

The Effect of Relationship-Centered Counseling on Taiwanese University Students

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Abstract

The purpose of this study was to investigate the effects of the Relationship-Centered Counseling (RCC) model (Kelly, 1994; 1997) on 30 Taiwanese university student clients receiving counseling services. Twenty-three students identified their chief complaint as interpersonal relationship or affection problems, and seven students indicated they would work on career or academic problems. The study analyzed effects through both quantitative and qualitative methods. A statistical method of one-way ANOVA for repeated measures examined these clients' psychosocial differences in the aspects of problem-solving, social relations, mood state and life satisfaction as measured by each of the four inventories among pre-counseling, post-counseling, and three-month follow-ups. Participants' self-reports revealed significant mean score differences between pre-counseling and post-counseling, and also between pre-counseling and follow-up. In addition, four themes emerged through qualitative analysis: the importance of the counseling relationship; positive characteristics of the counselor; a safe, trustful, and relaxing counseling context; and the effectiveness of counseling techniques.

Keywords: relationship-centered counseling 、 Taiwanese university student

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Taiwanese university students' mental health problems have been apparent and serious within a rapidly changing society, and a stressful and competitive university atmosphere (Chang & Kuo, 1984; Cherng, 1988; 1989; Lin, 2002). A study completed by Lin (2001a) indicates that Taiwanese university students recognize the need for psychological help with their various psychosocial problems. Counseling authorities have emphasized the importance of providing effective counseling services to university students for their psychosocial problems (Hong, 1996; Pan, 1996), particularly in the following four areas: academic, career, interpersonal, and affective problems (Lin, 2002). Consequently, Taiwanese university students seemingly need counseling responsive to these growing needs.

Multicultural counseling authorities have emphasized the importance of applying culturally responsive counseling styles, theories and skills to ethnically/culturally different clients (Pedersen, 1991). The incompatibilities and conflicts arise when traditional Western counseling theories, concepts, and skills are applied to the counseling of non-Caucasian populations who come from different ethnic and cultural backgrounds (Sue & Sue, 1999; Sue & Zane, 1987). For example, the traditionally phenomenological, individualistic, and future-oriented approach of Western Counseling has been criticized as inappropriate for counseling Chinese as well as other Asian populations (Atkinson & Lowe, 1995; Leong, 1986). Counseling professionals, according to their ethical responsibilities, should provide the best effective treatments possible (Lambert & Cattani-Thompson, 1996). Therefore, Taiwanese counselors face a challenge in how to carefully select, examine, and

modify Western counseling theories and skills to counsel Taiwanese clients effectively.

What counseling style or approach can be applied to counsel Taiwanese university students effectively? One possible solution may be the eclectic counseling approach. Eclectic counselors believe that treatments of greater efficacy, efficiency, and safety result from efforts to integrate the best elements from different schools of counseling (Wolfe & Goldfried, 1988).

The eclectic counseling approach has been prevalent among Taiwanese counseling professionals. A survey completed by Wu & Cherng (1993) reveals 42.4% of helping professionals in Taiwan identify eclectic counseling as their main theoretical approach when working with clients. Another survey indicates that 36.8% of helping professionals in Taiwan employ eclectic counseling in clinical practices (Lin, C., 2000). Despite of the popularity of the eclectic counseling style in clinical practice in Taiwan, little research has investigated the processes and outcomes of this theoretical framework. As a result, eclectic counseling has been criticized as a "lazy theory" (Ivey, 1980) because it has lacked a consistent rationale and organizing principles (Howard, Nance, & Myers, 1986). Taiwanese counselors should adopt conceptual frameworks of eclectic counseling appropriate for Taiwanese clients and be cognizant of its effects.

The Relationship-Centered Counseling (RCC) model (Kelly, 1994; 1997), a newly developed eclectic counseling model with a well-constructed framework, might serve as a good model for counselors in clinical practice. Yet, the effectiveness and potential of this model had been supported with limited studies.

For example, the development of Carkhuff's Human Technology (Aspy, Aspy, Russel & Wedel, 2000) supported the RCC's concepts of nondirective, psychodynamic, and behaviorist counseling to devise an integrative approach to helping relationships. Also, Taiwanese female university freshmen perceived counselors utilizing the RCC approach more effective than those using Problem-Solving or Client-Centered Counseling (Lin, 1998; 2001b). A conceptual article supported the potential of the RCC in counseling ethnically and culturally diverse clients effectively (Lin, 2001c). Moreover, a descriptive study revealed the effectiveness of the RCC in counseling Taiwanese clients with PTSD (Lin, 2004), and a case report (Lin, 2000) supported the effectiveness of the RCC with a female university client. Further empirical studies are needed to examine the effect of RCC on Taiwanese.

Based on the popularity of eclectic counseling and the necessity to examine its effect on clients, this study is designed to investigate the effects of RCC upon a specific population, Taiwanese university students. It addresses two research questions: (1) Is there any difference in mean scores measured by each of the four inventories respectively among the pre-counseling, post-counseling, and follow-ups with Taiwanese university clients? (2) How do Taiwanese university clients describe their RCC experiences?

Theoretical Framework

The RCC model constructed by Kelly (1994, 1997) serves as the theoretical framework in this study. It represents "a humanistic integration that gives primacy to the humanizing and counseling relationship, conceives

of technical expertise as the instrumental extension of relationship, and affirms the necessity for an in-depth synthesis of both for effective counseling" (Kelly, 1997, p. 337). The RCC emphasizes the primacy of relational humanness in the counseling process and provides a core humanistic orientation for integrating cognitive and behavioral techniques. The rationale of the RCC is to use the therapeutic relationship as a "condition" that makes growth possible and to use various techniques to accelerate the growth or changes in clients. This integrative approach is formulated as a higher order conceptualization that systematically combines and unifies the humanistic and technical components of counseling within a comprehensive empirical and meta-empirical perspective.

The RCC model recognizes the relationship as the humanizing bond to serve as the interpersonal ground for the integration of technical expertise to extend the humanizing force of the counseling relationship. In summary, RCC recognizes the contributions of existing theoretical positions and presents new conceptual integrations that creatively incorporate the combined strengths of existing models into even higher order practices.

The counselor adopted Kelly's RCC model not only to focus on the therapeutic relationship as the primary, integrative core of counseling, but also to employ eclectic use of counseling techniques. The operationalization of the RCC in this study was delineated according to the process of counseling. The counselor at the beginning stage of counseling aimed to establish a trusting and humanizing therapeutic relationship, and then to help clients with problem definition and goal-setting, which were both established within the de-

velopment of the humanizing relationship. The counselor attempted to develop a multidimensional relationality with clients by combining a directly therapeutic relationship and a technical component to extend the relationship, and by showing attentiveness, responsiveness, considerateness, friendliness and poise (Kelly, 1994; 1997).

At the working stage of counseling, the counselor employed scientifically informed procedures and techniques to extend and refine the fundamentally humanizing effect of the core therapeutic relationship. Interventions,

including assessment-diagnostic, cognitive, behavioral, and systematic procedures of counseling, comprised a coherently related set of concepts and practice derived primarily from scientific and empirical methods. Finally, the counselor assisted clients to rehearse and solidify their newly developed and learned cognitions, affections and behaviors at the ending stage of counseling, centering on the development and the dynamic of therapeutic relationship. The guidelines of the RCC model have been organized by the first author and are listed on Table 1.

Table 1 Guidelines of Relationship-Centered Counseling Model

Relationship-Centered Counseling	Description
Therapeutic focus	Establishment of a trusting paratherapeutic and therapeutic relationship Problem definition and goal setting within the development of a humanizing therapeutic relationship Scientifically informed procedures and techniques to extend and refine of the core therapeutic relationship
Therapeutic objectives	Establishment of a counselor-directive model of relating to the client Establishment of the counselor's empathy and interest Helping the client to move to positive changes Forming counseling activities within the development of a more humanizing relationship Changing client's cognitions, affections, and behaviors through the development of a humanizing relationship
Therapeutic relationship	Establishment of a multidimensional relationality between the counselor and the client Establishment of a paratherapeutic relationship Establishment of a directly therapeutic relationship A technical component to build on and extend the relationship
Therapeutic interventions	Display of thoughtful and courteous attentiveness, responsiveness, considerateness, friendliness, and poise Assessment and diagnosis Various scientific and technical procedures from theories Applying multiple therapeutic techniques to solidify and extend the development of the counseling relationship and the in-depth relational humanness

Method

This study analyzed both quantitative and qualitative data collected from Taiwanese participants who came into the study with more than 4 and less than 30 counseling sessions. One-way ANOVA for repeated measures compared the participants' mean score differences measured by the four inventories within pre-counseling, post-counseling, and follow-ups.

Participants

Twenty-four female and six male students seeking counseling at a university counseling center in central Taiwan voluntarily participated in this study. Participants ranged from 18 to 33 years of age with a mean age of 21.4 years. They came from majors in the Liberal Arts (15), Education (3), Science (4), Business (6), or Literature (2). Twenty-three students identified their chief complaint as interpersonal relationship or affection problems, and seven students indicated they would work on career or academic problems. The average duration of counseling was 10.2 sessions. In this study, purposive sampling of the 30 participants completing RCC intervention was adopted in order to collect the data for qualitative analysis.

Counselor

The first author, who has abundant experience in counseling university students and has received RCC training, conducted all the counseling interventions in this study. This counselor has mastered the rationales and procedures of RCC and has utilized RCC for more than 7 years.

Instrument

This investigation employed four inventories to measure participants' mood state, social relationships, problem-solving ability, and life satisfaction, which were identified as the four major issues which the university student clients were concerned with. These four inventories were selected based on the clients' reported reasons for seeking counseling: improving their mood state and their social/interpersonal relationships, and enhancing their life satisfaction and problem-solving ability.

To investigate these domains with reliability and validity, this study incorporated the following inventories: Mood Survey (MS), Problem-Solving Inventory (PSI), Provision of Social Relations (PSR), and Satisfaction with Life Scale (SWLS) in Chinese versions after precise translations and revisions by two counseling professionals and two linguists, and after pretests with 20 university students. The translation was conducted by two linguists, and then reviewed by two counseling professionals respectively. These two professionals verified the final Chinese version of the inventories after a thorough discussion. The results of the pretests supported good test-retest reliability and good internal consistency. These two professionals also agreed that the contents of these four inventories accurately reflected the key issues in terms of university students' mood state, social relationships, problem-solving ability, and life satisfaction. The results of pretests and checks indicated that the Chinese versions of these four instruments revealed favorable reliability and validity. The four inventories are delineated below.

Mood Survey. The MS (Underwood & Froming, 1980) is an 18-item scale that as-

sesses happy and sad moods as traits. Because the last three questions require short answer responses, this study only uses the first 15 items, in which respondents are asked to rate using a six-point Likert-typed scale (1 = strongly disagree to 6 = strongly agree). Higher scores reflect a better quality of mood state. The survey's test-reliability ranges from .80 to .85 and it has good concurrent and construct validity (Corcoran & Fischer, 1987).

Problem-Solving Inventory. The PSI (Heppner & Petersen, 1982) is a 35-item instrument designed to measure how individuals believe they generally react to personal problems in their daily lives. The ratings utilize a six point Likert-Scale arrangement from 1 (= strongly disagree) to 6 (= strongly agree). For this study, scores from only 32 items were calculated. The total score is viewed as a general index of problem-solving perception with higher scores reflecting greater perceived problem-solving abilities. It has a good internal consistency of .90 (using all 35 items) and also reveals good concurrent and construct validity (Corcoran & Fischer, 1987).

Satisfaction with Life Scale. The SWLS (Diener, Emmons, Larsen, & Griffin, 1985) is a 5-item scale designed to measure the individual's own judgment of his or her quality of life. Respondents were asked to rate on a seven-point Likert-typed scale (1 = strongly disagree to 7 = strongly agree) with higher scores reflecting more satisfaction with life. Its internal consistency is good with an alpha of .87, and test-retest reliability has a correlation of .82. It also has good concurrent validity (Corcoran & Fischer, 1987).

Provision of Social Relations. The PSR (Turner, Frankel, & Levin, 1983) is a 15-item instrument designed to measure components

of social support. The PSR has essentially two dimensions: family support and friend support. Ratings are assigned using a five-point Likert-Scale arrangement (1 = very much like me to 5 = not at all like me). Higher scores reflect more social support. It has good internal consistency, with alphas that range from .75 to .87, and has good concurrent validity (Corcoran & Fischer, 1987).

Procedures

Data Collection. All of the participants were invited by the counselor from the research site. Participants were informed the purpose and procedures of this study, the potential strengths and risks of participating in this study, and the confidentiality of the counseling and the collected data either by the inventories or open-ended questions. Thirty university student clients agreed to participate through informed consent. To collect data at three key points, the study asked participants to spend about 30 to 50 minutes to complete the four inventories after the first intake counseling, the termination of the final counseling session, and three months after the final counseling session respectively. Participants also answered four open-ended questions at the termination of counseling. Questions included 1) Please describe your counseling experiences, 2) Please describe your reactions toward the counseling relationship between you and the counselor, 3) Please describe your reactions toward the counselor, 4) Did anything impress you during the process of counseling? Participants' descriptions of these open-ended questions served as the data for qualitative analysis. Data collection occurred over a two-year span.

Validity Check. All counseling sessions

were audio-taped. For verification, two counseling professionals randomly selected 30 tapes (15 tapes for each person), listened to the recording (15 minutes for each tape), checked the session with the RCC guidelines listed on Table 1 using a 1-10 Likert scale (1 not at all matching and 10 very much matching), and confirmed the counselor's implementation of RCC during the process of counseling. The average was 9.

Data Analysis. SPSS 8.0.1 was used to perform one-way ANOVA for repeated measures on the dependent variables (rating scores from each of the four scales respectively) to examine whether mean differences among independent variable (time) on each dependent variable could have occurred by chance. If significant main effects were found, mean differences between pre-, post-counseling, and follow-up groups were tested using the post hoc Least Significant Difference (LSD) procedure to determine if any two mean scores among independent variable groups accounted for the significant differences. Mean scores from each dependent variable were analyzed separately, and the alpha level was set at .01.

In addition, qualitative analysis was employed in this study in order to provide the participants a "voice", which allowed their counseling experiences and reactions to be described and documented. It allowed professionals to know much more about the clients' construction of the segments of their counseling experiences. Two investigators adopted a qualitative data analysis proposed by McLeod (1994), with some revisions. The investigators (1) intensively read the transcripts and assimilated as much of the explicit and implicit meaning as possible, (2) systematically worked through the collected data, assigned

coding categories, themes and patterns, identified meanings within the various segments/units of the transcriptions, and substantiated the common meaning structures with participants' verbatim accounts, (3) questioned the categories, themes and patterns that had been developed, (4) sorted through the categories, themes and patterns thoroughly, deciding which categories, themes, and patterns were recurring and central and which were less significant, invalid, or mistaken, (5) attempted to make sense of the data from a wider perspective to explicate the findings, and (6) wrote down the findings.

To enhance the accuracy and trustworthiness of data analysis, two investigators independently reviewed each description, identified salient thematic content in each profile and recognized the common meaning structures with verbatim accounts. Returning repeatedly to the descriptions during this process of data analysis ensured the dependability of the themes identified by each of the investigators. Comparative pattern analyses were conducted between the reviewers' findings, with attention to commonalities as well as differences in their comprehension of the data, thereby supporting the confirmability of the analysis. Common themes in the descriptions of these participants were identified, reworked, and refined by repeatedly returning to the interview protocols. Through discussion and clarification, the two investigators reached a consensus regarding the central thematic components of the participants' experience with RCC.

Results

The mean scores and standard deviations

measured from each of the four inventories were described on Table 2. The statistical analyses of the one-way ANOVA for repeated measures revealed significant mean differences (Table 3), and the post hoc LSD revealed significant mean differences between the pre- and post-counseling mean scores, and between the pre-counseling and follow-up mean scores measured by each of the four inventories respectively (Table 4). The data revealed no mean differences between the

post-counseling and the follow-up (Table 4). The results indicated that participants had been relieved from negative mood states, and they experienced enhanced feelings of life satisfaction, social relations, and problem-solving abilities after RCC interventions. Furthermore, no significant differences between the post-counseling and the follow-up indicated RCC maintained its effect on participants for three months.

Table 2 Means and Standard Deviations of The Pre-, Post-counseling, and Follow-up Measured from Each of The Four Psychological Inventories

Inventory	Pre-counseling		Post-counseling		Follow-up	
	M	SD	M	SD	M	SD
MS	54.40	10.67	70.67	14.56	69.37	18.05
PSI	94.23	10.69	111.90	13.85	115.00	14.36
PSR	40.37	10.45	49.63	9.89	47.17	9.80
SWLS	9.13	3.16	17.83	3.87	18.77	4.34

Note. MS = Mood Survey, PSI = Problem-Solving Inventory, PSR = Provision for Social Relations, SWLS = Satisfaction with Life Scale. Possible total scores for the MS, PSI, PSR, and SWLS range from 15-90, 32-192, 15-75, and 5-35 respectively.

Table 3 Summary of One-way ANOVA for Repeated Measures from Each of The Four Inventories

Source	df	SS	MS	F
MS				
SSs	29	1407.23	48.53	
SST	2	4902.96	2451.48	30.85*
Error	58	4609.71	79.48	
PSI				
SSs	29	9284.49	320.16	
SST	2	7529.77	3764.88	39.18*
Error	58	5573.58	96.10	
PSR				
SSs	29	7656.72	264.03	
SST	2	1381.96	690.98	35.24*
Error	58	1137.38	19.61	
SWLS				
SSs	29	186.56	6.43	
SST	2	1693.62	846.81	113.42*
Error	58	433.04	7.47	

Note. MS = Mood Survey, PSI = Problem-Solving Inventory, PSR = Provision for Social Relations, SWLS = Satisfaction with Life Scale. Possible total scores for the MS, PSI, PSR, and SWLS range from 15-90, 32-192, 15-75, and 5-35 respectively. The MS, PSI, PSR, and SWLS are four separate dependent variables in this analysis.

* $p < .01$.

Table 4 Summary of Post Hoc LSD Comparison for Each of The Four Inventories

Pre-, Post-counseling, and Follow-up	Mean Difference
MS	
Pre-counseling — Post-counseling	-16.27*
Pre-counseling — Follow-up	-14.97*
Post-counseling — Follow-up	1.30
PSI	
Pre-counseling — Post-counseling	-17.67*
Pre-counseling — Follow-up	-20.77*
Post-counseling — Follow-up	-3.10
PSR	
Pre-counseling — Post-counseling	-9.27*
Pre-counseling — Follow-up	-6.80*
Post-counseling — Follow-up	2.47
SWLS	
Pre-counseling — Post-counseling	-8.70*
Pre-counseling — Follow-up	-9.63*
Post-counseling — Follow-up	-0.93

Note. * $p < .01$.

On the other hand, scrutinizing the written data from the open-ended questions, four themes emerged from the qualitative data analysis of participants who experienced the RCC interventions: the importance of the counseling relationship; positive counselor characteristics; an eclectic use of counseling techniques, and a safe, relaxing, and comfortable counseling context.

Discussion

The results of the one-way ANOVA for repeated measures supported the findings of previous studies indicating the positive potential of the RCC interventions on Taiwanese university students (Lin, 1998, 2000; 2001b; 2001c). Participants showed enhanced emotional stability, social relationships, problem-solving ability, and life satisfaction after counseling. They indicated the maintenance of their gains from RCC interventions over three months. Clients' self-ratings of mood status, problem-solving abilities, social relations, and

life satisfaction revealed significantly positive progress. In addition, four themes emerged from the thirty participants' reactions to the RCC interventions, and are delineated below.

Counseling Relationship

Participants acknowledged the importance of the counseling relationship, which reflected the primary role of RCC, the establishment of a trustful and humanistic relationship during the counseling process. The counselor established a trusting relationship based on equality, genuineness, and respect; participants then enhanced this trust with a willingness to take challenges and risks, to overcome resistance at the beginning, and to continue counseling. A participant described the counseling relationship as "trustful, genuine, leading, safe, respectful, and comfortable." The data indicated the counselor successfully demonstrated and used the power of a humanistic and trusting relationship to help the clients. This finding confirmed the importance of a trustful and humanistic counseling

relationship emphasized by counseling authorities (Corey, 2001; Gelso & Carter, 1985; 1994; Rogers, 1957).

Counselor's Characteristics

The counselor demonstrated positive personality characteristics in a safe and relaxing atmosphere to strengthen the development of the counseling relationship. Participants appreciated and preferred positive characteristics such as genuineness, empathy, unconditional positive regards, warmth, patience, companionship, caring, love, and support. These traits motivated participants to continue counseling and overcome difficulties and initial resistance to counseling. Participants recognized the counselor's professional competence, credibility, trustworthiness, and personal attractiveness. These traits, demonstrated both verbally and non-verbally, facilitated open dialogue and more honest exploration of problems. These served as an important catalyst during the process of counseling. A participant said:

"The counselor was very nice, friendly, and patient. She (the counselor) listened to me very well. She was very open-minded without any prerequisite in mind. I can talk to her what I dare not say to others. When being with her, I did not feel suppressed and I dared say things inside of my mind frankly."

Counseling Techniques

The counselor purposely employed a variety of counseling skills from different counseling approaches to strengthen the trust within the relationship, such as role playing, empty chair, confrontation, leading, clarifying, listening, observing, and a variety of cognitive and behavioral techniques. Some participants

identified the effects of various counseling techniques through self-talk, role playing, and/or empty chair, clients learned to be aware of their own feelings and emotions, and learned to express them directly and honestly.

In addition, some participants recognized the power of honesty and directly talking about their true feelings. They described feeling pain at the beginning but relieved after venting out emotions directly and honestly in sessions. Clients also responded to active listening, leading, clarifying, challenging, confronting, positive thinking, behavioral modification, relaxation, and homework. The process of counseling incorporating the use of a variety of counseling skills seemed to produce positive reactions among clients. A participant described her experiences with empty chair and its effectiveness of healing her traumas:

"It felt very painful to go back to my childhood and talk to the air (pretending to talk to herself in childhood). But, I found this method was really effective in healing my traumas in the past... One thing impressed me most (in the process of counseling) was to talk to the air (pretending to talk with another person or another aspect of self). I really didn't know how to talk (at the beginning, and) it felt very difficult to say a word. The counselor, very patiently and considerately, led me to express. She helped me to overcome this obstacle (not knowing how to express internal feelings and emotions). Following the counselor's leading, I finally expressed myself clearly and learned how to express myself ..."

Counseling Context

Participants described the counseling context as trusting, comfortable, safe, and relaxing.

Most clients mentioned feeling nervous and unwilling to open up completely at the beginning of the counseling, yet most grew to experience safety, openness, support, relaxation, and comfort in the counseling context because of the counselor's warmth, genuineness, and respect, each of which built in part the trustful relationship. A participant expressed:

"The process of counseling was similar to talking with a friend whom I trusted within a relaxing atmosphere. I strongly felt the hidden self and I could discuss all the things with the counselor within a trustful atmosphere... I was willing to share with the counselor the change, progress and growth I had made ...It (the counseling context) was very pleasant to provide me both intellectual and psychological progress."

Summary

The results of this study supported the positive outcome of the RCC with Taiwanese university clients in the following aspects: mood state, problem-solving ability, satisfaction with life, and social relations. The findings also reiterated the primacy of the bond of trust within the counseling relationship and the eclectic use of a variety of techniques from different counseling approaches. The four themes that emerged from qualitative data analysis responded well to the rationales of the RCC model, mainly focusing on the establishment and solidification of the counseling relationship as the primary, integrative core of counseling, and employing an eclectic use of counseling techniques. The rationale and methods of the RCC appeared to work well in the context of a university counseling center.

In addition, the characteristics revealed

by the four themes might play an important role in the improvement of participants' mood state and life satisfaction, and the enhancement of their social relations and problem-solving abilities. For example, the influences from the counselor's positive personality characteristics and the establishment of a trustful and humanistic relationship during the process of counseling might contribute to the positive changes of participants' social relations and mood state. Also, the application of various counseling techniques in a constructive counseling context might assist participants in learning and practicing diverse problem-solving skills and strategies. As a result of the progress participants had made, they enhanced their satisfaction of life. In summary, the RCC model provided a practical and effective conceptual framework for Taiwanese counselors to work with university student clients.

With its positive reception, this study indicated that Taiwanese counselors might consider integrating the elements of the RCC to generate their own eclectic counseling styles and to develop treatment manuals regarding counseling Taiwanese university students. In addition, counselor educators might provide RCC training programs to assist novices in developing their own eclectic counseling styles. Such a conceptual framework might prioritize developing a trustful counseling relationship and integrating a variety of effective counseling techniques from different counseling approaches. Also, future studies should address processes and outcomes of the RCC with Taiwanese clients in comparison to other counseling styles. Further research might build upon the emergent themes of the RCC in this study, investigating in more detail

the preferred counselor's characteristics, building a trusting counseling relationship, effective counseling context, or repertoire of counseling techniques which contribute to more effective counseling of Taiwanese.

A major limitation of this study was the lack of a control group. Without a control group, attributing causation to the effects noted in conjunction with the RCC intervention should be cautious. In addition, a small sample derived from one school with partici-

pants sharing similar ethnic/cultural/social characteristics might limit the external validity of the findings. The reliability and validity of these Chinese versions of the four inventories might need further examination in order to support their applicability. Lastly, measuring the counseling outcomes and follow-ups depending solely on the participants' self-report scores on the four inventories might limit the objectivity of the counseling outcome.

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應用關係中心諮商模式於台灣大學生個案的成效

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摘 要

本研究主要探討應用關係中心諮商模式(Relationship-Centered Counseling model) (Kelly, 1994; 1997)諮商三十位求助於心理諮商中心的台灣大學生個案的成效。其中二十三位學生求助的主要問題為人際互動關係或情感問題，另七位為課業與未來生涯發展的問題。本研究採量化與質化研究方法。應用單因子變異數分析重複量數檢驗個案的心理社會變化，個案於諮商前、諮商結束時、與諮商結束三個月後的時間點，分別填寫四份心理測驗量表，分別測量個案的問題解決能力、社交關係、情緒狀態、與生活滿意度。結果顯示，個案於諮商前、諮商結束時，及諮商前、與諮商結束三個月後的時間點，四份心理測驗量表呈現顯著的平均值差異。此外，描述性質化分析結果呈現個案對於關係諮商經驗的四個主題：諮商關係的重要性、諮商員的正向特質、放鬆的諮商情境、與諮商技術的有效性。

關鍵詞：關係中心諮商、台灣大學生
