

dreams of their forefathers which were instrumental in motivating them to emigrate. While the anticipated future in Canada had appeared to offer challenge and promise, the reality of the present is one of overwhelming uncertainty and insecurity.

The "English as a Second Language" students often suffer from a high level of anxiety and a sense of great urgency. They need continuing assistance in reassessing their own abilities and potential, especially in the light of the limitations inherent in coping with the unfamiliar language and environment.

The helping relationship established between the empathetic, multi-lingual advisor and the troubled newcomers enables them to gain confidence in themselves as students, citizens and workers. They leave the College encouraged to be optimistic about the future, and knowing they have an understanding friend to whom they can continue to turn for moral support and practical suggestions.

Future Plans

On basis of success with the programs summarized here, we are currently investigating possible variations for such additional groups as: men or women wanting to alter their careers (due to redundancy of present skills, changing goals with maturation, ill health, etc.); recent immigrants with only a basic knowledge of English, seeking a general sense of direction in their new country; settled newcomers who are endeavoring to integrate their values into the Canadian culture; women supported by Mother's Allowance; unemployed men or women requiring attitudes and skills both to find and retain a job; and professional persons desiring refresher courses and a consultative education-vocational service.

Involved also in such related projects as Study Skill groups, Encounter groups, Therapy groups (conducted by our Consultant Psychiatrist) the counsellors at Seneca are continually experimenting, evaluating, and revising, seeking to remain flexible, enthusiastic, creative and productive as we look to the future of our College and our profession.

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VIDEO TAPE SIMULATION OF INTERPERSONAL GROUP DYNAMICS

Simulation by role play, socio-drama, in-basket studies, and other means has long been used in educational training programs. It is possible by simulation to provide life-like environments without the dangers and consequences usually associated with errors or mistakes in judgment. This is particularly important in counsellor training programs. Beginning counsellors are often placed without prior simulation with difficult, unscreened clients because there seems no better way to "see what the trainee can do." The supervisory relationship is crucial in seeing and utilizing mistakes (Kell & Burrow, 1970) but occurs after the counselling session, and too late at times to maintain relationships. To prevent this, the usefulness of one-to-one video recording as

a simulation of counsellor reaction and interaction has been demonstrated by Norman Kagan at Michigan State University. Simulation has included split-image recording of a counselling session with immediate playback to both client and counsellor, each with a separate trained "recall worker." More recently it has involved a trainee reaction to a film clip showing a person trying to engage the viewer directly in a relationship. The film and reaction are then portrayed using a vertical split screen format (Gustafson, 1971).

Video Recording of Groups

Can the concept of simulation be extended to groups, group counselling and other situations where interpersonal group dynamics are important? The group movement is rapidly expanding. Serious ethical concerns have been expressed (Lakin, 1969) and carefully thought out criticisms have been made (Ruitenbeek, 1970), many relating to inadequate trainers. Answers to these concerns are made more difficult by persons involved in groups who are often unwilling to submit themselves or their groups to any analysis, preferring to "feel" not "think" about their experiences. Yet the TV medium can be a way to prepare people for group membership or training roles, assist members during a group experience and help provide evaluation at the end of a group experience.

A most appropriate use of TV could be made in counsellor education groups programs. The use of sensitivity, confrontation or anxiety arousal groups are being employed in counselling training, usually without objective evidence of change. A major goal should be to have counsellor trainees increase their levels of empathy and positive regard for others, and become more concrete and self-congruent in their relationships. Scales have been developed by Truax, Carkhuff and others and could be used to measure *actual interaction* (via videotape) before and after a group and/or training experience. Simulation, however, can take the place of actual interaction in early training (or screening stages) and might provide more control and more usefulness as a testing and training instrument.

Development of the Helping Relation Video Tape (HRVT)

The concept of the Helping Relation Video Tape (HRVT) was developed in June of 1970 in conjunction with several graduate students. It was originally designed as a group test measuring individual responses. In the initial 20 scene sequence developed, a small group of five people were arranged in a semi-circle in such a way that the television camera took the place of a sixth person in the group. The group members were asked to portray a typical group problem such as member who dominates conversation, a hostile member, an intellectualizer, a member using cliches, etc. Each group was picked up in the midst of an interaction sequence which was continued for about one minute terminating with an actual or implied opportunity for the sixth person to respond. The screen then went blank for 30 seconds (later changed to 1 minute) during which time each of the persons viewing the video-tape was asked to respond in a helpful way to the situation. Each member of the audience was asked in effect to place himself as the sixth member in the group.

The second video tape was developed in July of 1970 by two graduate students using essentially the same format but changing the directions to the five group participants somewhat. In each of 20 scenes on the second videotape one of the five group members tended to dominate the group interaction

trying to express some particular feeling or set of feelings toward the group and toward the sixth person in the group (the TV camera). These were developed along the lines of Carkhuff (1969) with the intention of using the video tape to measure levels of empathy of those who viewed the tape.

Both of these tapes were used by the author in a pilot project at a Province of Ontario counselling summer course in Thunder Bay, Ontario. These results will be reported at the June, 1971 Toronto C.G.C.A. Conference. The tapes were later modified for use in a research project involving senior level Educational Psychology undergraduate students at the University of Alberta in the Fall of 1970. Modifications at this point included careful selection of scenes, use of two scenes for training purposes, an increase in the time of response from one-half minute to one minute between scenes, development of a multiple choice format as well as a free response format, and focus on an empathetic response (defined in Carkhuff terminology) as opposed to merely a helpful response. The effect of these modifications will be known by the summer or fall of 1971.

Use of the HRVT Concept

Since it is often difficult to get good measures of live counsellor-group interactions on a controlled basis, it might be useful to have a paper and pencil test reflecting the trainee's ability to empathize with certain sequences on a video-tape or produce the kind of response that will move a group forward. The HRVT concept can be considered in this context.

The usefulness of the HRVT can extend beyond that of a testing instrument to that of an instruction instrument. Short sequences can be viewed and reviewed on the basis of content, emotion, verbal and non-verbal cues, the dynamics of the group at work, and other teaching goals. In this situation it may not be essential to develop a standardized instrument but it may be useful for each faculty member to arrange his own series of sequences for whatever teaching purpose he has in mind. Present technology will also permit video tape segments to be played through the computer in a computerized instruction sequence designed to teach about group dynamics.

A missing component of many university level courses attempting to teach sensitivity training is the cognitive component of group dynamics. To be a worthwhile learning experience worthy of university credit a course must contain the cognitive as well as the experiential component. For years we have taught cognitive elements in lecture courses and separated the experiential component into a practicum course, often without a theoretical tie-in. A good course in individual or group counselling, personal-social dynamics, or sensitivity groups can meaningfully combine these two elements to provide a most useful learning experience.

Going beyond counselling, HRVT simulation could be provided by elementary and secondary students to offer teachers a chance to respond to high probability situations in a school setting. In industry it could be used whenever there is potential for an interpersonal conflict. The same would apply to business and even marital problems. It could become a teaching device to use in therapy with some clients.

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CONTACT HUNGER, THE BEGINNING OF PSYCHOLOGICAL STARVATION

Recently a client of mine told me that she feels starved as a human being—not just hungry, she insisted, but starved. She is trying so desperately to reach out to make genuine and significant contact with others. She is a university student who has become frustrated with superficial relationships on campus and at parties and in her home. Though an able student, she no longer finds much satisfaction in high marks. She's just one of several clients lately who have expressed very similar feelings to me, feelings that have often made me feel uncomfortable without knowing why. I suppose it's because I have denied that these very same feelings exist deep inside me. After all I had been thoroughly taught to "stand on my own feet," to be emotionally independent of others. To need others was somehow to be immature and weak.

To some extent I've come to understand and appreciate the nourishment and comfort of contact within my own family from my wife and two small children. Our four year old daughter has been particularly helpful to me—at least during those times that I have been willing and able to learn things from her! She loves to experience contact of all sorts—physical, emotional, and ideational. She doesn't yet have many of the hangups I have about contact. So far she is delightfully free of interpersonal fear. She's so open, so expressive, and so loving and unafraid of contact. Do contact needs expressed so beautifully in children diminish with age, or are they just not accepted as legitimate or mature needs in adults? It is my contention that to be human is to have deep needs for contact, to become aware of these needs, and to seek to have them satisfied in self and in others in appropriate ways. Unfortunately, reaching out for contact is often beset with so many interpersonal fears that it is safer not to reach out at all, or only within a very restricted number of relationships and even then to a limited extent.

We can make contact with each other in ideational, emotional, and physical ways. Ideational contact tends to be highly rewarded in our society, whereas emotional and physical contact are often seen to be somewhat suspect and to be founded on wrong motivations. Suspicion arises if there are no "logical reasons" for emotional or physical contact. I rather enjoy having the barber cut my hair. In the process he touches my head, and I like having my head touched. And the barber has a "logical reason" for touching my head, so all is safe!

I am coming to realize that in the past many of my clients have reached