N6	E1	E2	E3	E4	E5	E6	O1	O2	O3	O4	O5	O6	DISCONNECTION
1	17	14	19	19	10	26	16	13	19	22	19	15	19	26	16	14	9	1.30
2	18	18	15	20	10	18	18	20	21	25	24	24	15	22	13	17	17	1.83
3	11	9	11	20	6	28	21	21	23	26	26	22	12	24	15	16	15	1.53
4	7	26	15	12	16	27	17	5	17	22	23	13	20	22	16	17	26	2.50
5	24	29	23	23	22	21	14	15	16	22	21	27	24	23	14	12	18	2.67
6	25	31	26	19	26	29	11	16	18	21	20	31	26	25	21	19	25	2.92
7	17	23	16	18	20	22	19	16	14	19	21	24	25	25	22	19	24	2.96
8	23	20	23	18	11	19	12	8	16	20	12	20	10	14	15	22	24	2.01
9	17	14	14	26	16	29	26	13	18	21	26	13	21	29	12	20	24	2.50
10	23	31	26	20	20	19	12	10	12	21	11	12	19	15	16	10	20	3.13
11	19	24	20	20	20	16	13	22	23	25	16	15	13	17	18	14	20	2.75
12	16	13	21	26	9	27	25	26	27	32	30	27	27	28	17	32	19	1.50
13	6	8	8	20	4	31	22	19	27	25	30	11	23	21	25	30	25	1.69
14	9	18	25	22	18	24	17	7	12	25	23	26	13	21	18	14	23	2.12
15	17	25	22	22	21	19	11	14	15	14	15	17	14	21	12	26	18	3.10
16	8	7	11	13	8	2	16	17	18	15	17	24	22	2	13	22	26	1.29
17	8	9	12	14	9	19	14	15	11	18	21	13	11	17	13	16	19	1.15
18	14	13	13	15	13	21	16	16	16	18	17	18	16	20	16	21	18	1.88
19	16	17	22	18	20	23	17	9	19	16	20	22	18	25	13	17	20	3.50
20	16	24	22	19	17	23	12	15	19	19	23	16	10	15	15	22	18	3.57
21	13	15	22	20	14	26	19	12	18	15	18	18	21	25	17	22	15	2.04
22	10	11	22	19	8	26	19	16	20	17	26	15	23	19	19	18	16	1.39
23	15	16	18	15	8	24	16	15	26	21	24	12	21	20	16	22	20	1.93
24	15	10	20	29	11	23	20	8	21	20	23	26	11	30	13	19	19	3.08
25	18	15	15	16	8	22	17	21	21	24	13	13	13	26	13	18	19	1.49
26	9	15	12	13	7	12	6	22	17	15	16	12	13	22	10	22	17	1.43
27	12	14	17	24	12	30	22	16	18	25	25	20	22	27	17	14	28	1.52
28	15	15	14	22	15	24	19	16	19	20	18	18	21	22	17	17	18	1.57
29	6	9	12	16	11	29	22	16	21	28	28	24	23	26	13	18	21	1.90
30	7	10	14	20	7	26	23	18	17	29	24	29	25	26	21	30	28	1.34
31	10	11	16	19	14	32	23	14	18	23	27	19	23	25	15	20	25	1.58
32	14	7	9	12	10	23	19	19	19	16	21	22	22	23	22	19	25	1.30
33	6	13	15	15	13	21	14	16	17	20	22	20	20	20	18	22	22	1.61
34	18	22	21	14	17	18	15	14	19	19	21	24	20	20	18	18	26	2.53
35	10	10	20	17	11	24	19	17	21	16	27	26	28	24	18	32	25	1.66
36	14	11	10	15	8	29	23	26	25	29	32	22	27	29	24	30	26	1.44

	OVERCONNECTION	RESTRICTED GRATIFICATION	SELF-CONTROL	FAILURE TO ACHIEVE	EMOTIONAL DEPRIVATION	DEFECTIVENESS	MISTRUST
1	1.30	4.80	1.33	1.50	1.06	1.00	1.22
2	1.83	3.40	2.52	2.10	2.69	1.73	3.28
3	1.53	4.21	2.19	1.50	1.50	1.00	2.17
4	2.50	3.85	2.33	3.80	2.56	2.12	2.06
5	2.67	3.36	3.48	3.20	3.69	2.31	3.61
6	2.92	3.37	2.76	3.20	3.38	3.19	3.78
7	2.96	2.85	3.00	2.40	1.38	1.54	1.89
8	2.01	3.20	3.10	2.20	2.06	1.96	3.50
9	2.50	3.82	2.67	2.10	1.00	1.15	1.11
10	3.13	3.05	4.14	3.60	3.56	3.58	3.44
11	2.75	3.47	3.95	3.90	5.06	4.15	4.50
12	1.50	4.67	3.67	1.40	1.44	1.54	2.78
13	1.69	4.25	1.19	1.30	1.00	1.15	1.22
14	2.12	2.49	2.38	1.90	1.50	1.31	2.83
15	3.10	2.82	2.90	2.00	2.00	2.08	3.00
16	1.29	3.99	1.57	1.10	1.00	1.15	4.28
17	1.15	3.07	2.95	1.60	3.44	1.11	1.72
18	1.88	2.93	2.33	1.70	1.88	1.54	1.89
19	3.50	3.85	2.33	3.40	1.44	1.27	2.11
20	3.57	4.54	3.76	2.70	2.25	1.50	4.50
21	2.04	3.32	2.10	1.40	1.00	1.19	1.17
22	1.39	3.71	1.71	1.50	1.31	1.04	1.39
23	1.93	3.98	1.95	1.80	1.19	1.19	1.39
24	3.08	3.18	3.81	3.10	1.25	1.39	2.28
25	1.49	4.71	2.67	1.20	3.75	1.42	3.06
26	1.43	4.39	1.91	1.40	3.19	2.88	4.44
27	1.52	3.94	2.05	1.10	1.44	1.15	1.44
28	1.57	3.47	3.14	2.00	3.12	2.08	2.94
29	1.90	4.65	2.76	2.50	1.12	1.19	3.28
30	1.34	3.44	2.52	1.70	1.19	1.50	1.50
31	1.58	3.97	1.43	1.70	1.81	1.04	1.17
32	1.30	2.44	2.00	1.10	1.00	1.00	1.05
33	1.61	3.18	2.71	1.40	1.25	1.19	1.61
34	2.53	3.41	2.29	2.80	3.44	2.54	2.67
35	1.66	2.83	2.29	1.40	1.88	2.12	1.33
36	1.44	4.34	1.76	1.00	3.12	1.31	2.89

	SELF-SACRIFICE	UNRELENTING STANDARDS	ABANDONMENT	ENMESHMENT	VULNERABILITY	DEPENDENCE	EMOTIONAL INHIBITION
1	5.53	4.07	1.00	1.38	1.10	1.23	2.60
2	4.00	2.80	3.00	1.88	2.20	1.15	1.40
3	4.41	4.00	1.64	1.00	2.30	1.31	1.00
4	3.82	3.87	1.27	1.25	2.70	2.23	2.00
5	3.65	3.07	5.18	2.38	2.70	2.38	2.00
6	3.94	2.80	4.36	1.75	3.90	2.85	1.80
7	3.71	2.00	4.00	3.75	3.40	2.31	1.60
8	2.94	3.47	2.09	2.38	2.00	1.46	3.40
9	4.18	3.47	1.36	3.75	2.40	1.77	1.00
10	3.77	2.33	2.18	3.50	2.10	3.31	2.60
11	3.41	3.53	4.00	1.25	3.60	2.23	4.40
12	4.53	4.80	3.00	1.12	1.40	2.08	2.00
13	4.24	4.27	1.00	3.00	1.40	1.08	1.00
14	2.71	2.27	2.91	1.62	3.10	1.85	1.20
15	2.77	2.87	2.09	3.50	4.20	2.69	2.40
16	3.65	4.33	1.18	1.25	1.80	1.00	1.80
17	2.88	3.27	1.09	1.00	1.00	1.00	1.00
18	3.06	2.80	2.00	1.50	2.30	2.00	2.00
19	3.82	3.87	1.82	3.12	4.40	3.08	1.20
20	4.94	4.13	5.18	4.50	4.70	2.38	5.60
21	3.23	3.40	1.73	3.25	1.60	1.92	1.60
22	4.35	3.07	2.09	1.00	1.90	1.15	1.60
23	4.35	3.60	1.00	3.25	1.20	1.46	3.20
24	2.82	3.53	2.18	3.12	3.70	2.38	1.20
25	4.29	5.13	3.45	1.38	2.40	1.00	2.00
26	4.18	4.60	1.36	1.12	1.80	1.39	4.80
27	3.88	4.00	1.18	2.12	1.70	1.15	1.00
28	4.88	2.07	3.00	1.62	1.20	1.46	1.40
29	4.71	4.60	1.27	1.00	2.70	1.39	1.00
30	3.35	3.53	1.18	1.25	1.20	1.23	1.40
31	4.41	3.53	1.27	1.25	1.90	1.46	1.00
32	2.47	2.40	1.00	1.00	2.10	1.00	1.00
33	3.77	2.60	1.54	2.38	1.50	1.15	1.80
34	3.41	3.40	3.36	2.75	2.20	2.38	2.60
35	3.12	2.53	1.73	1.88	1.30	2.08	1.40
36	4.35	4.33	1.36	2.38	1.40	1.00	1.00

	UNCONTROLLABLE ANGER
1	1.00
2	2.33
3	2.33
4	1.33
5	5.00
6	2.67
7	1.33
8	4.00
9	2.00
10	2.00
11	4.67
12	4.00
13	1.33
14	1.33
15	2.67
16	1.00
17	1.00
18	1.33
19	1.33
20	4.33
21	1.33
22	1.33
23	1.00
24	1.67
25	3.67
26	3.33
27	1.00
28	1.33
29	2.00
30	1.33
31	1.00
32	1.00
33	1.00
34	2.00
35	2.33
36	1.67

	ID CODE	AGE	AGE GROUPS	GENDER	CLASSIFIC	PRIOR COUNSELING	RACE	PERSONAL COMMITMENT	FACILITATIVE CONDITIONS
37	138	19	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.39
38	139	19	GROUP 1	MALE	FRESHMAN		NO	BLACK	6.14
39	140	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.99
40	141	23	GROUP 1	FEMALE	JUNIOR		NO	BLACK	6.31
41	142	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.19
42	143	25	GROUP 2	FEMALE	SOPHOMORE		NO	WHITE	5.08
43	144	38	GROUP 3	FEMALE	FRESHMAN		NO	WHITE	5.20
44	145	18	GROUP 1	FEMALE	FRESHMAN		NO	ASIAN	5.29
45	147	20	GROUP 1	FEMALE	FRESHMAN		YES	WHITE	6.25
46	148	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.44
47	149	24	GROUP 1	MALE	FRESHMAN		NO	WHITE	6.91
48	150	20	GROUP 1	MALE	SOPHOMORE		NO	BLACK	5.38
49	151	29	GROUP 2	FEMALE	JUNIOR		YES	BLACK	3.79
50	152	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.23
51	153	29	GROUP 2	FEMALE	FRESHMAN		YES	WHITE	6.42
52	154	19	GROUP 1	FEMALE	FRESHMAN		YES	WHITE	3.60
53	155	24	GROUP 1	FEMALE	FRESHMAN		YES	HISPANIC	6.86
54	156	30	GROUP 2	FEMALE	SOPHOMORE		NO	WHITE	5.51
55	157	29	GROUP 2	FEMALE	FRESHMAN		NO	WHITE	6.39
56	158	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.07
57	159	32	GROUP 3	FEMALE	FRESHMAN		NO	WHITE	5.08
58	160	18	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	6.33
59	161	19	GROUP 1	MALE	SOPHOMORE		NO	WHITE	6.57
60	162	32	GROUP 3	FEMALE	SOPHOMORE		YES	WHITE	5.62
61	163	23	GROUP 1	FEMALE	SOPHOMORE		NO	WHITE	6.17
62	164	25	GROUP 2	FEMALE	SOPHOMORE		NO	BLACK	5.52
63	165	22	GROUP 1	FEMALE	FRESHMAN		YES	WHITE	4.80
64	166	25	GROUP 2	FEMALE	FRESHMAN		NO	WHITE	6.76
65	167	20	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.29
66	168	22	GROUP 1	FEMALE	JUNIOR		YES	BLACK	6.86
67	169	45	GROUP 4	FEMALE	FRESHMAN		YES	WHITE	5.66
68	170	18	GROUP 1	MALE	FRESHMAN		NO	WHITE	6.89
69	171	17	GROUP 1	FEMALE	FRESHMAN		YES	WHITE	6.14
70	172	23	GROUP 1	FEMALE	SOPHOMORE		NO	BLACK	5.79
71	173	20	GROUP 1	FEMALE	FRESHMAN		NO	WHITE	5.79
72	174	28	GROUP 2	FEMALE	FRESHMAN		NO	WHITE	5.39
									6.17

	COUNSELOR EXPERTISE	NURTURANCE-	RESPONSIBILITY	OPENNESS	MOTIVATION	ACCEPTANCE	CONFRONTATION	GENUINENESS
37	4.89	6.17	6.00	6.00	3.67	7.00	5.00	6.00
38	4.67	5.08	6.50	7.00	6.00	5.00	4.33	6.67
39	5.67	5.42	5.50	6.33	5.33	6.33	5.00	6.67
40	4.78	5.58	6.75	7.00	5.00	6.67	6.00	7.00
41	3.56	4.75	5.25	5.33	4.00	5.67	5.67	5.67
42	4.33	4.42	5.00	6.00	5.00	5.33	5.33	6.67
43	4.33	5.00	6.00	6.00	4.33	6.33	5.00	6.33
44	4.89	5.67	5.50	4.67	4.00	6.67	4.00	6.67
45	4.11	5.83	7.00	7.00	7.00	7.00	5.00	7.00
46	5.55	6.17	7.00	7.00	6.00	7.00	7.00	7.00
47	5.89	7.00	7.00	7.00	7.00	7.00	7.00	7.00
48	6.00	5.67	5.75	5.00	4.00	6.67	6.33	7.00
49	2.67	2.92	4.75	3.67	4.33	3.33	5.00	5.33
50	6.00	6.42	6.25	6.00	5.67	7.00	6.67	7.00
51	4.00	5.08	6.25	6.00	7.00	7.00	6.00	7.00
52	3.33	3.92	4.75	2.67	3.00	4.00	4.67	5.00
53	4.78	5.42	7.00	6.67	7.00	7.00	5.67	7.00
54	4.78	4.92	5.75	5.33	5.33	6.00	5.00	6.33
55	5.44	5.00	6.75	6.33	6.00	6.00	5.00	6.33
56	5.78	6.58	5.50	7.00	4.33	7.00	6.33	7.00
57	5.44	5.08	6.00	5.33	3.33	6.33	3.67	6.67
58	4.89	5.00	6.50	6.67	7.00	6.00	5.67	7.00
59	6.44	6.75	7.00	7.00	5.33	7.00	7.00	7.00
60	4.55	4.17	6.00	6.00	5.67	5.33	6.00	6.00
61	6.00	6.75	6.00	6.67	5.00	7.00	6.67	7.00
62	5.33	6.00	6.25	6.67	4.33	7.00	5.00	7.00
63	3.67	4.58	7.00	6.00	4.00	6.67	5.00	7.00
64	5.22	5.58	7.00	7.00	6.67	6.00	4.67	7.00
65	3.11	3.25	5.50	6.67	3.67	2.33	3.00	5.67
66	5.11	5.17	7.00	7.00	6.00	5.00	5.67	7.00
67	5.78	4.92	4.75	7.00	4.00	6.33	7.00	7.00
68	6.67	6.50	7.00	7.00	7.00	7.00	7.00	7.00
69	3.89	5.42	7.00	6.33	6.67	6.67	6.33	7.00
70	4.55	5.58	7.00	6.33	2.33	7.00	6.00	7.00
71	3.44	4.00	5.75	6.33	6.00	3.67	5.00	7.00
72	4.78	5.42	6.75	4.00	5.00	6.33	6.33	6.67

	DIRECTIVENESS	EMPATHY	SELF-DISCLOSURE	NURTURANCE	ATTRACTIVENESS	EXPERTISE	TRUSTWORTHINESS	TOLERANCE
37	4.67	4.00	4.67	7.00	6.00	6.00	6.67	6.67
38	6.33	1.33	3.67	6.67	5.00	6.33	7.00	6.00
39	6.67	4.00	3.33	6.00	6.00	6.33	6.67	5.67
40	5.00	2.67	3.33	7.00	5.33	6.67	7.00	6.67
41	3.33	2.67	2.67	5.00	5.67	4.67	5.00	4.33
42	2.33	5.00	2.33	5.67	4.33	5.67	6.67	4.33
43	3.67	3.33	3.33	6.33	4.00	6.00	6.67	5.00
44	5.67	3.33	4.00	6.33	5.67	5.67	7.00	6.33
45	3.00	2.67	4.00	7.00	5.33	6.67	7.00	5.67
46	5.00	5.33	5.33	7.00	5.33	6.33	7.00	6.00
47	5.67	5.00	7.00	7.00	7.00	7.00	7.00	4.33
48	6.00	5.67	4.67	6.33	5.00	6.33	5.67	4.67
49	2.00	1.67	1.67	3.67	3.00	4.33	4.33	4.00
50	7.00	4.33	5.33	7.00	6.33	6.67	7.00	7.00
51	2.67	3.67	1.67	6.00	5.67	5.67	7.00	3.00
52	3.33	2.67	3.67	5.00	3.00	4.00	5.00	3.67
53	2.33	6.00	1.33	7.00	6.33	6.00	7.00	7.00
54	4.67	3.67	2.67	6.00	5.00	6.00	6.33	5.00
55	6.67	3.67	2.33	7.00	5.67	6.00	7.00	5.67
56	6.00	4.33	5.33	7.00	7.00	7.00	7.00	7.00
57	5.67	4.67	3.67	5.67	4.67	6.00	7.00	3.67
58	6.00	1.67	3.00	7.00	4.00	7.00	7.00	4.33
59	7.00	5.33	6.33	7.00	6.67	7.00	7.00	6.67
60	3.67	4.67	1.67	6.00	3.67	5.33	6.00	6.00
61	6.33	5.33	7.00	6.33	6.67	6.33	7.00	6.67
62	3.00	6.33	4.67	7.00	5.33	6.67	7.00	6.33
63	3.67	1.33	1.67	6.67	3.33	6.00	7.00	4.67
64	5.00	3.67	4.33	7.00	5.67	7.00	6.33	5.67
65	3.33	1.67	1.00	6.33	3.33	4.33	7.00	4.00
66	6.00	2.67	1.67	7.00	7.00	6.67	7.00	1.67
67	5.00	5.67	3.00	4.33	6.00	6.67	6.33	4.00
68	6.00	7.00	5.00	7.00	7.00	7.00	7.00	6.00
69	4.33	2.67	2.67	6.33	6.00	4.67	6.00	5.33
70	4.33	4.00	1.67	6.67	7.00	5.33	7.00	5.33
71	4.33	1.33	2.00	6.33	4.00	4.67	7.00	5.00
72	4.33	4.67	4.00	7.00	4.33	5.33	6.67	6.00

	IMMEDIACY	CONCRETENESS	OUTCOME	NEUROTICISM	EXTRAVERSION	OPENNESS	AGREEABLENESS	CONSCIENTIOUSNESS	NI
37	4.75	5.33	6.00	103	66	130	40	63	20
38	6.50	5.67	6.33	87	116	94	49	47	20
39	5.75	6.33	6.67	92	105	147	53	44	18
40	6.75	6.67	6.67	105	105	121	36	54	22
41	5.75	5.00	5.33	117	97	87	41	45	19
42	5.25	4.67	5.33	80	101	126	50	49	17
43	5.75	4.67	5.67	69	118	104	57	52	11
44	5.50	5.33	6.33	137	109	115	57	45	30
45	6.75	6.00	4.67	60	122	166	53	38	13
46	5.75	7.00	7.00	77	142	123	55	64	16
47	7.00	6.33	7.00	70	148	119	50	46	16
48	5.25	6.00	6.67	72	116	128	45	50	19
49	3.75	4.67	2.33	132	99	118	46	35	24
50	6.00	7.00	6.33	125	136	97	43	49	24
51	7.00	3.00	7.00	97	122	121	54	39	19
52	3.75	4.00	4.00	100	151	128	30	22	17
53	7.00	7.00	7.00	138	117	129	47	52	29
54	5.50	6.00	5.67	104	114	116	52	40	21
55	7.00	7.00	7.00	74	109	86	54	40	10
56	7.00	6.33	5.33	130	145	123	53	48	27
57	5.25	6.33	4.67	81	102	89	53	51	10
58	6.50	7.00	6.67	108	121	118	50	41	17
59	6.00	7.00	7.00	69	125	119	46	42	12
60	6.00	6.00	6.00	100	92	91	48	63	21
61	6.50	6.33	6.00	114	112	135	43	29	16
62	5.75	6.33	4.00	127	108	92	54	36	29
63	3.25	4.67	5.33	101	105	107	52	34	21
64	6.75	7.00	7.00	104	103	118	39	49	20
65	6.50	4.67	6.67	69	153	100	34	67	17
66	7.00	7.00	7.00	64	106	117	39	54	16
67	4.50	6.67	6.67	119	123	105	56	46	19
68	6.25	7.00	7.00	65	145	139	55	49	10
69	5.00	5.67	6.33	101	128	146	40	35	21
70	6.50	6.33	5.00	99	75	113	48	37	20
71	6.75	5.00	6.67	94	114	101	55	49	21
72	6.00	5.00	6.67	83	136	100	50	50	16

	N2	N3	N4	N5	N6	E1	E2	E3	E4	E5	E6	O1	O2	O3	O4	O5	O6	DISCONNECTION
37	21	17	25	9	11	9	14	6	16	10	11	31	24	23	12	19	21	2.48
38	10	14	20	14	9	20	20	17	11	29	19	16	14	16	14	10	24	1.71
39	9	16	22	17	10	25	11	20	15	18	16	22	32	28	16	26	23	2.46
40	19	15	19	19	11	17	14	22	20	17	15	16	21	25	13	24	22	1.86
41	18	19	19	22	20	20	8	17	18	13	21	16	15	20	10	11	15	2.60
42	12	11	13	17	10	21	5	22	24	10	19	21	23	26	11	24	21	1.10
43	9	8	17	18	25	25	21	12	17	18	25	14	21	18	20	14	16	1.29
44	12	27	29	20	19	24	22	5	19	16	23	21	15	29	12	17	21	3.01
45	4	5	9	20	9	25	19	14	19	17	28	29	31	31	22	28	25	2.12
46	5	18	15	12	11	31	21	17	29	17	27	14	27	25	15	26	16	2.30
47	12	10	10	19	3	27	22	21	26	25	27	17	21	25	15	24	17	1.69
48	8	13	12	9	11	28	10	16	11	28	23	26	22	23	17	18	22	1.96
49	13	26	27	25	17	23	12	9	21	17	17	23	25	22	13	19	16	2.69
50	19	24	20	20	18	25	21	21	22	245	23	19	10	27	12	10	19	2.72
51	6	20	18	24	10	30	23	12	14	20	23	24	19	24	20	23	11	1.88
52	19	14	11	28	11	23	26	22	23	31	26	25	13	22	21	22	25	1.80
53	21	27	21	21	19	22	10	13	19	31	22	29	16	32	8	20	24	1.68
54	16	16	22	19	10	23	15	18	20	16	22	20	18	21	18	17	22	1.19
55	8	8	18	17	13	28	19	10	12	20	20	14	9	17	16	10	20	1.69
56	11	27	25	23	17	29	23	17	19	26	31	21	22	26	15	19	20	2.42
57	6	15	21	19	10	22	13	12	20	13	22	10	14	15	15	13	22	2.52
58	15	21	19	22	14	26	18	9	21	23	24	23	16	25	17	18	19	1.82
59	9	9	15	15	9	24	20	18	17	25	21	23	18	16	18	25	19	1.33
60	11	14	21	18	15	23	12	11	21	9	16	13	12	24	10	15	17	1.57
61	16	23	23	20	16	26	17	22	14	18	15	22	24	24	18	22	25	2.70
62	13	25	21	23	16	23	16	14	19	17	19	17	8	25	10	7	25	2.26
63	10	19	12	21	18	22	19	14	15	16	19	17	12	20	20	16	22	2.15
64	22	20	13	16	13	20	16	16	17	24	10	17	19	23	16	19	24	1.38
65	16	6	4	21	5	21	22	29	29	25	27	17	8	26	9	25	15	1.75
66	18	5	10	9	6	15	9	28	25	16	13	22	22	23	13	18	19	1.74
67	11	21	26	25	17	18	17	18	22	19	29	20	20	16	19	8	22	2.63
68	10	11	11	15	8	30	20	20	16	27	32	23	23	26	20	24	23	2.05
69	17	19	14	16	14	22	24	16	17	30	19	26	23	22	20	26	29	2.47
70	9	17	22	20	11	23	7	9	8	10	18	19	22	26	17	12	17	2.19
71	12	19	12	17	13	23	22	11	18	22	18	16	17	19	8	21	20	2.13
72	16	11	12	20	8	26	25	22	19	20	24	15	17	20	17	12	19	1.85

	OVERCONNECTION	RESTRICTED GRATIFICATION	SELF-CONTROL	FAILURE TO ACHIEVE	EMOTIONAL DEPRIVATION	DEFECTIVENESS	MISTRUST
37	2.48	2.90	2.29	3.80	1.94	3.15	2.22
38	1.71	2.98	2.24	2.50	1.38	1.11	2.00
39	2.46	3.44	2.90	1.90	1.44	2.15	2.50
40	1.86	4.48	2.71	1.60	3.88	2.54	4.67
41	2.60	2.90	2.76	2.20	2.50	1.15	1.33
42	1.10	2.59	1.48	1.20	1.12	1.04	1.11
43	1.29	2.89	1.76	1.70	1.00	1.08	1.50
44	3.01	4.57	4.14	3.60	1.62	3.69	3.33
45	2.12	3.45	2.67	1.00	1.44	1.11	3.17
46	2.30	4.98	1.86	1.00	2.69	1.27	2.11
47	1.69	3.39	1.62	1.50	1.12	1.11	2.61
48	1.96	4.78	2.95	2.10	3.31	2.00	2.94
49	2.69	4.51	3.71	2.50	3.81	3.88	4.05
50	2.72	5.11	4.38	2.90	1.31	1.08	2.83
51	1.88	3.78	2.05	1.70	3.38	2.12	2.17
52	1.80	2.83	4.52	1.30	1.12	1.11	1.22
53	1.68	4.88	4.91	1.40	3.44	2.65	2.94
54	1.19	2.60	1.43	1.00	1.00	1.00	1.33
55	1.69	2.97	2.29	2.00	1.19	1.15	1.22
56	2.42	4.22	2.81	2.10	1.38	1.04	2.06
57	2.52	4.00	2.81	2.70	3.50	2.85	2.89
58	1.82	3.08	1.95	1.80	2.44	1.04	1.94
59	1.33	3.86	3.05	1.10	1.44	1.46	2.50
60	1.57	4.41	2.71	1.00	1.00	1.11	1.61
61	2.70	3.44	2.81	3.30	3.38	1.77	2.72
62	2.26	2.94	2.24	1.60	1.69	1.08	1.33
63	2.15	3.22	2.71	2.30	2.94	1.81	2.39
64	1.38	4.03	1.95	1.90	1.81	1.81	4.05
65	1.75	4.71	2.90	1.00	1.00	1.00	1.78
66	1.74	3.30	2.43	1.80	1.19	1.15	1.83
67	2.63	4.18	2.86	3.90	4.56	3.00	2.78
68	2.05	3.72	1.29	1.10	1.38	1.00	1.50
69	2.47	2.58	3.48	2.40	2.56	2.12	4.44
70	2.19	3.41	3.52	1.30	2.31	1.92	1.33
71	2.13	4.40	2.00	1.90	1.81	1.61	2.94
72	1.85	2.91	2.05	1.70	1.19	1.11	2.00

	SELF-SACRIFICE	UNRELENTING STANDARDS	ABANDONMENT	ENMESHMENT	VULNERABILITY	DEPENDENCE	EMOTIONAL INHIBITION
37	2.53	3.27	1.18	2.62	1.50	2.00	4.60
38	3.35	2.60	2.18	1.25	1.70	1.39	2.80
39	4.41	2.47	1.91	3.75	2.50	1.69	2.80
40	4.29	4.67	2.82	1.12	3.10	1.61	1.20
41	3.06	2.73	2.54	3.88	2.00	2.31	2.60
42	2.59	2.60	1.00	1.00	1.20	1.00	1.00
43	3.65	2.13	1.09	1.00	1.30	1.15	1.40
44	4.88	4.27	3.73	3.75	3.00	1.69	2.60
45	4.24	2.67	2.09	2.25	3.40	1.85	1.00
46	5.82	4.13	1.82	4.25	1.80	2.15	2.00
47	2.65	4.13	1.27	2.25	2.00	1.00	1.00
48	4.76	4.80	3.45	1.50	2.70	1.54	4.20
49	4.41	4.60	4.45	2.38	3.20	2.69	3.00
50	4.88	5.33	2.54	1.62	4.20	2.15	1.00
51	4.35	3.20	2.54	2.00	1.80	2.00	1.60
52	2.47	3.20	1.73	1.25	3.20	1.46	1.20
53	4.82	4.00	3.73	2.12	1.80	1.39	1.00
54	3.00	2.20	1.64	1.38	1.30	1.08	1.00
55	2.94	3.00	1.18	1.62	1.20	1.92	1.00
56	5.12	3.33	3.64	2.75	3.00	1.85	1.00
57	4.47	3.53	2.45	3.00	2.00	2.38	2.00
58	3.77	2.40	1.64	1.50	1.90	1.69	3.20
59	4.06	3.67	1.45	1.25	1.60	1.39	2.40
60	3.82	5.00	1.00	2.25	1.80	1.23	1.80
61	4.35	2.53	3.09	3.75	2.20	1.54	2.80
62	2.41	3.47	1.54	2.75	3.60	1.08	1.20
63	3.18	3.27	2.82	1.25	2.60	2.46	1.80
64	4.53	3.53	2.18	1.12	1.50	1.00	3.20
65	3.82	5.60	1.00	3.50	1.50	1.00	2.00
66	3.47	3.13	1.00	1.75	2.40	1.00	2.40
67	3.77	4.60	2.64	1.00	3.40	2.23	1.00
68	3.71	3.73	1.18	3.00	2.40	1.69	1.00
69	2.82	2.33	3.09	1.38	3.80	2.31	2.80
70	3.82	3.00	4.00	3.75	2.50	1.69	2.20
71	5.00	3.80	3.54	1.88	2.00	2.23	2.00
72	2.82	3.00	2.18	2.00	2.10	1.61	1.80

UNCONTROLLABLE ANGER	
37	1.00
38	1.00
39	1.00
40	4.00
41	2.67
42	1.00
43	1.00
44	4.00
45	1.67
46	1.67
47	2.00
48	3.33
49	5.33
50	1.33
51	1.67
52	1.67
53	2.33
54	1.33
55	1.00
56	2.00
57	2.00
58	1.00
59	2.67
60	1.00
61	4.00
62	1.33
63	1.00
64	1.33
65	1.00
66	2.67
67	1.33
68	3.00
69	3.67
70	1.00
71	2.67
72	2.00

ID CODE	AGE	AGE GROUPS	GENDER	CLASSIFIC	PRIOR COUNSELING	RACE	PERSONAL COMMITMENT	FACILITATIVE CONDITIONS
73	175	19	GROUP 1	MALE	FRESHMAN			
74	176	36	GROUP 3	FEMALE	SOPHOMORE	WHITE	5.45	5.83
75	177	20	GROUP 1	MALE	FRESHMAN	WHITE	6.34	6.00
76	178	51	GROUP 5	MALE	OTHER	BLACK	5.02	6.22
77	179	19	GROUP 1	FEMALE	FRESHMAN	BLACK	6.25	6.55
78	180	42	GROUP 4	FEMALE	FRESHMAN	WHITE	6.14	6.72
79	181	20	GROUP 1	FEMALE	JUNIOR	WHITE	6.43	6.72
80	182	19	GROUP 1	FEMALE	FRESHMAN	WHITE	4.66	6.83
81	183	29	GROUP 2	FEMALE	SOPHOMORE	WHITE	6.24	6.39
82	184	18	GROUP 1	FEMALE	FRESHMAN	WHITE	5.46	5.33
83	185	18	GROUP 1	FEMALE	FRESHMAN	WHITE	5.50	5.94
84	186	24	GROUP 1	FEMALE	FRESHMAN	WHITE	6.12	6.39
85	187	23	GROUP 1	FEMALE	JUNIOR	WHITE	5.58	4.67
86	188	18	GROUP 1	FEMALE	FRESHMAN	BLACK	4.05	4.50
87	189	20	GROUP 1	FEMALE	SOPHOMORE	WHITE	4.55	4.89
88	190	20	GROUP 1	FEMALE	SOPHOMORE	WHITE	4.99	5.22
89	191	33	GROUP 3	FEMALE	FRESHMAN	WHITE	5.41	5.55
90	192	18	GROUP 1	FEMALE	FRESHMAN	WHITE	6.36	5.94
91	193	28	GROUP 2	MALE	FRESHMAN	ASIAN	5.71	6.44
92	194	20	GROUP 1	MALE	FRESHMAN	BLACK	5.79	5.83
93	195	23	GROUP 1	FEMALE	SENIOR	BLACK	5.23	5.89
94	196	23	GROUP 1	FEMALE	FRESHMAN	WHITE	5.50	5.28
95	197	25	GROUP 2	MALE	FRESHMAN	WHITE	5.55	4.83
96	198	19	GROUP 1	FEMALE	JUNIOR	WHITE	5.92	5.89
97	199	21	GROUP 1	FEMALE	FRESHMAN	WHITE	5.41	6.44
98	200	19	GROUP 1	FEMALE	FRESHMAN	WHITE	6.49	6.83
99	201	18	GROUP 1	FEMALE	FRESHMAN	BLACK	5.94	6.78
100	202	19	GROUP 1	FEMALE	FRESHMAN	WHITE	6.91	6.89
101	203	38	GROUP 3	FEMALE	SOPHOMORE	BLACK	6.58	6.94
102	204	42	GROUP 4	FEMALE	SOPHOMORE	WHITE	5.86	6.00
103	205	21	GROUP 1	MALE	JUNIOR	WHITE	6.67	5.94
104	206	20	GROUP 1	MALE	SOPHOMORE	ASIAN	4.58	5.00
105	207	28	GROUP 2	MALE	FRESHMAN	BLACK	6.02	7.00
106	208	20	GROUP 1	MALE	FRESHMAN	BLACK	5.01	5.94
107	209	19	GROUP 1	MALE	FRESHMAN	WHITE	2.68	4.94
108	210	24	GROUP 1	FEMALE	FRESHMAN	WHITE	6.55	7.00
						WHITE	5.94	6.44

	COUNSELOR EXPERTISE	NURTURANCE-	RESPONSIBILITY	OPENNESS	MOTIVATION	ACCEPTANCE	CONFRONTATION	GENUINENESS
73	5.11	4.67	6.25	6.33	3.67	6.00	6.00	6.33
74	4.11	4.67	6.25	6.67	6.67	5.33	5.33	6.67
75	3.22	4.25	6.00	6.67	5.33	7.00	5.00	6.67
76	5.89	5.75	7.00	7.00	4.33	5.33	6.33	7.00
77	5.89	6.50	6.50	5.33	5.33	7.00	6.33	7.00
78	5.00	4.50	7.00	6.33	7.00	6.33	6.00	7.00
79	5.44	4.83	5.75	4.67	1.67	6.67	7.00	7.00
80	5.33	5.83	5.75	7.00	6.67	6.33	6.33	7.00
81	3.44	4.33	5.50	6.00	5.67	5.00	5.00	6.33
82	4.44	4.67	4.75	6.67	4.67	6.00	5.00	6.00
83	5.89	6.50	6.25	6.33	6.33	6.67	6.33	6.00
84	2.56	3.17	7.00	7.00	4.33	2.67	5.67	6.33
85	2.44	3.00	6.25	3.00	1.00	4.00	3.67	6.67
86	4.89	4.92	5.25	3.67	3.33	4.67	4.67	5.67
87	4.44	4.50	5.50	5.00	4.67	5.33	4.67	6.00
88	3.56	3.75	6.00	5.67	4.67	5.00	5.67	6.00
89	3.89	4.50	6.70	5.00	6.67	7.00	5.33	6.67
90	4.55	6.08	6.50	5.33	5.67	6.67	6.33	7.00
91	3.22	1.75	7.00	7.00	6.00	1.33	7.00	6.00
92	6.67	4.00	6.50	5.67	5.00	4.67	5.67	7.00
93	4.89	4.67	5.75	5.67	4.33	5.33	4.67	5.67
94	3.00	4.67	6.25	6.00	7.00	4.67	5.00	6.67
95	4.00	4.92	6.50	5.33	4.00	5.33	6.00	7.00
96	5.55	6.08	6.00	5.00	4.67	7.00	6.00	7.00
97	5.89	5.83	7.00	7.00	7.00	7.00	6.00	7.00
98	4.67	5.58	7.00	5.67	5.67	6.33	7.00	7.00
99	6.22	6.92	6.75	7.00	6.67	7.00	6.33	7.00
100	5.67	6.33	7.00	5.67	7.00	7.00	7.00	7.00
101	4.44	5.25	6.25	6.33	6.00	6.00	5.67	7.00
102	4.44	5.83	7.00	7.00	7.00	4.33	6.00	7.00
103	4.89	2.58	5.50	5.67	4.33	3.67	4.67	5.33
104	6.67	6.58	6.25	6.67	5.00	7.00	7.00	7.00
105	3.89	4.67	6.50	3.67	4.33	6.00	6.67	7.00
106	3.44	3.50	5.25	2.00	1.33	4.33	4.67	6.67
107	5.78	5.92	7.00	7.00	7.00	7.00	7.00	7.00
108	5.22	5.17	6.50	5.67	4.33	7.00	6.00	7.00

	DIRECTIVENESS	EMPATHY	SELF-DISCLOSURE	NURTURANCE	ATTRACTIVENESS	EXPERTISE	TRUSTWORTHINESS	TOLERANCE
73	6.00	4.00	3.33	5.67	3.67	5.33	5.67	4.67
74	3.00	4.33	2.00	5.33	6.00	5.00	6.67	6.00
75	1.33	3.33	1.67	6.67	1.67	5.00	7.00	6.00
76	7.00	3.67	5.67	6.33	4.67	7.00	6.67	6.00
77	6.00	5.67	6.33	6.33	6.33	6.00	7.00	6.67
78	4.33	3.67	1.00	7.00	3.67	7.00	7.00	7.00
79	5.33	5.33	2.00	4.67	6.00	5.67	7.00	7.00
80	4.67	5.00	4.33	7.00	6.67	6.33	5.00	7.00
81	2.67	3.00	3.00	5.00	4.33	4.67	5.33	5.33
82	3.33	4.00	1.67	6.67	4.33	6.00	7.00	5.33
83	6.33	5.33	5.67	7.00	6.67	6.00	7.00	6.67
84	2.00	1.67	1.00	5.00	4.00	4.00	6.33	3.00
85	2.67	1.33	1.00	3.67	3.33	3.33	5.67	1.00
86	5.00	4.67	4.00	5.67	5.33	5.00	5.00	4.33
87	3.67	4.33	3.00	6.00	3.67	5.33	6.00	4.33
88	4.00	2.00	1.00	4.33	4.67	4.67	6.00	4.33
89	3.00	2.33	2.00	5.67	5.00	6.33	7.00	5.67
90	5.00	2.67	5.67	6.67	5.33	6.00	7.00	5.67
91	2.67	1.33	1.33	3.33	1.00	5.67	6.67	7.00
92	7.00	6.00	2.33	5.67	3.33	7.00	7.00	4.67
93	4.67	3.33	2.67	6.00	4.67	6.67	5.33	4.33
94	2.33	3.00	2.00	6.33	5.67	3.67	5.67	3.67
95	3.67	2.33	1.67	6.33	6.33	6.00	6.00	4.33
96	5.33	5.00	5.33	7.00	5.00	6.33	7.00	5.67
97	6.00	4.67	5.33	7.00	4.00	7.00	7.00	7.00
98	3.33	4.33	6.00	7.00	3.00	6.33	7.00	6.33
99	6.33	5.67	6.67	7.00	7.00	6.67	7.00	7.00
100	5.67	4.67	5.67	7.00	5.67	6.67	7.00	6.67
101	4.00	3.00	3.33	6.67	5.00	6.33	6.67	4.67
102	4.33	2.33	6.00	7.00	6.00	6.67	7.00	5.67
103	5.33	3.00	1.00	4.33	1.33	6.33	5.33	3.33
104	6.67	6.33	7.00	7.00	5.33	7.00	7.00	7.00
105	3.33	3.00	2.67	6.00	4.00	5.33	5.00	4.33
106	3.33	1.33	3.67	5.00	1.00	5.67	4.67	5.67
107	5.00	6.67	4.00	7.00	5.67	5.67	7.00	7.00
108	3.33	6.00	1.00	7.00	5.67	6.33	7.00	5.00

	IMMEDIACY	CONCRETENESS	OUTCOME	NEUROTICISM	EXTRAVERSION	OPENNESS	AGREEABLENESS	CONSCIENTIOUSNESS	N1
73	5.25	6.33	6.67	126	146	121	45	49	26
74	6.50	6.00	6.33	74	100	120	54	43	13
75	4.50	5.67	5.33	125	87	95	50	32	21
76	6.75	7.00	7.00	62	137	116	49	48	13
77	6.50	6.33	6.67	98	112	121	41	43	20
78	7.00	7.00	7.00	82	72	100	60	51	13
79	3.50	6.33	6.67	85	143	125	51	49	17
80	4.25	6.67	6.67	133	106	138	47	37	24
81	5.75	5.00	6.00	110	122	117	51	55	16
82	5.75	6.33	6.00	93	104	105	45	62	17
83	5.25	5.67	6.33	123	166	109	52	59	25
84	5.75	4.00	7.00	123	99	144	39	31	24
85	3.75	6.00	5.00	73	128	129	45	50	10
86	4.25	5.00	5.00	117	98	131	44	31	18
87	5.75	5.00	5.33	84	125	134	52	45	13
88	5.50	6.33	5.00	85	119	113	42	47	12
89	6.75	5.67	6.67	106	114	110	47	47	16
90	5.50	6.00	5.67	72	105	126	37	34	7
91	5.50	7.00	7.00	67	124	141	59	25	10
92	4.75	6.33	5.00	58	114	120	44	43	14
93	5.75	6.33	6.00	116	106	98	38	45	18
94	6.25	3.33	4.33	124	134	127	54	44	19
95	6.25	6.67	6.33	71	104	89	35	47	13
96	5.50	6.00	5.67	94	118	87	42	41	15
97	6.75	7.00	6.67	110	114	91	57	41	15
98	6.25	7.00	7.00	118	119	116	47	30	20
99	7.00	7.00	7.00	107	126	111	57	34	19
100	6.75	7.00	7.00	101	113	115	55	50	17
101	5.75	6.00	5.67	98	114	95	47	63	18
102	7.00	5.67	7.00	102	85	117	50	56	17
103	5.25	6.67	3.33	140	123	115	40	32	23
104	5.25	7.00	6.67	73	132	119	49	52	16
105	4.25	6.67	5.67	94	109	124	51	41	18
106	2.50	3.67	3.00	79	124	89	38	40	14
107	6.50	7.00	5.67	108	120	141	37	45	23
108	5.75	6.67	7.00	85	130	124	40	37	10

	N2	N3	N4	N5	N6	E1	E2	E3	E4	E5	E6	O1	O2	O3	O4	O5	O6	DISCONNECTION
73	13	27	20	23	17	29	24	22	17	28	26	21	17	27	14	19	23	2.67
74	12	11	18	13	7	21	12	17	15	15	20	18	25	21	18	19	19	1.67
75	19	24	24	21	16	19	9	4	16	25	14	16	6	23	10	16	24	3.35
76	9	6	10	14	10	26	25	23	18	22	23	17	19	22	19	20	19	1.13
77	8	17	19	20	14	24	16	15	19	18	20	21	24	24	16	17	19	1.84
78	5	22	23	8	11	25	10	5	13	8	11	19	24	20	12	10	15	1.82
79	10	13	14	21	10	29	25	20	19	22	28	24	27	29	11	19	15	1.87
80	19	26	21	22	21	23	11	13	16	20	23	28	29	28	12	22	19	2.62
81	22	18	23	21	10	19	21	19	22	18	23	18	15	24	14	22	24	1.89
82	23	10	25	12	6	21	11	6	19	26	21	9	19	23	13	19	22	1.78
83	10	27	24	19	18	29	32	19	30	28	28	21	24	21	14	14	15	3.43
84	21	19	22	21	16	22	11	16	12	15	23	26	24	30	15	20	29	1.78
85	13	11	11	20	8	22	24	21	21	19	21	18	21	22	17	28	23	1.45
86	24	24	20	18	13	24	12	13	10	19	20	30	24	23	20	14	20	1.58
87	14	12	14	18	13	24	18	19	16	22	26	24	22	25	19	24	20	1.50
88	14	15	18	13	13	22	23	18	15	23	18	19	22	23	14	19	16	2.13
89	16	22	19	22	11	26	15	22	21	17	13	15	22	28	9	17	19	2.63
90	11	10	12	23	9	19	18	15	8	27	18	20	19	22	20	23	22	1.60
91	7	9	14	17	10	30	19	13	15	24	23	28	22	27	18	21	25	1.05
92	8	10	13	10	3	23	10	19	17	24	21	19	17	24	16	21	23	1.63
93	24	18	18	22	16	20	13	18	22	16	17	12	13	18	12	18	20	1.56
94	20	21	20	28	16	28	22	21	14	23	26	25	21	26	20	22	13	1.82
95	12	7	15	19	5	20	11	20	21	22	10	17	5	12	14	23	18	1.45
96	18	13	18	18	12	23	20	19	20	17	19	12	10	24	15	9	17	2.23
97	12	27	22	19	15	26	125	16	19	21	17	14	15	16	15	17	14	2.67
98	10	28	15	20	25	29	19	11	10	26	24	19	16	29	9	18	25	2.54
99	5	23	22	26	12	29	22	19	14	18	24	21	16	21	18	19	16	1.38
100	4	20	26	20	14	28	13	12	14	18	28	20	21	28	11	14	21	1.46
101	12	23	15	13	17	21	21	165	26	10	20	12	18	24	21	16	4	1.89
102	14	17	24	16	14	22	6	7	17	17	16	20	21	23	15	22	16	1.87
103	28	30	20	20	19	29	23	15	13	31	12	21	23	21	12	17	21	2.82
104	11	13	8	21	5	28	14	21	21	23	25	17	18	27	14	26	16	1.26
105	13	19	15	20	9	22	15	13	14	23	22	24	17	19	19	20	25	1.48
106	12	9	12	22	10	23	23	16	15	26	21	16	10	19	12	12	20	1.30
107	15	19	20	19	12	23	16	19	15	26	21	24	25	27	19	23	23	2.04
108	15	11	13	19	17	23	20	18	16	30	23	19	21	22	16	23	23	2.48

	OVERCONNECTION	RESTRICTED GRATIFICATION	SELF-CONTROL	FAILURE TO ACHIEVE	EMOTIONAL DEPRIVATION	DEFECTIVENESS	MISTRUST
73	2.67	3.14	2.43	2.30	1.19	1.04	1.28
74	1.67	3.01	2.00	1.90	2.00	2.00	2.00
75	3.35	3.84	2.67	3.00	2.00	1.58	2.28
76	1.13	4.11	1.43	1.10	1.12	1.04	1.22
77	1.84	4.33	1.91	2.70	1.38	1.54	2.44
78	1.82	2.61	2.00	1.50	2.88	1.39	1.61
79	1.87	4.66	2.29	1.90	1.00	1.19	1.28
80	2.62	3.71	3.43	2.20	2.44	1.77	3.22
81	1.89	3.28	2.57	2.30	2.12	1.04	2.11
82	1.78	4.34	2.48	1.60	1.06	1.39	2.28
83	3.43	4.69	2.43	3.90	3.19	2.46	3.11
84	1.78	2.15	3.00	2.10	2.38	1.61	2.44
85	1.45	3.23	1.43	1.70	1.12	1.23	1.61
86	1.58	3.10	3.10	2.30	2.04	2.04	1.11
87	1.50	3.25	2.00	1.70	1.25	1.08	1.67
88	2.13	4.41	2.10	1.30	1.31	1.58	2.17
89	2.63	5.08	3.52	3.20	1.81	2.35	2.61
90	1.60	3.13	2.00	1.20	1.19	1.11	2.22
91	1.05	2.38	1.91	1.00	1.31	1.58	1.28
92	1.63	2.95	2.38	2.00	2.19	1.27	3.39
93	1.56	4.42	4.52	2.20	1.06	1.23	1.50
94	1.82	3.30	3.14	1.80	1.06	1.39	1.28
95	1.45	4.16	3.05	1.00	1.88	1.19	2.28
96	2.23	3.16	1.95	2.00	1.25	1.42	1.72
97	2.67	4.10	3.33	2.70	3.94	1.77	2.28
98	2.54	3.29	3.52	2.20	3.44	1.73	1.44
99	1.38	3.06	2.05	1.60	1.00	1.15	1.05
100	1.46	3.90	2.52	1.60	1.00	1.15	2.89
101	1.89	4.28	2.24	1.80	4.06	1.65	2.06
102	1.87	3.10	2.38	2.40	1.69	2.62	2.56
103	2.82	3.20	3.33	3.70	3.88	2.19	2.78
104	1.26	3.99	2.48	1.10	2.31	1.00	2.44
105	1.48	2.64	2.14	1.70	2.88	2.04	1.50
106	1.30	2.67	2.71	1.40	1.31	1.08	2.22
107	2.04	4.15	3.24	2.20	2.31	1.46	3.06
108	2.48	4.07	3.38	1.50	1.25	1.19	1.28

	SELF-SACRIFICE	UNRELENTING STANDARDS	ABANDONMENT	ENMESHMENT	VULNERABILITY	DEPENDENCE	EMOTIONAL INHIBITION
73	2.88	3.40	1.73	2.88	2.20	3.31	1.00
74	3.29	2.73	1.27	1.25	2.00	1.54	2.00
75	3.88	3.80	1.82	5.25	2.90	2.23	2.80
76	4.29	3.93	1.27	1.00	1.20	1.23	1.40
77	4.06	4.60	1.27	1.50	2.00	1.15	1.20
78	3.41	1.80	1.36	1.00	2.40	2.38	1.60
79	5.18	4.13	1.27	1.50	2.30	1.77	1.00
80	3.88	3.53	5.09	2.62	3.10	2.54	1.00
81	3.23	3.33	2.00	1.00	2.10	2.15	2.00
82	3.88	4.80	1.90	2.75	1.70	1.08	1.40
83	4.12	5.27	3.36	3.50	3.40	2.92	2.60
84	2.77	1.53	2.00	1.00	2.80	1.23	1.00
85	3.59	2.87	1.09	1.38	1.50	1.23	1.00
86	2.88	1.47	1.27	1.12	1.20	1.69	1.40
87	3.29	3.20	1.73	1.75	1.10	1.46	1.80
88	4.35	4.47	1.18	2.38	2.70	2.15	1.40
89	5.35	4.80	1.64	2.62	3.30	1.39	1.60
90	3.06	3.20	1.18	2.25	1.50	1.46	1.60
91	3.35	1.40	1.09	1.00	1.20	1.00	1.40
92	3.71	2.20	1.45	1.38	1.70	1.46	2.60
93	4.71	4.13	1.00	1.50	1.40	1.15	1.60
94	3.94	2.67	1.00	1.88	2.60	1.00	1.20
95	3.18	5.13	1.18	2.25	1.40	1.15	4.20
96	3.12	3.20	3.09	3.12	2.10	1.69	1.00
97	4.00	4.20	5.27	3.62	2.30	2.08	3.20
98	4.65	1.93	4.36	3.62	1.20	3.15	1.60
99	4.06	2.07	2.00	1.38	1.40	1.15	1.20
100	3.47	4.33	1.27	1.62	1.30	1.31	2.40
101	4.35	4.20	2.73	1.25	2.20	2.31	2.00
102	2.47	3.73	1.64	1.38	1.80	1.92	2.80
103	3.53	2.87	2.09	2.38	2.50	2.69	1.80
104	4.18	3.80	2.27	1.25	1.40	1.31	1.00
105	2.35	2.93	1.45	1.12	2.10	1.00	2.00
106	2.41	2.93	2.09	1.12	1.00	1.69	1.00
107	3.71	4.60	3.27	1.38	2.80	1.77	2.00
108	3.88	4.27	1.36	2.88	2.30	3.23	2.40

	UNCONTROLLABLE ANGER
73	2.00
74	2.00
75	5.00
76	1.00
77	1.67
78	1.00
79	2.00
80	2.00
81	2.00
82	1.00
83	1.00
84	1.33
85	1.67
86	1.67
87	1.33
88	1.33
89	1.67
90	1.67
91	2.00
92	2.00
93	1.33
94	1.67
95	3.67
96	1.67
97	2.33
98	1.00
99	1.00
100	1.00
101	1.33
102	1.67
103	4.67
104	2.67
105	3.00
106	3.00
107	4.33
108	2.00

	OVERCONNECTION	RESTRICTED GRATIFICATION	SELF-CONTROL	FAILURE TO ACHIEVE	EMOTIONAL DEPRIVATION	DEFECTIVENESS	MISTRUST
109	1.82	2.99	1.81	2.90	1.38	2.00	2.61

	SELF-SACRIFICE	UNRELENTING STANDARDS	ABANDONMENT	ENMESHMENT	VULNERABILITY	DEPENDENCE	EMOTIONAL INHIBITION
109	2.71	3.27	1.00	1.50	1.90	1.00	1.40

	UNCONTROLLABLE ANGER
109	1.00

ID CODE	AGE	AGE GROUPS	GENDER	CLASSIFIC	PRIOR COUNSELING	RACE	PERSONAL COMMITMENT	FACILITATIVE CONDITIONS
109	211	20	GROUP 1	MALE	FRESHMAN	YES	BLACK	4.02
								5.17

COUNSELOR EXPERTISE	NURTURANCE	RESPONSIBILITY	OPENNESS	MOTIVATION	ACCEPTANCE	CONFRONTATION	GENUINENESS
109	4.44	4.33	6.25	2.33	4.67	5.33	4.33
							7.00

DIRECTIVENESS	EMPATHY	SELF-DISCLOSURE	NURTURANCE	ATTRACTIVENESS	EXPERTISE	TRUSTWORTHINESS	TOLERANCE
109	5.33	2.33	4.67	5.00	2.33	5.67	6.33
							2.67

IMMEDIACY	CONCRETENESS	OUTCOME	NEUROTICISM	EXTRAVERSION	OPENNESS	AGREEABLENESS	CONSCIENTIOUSNESS	NI
109	2.25	5.33	5.00	91	92	112	45	58
								16

	N2	N3	N4	N5	N6	E1	E2	E3	E4	E5	E6	O1	O2	O3	O4	O5	O6	DISCONNECTION
109	12	17	22	14	10	16	10	11	17	16	22	22	14	20	11	24	21	1.82

VITA

Mark Manfred Roland was born in Sumter, South Carolina on December 29, 1958. He attended all elementary and secondary schools in Barnwell, South Carolina, graduating from high school in 1977. That same year he entered Carson Newman College, and received his Bachelor of Arts degree in Psychology in May of 1981. In 1982 he began study toward his Master's degree at the University of Tennessee.

After four years of working at the Tennessee School for the Deaf, Lakeshore Mental Health Institute, and the Appalachian Adolescent Health and Education Project, he entered the Counseling Psychology Ph.D. program at the University of Tennessee in 1986. He then received the Doctor of Philosophy degree with a major in Counseling Psychology in May of 1994.

The author is a member of Phi Kappa Phi and the American Psychological Association as a student affiliate. He will continue to be employed at the Veteran's Affairs Medical Center in Augusta, Georgia.