

To the Graduate Council:

I am submitting herewith a dissertation written by Garrett Douglas Tyler entitled "The Relationship Between Competency and Job Role and Identity Among Direct Service Counseling Psychologists." 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.


R. Steve McCallum, 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 BETWEEN COMPETENCY AND JOB ROLE AND
IDENTITY AMONG DIRECT SERVICE COUNSELING PSYCHOLOGISTS

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Garrett Douglas Tyler

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DEDICATION

This dissertation is dedicated to the memory of
Mr. O.A. Smith
and to the presence of
Dr. John Kandilakis
wise mentors who provided loving patience and guidance.

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ABSTRACT

The purpose of this study was to investigate the relationship between competency and perceived identity and job roles/activities of direct service (practicing) counseling psychologists. National samples of two groups of eminent (ABPP diplomates and a peer-nominated Exemplary group) and a general group (Rank & File) of doctoral level practicing counseling psychologists were obtained. These three independent groups ($N=189$) were compared using the Counseling Psychology Task Inventory (CPTI) -- a 73-item instrument which measures 8 broad work areas (Counseling, Research, Supervision & Training, Teaching & Training, Administration, Consultation, Writing & Editing, and Professional Development) across three dependent variables: task importance, relevance to professional identity, and relative amount of time spent in each task.

Results of twenty-four analyses of variance indicated that the Exemplary group differed significantly from the Rank & File group only in the amount of time spent in Professional Development ($p < .01$). No significant differences were found between the two eminent groups or the ABPP and Rank & File groups. Follow up analyses lead to two additional conclusions. First, when divided into groups by percent of time spent in Counseling significant differences were noted in seven of eight work areas. For each of the 20 significant comparisons ($p < .01$), an inverse relationship

was noted between the mean values within work areas and percentage of time spent in Counseling. That is, those who spent relatively more time in Counseling yielded lower task importance, relevance to professional identity, and time on tasks scores for the areas of Research, Supervision & Training, Teaching & Training, Administration, Consultation, Writing & Editing, and Professional Development. Second, when mean values were rank ordered, a consistent pattern of three work areas were prioritized by respondents to comprise a nucleus of tasks consistent with the "life span development" ethos of counseling psychology. These work areas were: Supervision & Training, Counseling, and Professional Development.

Implications and suggestions for future research are presented. For example, few differences emerged among the three groups; perhaps the minimal criteria necessary to establish entry into the profession are sufficiently high so as to preclude differentiation among groups varying in competency, as competency was operationalized in this study.

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CHAPTER 1

Introduction

Purpose

This study was designed to investigate the relationship between competency and perceived identity and job roles/activities of practicing counseling psychologists. More specifically, identity/activity differences were examined among psychologists by comparing (profession-defined) traditional and (peer-nominated) nontraditional definitions of competency.

Background Information

Counseling Psychology, as a professional discipline within psychology, has struggled since its inception in the early 1950's to define itself, its roles and functions, and its future directions. Since that time much has changed in our society, and consequently in counseling psychology, requiring us to study continually the parameters that guide our training and practice and define our competence -- our identity. Fretz (1980) states that one of counseling psychology's responsibilities is to understand its identity and usefulness. Thompson and Super (1964) tell us that we need to communicate our identity to others.

In an effort to determine the identity of counseling psychologists, several investigators have focused on obtaining information from counseling psychologists -- administrators, academicians, and practitioners. For example, several efforts have been made to define the

profession (Super, 1955; APA, 1956, 1981; Yamamoto, 1963; Oetting, 1967; Patterson, 1969; Delworth, 1977; Dorn, 1982; Kirk, 1982). In order to address role and function issues, Watkins (1988) encouraged counseling psychologists to focus on: traditional employment settings, identity, and education and training. Some have investigated identity by comparing counseling psychology to other psychological disciplines (Brigante, Haefner, & Woodson, 1962; Osipow, Cohen, Jenkins, & Dostal, 1979; Chin, 1967; Nathan, 1977; Shertzer & Isaacson, 1977; Smith, 1982; Tipton, 1983; Watkins, 1983; & Watkins, Schneider, Cox, & Reinberg, 1987). Still others addressed identity through training and/or theoretical emphases (Banikotes, 1975; 1977; Ivey, 1976; King & Seymour, 1982; Domke, 1982; Hamilton, 1977; 1987; Hansen, 1981; & Meara. N.M., Schmidt, L.D., Carrington, C.H., Davis, K.L., Dixon, D.N., Fretz, B.R., Myers, R.A., Ridley, C.R. & Suinn, R.M., 1988).

Goldschmitt, Tipton, and Wiggins (1981) studied identity by assessing the "real" and "ideal" roles of counseling psychologists. More recently, Fitzgerald and Osipow (1986) conducted a job analysis of counseling psychologists and studied the relationship of time spent, importance of tasks, and professional identity to the tasks they performed. This was followed by a study of graduate students' perceptions of professional identity (Fitzgerald and Osipow, 1988). Watkins (1987) suggests that counseling

psychology needs to reevaluate its predominate foci because of discrepancies between the content of training programs' curricula and the skills needed to meet changing populations' "service demands."

The present study continues to explore the professional identity of counseling psychology by investigating the relationship between job roles, professional identity, and competence among practicing counseling psychologists. Within psychology, measures and definitions of minimal competence have been constructed for purposes of education, training, and entering the professional community. Psychology also offers a definition of exemplary practice through the American Board of Professional Psychology (ABPP) diploma. This study will offer a peer-determined definition of competence and will use this definition to compare the work activities and professional identity of practicing counseling psychologists. More specifically, practicing counseling psychologists will be categorized as either eminent or rank and file and will be compared based on the amount of time and importance they assign to tasks and to what degree their professional identity is shaped by these tasks. Eminent psychologists are defined by ABPP status and peer-nomination. Consequently, the extent to which eminent practicing counseling psychologists value aspects of their work and identity in ways that are measurably different from rank and file practicing counseling psychologists can be

determined. Knowledge of the characteristics and values of an exemplary group and exemplary/rank and file differences can help refine the identity of counseling psychology and: (1) provide the discipline with a clearer sense of professional direction; and (2) describe characteristics of an identifiable group for developing and experienced counseling psychologists to model.

Review of the Relevant Literature

Development of Counseling Psychology

Counseling Psychology was initially forged from an amalgam of the mental hygiene, psychometric, the vocational guidance movements, and the study of individual differences in the early 1950's (Super, 1955; Whiteley, 1980; 1984). It's early identity emanated in part from the need to assist soldiers returning from World War II in their adjustment back into society. The tenor of the time was one of togetherness, common traits across peoples, and pulling together for support. Counseling psychology's role and identity was separate from other psychology specialties in both research and practice domains as set forth in its claim to work with the "normal" population. Foci were: (1) "the individual's inner life through concern with his or her motivations and emotions, (2) the individual's achievement of harmony with his or her environment..., and (3) the influencing of society to recognize individual differences

and to encourage the fullest development of all persons within it" (APA, 1956; Whiteley, 1984).

The scientist-practitioner model was adopted as the model of training at the Northwestern Conference in 1951 to emphasize the relationship between research and practice and establish the PhD as the required degree for practice as a psychologist (Whiteley 1980; 1984). Counseling psychology was shifting its focus from education to psychology, and its roots, in effect, were slowly being transplanted. A major move in this transformation was the adoption of the title "Counseling Psychologist" in 1951 (Wrenn, 1984), one which has subsequently provided both direction and confusion (Kagan, et al., 1988; Hurst & Parker, 1980). This effort was made in order to separate from the prevailing (identity) confusion that counseling psychologists were underrated clinical psychologists or a different strain of educational or industrial psychologists. However, the term "counselor" has many generic references and can confuse persons who seek the services of a counseling psychologist. As Super (1951) points out, counseling psychology needs to educate other branches of psychology to help them understand the specialties that counseling psychologists have to offer. The Journal of Counseling Psychology, established in 1954, helps educate others by serving as a clearinghouse for scholarly research within counseling psychology (Super, 1955).

Whiteley (1980; 1984) points out that counseling psychology then entered a period of inactivity. Fewer people joined Division 17 of the APA, research efforts were less than adequate, and some suggest that counseling psychology consider merging with clinical psychology and combining their specialties to create a more comprehensive psychological specialty (Berg, Pepinsky, & Shoben, 1980; Chin, 1967; Fletcher, 1967; Levy, 1984). Although others countered by noting the advances counseling psychology had made (Tyler, Tiedeman, & Wrenn, 1980; APA, 1961), choosing alternative directions for counseling psychology became an emerging theme.

As evidence of the discipline's continuing transition from education to psychology, the central theme within the field's working definition became the "developmental process" of the normal individual's life span (Oetting, 1967; Watkins, 1984; Kagan, et al, 1988). Emphasis was again placed on work with the normal (nondisturbed) population; a focus on positive aspects of growth and development was primary (APA, 1956; Chin, 1967; Nelson-Jones, 1982; Watkins, 1984; Kagan et al., 1988). Assessment, evaluation and diagnosis, interventions, consultation, program development, supervision, and evaluation became the instrumental foci for working within these boundaries (APA, 1981; Watkins, 1984).

As some in the field shifted attention in training toward the remedial (Foreman, 1980; Gross, 1968), others emphasized an educational/prevention theme -- one which focused on establishing an environment within peoples' lifestyles to enhance their capabilities. Included within the latter was attention to the educational responsibilities counseling psychologists had within service provision (Authier, Gustafson, Guernsey, & Kasdorf, 1975; Ivey, 1974, 1976). Watkins (1984) described these divergent approaches as existing on a continuum between remedial and educational/developmental camps. An example of this exists within the traditional work settings of university and college Counseling Centers where there is increasing pressure to serve a clientele manifesting more severe problems (Magoon, 1985). Coupled with this is the call for more efficient and/or money producing centers, which reflects the tendency of some centers to enter the competitive mental health market (Foreman, 1980; Magoon, 1989). Shorter term treatment approaches may be a reasonable compromise to this dilemma. What remains, however, is the question of how Counseling Centers will serve those college students who need longer term help (those who are more developmentally delayed or possess deeper interfering pathology) and those who present more traditional problems which can be adequately addressed in the short term (Foreman, 1980).

Counseling psychology's association with education has been a point of discussion since the early movement away from education. Some have noted that such an identification confuses both counseling psychologist's sense of their own identity as well as perceptions of others outside the field (Westefeld, Meadows, & Talbot, 1987; Lent, Lopez, & Forrest, 1988). Of concern is the enduring yet cloudy association counseling psychology has with Colleges of Education, where approximately 80% of the APA approved programs are located (APA, 1987; Lent, et al., 1988). Historically, it appears paradoxical that counseling psychology programs have primarily remained housed within Colleges of Education while integrating a deeper theoretical and practice affiliation with psychology. As early as 1955, Super (1955; 1980) noted counseling psychology's close alliance with clinical and educational branches of psychology and accurately predicted that counseling psychology "may move closer to all of these in the years to come" (p. 23). Considering the fact that educational institutions (university and college counseling centers) were the primary practice domains of counseling psychologists, such an association is understandable, but more recently it has been noted that the consumer base is expanding (Fitzgerald & Osipow, 1986; Watkins, 1988).

Colleges and universities have traditionally served as the primary employers for counseling psychologists since the field became a specialty (Thompson & Super, 1964; Krauskopf,

Thorenson, & McAleer, 1973; Samler, 1980; Whiteley, 1984; Watkins, 1984). Samler (1984) reports that others were housed in rehabilitation agencies, community guidance centers, and VA hospitals. In recent years, however, many counseling psychologists have moved to work outside these environments. Increasingly, graduates are employed in private practice, mental health centers, hospitals, and agencies where their skills are applied within the broader community (Banikotes, 1977; Fitzgerald & Osipow, 1986; Watkins, 1984; Zook & Walton, 1989).

Efforts to define the appropriate clientele for counseling psychologists have also been controversial. Early on, the "normal" population had been the target population of counseling psychologists (Super, 1955; 1980; Whiteley, 1984). However, rising social movements encouraged those wanting to move beyond the traditional "normal" clientele to include varying populations and associated issues (King & Seymour, 1982). During the late 50's and 60's, the civil rights movement pushed forward, women gained greater access to work environments and accompanying responsibilities, and our culture became more sensitive to its pluralistic roots. Counseling psychology expanded its focus to include populations which were underserved and might or might not fit its original design (Kagan, et al, 1988).

The Counseling Psychologist was borne from the need to address specific professional issues, including new client populations, training approaches, therapeutic modalities, etc. (Whiteley, 1980; 1984). As Whiteley (1984, p. 36) stated, the need for such a publication grew at least in part from "the necessity to rethink, reformulate and extend the conceptual bases and the initial historical roots of the profession." Examples of these included supervision, leisure counseling, counseling women, rational emotive therapy, cross-cultural counseling, etc. Counseling psychology was experiencing growth and expansion, and, as a result, questions about identity and roles and functions continued to emerge.

One issue of The Counseling Psychologist addressed the field's vision of the future -- the year 2000 (Whiteley, 1980). Concurrently, the American Psychological Association (APA, 1981) was defining Specialty Guidelines in an effort to more clearly differentiate among its major divisions. Efforts were also initiated to plan for the next decade (Kagan, 1982). Counseling psychology was clearly more organized in its efforts to address its expanding boundaries and communicate its mission to those inside and outside the general psychological community.

Kagan, et al. (1988) proudly commented on counseling psychology's success at serving various populations in various capacities within various work settings. Fretz's

(1980) encouragement for the discipline to study and apply its usefulness was in motion. However, the roles and functions, work settings, and populations served remained similar to those of other specialties, and questions about counseling psychology's identity as differentiated from other psychological specialties were again being raised (Fitzgerald & Osipow, 1986; Watkins, 1984; 1986).

The early identity of counseling psychology was inextricably tied to the vocational and counseling and guidance movements (Super, 1955; 1980; Whiteley, 1980; 1984; Watkins, 1984). However, many counseling psychologists no longer view vocational counseling as a major part of their work, and training programs emphasize this aspect less than "personal counseling" techniques and applications. As Fitzgerald & Osipow (1986) state, vocational counseling is "eroding as the foundation of the discipline" (p. 543).

Many counseling psychologists now conduct long-term psychotherapy in a manner reminiscent of the prior emphasis on vocational counseling (Fitzgerald & Osipow, 1988). Concomitantly, an increased desire and need for counseling psychologists to become more adept in psychopathology and assessment, or more traditional clinical issues, has developed (Watkins, 1988). These developments represent a significant shift in the direction counseling psychology defined for itself from the 1950's to the eighties.

Practitioners no longer work primarily in university and college settings (Fitzgerald & Osipow, 1986; Watkins, 1984). As more counseling psychologists enter private practice, mental health centers, and hospital settings to work with a broader cross-section of the population, they require additional tools with which to provide appropriate services. Conversely, the significant and rapid rise of Health Maintenance Organizations (HMO'S), Preferred Provider Organizations (PPO's), and similar economically efficiency oriented health organizations combine with increasing financial constraints in our health care system; these influences suggest that counseling psychologists will benefit from maintaining their legacy in short-term counseling, problem solving, psychoeducation, attention to positive aspects within the life-span development of "normal" individuals, and vocational foci (Kagan, et al., 1988).

Throughout the history of counseling psychology efforts to define the profession have emerged from two major vantage points: (1) comparing the elements of identity with other specialty areas, and (2) outlining and emphasizing the specific work settings, populations, foci, and treatment techniques specific to counseling psychology. Absent in these methods is the recognition that exemplary practicing counseling psychologists may have a unique perspective on the current practice and future goals of the profession.

Minimal standards of practice have been established by the broader profession of psychology and by the discipline of counseling psychology (APA, 1952; 1977; 1981; Meara, et al., 1988). But if the "identity" perspective of those who exemplify the best counseling psychology has to offer were known, perhaps it would be possible to describe higher standards of practice and provide sources of intra-professional motivation and educational direction. First it is necessary to investigate the measures used to define standards of competence and exemplary performance, then models for understanding professional competence.

Measures of Competence and Excellence

The study of competency in counseling psychology has traditionally taken the form of assessing the identity of counseling psychologists through their roles and functions and differentiating counseling psychology from other psychological disciplines (see Introduction). Although these attempts do not actually define competency qualitatively within this specialty, these efforts do form a foundation for identifying competent practice and studying defined levels of practice from minimal to exemplary.

Responsibility for regulating the practice of psychology in the United States has evolved into a shared process between the profession and individual states. This shared responsibility has led to the establishment of minimal standards of competence through two means. First,

the American Psychological Association (APA) represents the interests of organized psychology by setting standards for training and guidelines for practice. Second, each state is responsible for establishing statutes to regulate the practice of psychology through licensure or credentialing (Rosenfeld, Shimberg, & Thornton, 1983).

In 1951 psychologists held the Northwestern Conference and determined that the doctoral degree would be the minimum degree requirement for professional counseling psychologists (Robinson, 1964; Whiteley, 1984). This first step in establishing minimum levels of competency for psychologists remains firmly in place today. In 1977 the APA established the Standards for Providers of Psychological Services for which the purpose was:

...to codify a uniform set of standards for psychological practice that would serve the respective needs of users, providers, and third-party purchasers and sanctioners of psychological services. (APA, 1977, p. 495)

The professional psychologist is described as one who possesses a doctoral degree and has graduated from a "regionally accredited university or professional school in a program that was primarily psychological...." Four general standards are set forth that specify "minimally acceptable levels of quality assurance and performance" for the professional psychologist (APA, 1977).

In an effort to recognize the diversity of the growing divisions within psychology at large the American Psychological Association established Specialty Guidelines for persons in clinical, counseling, school, and industrial/organizational branches of psychology (APA, 1981). The Specialty Guidelines were written "to improve the quality, effectiveness, and accessibility of psychological services" and "represent the profession's best judgement of the conditions, credentials, and experience that contribute to competent psychological practice" (APA, 1981, p. 652). They were intended to help all persons who apply or solicit these services do so more knowledgeably. The Standards and the Specialty Guidelines also pointed out that regulation of the practice of psychology remained each state's responsibility.

Further, to recognize human rights principles applicable to all who practice psychology, the Ethical Principles of Psychologists were originally written in 1953 and have been revised several times, the most recent in 1990 (APA, 1990). Principle 2 of the current Ethical Principles states that a therapist must be competent to provide the services offered. Such broad wording leaves the determination of competence to the individual therapist (Haas, Malouf, & Mayerson, 1988). Once one is admitted to the practice of psychology under a state's guidelines of minimal competence, one must be prepared to define the

parameters of the specific services he/she will offer. Thus, while individual states monitor and regulate their own admission requirements and statutes for practice and the APA establishes ethical and practice guidelines, the psychologist remains responsible for conveying to the public his/her areas of competence and protecting "the welfare of their clients" (APA, 1990, p. 391).

Each state has a licensing board charged with the task of defining minimal levels of competence for that state. The American Association of State Psychology Boards (AASPB) assists individual states in their efforts to determine minimal competence among applicants for state licensure. The AASPB, in conjunction with the Professional Examination Service, develops the Examination for Professional Practice in Psychology (EPPP). This examination:

is intended to evaluate the knowledge of the candidate who has a doctoral degree in psychology awarded by an institution with regional accreditation and who typically has had one or two years of postdoctoral experience acceptable to the board. (APA, 1990)

Attainment of licensure in one's state is determined by meeting a cutoff score based on the results of other examinees.

One result of this method of regulation is the application of diverse definitions of minimal competence. Because states establish differing statutes for practicing

psychology, minimal competence is consequently applied unevenly. In addition, varying regulations apply to professional counselors, social workers, etc., further clouding professionals and the public's understanding of the boundaries separating mental health providers.

The public's misperception of the services psychologists offer result from such variance (Wood, Jones, & Benjamin, 1986). Whereas counseling psychologists must serve the public and monitor their usefulness (Fretz, 1980), they must also communicate a more positive and accurate image regarding their strengths and roles both within the profession and to the public (Zytowski, Casas, Gilbert, Lent, & Simon, 1988). It is posited that to know the strengths within one's discipline, one must be aware of exemplary work and what constitutes such.

The combination of professional guidelines and state statutes are intended not only to establish parameters for professionals but are to help the public make informed choices about psychological services. Although the Specialty Guidelines are intended in part to aid those outside psychology in their choice of services and although the states are to regulate, monitor, and inform the public of its activities, it is questionable if the public has a clear understanding of practitioners work in general (Wood, et al. 1986) or in counseling psychology in particular (Zytowski, et al., 1988). Consumers are often unaware of

the various roles and divisions within psychology and are not sufficiently familiar with practice to monitor effectiveness or policies. Consequently, psychologists must be responsible to police themselves and communicate the profession's policies, practices, and services to the public as clearly as possible. The APA includes a section entitled "Welfare of the Consumer" in the Ethical Principles to emphasize this obligation (APA, 1990).

Knowledge of standards of competence ranging from entering qualifications to exemplary work provides valuable information for psychologists to use not only for their own practice and goals but also for communicating to the public the various services and qualifications their discipline offers. Some measures of exemplary contributions to psychology have been established.

Psychologists recognize those who represent excellence in professional practice through the American Board of Professional Psychology (ABPP) diploma. Originally incorporated in 1947 and affiliated with the APA, ABPP later became a separate entity which now awards diplomas of excellence in seven disciplines of psychology, including counseling psychology. It aspires to establish the "highest levels of standards in the practice of a defined psychological specialty" and provide "a more solid professional identity for the practicing clinician and enhancement of the scientist/practitioner model" (ABPP,

1990). Numerous requirements have to be met to be eligible for an extensive oral examination. These include specific course requirements, obtaining a doctoral degree in psychology from an institution that meets the APA standards for doctoral training, completing an APA accredited internship, and having at least five years of post-doctoral "acceptable qualifying experience" (ABPP, 1990).

The ABPP is considered a standard for professional excellence, particularly for practitioners. Its evaluation provides an example of what Schoon (1985) terms a "process analysis." However, one must first apply for eligibility and pay a \$300.00 application fee and a \$400.00 examination fee. Although general parameters which guide the ABPP evaluation are articulated, specific criteria for the examination are generally not available. As a result, it is not known publicly what diplomates believe about the identity of their discipline and its direction, services provided, populations served, treatment techniques, etc. Although the ABPP is a measure of excellence in professional practice, by design it is limited to assessing the applied skills of those who deem it sufficiently important to apply. Additionally, the psychometric properties of the examination have not been clearly established (Peterson & Bry, 1980).

The APA also denotes excellence in professional psychology through establishment of the Fellow status.

As a designation, the Fellow status is the highest membership position the APA offers. It must be obtained through special nomination and meeting certain criteria.

These criteria are:

(a) possession of a doctoral degree, as defined in Section 5 [APA bylaws], (b) priority status as a member for at least one year, (c) active engagement at the time of nomination in the advancement of psychology in any of its aspects, (d) five years of acceptable professional experience subsequent to the granting of the doctoral degree, and (e) evidence of unusual and outstanding contribution or performance in the field of psychology (APA, 1989).

These minimal standards for election to Fellow status by the APA Council of Representatives recognize persons for outstanding contributions to the specialty but do not specifically define criteria for exemplary service or competency in applied practice in counseling psychology. Exemplary counseling psychologists exist by virtue of acquiring ABPP diplomas and/or APA Fellow status. It is not known what characteristics these persons possess or what tasks they value in their training or practice. That is, the activities and goals which are valued, practiced, and held in professional esteem by those the discipline holds in high regard are unknown to counseling psychologists. This

gap produces a void in counseling psychologists' sense of professional identity.

Models of Competence Applied to Professional Psychology

The majority of efforts to construct models of competence for psychologists have addressed training (Shaw & Dobson, 1988). In an effort to protect the public's welfare and produce competent practitioners, minimal standards have been developed to define competencies for entry into the profession (Loveland, 1985; Schoon, 1985). Attempts have been geared toward discerning the effect of therapist interventions on client change according to "external standards," and research has produced equivocal results regarding the most efficacious model for such assessment (Schoon, 1985). What remains is the fact that once psychologists are licensed they become responsible for their own evaluation and monitoring of competence because measured competence is tied to a one-time entry level licensing procedure (Shaw & Dobson, 1988). So the model of competence is one based on practical needs, i.e., demonstration of mastering criteria, established as a minimal score on the national examination and minimal educational requirements. But, the profession needs other ways of establishing competence. Perhaps knowledge from the "best" applied counseling psychologists about activities they value would add to this definition. Keen (1991) encourages us to

contemplate the characteristics of those persons we admire in order to model and assimilate facets we desire.

Peterson and Bry (1980) suggest that professional competence is a construct which can be studied and refined as our understanding of the construct grows. They add that

As many evaluations are made by many methods, and these evaluations are interrelated to form a coherent network of associations, a growing body of procedures for assessing competence can be created, and the uses and limitations of each method can be established in reference to others. (p.966)

A nomological network, an integration of a set of relationships undergirded by laws (Cronbach & Meehl, 1955), should operate to provide a clearer understanding of the construct of professional competence. Presumably, more competent psychologists behave in ways which are different than their less competent counterparts. Perhaps they are brighter, more highly motivated, or emphasize different tasks in their work, etc. We need to better understand the relationship between competence and practice. Thus, new methods and new data will contribute to the emerging construct of professional competence among practicing counseling psychologists.

Ilgen, Fischer, and Taylor (1979) note that feedback to persons in performance-oriented fields is a necessary component for continued learning and motivation. Further,

such is "necessary for one to meet 'higher order needs' for self-esteem and self actualization" (p. 350) -- or a sense of professional competence. These authors further stipulate that sources for feedback emanate from: (1) observation of the subject by persons familiar with him/her, (2) results from tasks performed by the subject, and (3) individuals evaluation of their own performance (Ilgen, Fischer, & Taylor, 1979).

Once sources of feedback are determined, one must address the issue of what is to be measured. Sources of feedback depend on the nature of the profession itself, which for purposes of this study is reflected by counseling psychologists and their knowledge, skills, and abilities (Loveland, 1985). Loveland (1977; 1985) also points out that the methods for determining competence should be varied -- through job analyses, task analyses, opinions from experts, etc. He expands this viewpoint by advancing a theoretical service delivery model, one which incorporates aspects of psychological knowledge and abilities with the psychologist's personal attributes (See Figure 1). This model is amenable to the use of a process oriented job analysis instrument to study competence, as competence relates to identity and job roles.

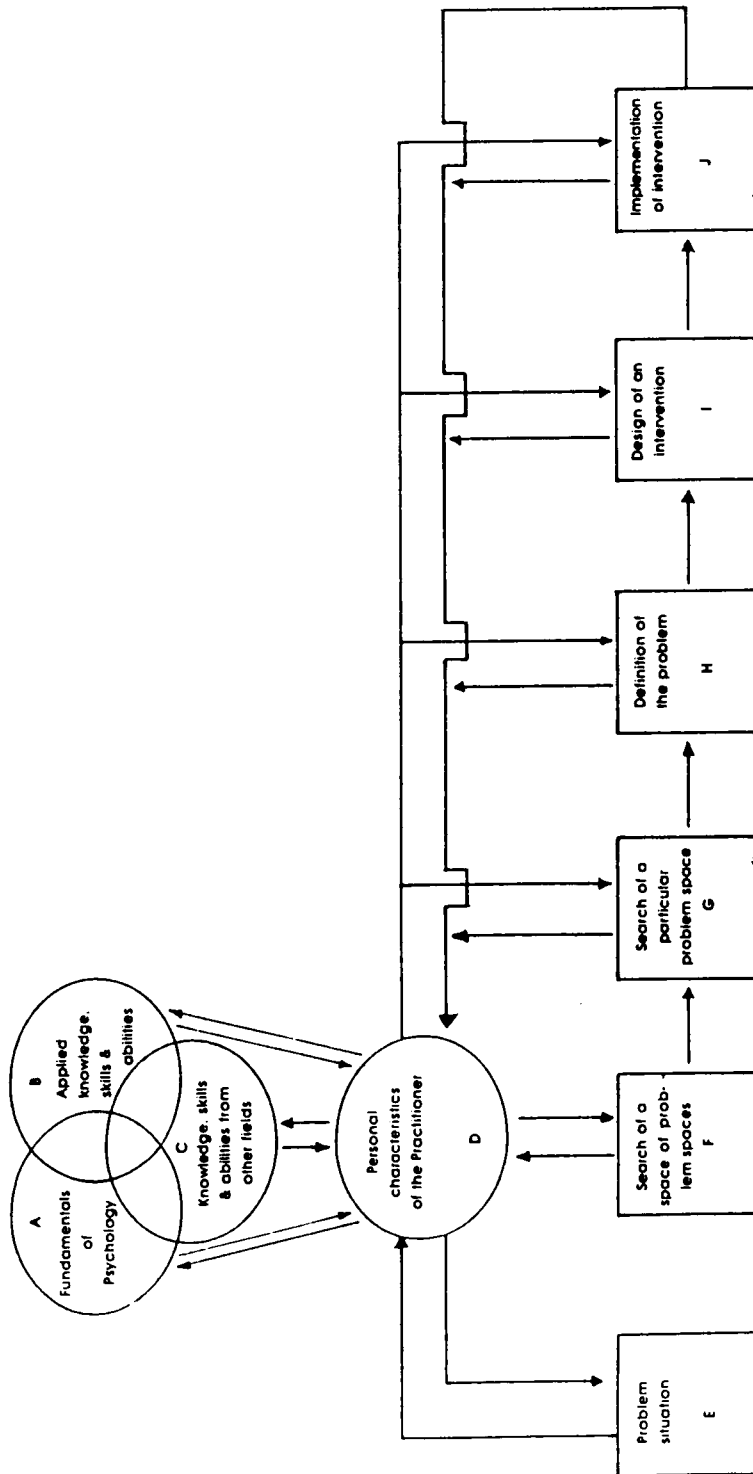


Figure 1: Loveland's Model of the Practice of Professional

Psychology

One's grasp of the fundamentals of psychology (A), applied knowledge, skills, and abilities within one's specialty (B), and knowledge, skills, and abilities from other fields (C) dynamically interact with mediating personal attributes of the practitioner (D) to culminate in a therapeutic intervention. Loveland (1985) indicates that the domains of A, B, and C can be measured by current multiple choice instruments, job analyses, task analyses, etc., but that the measurement of personal attributes and interaction with A, B, and C requires use of process analysis. A job analysis instrument such as the CPTI measures the attitudes of psychologists and time they spend applying knowledge, skills, and abilities within the practice of counseling psychology, area 'B' of Loveland's model.

Similarly, Schoon (1985) encourages psychologists to develop a means of process analysis to extend beyond the cognitive nature of current examinations. Both cognitive and process domains of professional practice should be foci when determining professional competence. Schoon (1985) also suggests that one manner in which to approach this task is to alter occupational task analyses to become occupational process analyses by using "process" verbs in items such as 'analyze,' 'conduct,' 'evaluate,' 'hypothesize,' 'predict,' 'diagnose,' etc. He further suggests including interactive assessment methods such as

observation of performance, oral interviews, and interactive computer systems to augment written analyses. Some of these, interviews and observation of performance, for example, are commonly applied when evaluating skills of doctoral trainees and ABPP diplomate candidates.

A process-oriented job analysis which addresses the fundamentals of psychology and applied knowledge, skills, and abilities in counseling psychology comprises a means by which one can better understand the construct of competency among counseling psychologists. This understanding can aid in determining not only minimal competencies but also help establish "higher order" competencies for professional development. More specifically, in line with the theoretical and publicized foundation of counseling psychology, competence should include the manner in which the therapist uses A, B, C, & D above to protect the client's welfare (Loveland, 1985) and help a client develop from a life-span/developmental perspective (Masterpasqua, 1989).

The authors of the Counseling Psychology Task Inventory (CPTI; Fitzgerald & Osipow, 1986) constructed the instrument to better define the activities in which counseling psychologists engage and values attributed to these activities. They adhered to a process of task analysis to build the test, as outlined in the "Uniform Guidelines for Employee Selection Procedures" (Equal Employment Opportunity

Commission 1978) and used Subject Matter Experts (SMEs) to define the range of tasks which collectively encompass the professional domain of counseling psychologists' activities. The resulting 64 items (tasks) provide one operationalization of the parameters of professional competence (Schoon, 1985) and reflect how one applies knowledge, skills and abilities proposed in Loveland's (1985) model of the practice of psychology. The CPTI (see Appendix E) assesses the degree of importance of tasks one engages in (defined as "consequence of error" in performing tasks), thereby identifying tasks which collectively serve to at least in part protect the public's welfare. Use of the CPTI also provides feedback to professionals regarding "higher order" tasks -- those which contribute to the learning and motivation of persons already practicing (Schoon, 1985).

It has been pointed out that psychologists are primarily responsible for managing their own levels of competency after meeting minimal requirements of the profession and their state. One can presume that the individual counseling psychologist will reflect his/her beliefs about what comprises a competent practitioner (himself/herself) at least in part by engaging in and valuing certain tasks more than others. All practitioners bring to the counseling process various degrees of knowledge of fundamentals, applied skills and abilities in counseling

psychology. Presumably, these parameters reflect each practitioner's daily work preferences to varying degrees (e.g., work setting, client populations served, theoretical perspective, work activities, etc.). Therefore, persons deemed as eminent practicing counseling psychologists may differ from rank and file practicing counseling psychologists in how they conduct their daily work and what values they place among tasks in which counseling psychologists regularly engage.

Loveland's (1985) model of the practice of psychology can be applied to three competency designations used in this study: Rank and File, Exemplary practitioners as chosen by peers, and ABPP diplomates. It is assumed that persons from all three groups enter the profession possessing the necessary fundamentals of psychology and the specialty by virtue of successfully completing a doctoral level training program and licensure examination. Obviously, practitioners in counseling psychology represent varying degrees of knowledge, skills, and abilities. ABPP diplomates have demonstrated and have been publicly recognized for their esteemed competence beyond entry level requirements, as compared to Rank and File. Perhaps these eminent psychologists have different ideas about the criteria which constitute competence. Also, it is presumed that those recognized as Exemplary by their peers may reflect

differences. Such differences can be determined via instruments like the CPTI.

Summary

The counseling psychology literature is replete with references to the identity confusion and efforts to understand this confusion. Counseling psychology has expanded from circumscribed boundaries with vocational counseling as its hub to an ever expanding and diffuse sense of direction. While some note the similarities between counseling psychology and other disciplines, others emphasize the field's unique offerings. Recent research indicates that the early focus of vocational counseling is decreasing and longer term psychotherapy is increasing among practicing counseling psychologists. Further, other disciplines are discovering the short-term focus and life span emphases counseling psychology has promoted for years.

Amidst the identity confusion, counseling psychologists define themselves from two vantage points. First, they describe work environments, roles and functions, and populations served. Second, they illustrate differences between counseling psychology and clinical psychology primarily as a means to separate from the more dominant public and intraprofessional perception of psychologists.

Because counseling psychologists are migrating away from colleges and universities into the public sector, (Fitzgerald & Osipow, 1986; Watkins, 1986), it follows that

a more varied client population is helping reshape the identity and direction of the discipline. This "defining" role has been traditionally managed by persons in higher education, but counseling psychologists have now entered the free enterprize market where competition and the needs of consumers are instrumental in affecting the professional's direction. Thus it follows that shifts in approaches to professional development, training, and continuing education may emanate less from the administrative and/or educational influences of higher education and more from the needs and expectations of consumers of psychological services. These needs and expectations are presumably represented by the tasks in which practicing counseling psychologists engage.

Prior research efforts have not specifically identified the activities, values, and traits of practitioners only. In this study only practicing (applied) counseling psychologists will be used, for the following reasons. First, counseling psychology is an applied field, and knowledge from practitioners should provide the most relevant results. Second, recent studies (Fitzgerald & Osipow, 1986; Watkins, 1987) suggest a lack of traditional university and college teaching positions (therefore, a decrease in the number of jobs available in this setting) and a concomitant increase in numbers of counseling psychologists employed in applied settings (e.g., private practice, mental health centers, hospitals, etc.).

Competence in the practice of counseling psychology can be understood as an evolving construct which requires continuing research to define and refine its boundaries -- its nomological network (Peterson & Bry, 1980). Loveland (1985) proposes a model of practice in psychology (see Figure 1, p. 24) that contributes to understanding of the differences among psychologists. Feedback via a process job analysis (e.g., the CPTI) from psychologists representing three levels of competence is one means of obtaining a clearer picture of how those deemed as eminent view differently practice within counseling psychology, as compared to the Rank and File. This information is regarded as valuable; that is, it will help further define the construct of competence within counseling psychology and contribute to counseling psychologists understanding of their professional identity.

Statement of the Problem

Counseling psychologists continue to struggle with defining their roles in the face of shifting professional expectations. They are required to provide an expanding array of services to an expanding population of consumers. Consequently, there is a continuing need to define and refine roles and functions in a more molecular fashion, taking into account levels of competence, variously defined.

Traditionally, minimal competence has been defined by the completion of a doctoral degree and the licensure

process and excellence in practice through achieving the ABPP diploma. Because there are limitations in the process used to grant ABPP status, those individuals so identified may not represent well the exemplary counseling psychologist. Consequently, a more practice-oriented and peer-based procedure might be valuable. Identification of such a group should facilitate obtaining knowledge about the perceptions of those who represent the best practitioners counseling psychology has to offer. Additionally, it is the responsibility of counseling psychologists to be aware of and be able to report to the public that which represents competent practice -- a means of informing the public of services offered and protecting the public's welfare. There is a need to establish additional methodologies which further define the construct of competence, methodologies which extend definitions of competence beyond the self-nominated ABPP diplomate and the "ideal vs. real" perceptions (Goldschmitt, et al., 1981).

Fitzgerald and Osipow (1986) have developed an instrument which allows study of counseling psychology activities. This permits an evaluation of the degree to which practitioners emphasize and value common activities. A study of the tasks applied counseling psychologists use becomes a statement of their perception of the parameters of competence. Perhaps activities are differentially applied or valued as a function of degree of competence.

Using current counseling psychologists to nominate those who provide "best practice" offers one method of determining excellence, one which is consistent with Loveland's (1985) model of practice and the need to provide profession-wide feedback (Ilgen, Fisher, & Taylor, 1979). By comparing perceptions of eminent practicing counseling psychologists to Rank and File practitioners, we can provide a more comprehensive determination of the applied "state of the discipline" and possible future directions. After identifying members of the two groups representing eminent counseling psychologists and members of the Rank and File, a job analysis questionnaire (the CPTI) will be used to address the following questions.

Research Questions

Questions will focus on examination of role-related differences among practicing counseling psychologists as a function of membership in groups with different levels of perceived competence. That is, do differences exist among those with designations of ABPP diplomate status, Exemplary (peer-chosen) status, and Rank and File status? More specifically:

1. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of counseling, i.e., do they evaluate differently the importance of counseling, professional identity with

counseling, and relative amount of time spent in counseling?

2. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of research, i.e., do they evaluate differently the importance of research, professional identity with research, and relative amount of time spent in research?
3. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of supervision and training, i.e., do they evaluate differently the importance of supervision and training, professional identity with supervision and training, and relative amount of time spent in supervision and training?
4. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of teaching and training, i.e., do they evaluate differently the importance of teaching and training, professional identity of teaching and training, and relative amount of time spent in teaching and training?
5. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of administration, i.e., do they evaluate differently the importance of administration, professional identity

of administration, and relative amount of time spent in administration?

6. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of consultation, i.e., do they evaluate differently the importance of consultation, professional identity of consultation, and relative amount of time spent in consultation?
7. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of writing and editing, i.e., do they evaluate differently the importance of writing and editing, professional identity of writing and editing, and relative amount of time spent in writing and editing?
8. Are there differences in the way the three groups of practicing counseling psychologists perceive the role of professional development, i.e., do they evaluate differently the importance of professional development, professional identity of professional development, and relative amount of time spent in professional development?

CHAPTER 2

Method

Subjects and Procedures

The design of this study required that three groups be established. The first group consisted of "Exemplary" nominees solicited from counseling psychologists who were members of Division 17 (Counseling Psychology) of the American Psychological Association (APA). The second group included randomly selected persons from Division 17 of the APA (the "Rank & File" group.) The third group consisted of persons who were active (not retired) American Board of Professional Psychology (ABPP) diplomates in counseling psychology. Introductory letters were mailed to each potential subject introducing them to the study and alerting them to a phone call within the next 10-14 days to solicit their participation (see Appendix B). Those who agreed to participate were mailed the CPTI along with a cover letter (see Appendices C & E). Those who were not contacted (after a minimum of three attempts) were mailed the CPTI and a separate cover letter (see Appendix D). All returned data were examined to ensure that each person was involved for some portion of their time in providing counseling or psychotherapy services. Those who were not currently providing services were excluded from the study.

Group Selection Procedures

Exemplary Group. An initial list of 250 names was selected randomly from Division 17 (Counseling Psychology)

of the American Psychological Association. These participants were mailed a questionnaire which asked them to identify and nominate the best (exemplary) currently practicing counseling psychologist they knew (see Appendix A). Fifty-two nominations were received. In order to increase the number of nominations, a second and separate random list of 250 names was then selected from Division 17 and requests for nominations were mailed. The second mailing produced fifty-four responses, bringing the total number of peer nominated Exemplary counseling psychologists to 106 persons. Of these, four persons were nominated twice, leaving the adjusted total at one hundred and two (20% of the original 500 requests). Sixty-eight of the 102 were contacted by phone and twenty-nine could not be reached after at least three attempts. Of the 68 contacted, 57 agreed to participate and 11 declined. The CPTI was then mailed to the 57 who agreed to participate and the 34 who were not contacted. Forty-five of the 57 persons who verbally agreed to participate (79%) and 14 of the 34 who were not contacted (41%) returned the instrument. Four were incomplete and unusable. Three respondents stated they were currently doing no counseling and were subsequently discarded. This left a final adjusted number of 52 persons in the Exemplary group (51% of the original sample).

Rank & File Group. A second list of 200 names of counseling psychologists was chosen randomly from the APA

Division 17 membership to represent a "Rank and File" group (APA, 1990). Two participants were discarded because they had been nominated for and included in the Exemplary group. Of the remaining 198, 107 were contacted by phone; 91 could not be reached after at least three attempts. Seventy-seven (72%) of those contacted agreed to participate and 30 (28%) declined. The 77 who agreed to participate and the 91 persons not contacted by phone were then mailed the CPTI. Forty-eight (62%) of the 77 phone contacts and 46 (51%) of the non-contacted group returned the instrument, leaving a preliminary number of 94 to be considered. Seven of the returned instruments were incomplete and 6 persons stated they were not involved in counseling at that time; hence, these were not included in the study. Finally, 4 persons who returned the instruments were also members of the ABPP group. Because these persons had already attained the diplomate distinction, they were moved to the ABPP group. This left the final adjusted Rank & File number of respondents at seventy-seven (39% of the original subject pool).

ABPP Group. Finally, the population of active counseling psychologists with ABPP status (those who were not retired) constituted the third group. Of the 211 persons listed in the Directory of Diplomates: American Board of Professional Psychology, 1990-1991 as current ABPP diplomates in Counseling Psychology, 100 were listed as

"retired." The remaining 111 counseling psychology diplomates were included in this study. Seventy-one were contacted by phone and 64 (90%) agreed to participate. Forty could not be contacted after at least three attempts. Fifty-one persons contacted by phone (80%) and 10 persons from the group of 40 who were not contacted (25%) returned the instrument; none were incomplete. Four persons were added from the Rank & File group (see above). Of the 65 available ABPP responses, five persons were not providing counseling or psychotherapy services, thus reducing the usable sample to sixty (54% of the original sample).

Seven persons nominated as Exemplary who had returned completed instruments were also ABPP diplomates. Because these individuals met the necessary criterion for inclusion in the Exemplary group (i.e., nomination by another counseling psychologist) they were retained in that group. All test groups remained independent and group assignments were monitored to prevent overlap. This format established three independent groups for studying the differences among those deemed eminent through some process (i.e., peer-nominated Exemplary and ABPP diplomates) and Rank and File.

Demographic Data

Presentation of descriptive demographic data are noted in the following nine tables. Results are shown from 189 persons across the United States and Canada. Seventy-seven persons (41%) were included in the Rank and File group,

fifty-two persons (27%) were included in the Exemplary group, and sixty (32%) in the ABPP group.

According to data from Table 1, each of the three groups and the total number of men and women participants closely reflect the percentages of gender representation in Division 17 of the APA. Division 17 is comprised of 70% men and 30% women (APA, 1990). The ABPP group's gender representation, although somewhat disparate from the Exemplary and Rank & File groups, was representative of the percentages of men and women diplomates -- 78 percent men and 22 percent women (ABPP, 1990).

Table 1

Number and Percentages of Gender Representation by Group

	Rank & File	Exemplary	ABPP	Total
<u>Gender</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
Male	55(71)	34(65)	48(80)	137(72)
Female	22(29)	18(35)	12(20)	52(28)

Table 2 delineates age ranges in 10-year increments of all respondents by group. Only 11 percent of all respondents are below forty years of age. An earlier study using the CPTI with a national random sample secured a breakdown of 27 percent respondents below age 40 and 73 percent older than forty (Fitzgerald & Osipow, 1986). Perhaps the field is "graying" like the rest of the American population. There were no respondents in the ABPP group

under the age of forty. It is reasonable to expect underrepresentation of younger counseling psychologists in the ABPP group; one must demonstrate evidence a minimum of five years of post-doctoral clinical practice before making application for consideration for ABPP status. The mean age across groups was 50.4 years ($SD=9.1$), which was the same mean age obtained in the earlier Fitzgerald & Osipow (1986) study. Mean ages for the three groups were: Rank & File -- 49.7 ($SD=9.5$); Exemplary -- 47.8 ($SD=8.2$); and ABPP -- 53.1 ($SD=8.4$).

Table 2

Number and Percentages of Age Ranges by Group

	Rank & File	Exemplary	ABPP	Total
Age Range	N(%)	N(%)	N(%)	N(%)
30-39	11(14)	10(19)	0	21(11)
40-49	34(44)	24(46)	27(45)	85(45)
50-59	20(26)	13(25)	15(25)	48(25)
60-69	10(13)	5(10)	16(27)	31(16)
70-79	2(3)	0	1(2)	3(2)

Table 3 shows percentages of race representation by group. The data reveal heavy domination of caucasian Americans in counseling psychology (95%) and the underrepresentation of African-Americans and Hispanic-Americans. These data are similar to those collected in the 1986 Fitzgerald & Osipow study (96% Caucasian, 2% African-American, and 1% Hispanic American).

Table 3

Number and Percentages of Race Representation by Group

	Rank & File	Exemplary	ABPP	Total
<u>Race</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
Caucasian	72(94)	49(94)	57(95)	178(95)
African American	2(3)	2(4)	0(0)	4(2)
Hispanic-American	3(4)	1(2)	1(2)	5(3)
Other	0	0	1(2)	1(1)

Table 4 shows the percentages of doctoral degrees by specialization by group. The higher percentages of persons with their doctoral specialization in counseling psychology is apparent, particularly within the Exemplary and ABPP groups. The Rank & File group includes a substantial number of persons with a Counselor Education doctorate.

Table 4

Number and Percentages of Doctoral Degree Categories by Group

	Rank & File	Exemplary	ABPP	Total
<u>Degree</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
Counseling Psych.	44(57)	41(79)	46(77)	131(69)
Counselor Education	18(23)	3(6)	9(15)	30(16)
Clinical Psych.	6(8)	3(6)	1(2)	10(5)
Psychology (Other)	5(6)	2(4)	2(3)	9(5)
Outside Psychology	4(5)	3(6)	1(2)	8(4)

Respondents were asked to indicate if they graduated from an APA accredited program. Data in Table 5 signify that a substantial number of persons graduated from non-APA approved doctoral programs. This is not unexpected, however, because a majority of the respondents are "older" and the number of APA approved programs was small initially and has steadily increased in recent years.

Table 5

Graduation Rates From APA/Non-APA Approved Program by Group

	Rank & File	Exemplary	ABPP	Total
<u>Affiliation</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
APA Approved	35(45)	34(65)	32(53)	101(53)
Non-APA Approved	42(55)	18(35)	27(45)	87(46)

Table 6 reflects the primary current employment settings for respondents by group. These data support assertions from prior research that private practice has become an increasing employment setting for counseling psychologists (Fitzgerald & Osipow, 1986; Watkins, 1988; Zook & Walton, 1989). Several respondents identified more than one work setting (e.g., academic and private practice). The primary setting was chosen in each of these cases by referring to the person's reported highest percentage of task emphasis (i.e., counseling, research, teaching and training, etc.).

One quarter of both Exemplary and ABPP respondents reported not belonging to Division 17 of the APA (see Table 7). This is worth noting, particularly for ABPP diplomates, because APA membership is a requirement for application for the ABPP examination. One can presume from these data that eminent status as presently defined (Exemplary or ABPP group membership) is not strongly tied to Division 17 APA membership. The percentage of Rank & File APA members would be high because persons in this group were chosen from the

Table 6

Current Primary Employment Setting by Group

	Rank & File	Exemplary	ABPP	Total
<u>Prof. Setting</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
Academic/APA	9(12)	11(21)	10(17)	30(16)
Acad/non-APA	14(18)	4(8)	3(5)	21(11)
Counseling Center	14(18)	13(25)	8(13)	35(19)
VA Hospital	3(4)	2(4)	6(10)	11(6)
Government	0	0	2(3)	2(1)
Community M.H.Ctr.	0	0	3(5)	3(2)
Private Practice	27(35)	16(31)	21(35)	64(34)
Consultation	2(3)	2(4)	2(3)	6(3)
Other	8(10)	4(8)	4(7)	16(8)

1990 APA Membership Register (APA, 1990). Perhaps the three persons who stated they were not current members had not updated their membership this past year. As noted, one Masters level person was nominated as an Exemplary counseling psychologist and this person is an Associate member of Division 17.

Table 7

APA Affiliation by Group

	Rank & File	Exemplary	ABPP	Total
<u>Affiliation</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
Associate	0	1(2)	0	1(.5)
Member	71(92)	27(52)	37(62)	135(71)
Fellow	3(4)	11(21)	7(12)	21(11)
Non-Member	3(4)	13(25)	15(25)	31(16)

The number of years of post-doctoral experience was requested of each respondent. The results located in Table 8 outline relatively equal percentages of experience in years across groups. One exception, the small percentage of ABPP's with less experience, is expected. Again, this is based on the understanding that a person must have at least five years of counseling experience before applying for the diplomate.

Table 8
Years of Post-Doctoral Experience by Group

	Rank & File	Exemplary	ABPP	Total
<u>Years</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>	<u>N(%)</u>
1-5	9(12)	4(8)	1(2)	14(8)
6-10	14(18)	9(18)	1(2)	24(13)
11-15	19(25)	10(20)	14(24)	43(23)
16-20	11(14)	11(22)	17(29)	39(21)
21-25	11(14)	10(20)	12(20)	33(18)
26-30	6(8)	5(10)	8(14)	19(10)
31-35	4(5)	1(2)	5(8)	10(5)
36-40	2(3)	1(2)	1(2)	4(2)

Instruments

Development of Questionnaires

Implementation of this study required the development of the Peer Nomination Questionnaire to solicit nominations in Phase one. Following this, the revised Counseling Psychology Task Inventory (CPTI; Fitzgerald & Osipow, 1986) was used in Phase two.

Peer Nomination Questionnaire. The Peer Nomination Questionnaire (see Appendix A) was designed to secure nominations of Exemplary practicing counseling psychologists from counseling psychologists who were familiar with them and their work. Each nominator's personal judgment about what constituted "exemplary" was central. The reasoning used to choose someone who exemplified the "best" counseling

psychologist rested with the subjective and personal opinions of the nominating psychologists. Peterson and Bry (1980) found that professional responsibility, interpersonal warmth, intelligence, and experience were factors which constituted perceived competence in professional psychology. These parameters were used as guidelines for those making recommendations and were intended only to encourage the subject to explore their reasoning for their nomination.

The participants in Phase 1 were asked to first consider who came to mind as representing the best practicing counseling psychologist they knew. Second, they were asked to consider what characteristics led him/her to this decision (in addition to the suggested guidelines). Sixteen persons cited personal qualities as their primary criteria for nominating persons. Other salient reasons included: embodiment of the Scientist/Practitioner model (11); exemplary sense of professional and ethical responsibility (11); familiarity with the nominee's work as a practitioner (13); active in professional organizations; and commitment to the profession of counseling psychology. Third, the participants were asked to report the means of contact by which their opinions were formed (e.g., collegial contact). The primary affiliation with nominees was as a colleague (37). Other affiliations included: former student (11); working together within professional organizations or workshops (9); serving as a supervisor or mentor to the

nominee (5); and knowing the nominee as a fellow student (3). The number of responses totaled more than the nominees because several nominators offered more than one means of contact.

Counseling Psychology Task Inventory. The samples of Exemplary practicing counseling psychologists collected from Phase 1 participants, Rank and File participants chosen randomly from Division 17 members, and ABPP diplomates in counseling psychology were included in Phase 2. Each participant (those who agreed to participate by phone or those not contacted by phone) was mailed the CPTI (see Appendix E), which was designed to address the proposed questions in this study. This questionnaire included three parts:

1. a cover letter which explained the purpose of the study and the questionnaire;
2. a set of job analysis items covering eight general work areas for counseling psychologists;
3. a set of demographic items to determine identifying characteristics of the groups and to provide descriptive statistics of group membership (see Appendices C, D, & E).

The items included in the first seven scales of the CPTI were derived by Fitzgerald & Osipow (1986) through a five step process designed to identify work behaviors of counseling psychologists in the United States. The authors

followed an exhaustive task definition process according to the "Uniform Guidelines for Employee Selection Procedures" (Equal Employment Opportunity Commission 1978) and eventually compiled a list of work behaviors (Fitzgerald & Osipow, 1986).

Background material on the field of counseling psychology was used to generate a list of tasks and work behaviors. These work behaviors were then categorized into three major domains: counseling, research, and teaching and training. Review of the tasks led to four additional categories relevant to the daily work practices of counseling psychologists. These four additional categories were: supervision, administration, consultation, and writing and editing. Once the specific behaviors were grouped in their respective domains, each list of behaviors was submitted to five counseling psychologists deemed as experts in that domain. These "Subject Matter Experts" (SMEs) refined the items within their respective domains and added items they considered relevant to that domain. The final lists of work behaviors were then adapted and linguistically refined by the original authors for inclusion within the final instrument. This process resulted in sixty-four work behaviors divided among seven work domains.

Because the CPTI does not address the area of professional development or importance of "networking" with colleagues or others and that data from such a category can

be considered a component of professional competence (J. R. Lounsbury, personal communication, February 18, 1991), an eighth factor called "professional development" was added. Items were derived by rational means and reviewed by three licensed counseling psychologists, including a current ABPP diplomate in counseling psychology. These items were revised, new items were suggested by this panel, and all were then grammatically adjusted to fit the structure of the CPTI. These items constituted an eighth scale called Professional Development.

This CPTI was chosen for use in this study for the following reasons. First, it was designed specifically for use with counseling psychologists and was constructed following an thorough literature review and formal task analysis procedures. Second, as suggested by Schoon (1985), the instrument employs process language to identify tasks. Process verbs such as "conduct," "select, administer, or interpret," "advise," "direct," etc. are employed to address the interactive nature of the tasks. Third, it is of reasonable length. An instrument consisting of more detailed and numerous items would require more time of each respondent, likely resulting in a lower response rate (cf., Rosenfeld, Shimberg, & Thornton, 1983). Fourth, results of the Fitzgerald and Osipow (1986) study are widely quoted in recent counseling psychology literature, and results of a subsequent study can be compared to earlier results to

ascertain changes, if any, in counseling psychology's professional direction.

According to the instrument's first author, reliability data were not collected as a part of the initial statistical analyses (L. F. Fitzgerald, personal communication, September 19, 1990). Domains of interest were created corresponding to the work practices of counseling psychologists. Items were then constructed using the major work domains (e.g., counseling, research, supervision, etc.) and scrutinized by SMEs. The breadth of reference within professional publications this instrument has enjoyed and its use in studies published in two major national psychology journals offers evidence of its viability.

A previous study using this instrument substantiates robust internal consistency. Poidevant, Loesch, and Wittmer (in press) found that the instrument reflected a high degree of internal consistency with Cronbach alpha coefficients among the seven scales ranging from .79 (Counseling) -- .93 (Consultation). Reliability data were also collected in the present study by obtaining alpha coefficients (Cronbach, 1951; Nunnally, 1978). Alpha coefficients reflected robust internal consistency ranging from .93 for Consultation and Writing & Editing to .98 for Teaching & Training.

Data Analysis

As noted earlier, the goal was to obtain 50 respondents within each of the three groups. The data from Phase 2 were analyzed in a three-step process. First, a test of internal consistency was conducted to ascertain additional reliability data for the instrument. Cronbach's alpha was used for this purpose (Cronbach, 1951; Nunnally, 1978; see above). Descriptive data, including means and standard deviations, are presented.

Second, because the instrument was divided into eight scales, each measured by three dependent variables (task importance, professional identity, and amount of time spent on a task), twenty-four analyses of variance (ANOVAs) were conducted to determine differences among the means of the three groups (Exemplary, ABPP diplomates, and Rank and File). Appropriate post hoc tests (Scheffe's test) followed significant ANOVA results. Additional post hoc oneway ANOVAs were conducted to determine the extent to which time in counseling influenced the dependent variables. Finally, additional post hoc analyses include a rank ordering of original ANOVA mean values for each dependent variable by group.

CHAPTER 3

Results

Descriptive data showing differences among a cross-section (Rank and File) of counseling psychologists and eminent (Exemplary and ABPP) counseling psychologists follow. First, frequencies of time spent in various work areas (e.g., counseling, research, etc.) are shown, followed by Means and Standard Deviations of the groups; finally, results of the analyses of variance used to address the research questions are reported.

Percentages of time respondents spent in the eight general work areas outlined within the Counseling Psychology Task Inventory (CPTI) are listed in Table 9. These areas included: counseling, research, supervision & training, teaching & training, administration, consultation, writing & editing, and professional development. This study was designed to focus primarily on those counseling psychologists deemed eminent by virtue of excellent counseling and practice skills, and to investigate differences between those so designated and Rank & File counseling psychologists. As a result, the counseling area is of particular interest. Percentages of time spent in counseling are consistent across groups and reflect the fact that counseling/psychotherapy activities are augmented by other job tasks for the majority of respondents. Counseling is clearly the primary job task for the respondents. About

Table 9
Frequencies of General Work Areas by Group

	Rank & File	Exemplary	ABPP	Total
Percent Time	N(%)	N(%)	N(%)	N(%)
Counseling				
1-19%	20(26)	12(23)	19(32)	51(27)
20-39%	18(23)	14(27)	7(12)	39(21)
40-59%	12(16)	8(15)	12(20)	32(17)
60-79%	17(22)	13(25)	16(27)	46(24)
80-100%	10(13)	5(10)	6(10)	21(11)
Research				
0	32(42)	17(33)	22(37)	71(38)
1-19%	36(47)	31(60)	35(58)	102(54)
20-39%	8(10)	4(8)	3(5)	15(8)
40-59%	1(1)	0	1(2)	2(1)
Supervision & Training				
0	11(14)	6(12)	8(13)	25(13)
1-19%	57(74)	34(65)	40(67)	131(69)
20-39%	9(12)	11(21)	11(18)	31(16)
40-59%	0	1(2)	0	1(.5)
60-79%	0	0	1(2)	1(.5)

Table 9 (continued)

	Rank & File	Exemplary	ABPP	Total
Percent Time	N(%)	N(%)	N(%)	N(%)
Teaching & Training				
0	20(26)	17(33)	18(30)	55(29)
1-19%	26(34)	24(46)	29(48)	79(42)
20-39%	18(23)	9(15)	11(18)	38(20)
40-59%	7(9)	2(4)	2(3)	11(6)
60-79%	3(6)	0	0	3(2)
80-100%	3(4)	0	0	3(2)
Administration				
0	29(38)	13(25)	19(32)	61(32)
1-19%	34(44)	20(38)	24(40)	78(41)
20-39%	6(8)	11(21)	9(15)	26(14)
40-59%	7(9)	7(13)	6(10)	20(11)
60-79%	0	1(2)	1(2)	2(1)
Consultation				
0	18(23)	12(23)	17(28)	47(25)
1-19%	51(66)	37(71)	38(63)	126(67)
20-39%	7(9)	2(4)	5(8)	14(7)
40-59%	1(1)	1(2)	0	2(1)

Table 9 (continued)

	Rank & File	Exemplary	ABPP	Total
Percent Time	N(%)	N(%)	N(%)	N(%)
Writing & Editing				
0	25(32)	15(29)	17(28)	57(30)
1-19%	44(57)	30(58)	38(63)	112(59)
20-39%	8(10)	7(13)	5(8)	20(11)
Professional Development				
0	7(13)	9(12)	11(18)	27(14)
1-5%	46(60)	26(50)	28(46)	100(53)
6-10%	19(25)	15(29)	14(23)	48(25)
15%	2(3)	4(8)	6(10)	12(6)
40%	1(1)	0	1(2)	2(1)

50% spend at least 40% of their time providing direct counseling services, including those in the Rank & File group, whose members were not specifically chosen with applied practice in mind. It was decided that only persons who were currently engaged in counseling activities at the time the instrument was completed be included in the data analyses. Thus, there is no zero percentage listed for counseling while there is for the other work areas.

Between one-half and three-fifths of the respondents reported spending between one and twenty percent of their time in research but very few spend more than this amount of time, less by Rank and File and more by Exemplary. Approximately two-thirds of all respondents spend from one to twenty percent of their time in supervision and training. Teaching and training continues to be a staple activity of counseling psychologists in that one-half to two-thirds of those in this study spend up to forty percent of their time in this activity. Similarly, engaging in administrative functions takes up to forty percent of time for at least one-half of those in each group. Consultation is a work area used less frequently by counseling psychologists. About 90% of the respondents reported spending less than 20% engaged in consultation activities. A substantial percentage of respondents across groups (55%-63%), however, spend up to one-fifth of their time in writing and editing activities. Consistency is also noted among the groups as

to how much time respondents spend in professional development activities.

Outlined in Table 10 are the Means and Standard Deviations for the three groups. Means for the eight work task areas of the Counseling Psychology Task Inventory (CPTI; e.g., Counseling) were computed over each of the three dependent variables (Task Importance, Amount of Time, and Professional Identity). Two points are worth noting. First, by referring to Appendix H which shows rank ordering of the Mean values reported in Table 10, one will note that a consistent pattern emerges across the three groups -- the highest ranking means belong to Supervision & Training, Counseling, and Professional Development. This indicates that these three work areas comprised the tasks deemed most important, most central in contributing to professional identity, and those in which the greatest amount of time is spent. Second, in all cases the mean values for amount of time spent in tasks were less than the task importance or professional identity associated with tasks.

Finally, the three means per task group noted in Table 10 were compared for differences across the three test groups via ANOVAs: Rank & File, Exemplary, & ABPP. Results are reported in Table 11. A high number of ANOVA comparisons necessitated the use of a more conservative .01 alpha level. Significant results were obtained for only one

Table 10

Means and Standard Deviations from Analysis of Variance:
Task and Scale by Group

<u>Task/Scale</u>	<u>Rank & File</u>	<u>Exemplary</u>	<u>ABPP</u>
Counseling			
<u>Task Importance</u>			
<u>M</u>	4.70	4.60	4.46
<u>SD</u>	1.22	1.28	1.25
<u>N</u>	77	52	60
<u>Professional Identity</u>			
<u>M</u>	4.35	4.45	4.37
<u>SD</u>	1.14	1.01	1.10
<u>N</u>	77	52	60
<u>Amount of Time</u>			
<u>M</u>	3.08	3.30	2.95
<u>SD</u>	.88	1.17	.87
<u>N</u>	77	52	60
Research			
<u>Task Importance</u>			
<u>M</u>	3.92	3.64	3.45
<u>SD</u>	1.74	1.87	1.83
<u>N</u>	77	52	60
<u>Professional Identity</u>			
<u>M</u>	3.60	3.81	3.45
<u>SD</u>	1.57	1.65	1.78
<u>N</u>	77	52	60
<u>Amount of Time</u>			
<u>M</u>	2.22	2.33	2.13
<u>SD</u>	1.26	1.24	1.21
<u>N</u>	77	52	60
Supervision & Training			
<u>Task Importance</u>			
<u>M</u>	4.96	5.21	5.22
<u>SD</u>	1.87	1.72	1.61
<u>N</u>	77	52	59
<u>Professional Identity</u>			
<u>M</u>	4.56	5.01	5.19
<u>SD</u>	1.67	1.59	1.66
<u>N</u>	77	52	59

<u>Task/Scale</u>	<u>Rank & File</u>	<u>Exemplary</u>	<u>ABPP</u>
<u>Amount of Time</u>			
<u>M</u>	3.09	3.56	3.58
<u>SD</u>	1.58	1.64	1.69
<u>N</u>	77	52	59
Teaching & Training			
<u>Task Importance</u>	3.82	3.83	3.54
<u>M</u>	1.84	1.66	1.82
<u>SD</u>	76	51	60
<u>N</u>			
<u>Professional Identity</u>			
<u>M</u>	3.50	3.81	3.34
<u>SD</u>	1.73	1.49	1.69
<u>N</u>	76	51	60
<u>Amount of Time</u>			
<u>M</u>	2.69	2.59	2.21
<u>SD</u>	1.50	1.46	1.31
<u>N</u>	76	51	60
Administration			
<u>Task Importance</u>			
<u>M</u>	3.77	3.92	3.98
<u>SD</u>	1.88	2.07	2.25
<u>N</u>	76	52	59
<u>Professional Identity</u>			
<u>M</u>	3.16	3.49	3.46
<u>SD</u>	1.66	1.79	1.92
<u>N</u>	76	52	59
<u>Amount of Time</u>			
<u>M</u>	2.32	2.74	2.75
<u>SD</u>	1.45	1.69	1.75
<u>N</u>	76	52	59
Consultation			
<u>Task Importance</u>			
<u>M</u>	4.03	3.83	3.87
<u>SD</u>	1.65	1.69	1.75
<u>N</u>	77	52	60
<u>Professional Identity</u>			
<u>M</u>	3.77	3.69	3.62
<u>SD</u>	1.53	1.67	1.51
<u>N</u>	77	52	60

<u>Task/Scale</u>	<u>Rank & File</u>	<u>Exemplary</u>	<u>ABPP</u>
<u>Amount of Time</u>			
<u>M</u>	2.49	2.60	3.32
<u>SD</u>	1.26	1.37	1.06
<u>N</u>	77	52	60
Writing & Editing			
<u>Task Importance</u>			
<u>M</u>	3.88	3.97	3.53
<u>SD</u>	2.02	1.85	1.82
<u>N</u>	77	50	60
<u>Professional Identity</u>			
<u>M</u>	3.62	4.04	3.46
<u>SD</u>	1.83	1.71	1.75
<u>N</u>	77	50	60
<u>Amount of Time</u>			
<u>M</u>	2.05	2.59	2.28
<u>SD</u>	1.17	1.48	1.28
<u>N</u>	77	50	59
Professional Development			
<u>Task Importance</u>			
<u>M</u>	4.28	4.52	4.21
<u>SD</u>	1.56	1.32	1.53
<u>N</u>	77	52	60
<u>Professional Identity</u>			
<u>M</u>	4.21	4.67	4.35
<u>SD</u>	1.61	1.24	1.47
<u>N</u>	77	52	60
<u>Amount of Time</u>			
<u>M</u>	2.58	3.13	3.07
<u>SD</u>	1.12	1.18	1.28
<u>N</u>	77	52	60

Table 11
Oneway Analyses of Variance Results
Job Task/Scale by Group

	Df	MS	F	p
Counseling				
<u>Task Importance</u>				
Between Groups	2	.96	.62	.54
Within Groups	186	1.55		
<u>Professional Identity</u>				
Between Groups	2	.16	.13	.87
Within Groups	186	1.20		
<u>Amount of Time</u>				
Between Groups	2	1.72	1.85	.16
Within Groups	186	.93		
Research				
<u>Task Importance</u>				
Between Groups	2	3.98	1.22	.30
Within Groups	186	3.26		
<u>Professional Identity</u>				
Between Groups	2	1.74	.63	.53
Within Groups	186	2.76		
<u>Amount of Time</u>				
Between Groups	2	.55	.36	.70
Within Groups	186	1.53		
Supervision & Training				
<u>Task Importance</u>				
Between Groups	2	1.52	.50	.61
Within Groups	185	3.06		
<u>Professional Identity</u>				
Between Groups	2	7.18	2.66	.07
Within Groups	185	2.70		
<u>Amount of Time</u>				
Between Groups	2	5.25	1.97	.14
Within Groups	185	2.66		
Teaching & Training				
<u>Task Importance</u>				
Between Groups	2	1.60	.50	.61
Within Groups	184	3.19		

Table 11 (continued)

	Df	MS	F	p
<u>Professional Identity</u>				
Between Groups	2	3.11	1.13	.32
Within Groups	184	2.74		
<u>Amount of Time</u>				
Between Groups	2	3.94	1.92	.15
Within Groups	184	2.05		
Administration				
<u>Task Importance</u>				
Between Groups	2	.83	.20	.82
Within Groups	184	4.22		
<u>Professional Identity</u>				
Between Groups	2	2.24	.70	.50
Within Groups	184	3.17		
<u>Amount of Time</u>				
Between Groups	2	4.00	1.53	.22
Within Groups	184	2.62		
Consultation				
<u>Task Importance</u>				
Between Groups	2	.80	.28	.76
Within Groups	186	2.87		
<u>Professional Identity</u>				
Between Groups	2	.42	.17	.84
Within Groups	186	2.45		
<u>Amount of Time</u>				
Between Groups	2	1.20	.79	.45
Within Groups	186	1.51		
Writing & Editing				
<u>Task Importance</u>				
Between Groups	2	3.22	.88	.42
Within Groups	184	3.66		
<u>Professional Identity</u>				
Between Groups	2	4.74	1.51	.22
Within Groups	184	3.15		
<u>Amount of Time</u>				
Between Groups	2	4.38	2.61	.08
Within Groups	183	1.68		

Table 11 (continued)

	Df	MS	F	p
Professional Development				
<u>Task Importance</u>				
Between Groups	2	1.48	.67	.51
Within Groups	186	2.21		
<u>Professional Identity</u>				
Between Groups	2	3.30	1.53	.22
Within Groups	186	2.17		
<u>Amount of Time</u>				
Between Groups	2	6.37	4.49	.01
Within Groups	186	1.42		

Note: Within groups degrees of freedom vary because of the decision to include only data from respondents who answered at least half of the items within each scale.

analysis -- the Amount of Time spent in Professional Development. The subsequent Scheffe post hoc test indicated a significant mean difference between the Exemplary and Rank & File groups ($p < .05$). Significant differences were not present between the remaining comparisons: Rank & File and ABPP or Exemplary and ABPP.

CHAPTER 4

Discussion

This study was designed to investigate the relationship between competence and role definition for counseling psychologists by examining differences among two groups of eminent (Exemplary and ABPP) practicing counseling psychologists and a generic group of counseling psychologists (Rank & File group). The two eminent groups were: (1) a peer nominated group chosen by members of Division 17 of the APA, and (2) current ABPP diplomates in counseling psychology. The Rank & File group consisted of randomly selected members of Division 17 of the APA. A job task analysis instrument was administered to each group to assess task importance, professional identity, and amount of time spent on tasks. The study focused on practitioners (i.e., those providing direct counseling or psychotherapy services) in an effort to better understand the job identity and practices of direct service providers, and particularly whether these attributes differ across levels of competence.

Results of this study are useful to various constituencies within counseling psychology. First, information clarifies job roles and professional identity for practitioners across levels of competence, as operationalized. Second, feedback regarding the emphases on job tasks now being applied is available to trainers and students; consequently they are better informed about practice within the specialty. Job analysis data are also

available to others to use for comparison with different populations (e.g., counseling vs. clinical psychologists). These results can be compared to results from data collected some years ago by Fitzgerald & Osipow (1986) to determine changes in the field. Finally, these results can be used as a source for informing the public about the activities and roles of counseling psychologists.

Competence and Role Definition

Competence has proven to be an elusive construct, in part because of its continuously evolving nature. Through the years competence has been examined in various contexts - by studying "real vs. ideal" perceptions (Goldschmitt, Tipton, & Wiggins, 1981), job roles (e.g., Super, 1955; Oetting, 1967; Delworth, 1977; Watkins, 1988), comparison to other psychological disciplines (e.g., Brigante, Haefner, & Woodson, 1962; Osipow, Cohen, Jenkins, & Dostal, 1979; Tipton, 1983; and Watkins, 1983), and personal attributes (Peterson & Bry, 1980). While some of these approaches do not specifically define competence, they all have implications for evaluating this construct.

Operational definitions of competence used by the profession reflect both "product" and "process" measures. Minimal competence for independent practice in counseling psychology is determined by mastery of certain tasks, defined by completion of a doctoral degree and successfully passing a national licensure examination. Training through

the use of objective measures "produces" a psychologist ready for entry into the profession. Specific criteria applied within the structure of education and licensure attainment are directed toward measuring minimal competence. After doctoral training, however, psychologists become responsible for their own professional skills development and for adequately representing the scope of their services to the public. Measurement of competency then becomes less objective and more intangible. Practicing counseling psychologists become independently accountable for their development, and the assessment of competence then requires different methods of measurement, which includes some process components. For example, the ABPP examination uses work samples and interview measures to identify eminent applied practitioners.

This study employed a novel basis (within the profession) for studying competence, nomination of exemplary performance based on perceived competence from one's peers. This is consistent with Loveland's call for multiple methods of measuring competence. In this manner a cross section of the specialty (Division 17 of the APA) was allowed to provide a definition of "exemplary" practice by nominating persons perceived as the "best" (most competent) applied practitioners within counseling psychology and describing criteria relevant to their choice.

Practitioners were nominated by their peers based on the nominator's personal contact and association with the nominee. This approach broadened the category of exemplary counseling psychologist (in terms of practice) to include more than those who deemed it sufficiently important to apply for the ABPP diploma. The manner in which these persons reflected competence was then studied using the Counseling Psychology Task Inventory (CPTI; see Appendix E). The research questions addressed the extent to which three groups, assigned according to operational definitions of competence, were different across eight major work areas in Task Importance, Professional Identity, and Amount of Time spent on tasks. The eight work areas were: Counseling, Research, Supervision & Training, Teaching & Training, Administration, Consultation, Writing & Editing, and Professional Development. This method provides a mechanism to assess the knowledge, skills, and abilities emphasized by the practitioner (area 'B' of Loveland's model; see page 24) via a novel peer-nomination procedure as well as a more common job analysis questionnaire.

Results of analyses of variance indicate one statistically significant difference among the three groups, the amount of time spent in Professional Development ($p < .01$). Post-hoc analysis shows that the Exemplary group was higher than the Rank & File group ($p < .05$); there were no differences between the Exemplary and ABPP groups nor

between the ABPP and Rank & File Groups. Those deemed exemplary in their work by peers spend a greater amount of time seeking to improve their skills by engaging in consultation with other psychologists, attending professional meetings and workshops, advancing the interests of psychologists through involvement with professional organizations, and serving on editorial boards, relative to Rank & File counseling psychologists. Based on these analyses counseling psychologists across three levels of competence reflect similar work roles and views of professional identity across areas of practice and other job tasks (e.g., research, consultation, supervision and training, etc.).

Results allow two additional general conclusions. First, the mean difference analyses reflect only one difference among the groups. Competence, as defined here, may be unrelated to the work areas and scales defined by the CPTI, with the one exception (Amount of Time in Professional Development). If so, then perceptions of job roles and professional identity are cohesive and consistent across counseling psychology. That is, counseling psychologists of differing levels of competence evaluate equally the importance of tasks they do, professional identity attached to these tasks, and amount of time spent on them. Apparently, eminent psychologists, including ABPP diplomates, exemplify work characteristics much like other

practitioners in the field. Perhaps the minimal criteria attained through doctoral training and licensing are sufficiently high so as to preclude differentiation among groups varying in competency, as competency is operationalized in this study.

Of course, differences may exist across groups and the methodology and/or instrument be insufficient to identify such differences -- the second general conclusion. We know, for example, that ABPP's are highly motivated to attain a level of demonstrated competence by virtue of their successfully completing the evaluation process. Also, persons who nominated the Exemplary counseling psychologists in this study had in mind persons who were more competent than other practitioners -- for reasons they articulated. Thus conceptions of eminent counseling psychologists do exist. Perhaps a job analysis instrument which addresses the jobs people do and their allegiances to tasks is not sensitive or broadly based enough to detect differences. Identification of what persons across various levels of competence emphasize may not sufficiently address how they do their work. For example, process variables such as personal expressions of warmth or empathy are not tapped by the CPTI. Also, perhaps the method of selection reduces a measurable effect across groups. That is, any person who reported practicing counseling directly was included in the analyses. Perhaps the practices and beliefs of counseling

psychologists who provide direct services a greater percentage of their time should be assessed. Data from this study allowed such a post-hoc analysis.

To determine the extent to which the three competency groups differed from each other as a function of Amount of Time spent in Counseling, each group was divided by quartiles (Lowest, Moderate, High, Highest) depending upon the percent of time reported in counseling, and oneway analyses of variance (ANOVAs) were conducted. There were significant differences in 21 of the 24 ANOVAs ($p < .01$; see Appendix F). These findings suggest that as the amount of time spent in Counseling increases one's conceptions of the importance of other tasks, contributions other tasks make to professional identity, and amount of time devoted to them shift significantly. Post-hoc analyses (Scheffe's test) were conducted to specify differences among the four groups (see Appendix G, which shows asterisks to identify significant contrasts). Except for the Task Importance and Professional Identity values in Counseling and Task Importance in Consultation, the highest group ($\geq 75\%$ time spent in Counseling activities) differed significantly from the lowest ($< 25\%$ time spent in Counseling activities) ($p < .05$). There were differences between the Moderate and Lowest groups as well, most often on Amount of Time spent on tasks across the various work areas. The High and

Highest groups did not differ on any of the comparisons; however, the Lowest and Moderate groups did differ in eight comparisons. In all significant comparisons the mean values of the four groups were inversely related to the percent of time spent in Counseling. That is, the "Lowest" group had the highest mean values and the "Highest" group had the lowest mean values. Interestingly, none of the four groups differed significantly in their perspectives of the task importance or professional identity associated with Counseling. This suggests that while the structure of one's view of the profession and tasks differ as amount of time in Counseling changes, the importance of Counseling tasks and their contribution to professional identity do not change significantly. These results parallel the results of Birk & Brooks (1986). They reported higher values for research and training issues for academicians. On the other hand, direct service providers valued counseling tasks over such. Results of this study indicate that persons who do more counseling value counseling tasks over research and training.

Because these data suggest that the amount of time in Counseling may alter one's views of professional tasks or amount of time spent in other tasks, an analysis of covariance (ANCOVA) was conducted on the original data set. This analysis partialled out the percentage of time spent in Counseling in order to see if the three groups would then

differ significantly from each other. Results indicated no significant differences among groups except the Amount of Time Spent in Professional Development (same results in the original ANOVA analysis).

When counseling psychologists were grouped by levels of competency only one difference emerged (also true when percentage of time spent in Counseling was controlled for). However, several differences resulted from a grouping by time spent in Counseling. Perhaps analysis of the original data another way, ordering of means, might provide additional insight.

The rank ordering of group means is shown in Appendix H. The mean values of the eight general work areas were rank ordered by groups to see, in general, how the areas were ranked within the scales (Task Importance, Professional Identity, & Amount of Time) and how they compared across groups. Each of the three groups ranked Supervision & Training highest on all three scales: task importance, professional identity, and amount of time. Counseling was generally ranked second and Professional Development was generally ranked third. This rank ordering is consistent with the data from Fitzgerald & Osipow (1986) in which mean values of Supervision & Training and Counseling were ranked consistently first and second respectively in terms of Task Importance, Professional Identity, and Amount of Time. (Professional Development was not included as a work area in

the Fitzgerald & Osipow (1986) study). The trend noted in these consistent rankings suggests that current practicing counseling psychologists highly value (as determined by relatively high mean values on Task Importance and Professional Identity) and regularly participate in training (as determined by relatively high mean values on Amount of Time) for themselves and others. This is consistent with both the applied nature and the ethos of "life span development" in counseling psychology. That is, the primary focus of "life span development" as applied toward clients is also central to the professional identity of practicing counseling psychologists themselves. This is consistent with the developmental/evolutionary nature of competencies proposed by Masterpasqua (1989). The configuration of rankings across the three scales is robust and raises additional questions about the nature of these work areas.

One presumes a relationship exists between Counseling and Professional Development in that professional development is both mandated for practitioners by the APA and results of this study indicate that Exemplary practitioners engage in development a greater amount of time than the Rank & File. Considering the consistent ranking of Supervision & Training, Counseling, and Professional Development as the top three work areas across all groups, these work areas comprise a primary nucleus of job tasks for those providing direct counseling services. But what about

the relationships among tasks in these work areas. We presume a relationship exists between Counseling and Professional Development. What relationship, if any, exists between Professional Development and Supervision & Training or between Counseling and Supervision & Training? For example, if Supervision & Training is regarded so highly among practicing counseling psychologists, what specific aspects of Supervision & Training contribute to Counseling abilities or Professional Development? It might be, for example, that providing Supervision & Training provides an opportunity for practitioners to review and further develop their own beliefs about and approach(s) to counseling.

The discussion above addresses a common theme emerging among the three top-ranked work areas. The remaining five work areas are more variable among the groups, yet some observations are worth noting (see Appendix H). In general, Research was rated low in terms of Task Importance and Amount of Time and higher in terms of Professional Identity across the groups. Administration was rated consistently low within the Rank & File group and higher within the Exemplary and ABPP groups. Somewhat surprising was the ranking ABPPs gave to Amount of Time spent in Counseling (fourth). Instead, persons in this group reported spending more time in Consultation. Finally, the Rank & File group ranked the Amount of Time in Teaching & Training much higher than the other two groups.

Across the three groups and work areas the Task Importance and Professional Identity mean values were consistently greater than the mean values for Amount of Time spent in tasks (see Table 10 in Chapter 3). Such was also the case in each of the seven work areas in the Fitzgerald & Osipow (1986) study. This suggests that counseling psychologists continue to conceptualize multiple roles as important and central to professional identity and that although some tasks were deemed more important or more professionally relevant than others, the mean values of time spent on these tasks were less than their perceived value. For example, persons in the Rank & File group collectively perceived Consultation as an important and professionally "central" task but reported spending little time engaged in activities related to this work. One possible explanation for this difference is that Task Importance and Professional Identity are primarily qualitative constructs and Amount of Time is primarily quantitative. The structure of one's time is constrained by natural limits whereas conceptions of Task Importance and Professional Identity are not.

Some Limitations of the Study

The limitations of this study were of two types, conceptual and methodological. First, this study was designed to document and assess relationships among various levels of competence in a descriptive fashion -- without attempting to determine cause and effect relationships.

Second, this study was limited to counseling psychologists who were providing direct counseling/psychotherapy at least part of their time. Those who were not practicing were not represented and results cannot be generalized to these persons. (Based on this decision seven percent of each group was discarded once data were collected). Also, as noted above, including persons who practice minimal amounts of time may have the effect of misrepresenting those whose work is primarily of an applied nature. Follow up analyses indicate that counseling psychologists conceptions of the Importance of Tasks, Professional Identity, and allocation of Time spent on tasks change with an increase in time spent in Counseling.

Further, this study addressed competence from a job analysis perspective and did not use a process that would tap the individual or idiosyncratic values of each person such as is done in interview settings or phenomenological studies. Use of a report (instrument) format rather than a more process oriented approach (e.g., work samples and/or interviews) may have produced a constricted representation of competence. This "report" approach to determining work roles and values is limited, therefore, in tapping the process variables one would bring to counseling.

Implications for Future Study

An underlying tenet of this study was the conviction that striving to understand what determines exemplary

competence among applied counseling psychologists is a professionally relevant and worthy goal. For the future, broadening methods of inquiry may be useful. One way would be to pursue more qualitative data, from peer nominations and interviews -- to develop phenomenological themes of exemplary performance. Discovery of personal or idiosyncratic qualities exemplary counseling psychologists bring to the counseling process would help further develop the construct of competence. This would then help determine whether or not respect among peers (through nomination) is a viable means to define competence. That is, if substantially different themes emanated from qualitative data, one could make a stronger case for considering this method of defining competence worthwhile for use in future studies. Data from this study provide some direction for such an effort. The nomination process allowed nominators to describe attributes which characterized the nominees. An analysis of these responses produced several themes. For example, various personal qualities were the most frequently mentioned reasons for nominating someone (e.g., being caring, warm, and/or nonjudgmental of others, dedication to clients and the profession, thoughtful application of skills to meet needs of clients), followed by "exemplary" reflection of the Scientist-Practitioner model (integration of science and practice), and a high sense of professional and ethical responsibility. Reasons offered were reflective

of the characteristics reported by Peterson & Bry (1980) and were also consistent with the developmental theme which emerged in this study. That is, persons nominated were often referred to as exemplary therapists, outstanding supervisors (mentors), and as persons who continue their professional development and involvement in professional affairs. These observations lend support to the belief that a more structured qualitative analysis of such variables would help elucidate characteristics that define levels of competence. For example, it may be possible to develop an interview procedure which uses a "process" orientation. Thus, later aspects of an interview could be guided by use of process questions such as, "Does your nominee evaluate carefully results of his/her interventions?"

Results from the mean rankings of work areas in this study also suggest a relationship exists between Professional Development, Supervision & Training and Counseling tasks. As noted, these work areas can be conceptualized as a developmental construct -- one which could be researched by assessing developmental stages or milestones in training or post-doctoral work. For example, how do these work areas interface or contribute to each other? Does engaging in Supervision & Training enhance Professional Development and Counseling? That is, does objective observation and consultation of others' counseling sessions help one develop his/her own professional skills?

Finally, what factors lie behind the fact that persons deemed exemplary by their peers spend more time in Professional Development? Research in all these areas would help counseling psychologists identify aspects of professional development that would enhance their counseling skills and overall professional identity.

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APPENDICES

APPENDIX A
PEER NOMINATION QUESTIONNAIRE AND LETTER

Dr.

Dear Dr.

Throughout the past thirty years Counseling Psychologists have often defined and refined their roles and functions within psychology at large. Boundaries among subdisciplines in psychology have become increasingly blurred and applied psychologists now provide many of the same services regardless of specialty area.

What is minimally expected and practiced in Counseling Psychology is well documented; however, what constitutes exemplary practice remains generally unknown. We want to better understand the characteristics and practices of those who represent the "best" Counseling Psychology has to offer in direct service. Information gathered from such persons can help refine criteria for entry into the field and serve as a model for existing practitioners. One way to accomplish this is through a peer nomination process.

We are asking that you take a couple of minutes to help in this effort. You have been chosen to recommend one person who you believe represents the best that (applied) Counseling Psychology has to offer. That is, who represents the best contemporary practicing Counseling Psychologist you know? No doubt your judgments will be based on a variety of impressions, and some general criteria have been offered as a guide in making a decision. Sources of information will not be revealed to any of those identified, nor will any information be used for any purpose outside this study.

Please take just a minute to complete the enclosed worksheet. Your opinion represents a vital part of an effort to determine qualities and practices of exemplary practicing Counseling Psychologists. A self addressed stamped envelope is included to return the worksheet.

Thank you in advance for your time and help.

Best regards,

Douglas Tyler, MS	R. Steve McCallum, PhD
Psychological Examiner	Licensed Psychologist
Department of Educational & Counseling Psychology	
University of Tennessee, Knoxville	

WORKSHEET

Your Name & Degree: _____

Title & Address: _____

Among current practicing Counseling Psychologists with whom you are familiar, who, in your opinion, is the most exemplary in terms of applied practice? You may want to consider some of the following factors which have been found to contribute to perceived competence among psychologists: professional responsibility, interpersonal warmth, intelligence, and experience. If you have more than one person in mind, use your own criteria to determine the one person you would nominate as being the most exemplary.

NOMINATION

Name & Degree: _____

Title: _____

Address: _____

What factors led you to choose this person?

How do you know this person (e.g., colleague, workshop presentations, reports from others, etc.)?

(over)

If you can, please approximate the percent of work time this person engages in direct service provision.

Thank you very much for your time and effort. Would you like to receive a copy of the final results of this study investigating the characteristics of exemplary practicing Counseling Psychologists?

_____ yes

_____no

APPENDIX B
INTRODUCTORY LETTER TO PARTICIPANTS

October 18, 1991

Dear Dr. :

We are currently studying the work practices of Counseling Psychologists, and especially those deemed as "exemplary." In an earlier phase of this study exemplary Counseling Psychologists were identified by peers, including ABPP diplomates. We are contacting these groups of people as well as an additional small sample of other practicing Counseling Psychologists.

We are asking you as a current practicing Counseling Psychologist to complete a questionnaire and return it to us. The questionnaire was devised by and for Counseling Psychologists and takes approximately 20 minutes to complete. We are asking you to participate through this letter in order to avoid numerous mailings and requests, and will call you within the next ten days to ask if you can participate. If you do agree we will then mail the questionnaire. Return postage is prepaid.

Additional explanation for the study is articulated in the questionnaire. Of course, there is no obligation to participate and you may withdraw at any time. Thank you for considering this venture important for the continuing process of identifying the strengths and practices of exemplary counseling psychologists.

Sincerely,

Douglas Tyler, MS

R. Steve McCallum, PhD
University of Tennessee, Knoxville
Department of Educational & Counseling Psychology

APPENDIX C

LETTER TO PARTICIPANTS REACHED BY PHONE

November 8, 1991

Dear Dr. :

Thank you for agreeing to participate in this study of the work characteristics of exemplary practicing Counseling Psychologists. The enclosed job analysis questionnaire was designed specifically to assess the work practices of Counseling Psychologists and should require approximately 30 minutes to complete. It is anticipated that the results will aid in the development of training and curricular materials and also serve as a model for present Counseling Psychologists.

Thank you for these few minutes of your time. All information will remain confidential and no names or identifying data of any kind will be reported. Further, these data will be used only for purposes of this study and will remain under lock and key until the project is completed, then disposed of. Returning the questionnaire will indicate your agreement to participate. Please complete the entire questionnaire and biographical data sheet by Friday, November 22, 1991 and return them in the stamped envelope provided.

Again, thank you for your time. It is hoped this study will continue the strong tradition established in recent years of promoting a broader community and professional understanding of the practices of Counseling Psychologists.

Sincerely,

Douglas Tyler, MS
Department of Educational & Counseling Psychology
University of Tennessee, Knoxville

APPENDIX D

LETTER TO PARTICIPANTS NOT REACHED BY PHONE

November 8, 1991

Dear Dr.

A couple of weeks ago I wrote to ask if you would participate in a study of the work characteristics of exemplary Counseling Psychologists. I tried to contact you by phone as well but unfortunately I was unable to reach you. As a result, I am now writing to ask if you would participate by completing our questionnaire. This enclosed job analysis questionnaire was designed specifically to assess the work practices of Counseling Psychologists and requires approximately 30 minutes to complete. Your degree does not have to be in Counseling Psychology to qualify for this study. It is anticipated that our results will be helpful in developing training and curricular materials and also serve as a model for practicing Counseling Psychologists.

Thank you for these few minutes of your time. All information will remain confidential and no names or identifying data of any kind will be reported. Further, all data will be used only for purposes of this study and will remain under lock and key until the project is completed, then disposed of. Returning the questionnaire will indicate your agreement to participate. Please complete the entire questionnaire and biographical data sheet by Friday, November 22, 1991 and return them in the stamped envelope provided.

Again, thank you for your time. We believe results from this study will continue the strong tradition established in recent years of promoting broader community and professional understanding of the practices of Counseling Psychologists.

Sincerely,

Douglas Tyler, MS
Department of Educational & Counseling Psychology
University of Tennessee, Knoxville

APPENDIX E
COUNSELING PSYCHOLOGY TASK INVENTORY

COUNSELING PSYCHOLOGY TASK INVENTORY

INSTRUCTIONS: In order to give as accurate a picture as possible of what you actually do, please follow these guidelines carefully.

1. Take a few minutes to read through the complete task inventory. As you read each task statement, assume that the pronoun "I" precedes each statement. Please read carefully the following definitions of Task Importance, Professional Identity, and Amount of Time Spent before completing the instrument.
2. **Task Importance** - Select the number between 1 and 7 from the TASK IMPORTANCE SCALE outlined below which indicates how important it is to your job that this task be carried out properly. Importance is somewhat subjectively determined, but is usually defined as the consequence of error. That is, how important would the consequences be to your work (chart) if the task was performed improperly or errantly. Please rate the importance of all tasks you perform before going on to the next scale.

Task Importance

None/Very Low	Low	Moderately Low	Medium	Moderately High	High	Very High
1	2	3	4	5	6	7

3. **Professional Identity** - Now, using the rating scale for PROFESSIONAL IDENTITY, select the number between 1 and 7 which describes how central this task is to your overall identity as a Counseling Psychologist.

Professional Identity

Not at all central to my identity			Of some importance to my identity			Very central to my identity
1	2	3	4	5	6	7

4. **Relative Amount of Time Spent** - Finally, select the number between 1 and 7 that best describes the relative amount of time you spend on each task, compared with the average amount of time you spend on all other tasks.

Relative Time Spent on Tasks

None/Very Much Less	Much Less	Less	About Average	More	Much More	Very Much More
1	2	3	4	5	6	7

... spent on this task compared with the average amount spent on tasks.

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
COUNSELING			
101. Collect data about individuals through use of interview, case history and observational techniques.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
102. Select, administer, and/or interpret aptitude and achievement tests designed to assess an individual's abilities (e.g., SAT, GATB).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
103. Select, administer, and/or interpret interest measures designed to assess an individual's vocational interests (e.g., SCII, KOIS).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
104. Select, administer, and/or interpret standardized personality inventories (e.g., MMPI, CPI).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
105. Select, administer, and/or interpret individual intelligence tests (e.g., WISC-R, WAIS-R).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
106. Select, administer, and/or interpret projective personality tests (e.g., Rorschach, TAT).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
107. Evaluate data to identify causes of individual's problem(s) and to determine advisability of counseling or referral.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
108. Conduct individual counseling to assist individual to identify and implement his/her vocational plans.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
109. Provide and interpret occupational, educational, and other information to enable individuals to formulate realistic vocational plans.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
110. Assist individual with job search skills, (e.g., resume preparation, interview skills).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
111. Conduct group counseling sessions to assist individuals to explore, identify, and implement realistic vocational plans.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
112. Conduct individual counseling to assist individuals to gain insight into personal problems, plan appropriate adjustment strategies, and change behavior where appropriate.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
113. Conduct in-depth (long-term) individual counseling to assist persons with long standing, and/or severe emotional and adjustment problems.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
114. Conduct group counseling to assist individuals to gain insight into personal problems, plan appropriate adjustment strategies, and change behavior where appropriate.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
115. Conduct couple or family counseling to assist couples and families to reduce conflict, improve communication, and attain improved relationships.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
116. Conduct time-limited, focused group counseling/training to assist individuals to gain particular skills and behaviors (e.g, assertiveness training, interpersonal communication, study skills, workshops).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
RESEARCH			
201. Review research literature for purposes of critique, integration, and/or generation of needed areas of inquiry.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
202. Formulate hypotheses and select or develop experimental designs to test hypotheses.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
203. Select, control, and modify variables in laboratory experiments, and observe and record behavior in relation to those variables.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
204. Select and observe variables in field experiments, and observe and record behavior in relation to variables.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
205. Analyze results of observations using statistical techniques, and evaluate significance of data in relation to original hypotheses.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
206. Collaborate with scientists in other fields, such as education, sociology, physiology, etc., in conducting interdisciplinary studies of behavior and formulating theories of behavior.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
207. Write papers describing experiments and field studies and interpreting results for publication or for presentation (e.g., scientific/professional meetings, colloquia).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
208. Design, develop, and investigate interview techniques, rating scales, and/or psychological tests to assess skills, abilities, aptitudes, interests, and attitudes.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
209. Engage in follow-up of counselled individuals to evaluate effectiveness of treatments and/or satisfaction of clients.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
210. Engage in research to develop and improve diagnostic and counseling techniques.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
211. Develop proposals for financial support of research projects.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
SUPERVISION AND TRAINING			
301. Monitor the delivery of services by counseling psychologists and trainees through direct observation, the use of audio- and videotape, and/or other methods as appropriate, in order to assure quality of services and aid supervisee to increase competence and overcome weaknesses.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
302. Evaluate the impact, adequacy, and quality of the delivery of services in order to provide appropriate feedback to staff and trainees.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
303. Conduct individual and group supervisory sessions with staff and trainees, using feedback, modeling, interpretation, and other formal and informal teaching techniques in order to improve their conceptual and practical skills on delivering services.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
304. Write and maintain summary reports of supervisee progress in which strengths and weaknesses are highlighted, in order to assist supervisees in their further professional development.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
TEACHING AND TRAINING			
401. Teach one or more subjects within a prescribed undergraduate or graduate curriculum.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
402. Prepare and deliver lectures to students.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
403. Provide tutorials to selected students.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
404. Compile bibliographies of specialized materials for outside reading assignments.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
405. Develop, assign and evaluate homework and field projects.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
406. Evaluate student progress and assign grades for courses.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
407. Compile, administer and grade examinations, or assign this work to others.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
408. Direct research of graduate students working for advanced degrees (i.e., M.A., Ph.D.).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
409. Advise students (e.g., academic curricula and progress, financial aid, rules and regulations).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
410. Act as advisor to student organizations.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
411. Serve on department and university committees (e.g., promotion and tenure, graduate admissions).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
412. Train and supervise graduate students in individual and group counseling activities.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
413. Serve on examination committee (graduate or undergraduate)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
414. Make field visits to training sites and arrange for student placement.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
415. Develop training methods and materials such as courses, curricula, lectures, films, and manuals.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
416. Write letters of recommendations for students applying for advanced degrees or employment.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ADMINISTRATION			
501. Conduct formal or informal needs assessment of institution or agency, to facilitate the planning, design, and delivery of adequate counseling services, training, and/or research.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
502. Plan and design services and programs; organize and identify particular programs or services to be delivered.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
503. Assign tasks to individuals in organization or agency, taking into account particular skills or training of the staff in order to assure the most effective and efficient use of human resources.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
504. Evaluate staff performance through regular and systematic observation of staff members in the delivery of their assigned services, in order to assure the quality of service delivery.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
505. Allocate departmental, agency or institutional resources by deciding on the particular use of money, equipment, personnel, etc. in order to assure the most effective use of such resources.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
506. Represent the unit on institutional and policy making bodies.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
CONSULTATION			
601. Conduct interviews with client organizations and related persons in order to identify and ascertain the nature and extent of their needs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
602. Provide information to client consultative populations regarding the nature and availability of psychological services, in order to advise them regarding services and methods that might be useful in their setting.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
603. Provide psychological services, including counseling, training, research, etc., to clients on a contractual basis to assist clients to meet their needs as agreed upon.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
604. Evaluate psychological services and programs including training in-house staff of client agency in evaluative techniques, to assure that client needs are met.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
605. Prepare reports on consultation and submit them to clients.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
606. Serve and testify as expert witness on behalf of client, in special knowledge areas.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
WRITING AND EDITING			
701. Review and synthesize relevant literature concerning empirical and conceptual issues.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
702. Write original theoretical and empirically-based books, articles, and papers, either alone or in collaboration with one or more colleagues, in order to contribute to the development of theory and knowledge in the field of counseling psychology.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
703. Assign articles for analysis and review to consulting editors and other professionals in order to insure the professional quality of manuscripts published in the field.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
704. Analyze and review books and manuscripts of other authors, using knowledge of psychological theory and research techniques, style, etc., in order to advise concerning the conceptual and stylistic clarity, and to advise concerning the appropriateness of publication.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
705. Write books and articles for the general public to enhance its understanding of mental health and personal functioning.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
PROFESSIONAL DEVELOPMENT			
801. Attend local, state, or national conferences to interact with colleagues regarding issues in practice.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
802. Present papers at local, state, or national organization conferences designed to keep Counseling Psychologists abreast of new developments.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
803. Attend training workshops designed to advance applied counseling skills.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
804. Participate on committees of local, state, or national organizations designed to advance the purposes of psychology.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
805. Hold office in local, state, or national professional psychology organization.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

	TASK IMPORTANCE	PROFESSIONAL IDENTITY	RELATIVE AMOUNT OF TIME SPENT
806. Conduct workshops at local, state, or national conferences.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
807. Present lectures or conduct workshops at conferences/workshops outside the field of psychology.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
808. Seek regular consultation <u>from</u> other licensed psychologist(s) regarding cases in my practice.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
809. Serve as an editorial board member of professional journal(s).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Percentage of Time Spent

Now that you have completed all of the ratings, please take a minute to complete the following:

PERCENT OF TOTAL JOB: Taking into account all of the things you do on the job, what percent of your time is spent on each of the following dimensions:

Counseling	_____ %
Research	_____ %
Supervision and Training	_____ %
Teaching and Training	_____ %
Administration	_____ %
Consultation	_____ %
Writing and Editing	_____ %
Professional Development	_____ %

100%*

*NOTE: Please be certain that your estimates total 100%.

Biographical Data Sheet

- | | |
|---|---|
| <p>1. Sex: Male Female</p> <p>2. Age: _____</p> <p>3. Race:</p> <p style="margin-left: 20px;">a. Caucasian</p> <p style="margin-left: 20px;">b. African-American</p> <p style="margin-left: 20px;">c. Hispanic-American</p> <p style="margin-left: 20px;">d. Asian-American</p> <p style="margin-left: 20px;">e. Other _____</p> <p>4. My doctoral degree is in:</p> <p style="margin-left: 20px;">a. Counseling Psychology</p> <p style="margin-left: 20px;">b. Counselor Education</p> <p style="margin-left: 20px;">c. Clinical Psychology</p> <p style="margin-left: 20px;">d. Psychology (other than counseling or clinical)</p> <p style="margin-left: 40px;">Specify _____</p> <p style="margin-left: 20px;">e. Other (please specify)</p> <p style="margin-left: 40px;">_____</p> <p>5. I received my degree from an APA-approved program:</p> <p style="margin-left: 20px;">a. Yes</p> <p style="margin-left: 20px;">b. No</p> <p>6. My current position is: (Please circle letters corresponding to your <u>primary</u> affiliations. If you have a joint appointment, please circle all that apply.)</p> <p style="margin-left: 20px;">a. Academic (APA-approved)</p> <p style="margin-left: 20px;">b. Academic (non APA-approved)</p> <p style="margin-left: 20px;">c. Counseling Center</p> <p style="margin-left: 20px;">d. VA Hospital</p> <p style="margin-left: 20px;">e. Research Facility</p> <p style="margin-left: 20px;">f. Government</p> <p style="margin-left: 20px;">g. Private Industry</p> <p style="margin-left: 20px;">h. Community Mental Health Center</p> <p style="margin-left: 20px;">i. Private Practice</p> <p style="margin-left: 20px;">j. Full-time Consultation</p> <p style="margin-left: 20px;">k. Other (please specify)</p> <p style="margin-left: 40px;">_____</p> | <p>7. Status in APA Division 17:</p> <p style="margin-left: 20px;">a. Associate</p> <p style="margin-left: 20px;">b. Member</p> <p style="margin-left: 20px;">c. Fellow</p> <p style="margin-left: 20px;">d. Not a Member</p> <p>8. Please list other APA Divisions in which you are a member? _____</p> <p style="margin-left: 40px;">_____</p> <p>9. Years of Postdoctoral Experience as a practitioner?</p> <p style="margin-left: 40px;">_____</p> <p>10. Theoretical orientation</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p>11. If you would like a summary of this study, please indicate name and address below.</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> <p style="margin-left: 40px;">_____</p> |
|---|---|

APPENDIX F

ANOVA RESULTS FOR GROUPS DIVIDED BY PERCENT
OF TIME IN COUNSELING

Oneway Analyses of Variance Results
Job Task/Scale by Percent of Time Counseling

Counseling	Df	MS	F	p
<u>Task Importance</u>				
Between Groups	3	2.22	1.45	.23
Within Groups	185	1.53		
<u>Professional Identity</u>				
Between Groups	3	.50	.42	.74
Within Groups	185	1.20		
<u>Amount of Time</u>				
Between Groups	3	4.36	4.93	.00
Within Groups	185	.88		
Research				
<u>Task Importance</u>				
Between Groups	3	22.49	7.60	.00
Within Groups	185	2.96		
<u>Professional Identity</u>				
Between Groups	3	26.88	11.40	.00
Within Groups	185	2.36		
<u>Amount of Time</u>				
Between Groups	3	23.62	20.32	.00
Within Groups	185	1.16		
Supervision & Training				
<u>Task Importance</u>				
Between Groups	3	19.32	6.94	.00
Within Groups	184	2.78		
<u>Professional Identity</u>				
Between Groups	3	14.11	5.50	.00
Within Groups	184	2.56		
<u>Amount of Time</u>				
Between Groups	3	38.58	18.36	.00
Within Groups	184	2.10		
Teaching & Training				
<u>Task Importance</u>				
Between Groups	3	46.40	18.85	.00
Within Groups	183	2.46		

Appendix F (continued)

	<u>Df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>Professional Identity</u>				
Between Groups	3	50.43	25.66	.00
Within Groups	183	1.97		
<u>Amount of Time</u>				
Between Groups	3	52.42	42.11	.00
Within Groups	183	1.24		
Administration				
<u>Task Importance</u>				
Between Groups	3	30.94	8.26	.00
Within Groups	183	3.75		
<u>Professional Identity</u>				
Between Groups	3	19.44	6.71	.00
Within Groups	183	2.90		
<u>Amount of Time</u>				
Between Groups	3	29.54	13.47	.00
Within Groups	183	2.19		
Consultation				
<u>Task Importance</u>				
Between Groups	3	9.44	3.44	.02
Within Groups	185	2.74		
<u>Professional Identity</u>				
Between Groups	3	12.13	5.35	.00
Within Groups	185	2.27		
<u>Amount of Time</u>				
Between Groups	3	7.85	5.58	.00
Within Groups	185	1.41		
Writing & Editing				
<u>Task Importance</u>				
Between Groups	3	27.22	8.32	.00
Within Groups	183	3.27		
<u>Professional Identity</u>				
Between Groups	3	29.58	10.83	.00
Within Groups	183	2.73		
<u>Amount of Time</u>				
Between Groups	3	25.61	19.49	.00
Within Groups	182	1.31		

Appendix F (continued)

Professional Development	Df	MS	F	p
<u>Task Importance</u>				
Between Groups	3	12.89	6.35	.00
Within Groups	185	2.03		
<u>Professional Identity</u>				
Between Groups	3	15.94	8.16	.00
Within Groups	185	1.95		
<u>Amount of Time</u>				
Between Groups	3	13.59	10.66	.00
Within Groups	185	1.28		

Note: Within groups degrees of freedom vary because of the decision to include only data from respondents who answered at least half of the items within each scale. See Appendix F for results of follow up tests to determine specific sources of significance.

APPENDIX G

RESULTS OF FOLLOW UP TESTS (SCHEFFE METHOD) FOR GROUPS
DIVIDED BY PERCENT OF TIME IN COUNSELING

Results of Follow Up Tests (Scheffe Method) to Determine
Percentage of Counseling (Quartile) Differences

		<u>Quartiles</u>			
		Low <u>1-25%</u>	Moderate <u>26-50%</u>	High <u>51-75%</u>	Highest <u>76-99%</u>
Counseling					
	<u>Task Importance</u>				
	Low				
	Moderate				
	High				
	Highest				
	<u>Professional Identity</u>				
	Low				
	Moderate				
	High				
	Highest				
Research					
	<u>Task Importance</u>				
	Low			*	*
	Moderate				
	High				
	Highest				
	<u>Professional Identity</u>				
	Low		*	*	*
	Moderate				
	High				
	Highest				

	Low 1-25%	Moderate 26-50%	High 51-75%	Highest 76-99%
<u>Amount of Time</u>				
Low		*	*	*
Moderate				
High				
Highest				
Supervision & Training				
<u>Task Importance</u>				
Low				*
Moderate				*
High				
Highest				
<u>Professional Identity</u>				
Low			*	*
Moderate				
High				
Highest				
<u>Amount of Time</u>				
Low		*	*	*
Moderate				*
High				
Highest				
Teaching & Training				
<u>Task Importance</u>				
Low		*	*	*
Moderate				*
High				
Highest				

	<u>Quartiles</u>			
	Low 1-25%	Moderate 26-50%	High 51-75%	Highest 76-99%
Teaching & Training				
<u>Professional Identity</u>				
Low		*	*	*
Moderate				*
High				
Highest				
<u>Amount of Time</u>				
Low		*	*	*
Moderate				*
High				
Highest				
Administration				
<u>Task Importance</u>				
Low			*	*
Moderate				*
High				
Highest				
<u>Professional Identity</u>				
Low			*	*
Moderate				
High				
Highest				
<u>Amount of Time</u>				
Low		*	*	*
Moderate				
High				
Highest				

<u>Quartiles</u>				
	Low 1-25%	Moderate 26-50%	High 51-75%	Highest 76-99%
Consultation				
<u>Task Importance</u>				
Low				
Moderate				
High				
Highest				
<u>Professional Identity</u>				
Low				*
Moderate				*
High				
Highest				
<u>Amount of Time</u>				
Low				*
Moderate				*
High				
Highest				
Writing & Editing				
<u>Task Importance</u>				
Low			*	*
Moderate				
High				
Highest				
<u>Professional Identity</u>				
Low			*	*
Moderate				
High				
Highest				

<u>Quartiles</u>				
	Low 1-25%	Moderate 26-50%	High 51-75%	Highest 76-99%
<u>Amount of Time</u>				
Low		*	*	*
Moderate				
High				
Highest				
Professional Development				
<u>Task Importance</u>				
Low				*
Moderate				*
High				
Highest				
<u>Professional Identity</u>				
Low				*
Moderate				*
High				
Highest				
<u>Amount of Time</u>				
Low			*	*
Moderate				*
High				
Highest				

Note: All post-hoc tests were conducted using the Scheffe method and $p < .05$. The variable Counseling/Amount of Time is not reported because it was this variable on which the data were based.

APPENDIX H

RANK ORDERING OF ORIGINAL MEAN VALUES BY
WORK AREAS WITHIN SCALES

Rank Ordering of Original Mean Values
by Work Areas Within Scales

<u>Scale/Work Area</u>	<u>Rankings</u>		
<u>Task Importance</u>	<u>Rank & File</u>	<u>Exemplary</u>	<u>ABPP</u>
Supervision & Training	1	1	1
Counseling	2	2	2
Professional Development	3	3	3
Consultation	4	6.5	5
Research	5	8	8
Writing & Editing	6	4	7
Teaching & Training	7	6.5	6
Administration	8	5	4
<u>Professional Identity</u>			
Supervision & Training	1	1	1
Counseling	2	3	2
Professional Development	3	2	3
Consultation	4	7	4
Writing & Editing	5	4	5.5
Research	6	5.5	7
Teaching & Training	7	5.5	8
Administration	8	8	5.5
<u>Amount of Time</u>			
Supervision & Training	1	1	1
Counseling	2	2	4
Teaching & Training	3	6.5	7
Professional Development	4	3	3
Consultation	5	5	2
Administration	6	4	5
Research	7	8	8
Writing & Editing	8	6.5	6

VITA

Douglas Tyler was born in Oak Ridge, Tennessee on July 7, 1951. He attended elementary school and high school in Knoxville, graduating from Bearden High School in 1969. He then attended the University of Tennessee, Knoxville and received a Bachelor's of Science in Zoology in 1973 and a Master's of Science in Rehabilitation Counseling in 1975. After a two year tenure as a school counselor at the Katzenbach School for the Deaf in West Trenton, New Jersey, he returned to the University of Tennessee to become Assistant Director of the Orientation to Deafness Program. He held this position for eight years. During this time he returned to school to obtain his doctorate in Counseling Psychology. Currently, he works as a psychotherapist in private practice in the Knoxville area.