# 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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Joanna Hunsmann, Destina Sevde Ay-Bryson, Scarlett Kobs, Nicole Behrend, Michel Knigge, Florian Weck, Franziska Kühne

# Background

**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)

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**Basic Skills**

**Advanced Skills**

*Helping Skills*

*Session Management*

*Counseling Challenges*

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

Exploration and Insight Skills-R

Action Skills-R

Session Management-R

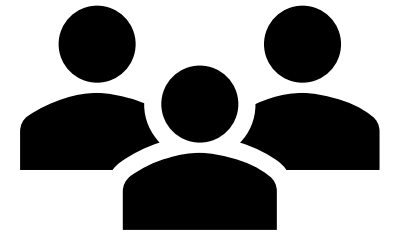Relationship Conflict-R

Client Distress-R

# Counselor Activity Self-Efficacy Scales (CASES)
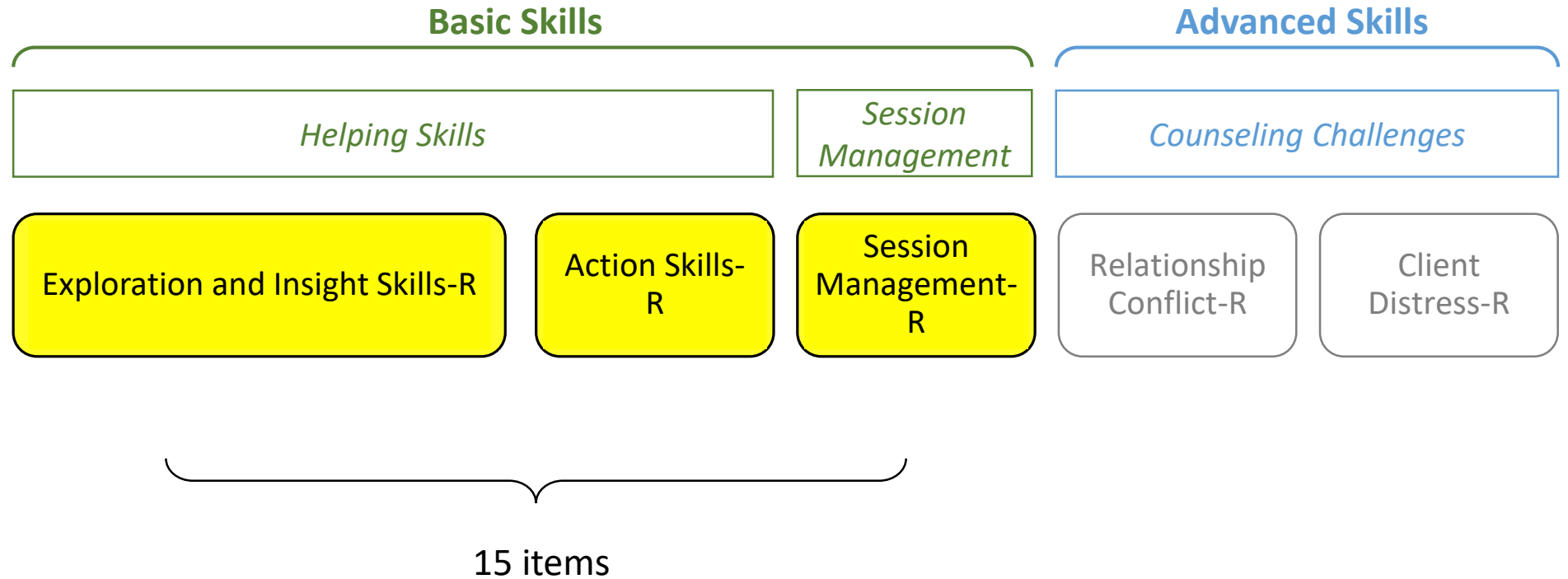
# Method

- $n$ = 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

| Model | $\chi 2$ | df | $\chi 2$/df | CFI | TLI | RMSEA | SRMR |
|---|---|---|---|---|---|---|---|
| **acceptable** good | see $\chi 2$/df n.s. | | < 3 < 2 | > 0.90 > 0.95 | > 0.90 > 0.95 | < 0.08 < 0.05 | < 0.08 |
| 3 factors (EIS-R, AS-R, SM-R) | 168.461*** | 87 | 1.936 | 0.919 | 0.903 | 0.086 | 0.058 |

## Reliability

Good internal consistencies (Cronbach's α = .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.

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