Current trends of counseling theories, techniques, and attitudes: a three-year content analysis study

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CURRENT TRENDS OF COUNSELING THEORIES, TECHNIQUES,
AND ATTITUDES: A THREE-YEAR CONTENT ANALYSIS STUDY

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

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DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

ATLANTA, GEORGIA
MARCH 1993
ABSTRACT

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CURRENT TRENDS OF COUNSELING THEORIES, TECHNIQUES,
AND ATTITUDES: A THREE YEAR CONTENT ANALYSIS STUDY

Advisor: Dr. Gaylene Perrault
Dissertation dated: March 1993

Mental health counselors face an explosion of innovative counseling models in response to the constantly changing nature of counseling problems. Unless counselors stay abreast of the theories, techniques, and attitudes that comprise these counseling models, they risk implementing inappropriate or ineffective therapy to their clients. Information on current trends of counseling theories, techniques, and attitudes, should help provide better direction for counseling provided to clients. This content analysis determined the current trends of counseling theories, techniques, and attitudes addressed by study authors of the American Counseling Association (ACA) journals for three years (1990-1992) of publication. The findings revealed multicultural and eclectic theories were the most prevalently addressed theories; cognitive restructuring and teaching coping skills were the techniques most frequently discussed; and support was the most widely addressed counseling attitude, of the journals
reviewed. This study also determined that ACA journals are of high quality and serve to provide current information on the latest counseling implications for counselors to stay abreast of current trends.
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I want to express my appreciation and gratitude to the many people who have helped me in the development and revision of this study. For their thorough review, helpful critique, and continuous support, I would like to thank my Dissertation Committee: Dr. Rudolph Green, Dr. Eugene Herrington, and Dr. Gaylene Perrault. Special thanks are extended to Dr. Perrault, Chairperson, for her instructive guidance and support, expert advice, and valuable suggestions, many of which I incorporated into the study. I also express my appreciation and gratitude to Stuart Shannonhouse, for continuous support with computer assistance, supplies, typing, and so forth in "meeting deadlines". Special appreciation is also extended to Janet Currey for her typing assistance and moral support. An additional thanks is extended to those who read and critiqued the completed draft of this document, especially to Susan Harrington. I also want to thank my classmates; working with them has helped keep me motivated and "on track". My gratitude and appreciation are further extended to my friends and family for their support, understanding and acceptance of my total "preoccupation" and "emotional absence" during the phase of this study. Special thanks to my mother who was "there when I needed her". In closing, and most of all, I want to thank God for giving me the ability, strength, and endurance to accomplish this endeavor.
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CHAPTER ONE
INTRODUCTION

Counseling can be defined as the application of techniques derived from established theories by qualified persons. The purpose of counseling is to assist individuals in modifying maladaptive behavior.¹

In the past, counselors' efforts were concentrated on the treatment of clients presenting primarily psychological disturbances. Today, however, counselors are assisting more clients whose demographic profiles present special problems. Some of the cultural factors that have increased the multitude of problems brought to counselors are: a variety of eating disorders; changes in standards for sexuality, partnership and marriage; and changes in the role that vocations play in overall life satisfaction.

It is evident that social conditions constantly alter the nature of counseling problems; therefore, innovative counseling theories, techniques, and attitudes are required for counselors to treat their clients effectively. To stay abreast of these changes, counselors need a continually updated source of information on the latest implications in the field. Unfortunately, there appears to be a dearth of

research on the current trends of counseling theories, techniques, and attitudes.

The journal publication industry is the delivery system on which counselors depend for much of their understanding of current problems, and for insights into possible solutions. Professional counseling journals, particularly, proffer current research on issues that are useful to counselors for improving the quality of services rendered to their clients.

The American Counseling Association (ACA) is the professional association of choice for the majority of counselors. The journals published by ACA give special attention to articles reporting the results of studies and theory building related to counseling. The articles deal with current studies on applications of counseling, training of counselors, and development of counseling methods.

Content analysis studies provide "systematic analyzation" of content in articles, records, and other documents. Results of content analysis have shown it to be a respectable method of research that has proven useful in providing direction for various disciplinary milieus. However, an Educational Resources Information Clearinghouse (E-R-I-C) computer search reveals there have been no content analysis studies conducted on current implications of theories, techniques, and attitudes in counseling.

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Problem Statement

In response to increasing demands for psychotherapy to special populations, counseling has recently been in a state of turmoil. There has been a rapid proliferation of new and innovative counseling methods and techniques. Unfortunately, examination of these methods indicate little if any conceptual or theoretical foundations. This raises the question as to which counseling theories, techniques, and behaviors are being utilized for these special populations. Further, is current information on the latest counseling implications being made available to counselors so they are able to stay abreast of current trends?

Review of Literature

It appears that the most acceptable criterion for qualification as a counselor is evidence of successful completion of specified training programs. Generally, the successful completion of a training program is certified by a degree. Degree holders are regarded as competent to carry out a specific range of professional duties. Currently, however, the distinction between meeting requirements in academic courses and showing the skills needed for professional practice is not clearly defined in counseling.³

From previous studies, it is apparent that foundations for counseling theories, techniques, and attitudes vary

³Kanfer and Goldstein, Helping People Change: A Textbook of Methods, 4-5.
immensely in regard to therapeutic implementation. It is also
evident that the increased demand for counseling in regard to
special populations has broadened the diversity in therapeutic
approaches.

Counseling Theories

Theory is a global term often used to denote a
particular way of viewing phenomena, explaining observations,
or solving problems. In the present development of
counseling theory, no single theoretical model encompasses all
dimensions of the various therapies. Attempts have been made
to integrate and unify many of the diverse therapeutic
approaches. However, many practitioners still tend to adopt
a particular theoretical viewpoint and assume it is effective
for all clients and problem types.

For instance, a psychoanalytic therapist may view
behavior therapy as technique-oriented therapy that fails to
produce long-term changes in clients. On the other hand, some
behavior therapists may believe that psychoanalysis is based
on unsubstantiated premises, and is ineffective. An
existential therapist may criticize both psychoanalytic and
behavior theories on the basis that they are mechanistic,
reductionistic, and deterministic approaches, both limited in

4G. Lefrancois, Psychological Theories and Human

5C. H. Patterson, Theories of Counseling and
dealing with human problems. Also, it is not uncommon to find advocates of either conventional or newer theories who reject any approaches to therapy other than their own.  

There are useful dimensions of each theoretical approach. Accepting one model does not necessarily imply rejection of divergent models. For example, a therapist might be oriented toward the existential view of a person, yet may use techniques drawn from behavior therapy as well as cognitively oriented therapies.  

Apparently, most counselors' theoretical orientation is strongly influenced by the philosophy of their training institute. However, there is no theoretical model that accounts for all dimensions of the various therapies. Therefore, the beginning therapist may be easily bewildered by conflicting doctrines and therapeutic methods. This is especially true when one is faced with problems or clinical conditions for which their training program did not emphasize the most appropriate theory and techniques to be used. For instance, it would be difficult to treat a drug addict using an insight-oriented approach to counseling, or an anxious college student using a behavioral approach.  


\[\text{7Ibid.}\]

\[\text{8M. Berger, Working With People Called Patients (New York: Brunner/Mazel, 1987), 11.}\]
At the theoretical level, multifactor systems-oriented models are tending to displace single-factor mechanisms of etiology and change. As a result, greater individualization of treatment has been widely emphasized in the current literature. Most publications emphasize the need to treat clients, with careful attention paid to their life setting, personal values, and biological and sociopsychological characteristics, rather than treating them for specific symptoms or behavioral problems.\(^8\)

**Counseling Techniques**

Counseling techniques refer to the procedures and methods used for therapeutic intervention. Techniques serve as catalysts to facilitate progress in the counseling process. Counselors are apt to borrow techniques from various theories in order to better understand human behavior as the counseling situation demands. However, indiscriminate use of techniques can increase resistance rather than facilitate therapeutic communication. Therefore, when choosing techniques to facilitate the counseling process, the counselor must understand the relationship between techniques and theoretical concepts, and be fully aware of the reasons for using certain techniques.\(^10\)

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Counseling techniques also need to be employed sensitively, appropriately, and skillfully. Some counselors become stale, and seem to get nowhere with certain clients. Their use of various techniques often gives a false impression that the therapeutic relationship is progressing. They may use technique after technique merely to keep communication going, even though it is unproductive.\(^{11}\)

The efforts of therapists to assist clients have previously been heavily concentrated on psychological disturbances. More recently, however, counselors are increasingly working with populations whose demographic characteristics contribute to special problems. The expanding scope of counseling is illustrated by research and counseling with older persons, women having conflicting role expectations, victims of structural unemployment, and persons at risk for health problems or wishing to adopt health-oriented life-styles. Despite these expansions in application, there have been relatively few developments in specific techniques for these problems.\(^{12}\)

Another recent concern is in regard to practitioners having inadequate knowledge required to implement certain therapeutic activities. The most widely accepted prerequisites for a career in professional counseling are:


doctoral degrees in counseling or psychology, medical degrees with residency training in psychiatry, or advanced degrees in social work. Recent treatment methods for psychological problems have moved away from their earlier foundations. With this movement, there has been a parallel development to facilitate delivery of service. That is, many sub-professionals have been trained to administer various therapeutic interventions. Unfortunately, some of these individuals have limited knowledge of change strategies, and are being trained to implement techniques with little theoretical or conceptual foundation.\textsuperscript{13}

Counseling Attitudes

It is important that the counselor has a comprehensive understanding of theory and the counseling milieu; yet this knowledge is not enough. The values and personhood, or attitude of counselors, provide the groundwork for creating a philosophy and practice of counseling. A counselor who possesses both theoretical and practical knowledge, yet lacks human qualities of compassion, caring, good faith, honesty, realness, and sensitivity, is merely a technician. To be effective, the counselor requires a positive attitude, supervised experiences in counseling, and a knowledge of counseling theory and techniques.\textsuperscript{14}

\textsuperscript{13}Berger, Working With People Called Patients, 7-8.

\textsuperscript{14}Corey, "Basic Issues in Counseling and Psychotherapy," 3-5.
Relatively little research has been conducted on counselor attitudes necessary for establishing therapeutic relationships. An exception to this is Carkhuff,\textsuperscript{15} who identified empathy, genuineness, respect, and concreteness as the primary facilitative counseling attitudes. He described these personal dimensions as "central to effective counseling".\textsuperscript{16}

In a similar vein, Foxx and Shapiro\textsuperscript{17} described the ideal personality for a counselor in terms of honesty, integrity, patience, courage, flexibility, warmth, empathy, intelligence, and self-knowledge. They emphasized that these qualities are necessary for effective counseling, but are not sufficient without knowledge of theory and skills. They also stressed that counselors need to develop counseling styles and methods that suit their individual personalities.\textsuperscript{18}

\textbf{ACA Journals}

Professional counseling journals assist counselors to refine the knowledge and skills that enable them to render quality service to clients. These journals proffer articles on effective practices, problem solving techniques, case


\textsuperscript{16}Ibid., 219-223.


\textsuperscript{18}Ibid.
studies, and reports on new theories and techniques in counseling. Counselors depend on journal publications for much of their understanding of current problems and solutions applied to clients.\textsuperscript{19}

Most respected journals adhere to a specific set of criteria when instituting their publications. Numerous guidelines for publications have appeared in recent years, attesting to the need for informed, critical evaluation of research.\textsuperscript{20}

In Ratings of the Importance of Criteria for Evaluating Research Articles, Nachmias\textsuperscript{21} listed criteria characteristics of prominent research publications deemed important by editors, reviewers, and authors. Some of the components emphasized in the journal articles include: significant contribution to knowledge; current and relevant research; discussion of results in light of problem, theory, and previous findings; citation of references, and an abstract. Criteria which tend to provide authors with prestige and credibility includes: education, academic affiliation, and sex. Other criteria considered to be important


\textsuperscript{21}Nachmias and Nachmias, Research Methods in the Social Sciences, 197.
characteristics of research journals include: major focus, writing style, use of nonsexist language, editorial board, anonymous review policy, publication schedule, length, and compliance with general ethics.  

The following criteria has been established for ACA journals in accordance to the standards upheld by other prestigious publications. Articles submitted to ACA should be concisely written in simple, unambiguous language. The articles should present material in logical order, starting with a statement of purpose and progressing through an analysis of evidence to conclusions and implications, with the conclusions clearly related to the evidence presented.

Authors should prepare manuscripts according to the Publication Manual of the American Psychological Association. All articles must include an abstract of approximately 120 words. Typing, tables, figures, references, and abstract must adhere to guidelines in the publication manual.

ACA prohibits duplicate publication; that is, publication of a manuscript that has already been published in whole, or in substantial part, in another publication. Since

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22 Ibid.


all manuscripts are subject to editing, authors are expected
to have their raw data available throughout the editorial
review process, and for at least five years after
publication.\textsuperscript{25}

All research published is required to comply with ACA
ethical standards in regard to treatment of the sample. An
anonymous or blind reviewing system is used to avoid biased
selection for publications. Also, all articles are edited for
sexist language.\textsuperscript{26}

ACA journals publish articles of interest to counselors
in schools, colleges, universities, private and public
counseling agencies, businesses, the military, and religious
organizations. The journals give particular attention to
articles reporting the results of empirical studies about
counseling, and studies dealing with the evaluation of
applications of counseling and counseling programs. The
journals also consider studies on the selection and training
of counselors, the development of counseling materials and
methods, and applications of counseling to specific
populations and problem areas. ACA journals occasionally

\textsuperscript{25}American Counseling Association, "National Divisions of
the American Association for Counseling and Development," 132-
135.

\textsuperscript{26}Ibid.
publish topical reviews of research and other systematic surveys.\textsuperscript{27}

**Content Analysis**

Content analysis provides systematic analyzation of content in articles, records, and other documents. It serves as a method of observation for the researcher as well as data analysis. Rather than observing behavior directly, the researcher examines data that has already been produced and draws conclusions from it. Consequently, content analysis can be described as "a technique for making inferences by systematically and objectively identifying specified characteristics of messages".\textsuperscript{28}

Content analysis is a document study which is equivalent to survey research. It is used to transform verbal nonquantitative documents into quantitative data. The results of content analysis can generally be presented in tables containing frequencies or percentages, in the same manner as survey data. It is conducive to the use of formal hypotheses, large scientifically drawn samples, and quantitative data that can be analyzed with computers and modern statistical techniques. Thus, the purposes of content analysis cover virtually all areas of specialization encompassed by survey


\textsuperscript{28}Nachmias and Nachmias, *Research Methods in the Social Sciences*, 311.
techniques. In addition to hypothesis testing, content analysis has some special purposes which include:

- describing trends in communication content
- relating known characteristics of sources to messages they produce
- auditing communication content against standards
- analyzing techniques of persuasion
- analyzing style
- relating known attributes of the audience to messages produced for them
- describing patterns of communication

To summarize, content analysis is a structured analysis applied to documents rather than to observation of nonverbal behavior. That is, content analysis is a structured document-analysis technique. The researcher first constructs a set of mutually exclusive and exhaustive categories that can be used to analyze documents. Then, he/she records the sequence in which each of these categories is observed in the documents studied.29

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information. They described objectivity as adhering to a basic set of rules that enable different researchers to obtain the same results from messages or documents. They described systematic as using consistently applied criteria to determine what content is included or excluded in an analysis. Systemization serves to eliminate analyses in which only data supporting the investigator's hypotheses are examined.\textsuperscript{31}

In other words, content analysis involves the interaction of two processes: specification of the content characteristics to be measured, and application of the rules for identifying and recording the characteristics when they appear in the texts to be analyzed. The categories into which content is coded vary with the nature of the data and purpose of the research.\textsuperscript{32}

Hall, Ward, and Comer\textsuperscript{33} conducted an analysis of 1983 educational research articles in terms of 33 characteristics deemed desirable as aspects of quality in reporting research. The purpose of their study was to determine the quality of current educational research published in journals. Fifty-eight of the research articles were found to be acceptable for publication, and 42 percent were found to be unacceptable for publication or in need of major revisions to make them

\textsuperscript{31}Ibid.

\textsuperscript{32}Ibid.

acceptable. Results of this study indicate a need for improvement in the delivery of information provided to educators.34

The most frequent application of content analysis has been to describe the attributes of documents. Pool conducted an analysis on political symbols, which were a concern of early research on revolution and the development of international relations. Research instruments were constructed to identify trends in the use of symbols that express major goal values of modern politics.35

Editorials from ten prestigious newspapers in the United States, England, France, Germany, and the Soviet Union were analyzed for a period of 50 years. Editorials appearing on the first and fifteenth day of each month were coded for the presence of 416 key symbols. These symbols included geographic terms and ideological symbols.36

When a symbol appeared, it was scored an attitude of approval, disapproval, or neutrality. Data from 19,553 editorials was used to trace the changing foci of attention and attitude. Of the many findings, one indicated a trend in representative governments; specifically, that symbols are

34Ibid.
36Ibid.
used more when a government is in dispute, rather than when it is accepted.  

Content analysis also serves to forecast new trends and directions in various disciplinary milieus. Naisbitt conducted a content analysis to determine the economic, social, and political trends in the United States (U.S.). The study analyzed the content of over two million newspaper articles about local events in U.S. cities and towns during a 12-year period. Among other findings, Naisbitt reported that there are five states (California, Florida, Washington, Colorado, and Connecticut) in which most social invention occurs. The results of the analysis serve to forecast new trends and directions in social invention.

Multicultural counseling involves the clinical application of comparative research on culture, behavior, and personality. Young conducted a content analysis to examine the extent to which multicultural counseling has been incorporated into correctional psychology textbooks. The cultural and ethnic pluralism of the correctional population has caused many clients over the past decades to call for a

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37 Ibid.


39 Ibid.

"minority perspective" in criminal justice. The analysis revealed that of 12 textbooks reviewed, only two addressed topics concerning multicultural counseling. This study indicates a need for further indoctrination of the multicultural approach in counseling.\(^{41}\)

Maher\(^{42}\) and colleagues conducted a content analysis regarding substantially different subject matter, the characteristics of schizophrenic language. The purpose of their research was to identify the systematic differences between language of those with schizophrenia and those free of thought disorders. The researchers analyzed the wording of documents produced by schizophrenic patients.\(^{43}\)

The documents were divided and scored according to simple units of thought. Each unit included a subject, verb, modifiers, source of thought, and the attributive subject. Each word expressed was assigned to categories by its function in the text. Among other findings, the authors reported that documents of persons with schizophrenia revealed more objects per subject than those without schizophrenia. Also, documents of those with schizophrenia contained fewer qualifiers per verb than those of persons without thought disorders.\(^{44}\)

\(^{41}\)Ibid.


\(^{43}\)Ibid.

\(^{44}\)Ibid.
data compiled in this study presents a characteristic profile of schizophrenic language.

Content analysis has also been used to infer aspects of culture and cultural change. McClelland\textsuperscript{45} tested his "need for achievement" by analyzing the content of literature in different cultures. His hypothesis was that societies with a high percentage of individuals having high n-Achievement (a sum of achievement instances) should contain strong entrepreneurial characteristics. This type of society should tend to be active and successful, particularly in business enterprises. Also, this type of society should grow in power and influence. The hypothesis was tested by scoring samples of literature from different periods of Greek civilization.\textsuperscript{46} The results of this study presented a characteristic profile of the high achievers and deductions of the author about those characteristics.

Another study used to infer aspects of culture was conducted by Piotrowski and Keller.\textsuperscript{47} They investigated attitudes and recommendations of black students for effective career planning and placement. This study was conducted in

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\textsuperscript{46}Ibid.
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response to the need for a more basic understanding of the perceptions and needs of black college students in the career planning process. Results revealed that the students emphasized participation in career planning programs and job placement workshops as most effective in successful career attainment.  

Mosteller and Wallace conducted a content analysis to make inferences about the antecedents of the message or documentation. The researchers started with three sets of documents from the Federalist Papers: those known to have been written by Madison, those thought to have been written by Madison or Hamilton, and those thought to have been written by both. Upon examination of the papers, the investigators were able to select words that enabled them to differentiate between the two authors. For example, Hamilton tended to use the word "enough" more than Madison did. Key differentiating words were then used to attribute authorship of the disputed papers. The study strongly supported Madison's authorship.

In this study, the author of the Federalist Papers was determined by characteristics of the antecedents.

In another major utilization of content analysis, inferences were made about the effects of messages on the

48 Ibid.


50 Ibid.
recipient. The researcher determined the effects of A's messages to B by analyzing the content of B's messages. Conversely, one can study the effects of communication by examining other aspects of the recipient's behavior. Content analysis helps to delineate the relevant independent variables that are related to the recipient's behavior.\footnote{Nachmias and Nachmias, \textit{Research Methods in the Social Sciences}, 311-314.}

In summary, content analysis has been used in a variety of disciplinary milieus to describe trends, relate characteristics of sources, audit content, analyze techniques and style, relate attributes of messages, and describe patterns of communication. Results of content analyses have shown this to be a respectable method of research inquiry that transforms verbal, nonquantitative documents into quantitative data. Unfortunately, a review of E-R-I-C on content analysis for the past three years has shown that there has been a dearth of related studies on current counseling theories, techniques, and attitudes available in journal publications.

\textbf{Need for Study}

Various needs for this study have been identified through reviewing related literature and research. Particularly, a review of content analysis research has indicated a paucity of content analysis studies related to the counseling milieu. Meanwhile, there appears to be a prevalent
need for more direction in the current trend of theories, techniques, and attitudes provided by counselors to clients.

**Purpose of Study**

The purpose of this study was to determine the current trends of theories, techniques, and attitudes suggested in contemporary journals of the American Counseling Association.

A secondary purpose was to construct a profile of ACA journals and authors of selected articles, and to compare the results with "like" characteristics attributed to other prominent publications.
CHAPTER TWO
METHODOLOGY

Survey techniques were used to conduct this study. The study period began on December 11, 1992, and terminated February 15, 1993. Methods are detailed below.

Site

The study took place in Atlanta, Georgia. This site was selected because of its accessibility to the research investigator.

Atlanta is a metropolitan city with a population of approximately 2.8 million people. The metropolitan region covers 5,147 square miles. The Atlanta city limits are primarily within Fulton County, while the metropolitan area encompasses ten counties. For most of the 1980s, Atlanta has been among the fastest-growing cities in the country.¹

Atlanta's diverse educational facilities have been a major factor in the area's rise to national prominence. Thirty-seven colleges, junior colleges, universities, and seminaries are located in the metro area. The metro area also has a large number of business and career schools, as well as many vocational/technical schools.²

¹Atlanta Chamber of Commerce, A Look at Atlanta (Atlanta: Georgia Department of Industry, 1992).
²Ibid.
The numerous educational institutions in Atlanta contribute to its large selection of library resources. The availability of academic resources distinguishes Atlanta as an ideal setting for research.

**Setting**

University Library A, located in Atlanta, Georgia was the setting for the study. This library was selected because of the abundance of periodical resources available to its patrons.

**Subject/Sample Pool**

The study included the universe of American Counseling Association (ACA) journals from January 1, 1990, through December 31, 1992, that were available at University Library A in Atlanta.

**Instrumentation**

There were two instruments used to collect data for this study. They are detailed below.

**Instrument I**

Instrument I, The ACA Journal Survey (ACAJS), was a 25-item survey comprised of four forms. It was developed by the primary investigator (PI) to be used specifically for this study. The survey contained two sections and was used to identify information in regard to demographics and content of
the selected journals reviewed. The demographic and content sections of the ACAJS are described below.

Demographics Section

Demographic information was used to obtain a characteristic profile of ACA journals. Data compiled from this section also assisted the researcher in making deductions about the author of selected articles reviewed. Therefore, the demographic section determined a typical ACA journal profile as well as a profile of authors contributing their research for ACA publication.

Journal Demographics

Form I. Information compiled in this area of demographics determined typical characteristics of all ACA journals. Form I contained five items, one open-ended and four closed-ended questions. It identified the name, publication schedule, editorial board status, and major focus of ACA publications (see Appendix A).

Article Demographics

Form II-IV. This section of demographics consisted of 11 closed-ended items. It was compiled on Forms II-IV and used to determine selected characteristics of journal articles. Selected articles were defined as scholarly writings which contained a title and an author source, and which addressed counseling theories, techniques, or attitudes. Editorials, invited comments, letters, and business materials
were excluded from the analysis. Included were the name, volume, edition, year, number of articles, and length of the journal in which the article was published.

This area of demographics also assisted the researcher in making deductions about the single or first author of the articles reviewed. For each article addressing counseling theories, techniques, and attitudes, the researcher identified the length of the article and the single or first author's education, academic affiliation, and gender (see Appendix A).

**Content Section**

Content information was used to identify current trends of counseling theories, techniques, and attitudes addressed in the ACA journals reviewed. This part of the survey determined specific information for each of the three interventions. Each area of the content section is detailed as follows.

**Theories Content**

**Form II.** Data compiled in this section provided information on counseling theories addressed in the journal articles reviewed. An article was classified as "theory" if its emphasis was the elaboration of a paradigm, model, or counseling approach. The content section of Form II had three questions. One was open-ended and two were closed-ended. Multiple tallies were permitted on the closed-ended items. The questions identified the theory addressed, an analysis of
the findings as determined by the author, and the population to which those theories were applied (see Appendix A).

Techniques Content

Form III. Data compiled in this section provided information on counseling techniques addressed in the journal articles reviewed. Articles classified as "technique" focused on direct service issues, specific techniques, and practice within the field. The content section of Form III had three items. One item was open-ended and two were closed-ended. Multiple tallies were permitted on the closed-ended items. They identified the counseling techniques addressed, the population to which these techniques were applied and an analysis of the findings as determined by the author (see Appendix A).

Attitudes Content

Form IV. Data on attitudes addressed in the journal articles reviewed was compiled in this section. Articles focusing on the counselors' personal characteristics were classified as "attitude." The content section of Form IV also had one open-ended and two closed-ended questions, with multiple tallies allowed on the closed-ended items. It was used to identify the counseling attitudes addressed, the population to whom the attitudes were applied, and an analysis of the findings as determined by the author (see Appendix A).
Instrument II

Instrument II, American Counseling Association Journals, lists the universe of ACA journals. It was compiled by the PI from the National Divisions of the American Counseling Association. This instrument was utilized to identify the journals reviewed for the study. The universe of ACA journals included: The Journal of College Student Development; Journal for Multicultural Counseling and Development; Journal for Specialists in Group Work; Journal of Employment Counseling; and American Mental Health Counselors Association Journal. This instrument was used in conjunction with Instrument I, Form I (see Appendix B).

Procedures

Procedures for this study included three periods. They were the Pre-research, Research, and Post-research periods. These periods are described as follows, including the procedures for each of the three periods.

Pre-Research Period

Procedure 1. A 25-item survey, ACA Journal Survey, (ACAJS), was devised by the PI to identify specific information in counseling journals available at University Library A. The survey was self-administered and used to record study data.

Procedure 2. In addition to the survey, a list of ACA journals was compiled by the PI to utilize in collecting data. This list identified the study journals which were reviewed for the analysis.

Research Period

Procedure 3. The PI reported to University A's Library with ACAJS, a list of ACA journals and writing instruments.

Procedure 4. The PI perused all assigned journals on the ACA journal list available at University A's Library. Journal editions published January 1, 1990, through December 31, 1992, were reviewed.

Procedure 5. The PI recorded all appropriate data collected on to the ACAJS.

Procedure 6. A summary critique was written for all journals and articles utilized in the study.

Procedure 7. Procedures 3 through 6 were repeated until all journals were reviewed and summary critiques were written.

Post Research Period

Procedure 8. After all data was collected by the PI, the research period was terminated.

Data Collection

All data was collected by the principle investigator.
Data Analysis

Frequency analysis, measures of central tendency and measures of variability were used for data analysis.

Human Subjects Contract

A Human Subjects Contract was not needed for this study since, no human subjects were used for data collection.
CHAPTER THREE

RESULTS

The primary purpose of this study was to determine the current trend of theories, techniques, and attitudes suggested in contemporary journals of the American Counseling Association (ACA). A secondary purpose was to construct a profile of ACA journals and authors of selected articles, and compare the results with like characteristics attributed to other prominent journal publications. Results for this study were divided into two parts: sections A and B.

Section A detailed the results gathered from the demographic sections of the ACA Journal Survey (ACAJS). A summary of the results is included.

Section B detailed the content data gathered on the ACAJS. A summary is also included in this section.

Section A: Demographic Data

Demographic data included 16 items from the ACAJS. Form I contained five items which were: journal name, publication schedule, major focus, editorial board status, and blind/anonymous review policy. Form I-IV included the following 11 items: article name, volume, edition, year, number of articles, number of articles addressing theories, techniques and attitudes, and the number of pages in the article and journal edition. The single or first author's education, academic affiliation, and gender were also
identified on Forms II-IV for articles addressing counseling theories, techniques, and attitudes. Results from each item are detailed below.

Selected Characteristics of Study Journals

Major Focus

As shown in Table 1 of the five ACA Journals reviewed, four (or 27%) focused on counseling practice. Three (or 20%) focused on client services, counseling theory, and counseling research. Only two (or 13%) focused on professional issues. Therefore, the typical major focus of the five journals reviewed was counseling practice.

Publication Schedule

Also as shown in Table 1 of the selected journals reviewed; four (or 80%) were published quarterly, and one (or 20%) was published bi-monthly. Therefore, the typical publication schedule for the five journals reviewed was quarterly.

Editorial Board

As indicated in Table 1, all five (or 100%) of the journals that were reviewed had editorial boards with an average of 20 members. Therefore, the typical ACA Journal reviewed had an editorial board with an average of 20 members.
### TABLE 1

**AGGREGATE OF SELECTED CHARACTERISTICS FROM STUDY JOURNALS IN NUMBERS (#) AND PERCENTAGES (%) (N = 5)**

<table>
<thead>
<tr>
<th>MAJOR FOCUS</th>
<th>#</th>
<th>%</th>
<th>PUBLICATION SCHEDULE</th>
<th>#</th>
<th>%</th>
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<tr>
<td>Professional Issues</td>
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<td>13</td>
<td>Monthly</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>Client Services</td>
<td>3</td>
<td>20</td>
<td>Bi-Monthly</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Counseling Theory</td>
<td>3</td>
<td>20</td>
<td>Quarterly</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Counseling Practice</td>
<td>4</td>
<td>27</td>
<td>Biannually</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>Counseling Research</td>
<td>3</td>
<td>20</td>
<td>Annually</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td>100</td>
<td></td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDITORIAL BOARD</th>
<th>#</th>
<th>%</th>
<th># MEMBERS ON BOARD</th>
<th>AVERAGE # MEMBERS</th>
<th>BLIND REVIEW POLICY</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD</td>
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<td>20</td>
<td>29</td>
<td>-</td>
<td>CSD</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>EC</td>
<td>1</td>
<td>20</td>
<td>10</td>
<td>-</td>
<td>EC</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>MCD</td>
<td>1</td>
<td>20</td>
<td>15</td>
<td>-</td>
<td>MCD</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>SGW</td>
<td>1</td>
<td>20</td>
<td>19</td>
<td>-</td>
<td>SGW</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>MHC</td>
<td>1</td>
<td>20</td>
<td>24</td>
<td>-</td>
<td>MHC</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>100</td>
<td>97</td>
<td>20</td>
<td></td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

*Key-College Student Development (CSD)  
Employment Counseling (EC)  
Multicultural Counseling and Development (MCD)  
Specialists in Group Work (SGW)  
Mental Health Counseling (MHC)*
Blind/Anonymous Review

As shown in Table 1, only two (or 40%) of the five journals which were reviewed had a blind/anonymous review policy in effect. Therefore, the typical ACA Journal reviewed did not have a blind/anonymous review policy.

Selected Characteristics of Study Journal Articles

Journal Edition

As shown in Table 2, of the five journals reviewed, there were 64 editions from January 1, 1990, through December 31, 1992. Sixteen editions (or 25%) were from the Journal of College Student Development (JCSD). The other four journals each had 12 editions (or 19%). Therefore, the JMCD produced the most editions when the five study journals were compared.

Articles Contributed

As shown in Table 2, of the five journals, 670 articles met the study criteria and were reviewed. Three hundred three (or 45%) were from the Journal of College Student Development (JCSD). One hundred forty seven (or 22%) were from the Journal of Mental Health Counseling (JMHC). Ninety-five (or 14%) were from the Journal of Specialists in Group Work (JSGW). Seventy-one (or 11%) were from the Journal of Employment Counseling (JEC) and 54 (or 8%) were from the Journal of Multicultural Counseling (JMCD). The Journal of College Student Development contributed the most articles (303 or 45%) of the five journals reviewed.
### Table 2

**Aggregate of Selected Characteristics of Articles from Study Journals**

*In Numbers (#) and Percentages (%) (N = 64)*

<table>
<thead>
<tr>
<th>JOURNAL</th>
<th>ARTICLES/PAGES ADDRESSING:</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THEORIES</td>
<td>TECHNIQUES</td>
</tr>
<tr>
<td></td>
<td>ARTICLES</td>
<td>PAGES</td>
</tr>
<tr>
<td>CSD</td>
<td>16</td>
<td>25.0</td>
</tr>
<tr>
<td>EC</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>HCD</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>MCD</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>SGW</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>HRC</td>
<td>12</td>
<td>18.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**X (Mean):**

- Total Articles: 13
- Total Pages: 915

<table>
<thead>
<tr>
<th>ARTICLES/PAGES</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>(%)</td>
</tr>
<tr>
<td>% of Articles</td>
<td>12.8</td>
</tr>
<tr>
<td>% of Pages</td>
<td>17.1</td>
</tr>
</tbody>
</table>
Pages Contributed

As shown in Table 2, the five journals reviewed contained a total of 4,577 pages. One thousand, four hundred fifty of these journal pages (or 32%) were from the JCSD. One thousand, four hundred seventeen of these journal pages (or 31%) were obtained from the JMHC. Six hundred ninety-three of these journal pages (or 15%) were obtained from the JSGW. Five hundred twelve of these journal pages (or 11%) were obtained from the JMCD, and 505 of these journal pages (or 11%) were obtained from the JEC. The majority of pages contributed from the five journals reviewed were from the JCSD. Therefore, the average number of pages contributed was 915, most of which were likely to have been obtained from the JCSD.

Articles Addressing Theory

As shown in Table 2, of the five journals and 670 articles reviewed, 86 (or 13%) articles addressed theory. Twenty-four (or 28%) were from the JMHC. Twenty-two (or 26%) of the articles were from the JCSD. Sixteen (or 19%) were from the JMCD. Fourteen (or 16%) were from the JSGW and 10 (or 12%) were from the JEC. Therefore, the typical articles addressing theory were obtained from the JMHC.

Pages Contributed To Articles on Theories

As shown in Table 2, of the five journals reviewed, 783 of the 4,577 pages (or 17%) addressed theories. Of these, 125
pages (or 16%) were contributed by the JCSD. Ninety-two pages (or 12%) were contributed by the JEC. One hundred seventy-six pages (or 23%) were contributed by the JMCD. One hundred fourteen pages (or 15%) were contributed by the JSGW. Two hundred seventy-six pages (or 35%) were contributed by the JMHC. Therefore, the pages reviewed addressing theory were typically obtained from the JMHC.

**Articles Addressing Techniques**

As shown in Table 2, of the five journals and 670 articles reviewed, 68 (or 10%) addressed techniques. Of these, 21 (or 31%) were from the JCSD. Seventeen (or 25%) were from the JMHC. Fourteen (or 21%) were from the JEC. Nine (or thirteen%) were from the JSGW. Seven (or 10%) were from the JMCD. Therefore, the typical article addressing techniques was obtained from the JCSD.

**Pages Contributed to Articles Addressing Techniques**

As shown in Table 2, of the five journals and 4,577 pages reviewed, 587 (or 13%) pages were contributed to articles addressing techniques. Of these, 149 (or 25%) were contributed by the JCSD. One hundred three (or 18%) were contributed by the JEC. Seventy-four (or 13%) were contributed by the JMCD. Eighty-two (or 14%) were contributed by the JMCD. One hundred seventy-nine (or 30%) were contributed by the JMHC. Therefore, the pages reviewed addressing techniques were typically obtained from the JMHC.
Articles Addressing Attitudes

As shown in Table 2, of the five journals and 670 articles reviewed, 34 (or 5%) addressed counselor attitudes. Of these, 10 (or 29%) were from the JCSD and the JSGW. Six (or 18%) were from the JMHC. Five (or 15%) were from the JMCD. Three (or 9%) were from the JEC. Therefore, the typical article addressing attitudes was equally likely to have been obtained from the JCSD and the JSGW.

Pages Contributed to Articles Addressing Attitudes

As shown in Table 2, of the five journals reviewed, 256 (or 6%) of the 4,577 pages were contributed to articles which addressed attitudes. Of these, 72 (or 28%) were contributed by JMHC. Fifty-eight (or 23%) were contributed by JCSD. Fifty-three (or 21%) were contributed by JSGW. Forty-five (or 18%) were contributed by JMCD. Twenty-eight (or 11%) were contributed by JEC. Therefore, the pages reviewed addressing attitudes were typically obtained from the JMHC.

Selected Characteristics of Study Authors

Academic Affiliation

As shown in Table 3, of the five journals reviewed, 131 (or 78%) of first or single authors were affiliated with universities. Sixteen (or 10%) were affiliated with colleges. Twenty (or 12%) were affiliated with institutions other than colleges or universities. Therefore, the typical single or
### Table 3

**Academic Affiliation and Education of Study Authors in Numbers (#) and Percentages (%)**

(N = 167)

<table>
<thead>
<tr>
<th>Journal Name:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Affiliation</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>University</td>
<td>34</td>
<td>85.0</td>
<td>22</td>
<td>91.7</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>College</td>
<td>4</td>
<td>10.0</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.0</td>
<td>2</td>
<td>8.3</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>40</td>
<td>100.0</td>
<td>24</td>
<td>100.0</td>
<td>28</td>
<td>100.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Journal Name:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Bachelor</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>23</td>
<td>57.5</td>
<td>16</td>
<td>80.0</td>
<td>19</td>
<td>76.0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Specified</td>
<td>12</td>
<td>30.0</td>
<td>4</td>
<td>20.0</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Grad Student</td>
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<td>10.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>40</td>
<td>100.0</td>
<td>20</td>
<td>100.0</td>
<td>25</td>
<td>100.0</td>
</tr>
</tbody>
</table>
first author of articles addressing theories, techniques, or attitudes was affiliated with a university.

**Education**

As shown in Table 3 of the five journals reviewed, 101 (or 66%) of the single or first author's of articles addressing counseling theories, techniques, and attitudes held Ph.D./Ed.D.'s. Thirty-four (or 22%) of the author's level of education were not specified. Fourteen (or 9%) were graduate students. Five (or 3%) held MS degrees. Therefore, for those author's for whom the education level was specified or could be determined, the typical single or first author of selected articles addressing counseling theories, techniques, or attitudes held a Ph.D/Ed.D.

**Gender**

As shown in Table 4 of the five journals reviewed, 101 (or 60%) of the authors were male, and 66 (or 40%) were female. Therefore, the gender of the typical single or first author of articles addressing theories, techniques, or attitudes was male.

**Summary of Demographic Data**

Demographic data included 16 items from the ACAJS. Journal demographics were compiled on Form I, which consisted of five items. Those items were: journal name, major focus, publication schedule, editorial board, and blind/anonymous review board. The results indicate the typical ACA Journal
<table>
<thead>
<tr>
<th>JOURNAL NAME:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>HRC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEX</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>21</td>
<td>51.2</td>
<td>15</td>
<td>65.2</td>
<td>19</td>
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<tr>
<td></td>
<td>19</td>
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<td>15</td>
<td>53.6</td>
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<td>66.0</td>
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</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>48.8</td>
<td>8</td>
<td>34.8</td>
<td>9</td>
<td>32.1</td>
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<td></td>
<td>13</td>
<td>46.4</td>
<td>16</td>
<td>34.0</td>
<td>66</td>
<td>39.5</td>
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<td>47</td>
<td>100.0</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(N = 167)
that was reviewed focused on counseling practice. The typical publication schedule was quarterly. All of the journals reviewed had an editorial board with an average of 20 members. The typical ACA journal that was reviewed did not have a blind/anonymous review policy.

Article demographics were compiled on Forms II-IV. They included 11 items: journal name, volume, edition, year, pages in edition and article, articles in edition, and articles addressing counseling theories, techniques, and attitudes. Results indicated that of the five journals reviewed, the JCSD presented the majority of issues, articles, pages, and articles addressing theories, techniques, and attitudes. The JMHC contributed the most pages to articles addressing counseling theories, techniques, and attitudes. On average, 12 editions were published for the three-year period of the journals reviewed. Therefore, of the five journals reviewed, articles addressing theories, techniques, and attitudes were typically obtained from JCSD. Pages addressing theories, techniques, and attitudes were typically obtained from JMHC.

Single or first author demographics were also compiled on Forms II-IV, for each article addressing counseling theories, techniques, and attitudes. The single or first authors' education, academic affiliation and gender were identified. The typical study author of the journals reviewed was male and was affiliated with a university. Further, when
an author's education was specified or could be determined, they typically held a Ph.D./Ed.D.

Section B: Content Data

Content data included 9 items from the ACAJS. Form II had three items. They were: theories addressed, the population to which the theories were applied, and an analysis of the findings, as determined by the author. Form III also had three items. They included: the counseling technique addressed, population to which the techniques were applied, and an analysis of findings per author determination. Form IV had three items, as well. Those items included the counseling attitudes addressed, the population to which the attitudes were generalized, and an analysis of findings per author determination. Results are detailed below.

Selected Characteristics of Study Articles Addressing Counseling Theories

Theories Addressed

As shown in Table 5, 22 counseling theories were discussed in 86 articles addressing counseling theory (see Table 2). When these theories were rank ordered, 32 (or 36%) of the articles focused on multicultural counseling theory. Nineteen (or 22%) of the theories which were discussed focused on "other" theories (other than the 11 selected study theories). Seventeen (or 19%) focused on eclectic counseling theory. Six (or 7%) of the articles focused on cognitive theory. Five (or 6%) focused on rational-emotive theory.
Table 5

Study articles addressing theories in numbers (#) and percentages (%)
(N = 86)

<table>
<thead>
<tr>
<th>Journal Name:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory Addressed</strong></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Psychoanalytic</td>
<td>0</td>
<td>0.0</td>
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<td>0.0</td>
<td>0</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Person-Centered</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>0.0</td>
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<tr>
<td>Gestalt</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Transactional Analysis</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>Behavioral</td>
<td>1</td>
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<td>0.0</td>
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<td>0.0</td>
</tr>
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<td>Cognitive</td>
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<td>9.1</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Rational-Emotive</td>
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<td>4.5</td>
<td>1</td>
<td>10.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Reality</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Eclectic</td>
<td>2</td>
<td>9.1</td>
<td>2</td>
<td>20.0</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Multicultural</td>
<td>12</td>
<td>54.5</td>
<td>2</td>
<td>20.0</td>
<td>16</td>
<td>94.1</td>
</tr>
<tr>
<td>Other (Specify)*</td>
<td>3</td>
<td>13.5</td>
<td>5</td>
<td>50.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100.0</td>
<td>10</td>
<td>100.0</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Other specified below:

<table>
<thead>
<tr>
<th>Model</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychospiritual</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Maturation Model</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Career Development</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Systems Model</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Yalom Approach</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
therefore, the typical focus of the articles reviewed was multicultural counseling.

**Population Theories Applied**

As shown in Table 6, of the 24 selected population groups to which theories were applied, 35 (or 40%) were applied to a general/non-specified population. Thirty-four (or 39%) were applied to minorities. Sixteen (or 18%) were applied to "other", and one each (or 1%) was applied to women, men, and the poor/disadvantaged. Therefore, the general/non-specified population was that to which theories were typically applied.

**Selected Characteristics of Study Articles Addressing Counseling Techniques**

**Techniques Addressed**

As shown in Table 7, of the 68 articles addressing techniques reviewed (see Table 2), 37 techniques were discussed. When these techniques were rank ordered, 28 (or 25%) were "other" techniques (i.e. non-specific). Fifteen articles (or 15%) addressed cognitive restructuring. Nine (or 9%) addressed goal setting and communicating acceptance, respect and understanding. Eight (or 8%) addressed modeling and assertion training. Therefore, the "other" category for techniques was most frequently addressed. However, cognitive restructuring was the typical technique addressed when specific techniques were considered.
<table>
<thead>
<tr>
<th>POPULATION APPLIED</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General/Non-specified</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>80.0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>Men</td>
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<td>0.0</td>
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<tr>
<td>Children</td>
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<td>0.0</td>
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<td>0.0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Disabled</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poor/Disadvantaged</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>0</td>
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<td>Minority</td>
<td>13</td>
<td>54.2</td>
<td>2</td>
<td>20.0</td>
<td>16</td>
<td>94.1</td>
</tr>
<tr>
<td>Other (Specify)*</td>
<td>11</td>
<td>45.9</td>
<td>0</td>
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<td>1</td>
<td>5.9</td>
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<tr>
<td>TOTAL</td>
<td>24</td>
<td>100.0</td>
<td>10</td>
<td>100.0</td>
<td>17</td>
<td>100.0</td>
</tr>
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</table>

*Other specified below:

<table>
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<tr>
<th>Other Specified Below</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>Drug Abusers</td>
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<td>0</td>
<td>0.0</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Elderly</td>
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<td>0</td>
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</tbody>
</table>
### Table 7

**Study Articles Addressing Techniques in Numbers (#) and Percentages (%)**

(N = 68)

<table>
<thead>
<tr>
<th>Technique Discussed</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>HBC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Association</td>
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<td>0.0</td>
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</tr>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Interpretation</td>
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<td>0</td>
<td>0</td>
<td>1.0</td>
</tr>
<tr>
<td>Analysis of Resistance</td>
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<td>4.5</td>
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<td>0.0</td>
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<td>Goal Setting</td>
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<td>2</td>
<td>9.1</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Communicating Acceptance, Respect &amp; Understanding</td>
<td>2</td>
<td>5.4</td>
<td>2</td>
<td>9.1</td>
<td>3</td>
<td>33.3</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<td>0.0</td>
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<td>1</td>
<td>4.5</td>
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<td>11.1</td>
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<td>18.9</td>
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<td>13.6</td>
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<td>11.1</td>
</tr>
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<td>4.5</td>
<td>1</td>
<td>11.1</td>
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<td>0.0</td>
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<td>8.1</td>
<td>1</td>
<td>4.5</td>
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<td>0.0</td>
</tr>
<tr>
<td>Other (Specify)*</td>
<td>8</td>
<td>21.6</td>
<td>5</td>
<td>22.6</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

**TOTAL**

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37</td>
<td>100.0</td>
<td>22</td>
<td>100.0</td>
<td>9</td>
<td>100.0</td>
<td>18</td>
<td>100.0</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note: Percentages may not sum to 100 due to rounding.*
**TABLE 7 (Continued)**

*Other specified below:

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<th>Education/Training</th>
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<th>0.0</th>
<th>5</th>
<th>38.5</th>
<th>13</th>
<th>13.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping Skills</td>
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<td>2.7</td>
<td>1</td>
<td>4.5</td>
<td>1</td>
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<tr>
<td>Personalization</td>
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<td>9.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
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<td>4.5</td>
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<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>Leisure Planning</td>
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<td>0.0</td>
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<td>0.0</td>
</tr>
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<td>Homework</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Imagery</td>
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<td>0</td>
<td>0.0</td>
<td>3</td>
<td>23.1</td>
</tr>
</tbody>
</table>

**Notes:**
- The numbers in the table represent the frequency and proportion of each category specified.
- The last column includes the total count and percentage.
Population Techniques Applied

As shown in Table 8, of the 68 articles addressing counseling techniques (see Table 2), 24 population groups were discussed as recipients. Twenty-two (or 29%) "other" (i.e. non-specific groups other than the specified study populations) were reviewed regarding the implementation of counseling techniques. In the "other" category, 14 groups (or 19%) of college students were recipients of the various techniques discussed. Fourteen (or 19%) of the techniques discussed were applied both to general/non-specified and to minority populations. Twelve (or 16%) were applied to women. Five (or 7%) were applied both to children and to the poor/disadvantaged. Three (or 4%) were applied to men. No techniques were discussed as applied to the disabled. Therefore, of the 68 articles reviewed, the "other" category of populations was the typical recipient of the techniques discussed. The general, minority, and college student populations were the typical recipients of techniques discussed when specific populations were considered.

Selected Characteristics of Study Articles Addressing Counseling Attitudes

Attitudes Applied

As shown in Table 9, of the 34 articles regarding attitudes (see Table 2), 19 counseling attitudes were addressed. When these attitudes were rank ordered, 10 (or 21%) focused on support. Seven (or 15%) focused on
### Table 8

Population groups to which techniques were applied in numbers (\#) and percentages (%)
\[(N = 68)\]

<table>
<thead>
<tr>
<th>JOURNAL NAME:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>NHC</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POPULATION APPLIED</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>General/Non-specified</td>
<td>1</td>
<td>4.2</td>
<td>7</td>
<td>50.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Women</td>
<td>5</td>
<td>20.8</td>
<td>1</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Men</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>Children</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disabled</td>
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<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Poor/Disadvantaged</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>28.6</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Minority</td>
<td>2</td>
<td>8.3</td>
<td>1</td>
<td>7.1</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>14</td>
<td>58.3</td>
<td>1</td>
<td>7.1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>24</td>
<td>100.0</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Other specified below:
- College Students | 14 | 58.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 14 | 18.7 |
- Smokers | 0 | 0.0 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.3 |
- Elderly | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 21.4 | 4 | 25.0 | 7 | 9.3 |
### TABLE 9

**STUDY ARTICLES ADDRESSING COUNSELING ATTITUDES IN NUMBERS (#) AND PERCENTAGES (%) (N = 34)**

<table>
<thead>
<tr>
<th>JOURNAL NAME:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>TOTALS</th>
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</thead>
<tbody>
<tr>
<td>ATTITUDE ADDRESSED</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Concern</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>Caring</td>
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<td>5.3</td>
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<td>14.3</td>
</tr>
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<td>Interest</td>
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<td>33.3</td>
<td>1</td>
<td>14.3</td>
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<td>14.3</td>
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<td>0.0</td>
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<tr>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**TOTAL** | 19 | 100.0 | 3 | 100.0 | 7 | 100.0 | 10 | 100.0 | 9 | 100.0 | 48 | 100.0
acceptance. Six (or 13%) focused on trust. Five (or 10%) focused both on understanding and empathy. Therefore, of the top five counseling attitudes, support was the typical attitude addressed.

Population Attitudes Applied

As shown in Table 10, of the 34 articles regarding counseling attitudes (see Table 2), 12 population groups were addressed. Twelve (or 34%) of the attitudes discussed applied to the minority population. Eleven (or 31%) applied to the general/nonspecified population. Three (or 9%) applied to the poor/disadvantaged population. Two (or 6%) applied both to men and children. No counseling attitudes which were addressed applied to women or the disabled. Therefore, the minority was the typical population to which attitudes were addressed.

Summary of Content Data

Content data included nine items on the ACAJS. They were: techniques, theories, and attitudes addressed; the population to which these techniques, theories, and attitudes were applied; and an analysis of the findings for each article as determined by the author. As shown by content analysis according to the ACAJS, of five ACA journals reviewed, multicultural counseling theory was the typical theory addressed. Cognitive restructuring was the typical counseling technique, and support was the typical counselor attitude
### Table 10

**Population Groups to Which Attitudes Were Applied in Numbers (#) and Percentages (%)**

(N = 34)

<table>
<thead>
<tr>
<th>JOURNAL NAME:</th>
<th>CSD</th>
<th>EC</th>
<th>MCD</th>
<th>SGW</th>
<th>MHC</th>
<th>TOTALS</th>
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addressed. Both the general/non-specified and minority populations were the typical populations to which theories, techniques, and attitudes were applied.
CHAPTER FOUR
DISCUSSION

It is evident that social conditions constantly alter the nature of counseling problems. Therefore, innovative counseling theories, techniques, and attitudes are required for counselors to treat their clients effectively. To stay abreast of these changes, counselors need a continuing source of information on current implications in the field.

Counselors generally depend on the exchange of current theory, intervention, and professional preparation through journal publications. The American Counseling Association (ACA) is the professional association of choice for the majority of counselors. The journals published by ACA report the results of studies and theory building related to counseling.

This study analyzed the content of American Counseling Association Journals over a three-year period on the ACA Journal Survey (ACAJS). It determined the current trend of counseling theories, techniques, and attitudes addressed by study authors. It also determined a characteristic profile of ACA journals, articles, and authors.

In concluding this research, each study entity will be analyzed according to the findings, relevance to counseling, and meaning as interpreted by the author. The study journals, authors, and articles addressing counseling theories, techniques, and attitudes are discussed below.
Study Review

The units of measurement for the analysis were the articles of five ACA journals. An article was defined as a scholarly writing which contained a title, an author source, and which addressed counseling theories, techniques, or attitudes. Editorials, invited comments, letters, and business materials were excluded from the analysis because their content was not equivalent to that of regular articles.

The study examined 670 articles over a three-year period. Articles were classified by both demographic and content categories. Every article addressing counseling theories, techniques, or attitudes had 16 demographic and three content classification items on the ACAJS. Of the content items, two were permitted multiple tallies.

Journal demographic items on the ACAJS included: name, major focus, publication schedule, editorial board, blind/anonymous review policy, volume, edition, articles, and pages. The article demographic items included: articles and pages addressing theories, techniques, and attitudes. Selected author characteristics were determined for articles addressing theories, techniques, or attitudes. They included education, academic affiliation, and sex.

The content categories for the analysis included counseling theories, techniques, and attitudes. An article was classified as "theory" if its emphasis was the elaboration of a paradigm, model, or counseling approach. It was
classified as "technique" if it focused on direct service issues, specific techniques, and practice within the field. Articles focusing on the counselors personal characteristics were classified as "attitudes."

The data collected for the three-year period on each of the five journals was totaled for analysis. There was inequality in the number of articles per journal. Therefore, percentages were used so that each total was proportionally weighted and a standard criterion could be used in comparing them.

Journal Characteristics

The five ACA journals reviewed adhered to the publication standards established by ACA to include major focus, publication schedule, editorial board, editions, articles and pages. The typical ACA journal did not have a blind/anonymous review policy. The journals were also in accordance with the criteria of quality research described by Nachmias and Nachmias,¹ in *Ratings of the Importance of Criteria for Evaluating Research Articles*. Therefore, the characteristic profile of ACA journals, as determined by the ACAJS, suggests that they have assimilated standards upheld by other prestigious journal publications.

Author Characteristics

As stated by Kanfer and Goldstein,\(^2\) the most acceptable criterion for qualification in the counseling field is evidence of successful completion of specified training programs. Generally, the successful completion of a study program is certified by a degree.

The typical single or first author of this study was affiliated with a university and held a doctoral degree. Therefore, the characteristic profile determined that the single or first author of articles addressing theories, techniques, and attitudes adhered to a high standard of quality.

In addition, it was found that more male than female authors contributed their articles to ACA journals. These findings suggest that fewer women are affiliated with universities or hold doctorate degrees. This also suggests that the focus of publications by female authors is on topics other than counseling theories, techniques, and attitudes.

Another interesting finding in regard to the study authors was that more authors who published their work in the journals with a blind/anonymous review policy were from institutions other than colleges or universities. More authors with less than a Ph.D./Ed.D. also published their work in the journals having a blind/anonymous review policy. Also,

the difference in the number of articles published by males and females was less with the journals utilizing the blind/anonymous policy, than those journals without a blind/anonymous review. This suggests that selections for publication in the typical ACA journal may be chosen with bias by their editorial boards. In other words, authors who are affiliated with less than a university, hold less than a doctorate degree, or are female, have less chance of being published in ACA journals than those who are affiliated with a university, hold a doctorate degree, or are male.

Article Characteristics

The selected study articles also adhered to the ACA publication standards. They were concisely written in simple, unambiguous language, with logical order. They met the criteria of "scholarly writing" established for inclusion in this study, as well. For example, each article contained a title and an author source, and addressed theories, techniques, or attitudes. With regard to the number of pages contributed to theories, techniques, and attitudes, the articles also adhered to criteria for quality writing recommended by Nachmias and Nachmias. That is, the importance of the contribution could be obtained by the volume of content as well as the content itself.

Nachmias and Nachmias, Research Methods in the Social Sciences, 197.

Ibid.
Results of the analysis on selected article characteristics revealed the JCSD as the typical ACA journal for articles addressing theories, techniques, or attitudes. However, the JMHC had the most pages contributed to its articles addressing theories, techniques, and attitudes. This indicates JCSD was the best source for finding articles, and the JMHC was the best source for extensive coverage of articles on counseling theories, techniques, and attitudes.

The results also indicated the JMHC to be the best source of ACA journals reviewed for articles addressing theory. For articles addressing techniques, the JCSD was revealed as the leading source. The JCSD and the JSGW were identified as the journals with the typical article addressing attitudes.

With regard to articles addressing theories, the findings obtained indicate multicultural counseling followed by "other", are by far the most prevalently applied theories. The theory of eclectic counseling followed third. Cognitive, rational emotive, and career development theories followed next by a wide margin. There was little application noted of the other selected study theories to include: psychoanalytic, existential, person-centered, Gestalt, transactional analysis, behavioral, and reality.

In rank order, of the top five techniques addressed, cognitive restructuring led by a large percentage as the most frequently applied technique. Teaching coping skills was the
next most frequently applied technique. It was followed with a wider margin by communicating acceptance, respect and understanding, which was followed closely by goal setting, assertion training, and modeling.

Of the counseling attitudes applied, support by far exceeded all others, followed by acceptance and trust. The counseling theories, techniques, and attitudes which were addressed typically applied to general/non-specific populations first and minority populations secondly.

Conclusions

The results of this research support previous studies which indicate that the foundations for counseling theories, techniques, and attitudes vary immensely in regard to therapeutic approaches. For example, it is interesting to note the polarity of the number one ranked technique applied, cognitive restructuring; and the second ranked technique applied, teaching coping skills. The former appeals to the intellectually oriented, while the latter is a more pragmatic approach. The polarity of the techniques supports the eclectic theoretical foundation of counseling. Further this suggests that the counselor should be well diversified in knowledge and application of techniques.

Also, the most commonly addressed counseling attitudes in rank order were support, acceptance, encouragement, understanding, and empathy. These counseling attitudes, along with cognitive restructuring, the most commonly addressed
counseling technique were congruent with the most prevalently addressed theory which was multicultural counseling.

At the theoretical level, this study supported Kanfer and Goldstein,⁵ that "multifactor systems-oriented models are tending to displace single-factor mechanisms of etiology and change". This was indicated with the minority population receiving the greatest focus of the articles reviewed. This reveals that counselors are currently assisting more clients whose demographic profiles are culturally diverse, than clients who present primarily psychological disturbances, the latter having been the focus in the past.

It was also interesting to note the large gap between the top three counseling theories addressed and the other study theories. In analyzing the top five theories addressed, only two of the eleven selected study theories received enough tallies to be counted among the top five. The "other" category of theories, which was ranked second, included the sum of six "other" theories to achieve its rank.

Additionally, and more striking than the widespread endorsement of multicultural and eclectic counseling, was the great gap between current theoretical developments related to counseling and the content of the most popular counseling theory books.

⁵Kanfer and Goldstein, Helping People Change: A Textbook of Methods, 9.
The list of study theories obtained for this research was selected from a popular current counseling theories textbook. This illustrates how the most widely-used counseling theory texts continue to lead the reader through the familiar psychoanalytic, person-centered, Gestalt, existential, behavioral, and rational-emotive theories.

However, this research revealed that the most prevalent theories addressed were those "other" than the familiar selected study theories. These results provided evidence that there are important theoretical developments taking place. Unfortunately, contemporary texts offer no hint of the explosive activity in theory development.

Apparently, the traditional psychoanalytic techniques of lengthy free association and interpretation do not provide the active, directive counselor-involvement expected and desired by most clients today. Additionally, the attitudes of empathy, congruence, and unconditional positive regard are necessary but not sufficient for client change in counseling.

It can be concluded furthermore, that the current trend for counseling theories addressed in ACA journals was multicultural and eclectic theories. The current trend for counseling techniques addressed was cognitive restructuring and the teaching of coping skills. The current trend of counselor attitudes addressed in rank order was: support, acceptance, trust, empathy and understanding.
Additionally, it can be concluded that ACA journals are of high quality and serve to provide current information on the latest counseling implications for counselors to stay abreast of current trends.

**Implications for Mental Health Counselors**

From this study, it appeared that there is an increasing tendency for counselors to face the reality of cultural diversity, and to call themselves eclectic. On the other hand, an undisciplined eclectic approach to counseling can be an excuse for failing to develop sound rationale for adhering to certain theories and techniques.

Eclectic counseling perspectives take into consideration the values, beliefs, and actions conditioned by the clients' race, ethnicity, gender and religion with the dominant culture, socioeconomic status, political views, lifestyle, and geographic region. Therefore, counseling training should focus on promoting healthy development of coping capacities, and on using environmental forces to contribute to that goal. These are the salient principles that distinguish counseling from the older pathology-focused approaches.

Students need to know the theories of Freud, Perls, Sullivan, and Rogers, but as important historical references rather than guides to current counseling practices. Counseling practitioners need to understand more clearly the
limitations of the classic theories, and become more open to the newer integrative approaches.

Further, this study supports Young,6 in the need for further indoctrination of the multicultural approach in counseling. The training of mental health counselors must acknowledge cultural diversity and pluralism as a reality to be encountered and understood in client/counselor interactions. Counselors must be sensitive to cross-cultural counseling as defined in ethnic, racial, and socioeconomic terms, and equipped with the skills necessary to engage in counseling based on them.

Limitations

First, two editions of the 1990 JSCD were not available for review. The results were probably similar to those if all journals had been available, since the typical article and edition were from JSCD anyway. The JMHC represented the greatest number of pages, but by such a significant number that with the two missing editions of JCSD, it is unlikely the results would have been altered.

Another limitation was that when there were multiple authors, only the first author was analyzed in this study. Apparently, it was not possible to present an accurate representation of ACA authors. For example, in regard to gender, if the first author alphabetized was male, and the

6Young, "Treatment of Multicultural Counseling in Correctional Psychology Textbooks," 521-522.
additional authors were female; the only author represented in the analysis was male. All selected categories of measurement—academic affiliation, education, and gender—were tallied for analyzation in the same manner. Therefore, the characteristic profile for ACA authors was exclusively determined.

In addition, the educational level was not specified for a large percentage of selected authors. Therefore, the typical educational level determined may have been skewed in favor of the doctorate degree.

A major limitation of this study was the generality of the content items reviewed. Theories, techniques, and attitudes in counseling are considerably broad subjects. It was therefore an arduous task to review the abundance of articles addressing all three subjects. Also, the commonly vague terminology used to discuss the various theories, techniques, and attitudes made it difficult to screen them according to the criteria determined for inclusion of the study.

For example, although multicultural counseling is classified as a theory in this study, it would more accurately be called a counseling model. It identifies treatment goals and procedures thought to be appropriate for the minorities, but lacks the formal organization that facilitates empirical validation. Therefore, there is some question regarding the
appropriate classification of the various therapeutic approaches reviewed and analyzed throughout the study.

The results of this study may have been more precise if the subject had been more limited. For example, a content analysis on either theories, techniques, or attitudes alone would have allowed for more rigorous measurement.

**Direction For Future Research**

The viewpoint assumed in this research is that if counselors familiarize themselves with the current major approaches to therapeutic practice, they can assume eclecticism as a theoretical basis for counseling. However, valuable dimensions of human behavior can be overlooked if the counselor is restricted to a single theoretical approach. On the other hand, an undisciplined eclectic approach to counseling can be an excuse for failing to develop sound rationale for adhering to certain theories and techniques. It is easy to choose "bits and pieces" from various therapies that merely support biases and preconceived ideas.

Another study to examine the widespread "claim" of eclecticism would be of value for structuring the framework of counseling education. Researchers should determine whether counselors identify themselves as eclecticist based on having a thorough understanding of theories, techniques, and attitudes for a multitude of approaches. It should also be determined if these counselors are merely confused about their own basis for counseling and therefore claim eclecticism.
It would also be useful to further investigate how ACA publications are swayed by the authors' school affiliation, educational level, and gender. For instance, in this study, was the majority representation being from universities, having Ph.D./Ed.D.'s, and of male gender related to the blind/anonymouse review policy? Are people affiliated with colleges and other institutions writing? If so, why is no more of their work published in ACA publications? Do journals have an informal policy that a terminal degree is required to write and publish? Are practitioners other than Ph.D./Ed.D.'s concentrated in areas other than research?

With regard to gender, males disproportionately dominated females in publishing research. Does this mean females are writing less? Have fewer females reached the Ph.D./Ed.D. level? Are females as disproportionately represented in the counseling milieu as they are in this study? An interesting study would be one similar to this one examining statistics of females in academia, female authors with regard to their focus in writing, or female authors educational level and school affiliation.

Another implication for future research was the importance of counselor attitudes with regard to multicultural counseling, particularly the attitude of acceptance, in regard to clients' cultural differences. It would also be interesting to investigate on the limitations of "older"
theories and techniques for the active, directive counselor involvement expected and desired by most clients today.
APPENDICES
APPENDIX A

ACA JOURNAL SURVEY

Journal/Form I

I. DEMOGRAPHICS

Journal Demographics

1. Journal Name ____________________________________________

2. Publication Schedule
   _____ 1. monthly
   _____ 2. quarterly
   _____ 3. biannually
   _____ 4. annually
   _____ 5. other (specify) ____________________________

3. Editorial Board
   _____ 1. yes, # members ________________
   _____ 2. no

4. Blind/Anonymous Review Policy
   _____ 1. yes
   _____ 2. no
   _____ 3. not stated

5. Major focus/purpose of journal ____________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
Article Demographics

1. Journal Name ________________________________

2. Volume # _____ 3. Edition # _____

4. Year _____

5. # Pages in this edition _____

6. # Articles in this edition _____

7. # Articles addressing counseling theories, techniques, and attitudes _____
   (specify #) ___theories, ___techniques, ___attitudes

8. Article Title ____________________________________________

9. # Pages in article _________

10. Authors Education ______ 1. BS
     _____ 2. MS
     _____ 3. Ed.D.
     _____ 4. Ph.D.
     _____ 5. Other

11. Sex of Author ______ 1. Male
     ______ 2. Female

12. Authors Academic Affiliation
    ______ Name of College ________________________________
    ______ ________________________________
    ______ ________________________________
    ______ Name of University ________________________________
    ______ ________________________________
    ______ ________________________________
    ______ Other (specify) ________________________________
    ______ ________________________________

72
Theories/Form II

II. CONTENT

Theories Content

13. Counseling Theory addressed

   1. Psychoanalytic
   2. Existential
   3. Person-centered
   4. Gestalt
   5. Transactional Analysis
   6. Behavior
   7. Cognitive
   8. Rational-Emotive
   9. Reality
   10. Eclectic
   11. Multicultural
   12. Other (specify)

14. Population to which theories were applied

   1. General/non-specified population
   2. Women
   3. Men
   4. Children
   5. Disabled
   6. Poor/disadvantaged
   7. Minority
   8. Other

15. Specify discussion of theory
Article Demographics

1. Journal Name

2. Volume #
3. Edition #

4. Year

5. # Pages in this edition

6. # Articles in this edition

7. # Articles addressing counseling theories, techniques, and attitudes
   (specify #) ___theories, ___techniques, ___attitudes

8. Article Title

9. # Pages in article

10. Authors Education
    1. BS
    2. MS
    3. Ed.D.
    4. Ph.D.
    5. Other

11. Sex of Author
    1. Male
    2. Female

12. Authors Academic Affiliation
    Name of College
    Name of University
    Other (specify)
Techniques/Form III

II. CONTENT

Techniques Content

13. Counseling techniques addressed

1. Free Association
2. Dream Analysis
3. Interpretation
4. Transference Analysis
5. Analysis of Resistance
6. Goal Setting
7. Communicating Acceptance, Respect, and Understanding
8. Confrontation
9. Transactional Analysis
10. Relaxation Training
11. Systematic Desensitization
12. Implosive Therapy
13. Aversive Techniques
14. Token Economics
15. Modeling
16. Cognitive Restructuring
17. Assertion Training
18. Disputing Irrational Beliefs
19. Bibliotherapy
20. Role Playing
21. Other (specify)

14. Population to which techniques were applied

1. General/non-specified population
2. Women
3. Men
4. Children
5. Disabled
6. Poor/disadvantaged
7. Minority
8. Other

15. Specify authors' discussion of techniques

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

75
Journal Demographics

1. Journal Name

2. Volume #

3. Edition #

4. Year

5. # Pages in this edition

6. # Articles in this edition

7. # Articles addressing counseling theories, techniques, and attitudes

   (specify #) ___ theories, ___ techniques, ___ attitudes

8. Article Title

9. # Pages in article

10. Authors Education

   1. BS

   2. MS

   3. Ed.D.

   4. Ph.D.

   5. Other

11. Sex of Author

   1. Male

   2. Female

12. Authors Academic Affiliation

   Name of College

   Name of University

   Other (specify)
Attitudes/Form IV

II. CONTENT

13. Counseling Attitudes addressed

_____ 1. Concern
_____ 2. Caring
_____ 3. Interest
_____ 4. Understanding
_____ 5. Availability
_____ 6. Attentiveness
_____ 7. Support
_____ 8. Encouragement
_____ 9. Trust
_____ 10. Genuineness
_____ 11. Respect
_____ 12. Empathy
_____ 13. Acceptance
_____ 14. Other (specify) ___________________________

14. Population to which techniques were applied

_____ 1. General/non-specified population
_____ 2. Women
_____ 3. Men
_____ 4. Children
_____ 5. Disabled
_____ 6. Poor/disadvantaged
_____ 7. Minority
_____ 8. Other ___________________________

15. Specify discussion of attitudes addressed __________________________

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APPENDIX B

AMERICAN COUNSELING ASSOCIATION PUBLICATIONS

* The Journal of College Student Development
* Counselor Education and Supervision
* The Career Development Quarterly
* The Humanist Educator
* The School Counselor; Elementary School Guidance and Counseling
* Rehabilitation Counseling Bulletin
* Measurement and Evaluation in Counseling and Development
* Journal of Employment Counseling
* Journal for Multicultural Counseling and Development
* Counseling and Values
* Journal for Specialists in Group Work
* Journal of Addictions and Offender Counseling
* American Mental Health Counselors Association Journal
* Military Educators and Counselors Association Newsletter
* Association for Adult Development and Aging Newsletter
* International Association of Marriage and Family Counselors Newsletter

*This list was obtained from the National Divisions of the American Counseling Association, 1992. The National Divisions of the American Counseling Association is a publication of the American Counseling Association.
## APPENDIX C

### SELECTED ARTICLE CHARACTERISTICS

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