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Graduate Students' Perceptions of Formative Faculty Characteristics: A Look At What Facilitates Integrative Development in a Christian Psychology Program

Kimberly Rene Derflinger

GRADUATE STUDENTS' PERCEPTIONS OF FORMATIVE

FACULTY CHARACTERISTICS: A LOOK AT WHAT

FACILITATES INTEGRATIVE DEVELOPMENT

IN A CHRISTIAN PSYCHOLOGY PROGRAM

by

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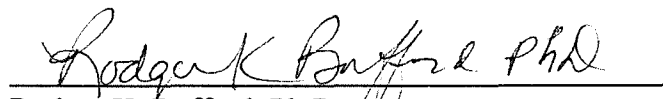

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by

Kimberly René Derflinger

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ABSTRACT

GRADUATE STUDENTS' PERCEPTIONS OF FORMATIVE FACULTY

CHARACTERISTICS: A LOOK AT WHAT FACILITATES INTEGRATIVE

DEVELOPMENT IN A CHRISTIAN PSYCHOLOGY PROGRAM

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Little has been done to assess how students learn integration except by grading them on how well they memorize and echo back their professors' views. The present study sought to ask students what they find helpful from professors, rather than presuming that faculty already know what is best.

Following the research protocol of Sorenson (1995), the present study measured graduate students' perceptions of what faculty characteristics are helpful in their integrative pursuit at George Fox College's Graduate School of Clinical Psychology. This research sought to (a) determine if students at George Fox College employ particular latent dimensions for evaluating faculty on integration, (b) identify faculty characteristics students at George Fox perceive as formative for integrative development, and (c) replicate Sorenson's (1995) findings from Rosemead School of Psychology with George Fox College to see if any results are generalizable across these different populations.

Forty-eight clinical psychology doctoral students rated the perceived similarity of all faculty. Students' card sorts of faculty members were analyzed using

multidimensional scaling to measure students' perceptions of similarities and

dissimilarities of faculty members. Three dimensions were identified using

multidimensional scaling. The resulting dimensions were correlated with a pooled

dependent variable on how helpful and exemplary in integration various faculty members

were for students—from the students' point of view. The dimensions were interpreted

via canonical correlation with criterion variables. Results suggest that graduate students

at George Fox College do tacitly evaluate faculty along two latent dimensions in ways

that relate to integration ("sense of humor" and "personal spirituality"), and that these

dimensions are similar to those from Rosemead School of Psychology. Implications of

these findings are that (a) integrative programs select faculty with relationship and

mentoring skills, (b) members of faculty give evidence of a personal relationship with

God, and (c) faculty development encourage personal spiritual growth and foster personal

contact.

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Graduate Students' Perceptions of Faculty: What Facilitates

Integrative Development in a Christian Psychology Program

Introduction

Interest in the integration of clinical psychology and Christian faith has

dramatically increased in the past 30 years, as evidenced by the development of five

doctoral programs specializing in the discipline, with three more in formation. As the

demand for integrative training increases, so does the need to assess the process of

graduate education in integration. Little has been done to assess how students learn

integration except by grading them on how well they memorize and echo back their

professors' views. Given this model of how students are to learn integration, it is not

surprising that their initial passion for integration atrophies by the time of graduation

(Jones, Watson, & Wolfram, 1992). The present study sought to stand previous

strategies for teaching integration on their heads by asking students what they find

helpful from professors rather than presuming that faculty already know what is best.

This course of investigation requires familiarity with literature on student evaluation,

mentoring, and corporate culture which will each be addressed in turn. See Appendix A

for an annotated bibliography of the literature.

<u>Student Evaluation</u>

Student evaluation of courses and professors dates back to the 1920's when students at Harvard University published a "Confidential Guide to Courses" to direct fellow students in class selection (Canelos, 1975). In recent years, considerable attention has been given to student evaluation of instructional effectiveness due to its widespread use in academia: by administrators, for promotion and tenure decision making; by professors, to gain insight and improve instructional skills; by researchers, to understand effective teaching and learning; and by students, to select courses and instructors (Abrami, d'Appolonia, & Cohen, 1990; Tomasco, 1980).

Despite its pervasive existence, particularly in postsecondary education, the practice of students judging faculty is often met with resistance. Aleshire (1985) suggested that evaluations elicit fear and resistance because (a) people are threatened by the possibility of criticism, (b) evaluation may be a front for an ulterior motive, and (c) evaluation may be inaccurate or deceptive. A number of researchers questioned the validity of student evaluations (Abrami, d'Appolonia, & Cohen, 1990; Dickinson, 1990), while others supported the validity of student evaluations and argued for the importance of the student as a consumer (Lang, McKee, & Conner, 1993; Prosser & Trigwell, 1991; Tollefson, Chen, & Kleinsasser, 1989).

In his support for student evaluations, Aleshire (1985) made a useful distinction between formative evaluations and summative judgments. The former helps students

and faculty identify directions for future growth and development, and the latter aids

administrators in making decisions regarding the faculty members' careers, such as

salaries and tenure. Along a similar line of thinking, Canelos (1985) suggested that

whether or not the evaluation affects improvement in instruction depends on the

professor's gaining insight, motivation to improve, and his ability to improve or change.

The emphasis among these researchers was on the value of using data from informed

consumers to provide formative evaluations rather than summative judgments regarding

faculty performance.

Several studies specifically investigated student perceptions of instructional

effectiveness (Feldman, 1986; Scott & Nussbaum, 1981; Tamasco, 1980), and certain

dimensions of faulty characteristics have emerged (Divoky, 1988; Ellis, Dell, & Good,

1988; Feldman, 1986; Lang, McKee, & Conner, 1993; Murray, Rushton, & Paunonen,

1990). Scott and Nussbaum (1981) posited that the instructional environment is a

microcosm of the larger interpersonal communication environment. They found that

variables influential in interpersonal communication can be expected to also be

influential in classroom instruction. Specifically, an instructor's perceived honesty in

self-disclosure, perceived competence in communication style, and perceived adeptness

in both verbal and nonverbal communication were highly related to a student's

evaluation of the instructor's overall performance in the classroom.

Further research has shown that what may in some cases make for an effective

teacher in the global sense may not necessarily lend to a good teacher in a specific field.

Thus, in education about integration, there may be specific faculty characteristics which

students' perceive as particularly useful. Divoky and Rothermel (1988) found the

relative importance of dimensions students use to evaluate instructors varied depending

on the type of class being taught. They emphasized the importance of assessing what is

useful to students within particular class types. Beatty & Zahn (1990) demonstrated the

significance of the subject matter being studied, and not just whether the person was

globally a good teacher. Murray, Rushton, & Paunonen (1990) gave credibility to the

idea that teachers are differentially suited to better teach particular courses. Such

research suggests that certain faculty characteristics may contribute to efficacy in

teaching integration.

Mentoring

The task of integration in a Christian graduate school in clinical psychology is more

than just a cognitive task, and involves the whole person (Bouma-Prediger, 1990). It is a

process of developing the psychological, spiritual, cognitive, and behavioral aspects.

Thus, a mentoring aspect of teaching is likely valuable to students learning to be

integrated persons. Schroeder (1993) encouraged Christian educators to be mentors who

are actively involved in nurturing students' faith and commitment to Christ. He outlined

three different aspects of mentoring Jesus employed during His ministry on Earth, which

emphasized Christ's active approach to teaching.

Other researchers defined mentoring (Burlew, 1991; Carden, 1990), and advocated

its practice in undergraduate education (Jacobi, 1991), in Christian education

(Schroeder, 1993), and in graduate schools (Wilde & Schau, 1991). Ellis (1992) stated

that "good mentoring represents one of the important factors in graduate training [in

psychology], fosters long-term career competence, and promotes effectiveness for both

scientists and professionals" (p. 575). Levinson et al. (1978) are repeatedly cited in the

literature as some of the first to study the meaning of the mentoring relationship. They

observed, "The mentor relationship is one of the most complex, and developmentally

important, a man can have in early adulthood." (p. 97). Mentoring was defined not in

terms of roles, but in terms of the character of the relationship and the functions it

serves. The authors offered several functions of the mentor, such as teacher, sponsor,

host, guide, exemplar, and counselor. The most important function was to "support and

facilitate the realization of the Dream" (p. 98). The mentor, in the meaning used here,

serves as a "good enough" (p. 99) parent for the person, fostering development, and

helping to define the emerging sense of self.

Corporate Culture

The culture or social milieu of a particular school may be an important influence on

students' perceptions of teachers' effectiveness. While the literature on corporate

culture comes from the disciplines of business and management, the ideas are applicable to educational institutions. The notion of the educational institution as a corporate organization is helpful in understanding the dynamics which affect students' perceptions and teachers' effectiveness (Drucker, 1992; Imada, 1990). Alveson (1992) suggested the importance of understanding how ideology and culture of the institution influence the organizational climate. Hanks (1990) added that the term "corporate culture" refers to shared values, beliefs, and expectations which mold the work environment and dictate acceptable behavior. And Gordon (1991) emphasized that the organizational culture must be looked at within the context of the larger industry. The present study investigates the Graduate School of Clinical Psychology at George Fox College. The context of the larger industry to which George Fox College belongs includes the Society of Friends (or Quakers).

The particular culture at George Fox College is one that grows out of the Quaker tradition and the egalitarian message of George Fox, founder of the Society of Friends (Beebe, 1991). Some tenets which George Fox professed include objection to political and religious authority, opposition to war and slavery, and belief that humans should be directed by inner contemplation and a social conscience inspired by God (Microsoft Encarta, 1994). Although the Graduate School of Clinical Psychology originated at Western Conservative Baptist Seminary in 1978, Western Baptist became concerned about the compatibility between the seminary and the graduate program. As a result,

George Fox College adopted the Graduate School of Clinical Psychology in 1990,

affirming a philosophical harmony between the adopting college and its adopted

graduate program in clinical psychology (George Fox College Graduate School of

Clinical Psychology, 1995). It is unknown whether the graduate school has assimilated

into the George Fox Culture, or whether it maintains a unique social milieu of its own.

It appears that both are true, as evidenced from personal interaction with students and

faculty at George Fox College.

Problem Statement

Following the research protocol of Sorenson (1995), the present study measured

graduate students' perceptions of what faculty characteristics are helpful in their

integrative pursuit at George Fox College's Graduate School of Clinical Psychology.

This research sought to (a) determine if students at George Fox College employ

particular latent dimensions for evaluating faculty on integration, (b) identify faculty

characteristics students at George Fox perceive as formative for integrative

development, and (c) replicate Sorenson's (1995) characteristics at Rosemead School of

Psychology for the present population of George Fox College to ascertain if such

characteristics are generalizable.

Method

Participants

Forty-eight upper-division students from the Graduate School of Clinical

Psychology at George Fox College voluntarily participated in the collection of the card

sorting and questionnaire data in this study. The sample included 27 male and 21 female

graduate students recruited from six courses during five class periods and one lunch

break. The particular classes were chosen for their upper-division status with the

professor's consent.

Instruments

Two copies of the consent form were given to each participant, one for their

records, and one for the researcher (see Appendix B). A faculty list and corresponding

numbers were used (see Appendix B). Cards with one number from 1-18 written on

each were used in the card-sorting task. Each student received a complete set of cards.

Each student received one large 9x12 envelope and nine small 3 5/8 x 6 1/2. The small

envelopes stored the stacks of sorted cards and the large envelopes were used to enclose

the sealed small envelopes.

A 12-item faculty questionnaire was utilized in the study (see Appendix B).

Following the protocol of Sorenson's (1995) study, the two-item dependent variable was

a linear combination of faculty's helpfulness and faculty's exemplariness for the

students' integrative learning. Three independent variables included from Sorenson's

(1995) study were (a) "evidence of ongoing personal relationship with God," (b)

"emotional transparency," and (c) "sense of humor." Seven faculty characteristics

which were identified from preliminary interviews with six graduate students in clinical

psychology from George Fox College included the following: (a) "intelligent, articulate,

and non-simplistic;" (b) "emotionally secure, self-confident, and non-threatened;" (c)

"nurturing of students;" (d) "socially conscious and respectful of others;" (e) "competent

in psychology;" (f) "open to process with students;" and (g) "approaches career as a

spiritual vocation." These faculty characteristics were additional independent variables.

The questionnaire also included the following demographic information: (a) year in

program, (b) gender, (c) age, (d) importance of religion, (e) church attendance, and (f)

importance of integration as a factor in choosing a graduate program.

Procedure

The researcher read an explanation of the research to the students to briefly

introduce them to the topic of study (see Appendix B). A packet of research materials

were distributed to each participant. Each packet contained two copies of the informed

consent form, one stapled questionnaire, a small envelope containing cards, and eight

empty, small envelopes. The participants were asked to read and sign two consent forms

(see Appendix B). One form was returned to the investigator and the other was retained

by the participant. A person not involved in the research randomly assigned faculty

names to a list of numbers (see Appendix B). This faculty key was distributed to each

participant face down. These keys were collected following the procedure and shredded

by a research assistant. Participants were given the following instructions:

Use the number key provided as a guide, and put these faculty

together in ways that might be similar. Sort them into different

stacks, as many as you like, but no less than two stacks, with at least

two faculty in each stack.

After completing the card sorting procedure, subjects placed their separated stacks

into small envelopes, sealed them, and then placed the small envelopes into a larger

envelope. Subjects were then instructed on the questionnaire portion of the study. The

participants were requested to use the same faculty key for the questionnaire and to

proceed through the pages from front to back. Faculty were rated on a five-point Likert

scale along 12 criteria. Participants were reminded to proceed quickly through the

ratings, and to complete the final sheet which is the demographics information on

participants. Once the questionnaires were completed they were placed in the large

envelopes and collected by the researcher.

Results

Of the 48 graduate students in clinical psychology at George Fox College who

participated in the study, 56% were male and 44% were female. Data were obtained

from students in six courses over a two day period. Students participated only once in

the current study, and were excused from class if present during subsequent

administrations. Although participation was voluntary, all students during class

administrations chose to participate. Sixteen students were in their second year of the

doctoral program, 17 in their third, 13 in their fourth, and 2 in their fifth or later years of

the program. Due to their relatively brief exposure to the school, students in their first

year of the graduate program did not know all of the faculty yet, and thus were not

included in the study. With regard to the age of students in the sample, three students

were less than 25, 13 were from 25 to 29, 6 were from 30 to 34, 9 were from 35 to 39,

and 17 were 40 years or older.

Students' card sorts of faculty members were analyzed using multidimensional

scaling. Because it allows researchers to measure students' perceptions of similarities

and dissimilarities of faculty members—while requiring neither researchers nor subjects

to specify the criteria used to make the discriminations—multidimensional scaling is

particularly well suited for exploratory studies (Heppner et al., 1994; Kruskal & Wish,

1978). The dissimilarity data for the 48 students' evaluations of faculty are presented in

Table 1. The matrix shows the number of times that students did not pair one professor

with another. High numbers mean students viewed that pair of professors as dissimilar.

Through the application of conventional, euclidean multiple dimensional scaling to

the dissimilarity matrix obtained from the card sorting data, a selection from one- to

five-dimensional models was identified. A graph of the model stress and the proportion

of variance accounted for relative to the number of model dimensions is presented in

Figure 1. Stress reflects the difficulty of a particular number of dimensions to explain

the variance of the data. A value of .2, although an arbitrary cutoff, has proven a good

rule of thumb for balancing parsimonious interpretations with adequate accounting for

the proportions of variance. In the present sample, a three dimensional model (stress =

.206) most closely approximated (a) the .2 criterion, (b) the "elbow" in the scree test,

and (c) the formula for the expected number of dimensions, the number of stimuli (in

this case, the 18 professors) divided by six (18/6 = 3 dimensions).

The three dimensional solution was correlated with the dependent variable

"integration," the pooled rating of faculty's helpfulness and exemplariness for the

students' integrative learning. A special form of multidimensional scaling is individual

differences scaling (INDSCAL), which computes common and subgroup space. In the

present study, the three subgroups were formed using subjects' scores on church

attendance (less than weekly, weekly, more than weekly). Table 2 shows the three

weighted INDSCAL dimensions. Dimension 1 and dimension 2 were positively

correlated, and dimension 3 was negatively correlated with the dependent variable,

"integration."

Using canonical correlation, the three dimensions were interpreted by the variables

generated from focus interviews with six graduate students of clinical psychology at

George Fox College prior to administering the present study. These variables were (a)

"sense of humor;" (b) "emotionally transparent;" (c) "evidence of ongoing personal relationship with God;" (d) "intelligent, articulate, and non-simplistic;" (e) "emotionally secure, self-confident, and non-threatened;" (f) "nurturing of students;" (g) "socially conscious and respectful of others;" (h) "competent in psychology;" (i) "open to process with students;" and (j) "approaches career as a spiritual vocation." The amount of variance explained by canonical correlation in dependent and independent variables is listed in Table 3. For the purpose of canonical correlation, the dependent variables were the three dimensions, and the independent variables were those from the focus interviews. Not every student had an opinion of every professor. Because there was no correlation between the number of students rating a given professor and that professor's average score on variables used in analyses (p> .05 for all), observed means were used when a student had no opinion.

Table 4 shows the correlations, via the canonical variates, between the three dimensions and their interpretive or criterion variables. Canonical variate 1 contained dimension 1 (.979) and "sense of humor" (.799). Canonical variate 2 contained dimension 2 (.984) and five interpretive variables: (a) "approaches career as a spiritual vocation" (.895); (b) "evidence of ongoing personal relationship with God" (.877); (c) "emotionally secure, self-confident, and non-threatened" (.829); (d) "socially conscious" (.675); and (e) "emotionally transparent" (.556). Canonical variate 3 contained dimension 3 (.988) and none of the independent variables. The variables "nurturing,"

"intelligent," and "open to process," were not used because they were either highly

correlated with other variables or did not load highly on any canonical variate. Figure 2

shows the 18 faculty based on their ratings by students on the three dimensions, with the

coordinates of each axis now labeled using the criterion variables determined via

canonical correlation.

No confirmatory multidimensional scaling programs have been developed and

distributed in a manner comparable to what is available for confirmatory factor analysis,

so no test of the Rosemead dimensional structure (Sorenson, 1995) on the George Fox

dissimilarity matrix is possible directly. Indirectly, however, two strategies are

available. First, visual inspection of the dimension loadings shows that the "evidence of

ongoing personal relationship with God" variable had a high loading on the canonical

variate for a dimension in the present study, and it also was the highest loading variable

on a dimension in the Rosemead study.

Because three of the same criterion variables ("evidence," "transparency," and,

"humor") were replicated from the Rosemead study (Sorenson, 1995), a second strategy

for comparing aspects of the latent structure of the samples between the two schools is

possible. Canonical correlation can be thought of as a special case of factor analysis

with reduced rank, with the canonical variate being itself a latent variable. Thus, testing

of a confirmatory path analysis generated from the Rosemead study is possible using

causal modeling with latent variables. The influence of the Rosemead spirituality

dimension (in that study, "dimension 1") on the dependent variable "integration" was tested in the present George Fox sample, and yielded a good model fit (Bentler-Bonett Normed Fit Index = .966, Comparative Fit Index = .968, average off-diagonal absolute standardized residuals = .0314, N = 790). (See Figure 3.)

Discussion

The results suggest that graduate students in psychology at George Fox College do tacitly evaluate faculty along multiple latent dimensions which relate to students' progress in the integration of psychology and Christianity. Two dimensions regarding professors' "sense of humor" and "personal spirituality" contributed over 12 % and 27% of the variance respectively, on the dependent variable, "integration;" a third dimension was more difficult to interpret but only accounted for about 1% of the variance on the dependent variable.

The first dimension relates to students' perceptions of a faculty member's sense of humor. Although there are different types of humor which serve various functions, it would make sense if students' interpretation of psychology and faith were facilitated by mentors with a sense of non-defensive playfulness.

Another dimension has to do with students' perceptions of faculty as having an authentic love for God and His people as evidenced through the faculty member's character and sense of calling. Students seem to want to have access to professors' spiritual and emotional processes as mentors for the students' integrative development.

If so, they would not only prefer faculty to verbalize their own processes, but also would want them to be willing to hear the students' perspectives. Students seem to be looking for not simply professors who offer answers to their difficult questions, but faculty who will be part of a collaborative and dialectic approach to integrative development.

Two items which loaded on dimension 2, "evidence of ongoing personal relationship with God" and "emotional transparency," replicated—via confirmatory path analysis with the George Fox sample—the salient dimension, derived from an earlier study, which Rosemead clinical psychology doctoral students also used in their integration (Sorenson 1995). This means that students at both George Fox and Rosemead assess faculty along a latent dimension having to do with a professor's non-defensive style that affords students access to the faculty member's ongoing personal relationship with God personally—and this access is directly related to how helpful students judge the instructor to be for students' integrative development. Other items which loaded on dimension 2 included the following faculty characteristics: (a) "approaches career as a spiritual vocation;" (b) "emotionally secure, self-confident and non-threatened;" and (c) "socially conscious and respectful of individuals." Some of these items, such as "socially conscious and respectful of individuals," are characteristics highly valued by the Society of Friends and are possibly a result of the cultural influence at George Fox College.

Although the interpretation is less clear for dimension 3—none of the interpretive variables loaded most highly with this dimension—its import for the present study was negligible. The proportion of variance which it accounted for in the dependent variable, integration, was approximately 1%.

The present study confirms that students at George Fox College Graduate School of Clinical Psychology are searching for something more than simply a quality education in clinical psychology. Integrative mentoring seems valuable to them as well. For students to experience a professor as helpful and exemplary to their integrative pilgrimage, the students benefit by having some sort of access to the professor's relationship with God personally, an appreciation for the professor's emotional maturity and spiritual integrity, and perhaps an experience of safety and hope through the professor's sense of humor.

Limitations and Recommendations

A limitation of this study is that only students' perceptions of what is helpful and exemplary in integrative learning were examined. There are other valuable perspectives which were not included, such as faculty and alumni. The assessment of graduate education in integration would conceivably benefit from studies investigating the perspectives of these sources.

Future research should not replicate, ad infinitum, studies of exploratory multidimensional scaling in other integrative programs across the United States.

Repeated exploratory studies capitalize on chance associations in the particular data set,

and offer no means by which to compare results from one study to the next with levels

of statistical probability. Particularly with the replication—via confirmatory path

analysis—of known latent dimensional structures, what is needed now is item and scale

construction for multivariate assessment to measure what exactly students mean by

"exemplary" and "helpful" integration, what precisely counts as "evidence" of a faculty

member's ongoing personal relationship with God, and so on.

Implications of the Present Research

These findings have implications for curriculum development, faculty recruitment

and selection, and faculty development for integrative psychology programs. With

regard to curriculum development, data from the present study argue that a faculty

member should plan time over the course of the semester to dialogue with students about

the professor's ongoing personal relationship with God. Such use of class time would

seem to be at least as meaningful and useful to students as curriculum based on theory or

models of integration.

Concerning faculty recruitment and selection, schools may do well to hire

academicians with relational skills, mentoring qualities, and a sense of non-defensive

playfulness. These are faculty who can engage students in meaningful dialogue, who are

open to share their own spiritual pilgrimage, and who are willing to be affected by the

students' processes. Faculty need to serve as role models who have a love for integration and a sense of calling which inspires others.

Concerning faculty development, time for professors to interact with each other in a way which encourages personal contact is in order. Integrative growth for students is more likely to occur when faculty are engaged in their own meaningful pilgrimage and share this process with students. Dynamic interaction between students and faculty who love God and are willing to be affected by Him and each other is the model for integrative development recommended here.

In summary, students do in fact evaluate faculty along multiple latent dimensions—the two most significant of which are "personal spirituality," and a non-defensive "sense of humor." The dimensions pertaining to George Fox professors' "evidence of ongoing personal relationship with God," and "sense of humor," replicated findings from an earlier study at Rosemead School of Psychology (Sorenson, 1995). At George Fox, as with Rosemead, this particular faculty dimension was significantly predictive of students' self-reports of their own integrative development. Faculty who combine spiritual commitment with a sense of humor are the kind of mentors whom students assess as maximally facilitative for students' integrative pilgrimage.

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Table 1

Dissimilarity Matrix of 48 Students' Pairings of 18 Faculty Members

Faculty number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	0																	
2	42	0																
3	36	42	0															
4	39	39	42	0														
5	36	44	27	42	0													
6	32	41	24	38	26	0												
7	42	35	36	43	40	42	0											
8	34	46	28	34	24	21	39	0										
9	37	27	37	42	41	40	45	39	0									

Table 1 (continued)

Dissimilarity Matrix of 48 Students' Pairings of 18 Faculty Members

Faculty Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
10	39	43	30	38	35	30	41	31	32	0								
11	30	42	23	38	30	20	43	29	41	33	0							
12	40	37	40	40	33	36	41	41	35	39	39	0						
13	36	46	39	32	35	40	43	38	42	41	39	34	0					
14	19	44	33	43	29	33	38	35	40	39	32	34	39	0				
15	45	30	43	42	43	45	28	47	31	37	44	43	45	42	0			
16	42	34	34	45	35	37	18	35	47	40	36	41	44	39	33	0		
17	41	37	37	22	45	31	44	39	44	32	34	38	37	45	44	39	0	
18	42	35	41	36	44	44	43	43	26	32	42	33	37	39	32	45	39	0

Table 2

Correlation Matrix of Weighted Dimensions to Pooled Dependent Variable "Integration"

	Dimension 1	Dimension 2	Dimension 3
Integration	.344*	.520*	-.115*

* $p < .01$

Table 3

Variance in Dependent Variables (Faculty Dimensions) and Independent Variables

(Faculty Attributes) Explained by Canonical Variables

Canonical Variables	Percent Variance of Dependent Variables	Cumulative Percent of Dependent Variables	Percent Variance of Independent Variables	Cumulative Percent of Independent Variables
1	34	34	53	53
2	33	77	18	71
3	33	100	7	78

Table 4

Correlations between Dependent Variables (Faculty Dimensions) and Canonical

Variables, and Independent Variables (Faculty Attributes) and Canonical Variables

Canonical Variables	1	2	3
Dependent Variables			
Dimension 1	**.979**	-.189	-.081
Dimension 2	.102	**.984**	.143
Dimension 3	.011	-.157	**.988**
Independent Variables			
Sense of Humor	**.799**	.405	.412
Vocation	.146	**.895**	.400
Evidence	.206	**.877**	.053
Secure	.430	**.829**	-.173
Socially Conscious	.292	**.675**	.014
Transparent	.322	**.556**	.246

Figure Caption

Figure 1. Graph of the relationship of stress and variance for 1- to 5-dimensional

models.
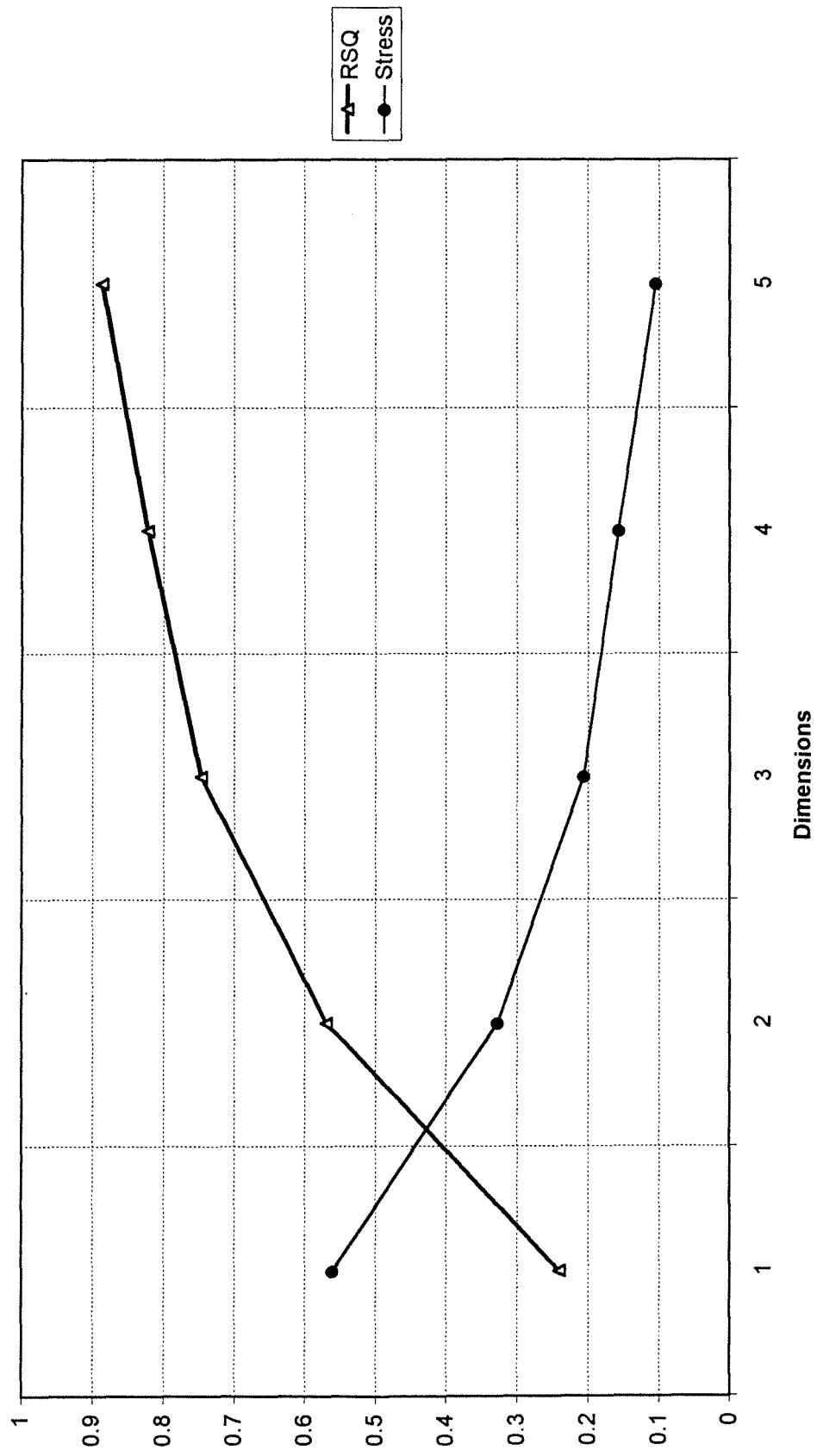
Figure Caption

Figure 2. Eighteen professors in three-dimensional space. (The numbers represent

actual dimension weights.)

Evidence of Ongoing Relationship with God

Sense of Humor
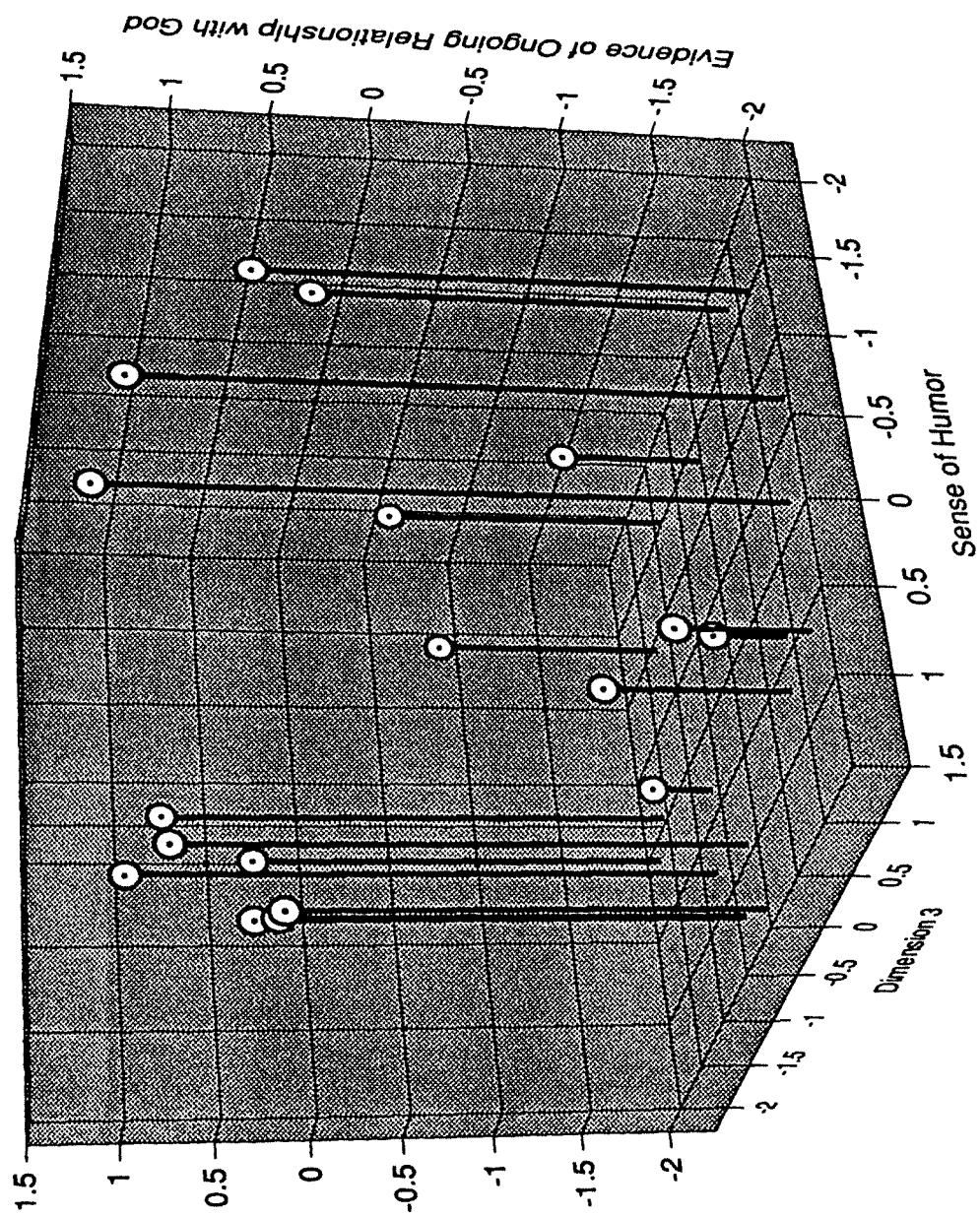
Dimension 3

Figure Caption

Figure 3. Confirmatory path analysis of Rosemead dimension 1 with the George Fox

sample.
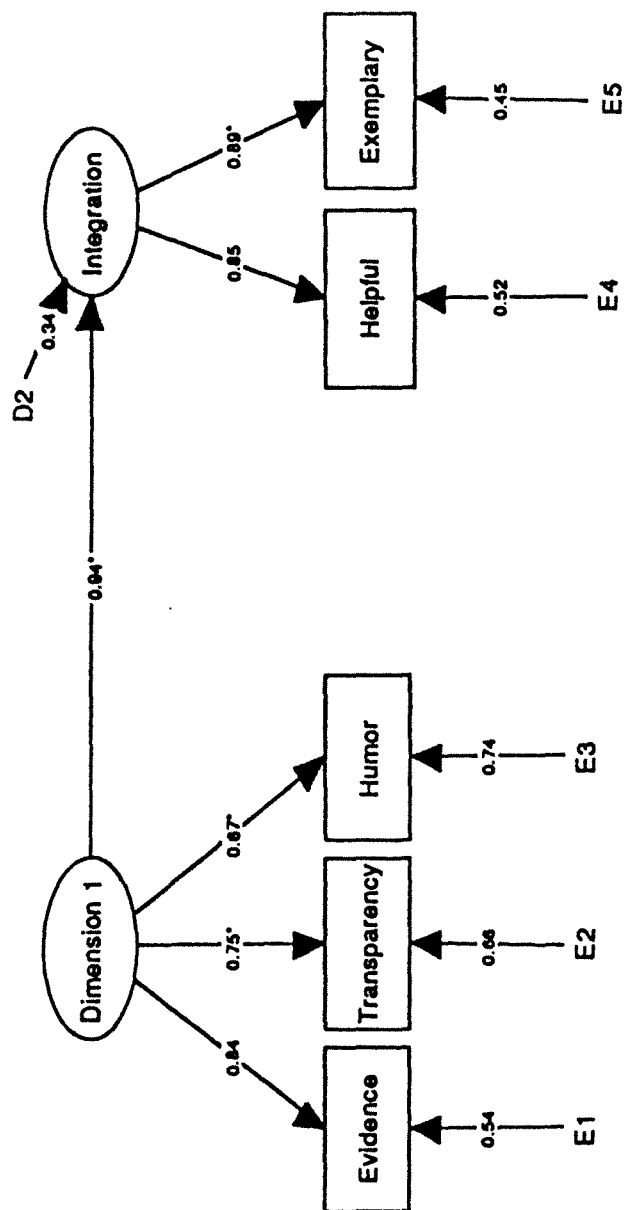
Appendix A

Annotated Bibliography

Annotated Bibliography

Abrami, P. C., d'Appolonia, S., & Cohen, P. A. (1990). Validity of student ratings of

instruction: What we know and what we do not. Journal of Educational Psychology, 82

(2), 219-231.

The purpose of this article was to address several questions about research on

student ratings of faculty as measures of teaching effectiveness. According to the

authors, there is a concern in the literature that student ratings do not accurately measure

teaching quality. In general, the validity of students' evaluation was approached from

two different viewpoints. The first considered ratings valid if they accurately reflect

students' beliefs about the quality of instruction, regardless of whether or not students

were learning. Students, in this view, were considered "consumers," and their attitudes

were deemed valuable data. The second view was more interested in the correlation

between student evaluation and amount of learning. According to the authors, past

research has validated student ratings as measures of instructional process. Previous

research correlated student opinion with level of learning, finding that students were

attuned to quality of professor instruction and their level of learning. The authors

criticized the past research as failing to "establish how these processes are indices of

effectiveness without resorting to product or outcome measures" (p. 219). The

researchers analyzed and critically reviewed many previous studies, and concluded that

"despite many decades of research on the validity of student ratings, the thrust of our conclusion is that additional research lies ahead" (p. 231).

I found this article to be minimally useful to my dissertation. It was poorly written, and difficult to decipher, as well as uninteresting and tedious. In essence they attempted to invalidate present research on student evaluation without offering any improvement. My dissertation was not to question whether or not students are intelligent consumers who evaluate on the basis of their own learning and development. I assumed this from the start. Thus, for the purpose of my study, the aforementioned dichotomy of students as consumers versus students as valid assessors of instructional quality is false. I asked students what they think because I value their judgment as assessors of their own development and growth.

Aleshire, D. O. (1985). The evaluation of people in theological schools. Theological Education, 22 (Autumn), 71-92.

Evaluation of persons often elicits fear, and tends to be resisted. The author briefly addressed resistances to evaluation and suggested three reasons for it: First, people are threatened by the possibility of criticism. No one wants to be told he or she is doing a bad job. Second, evaluation may be a front for an ulterior motive. Third, the evaluation may be inaccurate or deceptive. The author defined evaluation and identified its purpose in theological schools. He highlighted specific problems in the evaluation of theological schools due to their combined academic and ministerial environment. He raised

theological and philosophical issues on the subject, and lastly offered a model of evaluation for theological settings.

Although the article was specifically written to address theological programs, it appropriately applied to Christian graduate programs in clinical psychology and was useful information for my dissertation. The author made a persuasive argument for the usefulness and importance of formative evaluation as the dominant approach, rather than an "over-dependence" on summative judgment. Formative evaluation helps students and faculty identify directions for future growth and development, and provides counsel and insight about oneself as a professional or a student. Summative judgments, on the other hand, are data collected and used to help make decisions which may drastically affect the person's career.

The author discussed specific problems in evaluation that arise from the theological schools' character as both an academic setting and a setting for spiritual and emotional growth. These problems pertained also to Christian psychology programs. Of particular interest were the author's comments on "community." Evaluation is often seen as a threat to the hope of community. What seemed to be implied, but was not stated explicitly in the article was that in a "Christian community" there is often the longing for unconditional acceptance and nurturing, without judgment. Evaluation may be thought of as inhibiting rather than encouraging emotional or spiritual growth to those searching for love without limits. The author listed other problems with evaluation such as fear that it produces conformity rather than individuality (although my hunch is that the opposite may be true), the belief that evaluation makes the school vulnerable to

constituent pressures, difficulty deriving precise definitions of criteria for the evaluation of some functions, and doubt about the validity of empirical data in understanding people.

In general, the author supported evaluation from an informed position. Understanding the benefits and costs, he made a persuasive argument for the use of evaluation in academic settings as a way of developing individuals in their careers, making the best use of their talents and skills.

Alveson, M. (1992). Leadership as social integrative action: A study of a computer consultancy company. Organization Studies, 13 (2), 185-209.

This paper, a case study on a computer consultancy company, was minimally applicable to my research except for the brief explanation of corporate culture and ideology. According to the author, ideology refers to that for which a company stands. It is a set of ideas describing social reality in an idealized manner. Ideology has consequences for attitudes and conscious beliefs. Corporate culture encompasses more than ideology and includes values, ideals, and understandings that are not necessarily consciously espoused or promoted. In addition, culture includes some form of symbolism, which expresses the content. The author defined organizational climate as "the spirit and felt milieu of the organization, to a high degree influenced by the shared values, understandings and ideals of the members" (p. 190). Thus, the organizational climate is influenced and affected by the ideology and the culture of the corporation.

What is the climate of George Fox College? Perhaps the most telling method of understanding the milieu is to interact with faculty, students, and staff. Although the ideology and perhaps even some aspects of the culture may be grasped by reading, the spirit or mood of the school is something to be experienced. Studying latent dimensions by the card sort method seemed particularly fitting given the nebulous nature of an organizational climate.

Beatty, M. J., & Zahn, C. J. (1990). Are student ratings of communication instructors due to "easy" grading practices?: An analysis of teacher credibility and student-reported performance levels. Communication Education, 39, 275-282.

According to the authors there is skepticism among administrators and colleagues regarding the validity of student evaluation due to the relatively high student ratings professors of the social sciences and humanities receive compared to their mathematics and science counterparts. A prevalent assumption is that ratings are indicative of course difficulty. This article reported a considerable body of research literature which suggested that expected grade is unrelated to students' ratings of instructors. Factors not related to student ratings included teaching experience, teacher research productivity, student demographics (such as age, grade level, and personality), course logistics, and course requirements. Factors found related to student ratings included teachers' perceived expertness, friendliness, teaching skills, students' willingness to enroll in

additional courses taught by the instructor and others in the department, and colleagues and teachers' self-ratings.

The present study examined the relationship between teacher credibility and various student perceptions about the instructor and course within the context of communication courses. Teacher credibility was divided into two factors derived from questionnaire answers. The first, "sociability," included adjectives such as "nice," "pleasant," "kind," "friendly," etc. The second factor, "qualification," had to do with knowledge, expertise, and experience. Results indicated that students do discriminate between these two factors, and that students' course performance does not influence ratings of teacher credibility. Instead, those perceived as social are judged more critically by students because expectations are higher.

This article was well worth reading. It was specifically informative in addressing the ubiquitous question, "Is student evaluation valid?" Where other articles reviewed here offered an overview of student evaluation, this one zeroed in on the validity of student reports, and supported the credibility of their perceptions. This study, as well as the literature review, supported the premise that students have something valuable to say. It also supported the aspect of my research which expected students to be able to discriminate, based on complex perceptions. In the article, the authors offered research which indicated that students are not only perceptive, but also attuned to subtle differences among professors.

Beebe, R. K. (1991). <u>A heritage to honor, a future to fulfill: George Fox College 1891-</u>
<u>1991.</u> Newberg, OR: Barclay Press.

This book traced the development and progress of George Fox College throughout

its history. It also presented a description of the religious antecedents of George Fox

College. Beginning with the founding of Quakerism in seventeenth-century England by

George Fox, the author traced the progression in Quakerism to its current influence on

the religious milieu at George Fox College. It is interesting to note the somewhat

disharmonious diversity which still exists and influences the college. Following World

War II Quakerism seemed to separate into two groups, the Modernists and the

Fundamentalists. The Modernists were influenced by the evangelical pastoral system,

while Fundamentalists adhered to the traditional model of silent attention to divine

communication. Whereas the theological differences of these groups lead to disharmony

in the past, there now exists a friendly diversity on the campus of George Fox College,

also including Wesleyans, Baptists, and nondenominational Bible churches. The

historical overview provided in this work was useful in understanding the cultural and

theological environment out of which George Fox College developed. In particular, the

egalitarian message of George Fox and his followers may subtly influence the students'

beliefs of what is exemplary and helpful in learning integration from faculty. I pondered

the following questions: Rather than a dynamic speaker, or a dogmatic messenger, are

students looking for humility and meekness in a professor? Do they desire

encouragement in their own pursuit of integration from faculty rather than an authority

with prescribed answers? Or is the population of students in the graduate program so diverse that orthodox Quakerism is not significant?

Bouma-Prediger, S. (1990). The task of integration: A modest proposal. <u>Journal of Psychology and Theology,</u> <u>18</u> (1), 21-31.

This article proposed four different types of integration; interdisciplinary, intradisciplinary, faith-praxis, and experiential integration. Because the literature is often unclear on the meaning of integration, the author called for increased clarity on the subject. His project offered a framework designed to sort out the discussion of integration and its various meanings. Interdisciplinary integration was defined as integration between disciplines. Intradisciplinary integration was viewed as integration of theory and practice within a given profession. The author viewed Faith-praxis integration as integration of faith commitment with way of life. Lastly, experiential integration was defined as integration within the person and between the person and God.

The task of integration in a Christian graduate school in clinical psychology occurs at many levels, although these various aspects are usually ill-defined. Integration is more than a cognitive task, and involves the whole person. The author made an attempt to sort out the complexity of this integrative process by further defining it. Perhaps it is the multifaceted aspect of integration which was fascinating to me as a researcher of this

subject. While some professors are focusing on cognitive constructs, others are working on their students' souls as well.

Burlew, L. D. (1991). Multiple mentor model: A conceptual framework. Journal of Career Development, 17 (3), 213-221.

This article focused on developing a conceptual framework for the mentoring process. The model was based on the premise that mentoring is not a single event in the life of a person but rather several events with different levels of mentoring. Each level of mentoring requires a different type of mentor with various types of skills and knowledge. Therefore, people may need special training to assume the different mentor levels. The mentor levels include training, education, and development mentors. The author offered advice to counselors in working with clients. In sum, this article seemed minimally helpful for my dissertation. In addition to focusing on a formal mentoring program, the author wrote specifically to those in the corporate sector. The ideas presented were not impressive, nor particularly noteworthy. Furthermore, the article failed to supply the reader with enough literature or research to make a case for its position.

Canelos, J. (1985). Teaching and course evaluation procedures: A literature review of current research. Journal of Instructional Psychology, 12 (4), 187-195.

The author reviewed the literature on procedures used in evaluation of instruction. Student evaluation of courses and professors dates back to the 1920's when students at Harvard University published the "Confidential Guide to Courses." The University of Washington has a well-established student rating program. Although such ratings were originally intended for student use, they have proven useful in evaluation of instructional effectiveness. According to the literature, whether or not the evaluation affects improvement in instruction depends on the professor's gaining insight, the professor's motivation to improve, and his or her ability to improve or change. There is reportedly an overemphasis on research publication in university policy decision-making, at the expense of teaching quality. Criteria for effective teacher and teaching behaviors were operationally defined in this review. Effective teachers increased the student's level of understanding, clarified learning objectives, made new material interesting and understandable, motivated students, and tested appropriately. Interestingly, the author reviewed common beliefs about students which have not been largely supported by research. For example, students were often thought to be too immature, too harsh on professors, or lacking proper knowledge to adequately evaluate instruction. He offered solutions to overcome possible objections, such as involving faculty in the evaluation process, communicating results immediately to faculty, using results to counsel teachers, and emphasizing the formative rather than summative aspects of evaluation. The author made a case for student evaluation being a valid measure of instructional differences. Although some have thought alumni evaluation to be more accurate, Canelos cited

research that showed positive correlations (ranging from +.45 to +.75) between student and alumni reports. Lastly, he addressed the need for different types of evaluations for individual schools within the university, and discouraged universal evaluation due to the varying demands and needs within each program. For example, an engineering professor must be characteristically different in approach than a philosophy professor.

The article was relevant to my area of inquiry, interesting, and informative. The author covered important issues clearly and concisely and offers his own useful perspective while reviewing literature. This article was particularly helpful in gaining a historical perspective on student evaluation.

Carden, A. D. (1990). Mentoring and adult career development. The Counseling Psychologist, 18 (2), 275-299.

According to the author, popular as well as academic audiences have been flooded with articles, books, presentations, and workshops preaching the benefits and cautioning against the hazards of mentoring as a means of personal enhancement and career development. She was concerned that professionals understand the implications of the growing mentoring movement. To that end, the author offered an integrative review of theoretical and empirical literature on mentoring. Her review was based on three categories: (a) organizational (mentoring for career advancement in the corporate sector), (b) academic (mentoring in higher education), and (b) professional (mentoring for advancement and adjustment in the professions). Carden elaborated on various

definitions of mentoring. Of particular interest was her summary of Levinson's study.

Levinson, a developmental psychologist from Yale, viewed mentoring as "one of the

most developmentally important relationships a person can have in early adulthood" (p.

278).

Especially pertinent to my research interest on characteristics which students find

helpful and exemplary was Carden's review of mentor characteristics. While some

researchers suggested that mentors and mentees attract one another because of perceived

similarities in background or personality, others proposed an interpersonal attraction

based on perceptions of ability, commitment and potential. Still others hypothesized

that certain personality characteristics predispose an individual to assume the mentor or

mentee role, or that particular behaviors draw mentees to certain mentors. Mentor

behaviors such as teaching, guiding, advising, counseling, sponsoring, role modeling,

validating, motivating, protecting, communicating and not expecting credit were

identified as central to the position.

Another relevant section of this article included the psychological and sociological

dynamics Carden reviewed. According to some theorists, there is a contingency

relationship between the mentor and mentee based on three parts, the ideal-self (what

one believes one should be), a self-image (what one believes one to be), and self-esteem

(feelings of self worth). Theoretically, to the degree that ideal-self and self-image

overlap, a person will experience high self-esteem. The relationship is prompted due to

the mentor's perceived helpfulness in shifting the self-image of the mentee more in line

with the ideal-self. Trust and trustworthiness determine whether the relationship will

endure. The degree to which the mentor engages in active, playful coaching, and the

openness of the mentee to being influenced, further affects the power of the relationship

to enhance self-esteem. The author briefly reviewed hazards of the mentor relationships,

but ended with the comment that what one person's perceived hazard may be another

person's perceived benefit.

Cooper, P. J., Stewart, L. P., & Gudykunst, W. B. (1982). Relationship with instructor

and other variables influencing student evaluations of instruction. Communication

Quarterly, 30 (4), 308-315.

This study assessed the impact of several commonly studied variables on students'

evaluation of instructors. It did not address the reliability and validity of instructor

evaluation, the philosophy behind such evaluations, or the proper place of these

evaluations in an instructional setting, as other articles here did. A model was proposed

to explain the process of student evaluation of an instructor. In this model a student in a

classroom completes a task and is evaluated by the instructor. The student's evaluation

of the instructor is then influenced by three factors: (a) the student's perception of the

evaluation by the instructor, (b) the student's personality characteristics and (c) the

student's relationship with the instructor. In this study data were collected from 557

students enrolled in a basic speech class. Students were required to give a speech and

were evaluated by the instructor. The students completed measures of self-concept, and

achievement motivation, relationship inventories, and instructor and course evaluations.

Of the factors considered, the results indicated that relationship with the instructor is the best predictor of student's evaluation of the instructor, accounting for 28% of the variance in student evaluation. Instructor's evaluation of the student's performance and the student's perception of the instructor evaluation combined with the relationship accounted for 36 % of the variance. Other factors such as self-concept, achievement motivation, grade, and grade satisfaction were not predictive of student evaluation.

Because relationship between the instructor and student was a significant finding, the authors concluded that, "much more goes into instructor evaluation than simply good teaching" (p. 314). My primary concern with this article was that they missed the possibility that good teaching is in the context of a relationship and this dynamic may explain the results. That relationship was significant in student evaluation is an important finding. What exactly it means is quite another. The relationship factor needed further exploration. It is likely that relationship not only affects evaluations, but amount of student learning. "Simply good teaching" is never simple. Learning does not occur in a vacuum, but instead in a relational context. Thus, student perceptions, student evaluations, and amount of learning which occurs are all part of a relational matrix. To explain evaluations without the affect of relationship on learning seemed incomplete or reductionistic. Furthermore, the model used in the article based the student evaluations of instructors on characteristics of the students, and not on characteristics of the instructors. It seemed to me that some of the students' perceptions may have been about the instructors' characteristics, and not just the students' characteristics.

Dickinson, D. J. (1990). The relationship between ratings of teacher performance and

student learning. Contemporary Educational Psychology, 15, 142-151.

The primary purpose of this study was to examine whether or not amount of student

learning, based on pre and post achievement tests, was related to student evaluation of

instructors. The researcher attempted to measure the validity of student evaluations. In

general, this study found that students gave their teachers high marks even in the face of

low learning. Although this article was somewhat cumbersome, I found the discussion

section fascinating, and relevant to my research. After reiterating the low correlations in

his discussion, the author wrote, "students are not exceptionally accurate judges as to the

amount they learn from an instructor" (p. 149). While students' perceived amount of

learning was highly correlated with ratings of teachers, the correlation between their

actual learning and ratings of teachers was not nearly as impressive. The author

concluded that although students give an attempt at valid evaluations, they are not

informed well enough to do so. According to this logic, students' perceptions of faculty

are invalid. Thus, if learning is an important factor by which to evaluate a professor,

student evaluations alone should not be trusted to do the evaluating. If this is the case,

obviously my research has limitations. I specifically asked students what characteristics

are formative in their learning integration. My research was based on the assumption

that students know when they are learning. Although this seems intuitive to me (a

graduate student), according to the author it is not. The student was devalued as a

consumer and deemed incompetent to evaluate or discriminate. I questioned his term

"actual" learning. What is a better measure of learning, an objective test, or a student's

knowledge of his or her experience? Additionally, is learning integration qualitatively

different due to the personal nature of the task? Prosser & Trigwell (1991) were

similarly skeptical and challenged this authors research. Their study found that quality

of learning, rather than quantity of learning is a more valid criterion measure.

Divoky, J. J. and Rothermel, M. A. (1988). Student perceptions of the relative

importances of dimensions of teaching performance across type of class. Educational

Research Quarterly, 12 (3), 40-45.

According to the authors, dimensions which students use to evaluate teaching

effectiveness are relatively well established. They attempted to discover if the relative

importance of these key dimensions varied with class type. The purpose of their study

was to examine the appropriateness of a global appraisal form and to offer suggestions if

necessary. In order to ascertain whether the type of class affected the importance

students gave to dimensions of teaching, a preference structure under the conditions

major versus nonmajor and elective versus required was investigated. Five dimensions

of teaching performance were identified by students using behaviorally anchored ratings

scales: (a) delivery, the instructor's ability and way of conveying material; (b) depth of

knowledge, the instructor's mastery of the subject; (c) interpersonal skills, the way in

which the professor interacts both professionally and personally; (d) organization, the

arrangement of both the course and material; and (e) relevancy, the ability to make the subject matter meaningful to students. In the four different class types, students ranked 27 scenarios with professors from worst to best. Multiple regression analysis was used to decompose the ranks into measures of preferred importance. The results indicated that relative preferences for the dimension of delivery were higher in a nonmajor required course than in either a major elective or major required course. Secondly, the preference for depth of knowledge was higher in a major elective course than in a non-major elective or required course. Lastly, the preference for an instructor's interpersonal skills was higher in a major required course than in a major elective course. Thus, the relative importance of dimensions students used to evaluate instructors varied depending on the type of class being taught.

This research was quite relevant to my dissertation and emphasized the importance of assessing what is useful to student's within particular class types and not globally. Of particular interest to me was what dimensions graduate students of clinical psychology find helpful in learning integration. According to the outcome of the study, the relative importance of those dimensions likely varies from other courses and subjects, such as measurement or therapy courses. Furthermore, the study was similar to mine in that the researchers valued the students' perceptions. Rather than attempting to validate or invalidate student evaluations, the authors investigated what is meaningful to the students in learning.

Drucker, P. F. (1992). Managing for the future. New York: Truman Talley Books.

This book was designed to enlighten the business world on management strategies

and techniques. Although the bulk of the text did not pertain to my research on

integration, the discussion of corporate culture was relevant. Drucker's main idea was

that organizations are cultures that have deeply ingrained values and habits existing

within a particular context of marketed products, consumers, employees, and

competitors. According to the author, in order to making lasting, effective changes in an

organization, one must begin by basing the changes on the existing culture. He did not

recommend attempting to change the culture itself, but instead advocated being sensitive

to it as an important part of the organizational structure. Recommendations for

management were specified: (a) define needed results, (b) examine where in the system

this function is already performed, (c) assure that the effective behavior as it develops

out of the organization's own culture is actually being practiced, and (d) change

recognition and rewards for the desired behaviors.

Some aspects of Drucker's book were directly relevant to my dissertation. To run a

successful business one must understand the business. A complete understanding of an

organization includes knowing the corporate culture. The culture of George Fox College

includes the student's as consumers, the faculty and administrators as employees, the

marketed product of psychology and integration, and other Christian graduate schools of

psychology as the competitors. Interestingly, schools are not often thought of in terms

of business organizations. This is evidenced by the little consumer marketing which has

been done to understand the students' needs, and desires in their learning and

development. To have an effective program, however, the "management" should attend

to their consumers, and to their product. In addition to knowing the students needs in

integrational development, a broader understanding of the culture in general was needed.

Is George Fox College unique as a population compared to other graduate programs in

clinical psychology that teach integration? Or, is the culture primarily similar to other

schools, such as Fuller Theological Seminary, or Rosemead Graduate School of

Psychology?

Ellis, H. C. (1992). Graduate education in psychology: Past, present, and future.

American Psychologist, 47 (4), 570-576.

The scope of this article was much larger than that of my dissertation topic. The

author gave an account of important developments in graduate education and training in

psychology, beginning prior to the 1960's in American universities. He also discussed

six current issues in graduate education: (a) the integrity of psychology as a discipline,

(b) basic science and research training, (c) the impact of increasing specialization of

graduate training and core curriculum issues, (d) internship training for experimental

psychologists, (d) continuing education, (e) mentoring and student-faculty relationships.

The last subject, mentoring, was relevant to my dissertation. Ellis promoted a faculty

mentor system in which students can gain advice, counseling, and helpful direction in

their training. Furthermore, he maintained that the success of graduate education

depends of a student-faculty relationship based on integrity, trust, and support. In

conclusion, the author asserted that although mentoring effectiveness is not part of APA

criteria for evaluating programs, it should be. He stated, "good mentoring represents

one of the important factors in graduate training, fosters long-term career competence,

and promotes effectiveness for both scientist and professionals" (p. 576).

Ellis, M. V., Dell, D. M., & Good, Glenn E. (1988). Counselor trainees' perceptions of

supervisor roles: Two studies treating the dimensionality of supervision. Journal of

Counseling Psychology, 35 (3), 315-324.

The authors conducted two studies in order to assess the dimensionality of

supervision. Specifically, Study 1 attempted to identify salient dimensions of

supervision from the counselor trainee's perspective and to determine if dimensions for

trainees corresponded to the dimensions previously found in the literature. The

researchers used multidimensional scaling as a confirmatory analysis of a previous

model of supervision. Results suggested a remarkably good fit of the trainees'

perceptions to the cognitive map used by supervisors. The trainees appeared to use three

dimensions in their conceptualizations of supervision: (a) process versus conceptual

focused, (b) directive versus nondirective, and (c) challenging cognitive-behavioral

versus supportive emotional supervision. Of these three dimensions, the third appeared

most important to the trainees when making their evaluations. Study 2 attempted to

address three alternative explanations for the results in Study 1. It was expanded to

include the self-supervisor role and tested in combination with other supervision models. In the second study, students from both masters and doctorate level programs participated, rather than only doctoral students as in the first study. Dimensions across both studies were notably consistent in name and content. Furthermore, the Challenging Cognitive Behavioral versus Emotionally Supportive Dimension seemed most relied upon when trainees made judgments, as in Study 1. In conclusion, the researchers observed that regardless of academic program or region of the country, trainees tended to use the same three-dimensional cognitive map of supervision.

Although similar to my area of research in that the authors were searching for dimensions useful to the trainees using multidimensional scaling, I experienced these studies as dry and overly technical in both the literature reviews and discussion sections and struggled to glean anything applicable to my work. Perhaps due to the researchers' technical interests, their paper lacked interesting theory on which to hang their results. It may be useful for future researchers to review their use of multidimensional scaling (p. 317). Furthermore, the primary dimension, Behavioral versus Emotional, was an interesting finding and may prove useful for doctoral student of clinical psychology in learning integration as well as in clinical supervision.

Feldman, K. A. (1986). The perceived instructional effectiveness of college teachers as related to their personality and attitudinal characteristics. Research in Higher Education, 24 (2), 139-175.

The author reviewed and analyzed the extant correlational literature on college

professors' personality traits and teacher effectiveness in the classroom, as evaluated by

students. The personality traits were grouped into 14 clusters of traits. Of the studies

that measured personality traits by teacher self-reporting (on questionnaires, personality

inventories, etc.), only 4 of 14 trait clusters showed statistically significant averages.

However, across studies that measured teacher personality traits by the perception of the

students, significant results were found between the traits and the teacher evaluations for

11 of the 14 personality clusters. Furthermore, the correlations were moderate to large.

Considering together students' and colleagues' perceptions of teachers' personality

traits, Feldman found that the more effective a teacher was perceived, the more likely the

teacher was seen by both students and colleagues as possessing the following groups of

characteristics: (a) energetic and enthusiastic; (b) sympathetic, warm, tolerant and

supportive toward others; (c) ascendant, forceful, conspicuous as a personality, showing

leadership; (d) reflective, intellectual, culturally and aesthetically sensitive; (e) high in

self-regard and self-esteem; (f) flexible, adaptable, open to change and adventurous; (g)

emotionally stable, while also being less likely to be seen as anxious or neurotic; (h)

sociable, gregarious, friendly and agreeable; (i) bright, intelligent and sophisticated; and

(j) responsible, conscientious, persistent and orderly. The authors offered three different

interpretations of the results. The first interpretation was that the results clearly

demonstrated that teachers' personality characteristics are related to their teaching

effectiveness. The second interpretation of the association between student-perceived

personality traits and perceived instructional effectiveness was based on the possibility

that the measures of personality and teaching effectiveness were contaminated due to the

use of the same raters for both measures. The third alternative was to acknowledge that

the results of studies said something about the teacher's personality, but only the

teacher's personality as perceived by the student, no more or no less. The perceptions

may have some correspondence to the teachers' actual personality, but it was not

completely accurate and should not be taken as a connection of real personality traits

and teacher effectiveness.

This article is recommended reading for those interested in researching faculty

characteristics and teacher effectiveness. It was well written and thought provoking.

Feldman synthesized the extant research, adding a unique perspective and important

data to the literature. A particularly choice section was the clustered personality traits

that served as a reference in my own formulations at George Fox College. The

interpretations were also helpful in preparing for possible criticisms of my dissertation.

Fitzgerald, L. F., and Hubert, L. J. (1987). Multidimensional scaling: Some

possibilities for counseling psychology. Journal of Counseling Psychology, 34 (4), 569-

480.

Multidimensional scaling is a general term for a set of procedures that can be used

to spatially represent the relationships among sets of objects. The authors gave a

condensed explanation of multidimensional scaling procedures, with an emphasis on

uses in counseling and vocational psychology. Topics such as adequacy of fit, individual differences, and interpretation were discussed. The authors considered conceptual and practical issues associated with multidimensional scaling, along with a description of its possible applications. An excellent resource for researchers not familiar with the approach, this article offered a general explanation of multidimensional scaling in understandable language.

Foster, J. D., and Bolsinger, S. A. (1991). Prominent themes in evangelical integration literature. Journal of Psychology and Theology, 18 (1), 3-12.

The scope of this article was much larger than my research as the purpose was to highlight prominent themes in integration literature. Of interest to the dissertation at hand, however, was the first theme: Modeling and Imitation are Effective Ways to Learn. The authors asserted that there is likely more agreement than disagreement between psychology and theology, even though the latter is a more popular discussion. Social learning theory, developmental, and experimental literature were summarized. It was concluded that models have potential for both positive and negative changes in the lives of others, and that secular psychology wholeheartedly agrees that modeling and imitation are effective ways of learning. The apostle Paul was used as an example of Christian agreement of the power of social modeling.

George Fox. (1994). In <u>Microsoft Encarta</u>. [CD-ROM]. Seattle, WA: Microsoft

Corporation.

This citation presented a brief biographical sketch of George Fox, English religious

leader and founder of the Society of Friends. At the age of 19 Fox believed that he was

receiving a divine revelation in which God instructed him to be led by Christ alone.

Some tenants which he professed included objection to political and religious authority,

opposition to war and slavery, and belief that humans should be directed by inner

contemplation, and a social conscience inspired by God. He completed numerous

missionary journeys and fought for passage of the Act of Toleration, which granted

freedom of worship in seventeenth century England. Despite repeated persecution and

imprisonment, Fox's following, commonly known as Quakers, continued to expand.

This citation provided an historical framework for the understanding the religious

antecedents of George Fox College.

George Fox College Graduate School of Clinical Psychology. (1995, April).

<u>History: Graduate School of Clinical Psychology George Fox College.</u> (Available from

Graduate School of Clinical Psychology, George Fox College, 414 N. Meridian Street,

Newberg, OR 97132-2697)

In this is brief history of the Graduate School of Clinical Psychology, the authors

traced the development of the program from its inception at Western Baptist Seminary

in 1978 to its current operation at George Fox College. Two major reasons for the

transfer from Western were the financial burden of the graduate school, and significant

philosophical concerns about the match between the doctoral psychology program and

the seminary. George Fox College's adoption of the Graduate School of Clinical

Psychology in 1990 affirmed the philosophical harmony between the two. Very few

faculty members that were with the program at Western Baptist Seminary still remain.

Although this history report was written in pursuit of approval from the American

Psychological Association, the information regarding the transition to George Fox

College was relevant to my research. It is important to note that the Graduate School of

Clinical Psychology only recently settled at George Fox College and therefore may have

a unique culture apart from that of the college.

Gordon, G. G. (1991). Industry determinants of organizational culture. Academy of

Management Review, 16 (2), 396-415.

The author of this article argued that organizational culture is strongly affected by

the characteristics of the industry in which the company operates. He thought that

although culture is unique to a company, it also shares certain elements of other

companies in similar industries. Thus, within an industry, particular cultural

characteristics are pervasive. These widely shared assumptions and values are molded

by the requirements of the industry. Three dimensions were identified as elements

around which industry-driven assumptions are developed: (a) the competitive

environment, (b) customer requirements, and (c) societal expectations. According to the author these common assumptions transverse companies in an industry and are the basis of values that translate assumptions into compatible strategies and processes. A corporate culture, as a product of the company's successful adaptation to its environment, will resist change. However, environmental transformation may require a cultural change in order for the company to prosper. This cultural change usually involves learning, and adding new people.

Once again, the article pertained mainly to business organizations, yet it had some value for my research. A question that required examination in understanding the climate of integrative learning and development at George Fox was whether or not it is primarily distinctive of a larger industry. Is the culture similar to that of other integrative doctoral schools in clinical psychology, or culturally independent from them? Furthermore, is the graduate program of George Fox College within the same culture of the rest of the school? Does the integrative pursuit mean something unique and distinctive to George Fox College? What is helpful and exemplary to George Fox in forming an awareness and schema of integration may be of a different nature than what is useful at other graduate institutions. Lastly, if significant and informative results are obtained from my study, responding to students' perceptions, and changing the way in which integration is taught necessitates an understanding of the complexities of the larger culture.

Hanks, R. S., and Sussman, M. B. (1990). Where does the family end and corporation

begin: The consequences of rapid transformation. <u>Marriage and Family Review,</u> <u>15</u> (3-

4), 1-13.

The authors began their article by paralleling family and corporate culture. The

family as a social unit "achieves cohesions through the sharing of values, beliefs,

perceptions, and expectations among its members" (p. 4). The authors stated that the

familial heritage and culture are passed on generationally by myths, beliefs, resources,

and rituals. Likewise, the term "corporate culture" refers to shared values, beliefs, and

expectations which mold the work environment and dictate acceptable behavior. The

participants in the organizational culture are also members of other internal and external

subcultures. The authors' focus in this article was on the "synchronicity of change in

family and corporate life" (p. 5) throughout the past 20 years. There is an interactive

effect between subcultures at work called "fictive kin networks" (p. 5) and family life. It

is the individuals who transmit the messages in both directions. Thus, changes that

occur at home affect work and vice versa.

The authors listed characteristics found in the familial and work environments, cited

in the literature, such as altruism, emotionality and caregiving. They concluded that it is

reasonable to assume that similar characteristics will be found in various other

organizations, such as schools. In today's society of individualism, organizations are

often encouraging of certain individual traits, like loyalty, trust and creativity.

Corporate cultures stimulate and feed family systems by adopting such values and by building structures that transmit them.

The bottom line in this paper was that cultures are made up of individuals who respond to and affect each other. Thus, family, school, work and church have links between them-smaller units of people that combine to make larger and larger cultures. Although the cultures are meaningful entities, recognition of individuals who hold the values and beliefs is essential in understanding these cultures. Clear boundaries between subcultures or cultures are a myth. We are affected by one another at many levels and are members of many subcultures.

Heppner, P. P., Kivlighan, D. M., Jr., Burnett, J.W., Berry, T.R., Goedinghaus, M., Doxsee, D. J., Hendricks, F. M., Krull, L. A., Wright, G. E., Bellatin, A. M., Durham, R. J., Tharp, A., Kim, H., Brossart, D. F., Wang, L. F., Witty, T. E., Kinder, M. H., Hertel, J. B., & Wallace, D. L. (1994). Dimensions that characterize supervisor interventions delivered in the context of live supervisions of practicum counselors. Journal of Counseling Psychology, 41 (2), 227-235.

The purpose of this research was to follow the recommendations of Ellis et al. (1988) by examining dimensions underlying actual supervisory behaviors taken from interventions occurring during live supervision. Ellis et al. (1988) examined what supervisees expect from supervision, and not what they necessarily receive from supervisory behaviors. This study was designed to provide basic, yet useful information

about primary features within supervisory interventions to encourage theory and

research about supervisory process as well as facilitate training within supervision. The

researchers described underlying dimensions in their data using multidimensional

scaling (MDS). MDS is designed to examine the interrelations present within a given

data set, indicating how similar or dissimilar every object is to every other object in the

group. Similar to the design of my dissertation, this study included a sorting task, and a

rating scale. The judges were told to look for overall themes in supervision transcripts

and sort them into piles, and later asked to rate the same transcripts using the Attribute

Rating Scale. The MDS program yielded six dimensions that characterized the

supervisor interventions.

Although much of the article was specific to clinical supervision, rather than

teaching, it is interesting to note that the results of this study suggested that it may be

useful not only to conceptualize supervision as teaching but also to be cognizant that a

broader, emotional involvement dimension is part of supervision. Learning integration

too seems to be linked not only to cognitive learning but emotional, and spiritual

development. Understanding the task holistically may be part of effectively teaching

integration. The methods section of this article was particularly informative with regard

to a discussion and application of MDS.

Imada, A. S. (1990). Ergonomics: Influencing management behavior. Ergonomics, 33

(5), 621-628.

This paper focused on strategies for marketing ergonomics and occupational safety in the workplace. Although the majority of the article was irrelevant to integrational learning, the section entitled, "Understanding the Corporate Culture" (p. 622), had an implicit message for educators and academicians. That is, understanding the culture is imperative if solutions of any kind are to have an impact. Organizations, and for my purposes, educational entities, have subcultures that are driven by a particular language and technology. For example, the language of integration is much different from research design or measurement and assessment courses. Furthermore, language may vary from integration courses at different institutions. Learning the particular language of the culture is crucial for a successful study. Thus, in my dissertation, desirable faculty characteristics of integration professors were gathered from dialoging with graduate students from George Fox College. These formative faculty characteristics may differ widely from those collected from students at Fuller Theological Seminary or Rosemead School of Psychology.

Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. Review of Educational Research, 61 (4), 505-532.

This article provided a critical review of the literature on mentoring, with an emphasis on the link between mentoring and undergraduate academic success. According to the author, despite a growing body of research about mentoring,

definitional, theoretical and methodological deficiencies reduce the usefulness of the research. In the first section the author described different definitions of mentoring, including areas where the literature converges and diverges. Many of the definitions included functions provided by the mentor, although the researchers had varied beliefs regarding which functions are to be included. Characteristics of mentoring relationships were discussed. Considerable disagreement was revealed with regard to the following: (a) the age gap between the mentor and mentee, (b) duration of the mentoring relationship, (c) intimacy of the mentoring relationship, (d) the importance of gender or ethnic similarity, (e) the efficacy of formal mentoring, (f) availability and prevalence of mentors, and (g) motivations of individuals to act as mentors.

Despite the general lack of agreement, the author indicated several components of mentoring which were strongly agreed upon: (a) mentoring relationships are helping relationships usually focused on achievement; (b) mentoring includes three broad components, psychological support, assistance with professional development, and role modeling; (c) mentoring relationships are reciprocal relationships; (d) mentoring relationships are personal, requiring interaction between the two and involving an exchange of information which is beyond public record; and (e) relative to their mentees, mentors show greater experience, influence and achievement within a particular environment.

The second section of this article provided a critical review of empirical research in mentoring and undergraduate academic success. The author attempted to examine if mentoring helps students succeed in college. Both theoretical and empirical answers

were sparse, although there was an apparent trend of students, faculty, and researchers believing in the efficacy of mentoring. Problems with research methodologies were discussed. The third section of the article outlined four theoretical models of mentoring in higher education: (a) involvement in learning, (b) academic and social integration, (c) social support, and (d) developmental support. These models were informative and recommended reading. Lastly, the author discussed future directions for research, including methodological issues and concerns. Jacobi's literature review thoroughly examined the mentoring literature, and a critically assessed the mentoring research. Although the information presented surpassed the topic of my dissertation, the article was helpful in offering a broad overview of mentoring literature.

Jones, S. L., Watson, E. J., & Wolfram, T. J. (1992). Results of the Rech conference survey of religious faith and professional psychology. Journal of Psychology and Theology, 20 (2), 147-158.

The purpose of this study was to assess the quality of training in integration in Christian graduate programs in clinical psychology. First, the researchers examined how alumni's graduate training impacted their faith. Their premise was that religious faith of alumni is foundational since it is the basis for any commitment to "do" integration. Second, the authors studied alumni perceptions of integration, which included their level of commitment, understanding of integration, and perception of the effectiveness of their programs in preparing them to integrate their faith and practice. The results indicated

that graduates were not exceptionally satisfied with a variety of integrative aspects of their programs. Specifically, impact of graduate training on religious faith, and impact of graduate training on relating faith and psychology were rated modestly by alumni. The authors urged Christian clinical psychology programs to strive to improve the training that they offer to future generations. This study interested me because the researchers were asking past consumers what they think about their integrative training. My study took another step by researching what the students today have to teach us about their integrative pilgrimage.

Kruskal, J. B., & Wish, M. (1978). <u>Multidimensional scaling</u>. Beverly Hills, CA: Sage.

This is an invaluable resource to those interested in multidimensional scaling techniques. Relatively comprehensive in scope, this text described multidimensional scaling in a manner which is thorough yet graspable. The authors discussed basic concepts of multidimensional scaling, interpretation of configuration, dimensionality, three-way multidimensional scaling, and preparing the input. Included is an explanation of the INDSCAL model, the computer program which was used in my data analysis.

Lang, H. G., McKee, B. G., & Conner, K. (1993). Characteristics of effective teachers: A descriptive study of the perceptions of faculty and deaf college students. <u>American Annals of the Deaf</u>, <u>138</u> (3), 252-259.

The purpose of the present study was to describe faculty's and deaf college

students' views of effective teaching characteristics. The study of perceptions was

conducted in two contexts: First, the researchers compared the perceptions of college

faculty and students in general by administering rating and ranking scales; Second, they

grouped 20 faculty members into a cohort and compared their perceptions with those of

their chairpersons, who evaluated their teaching, and with the perceptions of their

students, who rated their instruction. Through discussion with the teachers, teaching

effectiveness was defined primarily in terms of enhanced student learning and

achievement. Additionally, 32 characteristics were identified and rank ordered, and

rated to ascertain relative importance. The results indicated that perceptions of the

importance of individual characteristics generally were similar among faculty groups.

The faculty groups were combined in the comparison with students. A multivariate

analysis of variance resulted in an overall difference between the ratings assigned to the

32 characteristics by faculty and the ratings assigned to the characteristics by students.

While faculty tended to agree on the relative importance of particular characteristics of

faculty, there was a notable discrepancy between the students' and faculty perceptions of

teaching effectiveness. The authors warned that teachers should exercise caution in

making assumptions about what students view as effective teaching. In reviewing

Feldman's (1989) synthesis, the authors concluded that both hearing and deaf students

appear to agree about the importance of most of the characteristics ranked highly by the

deaf students in their study.

This study highlighted the value in listening to students' expectations of effective teaching and asking students how they think they learn best. Additionally, the findings in their study revealed that participants changed their priorities when given an opportunity to examine a broader list generated by their colleagues, indicating that ongoing reflection on their teaching and dialogue with colleagues and students may enhance teaching and learning. This study directly applied to my research and added validity to the approach of asking the consumer, rather than assuming what is helpful in their academic pursuits.

Levinson, D. J., Darrow, C. N., Klein, E. B., Levinson, M. H., & McKee, B. (1978). The seasons of a man's life. (pp. 97-101). New York: Alfred A. Knopf.

The author and his colleagues extensively studied 40 men across several years to conceptualize the life cycle. They gave a detailed account of development in early and middle adulthood, including the aspect of mentoring. Levinson et al. are repeatedly cited in the literature as some of the first to study the meaning of the mentoring relationship. They observed, "The mentor relationship is one of the most complex, and developmentally important, a man can have in early adulthood" (p. 97). Mentoring was defined not in terms of roles, but in terms of the character of the relationship and the functions it serves. The authors offered several functions of the mentor, such as teacher, sponsor, host, guide, exemplar, and counselor. The most important function is to "support and facilitate the realization of the Dream" (p. 98). The mentor, in the meaning

used here, serves as a "good enough" parent for the person, fostering development, and helping to define the emerging sense of self. Levinson et al. descriptively summarized the mentoring relationship cycle, giving it a richness and texture I have yet to find elsewhere in the literature. Perhaps they were able to capture an aspect of mentoring with their qualitative analysis which quantitative studies cannot. Although the entire book was enlightening, the specific pages which address mentoring were particularly pertinent to my study of integrative learning.

Moritsch, B. G. (1988). Correlates of halo error in teacher evaluation. Educational Research Quarterly, 12 (3), 29-35.

This study investigated the relationship between halo error in student ratings of their instructors and student, instructor, and course characteristics. It was hypothesized that student and course characteristics that are significantly correlated with the student ratings of their instructors will also be significantly correlated with the amount of student halo error. According to the author, halo error in performance ratings refers to the inability on the part of the raters to differentiate between their general impression of the ratee and the ratee's actual performance on specific and conceptual distinguishable dimensions. The criterion variable, students' halo error, was operationalized as each rater's variance across all 19 rating items, which yields a continuous measure of halo error. Analysis of 300 student ratings revealed that the raters' halo errors were significantly related to effort in the course, previous experience with the instructor,

motivation, and class level. Although student characteristics as predictor variables were significant, instructor and course characteristics were not helpful in explaining variance associated with halo error.

According to the article, halo error was pervasive in student evaluations. Due to the nature of my dissertation, the information presented here was cautionary in nature. However, no explanation of minimizing halo error or recommendations regarding handling halo error in student evaluation research was offered.

Murray, H. G., Rushton, J. P., & Paunonen, S. V. (1990). Teacher personality traits and student instructional rating in six types of university courses. Journal of Educational Psychology, 82 (2), 250-261.

According to the authors, despite the abundance of research on the reliability, validity and usefulness of student evaluations, little is known about characteristics of instructors that contribute to positive or negative evaluations from students. Since teaching is an interpersonal endeavor, it is likely that professor personality traits correlate significantly with rated teaching effectiveness. Previous literature suggested a consistent pattern of personality characteristics contributing to effective college teaching in which successful teachers are seen as exhibiting leadership, objectivity, high intellect, extroversion, liberalism and nurturance. Furthermore, past research indicated that instructor evaluations are relatively stable across years for the same course, but inconsistent across courses. This article explored the relationships between peer ratings

of teacher personality traits and students' ratings of teacher effectiveness in six types of

university psychology courses. It was hypothesized that instructors would differ in their

relative standing in different types of courses, and furthermore that these differences

would be related to instructor personality traits. The results found that perceived

teaching effectiveness did vary significantly across different types of courses for the

same instructor. Furthermore, for any given type of course, or for all types combined,

student evaluations were strongly related to peer ratings of instructor personality traits.

Lastly, the specific personality traits contributing to effective teaching varied

substantially for different types of courses.

The results of this study provided evidence for university teachers in psychology

tending to be differentially suited for types of courses, rather than universally effective

or ineffective at teaching. This compatibility was, at least in part, due to their

personality characteristics. The research was very relevant to my study, and lent

credence to the pursuit of searching for personality traits maximally suited for

integration learning. Additionally, the article was presented in a clear, and organized

fashion, interesting to read, and optimally applicable to the study of learning integration.

As well as knowledgeable in the area of student evaluation research, the authors were

excellent communicators, adding to the value of their study. This article is

recommended reading.

Peters, T. J., and Waterman, R. H., Jr. (1982). In search of excellence: Lessons from

America's best-run companies. New York: Harper & Row.

The authors, two successful management consultants, identified and analyzed basic

management principles of 43 thriving companies in America. A repetitive message ran

throughout the text: The organizational culture, a small set of deeply held beliefs and

values, is the nucleus of the company. In relating potential impact of the culture on an

organization, the authors asserted that the dominance, and coherence of the corporate

culture proved to be an essential ingredient of the excellent companies. Furthermore,

they noted that the shared values are clear to everyone in well-managed organizations.

Usually the beliefs are learned through "rich tapestries of anecdote, myth, and fairy tale"

(p. 75).

According to the authors, poorer-performing companies have strong cultures too,

but dysfunctional ones. Often they are overly focused on internal policy, or numbers

rather than on the customer or employees. The excellent companies seemed to

understand that everyone seeks meaning or transcendence. Although the authors almost

apologized for applying the term "transcendence" to the business world, they insisted

that everyone needs purpose. Shaping a meaningful culture was seen as a fundamental

management role.

Eight management principles were discussed in the book: (a) action orientation; (b)

consumer orientation; (c) autonomy and entrepreneurial orientation; (d) productivity

through people orientation; (e) hands-on, value-driven leadership; (f) a policy of

remaining with the business the company knows best; (g) simple organizational form,

lean staff; and (h) tight dedication to central values combined with loose tolerance for all

employees who accept those values. In general, this book was interesting reading that, although written for the business world, applied to other types of organizations and institutions. The explanation and discussion of corporate culture were especially helpful in understanding the uniqueness, and individuality of organizational entities. The value of shaping the culture into one of health and function by focusing on the consumer and a meaningful product was highlighted.

Prosser, M., and Trigwell, K. (1991). Student Evaluations of teaching courses: Student learning approaches and outcomes as criteria of validity. Contemporary Educational Psychology, 16, 293-301.

According to the authors, student achievement is usually defined in terms of the quantity students learn in a particular course. Although many have cited significant positive correlations between assessment results and student evaluations to support the validity of student ratings, others have not been as supportive. For example, Dickinson (1990) reported results that do not support the validity based on amount learned. This study questioned the use of amount of learning and pointed to the value of the quality of learning. Relationships between variables suggested that students had higher quality of learning outcomes in those classes where teaching and courses were highly rated. Their results did not support the validity of using learning in terms of quantity as the criterion, and instead supported the use of quality of learning outcomes. This article was valuable in preserving the credibility of my dissertation by responding to Dickinson's (1990)

charge that students are not able to know what is helpful to them. Since I directly asked

students their perceptions, it was important that they be considered credible, and that I

can answer critics such as Dickinson.

Rogers, J. C., and Holloway, R. L. (1993). Professional Intimacy: Somewhere between

collegiality and Personal Intimacy. Family Systems Medicine, 11 (3), 263-270.

Literature reviewed thus far indicated personality characteristics or instructional

dimension that appears related with teaching effectiveness are transparency, honesty and

self-disclosure. In that vein, the present article initially seemed fitting for my

dissertation. After reading it, however, it appeared that the purpose of the authors was to

make a case for professional intimacy, going into depth about the meaning of and need

for such relationships as well as how to achieve such closeness with colleagues and

students. This was not related to teaching effectiveness, except that the authors believe

that such intimacy will improve one's professional life and personal maturity. Such an

editorial, while interesting, was not directly pertinent to my research.

Schroeder, D. E. (1993). Faculty as mentors: Some leading thoughts for reevaluating

our role as Christian educators. Christian Education Journal, 13, (Winter) 28-39.

The author encouraged Christian educators to be mentors who are actively involved

in nurturing students' faith and commitment to Christ. He outlined three different

aspects of mentoring Jesus employed during His ministry on earth, and called Christian teachers to become active in one form or another of mentoring. Such a pursuit would ideally develop characteristics such as teachability, flexibility, humility, compassion, integrity, courage, transparency, trust, trustworthiness, alertness, and servanthood in the students. The author contrasted Christ's active approach to discipling, to the ancient Greek model of discipling which was more academic in nature, and to the present "devotional" approach to learning which is more focused on doctrine than practice. The implication for my study was that learning the integration of psychology and theology is much more than an intellectual pursuit. It is a process of developing the psychological, spiritual, cognitive, and behavioral aspects of the student. The focus is on a holistic experience rather than simply a cognitive acquisition. Obviously this requires effective teachers to be something more than skilled in classroom verbal communication. My dissertation explored what exactly that "something" is.

Scott, M. D. and Nussbaum, J. F. (1981). Student perceptions of instructor communication behaviors and their relationship to student evaluation. Communication Education, 30, 44-53.

The study assessed the degree of association between student perceptions of their instructors' communication behaviors and the evaluation given to those instructors. The authors posited that while the instructional environment is unique in many respects, it is also a microcosm of the larger interpersonal communication environment. Therefore,

variables influential in interpersonal communication were expected to also be influential in classroom instruction. The researchers hypothesized that communicator style and perceived self-disclosure affect the way in which students' evaluate teaching ability of their instructors. This was confirmed by the results. Specifically, an instructor's perceived honesty in self-disclosure, perceived competence in communicator style, and perceived adeptness at both verbal and nonverbal communication were highly related to a student's evaluation of the overall performance of the instructor in the classroom. Several constructs, such as communicator style, self-disclosure, and interpersonal solidarity, were outlined in depth in the literature review. The authors demonstrated that effective teaching is complex and has to do with personal characteristics, such as honest self-disclosure. According to students' perceptions, the messenger seemed to be an important part of the message. It was my belief that this would especially be the case in learning integration because it is more than an academic endeavor, but emotional and spiritual also. Perhaps aspects of effective communication, and effective teaching, are also characteristics of maturity and highly effective emotional, cognitive, and/or spiritual functioning.

Sorenson, R. L. (1995, April). The care of souls in the academy: Formative faculty characteristics for graduate students' integrative pilgrimage. Paper presented at the meeting of Christian Association for Psychological Studies, Virginia Beach, VA.

My dissertation was modeled after this ground-breaking research. The author responded to a deficit in the literature on what faculty characteristics students find helpful and exemplary in their own integrative pursuits. Instead of instructor effectiveness being measured by student performance, the researcher measured faculty efficacy from the students' perspective. Historically, integration at Christian graduate schools has been taught by imparting the instructors' knowledge of the subject to the students through a curriculum based on models and systems of integration. Fifty doctoral students in an APA-accredited clinical psychology program rated professors' similarities and differences using an advanced multivariate statistical method of multidimensional scaling. This design enabled the subjects to rate faculty without having to identify the complex criteria and latent dimensions by which they discriminate. My study endeavored to measure graduate students' perceptions at another Christian integrative program. In doing so, I asked: "Are Sorenson's results generalizable across Christian psychology graduate programs, or specific to the school he measured?" "Will George Fox College graduate students prove to be unique in their perceptions of what is helpful and exemplary in learning integration, or are such faculty characteristics universally valued by similar programs?"

Tollefson, N., Chen, J. S., & Kleinsasser, A. (1989). The relationship of students' attitudes about effective teaching to students' ratings of effective teaching. Educational and Psychological Measurement, 49 (3), 529-536.

This study investigated the relationship between students' attitudes toward effective teaching, perceptions held by students of their teachers' attitudes toward effective teaching, and ratings by students of their teachers' effectiveness. Opponents of student ratings have argued that student evaluations are biased and fail to reflect real differences in teaching effectiveness. Conversely, proponents of student evaluations have argued that ratings do reflect differences in teaching effectiveness. Interest in student/teacher attitude similarity stemmed from the theory that individuals are attracted to person who hold similar views. The theory suggests that interactions with person who express similar attitude are rewarding because they support an individual's own attitudes. The purpose of this study was to examine one aspect of the bias debate, the relationship between student/teacher attitude similarity and teacher-effectiveness ratings. The results indicated that student-teacher attitude similarity accounted for a small proportion of the variance in student evaluations, when the effects of teacher-generated variability were separated from student-generated variability. Thus, the theory that a person will rate a teacher as more effective who is perceived to hold the same attitudes and values as those of the rater was not supported.

Much of the extant literature on student evaluation is structured around the validity debate. It seems that most researchers were asking some form of the question, "Can we trust students' evaluations of their professors effectiveness? Or, are the ratings too biased to be valuable?" Although my dissertation did not ask this, it rested on the premise that students' perceptions are meaningful, and informative in understanding the

process of learning integration. My data were based on students' perceptions and were

therefore dependent on the relevance and validity of those perceptions. Any solid

research supporting the relevance of students' perceptions, such as this study, was

beneficial information.

Tomasco, A. T. (1980). Student perceptions of instructional and personality

characteristics of faculty: A canonical analysis. Teaching of Psychology, 7 (2), 29-82.

The researcher attempted to determine the reliability of the student evaluations and

personality ratings of their professors, and to determine the canonical relationships

between instructional and personality dimensions as provided by student ratings. The

results suggested considerable overlap in variance among student ratings of instructional

and personality characteristics. Relatively high levels of agreement were found among

student perceptions of selected personality dimensions of their instructors. The results

suggested that teachers with favorable evaluations had specific personality

characteristics which students consistently identified. In addition to elucidating the

student evaluation issues to be grappled with, the article had many instructional and

personality dimensions listed which were useful to compare and contrast with

characteristics George Fox College students identified. The author wrote a convincing

argument in the discussion section for the relating of personality dimensions and

effective instructional characteristics.

Wilde, J. B., and Schau, C. G. (1991). Mentoring in graduate schools of education:

Mentees' perceptions. Journal of Experimental Education, 59 (2), 165-179.

The purpose of this study was to explore mentoring relationships in graduate

schools of education from the students' perspective. Although the practice and assumed

benefits of mentoring in educational settings were frequently discussed in the literature,

according to the authors, few quantitative studies existed. A definition of mentoring was

given which emphasized mutuality and career development: "A mentor is an

experienced professional who takes personal interest in a graduate student's career and

provides guidance and assistance to the student. The student, or mentee, then learns

from the mentor and assists him/her in various activities" (p. 167). The researchers

identified four components of mentoring relationships reported by graduate students: (a)

psychological and professional mutual support, (b) comprehensiveness, (c) mentee

professional development, and (d) research together. They examined the importance of

each component. Both quantitative and qualitative analyses were performed and

reported. The components which emerged indicated that student reported the existence

of both career and psychological aspects in their mentoring relationships. Mentees

reported benefits to both to themselves and to the mentors, supporting an interactional

aspect of an existing model of mentoring. Students considered mentoring relationships

very important, as indicated by the content and number of open-ended comments made.

These comments also made it clear that the mentor holds a great deal of power in the relationship.

Mentoring is a powerful tool in psychological and career development. The relationship itself between the mentor and student appears to be accepted as formative. In literature of student evaluation, however, it is rarely the relationship which seems to be studied. Rather, characteristics of the professor, student, course, etc. are analyzed to find what is effective. The quotations from mentees included in this study offered dimension, or texture to the mentoring relationship which would have been difficult to ascertain with mere numbers. Integrative development is not just a cognitive learning experience. It seems likely that mentoring characteristics are crucial to graduate students' integrative journey. Perhaps graduate students in clinical psychology need to see and experience what integration is in an interpersonal sphere as graduate students in education need to see and experience what being a professional means in their mentoring relationships.

Appendix B

Instruments

Informed Consent

This study involves research with graduate students of clinical psychology at George Fox College. The purpose of this research is to ascertain what faculty qualities and characteristics students find facilitative in their own process of integrating theology and clinical psychology. To accomplish this students will be asked to participate in a 30 minute session which will include sorting cards and responding to a questionnaire.

The study will be conducted in such a manner that the students' responses remain anonymous to the researcher through a double blind method. At no time will participants be identified in the study, but will instead remain anonymous throughout all phases of it. Subjects will be given the opportunity to know the results of the study by having access to written results upon its completion.

Potential benefits of involvement in this study include an increased awareness of self and perceptions of faculty. This insight is likely to be helpful in increasing understanding of each subject's own integrative process and may facilitate efficacy as a psychotherapist. Participation in this study involves no foreseeable risks other than those associated with increased self-awareness.

Participation is completely voluntary and subjects may withdraw at any time with no penalty. Anonymity of subjects will be maintained at all times thereby ensuring confidentiality. No names will be collected as participants will be identified only by number. Furthermore, no identifying information will appear in the text of the dissertation.

Prior to data collection, subjects will be given two copies of this consent form ensuring their confidentiality and right to withdraw from this study at any time. One copy will be kept by the participant for his/her records, and one returned to the interviewer.

I have read, understand, and agree to the above terms of participation in this research project.

_____   _____
Participant's signature   Date

Sample Faculty Key

_____   **#1**

_____   **#2**

_____   **#3**

_____   **#4**

_____   **#5**

_____   **#6**

_____   **#7**

_____   **#8**

_____   **#9**

_____   **#10**

_____   **#11**

_____   **#12**

_____   **#13**

_____   **#14**

_____   **#15**

_____   **#16**

_____   **#17**

_____   **#18**

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

1. How <u>helpful</u> is this faculty member for your own integrative learning and development?

#1:   1.........................2.........................3.........................4.........................5

#2:   1.........................2.........................3.........................4.........................5

#3:   1.........................2.........................3.........................4.........................5

#4:   1.........................2.........................3.........................4.........................5

#5:   1.........................2.........................3.........................4.........................5

#6:   1.........................2.........................3.........................4.........................5

#7:   1.........................2.........................3.........................4.........................5

#8:   1.........................2.........................3.........................4.........................5

#9:   1.........................2.........................3.........................4.........................5

#10:   1.........................2.........................3.........................4.........................5

#11:   1.........................2.........................3.........................4.........................5

#12:   1.........................2.........................3.........................4.........................5

#13:   1.........................2.........................3.........................4.........................5

#14:   1.........................2.........................3.........................4.........................5

#15:   1.........................2.........................3.........................4.........................5

#16:   1.........................2.........................3.........................4.........................5

#17:   1.........................2.........................3.........................4.........................5

#18:   1.........................2.........................3.........................4.........................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

2. How <u>exemplary</u> is this faculty member for your own integrative learning and development?

#1: 1................2................3................4................5

#2: 1................2................3................4................5

#3: 1................2................3................4................5

#4: 1................2................3................4................5

#5: 1................2................3................4................5

#6: 1................2................3................4................5

#7: 1................2................3................4................5

#8: 1................2................3................4................5

#9: 1................2................3................4................5

#10: 1................2................3................4................5

#11: 1................2................3................4................5

#12: 1................2................3................4................5

#13: 1................2................3................4................5

#14: 1................2................3................4................5

#15: 1................2................3................4................5

#16: 1................2................3................4................5

#17: 1................2................3................4................5

#18: 1................2................3................4................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

3. To what extent does this faculty member show evidence of <u>an ongoing process in personal relationship with God</u>?

#1:   1......................2......................3.....................4.........................5

#2:   1......................2......................3.....................4.........................5

#3:   1......................2......................3.....................4.........................5

#4:   1......................2......................3.....................4.........................5

#5:   1......................2......................3.....................4.........................5

#6:   1......................2......................3.....................4.........................5

#7:   1......................2......................3.....................4.........................5

#8:   1......................2......................3.....................4.........................5

#9:   1......................2......................3.....................4.........................5

#10: 1......................2......................3.....................4.........................5

#11: 1......................2......................3.....................4.........................5

#12: 1......................2......................3.....................4.........................5

#13: 1......................2......................3.....................4.........................5

#14: 1......................2......................3.....................4.........................5

#15: 1......................2......................3.....................4.........................5

#16: 1......................2......................3.....................4.........................5

#17: 1......................2......................3.....................4.........................5

#18: 1......................2......................3.....................4.........................5

Faculty Rating Questionnaire

Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

4. How <u>emotionally transparent</u> is this faculty member?

#1:   1....................2....................3....................4....................5

#2:   1....................2....................3....................4....................5

#3:   1....................2....................3....................4....................5

#4:   1....................2....................3....................4....................5

#5:   1....................2....................3....................4....................5

#6:   1....................2....................3....................4....................5

#7:   1....................2....................3....................4....................5

#8:   1....................2....................3....................4....................5

#9:   1....................2....................3....................4....................5

#10: 1....................2....................3....................4....................5

#11: 1....................2....................3....................4....................5

#12: 1....................2....................3....................4....................5

#13: 1....................2....................3....................4....................5

#14: 1....................2....................3....................4....................5

#15: 1....................2....................3....................4....................5

#16: 1....................2....................3....................4....................5

#17: 1....................2....................3....................4....................5

#18: 1....................2....................3....................4....................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

5. To what extent does this faculty member have a <u>sense of humor</u>?

#1: 1................2................3................4................5

#2: 1................2................3................4................5

#3: 1................2................3................4................5

#4: 1................2................3................4................5

#5: 1................2................3................4................5

#6: 1................2................3................4................5

#7: 1................2................3................4................5

#8: 1................2................3................4................5

#9: 1................2................3................4................5

#10: 1................2................3................4................5

#11: 1................2................3................4................5

#12: 1................2................3................4................5

#13: 1................2................3................4................5

#14: 1................2................3................4................5

#15: 1................2................3................4................5

#16: 1................2................3................4................5

#17: 1................2................3................4................5

#18: 1................2................3................4................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

6. How <u>intelligent, articulate, and non-simplistic</u> is this faculty member?

#1: 1..............2..............3..............4..............5

#2: 1..............2..............3..............4..............5

#3: 1..............2..............3..............4..............5

#4: 1..............2..............3..............4..............5

#5: 1..............2..............3..............4..............5

#6: 1..............2..............3..............4..............5

#7: 1..............2..............3..............4..............5

#8: 1..............2..............3..............4..............5

#9: 1..............2..............3..............4..............5

#10: 1..............2..............3..............4..............5

#11: 1..............2..............3..............4..............5

#12: 1..............2..............3..............4..............5

#13: 1..............2..............3..............4..............5

#14: 1..............2..............3..............4..............5

#15: 1..............2..............3..............4..............5

#16: 1..............2..............3..............4..............5

#17: 1..............2..............3..............4..............5

#18: 1..............2..............3..............4..............5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

7. How <u>emotionally secure, self-confident, and non-threatened</u> is this faculty member?

#1:   1.........................2........................3........................4........................5

#2:   1.........................2........................3........................4........................5

#3:   1.........................2........................3........................4........................5

#4:   1.........................2........................3........................4........................5

#5:   1.........................2........................3........................4........................5

#6:   1.........................2........................3........................4........................5

#7:   1.........................2........................3........................4........................5

#8:   1.........................2........................3........................4........................5

#9:   1.........................2........................3........................4........................5

#10: 1.........................2........................3........................4........................5

#11: 1.........................2........................3........................4........................5

#12: 1.........................2........................3........................4........................5

#13: 1.........................2........................3........................4........................5

#14: 1.........................2........................3........................4........................5

#15: 1.........................2........................3........................4........................5

#16: 1.........................2........................3........................4........................5

#17: 1.........................2........................3........................4........................5

#18: 1.........................2........................3........................4........................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

8. How <u>nurturing of students</u> is this faculty member?

#1:   1..............2..............3..............4..............5

#2:   1..............2..............3..............4..............5

#3:   1..............2..............3..............4..............5

#4:   1..............2..............3..............4..............5

#5:   1..............2..............3..............4..............5

#6:   1..............2..............3..............4..............5

#7:   1..............2..............3..............4..............5

#8:   1..............2..............3..............4..............5

#9:   1..............2..............3..............4..............5

#10:   1..............2..............3..............4..............5

#11:   1..............2..............3..............4..............5

#12:   1..............2..............3..............4..............5

#13:   1..............2..............3..............4..............5

#14:   1..............2..............3..............4..............5

#15:   1..............2..............3..............4..............5

#16:   1..............2..............3..............4..............5

#17:   1..............2..............3..............4..............5

#18:   1..............2..............3..............4..............5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

9. How <u>socially conscious and respectful of others</u> is this faculty member?

#1: 1................2................3................4................5

#2: 1................2................3................4................5

#3: 1................2................3................4................5

#4: 1................2................3................4................5

#5: 1................2................3................4................5

#6: 1................2................3................4................5

#7: 1................2................3................4................5

#8: 1................2................3................4................5

#9: 1................2................3................4................5

#10: 1................2................3................4................5

#11: 1................2................3................4................5

#12: 1................2................3................4................5

#13: 1................2................3................4................5

#14: 1................2................3................4................5

#15: 1................2................3................4................5

#16: 1................2................3................4................5

#17: 1................2................3................4................5

#18: 1................2................3................4................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

10. How <u>competent</u> is this faculty member in <u>psychology</u>?

#1: 1......................2......................3......................4......................5

#2: 1......................2......................3......................4......................5

#3: 1......................2......................3......................4......................5

#4: 1......................2......................3......................4......................5

#5: 1......................2......................3......................4......................5

#6: 1......................2......................3......................4......................5

#7: 1......................2......................3......................4......................5

#8: 1......................2......................3......................4......................5

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#13: 1......................2......................3......................4......................5

#14: 1......................2......................3......................4......................5

#15: 1......................2......................3......................4......................5

#16: 1......................2......................3......................4......................5

#17: 1......................2......................3......................4......................5

#18: 1......................2......................3......................4......................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

11. How <u>open to process with students</u> is this faculty member?

#1: 1....................2....................3....................4....................5

#2: 1....................2....................3....................4....................5

#3: 1....................2....................3....................4....................5

#4: 1....................2....................3....................4....................5

#5: 1....................2....................3....................4....................5

#6: 1....................2....................3....................4....................5

#7: 1....................2....................3....................4....................5

#8: 1....................2....................3....................4....................5

#9: 1....................2....................3....................4....................5

#10: 1....................2....................3....................4....................5

#11: 1....................2....................3....................4....................5

#12: 1....................2....................3....................4....................5

#13: 1....................2....................3....................4....................5

#14: 1....................2....................3....................4....................5

#15: 1....................2....................3....................4....................5

#16: 1....................2....................3....................4....................5

#17: 1....................2....................3....................4....................5

#18: 1....................2....................3....................4....................5

Faculty Rating Questionnaire
Rate each faculty on a scale of 1-5 with 1 being the least and 5 being the most.

12. To what extent is this faculty member's career a <u>spiritual vocation</u>?

#1: 1..................2..................3..................4..................5

#2: 1..................2..................3..................4..................5

#3: 1..................2..................3..................4..................5

#4: 1..................2..................3..................4..................5

#5: 1..................2..................3..................4..................5

#6: 1..................2..................3..................4..................5

#7: 1..................2..................3..................4..................5

#8: 1..................2..................3..................4..................5

#9: 1..................2..................3..................4..................5

#10: 1..................2..................3..................4..................5

#11: 1..................2..................3..................4..................5

#12: 1..................2..................3..................4..................5

#13: 1..................2..................3..................4..................5

#14: 1..................2..................3..................4..................5

#15: 1..................2..................3..................4..................5

#16: 1..................2..................3..................4..................5

#17: 1..................2..................3..................4..................5

#18: 1..................2..................3..................4..................5

Demographic Information

(Place an 'X' next to the appropriate response.)

1. <u>Year in program</u>: ___1 ___2 ___3 ___4 ___5 ___6 ___7

2. <u>Gender</u>: ___ Male ___ Female

3. <u>Age</u>: ___< 25 ___25-29 ___30-34 ___35-39 ___40+

4. <u>How frequently do you attend church?</u>

_____ Never
_____ Less than once a year
_____ 1 or 2 times a year
_____ 3-11 times a year
_____ 1-3 times a month
_____ 1 time a week
_____ More than once a week

5. <u>How important is religion to you?</u> (Rate from **1 to 7** by circling the appropriate **number**)

Not Important   1   2   3   4   5   6   7   Extremely Important

6. <u>How religious are you?</u> (Rate from **1 to 7** by circling the appropriate **number**)

Not Religious   1   2   3   4   5   6   7   Religion is the Center of My Life

7. <u>How would you rate the importance of integration as a factor in choosing a graduate school of clinical psychology?</u> (Rate from **1 to 7** by circling the appropriate **number**)

Not a Factor   1   2   3   4   5   6   7   Most Important Factor

Verbal Instructions to Subjects

Introduction: "The integration of clinical psychology and Christianity has had a formal academic history of over a quarter of a century. Across this time, integration has been taught in the classroom through curriculum based on what faculty thought students should know about the topic. In keeping with this tradition, students' quality of integration has been measured and evaluated by their performance on faculty assigned papers and exams. However, until now, no coordinated empirical study has ever been done on what characteristics of faculty members students have found helpful in the formation of their own integrative development. The research in which you are being asked to participate addresses this deficit. In this study, the efficacy of instruction in integration is measured not by how well students can understand the faculty's views on the subject, but rather, by how well the faculty can serve the students' interest in integration, *as measured from the students' point of view.*"

"Open your packets and remove the contents. You should have two copies of informed consent, one stapled questionnaire, a small envelope containing cards, and eight empty, small envelopes. Please take a moment to read the statement of informed consent. Note that participation is entirely anonymous and voluntary. You are free to withdraw from the study at any time without incurring any penalty whatsoever. If you choose to participate, sign both consent forms. Keep one copy for your records and return the other copy to me. If you do not choose to participate you may leave now."

"Be assured that arrangements will be made to make the results of this research accessible to you. I will either make a presentation or provide the school with a summary of the results and discussion. Of course, my dissertation in its entirety will be available and I expect this project will ultimately be published in a journal."

Step 1: "I am going to distribute a number key for faculty names. I have not seen the numbers assigned to faculty. At no time during this process will I see which numbers correspond to which names. An individual not involved with this research will keep this key until all data is collected and analyzed and then destroy the key. Prior to writing up any of the research, the numbers will be reassigned to further assure that faculty names remain anonymous to myself, my committee, the faculty and even to students who are participating in this research."

"Each of you will find a small envelope in your packet which contains a set of cards numbered one through eighteen. Using the key provided as a guide, put these faculty together in ways that might be similar. Sort them into different stacks, as many as you like, but no less than two stacks, with at least two faculty in each stack. When you have finished sorting, carefully place each stack of cards in a separate small envelope and seal the envelopes. Then place all of the small envelopes into the large

envelope. You may either keep any unused small envelopes or return them to me in the large packet."

Step 2: "Next, find the questionnaire. Please proceed through the pages in the order you received them. Using the same faculty key as in the card sorting, rate each faculty on a 1-5 scale with 1 being the least and 5 being the most. Remember, these questions are measuring your perceptions of faculty. There are no right or wrong responses. Proceed thoughtfully but quickly through the ratings. Do not obsess over your responses. Be sure to complete the final page of demographic information. After you have completed the entire questionnaire, including the demographic information, turn the faculty key face down on your desk. Place your completed questionnaire into the large envelope with the sorted cards and secure the clasp. I will collect the informed consents, the faculty keys and the packets as you leave."
"Thank you for your participation."

VITA

NAME

Kimberly René Derflinger

EDUCATION

Rosemead School of Psychology Clinical Psychology	Ph.D.	(Cand.)
Rosemead School of Psychology Clinical Psychology	M.A.	1992
California State Polytechnic University, Pomona Psychology	B.A.	1990
California State Polytechnic University, Pomona Business Administration	B.S.	1988

INTERNSHIP

Minirth Meier New Life Clinics West Anaheim, California	1994 -	1995

PRACTICA

Minirth-Meier Clinics West Inpatient Program	1993 -	1993
Tri-City Family Guidance Center Outpatient Program	1992 -	1993
Irvine High School, Irvine School District Adolescent Practicum	1991 -	1992

PROFESSIONAL EXPERIENCE

Thomas H. Okamoto, M.D., Inc. Psychological Assistant	1995 -	1996
Lancaster Counseling Services M.F.C.C. Trainee	1992 -	1994