Counseling Skills in Psychology and Education
Assessment of Counseling Self-Efficacy Using a Short Version of the Counselor Activity Self-Efficacy Scales

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Counselor Self-Efficacy (CSE): a counselor’s “beliefs or judgements about his or her capabilities to effectively counsel a client in the near future” (Larson & Daniels, 1998)

Associated benefits:
• Higher competence (Gallo, 2018; Martin et al., 2004)
• Greater job satisfaction, lower risk for burn-out (Bardhoshi & Um, 2021; Ooi, 2021)

How does CSE develop?
• Increase with experience: training, supervision, role-play (Cashwell & Dooley, 2001; Lent, 2006)
Counselor Activity Self-Efficacy Scales (CASES)

**Basic Skills**
- Helping Skills
- Session Management

**Advanced Skills**
- Counseling Challenges

**CASES-R**
(Hahn et al., 2021)
Based on CASES
(Lent et al., 2003)
Counselor Activity Self-Efficacy Scales (CASES)

**Basic Skills**
- Helping Skills
  - Exploration and Insight Skills-R
  - Action Skills-R
  - Session Management-R

**Advanced Skills**

**Counseling Challenges**
- Relationship Conflict-R
- Client Distress-R

**CASES-R**
(Hahn et al., 2021)
Method

- $n = 163$ (female = 135, male = 27, diverse = 0, not specified = 1)
- 77% aged 21-30
- Students enrolled in University of Potsdam (psychology) and the Humboldt University of Berlin (special education)
- 9 parallel university courses: training basic counseling skills
Results

**Factor Structure**

Confirmatory factor analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$/df</th>
<th>CFI</th>
<th>TLI</th>
<th>RMSEA</th>
<th>SRMR</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptable</td>
<td>see $\chi^2$/df</td>
<td>n.s.</td>
<td>&lt; 3</td>
<td>&gt; 0.90</td>
<td>&gt; 0.90</td>
<td>&lt; 0.08</td>
<td>&lt; 0.08</td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
<td>&lt; 2</td>
<td>&gt; 0.95</td>
<td>&gt; 0.95</td>
<td>&lt; 0.05</td>
<td>&lt; 0.08</td>
</tr>
<tr>
<td>3 factors (EIS-R, AS-R, SM-R)</td>
<td>168.461***</td>
<td>87</td>
<td>1.936</td>
<td>0.919</td>
<td>0.903</td>
<td>0.086</td>
<td>0.058</td>
</tr>
</tbody>
</table>

**Reliability**

Good internal consistencies (Cronbach’s $\alpha = .80-.88$)
Results

Convergent validity
   - general self-efficacy (GSE; Schwarzer & Jerusalem, 1999), $r = .23$, $p < .01$

Criterion validity
   ✓ empathetic concern (IRI; Davis, 1983; German: Neumann et al., 2012), $r = .24$, $p < .01$
   ✓ positive affect (PANAS; Watson et al., 1988; German: Krohne et al., 1996), $r = .21$, $p < .01$
   ✓ performance goal orientation (Mastery Goals und Performance Approach Skalen der PALS, Midgley et al., 2000), $r = .17$, $p = .029$

Increase with training
   ✓ higher scores at the end ($M = 6.51$, $SD = 1.17$) than at the start ($M = 5.71$, $SD = 1.27$) of the counseling training ($t(311) = -5.752$, $p < .001$, $d = 0.66$)
Discussion

✓ Support for the instrument’s structure and reliability
✓ Increase of CSE with specific training

Limitations & future research

• Construct validity: existing measure for CSE (Lent et al., 2003)
• Sample size: structural equation modeling approach (Hahn et al., 2021)
Discussion

- Support for the instrument’s structure and reliability
- Increase of CSE with specific training

Take Home Message
The CASES-R for basic skills is an economic measure, e.g., for the evaluation of counseling trainings or supervision.

Research will benefit from monitoring the early development of CSE, to better train more competent and content counselors.


