DEVELOPING A PEER HELPING PROGRAM
AND
TESTING ITS EFFECTIVENESS

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ABSTRACT

DEVELOPING A PEER HELPING PROGRAM

AND

TESTING ITS EFFECTIVENESS

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The main purpose of this three-phase study was to develop a peer helping program. The purpose of the first phase was to plan a peer helping program with its goal and content. The purpose of the second phase was to develop a peer helping training program and to investigate its effectiveness on improving the helping skills and self-growth of the peer helpers. The purpose of the third phase was to understand the peer helpers' and helpees' evaluations of the peer helping program.

In the first phase of the study, a need assessment study was carried out with a sample of 316 (168 females, 148 males) students from Faculty of Education of Ege University. Results indicated that students preferred peer helpers among other helping agents; they preferred both non-directive helping styles (empathic responses) and directive helping styles (instrumental responses); they seemed to believe the helpfulness of the program; they tended to apply to the program; and they wanted the program to concentrate on their career, academic, and interpersonal relationships concerns.

In the second phase of the study, in order to investigate the effect of peer helping training program on improving peer helpers' helping skills and the self-

growth, a pre-test post-test control group experimental design study was carried out with a sample of 31 participants (15 experimental group and 16 control group). The participants were also administered six-month follow-up test. The data were gathered by administering five instruments: Communication Skills Evaluation Scale (CSES), Empathic Skill Scale-B Form (ESS-B), Reflection Skills Evaluation Form (RSEF), Rosenberg Self-Esteem Scale (RSS) and Self-Acceptance Inventory (SAI). After testing the equivalence of the pre-test scores of CSES, ESS-B, RSS, and SAI of the experimental and the control group participants, a series of 2 (experimental-control groups) X 3 (pre-post-follow up tests) repeated measure of analysis of variance (ANOVA) was employed to the CSES, ESS-B, RSS, and SAI scores of the participants. An analysis of covariance (ANCOVA) using pre-test as covariate was employed to the post-test and follow-up test scores of the RSEF of the participants. The results indicated that a peer helping training program was more effective on improving both the empathic and the reflection skills of the experimental group participants as compared to the control group participants. The results also indicated that there was a significant increase in the experimental group participants' self-esteem scores from the pre-test to the follow-up test and also a significant increase in the experimental group participants' self-acceptance scores from the pretest to the posttest.

In the third phase of the research, a study, mainly based on qualitative data, was carried out with 15 peer helpers and 33 volunteered students/peer helpees (17 females, 16 males) who received peer helping services. All peer helpees were administered Peer Helping Service Evaluation Form and 15 peer helpers were also administered Peer Helping Program Evaluation Form. The analysis of the qualitative data indicated that most of the above mentioned areas were positively evaluated by both peer helpers and peer helpees.

Keywords: Peer Helping, Peer Helping Program, Peer Helping Training Program, Peer Helping Service Delivery, Peer Helper, Peer Helpee

ÖZ

BİR AKRAN DANIŞMANLIĞI PROGRAMI GELİŞTİRME

VE

ETKİLİLİĞİNİ İNCELEME

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Üç aşamadan oluşan bu çalışmanın temel amacı, bir akran danışmanlığı programı geliştirmektir. Birinci aşamanın amacı, amacı ve içeriği ile bir akran danışmanlığı programı planlamaktır. İkinci aşamanın amacı, akran danışmanlığı eğitim programı geliştirmek ve bu programın akran danışmanların yardım becerilerini ve kişisel gelişimlerini artırmadaki etkililiğini araştırmaktır. Üçüncü aşamanın amacı, akran danışmanlar ve akran danışanların akran danışmanlığı programı ile ilgili değerlendirmelerini anlamaktır.

Çalışmanın birinci aşamasında Ege Üniversitesi, Eğitim Fakültesi'nden 316 (168 kız, 148 erkek) öğrenciden oluşan bir örneklem ile bir ihtiyaç taraması çalışması yapılmıştır. Bulgular, öğrencilerin diğer yardım alabilecekleri kişiler arasında akran danışmanını seçtiklerini; hem yönlendirici olmayan (empatik tepkiler) hem de yönlendirici olan yardım biçimlerini (araçsal tepkiler) tercih ettiklerini; programın yararına inandıklarını; programa başvurma eğilimi gösterdiklerini ve programın onların mesleki, akademik ve kişilerarası ilişkiler konusundaki sorunlarına odaklanmasını istediklerini göstermiştir.

Çalışmanın ikinci aşamasında akran danışmanların yardım becerileri ve kişisel gelişimlerini artırmada akran danışmanlığı eğitim programının etkisini araştırmak amacıyla 31 katılımcıdan (15 deney grubu, 16 kontrol grubu) oluşan bir örneklem ile ön-test, son-test kontrol gruplu deneysel desen çalışması yürütülmüştür. Katılımcılara altı ay sonra izleme testi de uygulanmıştır. Veriler, İletişim Becerileri Değerlendirme Ölçeği (İBDÖ), Empatik Beceri Ölçeği B Formu (EBÖ-B), Yansıtma Becerileri Değerlendirme Formu (YBDF), Rosenberg Benlik Saygısı Ölçeği (RBÖ) ve Kendini Kabul Envanteri'nin (KKE) uygulanmasıyla elde edilmiştir. Deney ve kontrol grubu katılımcılarının İBDÖ, EBÖ-B, RBÖ ve KKE ön-test puanlarının eşitliği test edildikten sonra, deney ve kontrol grubu katılımcılarının İBDÖ, EBÖ-B, RBÖ ve KKE puanlarına 2 (deney-kontrol) X 3 (ön-son-izleme) tekrar ölçümlü varyans analizi uygulanmıştır. Katılımcıların YBDF son-test ve izleme testi puanlarına da ön-test puanları ortak değişken (covariate) olarak kullanılarak covaryans analizi uygulanmıştır. Bulgular, akran danışmanlığı eğitim programının deney grubu katılımcılarının hem empati hem de yansıtma becerilerini artırmada kontrol grubundaki katılımcılara göre daha etkili olduğunu ortaya koymuştur. Bulgular, deney grubunun benlik saygısı puanlarında ön test ve izleme testi arasında ve kendini kabul puanlarında da ön test ve son test arasında anlamlı bir artış olduğunu göstermiştir.

Çalışmanın üçüncü aşamasında, 15 akran danışman ve akran danışmanlığı hizmeti alan 33 gönüllü öğrenci/akran danışanla (17 kız, 16 erkek) büyük ölçüde nitel verilere dayalı bir çalışma yürütülmüştür. Her akran danışana Akran Danışmanlığı Hizmeti Değerlendirme Formu ve 15 akran danışmanına Akran Danışmanlığı Programı Değerlendirme Formu uygulanmıştır. Nitel veriler, yukarıda bahsedilen alanların hem akran danışmanlar hem de akran danışanlar tarafından olumlu değerlendirildiklerini göstermiştir.

Anahtar Kelimeler: Akran Danışmanlığı, Akran Danışmanlığı Programı, Akran Danışmanlığı Eğitim Programı, Akran Danışmanlığı Hizmeti, Akran Danışman, Akran Danışan

To my parents Nurhan and Mehmet Aladağ,
To my sweet sisters İlknur and Buket,
whose endless love and support have been
one of my greatest sources of strength in my life
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INTRODUCTION

In times of stress people usually talk with a supportive friend. Talking with a supportive friend, in itself, provides support at an early stage of emotional distress; thus normalizes the process of seeking help so that the individuals experience the advantage of enhancing "wellness" before severe, visible, change-resistant problems arise. Not only in times of stress but also diclosing mutual insecurities and fears help the friends to discover that they are "normal" and they have nothing to be ashamed of. Thus, during hours of mutual exchanges of personal, social, and moral concerns, friends explore themselves and each other more deeply leading to self-growth and self-enhancement which can be considered as major and natural sources of "helping" (Turner, 1999).

The professionals in the counseling field explored the benefits of this natural bond among individuals and became aware of this vast human resources that were underutilized (Varenhorst, 2002). As it was argued by Brammer and MacDonald (1999), it is irrational not to utilize the resources of helping talent in the nonprofessional population since there are many people who have natural capacities to be helpful with their fortunate life experiences; and if these people receive training in basic helping skills, they might make an impact on the helpee. There seemed to be two main assumptions underlying these arguments; individuals have the tendency to be helpful and basic helping skills can be taught. Mainly based on these assumptions peer helping has become a professional area in the field of counseling. Although the practice of peer helping has been widespread with respect to settings and age groups, it has been a more common practice in formal education institutions.

1.1. The Scope of Peer Helping

The concept of "peer helping" as a generic term simply refers to "peer helping peer". In a more comprehensive definition, peer helping is defined as "a process in which trained, supervised students; that is peer helpers, or peer facilitators; are selected to help other students with personal and academic issues for the purpose of clarifying their thoughts and feelings; exploring options, and alternatives; offering a supportive relationships; and facilitating students in defining their own solutions" (Myrick, Highland, & Sabella, 1995).

However, as it has been strictly pointed out by the two established organizations of peer helping, National Peer Helpers Association (NPHA) and Peer Resources (PR) that, while defining peer helping, or peer counseling, no counseling in terms of commonly accepted therapeutic definition is implied. Those students trained as peer helpers to be skilled communicators, are not amateur psychologists or therapists. Peer helpers do not replace licensed or certified professionals or practitioners, but often serve as an extension of the services these professionals provide. In other words, they are neither replacements for professional service providers, nor the substitutes for clerical staff. They also do not provide counseling, therapy or treatment. They do not make decisions for others. They may suggest options or alternatives, identify consequences, or share their experiences, but they do not give advice or tell others what to do .

Both the NPHA and PR have independently developed standards that help to identify peer helping and peer helping programs with respect to their planning, implementation and evaluation procedures. The NPHA which was organized in 1984 in U.S.A is a nonprofit corporation whose mission is to provide leadership and promote excellence in the field of peer helping for the purpose of research, training, networking, and dissemination of materials related to the field of peer helping through publications, conferences, and workshops. Moreover, NPHA offers certification to individuals, programs, curriculum, and trainers as part of its mission to equip individuals to help others by promoting standards of excellence in peer programs including Certification for Professionals in Peer Programs, Certification for

Peer Programs, and Certification for Peer Curriculum. Canadian peer helper movement, called as Peer Resources (PR), has been in operation as a non-profit educational corporation since 1975. Its mission is to provide high quality training, superior educational resources, and practical consultation to persons who wish to establish or strengthen peer helping, peer support, peer mediation, peer referral, peer education, peer coaching, and mentor programs in schools, universities, communities, and corporations. In 1978, the American School Counselor Association (ASCA) took a positive stand and recommended peer counseling as being a part of school guidance services; and revised its position statement regularly in 1993, 1999, and 2002. In the light of these, The Peer Helping Programs started to offer this opportunity as the natural helping system of peers. This was also called as a "resurgence of natural support system" by which students get training to more effectively use the influence they already possess with their peers. With all these developments, remarkable growths have been observed in the nature and prevalence of peer helping programs. The professional literature contains a large number of articles that describe peer helping programs or provide suggestions for implementing them.

The level of professional peer programs have also been raised by several important steps including (a) the Ethics and Programmatic Standards were developed by NPHA and disseminated at conferences and at workshops to guide the profession (b) professional journals and books published a flurry of articles and publications devoted to peer helping, (c) the Peer Facilitator Quarterly, which is the offical journal of NPHA, is issued regularly, (d) intensive training sessions related to peer programs were started and offered at the annual conference and regional training meetings, (e) 35 official state associations have been formed and are dedicated to the encouragement of peer programs, (e) the NPHA has published articles in popular magazines with overwhelmingly positive response from both teens and adults (Tindall, 1995).

Peer helping takes many different forms which appears in the titles implying the activities such as: peer tutoring, peer support, peervention or peer facilitation, peer mediation, peer conflict resolution, peer counseling, peer education, peer

ministry, peer health workers, peer ambassadors, and peer leaders. The respective school, institution or organization generally chooses the term that best exemplifies the role of the peer helping within the institution. Peer helping can take place in everywhere such as schools, universities, colleges, hospitals, clinics, community centers, unions, businesses, and corporations (Morey & Miller, 1993; Sawyer & Pinciaro, 1997; Sprinthall & Hall, 1992). Moreover, peer helping can be helpful to any age groups of children, adolescents, young, and older adults (Bratter & Freeman, 1990; Myrick, Highland, & Sabella, 1995; Morey & Miller, 1993; Sawyer & Pinciaro, 1997; Sprinthall & Hall, 1992).

Peer helping can be in the form of individual and group formats, and the topics include tutoring, mentoring, conflict mediation, peer education, and all activities of an interpersonal human helping or assisting nature (ASCA, 2002). Moreover, peer helpers are trained and supervised to provide any or all of the skills including; (a) listening and understanding, (b) friendship and support, (c) decision making assistance, (d) tutoring and academic help, (e) educational, career, and health information, (f) role modeling for younger children, (g) mediation and conflict resolution, (h) problem-solving assistance, and (i) referral to professionals (Peer Resources, n.d.a).

1.2. Theoretical Framework of Peer Helping

In the peer helping literature, some theoretical approaches have been proposed in explaining the underlying psychosocial processes of peer helping. For example, Salzer and his associates (2002; cited in Solomon, 2004) described five theories that underlie peer delivered services, which include social support, experiential knowledge, helper-therapy principle, social learning theory, and social comparison theory. In another study (Barkley, Wilborn, & Towers, 1984) Adlerian concept of "social interest" was considered in explaining the role of peer counseling training. In the development of social interest of high school students, since "helping others" creates a sense of connection and interdependence with other human beings, that suggest the concept of "social interest", by helping others, individuals are helping themselves to develop more meaningful sense of being and living.

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The close examination of all these theoretical explanations of peer helping seems to suggest a need to a theory-based comprehension of the peer helping on the one hand, and a decision to choose one or more theoretical explanation which is appropriate to the purpose of the study, on the other hand. This dual concern basically emerges from rather scattered explanations concerning the theoretical approaches proposed for the peer helping relationships. Since the literature review does not reveal a consistent theoretical base(s) for peer helping relationship, the researcher of the present study put some efforts in understanding and explaining these theoretical endeavors. The complex nature of the theoretical explanations stems from the several underlying psychosocial processes involved in peer helping relationships. However, if one examines the proposed theoretical bases, it becomes clear that these explanations are very closely related to the principles of peer helping in general and/or peer helping training programs. In other words, the phases of the peer helping in some way or another seem to determine the theoretical approach that researchers are eager to emphasize. In this respect, some of the theories might well be used to explain "a need to help" as the bases of the origin of peer helping movement whereas some others might enlighten the process involved in peer helping relationships and still others might be helpful to increase the understanding of the issues tangled in the training process. For example, as it was mentioned before, "social interest" concept of Adlerian theory or social comparison and social support theories might well explain the bases of increasing the understanding of the development of "peer helping peer" approach whereas human relation skill training approach might provide a ground to facilitate learning and practicing helping skills. In other words, considering the comprehensive nature of the construct of peer helping, the choice of theoretical approach largely depends on the purpose of the study.

In the present research, peer helping was studied starting from the program development, continued with the examination of the effectiveness of the training program developed for peer helpers, and completed with the evaluation of the program. Although several theoretical explanations can be made in each of these three phases, in the present study, three theoretical approaches have been emphasized namely, developmental theories, Social Learning Theory of Bandura and Human

Relations Skill Training of Carkhuff derived from Person Centered Approach of Carl Rogers. However, it should be clearly stated that, these theoretical approaches neither directly applied nor tested but utilized for providing a base for and clarifying the purpose of each phase. These approaches are summarized and discussed in relation to their contribution to the present study in the following paragraphs.

1.2.1. Influence of Developmental Psychology

The main premise behind the peer helping is rooted in the developmental psychology and the role of peers in the healthy development of individuals. Over the course of adolescence, young people confront substantial developmental tasks, which have been comprehensively described by the developmental psychologist.

From the psychosocial development perspective, during infancy and chilhood, the family is considered especially influential in shaping social experiences by providing a social network with primary multipurpose support. However, during adolescence, the developmental tasks of identity, autonomy, and seperation suggest shifts from family members to peers as prominent members of social network. Thus, peers become a critical reference group in the emotional-social development of adolescence (Zanden, 1997). Adolescence, as a period of transition from childhood to early adulthood (starting from approximately 10-12 years of age and ending in the ages of 18-22), is characterized by the pursuit of independence and the search for identity (Santrock, 1997).

Peer acceptance, peer approval and peer conformity are considered to be crucial and adolescents identify strongly with their generation, believing that some ideas and experiences cannot be properly understood or appreciated by adults (Santrock, 1997). Therefore, adolescents tend to talk with their peers about their problems, listen to each other more readily, and share their anxieties, griefs, and concerns. A young person may disclose to a friend of the same age before being able to disclose to an adult, including parents, teachers, and counselors (Myrick & Folk, 1999).

In general, as identified by Gottman and Parker (1987, as cited in Santrock, 1996), adolescents' friendships serve six main functions including; (1) *Companionship*: Friendship provides adolescents with a familiar partner, someone who is willing to spend time with them and join in collaborative activities, (2) *Stimulation:* Friendship provides adolescents with interesting information, excitement, and amusement, (3) *Physical support:* Friendship provides time, resources, and assistance, (4) *Ego support:* Friendship provides the expectation of support, encouragement, and feedback that helps adolescents to maintain an impression of themselves as competent, attractive, and worthwhile individuals, (5) *Social comparison:* Friendship provides information about where adolescents stand vis-á-vis others and whether adolescents are doing okay, (6) *Intimacy/affection:* Friendship provides adolescents with a warm, close, trusting relationship with other individuals, a relationship that involves self-disclosure.

Peers or friendship relationships provide a prolonged supportive environment for the adolescents that foster the steps toward autonomy (Irwin & Vaughn, 1988 as cited in Wassef & Mason, 1996). They are expected to establish emotional and psychological independence from adults while simultaneously focusing on the struggle of developing and clarifying their identity; a process which corresponds to Erikson's fifth stage of psychosocial development. Erikson (1968) suggested that an optimal feeling of identity is experienced as a sense of well-being. Broadening peer relationships as an aspect of the environment provide testing grounds for the self-concept. Sullivan (1953), the most influential theorist about the adolescent friendships, also contented that there is a dramatic increase in the psychological importance and intimacy of close friends during adolescence in shaping adolescents' well-being and development. In terms of well-being, he further argued that all people have a number of basic social needs, including the need for tenderness (secure attachment), playful companionship, social acceptance, intimacy and sexual relations. Whether or not these needs are fulfilled largely determines their emotional well-being. Moreover, adolescent friends support one another`s sense of personal worth and, developmentally, they become increasingly depend upon each other to satisfy these needs.

On the other hand, although friends provide opportunities for positive development, conformity to peer pressure may result in some negative consequences. Many young people find themselves in social environments where they are exposed to considerable danger -"high risk" settings (Santrock, 1997). There are some risk behaviors that are unusually common for this age group, including drinking, illicit drug use, suicide, and delinquency which are "at-risk" behaviors and typically interfere with a person's long-term health, safety, and well-being. Peer pressure is often cited as a primary factor that contributes to many adolescents' problems such as drug abuse, vandalism, skipping school, theft, teenage pregnancy, suicides, cheating, and disruptive classroom behavior (Zanden, 1997).

In order to provide healthy development of youths, Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of developmental assets at work for these young people. Studies revealed strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results showed that the greater the numbers of developmental assets are experienced by young people, the more positive and successful their development will be. The fewer the number of assets present, the greater the possibility that youth will engage in risky behaviors such as drug use, unsafe sex, and violence. It was concluded that peer helping offers opportunities for the adolescents to experience these developmental assets for their more positive and successful development and it is seen as a concrete and proven strategy that focuses on the heart of asset building both for the external assets that are the positive experiences young people receive from the world around them and for the internal assets that reflect their inner strength and confidence (Search Institute, 2005).

Several other researchers (Black, Foster-Harrison, Tindall, Johnson, Varenhorst, & Moscato, 2001; Myrick & Folk, 1999) also agreed that peer helping emphasizes and builds on the positive side of peer pressure and that it equips young people (as well as others) with basic skills to offer caring, support, and guidance for themselves and for their peers.

Besides all the benefits of peer helping, it was noticed that young people often lack information about the best ways of supporting someone in distress and are usually unaware of services available to young people and how to access them (Turner, 1999). These limitations have lead counselors to think about how to improve the effectiveness of the peer helping relationship. The main question was why not to train students become more effective in helping others. In order to improve the quality of this process, students are selected, trained and supervized as peer helpers or peer facilitators to help other students with personal and academic issues for the purpose of (a) clarifying their thoughts and feelings, (b) exploring options, and alternatives, (c) offering a supportive relationships, and (d) facilitating students in defining their own solutions (Myrick, Highland & Sabella, 1995).

As a result, it can be concluded that peer helping is an example of a prevention and intervention program designed around developmental principles. Peer helping is also a classic example of deliberate phychological education, because it purposefully focuses on the psychological and healthy development of youth (Foster-Harrison, 1995).

Based on all these premises, in the present study, one of the emphases was put on developmental theories with specific reference to adolescence. There is no doubt that developmental psychology provides a base to understand the needs, the tasks, and the dynamics of peer relationships of this particular stage of development. Almost all the peer helping studies concentrated on this critical developmental stage where the personal growth and well-being is of importance in later life stages. Specific to this study which was carried out with the university students who represented the late adolescent period, the needs and expectations of this particular group were considered in the light of developmental principles, particularly in the planning and development of peer helping program.

1.2.2. Influence of Social Learning Theory

Most of the early research on peer helping is framed by behavioral and social learning principles, wherein modeling and vicarious learning are employed to explain

the peer helping relationship (Beitel, 1997). In other words, much of what occurs within a peer helping relationship can be explained by the principles of social learning theory.

Bandura's theory of social learning stressed the importance of cognitive factors in learning and performance. The theory states that an individual learns by either observing the consequences of his/her own behavior or by the consequences of other people's behavior. Thus, Bandura put observational learning (also called "modeling" or "imitation") as the basis of his theory in explaining the personality development. According to Bandura, observational learning is governed by the process of attention, retention, production, and motivation. Attention refers to one's ability to selectively observe the actions of a model. The observer is most likely to selectively attend to, and model, behaviors of people that are most like themselves and those that they associate with the most. Observed behaviors can only be modeled if they are retained in memory, a process made possible by the human capability to symbolize. Production refers to the process of engaging in the observed behavior. Finally, if engaging in the observed behavior produces valued results and expectations, the individual is motivated to adopt the behavior and repeat it in the future (Bandura, 1977).

As it was explained by the researchers (Downe, Altman, & Nysetvold, 1986), each of these elements of the social learning process has its own special applicability to the relationship between peer helpers and the fellow students they try to help. The qualities of distinctiveness, positive affective valence, and functional valence are frequently present in the behavioral performance of valued peers so that conditions that facilitate attention to a modeling stimulus are readily provided by a peer-to-peer relationship. Cognitive coding and organization of behavior may be easier to interpret when it is shared between persons of the same age, thereby increasing the likelihood that behavior performed by a peer will be retained so that vicarious learning can occur. The rehearsal of new behaviors, also important to the retention process, may often be carried out with less threat of inhibition in the presence of a trusted peer. A third element of social learning model requires the observer to have sufficient motor skills to be able to reproduce the remembered behavior at an

appropriate time. Because the participants in peer-interactive relationships are more than likely at approximately equivalent levels of social, physical, and cognitive development, the potential for copying a model of same age will probably be greater than if the behavior were to be performed by an adult with several more years of developmental experience and a more advanced repertoire of communicative and other skillful behaviors. Finally, the desire to attain levels of status displayed by the peer model and to experience observed reinforces provide inherent in the social learning process. The relating of one peer to another thus provides all of the elements present in social learning. Thus, the dynamic effects of the peer helping process can be largely explained within the cognitive-behavioral framework advanced by social learning theory.

In the present study, the principles of social learning theory with specific reference to modeling and imitating were emphasized particularly in the training of peer helpers to make them aware of their roles as models in their success of being effective helpers. More specifically, the personal growth workshops were included in the training program and measures of self-esteem and self-acceptance were taken as dimensions of self-growth in the experimental phase of the study with the assumptions that (a) those who have high self-esteem might be a good model for the helpees and (b) high self-acceptance might lead to higher acceptance of others, both providing a ground for facilitating imitation and learning.

1.2.3. Influence of Human Relations Skill Training

Much of the theoretical underpinning and development of methods for training peer counselors in counseling skills comes from the tradition of counseling psychology, and more specifically from the theory and practice of Carl Rogers (1951). According to Rogers, all people have an inherent capacity to strive for self-actualization which can be facilitated by the therapist providing the clients six, what he calls "necessary and sufficient conditions" for therapeutic personality change. Three of them were empathy (accurate understanding), unconditional positive regard, and genuineness (congruence). These conditions facilitate the development of mutual trust and caring in the therapeutic relationships. These three conditions involving the

therapist have also become the focus of considerable writing and research since then and have come to be known as the core conditions for facilitative interpersonal relationships. Truax and Carkhuff (1967) reviewed the evidence for the recognition and acceptance of these conditions by a variety of therapist back to Freud. They then designed a didactic-experiential training program to teach these conditions and a series of verbal skills to lay persons in establishing interpersonal relationships based on the proposition that individuals who possess the characteristics of empathic understanding, overt genuineness, and positive regard for others are capable of helping others in dealing with interpersonal problems. This approach was later supported by Carkhuff, Pierce, and Cannon (1980), who assume that helping skills are, in reality, human skills and need to be taught to as large a number of non-professionals as possible. Moreover, Carkhuff proposed that potentially all relationships are helping relationships and helping skills, depending upon the helping skills the person has, will enable the person to be helpful rather than harmful to the people with whom the person relates. He also postulated that helping, as a developmental process, is not only beneficial for the person being helped but also for the person who uses these skills in becoming healthy human beings and having healthy human relationships.

The extensive research based on this movement documented the fact that a variety of helpers, i.e., roommates, psychotherapists, counselors, lay helpers, and teachers, can be trained in exhibiting a minimum level of three conditions and the interpersonal skills in many other areas including education and community relations. The major significance and the major goal of their model has always been the improvement of society through the improvement of interpersonal relations (Truax & Carkhuff, 1967).

In conclusion, research suggests that when these facilitative qualities are possessed by peer helpers and when the training is provided in the communication of these qualities, peer helping is an effective means of providing support and peer helpers are able to help to facilitate change over relative short period of time (Pitts, 1996). Therefore, in any peer helper program, not only the peer helping professions

but also peer helpers must be operating at high levels of these facilitative conditions (Tindall & Salmon-White, 1990).

In the present study, these facilitative qualities and conditions were emphasized in learning and practicing helping skills as they were used in most of the helping programs. Specifically, a large amount of time was allocated to understanding of and practicing in the empathic understanding and communication skills throughout the training program.

1.3. Studies on Peer Helping

As it is summarized in the Review of the Literature Chapter of this study, in the literature, there are several studies indicating a widespread acceptance of peer helpers as a supportive agent in a variety of setting and peer helping programs that offer many advantages. Researchers (Downe, Altmann, & Nysevold, 1986; Rockwell & Dustin, 1979) indicated these advantages such as an opportunity to increase accessibility of counseling services for students; an important potential resource building a bridge between students and professional school counselors; a possibility for students to obtain help more readily; and an opportunity to reach the largest number of students. Peer helping programs, when appropiately planned and implemented, have also the capacity to provide a framework that engages students in a process of growth; teaches them new ways of dealing with issues and problems; promotes new structures of thinking (Foster-Harrison, 1995). Moreover, it is a strategy to increase counseling effectiveness, to increase the visibility of the counseling program, to increase the amount of counseling within the school, to facilitate psychological growth within the helper and helpee (Rockwell & Dustin, 1979). Peer helping also enables youth to enhance self-esteem and ability to communicate and express feelings (Wassef & Mason, 1996), reduce loneliness (Rasain & Williams, 1999), promote health (Turner, 1999), support academic and personal achievement, learn action skills to prevent substance abuse (Black & Tobler, 1998), increase in interpersonal awareness and internal locus of control (Sprinthall & Hall, 1992), and increase self confidence (Sawyer & Pinciaro, 1997). Based on all these suggestions and findings, it can be concluded that, in order to

facilitate and improve the adolescents' personal growth and well being, a well-designed and experimentally tested peer helping program is needed.

1.4. The Purpose of the Study

The main purpose of the present study was to develop a peer helping program. For this purpose a three-phase study was conducted. The purpose of the first phase was to plan a peer helping program; more specifically, to set up the rational, the goal, and the content of the program. The purpose of the second phase was to develop a peer helping training program and to investigate the effectiveness of this program. In the third phase of the study, the purpose was to evaluate the peer helping program. In order to examine these purposes, following research questions were asked in line with the three phases of the study:

1. What are the peer helping needs of the university students?
1.a. What are the students' preferences of peer helpers among other helping agents?
1.b. What are the helping styles that the students prefer in receiving help?
1.c. What are the reactions of the students to peer helping program in terms of their (a) beliefs about its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics they ask help?
2. What are the effects of the Peer Helping Training Program on improving (a) the helping skills and (b) the self-growth of the peer helpers?
2. a. What are the effects of the Peer Helping Training Program on improving the peer helpers' communication skills?
2. b. What are the effects of the Peer Helping Training Program on improving the peer helpers' empathic skills?
2. c. What are the effects of the Peer Helping Training Program on improving the peer helpers' reflection skills?
2. d. What are the effects of the Peer Helping Training Program on improving the peer helpers' self-esteem?
2. e. What are the effects of the Peer Helping Training Program on improving the peer helpers' self-acceptance?

3. How do peer helpers and peer helpees evaluate the peer helping program?

3. a. How do peer helpers evaluate the peer helping program with respect to (a) peer helping training program, (b) trainer's qualifications, (c) their experiences of becoming a peer helper, and (d) peer helping service delivery?

b. How do peer helpees evaluate the peer helping program with respect to (a) peer helping service delivery and (b) helping attitudes and behaviors of peer helpers?

1.5. Definitions of the Terms

Peer Helping: Peer helping is a process in which trained, supervised students; that is peer helpers, or peer facilitators; are selected to help other students with personal and academic issues for the purpose of clarifying their thoughts and feelings; exploring options, and alternatives; offering a supportive relationships; and facilitating students in defining their own solutions (Myrick, Highland, & Sabella, 1995).

Peer Helping Program: Peer Helping Program is an implemented system for recruiting, training, and supervising youth to provide a variety of helping services to peers, schools, agencies, businesses, and communities (Tindall, 1995).

Peer Helper: Peer helpers are nonparaprofessional persons who have learned interpersonal skills so as to aid peers. Peer helpers may assist or work independently of professional counselors (Tindall, 1995). Peer helpers are trained and supervised by professionals, who adhere to ethics and standards endorsed by helping professionals and National Peer Helpers Association (NPHA).

Peer Helpee: Peer helpee is the one who receives the peer helping (Tindall, 1995).

Peer Helping Professional: The person serves in the following roles; trainer, supervisor, administrator, facilitator; or any role that involves being in charge of peer helpers and their project (Tindall, 1995).

1.6. Significance of the Study

University life plays an important role in the youth development. It is also a challenging period and includes some developmental tasks that university students are expected to accomplish such as achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purpose, and developing integrity (Chickering, 1969). When all these developmental tasks are managed constructively, they promote personal growth and well-being of the youth. An important concern is that too many young people today will not reach their full potential because of inadequate support (Santrock, 1996). At this point, preventive and remedial functions of counseling services need to be adressed. In terms of preventive functions, counselors in educational settings have been encouraged to establish comprehensive, developmental programs that serve all students. They are challenged by these multiple demands to meet social, physical, and academic needs of students. While they help students deal with daily difficulties of lives, they also work preventatively to provide students with the life skills they need to become contributing members of society. Moreover, the necessity of interested in not only the academic development but also the personal and social development of students becomes an important issue for the educational institutions during the times of rapid economic and techological developments and social changes. All educational institutions need to develop services and programs in order to meet the interests, skills, and needs of the students because of the development of the educational philosophy that stress the importance of individual differences and student centered education (Demir, 1996). Considering the preventive functions of peer helping, the establishment of peer helping programs in universities may contribute to development of the healthy young people since most of the population is psychologically well and the majority of students' problems relate to issues of lifestyle. Therefore, it is expected that peer helping program in the present study will provide a clear example of practice as a primary prevention tool for the University Counseling Services.

There is a rapid increase in the demand for counseling services in universities. It has become difficult for counselors to provide all the counseling services

themselves considering the limited resources available for them. The shortage of professionally trained personnel available to render such services makes effective counseling difficult. In spite of increasing demand for counseling, many students have difficulty in getting help from a counselor. At that point, peers can perform a unique role as the bridge between students and professional counselor since peers represent a powerful human resource that can be mobilized and supported through training and supervision to develop positive and supportive peer relationships. Thus, if an effective peer helping program could be designed in the present study, a number of by-products would accrue for the University Counseling Services in terms of (a) to enhance counseling services' resources by the unique abilities and skills of peer helpers, (b) to mobilize student resources and to look for "*additional helping hands*" to increase the effectiveness of counseling and guidance services, (c) to gain special insight into needs and problems of the group being served, (d) to establish a bridge for the gap between professionals and the diverse groups they serve.

As it was mentioned by Jacobs, Masson, and Vass (1975; as cited in Downe, Altmann, Nysevold, 1986), some counselors are reluctant to implement programs that used the peer-helper approach. Four explanations were given by counselors for their reservations: (a) they did not know enough about it, (b) they lacked the time to train and supervise student counselors, (c) they thought they lacked the skills needed to train and supervise, (d) they did not have the support for such a program from teachers and administrators. In the present study, it is expected that the structured peer helping program developed may be particularly useful for counselors to provide information and available resources necessary to effectively implement peer helping programs in their work settings.

Evaluation of the peer helping program is one of the important steps to ensure its continued survival, improvement, and success. There need to be strong evidence that programs are safe before they are incorparated into school settings otherwise the best intentions may result in harm to the student (Lewis & Lewis, 1996). The peer helping literature clearly states the benefits of the peer helping programs and provides evidence for clinical and practical significance. Unfortunately, some degree of research is still essential to establish its efficacy since counselors and educators

want to know more about the potentially positive and negative aspects of peer helping. Although the research on evaluating peer helping programs emprically has been growing, it is still limited. While programs that follow the National Peer Helpers Association (NPHA) Programmatic Standards and Ethics are more efficacious, some programs are ineffective due to not following or adhering to the Programmatic Standards and Ethics (NPHA, 2002). Therefore, the present study is designed to develop and implement a structured peer helping program based on the principles and suggestions proposed by the NPHA. Consequently, it is expected that it will become an efficacious program to provide a more complete picture of peer helping programs' advantages and disadvantages from the perspectives of both peer helpers and peer helpees.

In Turkey, peer helping programs have been implemented in some universities under the Psychological Counseling Services such as Beykent University, Boğaziçi University, and Koç University. Besides, projects have been conducted in some of the universities such as Ankara, Hacettepe, and Fırat about peer education for the prevention of health related issues. Moreover, peer helping programs have been also utilized in some private schools such as MEF Schools and Tevfik Fikret Schools. Indeed, despite its growing popularity and continued implementation, little research has been conducted about the peer helping programs in Turkey. There are only two studies specifically designed to assess the effects of peer education (Karabulut, 2003; Tuna, 2002). Since the studies specifically concentrated upon peer helping are extremely limited, it can be expected that the present study will fill a gap and provide an initial step for further studies.

Peer helping is neither a new concept nor an untried practice, but rather it has been a component of the health, human services, and education systems for a very long time (Sherman, Sanders & Yearde, 1998). Sachnoff (as cited in Gerrick & Sabelle, 2002), one of the pioneers of peer helping, mentioned that schools and communities come to see the need for peer programs like any other program. Thus, it is hoped that the peer helping program developed in the present study provides a base to integrate the peer helping model into Turkish schools and universities.

1.7. Limitations of the Study

Some limitations in this study might affect the interpretation and the generalization of the findings.

Sampling was one of the limitations of the present study. Only the students enrolled in the Faculty of Education participated in the study while the other students of the Faculties of Ege University remained unaddressed. Therefore, the results of the study can be generalized neither to the other students of Ege University nor to other university students' populations.

The second limitation of the study was that, subjects were not randomly selected and assigned to the experimental and control groups because of following the standard procedure proposed by NPHA in the screening and selection of peer helpers. Thus, the sample of the experimental phase of the study represented groups of students who met the requirements to be selected as peer helpers (see method section for a detailed explanation).

The third limitation was related to self report nature of the the instruments used in this study which might lead to some biases including social desirability that might intervene with the results.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, a review of relevant literature to this study is presented. The peer helping is introduced in the first section with respect to its brief historical framework and its rationale. The second section presents peer helping program with respect to its recruitment and selection process of peer helpers; training program of peer helpers; peer helping professional; peer helping service delivery and supervision; and evaluation of peer helping programs. Third section details the research on peer helping. The peer helping in Turkey is introduced in the last and the fourth section.

2.1. Peer Helping

"All relationships are helping relationships. It depends on the helping skills you have".
(Carkhuff, Pierce & Cannon, 1980)

In the peer helping literature, helping refers to giving assistance to a person who is in need of psychological assistance. The term "peer helper" refers to "a person who assumes, either by choice or conscription, the role of a person helping contemporaries". In other words, a trainee assumes the role of peer helper after completing a basic skill training program and provides the assistance; the helpee is the one who receives the help (Tindall, 1995).

It is important to note that the definition of peer helper excludes professional counselors but includes all paraprofessionals when they function as interpersonal peer helpers since the term "peer" denotes a person who shares related experiences, values, and life-style (ASCA, 2002). Thus, paraprofessional peer helpers are defined

as "individuals who share the same ethnocultural characteristics, beliefs, and values as their peers, possess similar educational and life experiences, and live among their peers in the same communities. Characteristics such as personal warmth, empathy, and a nonjudgmental interest in helping others tend to be viewed as important for the development of a nurturing, trusting peer relationship" (Sherman, Sanders, & Yearde, 1998, p.230). In the literature there are other terms used to identify peer helpers such as peer counselors, peer facilitators, peer leaders, peer mentors, peer tutors.

Peer helping, on the other hand, is defined as a process in which trained, supervised students, that is peer helpers or peer facilitators, are selected to help other students regarding personal and academic issues for the purpose of (a) clarifying their thoughts and feelings, (b) exploring options and alternatives, (c) offering a supportive relationships, and (d) facilitating students in defining their own solutions (Myrick, Highland, & Sabella, 1995).

The basic premise behind the peer helping is that peers can be taught the skills necessary to enhance their already established ability to be empathic listener and they represent a powerful human resource that can be mobilized and supported through training and supervision (NPHA, 2001).

However, there are arguments regarding the most appropriate term to use for describing the student-to-student helping process. One of the strongest criticisms arises from counselors exclaiming that "it took me 2 years of graduate school to learn how to be a counselor, and now you are saying that kids can learn my job in just a few training sessions! ", "the kids (peer helpers) could do more harm than good, especially when they get in over their heads", and "what if they are effective then what will happen to our jobs?" (Myrick, Highland, & Sabella, 1995).

On the other hand, there are some other arguments against these oppositions. Downe, Altmann, and Nysevold (1986), for example, argued that the actual work performed is more important than the label attached to the individual trained for interpersonal helping relationship. They suggested that in order to guard against

misunderstandings, the rationale and the role of peer counseling programs can be explained to the administrators, teachers and parents since open lines of communication with them prevent this kind of problems. Brammer and MacDonald (1999) also stated that arguments and research around professional/paraprofessional helping issues could go on endlessly, but effective solutions can be reached only through the honest staff discussions of their respective strengths, limitations, and contributions. Myrick and Folk (1999) similarly mentioned that the title of peer helpers is less significant than what the peers actually do with respect to their roles and the kinds of training program provide for them. They also added "students were not really *counseling* in a professional sense. Rather, they were using communication and interpersonal skills to assist others to think through various issues, topics, and concerns. They facilitated others to think about their ideas, feelings, and behaviors. They were facilitators of personal, social, and academic growth and they did not infringe on the rights and responsibilities of certified professional counselors" (p. 20).

As a result of all these discussions, the term "peer facilitators" and "peer helpers" have been interchangeably used instead of peer counselor. Myrick and Folk (1999) mentioned that the term "peer facilitator" captures what "peer helper" is expected to do, and has been well accepted by educators, professional counselors and parents. Besides, this term seemed to stir up less anxiety among adults who are apprehensive about student abilities and skills needed to assist others in helping relationships. In addition, it opens the door to developmental activities as well as focuses on problems or crisis situations. On the other hand, the NPHA decided to use the term "peer helper" arguing that peer helper does designate the true spirit of this work, intended to reach out in friendship, rather than to duplicate clinical practices. At the end of all these arguments, the change of name has had an impact on the recognition of peer helping by others, including professional disciplines and outside agencies (Varenhorst, 2002).

In terms of the nature of the service, peer helping has many different forms and titles including peer tutoring, peer support, peer facilitation, peer mediation, peer conflict resolution, peer counseling, peer education, peer ministry, peer health

workers, peer ambassadors, and peer leaders. In the peer helping literature, peer helping is used as a generic term, or as an umbrella, to include all types of peer programs (Peer Resources, n.d.b). Some examples of different forms of peer helping includes peer tutoring for academic support; peer mediation for conflict resolution; peer counseling for one-to-one helping with social issues; peer education for the prevention of health related issues such as AIDS, pregnancy, and sexually transmitted diseases.

Other characteristics of peer helping programs also mentioned in the literature regarding the age of the peer helpees and settings of the programs. There are several peer helping programs developed for little kids, teens, young adults, and older adults, senior citizens (Bratter & Freeman, 1990; Morey & Miller, 1993; Myrick, Highland, Sabella, 1995; Sawyer & Pinciaro, 1997; Sprinthall & Hall, 1992). Although elementary and secondary schools are probably the most popular sites for peer helping, peer helping programs and services are established in universities, colleges, hospitals, clinics, community centers, unions, businesses and corporations (Morey & Miller, 1993; Sawyer & Pinciaro, 1997; Sprinthall & Hall, 1992).

In conclusion, although names, responsibilities, and procedures might change from one group or school to another, the central idea remains the same: students learn interpersonal and communication skills to help others (Myrick, Highland & Sabella, 1995).

2.1.1. A Brief Historical Framework of Peer Helping

The modern mutual help or peer helping program originated in 1935 with the founding of Alcoholics Anonymous. The paraprofessional helper movement has developed into what is described as a "viable way of helping others" from a modest beginning at the end of the sixties. It was termed a "revolution" in the mental health field. Within the helping professions, it has long been known that even without requisite education and training, lay helpers in hospitals, prisons, retirement centers, community based organizations, schools, and many other settings, are effective at

providing support as well as enhancing the environment in which they work (Pitts, 1996).

The growth of human potential movement also paved the way for the apparent value of paraprofessionals in the field of counseling (Varenhorst, 2002). In 1970s, using laypersons in lieu of professional practitioners was started to be popular because of the rapid increase in demand for counseling services and the shortage of professionally trained personnel available to offer such services within the community among North Americans (Brown, 1974).

Carkhuff (1969, as cited in Pitts, 1996), known as an originator of the peer helping movement, made a study by using housewives in mental health intervention and published his findings in his book "The Art of Helping". He claimed that lay trainees functioned at levels essentially as high as or higher than those of professional trainers. Carkhuff also held the philosophy that people of all ages most often seek advice regarding everyday dilemma from a peer rather than a professional counselor. He contented that the development of peer helping relationships and the creation of more effective interactions among individuals was the solution to the problem of resources.

With the research of Carkhuff (1969 as cited in Pitts, 1996), it was realized that lay persons can be trained to function at levels related to constructive change even within the confines of short-term helping relationships. He proposed several distinctive advantages of lay persons such as (a) establishing peer like relations with persons needing help, (b) taking an active part in the helpee's total life situation, (c) empathizing more effectively with the helpee's style of life, (d) teaching the helpee, within his/her own frame of reference, more successful actions, and (e) providing the helpee with an effective transition to higher levels of functioning within a social system. Thus, he advocated training paraprofessionals to assist professional counselors with non-crisis situations (Carkhuff, 1969, as cited in Steinbauer, 1998). It was suggested that some minimal helping skills could be taught to paraprofessionals.

Based on the Carkhuff's studies, the paraprofessional movement could no longer be denied. By the mid to late 1970's, the term paraprofessionals had been gradually replaced by the term "peer counselor" especially within the educational system. Counselors at all level of helping professions have also begun to use this relatively new concept "peer counseling". The principle of peer counseling has become accepted as a valuable human resource for school counseling services. Peer tutors have been employed extensively to facilitate academic performance throughout the history of education in the Western world. Much of the early research on peer counseling has focused on the college students who have been used primarily to assist fellow students as academic tutors (Anderson, 1976, as cited in Downe, Altmann, & Nysevold, 1986). Growth of peer counseling in the United States was referred as the "quiet revolution" (Carroll & King, 1985, as cited in Rosenroll & Dey, 1990).

Peer counseling began to acquire its own identity based on Vriend's study (1969, as cited in Varenhorst, 2002) which utilized high school students to work with low-achieving peers in counseling groups. Peer group counseling conducted in high schools in 1972. The individual peer counseling was then provided in high schools. The main purpose of these programs was to provide counseling services to the students who could not be reached through existing services (Morey, Miller, Rosen, & Fulton, 1993). Peer counseling in high schools gained popularity among the growing numbers of people who worked with adolescents (Diver-Stamnes, 1991). In 1978, the American School Counselor Association (ASCA) took a positive stand and recommended peer counseling as a part of school guidance services (ASCA, 2002). Peer counseling for seniors also began in 1978 (Bratter & Freeman, 1990).

The ASCA position statement was modified about peer counseling in 1984. It included a name change from "peer counselors" to "peer facilitators". The position statement was supported again in 1990 (Myrick, Highland, & Sabella, 1995). However, the term "peer helpers" has gained popularity in recent years (Myrick, Highland, & Sabella, 1995).

In 1980s, peer helping movement has been directed toward affective education and the provision of interpersonal helping activities. Although much of the early research on peer counseling has focused on the college students who have been used primarily to assist fellow students as academic tutors, recently, peer influence has been directed toward affective education and the provision of nonacademic, interpersonal helping activities (Downe, Altmann, & Nysevold, 1986).

The advent of the National Peer Helpers Association (NPHA) in 1987, an organization in educational institutions, is an indication of widespread acceptance of peer helping. The NPHA was established in 1984 — a nonprofit corporation whose mission was and still is to provide leadership and promote excellence in the field of peer helping for the purpose of research, training, networking, and dissemination of materials related to the field of peer helping through publications, conferences, and workshops. The NPHA joins 37 state organizations/points of contact and 14 international affiliates. Varenhorst has been acknowledged as the "mother" of the peer helper movement and a founding member of the NPHA. Sachnoff has also highly recognized as one of the "founding fathers" of the peer helper movement and a pivotal icon within the NPHA. Varenhorst's role in developing the peer helper movement started with being a counseling psychologist in two high schools, and then the acquisition of a grant from the California State Department of Education to seek alternative approaches for the effectiveness in counseling. She questioned the students about their needs and wants. She considered and accepted their dependence on friends and peers for advice. While she knew that peers wanted to talk to each other, she also heard the message that their peers were not always helpful. Concerned with the needs of students and adolescents, Varenhorst approached the situation from a unique viewpoint. She hesitated at first, but then eventually realized, in her words, that "there was a vast human resource that we were underutilizing. Why not train and collaborate with students to have them be more effective in helping others? Why not have them help themselves with professional training and guidance?" Thus, Varenhorst's vision began to take shape. It should be noted that her intention was never to replace human service interventions, but that peer helping should be considered as an extension of such. She developed the Palo Alto Peer Counseling Program under a grant from the state of California to develop an exemplary guidance

program. This Peer Counseling Program exploded all over the country. Today many programs such as Peer Helpers, Natural Helpers, Peer Mediation, Peer Ministry and others are based on her original work.

The first annual meeting of NPHA was held at Lindenwood College in St. Charles, Missouri, in June 1987. More than 350 people, representing more than 35 states of ABD and Canada, attended this conference.

American School Counselor Association's (ASCA) position statement about peer helping has been revised regularly in 1993, 1999, and 2002. It is the ASCA's position that peer helping programs enhance the effectiveness of the school counseling program by increasing the outreach of the school counseling programs and raising student awareness of services. Through proper selection, training and supervision, peer helping can be a positive force within the school and community. Well-trained peer helpers can have a positive, supportive effect upon students that no one else can provide. Students can relate to and accept alternative patterns of behavior from peers who are struggling with similar feelings and problems. Peer helpers increase the services of the school counseling program in an outreach function and are an invaluable part of a comprehensive school. Today, as seen in position statement, ASCA calls the program name as "peer helping", so "peer helper" as well.

Although, the peer helper movement was first developed in the United States with 35 state organizations, it spreads to many countries including Australia (Peat, Dalziel & Grant, 2001), Bangladesh (Haider, Ashworth, Kabir & Huttly, 2000), Canada, (Peer Resources, 2005), China (Chan, 2000), Israel (Erhard, 1999), Suadi Arabia (Rasain & Williams, 1999), and Turkey (Karabulut, 2003; Tuna, 2002).

Today, everyone in the guidance and counseling field are aware of this "revolutionary" concept, and many join the ranks of implementing programs, adding their own expertise, and doing research to support their work starting from elementary schools through colleges and universities (Varenhorst, 2002). In assessing the present and future of peer helping, Varenhorst pointed out that it is

essential for current and future leaders in the peer helping movement to further create a common vision and identity. Her recommendation to practitioners and leaders is to further integrate the peer helping model into all schools and universities.

2.1.2. The Rationale of Peer Helping

"Peer Helping = Bridge to PREVENTION".

(Tindall, 1995).

The rationale of peer helping as mentioned in the peer helping literature can be summarized as follows:

1. Helping takes place over the life span. Each developmental period and transitions usually require some form of outside help to make life more effective and satisfying (Brammer & MacDonald, 1999). Thus, peer helping programs provide critical opportunities for practice and reflection as a means of supporting psychosocial development (Foster-Harrison, 1995).

2. Peer counseling formalizes the natural helping tendencies and skills that are apparent in many students (Rosenroll & Dey, 1990). If these people receive training in basic helping skills to supplement whatever natural helping attitudes they had acquired in normal development, they might make an impact on the helpee (Brammer & MacDonald, 1999).

3. Peer influence may be the strongest single motivational force in a student's life. Students often communicate their problems to their peers rather than to parents, administrators or counselors. Peer counselors are perceived as being more personal and easier to access, physically and emotionally by students (Carl, 1981 as cited in Rosenroll & Dey, 1990).

4. Contemporary school counseling requires the counselors in all aspects of students' growth and development. It is important to allocate time, energy, and external resources to deal with students' needs in schools (Foster-Harrison, 1995). One of the recommended strategies for dealing with the growing needs of students is

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peer helping. Thus, peer helping has been considered as an effective strategy as a part of comprehensive developmental counseling program (Foster-Harrison, 1995; Myrick, Highland, & Sabella, 1995).

5. A part from economic reasons, peers reach peers more effectively (Reissman, 1987, as cited in Pitts, 1996). The development of an effective peer counseling program can provide a school with a cost-effective vehicle for broadening the range and variety of helping formats offered in a school counseling service (Downe, Altman, & Nysetvold, 1986) since peer counselors can handle routine questions about school, vocational information, and interpersonal relationships. Moreover, use of paraprofessionals enables professionals' time to be used to provide services more in line with their educational background and expertise (Fennell, 1993).

6. The popularity of self-help psychology books, growth centers, parent education, peer helper groups and voluntary services are ripples on the surface of our strong desire to serve others and improve ourselves. Once basic survival needs are satisfied, people search for deeper meanings in their lives through service to others (Brammer & MacDonald, 1999). Therefore, one of the reasons for the popularity of peer counseling, according to Glasser (1986, as cited in Pitts, 1996), is that peer counselor programs satisfy our four basic human psychological needs of belonging and loving, gaining power, being free, and having fun.

7. Peer helpers also benefit from the specialized human relations training and the opportunity to help others, which contribute to their own personal growth and development (Frenza, 1985). As a result of the prestige of being selected and the satisfaction of personal involvement in the needs of others and being asked to help, the helper's status is increased and his or her self-image is strengthened, confidence in one's own psychological well-being is increased, positive self-regard is enhanced (Brammer & MacDonald, 1999).

Based on these rationales several peer helping programs have been developed and implemented both in schools and in different community agencies.

2.2. Peer Helping Programs

"It is a journey toward helping others"

(Hill & O'Brien, 1999)

Peer Helping Program is an implemented system for recruiting, training, and supervising youth to provide a variety of helping services to peers in schools, agencies, businesses, and communities (Tindall, 1995). A peer counseling program is also a structured set of activities that involves professional helpers, peer counselors and a target environment (Rosenroll & Dey, 1990).

There are specific steps that the counselor must make to ensure that the development of peer program remains organizationally sound as well as developmentally appropriate. The development, organization, and implementation of a new program require an extensive amount of time, energy, and commitment. Tindall (1995) outlined the steps involved in setting up a successful program as illustrated in Figure 2.1.

As seen in the Figure 2.1 and also outlined in the Programmatic Standards of the NPHA (2002), the first 12 steps are composed of the Program Start-Up Phase; the next 5 steps are composed of the Program Implementation Phase; and the last step is composed of the Program Maintenance Phase of the Peer Helper Program. The National Peer Helpers Association categorizes the standards under the following headlines that are essential for any peer program (see the Appendix A for detailed information).

I. Program Start-Up

a. Planning, b. Commitment, c. Staffing, d. Organizational Structure

II. Program Implementation

a. Screening and Selection, b. Training, c. Service Delivery,

d. Supervision

III. Program Maintenance

a. Evaluation, b. Public Relations, c. Long-Range Planning.

Evaluate Program

Establish Advisory Board

Service Delivery /Supervision

Select Peer Helpers

Provide Training

Recruit and Select Trainees

Initiate Public Relations

Select Professional Personnel

Gain Staff Support

Gain Administrative Support

Identify Funding Source(s)

Create a Proposal

Draft a Budget

Structure a Program Design

State Goals

Develop a Philosophy

Learn about Peer Helping

Assess Needs

Figure 2.1. Steps to A Successful Peer Helper Program (Tindall, 1995, p.138)

However, problems can sometimes be encountered with peer helping programs. Problems in the adequacy of training, supervision, and evaluation, and also problems related to the definition and limitation of peer counselor role have been frequently mentioned in the literature (Black & Tobler, 1998; Downe, Altman, & Nysetvold; 1986; Fennell, 1993; Lewis & Lewis, 1996; Morey, Miller, Rosen & Fulton, 1993; Myrick & Folk, 1999). According to NPHA, one of the main reasons of these problems arises from not following or adhering to the Programmatic Standards and Ethics. Therefore, both the peer professionals and peer helpers need to review and fully understand the guidelines and be able to implement them in order to assure the high standards in their services.

The goals and the training objectives of a peer program should be determined before implementing it since each program, and subsequently the training approach, is defined by its goals and objectives, depending on the student populations, the extent of training, and the nature of the projects (Myrick & Folk, 1999).

According to the NPHA (2002), programmatic goals and objectives should both be reflective of the rationale and the purpose of the program, and be clear, realistic, and achievable. Moreover, each goal needs to be stated based on the behavioral objectives.

Myrick and Folk (1999, p.31) describes four general goals for a peer facilitator program:

1. To prepare a selected group of students to be peer facilitators who will:
    a. Demonstrate specific interpersonal and communication skills which can be used to assist others in decision making and problem solving,
    b. Participate in one or more of the four basic helper roles,
    c. Organize and implement a helping project which assist others such as a prevention education intervention,
    d. Be able to assess their own abilities and progress in helping others,
    e. Know how to make appropriate referrals to responsible adults.
2. To provide an organized structure which enables the students to augment and enhance the guidance and educational services which are available to all students,
3. To target at-risk students or targeted students populations who need special assistance and who would benefit from working with a peer facilitator,
4. To provide an academic and personal growth experience for students who are preparing to be peer facilitators.

2.2.1. Recruitment and Selection of Peer Helpers

"It is our belief that in this world there is a place for anyone who wishes to be a helper"
(Brammer & MacDonald, 1999)

The selection of the peer helpers has long been considered as one of the most important determinant of a peer helping program (Downe, Altmann & Nysevold, 1986; Myrick & Folk, 1999).

According to the NPHA, a clear, systematic, and careful procedure for the screening and selection of peer helpers should be employed in the peer helping program. This procedure typically includes the followings:

1. Establishing appropriate criteria as to the characteristics being sought among prospective peer helpers, including helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model,

2. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics,

3. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with the program staff (NPHA, 2002).

As suggested by Myrick and Folk (1999), starting with a small number of students who are accessible, likeable, and easy to work with may lead to a successful program. There may be at least six students, or more ranging from 15 to 20 depending on the training methods, or curriculum. Tindall and Salmon-White (1990) also suggested that the typical size for one leader may be six to twelve participants.

Personal qualities of the prospective peer helpers are very important issue in the selection process. Tindall and Salmon-White (1990) described five characteristics that should be looked for in identifying and selecting helpers for peer helper programs as; (a) caring and sharing, (b) listening, (c) genuineness, (d) liked and respected by others, and (e) ability to solve conflicts. Myrick and Folk (1999) also defined some desired characteristics, such as potential leadership, friendly disposition, positive attitude about self and others, willingness to give time to others,

being conscientious and enthusiastic and added that although self-confidence and self-esteem are desirable, they often develop as part of the training program like many other traits. However, the trainer may prefer to select students who already have many of the qualities if the program is limited in scope and restricted to brief training.

In order to determine which individuals are felt to possess the desired characteristics, counselors may use a combination of the methods depending on the goals of the training program such as student self-selection (any students who are interested in the program are allowed to participate in the initial stages of peer training), faculty nomination of students, student nomination of peers, counselor selection of peers, and some specified criteria such as participating in a project or one sport, succeeding academically, etc. (Rockwell & Dustin, 1979).

According to Bratter and Freeman (1990), the success of the peer counseling program depends on the careful interviewing because this method permits the interviewers to see and hear the characteristics, which are not revealed in the written application. Overall, announcements of the program, written application forms and initial interviews are used in the selection procedures under the supervision of the program coordinator and/or screening committee (Diver-Stamnes, 1991; Frisz, 1986).

The final selection of peer helpers is one of the professional trainer's responsibilities. There are two very important reasons for which the trainer is to assume this responsibility; (a) public apprehension is reduced concerning possible peer helpers' inappropriate behaviors if their selection is made by a responsible professional, and (b) ultimate responsibility for peer helping rests solely with the trainer (Tindall, 1995). In this respect, the trainer makes the final decision to retain or drop a trainee who cannot function effectively.

In conclusion, no single criterion may be adequate for accurate selection in all situations (Downe, Altmann, & Nysetvold, 1986). Besides, there is not a specific method for selection of peer helpers that is particularly better than another (Pitts,

1996). Moreover, the combination of different methods of selecting prospective peer helpers should be used depending on the goal of the training program (Rockwell & Dustin, 1979).

2.2.2. Training Program of Peer Helpers

"Peer counselors are taught that peers are more likely to achieve goals they themselves have initiated, that often "being with" the peer is more beneficial than "doing something" for the peer."

(Bratter & Freeman, 1990)

The success of peer helpers largely depends upon the skills they developed in the course of the training programs. Literature (e.g., Ender & Newton, 2000) suggests that, to be effective, these students must first examine their own personal strengths and weaknesses, know the problem solving strategies, and learn the specific helping skills.

The NPHA also suggested that the training program should (a) be reflective of the nature and the goals of the program, (b) take into account the age, needs and characteristics of the population to be served, (c) utilize appropriate curricular resources and training strategies, (d) be consistent with local state, and national guidelines on ethics and standards.

The length and intensity of training and the number of skill-training sessions included varied considerably from one program to another related to the actual skills being taught, the purpose of the program, and the priorities of the program coordinator (Downe, Altman, & Nysetvold, 1986).

Some of the training programs are more comprehensive than others. A regular or an elective credit course is the general practice in high schools. Students meet daily and follow a formalized course under the direction of a teacher or counselor. Some other programs are less comprehensive and feature different training approaches. They include the summer course, the teacher-advisor group, the retreat workshop, the school club, and the project-focused team (Myrick & Folk, 1999).

The lengths of time of the peer helping training generally change between 10 and 30 hours. Ten weekly sessions for ten weeks or semi-weekly sessions for 5 weeks are the minimum requirements. Peer facilitators are to be trained through a credit bearing course of 30 hours. High schools and colleges most often employ the latter method (Steinbauer, 1998). Moreover, the number of peer helpers to be trained at a time depends upon several factors such as purposes of training program, availability and qualifications of leaders, facilities such as materials, space, equipment, and number of participants (Tindall & Salmon-White, 1990).

The peer helping training programs also borrowed elements from the counseling training models developed by Carkhuff and Truax (1967), Ivey (1971), Gazda (1971), and Egan (1975). These training approaches are modified and synthesized into peer helping training programs in order to teach interpersonal helping skills to nonprofessionals.

According to the Programmatic Standards of the NPHA, the characteristic of effective peer helping training models includes the following elements although specific features of training may vary somewhat from one program to another:

1. Role of the peer helping training in the roles of peer helpers,
2. Confidentiality/Liability Issues,
3. Communication Skills; (a) basic principles of verbal and nonverbal communication, (b) active listening skills (attending, empathizing, etc.), (c) facilitative responding (questioning, clarifying, etc.).
4. Problem-Solving/Decision-Making Strategies,
5. Additional Issues and Topics; Depending upon the nature and the goals of particular programs, additional specialized training may be provided in areas such as (a) basic concepts of human behavior, (b) group facilitation techniques, (c) peer tutoring strategies, (d) crisis management, (e) conflict resolution, (f) special needs populations, (g) telephone "hotline" management, (h) specific problems areas (substance abuse, dropouts, teen pregnancy, sexually transmitted diseases, family relations, etc.), (i) knowledge of referral resources, services, and programs.

There are different kinds of peer helping training programs in terms of training materials, activities, and related projects (Myrick, Highland & Sabella, 1995). There are also many curriculum guides and information manuals on the market for professionals who want to start a peer counseling program or in need of help in continuing an existing one (Diver-Stamnes, 1991). Moreover, excellent new programs for selecting, training, and involving peer counselors in helping activities are available for the schools. Some of the examples are Myrick and Folk's *The Power of Peervention: A Manual for the Trainers of Peer Facilitators* (1999); Tindall's *Peer Programs: An In-depth Look at Peer Helping* (1995); Tindall and Salmon-White's *Peers Helping Peers: Program for the Preadolescent* (1990).

Tindall (1995) proposed two phases for training of peer helpers. The first phase, *the basic training,* mainly involves (a) teaching core skills (attending, empathy, summarizing, questioning, genuineness, assertiveness, confrontation, problem solving, and conflict resolution), (b) introducing code of ethics, and (c) facilitating personal growth. The second phase, *advanced training* involves more specific topics and skills such as group discussion techniques, values clarification skills, tutoring techniques and skills, wellness/stress management, enhancing self esteem, drug and alcohol abuse, suicide prevention training, coping with loss, and referral skills.

Similar content is also introduced in the Peervention Training Program developed by Myrick and Folk (1999). It is designed for high school students who are trained as peer helpers. It includes two parts. The first part basically focuses on basic helping skills whereas the second part focuses on prevention education covering ten issues of (a) school disorientation, (b) academic failure, (c) depression and suicide, (d) eating disorders, (e) family distress, (f) alcohol and drug abuse, (g) body assault, (h) sex-related problems, (i) career indecision, and (j) community unrest.

Overall, the literature regarding training programs for peer helpers suggest that effective listening and responding skills are the basic parts of all the training programs together with providing the necessary and sufficient conditions of empathy,

unconditional positive regard, and genuineness (Pitts, 1996; Tindall, 1995; Truax & Carkhuff, 1967). Peer helpers are then taught to offer possible options or solutions to problems (Diver-Stamnes, 1991).

Although counseling skills training is the basic for peer helpers' training, psychoeducational programs and workshops are also included as a part of the training programs to facilitate peer counselors' function both as an information source and as a role model (Strokes et. al., 1988). In other words, the peer helpers must examine their own personal strengths and weaknesses in order to be effective in helping (Ender & Newton, 2000). Therefore, during training, time must be allocated to assist them in their own personal growth. Some of this growth takes place as a result of skills that they have learned whereas other is to be directed by the peer helping professionals. Thus, the main aim of the personal growth workshops is to help peer helpers function well. It typically focuses on the change of patterns of thinking, feeling, and behaving. It also involves some kind of self-assessment, information-giving, sharing the participant's progress, and learning new behavior and goal setting. Moreover, there are some other responsibilities of participants in personal growth workshops such as self-understanding of their orientation to issues, their needs to change, and their abilities to transfer these learned behaviors to their daily living (Tindall, 1995).

The code of ethic is one of the most important modules in the training programs for the peer helpers. It should be addressed throughout the training program and later as the peer helpers are delivering their activities (Tindall, 1995). Myrick and Folk (1999) summarized the ethical considerations for peer helper as follows:

    a. Accept that there are some legal and ethical responsibilities, which come with assuming a peer facilitator role.

    b. Work from a theoretical rationale.

    c. Present himself/herself as a peer facilitator accurately.

    d. Recognize personal limitations.

    e. Know when and how to refer cases to professional personnel.

f. Use knowledge and skills only to enhance the health and positive development of others.

g. Make every effort to respect the privacy and dignity of each individual.

h. Be accountable for interventions by evaluating process, progress, and outcomes.

i. Recognize that the agency, school, or institution has policies and procedures, which influence the nature of peerventions.

j. Avoid meeting their personal needs.

The NPHA (2002) also emphasize that communication between peer helper and peer helpee is typically confidential except for the two important situations; (a) potential threats to the personal safety or well-being of the peer helper, helpee, or others, and (b) situations or problems beyond the personal experience level or expertise of the peer helper. Thus, it is an essential component of any peer helping training program that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate resources. Therefore, referral skills are vital to the success of a peer helping program. Thus, the limits of the peer helper need to be discussed throughout the program. Besides, the trainer is also responsible for developing the referral resources appropriate for the type of peer helping program he/she supervises

2.2.3. Peer Helping Professional

"One of the essential attribute of a peer helping professional is the ability to trust the trained peer helpers. Although an element of risk always exists, experiences show that peer helpers become acutely aware of their limits as a result of training but also in the training they earn the competency and the integrity that will support that trust".

(Tindall, 1995)

The qualification of the trainer is essential for successful teaching. A trainer conducting training sessions in a "participatory learning" model exemplifies a nonauthoritarian figure and thus provides an important role model for trainees as helpers (Bratter & Freeman, 1990).

The NPHA suggested that program staff should possess appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective manner. Programmatic Standards of NPHA (2002) defines the following skills that are essential for them in working with peer helpers:

a. Strong positive rapport with the population from which the peer helpers are selected,

b. Educational and practical experience that is relevant to the nature and goals of the program,

c. Understanding of, and commitment to, fundamental principles of peer helping,

d. Close familiarity with the setting in which the program is implemented,

e. Clear grasp of program needs and goals, and ability to articulate effectively the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community,

f. Recognition of the importance of serving as a positive role model, both personally and professionally,

g. Familiarity with different learning styles and teaching strategies, including both experiential and didactic approaches,

h. Ability to work effectively with groups,

i. Mastery of concepts and skills necessary for effective training and supervision of peer helpers,

j. Sufficient time and energy in order to be able to carry out programmatic responsibilities.

ASCA (2002) also defines the Professional School Counselor's role in peer helping programs. The professional counselor accepts responsibility for determining the needs of the school population and for implementing a peer helping program designed to meet those needs. Professional school counselors devise a selection plan for peer helpers compatible with the population to be served; coordinate an appropriate training program; schedule adequate time to work with peer helpers on a weekly basis for continued training, supervision, sharing and personal growth; construct a support system through positive, honest public relations; and continually monitor, evaluate, and adjust the program and training to meet the assessed needs of

the population it serves. The professional school counselor accepts responsibility for the design, completion, and evaluation of the peer helping program. Results should be reported to the population served and other interested persons (i.e., school boards, administrators, etc.).

Some characteristics are also emphasized for effective peer helping professionals such as intellectual curiosity, physical fitness, pragmatic outlook, optimism, problem-solving skills, willingness to accept responsibilities, understanding of helpees and their needs, capacity to motivate, adaptability, confidence, ability to be a good role model, knowing self, and understanding values. Moreover, they should be sensitive to personal growth and societal issues; and should have some enthusiasm and energy, commitment and sense of purpose, caring and concern for students, open to experiences and flexible, a sense of humor, and a belief that students can be a helping force within the school (Tindall, 1995; Myrick & Folk, 1999).

The peer helping professionals also must know, believe, and adhere to a set of ethics both personally and professionally in order to be competent leaders. Tindall and Salmon-White (1990) mentioned that personal ethics involve developing a personal belief system by which one lives while professional ethics involve understanding and implementing the accepted guidelines emphasized in the "National Peer Helpers Association Code of Ethics" for peer helping professionals.

However, there are some pitfalls which beginning trainers might try to avoid as they were described by Myrick and Folk (1999, p. 47), including (a) failing to tie the program to projects that help all students to learn more effectively and efficiently, (b) emphasizing counseling theories and skills more than facilitative roles and skills, (c) using inappropriate and irrelevant training activities, (d) lacking of systematic training, (e) lacking of helping projects and tendency toward making it a "pop psychology" course or support group, (f) lacking of project supervision and follow-up training, (g) failing to teach students how to set limits and how to refer students with whom they are working, (h) lacking of accountability, (i) failing to look for ways in which peer facilitators can assist in developmental learning, as well as,

problem-centered projects, (j) fearing of making mistakes and not taking sensible risks, (k) becoming too serious and not enjoying the adventure.

According to Tindall (1995), the number of people who are involved in and feel ownership of the program leads the chances for the success of a peer helping program. Thus, building a team is essential for the long term of the program. This team may be composed of an administrator, support staff, and professional staff. Moreover, continued self-development is a key to effective training for anyone interested in becoming a trainer. There are some of the effective and legitimate models such as assertive training, behavior modification, Gestalt workshops, deliberate psychological education, group counseling for the peer helping professionals in order to assist themselves in growth as a personal trainer and a leader.

2.2.4. Peer Helping Service Delivery and Supervision

"Journey goes on toward helping peers"

Peer helping service delivery is the vital step in an effective peer helping program. American School Counselor Association (ASCA, 2002) defines the peer helper's role to provide a variety of useful and helpful services for schools as follows:

a. One-to-one assistance: Talking with students about personal or school problems, referring them to community resources or providing information about the school's counseling program.
b. Group settings: Serving as group leaders, teachers of helping skills to other students, communication skills trainers, peer helper trainers.
c. Educational functions: Tutoring in academic areas, assisting special education consultants in working with learning and behaviorally disabled students.
d. Hospitality: Welcoming and guiding new students and their parents around the school.

e. Outreach: Helping the services of the school counseling programs, serving as listeners or as a resource for populations that may feel uncomfortable talking with the professional school counselor, reducing crisis situations by alerting professional school counselors to problems of a serious nature.

f. Growth: Increasing the personal growth and becoming more functional at higher levels, becoming more effective adults.

According to Myrick and Folk (1999), interventions can be organized around four basic peer facilitator or peer helper roles regardless of school or grade level. Although there are many things, which trained peer helpers, can do, it might be helpful to think of peers working in one of four roles. The roles can be single out, or put together in combination as a helping strategy.

a. Peers as student assistant: This role is less demanding than others because it is more structured and it usually involves specific tasks of helping counselors, teachers, administrators in answering the telephone, taking and delivering messages, operating media equipment, etc.

b. Peers as tutors: A well prepared peer tutor not only has an academic knowledge and skill but also gives attention to motivation, interest, learning barriers, and self-esteem.

c. Peers as special friends: This role requires being friendly guides or helpers, providing timely encouragement through companionship, becoming mentors to younger students. This does not mean that peers as special friends must become best friends with students but it means that they can reach out in caring and friendly ways to help other students enjoy being in a group, a class, or a school.

d. Peers as small group leaders: They help teachers and counselors provide more personalized experiences for students. The peer facilitator introduces discussion topics, gives the group members tasks, and encourages each member to participate. The peer facilitators might work as co-leaders of a group. They support each other in their efforts to facilitate the group, looking for ways to increase high facilitative responses, and to make the group productive.

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For example, a peervention developed by Myrick and Folk (1999) is a peer facilitator project or intervention under the supervision of a peer trainer or coordinator, which focuses on the prevention of a problem. After getting peer facilitator training, peer facilitators receive additional training including objectives and the training activities about prevention education, including school disorientation, academic failure, depression and suicide, eating disorders, family distress, alcohol and drug abuse, body assault, sex-related problems, career indecision, and community unrest.

The contract for Code of Ethics for the Peer Helping Program which includes general ethical principles for peer helpers, and ethical guidelines for the helping relationship of peer helper and peer helpee should be distributed to all peer helpers before service delivery. It should be necessary for all peer helpers and coordinator to agree on the contract and sign it. The main aim is to make peer helpers realize once more that they have an important and serious responsibilities regarding the roles and duties of peer helper.

Before the peer helping service delivery begin, Myrick and Folk (1999) proposed that there should be a selected term or name which best describes the new program. Tindall (1995) similarly suggested that the title of peer helpers should be decided upon by the peer group, representing what the peers actually do. Some trainers start with a generic label -Peer Facilitator Program- and later encourage peer facilitators to give a name to the group. Such names can give an identity to the program and may provide a link to a specific objective. Moreover, the logos and slogans can be used to communicate the program and publicize the availability of peer helpers in different projects such as ROCS (Reaching Out and Caring Students), "Catch the Peer Wave" (Myrick & Folk, 1999), etc.

Literature also suggests a variety of settings for peer helping. Most of the peer counseling is conducted in the peer counseling office, if any, so that an office is to be readily accessible. Some "formal (on campus) and "informal (off campus)" settings are also used such as cafeteria, gym hall, on the way to school or campus, etc. (Froh, Riebe, Terjesen & Jackofsky, 2002; Miller, Fulton, Rosen & Daly, 1989).

Once peer helpers begin to provide services, they should receive regular, ongoing supervision from program staff. In addition to regularly scheduled sessions, staff should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

1. Enable program staff to monitor program-related activities and services,
2. Enhance the effectiveness and personal growth of peer helpers,
3. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles (NPHA, 2002).

The role of the supervisor is critical in capturing and maintaining the continued involvement of the peer helpers (Bratter & Freeman, 1990). Supervisors perform multiple roles, and at different times may serve as the administrators who encourage accountability, the teachers who improve skills and competencies, or the therapists who facilitate personal and paraprofessional development. The supervisor's responsibility is to help paraprofessionals to (a) understand the limits of their role and responsibility, (b) learn effective ways to work with peers, (c) remain objective and nonjudgmental, and (d) recognize how their own feelings and experiences may influence their work (Sherman, Sanders, & Yearde, 1998).

Peer helpers are typically supervised on a one-to-one or group basis (Bratter & Freeman, 1990; Tindall, 1995). The supervision time may be used to help peer helpers decide on appropriate referral criteria, and set up action plans, role-play, and simulate implementation strategies.

2.2.5. Evaluation of Peer Helping Programs

"This invaluable and enriching experience should be both evaluated and documented,
If for no other reason than to help ensure the continuation of peer education
for many years" as well as peer helping.

(Sawyer & Pinciaro, 1997)

Attempts to evaluate peer helping programs are providing evidence of validation for the success of the concept and building a reputation of respectability for the approach (Downe, Altman, & Nysetvold, 1986). Moreover, program

coordinators must show that their programs affect the mission of the institution for paraprofessional programs to be accountable and visible (Ender & Winston, 1984, as cited in Fennell, 1993).

Evaluation of the peer helping program is one of the important steps to ensure its continued survival, improvement, and success. According to NPHA Programmatic Standards (2002), evaluation is conducted to document program - related activities and services. It is done to assess the process, impact, outcome, and cost benefits of the program with reference to its mission, goals, and objectives. The program should develop and implement a formal evaluation plan. Evaluation data should be utilized to examine program effectiveness and to determine the needs for the revision. The evaluation plan may include four components:

1. *Process Evaluation:* Process evaluation provides a picture of what happened in connection with the program and its consistency with NPHA Programmatic Standards. Process evaluation determines the degree to which the program has been successful in achieving its goals and objectives aligned with the mission. Process data includes information such as number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.

2. *Impact Evaluation*: Impact evaluation typically assesses the effect of program upon both peer helpers and those who have received program services within a set period of time. Such assessment can be qualitative (open-ended questionnaires, opinion surveys, etc.) and/or can employ quantitative indices of program impact.

3. *Outcome Evaluation:* Outcome evaluation assesses long-term changes in the peer helper, those they serve, and the community. Examples of societal benefits are fewer alcohol-related crashes and deaths, employment, improved leadership skills, and lower health risk parameters.

4. *Cost Benefits:* Costs benefits are the monetary savings related to the effectiveness of the program (e.g., the cost of the program in providing services to at-risk students, thus reducing dropout rates.)

In spite of the recent proliferation of peer counseling programs in colleges, universities and high schools, little evaluative research has been conducted concerning program effectiveness. In this respect, peer programs have been criticized in terms of (a) primarily evaluating the programs qualitatively (Steinbauer, 1998), (b) typically providing anecdotal evidence for the utility and effectiveness of peer helper programs, usually on the basis of trainer personal experiences (Morey, Miller, Rosen & Fulton, 1993), (c) failing to evaluate the programs' impact on students and the absence of formal and frequent program evaluation because of the lack of clear-cut measurable program objectives (Ender & Winston, 1984, as cited in Fennell, 1993), (d) failing to conduct a need assessment before implementation, and (e) using subjective comments as the main means of evaluation (Downe, Altman, & Nysetvold, 1986). However, fortunately, the number of studies carried out with more empirical evaluations have increased (Brenton, 1999; Morey, Miller, Rosen, & Fulton, 1993; Pitts, 1996; Steinbauer, 1998).

Regarding research on peer helping programs, Black, Tobler, and Sciacca (1998, p. 91) in their review argued that "professionals may hear that peer programs are ineffective or results are equivocal, contradictory, or inconclusive. Based on results of meta-analysis, this is untrue. The reason for the erroneous conclusion seems to relate to Type III or –implementation- error. It also increases the probability of a Type II error, falsely concluding that the intervention is ineffective when it may actually have potential if it had been properly designed and implemented". They also recommended the use of NPHA Programmatic Standards to reduce the possibility of Type III errors and the occurrence of Type II errors since programs that follow NPHA Programmatic Standards seem to be efficacious.

Overall, it can be concluded that all the theoretical articles summarized above provide detailed information regarding several aspects of peer helping procedures and programs including planning, development, implementation phases, and service

delivery systems. In relevant literature, special emphasis are particularly given to the selection of peer helpers, limitations of helpers' roles and functions in accordance with the ethical codes, and provision of adequate training and supervision for these limited roles. However, in spite of a bulk of theoretical studies explaining the different features of peer helping, it is quite disappointing to find a limited number of experimental studies investigating the effectiveness of different features of peer helping programs. The research presented in the following section mostly includes the experimental studies investigating the effect of peer helping program on different features of programs and procedures.

2.3. Research on Peer Helping

In the literature, there are vast amount of research mainly examining the role of peer tutoring or peer mentoring in students' academic achievements. In some of these studies (e.g., Bowman & Bowman, 1990; McLaurin & Harrington, 1977), although interpersonal skill training is included in peer tutoring/mentoring programs, they focus much more on academic concerns, which are not considered within the scope of the present study. The most relevant studies, particularly related to the second phase of the present study, are summarized in the following paragraphs with respect to the effects of peer helping programs on the (a) development of empathy, helping (counseling) skills, and communication skills, (b) personal growth of peer helpers and/or helpees, and (c) satisfaction and/or evaluation of the peer helpees regarding these programs.

In an earlier study (Evans & Livneh, 1982), a peer counseling training program was provided to eight trainees having some disabilities. Training program included both an experiential group activity and cognitive-proficiency based counseling skills training. Each component was composed of six sessions. In the experimental group, participants came together in order to share their own experiences and knowledge, to develop resources that would be helpful for them in dealing with disabled peer counselees, and to develop and practice the skills identified in the group activities. In the cognitive-proficiency group, participants learned attending, empathic responding, personalizing and personal sharing,

initiating and problem solving skills. Patterson's Rehabilitation Counseling Response Exercise (PRCRE) and Carkhuff and Pierce's Skill Assessment Items (CPSA) were used to evaluate the trainees' counseling skills. PRCRE, which consisted of 37 multiple-choice items, was used to measure the respondents' basic skills and attitudes when dealing with different client populations. Respondents' attitudes were classified into five major attitudinal classes, namely, evaluative, interpretative, supportive, probing, and understanding. CPSA consisted of six 5-point Likert type scale items to measure the respondents' communication and discrimination level with respect to effectiveness. The results showed that even within a relatively short duration counseling training program led to a significant improvement in trainees' counseling skills. All trainees also increased their responses in the understanding category.

Corn and Moore (1992) conducted a peer support program both for academic tutoring and empathic group support in a high school. The students-tutors were selected from National Honor Society and the references of teachers and the guidance department. Student-tutors provided tutoring in study halls to students who in need of help related to math, English, history and chemistry. Peer facilitators were also selected and trained in listening and communication skills. Peer facilitators and peer coordinator co-leaded peer support groups to allow students with similar problems to share and vent their feelings. Six groups met one hour, once a week to share the topics of death, divorce, self-esteem, family relationships, pregnancy, and behavioral treatment programs related to alcohol and drug abuse. After each group meeting, the co-leaders met for 30 to 40 minutes to discuss group progress and concerns. The results of the study showed that personal development groups exemplified positive regard in numerous areas. Students developed in decision making skills and each group member also felt less anxious and less lonely; developed better self-esteem, better understanding of life experiences; improved attitude about himself or herself; and enjoyed improved relations with other students. Tutoring aspect of the program had several positives including improved grades, less stress, higher self-esteem for both the tutor and the student, community praise, and improved socialization skills while negative aspects of tutoring were requesting

tutoring out of study hall, no formal site for the tutoring sessions, and the demand for after school tutoring creating a strain on the number of available tutors**.**

Hatcher and Nadeau (1994) carried out a study to examine the teachability of empathy to high school and college students through a semester-long course in peer facilitation skills. Participants of the study were divided into three groups. One group composed of 72 high school students who took a peer facilitation course and the other two matched-subject groups composed of college students; in which 16 students took a peer facilitation course and 16 students took a course in behavioral psychology. Peer facilitation course included instruction in the skills of behavioral-attending, non-judgmental and empathic listening, facilitative feedback and decision-making, self-observation, and value clarification. Students were administered the Davis Interpersonal Reactivity Index (IRI) which consisted of four scales measuring both cognitive and affective components of empathy, namely, Fantasy Scale (FS), Perspective Taking Scale (PT), Empathic Concern Scale (EC), Personal Distress Scale (PD), and a Mean Empathy Score (ESUM3). The result of the study indicated that the college group trained in facilitation (empathic) skills improved significantly more than did the college group who attended behavioral psychology course. Moreover, the trained college group improved significantly more on the most advanced empathy subscales, Perspective Taking (PT), Empathic Concern (EC), and Mean Empathy Scores (ESUM3), than did the high school group who received the same training. However, high school group showed a trend on the Fantasy Scale (FS). There was also no significant sex difference.

Martin (1998) evaluated the effectiveness of Christian-based peer counseling training curriculum on the personal and skill development changes. The training group of 47 participants received training, while 37 participants were in the no-training comparison group. The four self-report measures, namely, Counselor Training Program Questionnaire (CTPQ), Helping Relationship Inventory (HRI), Valuegenesis Faith Maturity Measure (VGFMM), the Spiritual Well-Being Scale (SWBS) were implemented as pre and posttest instruments. CTPQ was used to subjectively measure perceptions of study participants in changing levels of counseling knowledge, competence, and confidence, while HPI was used to assess

changes in helping response preference along with five dimensions, understanding, probing, interpretive, supportive, and evaluative. The Scales for Assessment of Interpersonal Functioning; Empathic Understanding, Communication of Respect, and Facilitative Genuineness, which measure empathy, respect, and genuineness, was also used as an index of change in peer counselors behavior in videotaped role play situations. Compared to the no-training group, the training group reported significantly higher knowledge and competence in Christian-based peer counseling, and expressed a significantly stronger preference for an understanding response style. Trained students were also seen as significantly more empathic, genuine, and respectful by 2 independent raters of the role-play videotapes. Moreover, there was a significant difference between training and no-training groups on the spiritual well-being scale.

Brenton (1999) conducted a study to determine the effect of peer helping training program in increasing the basic counseling skills of the participants. Six students (5 females and 1 male) participated the training. A test containing items was given these students prior to the training and again after the training had been completed. It which focused on four basic counseling skills including listening ability, empathic responding, empathic listening, and paraphrasing included situational questioning which required the students give written responses except for three questions where they choose the best response from three choices. Training occurred during regular class time, two one-hour sessions per week for six weeks. It consisted of nine modules, and each was taught through lectures, activities, role playing, modeling, and worksheets. Analysis of the comparison of the pretest and posttest responses revealed that the participants demonstrated overall post-training gains in listening ability, empathic responding, empathic listening, and paraphrasing.

The results of the above mentioned studies seem to provide an empirical support to the theoretical formulations that empathy skill and helping (basic counseling skills) skills can be taught through peer helping training programs.

There are some other studies investigating the effect of peer helping programs on the development of communication skills. The examples of these studies are summarized in the following paragraphs.

Diver-Stamnes (1991) conducted a peer counseling program over the course of three years in an inner-city high school. Among several other variables, communication skills, counseling skills, and specific behaviors of forthy-four peer counselors were examined through pretest-posttest experimental design. Peer counseling was scheduled as an elective class including the following areas; communication, listening, observation, basic social interaction, and counseling skills. The training also included such topics as drug and alcohol abuse, family problems, peer relationships and peer pressure, sex and teen pregnancy, death and dying, strees management, assertiveness. The program was evaluated indifferent ways such as; (a) effect of training program by pre-posttest, (b) peer counselors' evaluation of the program, (c) evaluation of peer counselors' logs in terms of the kind of problems with which they dealt and the frequency of peer counseling requests over one semester, and (d) evaluation of instructor's log with respect to the type and frequency of problems with which she was asked to deal. Analysis of comparisons of pretest and posttest measures revealed that the changes were significant beyond the .001 level, indicating that the training program improved the peer counselors' knowledge of communication and counseling skills, and their specific behaviors utilized in certain situations. Peer counselors' evaluations of the program were positive and enthusiastic. They felt proud of their knowledge, learned new skills and used them, and they also stated that program helped them with their own problems, and helped them to be more understanding with their parents and friends. According to the peer counselors' logs, the kinds of problems with which they dealt were, as from the high frequency to the low ones, relationships with peers; depression, stress and isolation; school, academics or future; gang-related activities or violence; suicide or self-destructive behaviors; relationships with parents; death and dying. According to the instructor's log, the kinds of problems with which she was asked to deal, as from the high frequency to the low ones, relationships with peers; school, academics or future; relationships with parents; death and dying; suicide or self-destructive behaviors.

Robinson and Morrow (1991) developed a peer helping program in a high school. A total of 18 peer helpers (11 boys and 7 girls) were trained in this program and a research was conducted to examine the effect of this program on the communication skills of the peer helpers. However, out of 18, five students participated the training in the first year, while other 13 students participated the training in the second year. Two doctoral students in counseling psychology conducted the training program. The training, which was both didactic and experiential, stressed personal growth, acceptance of diversity, self-assessment, microcounseling skills, crisis management, and setting limits. Communication skills assessed through the use of an instrument consisting of 10 statements reflective of problems confronting adolescents. The first year students were also asked to evaluate their experience. The training was evaluated at the end of the first and the second year. The results yielded significant increases in the communication skills of those who received training both in the first and second year. First-year students also reported that the most satisfying components of the training included experiencing intimacy with others, learning about people, interacting with the doctoral students. They also reported the most important things they had learned including the followings; a respect for diversity within the group, importance of listening and effective questioning rather than giving advice, improved relationship skills, and the ability to handle troublesome situations.

Steinbauer (1998) conducted a study to examine the effects of a high school peer counselor training program on the self-appraisal skills and interpersonal skills of the trained peer leader. The forty-five high school students were selected to be trained as peer leaders while another 45 with similar characteristics were selected as non-trained peers. Both groups of students were administered four instruments; the Self-Appraisal (SA), Facilitative Skills (FS), and Communication Skills (CS) Inventories, and the Interpersonal Relationships Rating Scale (IR) as pretest, posttest and follow-up test. SA assessed the individual's self-perception of attractiveness, leadership qualities, tolerance of others, concern for others, and trust levels while FS assessed the interactive qualities of the individual including strong decision making, goal setting, and facilitative skills. Besides, CS assessed the interpersonal skills of empathy, trust, listening, content and caring while IR assessed the individual's

perception in terms of listening, trust, tolerance, affection, independence, physical energy, anger, and self-esteem. In this study, SA and FS were used to measure self-appraisal skills and CS and IR were used to measure interpersonal skills. The training intervention included 10 one-hour weekly sessions and a five-hour workshop. An analysis of covariance (ANCOVA) using pretest measures as covariates yielded that peer leaders demonstrated a higher level of self-appraisal skills than the non-trained peers. Besides, the peer leaders outperformed the non-trained peers on interpersonal skills.

Pitts (1996) investigated the effect of peer helping relationships on interpersonal distress experienced by college students due to interpersonal problems. The sample of 60 college students were administered the Inventory of Interpersonal Problems. They were then assigned to immediate peer counseling group, two-weeks delayed peer counseling group, and waiting list control group. Pre-, post- and follow-up scores were compared. The results showed that peer counseling was effective in the overall reduction of interpersonal distress of college students. There was no significant difference in the reduction of distress associated with interpersonal problems between the groups of students who attended immediate counseling and delayed counseling.

Based on the results of all these studies, it can generally be argued that, similar to empathic skill and helping skills, the increase in communication skills achieved through peer helping programs led to decrease in the overall relational difficulties of the peer helpees, which might be the center of their psychosocial development.

As it was previously discussed, peer helping process not only facilitates the personal growth of peer helpees but also the peer helpers. This might be the result of the training, which usually offers personal growth workshops, and the dual gains experienced in the peer helping process. Following studies are the examples of demonstrating this positive support provided by peer helping programs.

Sprinthall and Hall (1992) examined the effect of peer counseling on the development of some characteristics of middle school students experiencing family divorce. Students were assigned to one control group (n = 24) and two experimental groups (n = 28); one for the students from divorced families and one for the students from a variety of other school settings. Loevinger Sentence Completion Test (measuring stages of ego development), Rest Defining Issues Test (measuring levels of principled reasoning) and Nowicki-Strickland Locus of Control Scale were used as pretest-posttest. Results of the study showed that there are significant gains for experimental group on the stage of ego development, and an increase in interpersonal awareness, locus of control toward to the self, and understanding of the complexities and paradoxes of life.

Moore (1994) conducted a study to determine the effects of being a peer helper of the Peer Assistance and Leadership (PAL) program on the peer helpers themselves in terms of their self-esteem, attitude toward substance use and abuse, career selection, and differences in outcomes for these students who have been identified as being "at-risk". A quasi-experimental, posttest only design was conducted in this study. The instruments, namely, the Coopersmith Self-Esteem Inventory, the Estes School Attitude Scales, the Prevention Plus III Drug Attitude Survey, and Holland's Self-Directed Search, were used to compare both the treatment and control groups. The results of the study yielded that peer helpers showed significant improvements in self-esteem. They were also significantly more likely to select helping professions than those new to the program. However, the results on the other measurements were not statistically significant.

Switzer and Simmons (1995) investigated the effect of a school-based peer helper program on increasing helpers' self-image, commitment to school and community, altruistic actions, and reducing problem behaviors in school. The seventh-grade students were assigned to one of the two houses, namely, Helper House and Control House. All students in Helper House were required to participate in some type of helping activity such as tutors for younger students, companions and helpers at a local senior center, etc. A six-item version of the Rosenberg Self-esteem Scale, Sense of Mastery Scale, Kovacs' Measuring Depressive Affect Scale, Epstein

Quality of School Life Scale, Problem Behavior Scale and a scale measuring helping domains were administered to Helper House (n = 85) and to Control House (n = 86) participants. The hypothesis that the helper program would produce positive outcomes for all participants was not supported. However, some gender differences were reported indicating that the boys showed greater improvements in self-esteem and lower depressive affect as well as increased in school involvement and declined in school problem behaviors from preintervention to postintervention. No significant differences were found for girls in any of the characteristics measured.

Wassef and Mason (1996) carried out a study with two hundred and fifty high school students who had emotional and behavioral problems. Students participated in a weekly 50-minute peer support groups led by adult nonmental health professional volunteers. Those whose emotional distress or behavioral problems were significant enough to warrant intervention were invited to participate in a weekly small peer group (8-12 students) led by adult nonmental health professional volunteers. The students discussed their home and school stressors, their feelings, and different coping strategies as well as any other matters of importance to them. The Self-Assessment Questionnaire including three major domains (school, interpersonal, and internal) was administered to the students at the end of the semester. The results showed that students reported positive effects regarding the internal and interpersonal domains although more than half of the students reported improvement in the school domain. Positive effects were reported in the order of frequency starting from developing new ways to deal with problems, followed by self-esteem, ability to support friends, ability to communicate and express feelings, establishing supportive relationships, and perception of mental health. However, very few students reported a negative effect of the support groups on any items or domains.

Sawyer and Pinciaro (1997) conducted a study to assess the changes in levels of self-esteem, personal development, and sexual behavior of college peer educators as a result of their participation in a peer sexuality education program. 65 peer educators (54 females and 10 males) from 10 different universities participated in the study during the course of one academic year. Each university had established and developed peer education programs for at least three years, and each had offered a

comprehensive series of peer education programs covering a variety of health-related issues including sexuality. The Rosenberg Self-esteem Scale, the Personal Development Inventory, and the Safe Sex Behavior Questionnaire were administered to the subjects as pre-post and follow up measures. The results yielded no significant differences in the levels of self-esteem, personal development, and safer sexual behavior. Although there were increases in positive directions, the changes were not statistically significant. However, the additional open-ended questions indicated that peer educators felt more confident in their own abilities and more open toward others; they perceived increases in self-esteem and engaged in safer sexual behaviors.

Garcia, Metha, Perfect, and McWhirter (1997) investigate the effect of a senior peer counseling program on peer helpers' depressive feelings. A screening committee of social workers and mental health professionals selected 17 peer counselors based on the application forms and group interviews. Peer helpers took a 72-hours training program. Then, they started to see their peers on a weekly basis under the supervision of seniors. The senior counseling program was evaluated by employing both quantitative and qualitative research methods. The result of pre-post test comparison indicated that the training program was effective in reducing the depression level of peer counselors. The qualitative analysis of the interviews suggested that the major benefits of both the training and the peer counseling experiences were the increased self-confidence and self-efficacy on the part of the peer helpers.

Beardsley (1997) conducted a study to determine the effects of peer counseling program on the self-esteem, grade point averages, absences, and discipline referrals of a group of 43 at risk high school youths over a three-year period. Twelfth grade peer counselors and ninth grade peer counselees were enrolled in peer counseling course with a prescribed curriculum and professional instructors to facilitate the helping relationship between peers. The Coopersmith Self-Esteem Inventory (CSEI) was used for pre- and post-testing subjects to determine changes in self-esteem during the treatment period. The results of the study revealed that participation in the peer counseling program had limited effect overall on the self-

esteem of the participants. Although there was no significant difference in the total self-esteem scores of participants, the subscale, school academic, showed a significant positive increase. Moreover, results showed that there was a significant increase in the grade point averages of students following participated in the peer counseling program while there was a significant decrease in the number of absence of participants. On the contrary, there was no significant decrease in the number of discipline referrals.

In one study, Rasain and Williams (1999) developed a peer counseling program for Arabic adolescents for the purpose of supporting individual pupils, improving the social environment, and reducing the loneliness. Twelve sessions training program included active listening skills within a person-centered framework, together with experiential work on social relationships and particularly the problem of loneliness. Twenty students were selected as peer counselor. The UCLA Loneliness Scale, Russell and Cutrona's Social Provision Scale, a client satisfaction form, and a peer counselor impact form including self-confidence, self-awareness and communication skills were administered to participants before, during and after the programme. Twenty-six peer clients filled in the appraisal questionnaire. Besides, ten out of 26 peer clients and eight teachers were interviewed to explore their thoughts, feelings, and expectations about the program. Results showed that a variety of issues were dealt with including peer relationships, academic problems, making friends, problems of shyness, isolation, and leisure time activities. Although there was no change in loneliness, there was significant positive change in two social provisions; guidance and reliable alliance. In addition, there was a reduction in problems presented to the school counselor over the period. While teaching staff were not supported the program, peer clients reported satisfaction with peer counseling in terms of the significant agreement that they would use the service again, general positive view of the service, supportive, cheerful and non-threatening atmosphere of peer helping interviews, positive statements about outcomes such as feeling good, finding a good friend. As a result of program, peer counselors showed a positive increase in self-concept. Many peer counselors claimed that they were less nervous than before, and all peer counselors claimed some positive change on all of

the personal development parameters measured. They mentioned gains in self-awareness, becoming a good listener, and an awareness of the needs of others.

Schwartz and Sendor (1999) explored the impact of helping others on the physical and psychosocial well-being of the provider. Five female lay people as peer supporters were trained in active listening and non-directive support. They provided non-directive telephone support to half of the randomized 67 participants. The other half of the 60 randomized participants received a directive group intervention. Role performance, adaptability and well-being aspects of quality of life were examined in the present study. The instruments, namely, the Sickness Impact Profile, the MS Self-Efficacy, the Multidimensional Health Locus of Control, the Ways of Coping Checklist, the Arthritis Impact Measurement Scales, were used. A focus group was also implemented with the peer supporters approximately three years after they had completed their role. The results of the study revealed that compared to the participants who received an intervention, the peer supporters reported approximately 3.9 times the benefit on psychosocial role performance, 3.5 times benefit on adaptability, and 7.6 times the benefit on well-being. Specifically, these results associated with enhanced confidence, self-awareness, self-esteem and role functioning showed pronounced improvement among the peer supporters as compared to those participants who received a social support intervention. Moreover, the content analysis organized the focus group discussion into five major themes which represent the helper's perception of having changed in the course of the study including helper role as self-transcendent, improved listening skills, stronger awareness of the existence of a higher power, increased self-acceptance, and enhanced self-confidence.

Swen (2000) investigated the effect of a peer helping program of student helpers with respect to their perceptions of their own personal growth and their perception of school climate. The interaction effects regarding to gender differences and achievement levels of students were examined. Sixty high school students were assigned to experimental (n = 30) and control (n = 30) groups. Experimental group participants (peer helpers) had previously received peer helper training and participated in various community service activities. Personal Development

Inventory (PDI) and Statement About Schools Inventory (SSI) were administered both groups. PDI included four characteristics of personal development, namely, leadership, self-confidence, citizenship, and cooperation while SSI included four main needs, namely, esteem, social, security, and self-actualization needs relating to school climate to measure the extent to which high school students meet these needs. The results of the study indicated that there were significant differences between experimental and control groups in all four characteristics of personal development including leadership, self-confidence, citizenship, and cooperation. There were also significant differences in esteem and social needs relating to school climate. However, there were no significant differences for the variables of security and self-actualization needs. Moreover, there were significant interactions between grade point average (GPA) and levels of leadership, cooperation, citizenship, and personal development. There were also significant interactions between GPA and esteem needs, between GPA and self-actualization needs.

The findings of these studies support the idea that peer helping programs have a profound effect on the personal growth of peer helpers. as well as peer helpees.

There are also some other studies examining the satisfaction and/or evaluation of the peer helpees regarding these programs. The examples of these studies are summarized in the following paragraphs.

In one study (Morey, Miller, Fulton, Rosen, & Daly, 1989), four aspects of high school peer counseling programs were explored: (a) characteristics of students who met with a peer counselor, (b) types of problems students discussed in their first meeting, (c) satisfaction with peer counseling, and (d) perceived helpfulness according to the problem areas discussed. Out of 1274, 893 high school students (Grades 10-12) were administered a questionnaire which consisted of two parts. The level of student concern was measured by the first part of questionnaire. Students who reported that they met with a peer counselor filled the second part of the questionnaire, measuring the satisfaction. After application and interview process, 14 students were trained as peer counselors and then, supervised throughout the

academic year. The main role of the peer counselors is to provide support and friendship through empathic listening with the concerns of sexuality, family discord, divorce and values. The Peer Counseling Consumer Satisfaction Questionnaire (PCCSQ) was administered to measure overall satisfaction. The results indicated that; (a) an estimated 14% of the student met with a peer counselor, (b) girls (61%) and sophomores (43%) were the heaviest users of peer counseling services, (c) most of the students (65%) met with a peer counselor for only one or two sessions, whereas a few students (10%) met 10 or more times, (d) during the initial meetings, students frequently talked about specific concerns that were troubling them such as school-related problems, boyfriend/girlfriend concerns, (e) students perceived peer counseling most helpful when discussing plans for the future and the school problems. The other areas of family, drugs, alcohol and adjustment to high school were found not to be helpful, (f) the self-reported level of general satisfaction was moderate (M = 3.22; range = 1-5), (g) students who reported satisfaction would meet with a peer counselor again, and they would recommend peer counseling to a friend. The results suggested however that although a majority of students reported feelings of satisfaction with peer counseling (when discussing plans for the future and school problems), many reported they were not satisfied with the peer counselors' helpfulness in dealing with specific concerns (such as drug, alcohol problems). Thus, it was suggested that peer counselors should be trained to provide support and friendship through empathic listening but not to give advice. The researchers added that peer counselors should also be trained to provide information and to assist students in solving problems and making decisions since they also stated that the traditional training of peer counselors to be empathic and reflective listeners may be necessary in establishing rapport, but it does not seem to be sufficient in helping boys to discuss their concerns.

Morey, Miller, Rosen, and Fulton (1993) carried out a study to examine the correlates of students' satisfaction with peer counseling. Peer Counseling Consumer Satisfaction Questionnaire (PCCSQ) and Peer Counseling Helping Style Questionnaire (PCHSQ) were administered to 159 students (84 females, 75 males) who had met with a peer counselor during the academic year. PCCSQ, which includes four 5 point Likert type items, can be range from a low of 4 to a high of 20.

The results of the study showed that students were only slightly satisfied with peer counseling services with the mean score of 12.93. Students who were self-referred to the peer counselor reported greater overall satisfaction with their interaction with the peer counselor than did the students who were referred by teachers and school counselors. Moreover, multiple regression analysis indicated that students' satisfaction was predicted by four variables of PCCSQ including empathy and understanding, problem identification and problem solving, ability to help with family relationship problems, and ability to help with relationships at school. There were also sex differences for three of the predictors. Specifically, females reported greater satisfaction than their male counterparts regarding the peer counselor's helpfulness when discussing both family relationship problems and problems with relationships at school. Females also wanted more empathy and understanding than did boys. However, no significant difference was found between male and female students regarding overall satisfaction. Students' responses indicated that they wanted peer counselors to show empathy and understanding, to identify and clarify problems, to be competent and prepared on time. Based on the results of the study, a consultative and collaborative model recommended to peer counseling was that peer counselors would actively and purposefully support the students with empathic listening while working with them as a co-problem solver.

In another study, researchers (Barnett & Harris, 1984) carried out a two phase study to examine the college students' preferences of and evaluations about the instrumental or empathic responses given by the peer counselors (study 1) or by the friends (study 2) with respect to the sex composition of the helper-helpee dyad. In the first study, 128 (64 male and 64 female) psychology students were given two written (one instrumental and one empathic) responses of two peer counselors. The instrumental response was to offer specific behaviors, that is, advices or solutions for solving the problems whereas the empathic response was to provide emotional supports, that is, reflection of feelings and understanding. Students were asked to rate each of the two peer counselors responses on a 7-point scale with respect to (a) the helpfulness of the response, (b) how much better the student feel after hearing the response, (c) the competence of the peer counselor, and (d) the extent to which the peer counselor had provided the kind of responses that the student had expected. In

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the second study, 48 students rated the friend's responses following the similar response procedure of the first study. Results of the both study showed that students preferred instrumental responses to empathic responses. They also evaluated the instrumental responses more helpful than empathic one. Peer counselors were seen as competent if they gave instrumental responses. However, students rated peer counselors more likely to give instrumental responses and friends more likely to give empathic responses. Overall, females rated peer counselors' and friends' responses as being more helpful than males did. On the other hand, unexpectedly, no interaction involving type of response and either sex of student or sex of peer counselor was found.

Froh, Riebe, Terjesen and Jackofsky (2002) conducted a study to examine the natural peer helper program and its helpfulness, and also how that relates to the bond component of the therapeutic alliance since the building of the bond is the most important factor in establishing a trusting relationship between a natural helper and another student. It is argued that without the feeling of trust and unconditional acceptance, the natural helper will not be sought after for help and support. The main objective of natural helper program was to provide a safe haven for other students to seek help while at the same time actively listening to them and collaboratively developing adaptive alternatives. The participants of the study consisted of a total 426 high school students, and out of 426, 369 participants were classified as non-natural helpers, while 57 were classified as natural helpers. Two surveys in Likert form were used in the study. One survey assessed the natural helpers experience as a natural helper while the other survey assessed the skills of the natural helpers as perceived by the non-natural helpers. The items pertaining to the therapeutic bond from the Working Alliance Inventory (WAI) were modified so that they more accurately reflected the perspectives of both the non-natural helpers and natural helpers with respect to natural helpers program. The results of the study revealed that of the 352 non-natural helpers, 83 of them had sought a natural helper for help. Students were asked to indicate the type of problems that they sought assistance for and relationships (friendships, dating, family) were the top three categories identified, with 73, 71, and 51 percent reporting difficulties respectively. However, of those who had not sought help from a natural helper, approximately 65 percent of

them indicated that they were pretty unlikely to seek help from them in the future. Another result was that females were sought out more often for help and were generally perceived as more helpful since the 66.7 percent of the natural helpers were females. Moreover, out of all natural helpers, 45% of them had sought out help from a natural helper before they became a natural helper, and 79% since they became natural helpers. The result regarding to the working alliance showed that students perceived a bond with the natural helpers. The results regarding to perceived helpfulness of the natural helpers in terms of both relationships factors (i.e., working alliance, listening skills and sensitivity of natural helpers) and non-relationship factors (i.e., choice of matched gender, likelihood of seeking help from friends, total number of problems sought help for) yielded that both the relationship and non-relationship factors appeared to be good predictors of perceived helpfulness of the natural helpers. However, follow-up tests indicated that only the relationship factors were significantly related to perceived helpfulness, and the perceived listening skills was also most strongly related to perceived helpfulness of the natural helpers.

As it is seen from the above-mentioned studies, the satisfaction and/or evaluation of peer helping programs were yielded some positive results. Moreover, it was indicated that rather than only empathic responses, peer helpees usually preferred both empathic responses and instrumental responses of peer helpers. However, as it was argued, the traditional training of peer counselors to be empathic and reflective listeners may be necessary in establishing rapport, but it does not seem to be sufficient in helping, specifically with males, to discuss their concerns. Therefore, it was suggested that peer helpers should be trained both to provide support and friendship through empathic listening and to assist peer helpees in solving problems and making decisions. It was believed that such a helping style would be consistent with the peer counseling movement (no giving of advice, empathic listening, and mutual respect between peer helper and peer helpee), while devoting more attention to clarify concerns and assist peer helpees in developing a plan to address these concerns.

2.4. Peer Helping in Turkey

In Turkey, peer helping programs have generally been implemented in educational settings. A review of internet pages of psychological counseling services of some universities showed that Beykent University (Peer Counseling Program), Boğaziçi University (Peer Guidance Program), and Koç University (Peer Support Programs including Mentorship and Resident Assistant), have conducted peer helping programs. Ankara, Hacettepe, and Fırat Universities also carry out peer education projects for the purpose of preventing health related issues such as AIDS, pregnancy, and sexually transmitted diseases. Moreover, in 2000, Foundation for the Advancement of Counseling in Education (Yüksek Öğrenimde Rehberliği Tanıtma ve Rehber Yetiştirme Vakfı, [YÖRET]), arranged a meeting, titled as, "Developing Peer Support Projects in the Universities" under the scope of the projects aiming at spreading these services in the universities.

Although the utilization of peer helping was proposed in some of the documents of the General Directorate of Special Education Guidance and Counseling Services of the Ministry of National Education, the peer helping programs have not been provided in the public schools yet. There were only few examples i.e., peer helping program about dealing with text anxiety, study skills, communication skills, and the prevention of drug abuse which have been conducted in Guidance and Research Center of the National Education Directorate in the province of Kırşehir. However, peer helping programs have been usually put into practice in some private schools such as MEF Schools (Big-Siblings Peer Program for the elementary schools and Peer Counseling Program for the secondary schools) and Tevfik Fikret Schools (Peer Mediation Program).

Similarly, little research has been conducted about the peer helping programs in Turkey despite its growing popularity and continued implementation. There are only two studies specifically designed to assess the effects of peer education, which are not considered within the scope of the present study. One study assessed the peer training activities of undergraduates related to family planning (Karabulut, 2003), the

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other study investigated the effect of a peer education model for teaching breast self examination to university women students (Tuna, 2002).

CHAPTER III

METHOD

This chapter is devoted to the presentation of the methodological procedures of the present study. The first section describes the setting of the study. The second section illustrates the overall research design. The third section introduces the sample of the present study with respect to three separate sub-sample representing three phases of the study. The fourth section presents the data collection instruments used in the three phases of the study. The fifth section details the peer helping program procedure with respect to its rationale and goals; development of the peer helping training program in terms of its modules/sessions, personal growth workshops, specific issues/topics, and attendance/participation; peer helping program coordinator; peer helping service delivery and supervision; and the administrative permission and support. The sixth and final section presents the data analyses procedures.

3.1. Setting of the Peer Helping Program

Peer Helping Program is developed and conducted by the researcher at Ege University, Faculty of Education. The Faculty of Education, as being the latest established faculty at Ege University in 1998, is located in the campus with 1060 undergraduate students. The mission of the faculty is to equip students with up-to-date knowledge and practical skills required for teaching and to conduct research studies in various branches of education. There are three departments in the Faculty of Education: Computer Education and Instructional Technology, Educational Sciences, and Elementary Education. All the departments offer undergraduate programs, three of which are offered by the Department of Educational Sciences in

Guidance and Counseling, Educational Administration and Planning, and Curriculum and Instruction; and two of which are under the Department of Elementary Education including Preschool Education and Classroom Teacher Education.

3.2. Overall Research Design

In the present study, while developing and conducting the Peer Helping Program three consecutive phases were followed based on the principles and suggestions proposed by the Programmatic Standards of National Peer Helpers Association (NPHA) (Appendix A). The phases and their contents outlined by NPHA were: (1) program planning (need assessment; rationale and goals of the program; development of training program; administrative permission-support; program trainer-coordinator), (2) program implementation (screening and selection; training; service delivery; supervision), (3) program maintenance (evaluation of the training program and service delivery; long-range planning).

In line with these phases, the present study was designed (a) to plan a peer helping program, (b) to develop a peer helping training program and to investigate the effect of this program on the helping skills and the self-growth of the peer helpers, and (c) to evaluate the peer helping program. Overall research design of the present study is presented in Figure 3.1. As seen in Figure 3.1, first phase of the study was devoted to the planning of peer helping program. In this phase, a need assessment study was carried out with a sample of 316 (168 females, 148 males) students from Faculty of Education, Ege University in order to develop the rational and goal of the program. The second phase aimed at investigating the effect of the peer helping training program on the helping skills and the self-growth of the peer helpers implemented in the present study. This phase involved a pre-test post-test control group experimental design study with a sample of 31 participants. The participants were also administered six-month follow-up test to gain more insight into the long-term effects of peer helping training program. In the selection and assignment of subjects to experimental (n = 15) and control groups (n = 16), the standards of NPHA were followed as they were explained in detail in the "Screening and Selection of Peer Helpers" sub section. Subjects were administered five

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instruments, three of which aimed at measuring helping skills (Communication Skills Evaluation Scale-CSES, Empathic Skill Scale-B Form-ESS-B, Reflection Skills Evaluation Form-RSEF), and two of them (Rosenberg Self-Esteem Scale-RSS and Self-Acceptance Inventory-SAI) for measuring self-growth of the participants. The experimental group received a 46 hours-20 weekly training program, while the waiting list control group received no training during that time. All the participants received pre-test instruments in November of 2003-2004 academic years.

I. PLANNING OF PEER HELPING PROGRAM

Need Assessment Study

↓

II. PEER HELPING TRAINING PROGRAM

PRE -TEST

Experimental Group (Training)   Control Group (Waiting List)

POST-TEST

↓

FOLLOW UP - TEST

↓

Testing the Effectiveness of the Peer Helping Training Program

↓

III. EVALUATION OF PEER HELPING PROGRAM

By Peer Helpers   **By Peer Helpees**
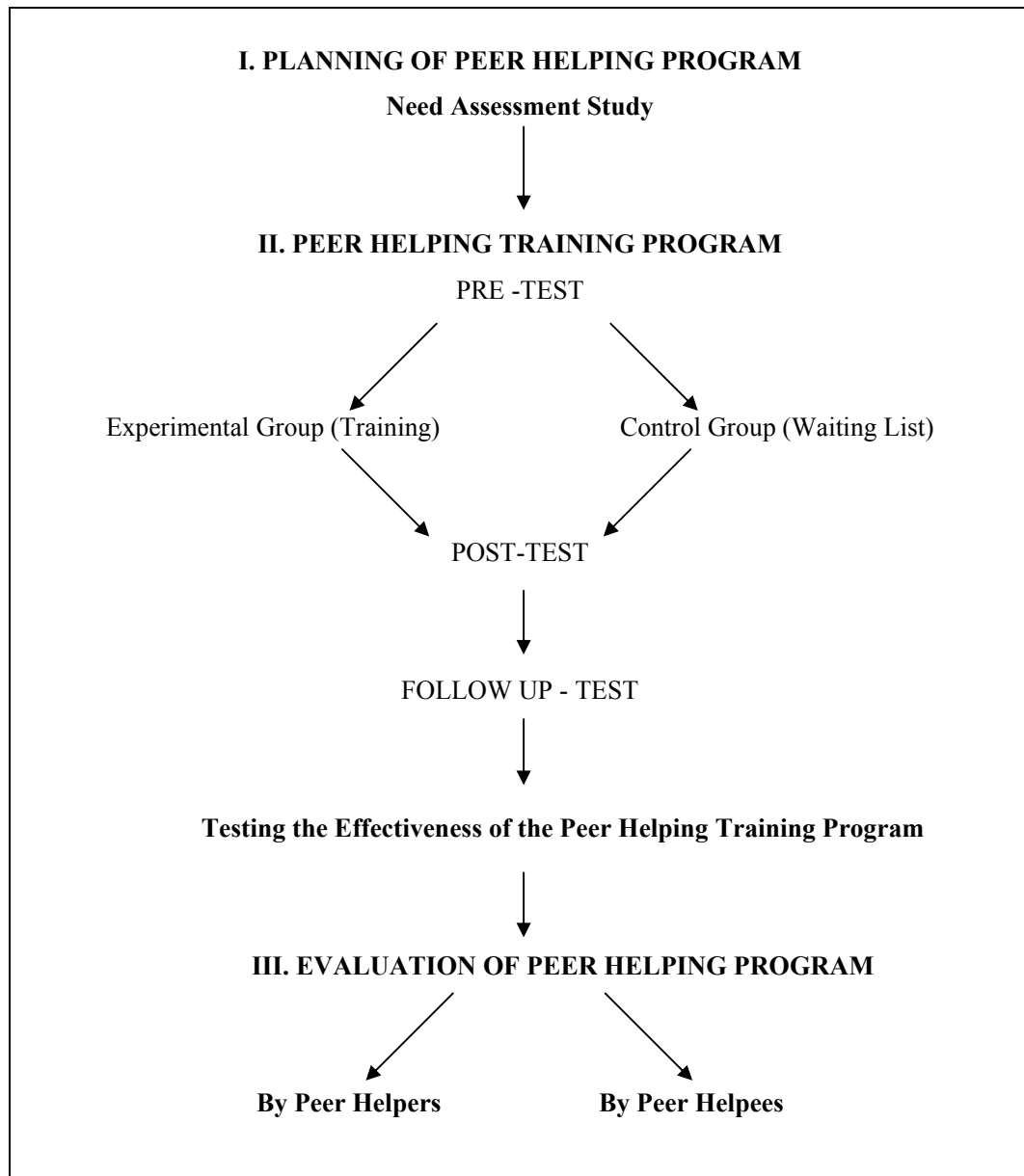
Figure 3.1. Overall Research Design of the Study

At the end of 20 weekly training sessions, both the experimental and the control group participants were administered the post-test instruments at the end of April in the same academic year. Finally, the follow up test instruments were administered to both groups in October of 2004-2005 academic years. The last phase of the study is devoted to the evaluation of peer helping program, which mainly includes peer helping service delivery. Peer helpers provided peer helping service to those students who volunteered to attend peer helping program in the faculty. Peer helping service delivery started in May of 2003-2004 academic years. During one and a half month period, 33 students/peer helpees received peer helping services. Each peer helpee was administered Peer Helping Service Delivery Evaluation Form during the termination session aiming at evaluating the peer helping program with respect to the degree of their satisfaction concerning peer helping service and helping attitudes and behaviors of their peer helper. In this phase of the study, 15 peer helpers were also administered Peer Helping Program Evaluation Form which included 14 open-ended questions in order to assess their reactions to peer helping program with respect to training program, trainer's qualifications, their experiences of becoming a peer helper, and peer helping service delivery at the end of peer helping program in June of 2003-2004 academic years.

3.3. Sample

The sample of the present study was composed of a three separate sub-sample representing three phases of the study that is previously illustrated in Figure 3.1.

In the need assessment phase of the study, a random stratified sampling procedure was used. The procedure used in the sampling was as follows: certain subgroups such as departments, grades and gender, were randomly selected for the sample in the same proportion, as they existed in the target population. The sample being selected from these subgroups consisted of 316 students (168 females, 148 males) who were attending different grades of four undergraduate programs of Faculty of Education at Ege University. The distribution of this sample of students by departments, grades, and gender is presented in Table 3.1.

Table 3.1. Sample of the Need Assessment Phase of the Study

| Departments/Programs | Grades | Gender | | Total |
		Female	Male	
Guidance and Counseling	I	13	19	32
	II	14	16	30
	III	8	8	16
	Total	**35**	**43**	**78**
Computer Education and Instructional Technology	I	14	23	37
	II	16	22	38
	III	5	25	35
	IV	3	10	13
	Total	**38**	**80**	**118**
Classroom Teacher Education	I	24	7	31
	II	20	11	31
	III	16	3	19
	Total	**60**	**21**	**81**
Preschool Education	I	7	-	7
	II	28	4	32
	Total	**35**	**4**	**39**
	Total	**168**	**148**	**316**

In the experimental phase of the study, different screening and selection techniques were employed both based on the procedures proposed by NPHA and the suggestions of the literature that effective selection is improved if as many procedures as feasible are used before final selection is made (Tindall, 1995). Based on these suggestions, in the present study, some introductory and selection devises were used as they were presented in detail in the "Screening and Selection of Peer Helpers" subsection. Thus, the researcher made the final decision of the selection of peer helpers based on the information gathered from application forms, reference letters, and the results of semi structured interviews. Besides, students were selected among sophomores and juniors considering both the maturity level of the students and the continuation of services that they were expected to provide for the incoming

students. As a result, out of 47 students (35 sophomores, 12 juniors; 33 females, 14 males) who were volunteered to participate in Peer Helping Program, 31 students (22 sophomores, 9 juniors; 21 females, 10 males) were selected for the experimental phase of the study. These students were then assigned to experimental (n = 15) and waiting list control (n = 16) groups with matching pairs of subjects based on the variables of department, grade, and gender in order to ensure the group equivalence. The distribution of these students by groups, departments, grades, and gender is presented in Table 3.2.

Table 3.2. Participants of the Experimental Phase of the Study

Groups	Departments/ Programs	Grades	Gender Female	Male	Total
Experimental	Guidance and Counseling	II	3	3	6
		III	1	2	3
		Total	**4**	**5**	**9**
	Computer Education and Instructional Technology	II	4	-	4
		III	-	-	-
		Total	**4**	**-**	**4**
	Classroom Teacher Education	II	-	-	-
		III	1	-	1
		Total	**1**	**-**	**1**
	Preschool Education	II	-	-	-
		III	-	-	1
		Total	**1**	**-**	**1**
		Total	**10**	**5**	**15**
Control	Guidance and Counseling	II	5	3	8
		III	1	1	2
		Total	**6**	**4**	**10**
	Computer Education and Instructional Technology	II	4	1	5
		III	-	-	-
		Total	**4**	**1**	**5**
	Classroom Teacher Education	II	-	-	-
		III	1	-	1
		Total	**1**	**-**	**1**
	Preschool Education	II	-	-	-
		III	-	-	1
		Total	**-**	**-**	**1**
		Total	**11**	**5**	**16**
		TOTAL	**21**	**10**	**31**

The evaluation phase of the study included 33 students/peer helpees (17 females, 16 males) who were benefited from the peer helping service provided by 15 peer helpers. The distribution of the students by departments, grades, and gender is presented in Table 3.3.

Table 3.3. Sample of the Peer Helping Service of the Evaluation Phase of the Study

| Departments/Programs | Grades | Gender | | Total |
		Female	Male	
Guidance and Counseling	II	-	3	3
	Total	-	**3**	**3**
Computer Education and Instructional Technology	I	1	-	1
	II	4	4	8
	III	-	2	2
	IV	-	1	1
	Total	**5**	**7**	**12**
Classroom Teacher Education	III	4	-	4
	IV	1	-	1
	Total	**5**	-	**5**
Preshool Education	I	1	-	1
	Total	**1**	-	**1**
Other		6	6	12
	Total	**6**	**6**	**12**
	Total	**17**	**16**	**33**

3.3.1. Screening and Selection of Peer Helpers

The NPHA standards and the literature (Downe, Altman, & Nysetvold, 1986; Tindall, 1995; Pitts, 1996; Rockwell & Dustin, 1979) suggested that in the selection and screening of peer helpers the techniques including self-selection (it refers to student's self-nomination to be a peer helper), formal application forms, interviews, reference letters, and researcher's final decision were to be considered together. In accordance with these suggestions, in the present study, the procedures used in the selection and screenings of the peer helpers were as follows:

First, in order to allow the students to nominate themselves, announcements were made through posters and classroom presentations describing overall rational and structure of the program. Initially attracted sophomores and juniors who were

interested in participating in the peer helping program were asked to read the Peer Helping Program Presentation Brochure (Appendix B), fill out The Application Form (Appendix C), and then they were invited to the interview.

Peer Helping Program Presentation Brochure. Before the semi-structured interview, each applicant was asked to read the Peer Helping Program Presentation Brochure (Appendix B). This brochure addresses what peer helping is and the general phases of the program including selection and training of peer helpers; peer helping service delivery, and supervision of peer helpers.

The Application Form. An application form (Appendix C) was developed to identify different characteristics of the student. Besides the information regarding name, age, department, grade level, place of residence, the form also included open-ended questions such as the reasons of wanting to be a peer helper; perceptions regarding some personal qualities and strengths for becoming an effective peer helper; a self-evaluation checklist, that is, a list of features in which each applicant was asked to rate him/her self on each of the desirable characteristics of an effective peer helper. Students were also asked to mention the projects, student organizations, and/or sport activities that they participated in, if any.

Semi-structured Interview. Peer Helping Program Coordinator (researcher) developed a semi-structured interview for the prospective peer helpers on a one-to-one basis, which took approximately 30 minutes. The interview was structured in two stages. At the beginning of the interview, the student was provided with detailed information regarding the following prerequisites of participating in peer helping program for the purpose of making an initial contract;

1. Attending to the peer helping program for one year (two semesters)
2. Attending to all peer helper commitments regarding training sessions (2 hours per week in the evening), and personal growth workshops (one day workshops at the weekend) in the first semester
3. Attending to peer helping service delivery (3-4 hours per week during school hours), supervision meetings (1 hour per week during service delivery), and special projects, if any, in the following semester.

The student who hesitated to commit him/herself to these prerequisites was thanked and excluded from the sample. The student who accepted the prerequisites with full compliance continued to be interviewed during the second stage with respect to (a) helping relationship dynamics, (b) personality characteristics, and (c) interpersonal relationships. More specifically, questions were designed to understand the student's own perceptions of himself/herself regarding these three main areas of concern, with the specific emphases on;

a. what s/he understands from helping; his/her motives for helping people; helping styles or behaviors that s/he considers as helpful; personal qualities as a helper; other people's view of him/her as a helper; his/her perceptions of others as helpers; reactions of people who receive help from him/her.

b. Strengths and soft spots (weaknesses) perceived in him/herself, the values in life, the balance s/he establishes between social and academic life.

c. Strengths and soft spots in his/her interpersonal relationships, the quality of his/her interpersonal relationships.

Reference Letters. At the end of the interview, each applicant was given two envelopes in order to collect the recommendation letters, one from a faculty staff and one from a community member such as staff of other institutions, leader or director of any activity. Each envelop contained a Peer Helping Program Presentation Brochure to introduce the program, a reference letter form (Appendix D) to be filled out for the applicant, and a checklist which was developed as a parallel form of previously presented checklist in the Application Form given to prospective peer helpers.

Coordinator's final decision. As it was mentioned at the beginning, the last phase of selection procedure was the coordinator's final decision. NPHA standards recommended that these decisions should be predetermined and based on the objective criteria. In this study, the criteria that the researcher specifically set up and paid attention to throughout the selection procedures were as follows:

a. The commitment to the requirements of training and service during one academic year,

b. Positive and altruistic attitudes toward helping people,

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c. Positive attitudes/evaluations toward/about self and others; interpersonal relationship qualities such as trustworthiness, warmth, caring, understanding, potential to serve as a positive role model,

d. A balance between academic and social life.

e. Positive recommendation letters both from the faculty and the community member.

In the fall semester of 2003-2004, a total of 47 students (35 sophomores, 12 juniors; 33 females, 14 males) applied to Peer Helping Program for becoming a peer helper. Out of 47 students, 31 were selected as a result of the above mentioned procedure and they were then assigned to experimental group (n = 15) and waiting list control group (n = 16) with matching.

Although a personal contact was preferable in informing the applicants regarding the results of selection, time constraints during the period of announcement prevented the researcher to conduct such individual meetings. Therefore, announcement was made via a list containing the names of those who were accepted as the participants of the program. However, a series of short individual interviews were carried out for those who were not selected for the training program for sharing their reactions regarding the selection procedure. During these interviews, they were informed by clarifying the selection process; the reasons lied behind the decision, and they were communicated until they were assured that the decision had no relevance with the personal rejection. Two separate group meetings were also conducted for experimental and control group participants. During the group meetings, control group participants were informed about the randomization procedure, and their participation in training program in the following semester. In the meeting with experimental group participants, it was observed that they were excited, proud, and eager to participate while having some anxiety regarding what lies ahead. Therefore, a short intervention was made in dealing with these anxieties.

3.4. Data Collection Instruments

In this section, the instruments were presented by following the three phases of the study. A Need Assessment Questionnaire was developed and used in the first phase of the study. In the experimental phase, five instruments were administered to the participants, namely Communication Skills Evaluation Scale (CSES), Empathic Skill Scale-B Form (ESS-B), Reflection Skills Evaluation Form (RSEF), Rosenberg Self-Esteem Scale (RSES), and Self-Acceptance Inventory (SAI); and finally, two Evaluation Forms were used which were devised for peer helpers and peer helpees to assess Peer Helping Program in the evaluation phase of the study.

3.4.1. Instruments Used in the Need Assessment Phase of the Study

Need Assessment Questionnaire was used in this phase of the study.

3.4.1.1. Need Assessment Questionnaire

Need Assessment Questionnaire (Appendix E) was developed by the researcher for the purpose of providing a base for the rational, goal, and content of the peer helping program. The questionnaire consisted of three parts. In the first part, a list of 8 categories of persons (e.g. friends, parents, helping professionals) was presented to the respondents. The respondents were asked to rank the order of their preferences from whom they want to receive help regarding their concerns or problems. In the second part, 13 types of helping styles (e.g. advising, active listening, reassuring, sharing and supporting, consoling) were listed and the respondents were asked to rate the extent to which each of the style that they prefer in receiving help on a 5 point Likert type scale ranging from "not at all (1) " to "very much (5) ". In the third part of the questionnaire, first, a brief introduction was given about the peer helping program and then, the respondents were asked to rate three 5-point Likert type scale items in order to assess their reactions to peer helping program in terms of their (a) beliefs of its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics that they ask for help such as academic, personal, career, interpersonal areas.

3.4.2. Instruments Used in the Experimental Phase of the Study

In the experimental phase of the study, two groups of instruments were used; one for measuring the helping skills and the other for assessing the self-growth of the participants.

3.4.2.1. Instruments Used to Measure the Helping Skills

Three instruments were used to assess helping skills of the participants: Communication Skills Evaluation Scale (CSES), Empathic Skill Scale- B Form (ESS-B), and Reflection Skills Evaluation Form (RSEF).

3.4.2.1.1. Communication Skills Evaluation Scale

Communication Skills Evaluation Scale (CSES) was developed by Korkut (1996) to measure how individuals evaluate their communication skills (Appendix F). CSES is a self-report instrument and it consists of 25 statements with a 5-point Likert scale ranging from "Never (1)" to "Always (5)". The possible scores that can be obtained from the scale changed between 25 and 125. Higher scores indicate that individuals evaluate their communication skills positively. The validity and reliability studies of the scale were carried out with the sample of 126 high school students. The results of factor analysis showed that the scale is a unidimensional one. It was reported that test-retest reliability coefficient was .76 (p< .001) and the internal consistency coefficient was .80 (p< .001). As for the validity evidence, Korkut examined the gender differences and reported that females received significantly higher scores than males as was expected and supported by theoretical and empirical studies in the literature.

3.4.2.1.2. Empathic Skill Scale- B Form

Empathic-Skill Scale- B Form (ESS-B) was developed by Dökmen (1990) based on the hierarchical empathy classification (Appendix G). In the scale, six different psychological problems with 12 possible responses were presented to the

respondents. Among each of the 12 possible responses, one response is considered as the "control" item aiming at measuring the attention of the subject. If a respondent checks out any of these six control sentences presented in each of the six problems, the whole scale is considered as invalid and omitted. In calculating the scores, these six control items were excluded and the rest 66 sentences were scored based on the 10 hierarchical empathy classifications. The respondents are asked to read each problem and mark four responses that they prefer to give. For the reliability and validity studies of the scale, ESS-B was administered to 60 freshmen university students and 24 psychologists working in different institutions. Test-retest reliability coefficient was reported as r = .83 (p<. 001). As for the validity evidence, the means of the two groups (students and psychologists) were compared. The obtained value of t-statistic was statistically significant in the favor of psychologist (t = 8.15, sd = 46, p<. 001). The correlation coefficient between the Empathic Tendency Scale which measures empathic sensibility and ESS-B Form was also reported as r = .28 (p<. 05) (Dökmen, 1990).

3.4.2.1.3. Reflection Skills Evaluation Form

Reflection Skills Evaluation Form (RSEF), which was prepared by the researcher, includes four different situations described by a person (Appendix H). Participants were asked to write a response to each situation that they believe to be helpful. These answers, that is, pretest, posttest, and follow-up test scores of the participants, were then given to seven counseling professionals who were asked to rate the effectiveness of each written response with respect to their qualities of reflection of feeling and reflection of content on a scale ranging from "Ineffective (1)" to "Very effective (7)". In order to assess rater reliability, the two-way mixed effect model with single measure and average measure intraclass correlations (ICC) were used as reliability coefficient. For the first situation, the results yielded that ICC (3,1) single measure was equal to .57, and ICC (3, 7) average measure was equal to .90. Therefore, it was decided to use a mean rating of seven counseling professionals for each subject as an individual rating. Then, a total score was calculated for each subject by summing up the means of the scores given by the different counseling professionals for all situations.

3.4.2.2. Instruments Used to Measure the Self-Growth

Two instruments were used to assess the self-growth of the participants: Rosenberg Self-Esteem Scale (RSS) and Self-Acceptance Inventory (SAI)

3.4.2.2.1. Rosenberg Self-Esteem Scale

Self Esteem Scale was originally developed by Rosenberg (1965) and adapted to Turkish culture by Çuhadaroğlu (1985) (Appendix I). It is a 10-item Likert type scale with the response alternatives ranging from 1 = strongly agree to 4 = strongly disagree. The possible scores that can be obtained from the scale changed between 10 and 40. A higher score indicates higher level of self esteem. The results obtained from the various samples indicated that test-retest correlations are in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. In the reliability study of Turkish version of the scale, Cronbach alpha reliability coefficient was reported as .75.

3.4.2.2.2. Self-Acceptance Inventory

Self-Acceptance Inventory (SAI) is a self-report instrument developed by Kılıççı (1980) (Appendix J). SAI includes 126 statements that were written based on 10 criteria described by Kılıççı. In responding to the inventory, subjects were first asked to check out one of the alternatives of "yes" or "no" and then rate their responses on a 4-point Likert scale provided under each of the alternatives. The alternatives were "I am pleased", "I have no complain about", "I have complains about", "I am unpleasant", and "I don't know myself". The scoring of SAI was made through an answer key sheet, which yielded three sub scores, i.e., "Healthy Self-Acceptance", "Distorted Self-Acceptance", and "Unpleasant with Self". For the validity study of the inventory, the pilot form of SAI and State-Trait Anxiety Scale were administered to 52 university students. The correlation coefficient between unconditional acceptance and state anxiety was found as -.52, whereas the correlation coefficient between healthy acceptance and trait anxiety was reported as -.50. These findings were reported as a sufficient evidence for the validity of SAI.

SAI was administered to the same group after three weeks for the reliability study of the inventory. Test-retest correlation coefficient was reported as .91.

3.4.3. Questionnaires Used in the Evaluation Phase of the Study

In the evaluation phase of the study, two questionnaires were used: Peer Helping Program Evaluation Form-Peer Helpers and Peer Helping Service Delivery Evaluation Form-Peer Helpees.

3.4.3.1. Peer Helping Program Evaluation Form-Peer Helpers

The Peer Helping Program Evaluation Form was developed by the researcher to assess the peer helpers' reactions to peer helping program with respect to training program, trainer's qualifications, their experiences of becoming a peer helper, peer helping service delivery (Appendix K). There were 14 open-ended questions in this form. Five of them were related with the overall peer helping program. Peer helpers were asked to write their opinions about the overall process of peer helping program in relation to (a) the expectations from the program, (b) the most pleasurable and the most difficult experience in the overall process, (c) the degree of recommending the peer helping program to the friends who want to be a peer helper, and (d) additional comments and suggestions, if any. Three of them were related with the training program regarding (a) the most and the least helpful parts, (b) the degree of its effectiveness for preparing them as a peer helper, (c) the adequacy of training period with respect to numbers of sessions, duration of sessions, and number of personal growth workshops. One question was related with the trainer in terms of trainer's academic and personal qualities. Peer helpers were also asked to write their experiences of becoming a peer helper in terms of (a) the effects of becoming a peer helper in their academic, social and personal life, and (b) their feelings about being a part of peer helpers group. Lastly, three questions were related with the peer helping service in terms of their (a) thoughts and feelings about peer helping interviews, (b) beliefs about the most helpful side of peer helping service for the peer helpees, (c) their suggestions to increase the effectiveness of peer helping services.

3.4.3.2. Peer Helping Service Delivery Evaluation Form-Peer Helpees

The Peer Helping Service Delivery Evaluation Form (Appendix L) was developed by the researcher to understand the peer helpees' evaluations concerning their satisfaction from peer helping service delivery and the helping attitudes and behaviors of their peer helper. At the end of the termination session, each peer helper gave this form in an envelope to his/her peer. This form consists of three parts. In the first part, some demographic information about peer helpees was obtained including department, grade, gender, numbers of peer helping interview. In the second part of the form, four open-ended questions were asked to peer helpees to answer (a) reasons for applying peer helping service, (b) expectations from the service, (c) liking and disliking for the service, (d) additional comments and advices, if any, and one more question was also related with the announcement of the peer helping program. There were also 7 questions with 5-point Likert type scale in order to assess peer helpees' satisfaction from peer helping service in terms of the degree of (a) fulfilling their expectations, (b) relating with the peer helper, (d) fulfilling their needs, (e) its helpfulness, (f) its importance, (g) willingness to ask for help again, if needed, and (h) offering peer helping service to their friends. In the last part of this form, 25 statements were provided to the peer helpees in order to evaluate the work of the peer helpers with respect to their helping attitudes and behaviors on a 5-point scale, ranging from "Strongly Disagree (1)" to "Strongly Agree (5)". A mean score was calculated for each peer helper by summing up 25 items of each peer helpee. If the peer helper interviewed more than one helpee, an average score was calculated for him/her. The possible scores that can be obtained from this part changed between 25 and 125. Higher scores indicate that peer helpers were evaluated positively by peer helpees in terms of their attitudes and behaviors.

3.5. Peer Helping Program Procedure

This section presents the peer helping program procedure by following the all phases of the study. The rationale and goals of the peer helping program; development of the peer helping training program with respect to its modules/sessions, personal growth workshops, specific issues/topics, and

attendance/participation; peer helping program coordinator; peer helping service delivery and supervision; and lastly the administrative permission and support are presented respectively.

In the development of peer helping program, first, the rational and goals of the program was established in the light of the literature review and with the supports obtained from the need assessment study. The peer helping training program was then developed based on these rational, goals and needs together. The content of the training program was written by describing the content, activities, and format included in each session with respect to program modules, personal growth workshops, and specific issues and topics.

3.5.1. Rationale and Goals of the Peer Helping Program

The Peer Helping Program in the present study was mainly developed to offer the advantage of utilizing the natural helping system of peers. More specifically, based on the rational of peer helping suggested in the literature (NPHA, 2001; Varenhorst, 2002), the goals of Peer Helping Program developed in the present study were identified as follows:

a. to aid peer helpers to develop helping skills in order to help their peers in clarifying their thoughts and feelings; exploring options and alternatives; offering a supportive relationships; and facilitating them in defining their own solutions on a formal helping function within the university environment.

b. to provide students who are in need of being listened and understood with an opportunity to talk with the peers that have been trained in helping skills.

c. to promote personal growth and development of both peer helpers and peer helpees through a peer helping relationship.

3.5.2. Development of the Peer Helping Training Program

Based on the rationale and goal of the program, the content of the peer helping training program was developed. In the development of the program, two main considerations were taken into account; (a) the ways of increasing the

understanding of peer helping relationship and (b) the method of teaching helping skills. In order to assure these considerations, two main resource books, one is *Peer Programs: An in-depth look at peer helping, planning, implementation, and administration* (Tindall, 1995), and the other one *is The Power of Peervention: A manual for the trainers of peer facilitators* (Myrick and Folk, 1999), were predominantly used when designing, developing, and delivering peer helping program. In addition to these two source books, in the development of the training program, the approaches of some acknowledged authorities in the counseling field were used: Carkhuff, Pierce and Cannon, (1980); Egan (1998); Brammer and MacDonald (1999); Hill and O'Brien (1999); and Evans, Hearn, Uhleman, and Ivey (1998). The two doctoral dissertations about peer helping were also reviewed (Brenton, 1999; Pitts, 1996). Therefore, the content and all the exercises, materials and forms used in this study were adapted from various above mentioned resources with some modifications to meet the needs of the program developed for the present study.

As for increasing the understanding of peer helping relationship, several attempts were made to prepare the students to assume the roles, responsibilities and "code of conduct" of peer helpers. For this purpose, during the announcement phase of the program, a series of written and oral presentations were prepared for not only explaining the purpose of training program but also the boundaries and responsibilities of peer helper. In the program, a session was allocated to introduce and evaluate the Code of Ethics for the Peer Helpers. In planning each session, structuring was made in accordance with the context of peer helping relationship and the skills were taught and practiced in such a way to increase the peer helpers' understandings of assumptions underlying peer helping relationship and "code of conduct" of peer helpers.

Regarding the method of teaching helping skills, "the single-skills approach" was used by following the suggestions of Evans, Hearn, Uhleman and Ivey (1998). With this approach, peer helpers were introduced with one specific skill at a time in order to master each skill at a higher level. Moreover, the training procedure of the present study was derived from the assumption postulated by Tindall (1995). It was

assumed that small isolated segments of a skill is more effective in skill building outcomes when segments are taught specifically and practiced until they are mastered. It was also believed that by following this assumption, an increase would occur in the probability of the skills becoming used, integrated, and implemented quickly and effectively by the trainee. Based on this assumption, in teaching the helping skills, the trainer (researcher) followed six essential behaviors, that is, the skill-building pattern for training modules as proposed by Tindall (1995):

    a. Explanation of and need for skill,

    b. Modeling of skill to be taught by the trainer,

    c. Practicing of skill,

    d. Feedback to trainees from the raters,

    e. Homework and discussion of experiences of doing and rating, and

    f. Preparation for next behavior.

These steps of the skill-building pattern consist of three processes: "tell," by the trainer, "show," by the trainer, and "do," by the trainees as graphically displayed in Figure 3.2.

In the training sessions following the explanation and modeling, trainees were divided into five groups of three trainees each for practicing as one peer helper, one peer helpee and one observer. While peer helper and peer helpee were practicing the skill, observer took careful notes and attended to the peer helper's ability to deliver particular skill in order to provide feedback to the helper. During the sessions, each member had the opportunity to experience the roles of peer helper, peer helpee, and observer and to learn each skill through observing, sharing, and practicing. Handouts, which summarize guidelines for the particular skill, were also distributed to the peer helpers in each session (Appendix O).

TELL   SHOW   DO

(Trainer)   (Trainer)   (Trainee)

Tell   Show   Do   Do   Do   Do

Explain The New Behavior	Trainer Models The New Behavior	Trainee Practice New Behavior	Feedback To Trainees From Raters	Homework And Discuss Experiences of Doing and Rating	Prepare For Next Behavior

Explain Next New Behavior
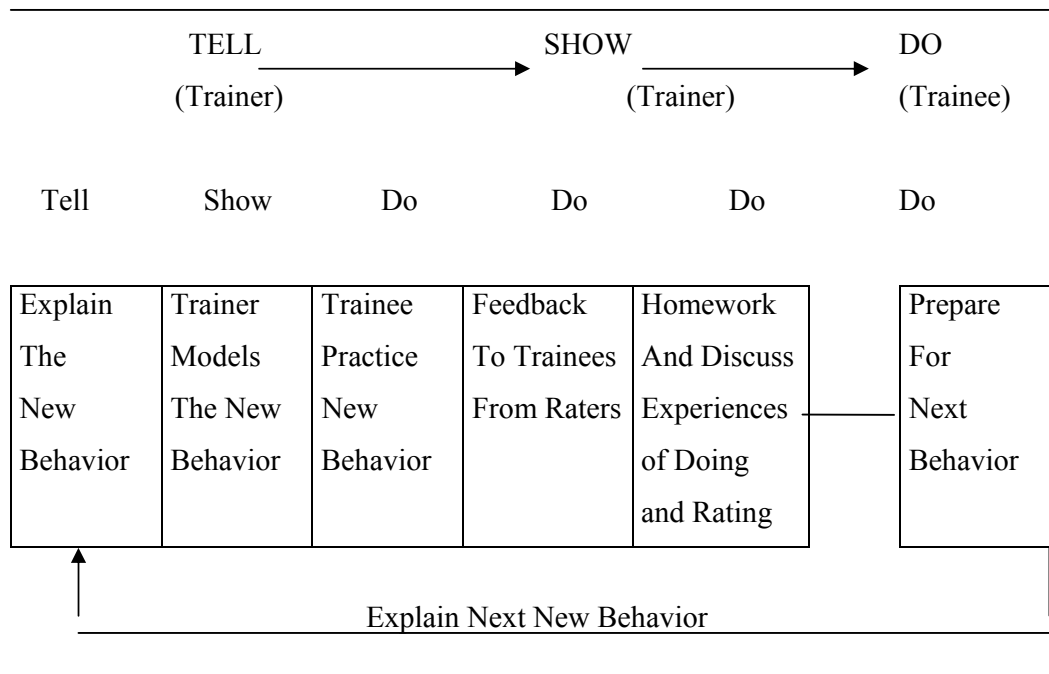
Figure 3.2. Skill-Building Pattern for Training Modules (Tindall, 1995, p.191)

In general, the session format was composed of 5 minutes for warm-up; 15 minutes of explanation of and need for the skill; 15 minutes of modeling by the trainer; 45 minutes of practicing skill and providing feedback in small-groups; 30 minutes of discussion concerning experiences and homework; 5 minutes of preparation for the new skill; and the last 5 minutes for termination.

3.5.2.1. Modules and Sessions

The peer helping training program is composed of eight learning modules, two personal growth workshops, and one specific issue/topic session. The content of training program is presented in Table 3.4. As seen in Table 3.4, the eight modules include (1) orientation-getting acquainted; (2) understanding helping and helping relationships; (3) basic helping skills, (4) integrating basic skills; (5) advanced helping skills; (6) peer helper code of ethics, the limitations of peer helpers and the referral process; (7) putting helping skills into action, and; (8) termination and evaluation.

Table 3.4. Peer Helping Training Program Outline

CONTENT	Module Number	Number of Sessions	Time (Hour)
ORIENTATION- GETTING ACQUAINTED	1	1	2
UNDERSTANDING HELPING AND HELPING RELATIONSHIPS	2	2	4
BASIC SKILLS Attending Questioning and Encouragement Paraphrasing Reflecting Feelings Summarizing	3	5	10
INTEGRATING BASIC SKILLS	4	2	4
ADVANCED SKILLS Self-Disclosure and Information Giving Confrontation	5	2	4
PEER HELPER CODE OF ETHICS **THE LIMITS OF PEER HELPERS** **THE REFERRAL PROCESS**	6	1	2
PUTTING HELPING SKILLS INTO ACTION	7	2	4
EVALUATION/ TERMINATION	8	2	4
Total	**8**	**17**	**34**
PERSONAL GROWTH WORKSHOPS	-	2	10
SPECIFIC ISSUES AND TOPICS Problem Solving and Decision Making	-	1	2
TOTAL	**8**	**20**	**46**

The first module was an orientation session. Trainer made a structuring for the program. Trainer and peer helpers together established ground group rules. Then, each peer helper introduced him or her self and shared his/her goals of participating in the program. The peer helpers were also helped to become acquainted with each other well enough through exercises to feel comfortable with each other in expressing themselves and to establish rapports among them.

The principal goal of two sessions of the second module was to assist peer helpers in reviewing and extending their views of the helping process. The main topics of this module were the meaning of helping, characteristics of helpers, the helping relationships, the facilitative conditions in the helping relationships, and helping process. Peer helpers were allowed to think about their own view of helping and express them to the group members in order to examine their motives for helping people. At the end of this module, the meaning of effective helping/peer helping was redefined together with the peer helpers. Moreover, toward the end of this module, the contract for the Peer Helping Program was distributed and read aloud to all peer helpers (Appendix M). Peer helpers and trainer agreed on the contract and signed it. After signing the contract, a discussion was made regarding the reactions to signing the contract. It was observed that signing this kind of an informal contract enabled the participants to reconsider the importance of their roles as peer helpers.

The basic helping skills were introduced and practiced during the five sessions of the third module. By following "the single skill approach" explained in the previous section, the most basic skill of attending, questioning and encouraging, paraphrasing, reflection of feelings, and summarization were introduced and practiced separately in each of the five sessions. Peer helpers learned and practiced to build the ability to listen to and to understand their peers by using each of the skills at a time.

Two sessions of the fourth module focused on identifying the basic skills and using them in combination. Underlying rationale of this module was that repeated practice is necessary to go beyond understanding the skills, to integrate the skills into one's repertoire as a helper (Hill & O'Brien, 1999). In this session, role played peer helping interviews were arranged and various scenarios of peer related concerns including academic, social and emotional life were portrayed by the role players. The observers were also given an evaluation rating sheet in order to indicate the degree of the effectiveness of the peer helper in each of the basic helping skills, if used, and facilitative conditions that s/he provided on a 5 point scale ranging from "Ineffective (1)" to "Very effective (5)" (Appendix P). At the end of each role-play, the peer

helper was provided with feedbacks and discussion was made regarding the performance of the peer helper.

The advanced helping skills were introduced and practiced during two sessions of the fifth module. The most advanced skill of self-disclosure, confrontation and information giving were introduced and practiced separately in each of the two sessions. Peer helpers learned and practiced to employ the skill of self-disclosure by presenting their personal information or experience relevant to the peer's situation; the skill of information giving by providing alternative perspectives, knowledge and other resources relevant to the peer's need and concern, and the skill of confrontation by clearly identifying the incongruities and discrepancies in behavior, thought, feeling of the peer with a supportive challenge.

The peer helper code of ethics, the limitations of peer helper and the referral process emphasized in the sixth module since an important aspect of a good peer helping program is the development of and utilization of a local "code of conduct" and "ethics" for peer helpers. At the beginning of this session, Code of Ethics and a handout describing limitations and referral procedure (Appendix Q, Appendix R and Appendix A for the NPHA Code of Ethics for Peer Helpers) were distributed to the peer helpers. After reading these materials, discussion was made with respect to specific situations such as suicide, abusement, harassment, etc., by giving special emphasis to making referrals. Each trainee was then given an opportunity to practice a specific scenario on a specific ethical issue.

During two sessions of the seventh module, peer helpers had the opportunity to put all learned peer helping skills into action. The main focus of this module is to learn how to manage a whole peer helping interview. It included the followings; how to begin interview (introducing oneself, explaining the structure of the peer helping process, discussing confidentiality, invitation to talk); how to maintain interview (helping the peer to explore and understand their thoughts, feelings and actions); how to end each session (preparing oneself for leaving the interview, planning the next interview, if any); how to terminate interview (saying goodbye and/or making a referral). Each peer helper performed a 15 minutes-role played peer helping

interview. At the end of each role playing, the peer helper was provided with feedbacks regarding his/her performance. At the end of this module, the contract prepared for Code of Ethics for the Peer Helping Program (Appendix Q) which includes general ethical principles for peer helpers and ethical guidelines for the helping relationship of peer helper and peer helpee was distributed and read aloud to peer helpers. All the peer helpers and the trainer agreed on the contract and signed it. Peer helpers reported once more that they had realized the importance of their responsibilities regarding their roles/duties of being peer helper.

The two sessions of the last module focused on general evaluation and termination of training program. The love bombarding technique, that is, sharing positive thoughts, feelings, and good wishes about each other, was implemented as a closing technique. It was observed that the training group was a cohesive group in which participants have had motives for remaining in the group and share a feeling of belongingness. By the completion of eight and last module, peer helpers were monitored to begin serving as a peer helper for the peer helping service delivery.

As part of the present study, "Peer Helping Training Program-Trainer Manual" was developed aiming at to create an example of structured peer helping training program for the university students. For future details on the training instruction see Appendix N.

3.5.2.2. Personal Growth Workshops

Personal growth workshops were also conducted for the peer helpers as a crucial part of training program. The rational behind the workshops was that the peer helpers must first examine their own personal strengths and weaknesses in order to be effective in helping, and the striving for personal growth would be an ongoing process for peer helpers to help others (Tindall, 1995). Thus, the purpose of the personal growth workshops was to help peer helpers to understand themselves more and to motive them to search for opportunities of self-growth. More specifically, the workshops focused on strengths and potentials of peer helpers to explore themselves more through gaining confidence while helping their peers. Therefore, the workshops

were mainly growth-oriented and focused on the understanding the patterns of thinking, feeling, and behaving. They were conducted during the two weekends of March and each took 5 hours.

3.5.2.3. Specific Issues and Topics

The "specific issues and topics" session of the program was developed based on the results of the need assessment study. The skills to solve problems and to make decisions were taught as thoroughly as possible like any of other skills taught in the program. The purpose was to teach peer helpers problem-solving and decision-making process which in turn, help them to help their peers to make better decisions, and solve their issues constructively, including analyze a situation, look at several alternatives with their benefits and costs, and choose the one for which a person get responsibility. This session also offered a specific reminder about helping process as follows; "Helping is not solving problems or making decisions for a person. Rather, it is helping a person make better decisions or solve problems for himself or herself".

3.5.2.4. Attendance and Participation

Peer helping training group met at one evening in a week between 17:30 and 19:30. The group sessions were held in a seminar room at the faculty. Attendance was 100% at all training sessions except for one, "putting together activity session", where one student was absent due to being injured.

3.5.3. Peer Helping Program Coordinator (Researcher)

All the components and phases of the program were planned, coordinated, and conducted by Peer Helping Program Coordinator (researcher) who is a professional counselor. She has graduated from Counseling and Guidance Program; has received the master degree and has passed PhD qualifying exam in the Department of Educational Sciences, Counseling and Guidance Program at Middle East Technical University (METU). She has had seven years of work experience in METU Counseling Center as a counselor. She has been working as an instructor at

the Ege University, Faculty of Education, Department of Educational Sciences, Guidance and Counseling Program for one year. With these professional experiences, she had the qualifications reported by NPHA Programmatic Standards (Appendix A).

3.5.4. Peer Helping Service Delivery

The announcement of the program was made by a generic label "Peer Helping Program" (Akran Danışmanlığı Programı, in Turkish) based on the recommendation of Myrick and Folk (1999) that a new program should begin with a selected term or name, which describes it, best. With the initials of the Turkish name of the program, A and D, a program logo was created as it appeared on all advertisements, posters, brochures, and other items of the program. Program slogan was also found together with peer helpers and was used to communicate the purpose of the program as illustrated in Figure 3.3 (in Turkish).
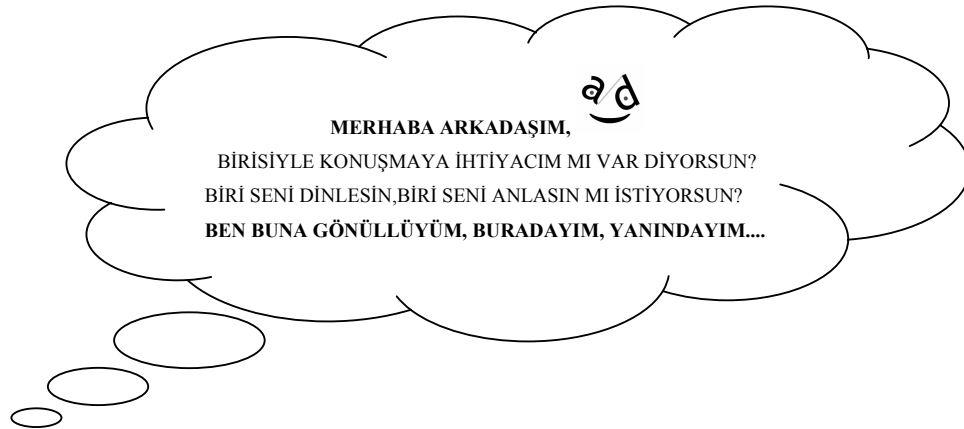
Figure 3.3. Peer Helping Program Logo and Slogan

Moreover, a "Peer Helping Brochure" was developed by the peer helpers under the supervision of the program coordinator to introduce the program to their peers. It addressed the principles of peer helping relationship, the responsibilities of the peer helper, the nature of peer helping interview, and the way to make appointments with the peer helpers (Appendix S). One hundred and fifty brochures were printed and distributed in the faculty. A "Peer Helping Program Board" was also prepared and hanged up to the corridor of the faculty. All the materials

mentioned above were sticked on this board including poster, peer helping brochures, a cardboard covering the photographs of all peer helpers and program coordinator, and the information for making a contact with each peer helper. Besides, a "Peer Helping Program Web Page" was prepared to present current information about the peer helping program from http://egitim.ege.edu.tr/~ad.

In the present study, the format of peer helping program was maintained in one-to-one basis referred in the literature with different names such as one-to-one assistance (ASCA, 2002) and peer as special friends (Myrick & Folk, 1999). With this format, peer helpers began to provide peer helping service to those students who volunteered to attend peer helping program in the faculty. The program continued one and a half month; started at the beginning of May and completed at the end of the spring semester of 2003-2004 academic years. In order to arrange the appointments with peer helpers, at least two peer helpers were made ready to meet the peer helpees (students) in a room available at the faculty building between 11:00-13:00 hours during the week in order to give information about the peer helping program, if needed, and/or arrange peer helping interviews. Since the faculty did not able to provide a room as a peer helping office because of limited physical setting, peer helpers met with peer helpees in variety of setting including classrooms, dormitories, and/or any quite place at the campus. As part of service delivery, it was planned to allow each helper providing peer helping service to at least three peer helpees. However, as it was previously mentioned, time constraints of service delivery prevented some peer helpers to reach this number. Therefore, only one peer helper interviewed 4 peers, four peer helpers interviewed 3 peers, seven peer helpers interviewed 2 peers and three peer helpers interviewed only one peer. At the end of one and a half month service delivery, 33 students/peer helpees received peer helping services. During the termination session, each peer helpee was administered Peer Helping Service Delivery Evaluation Form which was described in detail in Instrumentation section, aiming at evaluating the degree of their satisfaction concerning their peer helper and peer helping service.

3.5.4.1. Supervision of Peer Helpers during Service Delivery

Program coordinator provided ongoing supervision throughout the service delivery process. Each peer helper met individually with the trainer to answer questions, to discuss the issues of common concerns, to receive support, to get help in referring helpees to a professional if necessary, and review procedures for the upcoming peer interview. Group supervision also provided twice a month to provide feedback and to make evaluations among peer helpers.

3.5.5. Administrative Permission and Support

Prior to program implementation, administrative permission and support for the program was obtained from Ege University, Faculty Administration of Education by explaining the rationale, goals, and the overall research design of the study. In the present study, gaining permission and support helped the researcher (a) to get recommendation from faculty academic staff to nominate students for the program and (b) to regulate the available places in the faculty for both training program for the peer helpers and service delivery.

3.6. Data Analysis

The data obtained from the study were analyzed in several steps by following the three phases of the study.

As it was mentioned in the research questions section of this study, the need assessment phase of the study included three research questions. In understanding the student preferences of peer helpers among the other helping agents, the mean ranks assigned to the each group of persons were calculated and then to test the differences in the ranking of persons, Friedman ANOVA by ranks was performed. As for the second question of this part, i.e., students' preferences of helping styles in receiving help were examined by factor analysis. Finally, the third question of this part, i.e., the

students' reactions to the peer helping program were also examined through applying descriptive statistics.

A diagram of experimental design used in the second phase of the study is as follows.

The Randomized Pretest-Posttest Control Group Design with Follow-up test, Using Matched Subjects

Experimental Group O M_r X_1 O O

Control Group O M_r X_2 O O

The effectiveness of peer helping training program on the helping skills (communication, empathic, and reflection skills) and the self-growth (self-esteem and self-acceptance) of peer helpers, as for the experimental phase of the study, was examined through employing a series of 2 (experimental-control groups) X 3 (pre-post-follow up tests) repeated measures analysis of variance (ANOVA) by controlling the basic assumptions for the repeated measures ANOVA in the present study. Where the pretest comparison between the experimental and the control groups was found to be significant, an analysis of covariance (ANCOVA) using pre-test as covariate was employed by controlling the basic assumptions for the ANCOVA in the present study.

Repeated Measures analysis applies to situations where the same measurement is made multiple times on each subject or case. To use the repeated measures analysis-of-variance technique, two types of factors are defined in the model; between-subjects factors and within-subjects factors. A between-subjects factor is any factor that divides the sample of subjects or cases into discrete subgroups while a within-subjects factor is any factor that distinguishes measurements made on the same subjects or case rather than distinguishing different subjects or cases. In the analysis of this study, the factor *group* is a between-subjects factor, and the factor *time* is a within-subjects factor. For repeated measures analysis, the results for testing the effects of both the between-subjects factors and the within-subjects factors in the model from a multivariate approach and a univariate approach

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are both provided. In this study, the univariate approach was used. The univariate assumption is that the measurements are sampled from a multivariate normal distribution, and the variance-covariance matrices are the same across the cells formed by the between-subjects effects. In checking assumptions, the Mauchly test of sphericity tests was used. If the sphericity could be assumed, Sphericity Assumed was used to evaluate the significance of the F test with the original degrees of freedom. However, if the sphericity could not be assumed, an adjustment value, called epsilon, was used in order to multiply the numerator and denominator degrees of freedom in the F test, and then, to evaluate the significance of the F test with the new degrees of freedom. One of the more commonly used correction formulas, the Huynh-Feldt Epsilon was used in the present study. Moreover, the significant main effects and interaction effect were further analyzed by pairwise comparisons using the Bonferroni adjustment for multiple comparisons (SPSS 7,5 Advanced Statistics, n.d.).

Lastly, in the evaluation phase of the study, responses of the peer helpers and the peer helpees to the evaluation forms were reported. The purpose was to present a holistic picture of the peer helping program through the perceptions of peer helpers and peer helpees. It also offered researcher as a way to reach and in-depth understanding of reflections of them to the peer helping program. A qualitative analysis was carried out based on the answers to open-ended questions asked to both the peer helpers and the peer helpees through evaluation forms. The responses to the questions were content analyzed. With content analysis, the qualitative data were defined and the hidden information in data was revealed (Yıldırım & Şimşek, 2000). The data, which were related in content, was grouped under some concepts and themes and interpreted for the readers. Moreover, quantitative data gathered from evaluations forms were also examined through applying descriptive statistics.

All the analyses were carried out by using Statistical Package for Social Sciences (SPSS) programs for Windows 10.0 software.

CHAPTER IV

RESULTS

In this chapter, the results of the study are presented by following the three phases of the present study. The first section includes the results of the need assessment phase of the study. In the second section, results of the experimental phase of the study regarding the effect of the peer helping training program on the helping skills and the self-growth of the peer helpers are presented. The third section displays the findings of evaluation phase of the study obtained from the evaluation forms that were given both to the peer helpers and the peer helpees in order to evaluate peer helping program.

4.1. Results of the Need Assessment Phase of the Study

The results of the need assessment phase of the study are presented based on the three sub-questions of the first research question regarding the students' (1) order of preferences of helping agents, (2) ratings of preferences of helping styles in receiving help, and (3) reactions to peer helping program in terms of their (a) beliefs of its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics that they ask for help.

4.1.1. Results Regarding the Students' Order of Preferences of Helping Agents

Students were presented with eight categories of persons (e.g. friends, parents, peer helper, helping professional) and asked to rank the order of their preferences of peer helper among other helping agents. In understanding the students' preferences of helpers, the nonparametric statistical technique was used because of the ordinal level of measurement. For this purpose, the mean ranks

assigned to the each group of persons (parents, same-sex friend, opposite-sex friend, acquaintance, relatives, academic advisor, peer helper, helping professional, i.e., counselor, psychologist, psychiatrist) were calculated. In testing the differences in the ranking of persons, Friedman ANOVA by ranks was performed. Table 4.1 presents the mean ranks assigned to the eight categories of persons. Low rank numbers indicate high preference.

Table 4.1. Mean Ranks of Students' Preferences of Helping Agents

Helping Agents	Mean Rank	Rank
Parents	2.84	2
Same-Sex Friend	2.33	1
Opposite-Sex Friend	4.73	3
Acquaintance	5.28	4
Relatives	5.91	7
Academic Advisor	6.02	8
Peer Helper	5.58	5
Helping Professional (Counselor, Psychologist, Psychiatrist)	5.60	6

* Low rank numbers indicate high preference

As seen in Table 4.1, mean ranks regarding the students' preferences of helpers, from the highest preference to the lowest one, were 2.33 for same-sex friend, 2.84 for parents, 4.73 for opposite-sex friend, 5.28 for acquaintance, 5.58 for peer helper, 5.60 for helping professional, 5.91 for relatives, and 6.02 for academic advisor. The result of Friedman test was significant, χ^2 (8, N = 316) = 779.22, p = .000. The Kendall coefficient of concordance of .30 indicated fairly strong differences among 8 categories. Follow-up pairwise comparisons were conducted using a Wilcoxon test and controlling the Type I errors across these comparisons at the .05 level using the LSD procedure in order to evaluate comparisons between the pairs of the mean ranks of helping agents. The results revealed significant differences between the pairs of the mean ranks of helping agents as shown in Table 4.2.

Table 4.2. The Results of the Wilcoxon Follow-Up Tests for Helping Agents

Helping Agents	Parent	SS.friend	OS.friend	Acquain	Relative	Advisor	Peer Helper	Professi.
Parent	-	-3.269**	-8.974**	-11.403**	-13.504**	-12.919**	-12.027**	-11.335**
SS.friend	-	-	-12.586**	-13.683**	-14.245**	-13.481**	-13.414**	-12.169**
OS.friend	-	-	-	-3.239**	-6.170**	-7.008**	-4.941**	-4.100**
Acquain.	-	-	-	-	-4.051**	-4.347**	-2.075*	-.907
Relative	-	-	-	-	-	-.963	-1.815	-1.694
Advisor	-	-	-	-	-	-	-3.332**	-3.121**
Peer Helper	-	-	-	-	-	-	-	-.413
Professi.	-	-	-	-	-	-	-	-

**p < .01, *p < .05

As seen in Table 4.2, there were significant differences between the pairs of the mean ranks of the helping agents (z scores changed between z = -2.075 and z = -14.245, p < .01 except for the pairs of mean ranks between acquaintance and helping professional [z = -.907, p > .05]; between relatives and academic advisor, peer helper, and helping professional [z = -.963; z = -1.815 and z = -1.694 p > .05, respectively]; and between helping professional and peer helper [z = -.413, p > .05]).

The box plot of the non-ranked categories of the agents of helper is also illustrated in Figure 4.1.
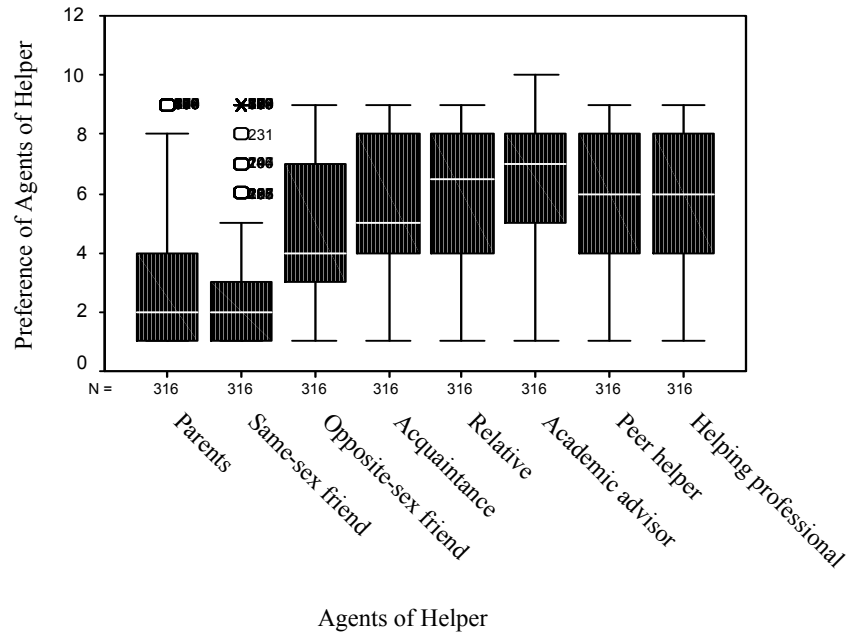
Figure 4.1. The Box Plot of Non-Ranked Categories of Agents of Helper

4.1.2. Results Regarding the Students' Degree of Preferences of Helping Styles

Students were asked to rate each of the 13 types of helping styles (HS) on a 5-point Likert type scale ranging from "not prefer at all (1)" to "prefer very much (5)". The means and standard deviations of the 13 types of helping styles are presented in Table 4.3.

Table 4.3. Means and Standard Deviations of the Types of Helping Styles

Types of Helping Styles	M	SD
Advice giving	2.05	1.1
Solution finding	3.86	1.1
Giving suggestion	4.33	0.9
Consoling	1.76	1.1
Comforting	4.02	1.1
Showing different alternatives	4.59	0.6
Interpreting and analyzing	3.98	1.1
Reassuring, sharing and supporting	4.52	0.8
Giving examples from own life	3.36	1.2
Giving examples from others' life	3.23	1.3
Active listening	4.32	0.9
Nonjudgmental understanding	4.31	1.1
Seeking alternatives	4.50	0.8

As shown in Table 4.3, mean scores regarding the students' preferences of types of helping styles were 2.05 for advice giving, 3.86 for finding solution, 4.33 for giving suggestion, 1.76 for consoling, 4.02 for comforting, 4.59 for showing different alternatives, 3.98 for interpreting and analyzing, 4.52 for reassuring, sharing and supporting, 3.36 for giving examples from own life, 3.23 for giving examples from others' life, 4.32 for active listening, 4.31 for nonjudgmental understanding, and 4.50 for seeking alternatives with the standard deviations of 1.1, 1.1, 0.9, 1.1, 1.1, 0.6, 1.1, 0.8, 1.2, 1.3, 0.9, 1.1, and 0.8, respectively.

Ratings for the helping styles of showing different alternatives; reassuring, sharing and supporting; seeking alternatives with you; giving suggestion; active listening; nonjudgmental understanding, comforting, finding solution, and interpreting and analyzing were found to be skewed toward "*prefer very much*". For the helping styles of giving examples from own life and giving examples from others' life were bipolar either "*prefer very much*" or "*not prefer at all*". However,

ratings for the helping styles of consoling and advice giving were found to be skewed toward *"not prefer at all"*.

The box plot of the students' preferences of the types of helping styles is illustrated in Figure 4.2.
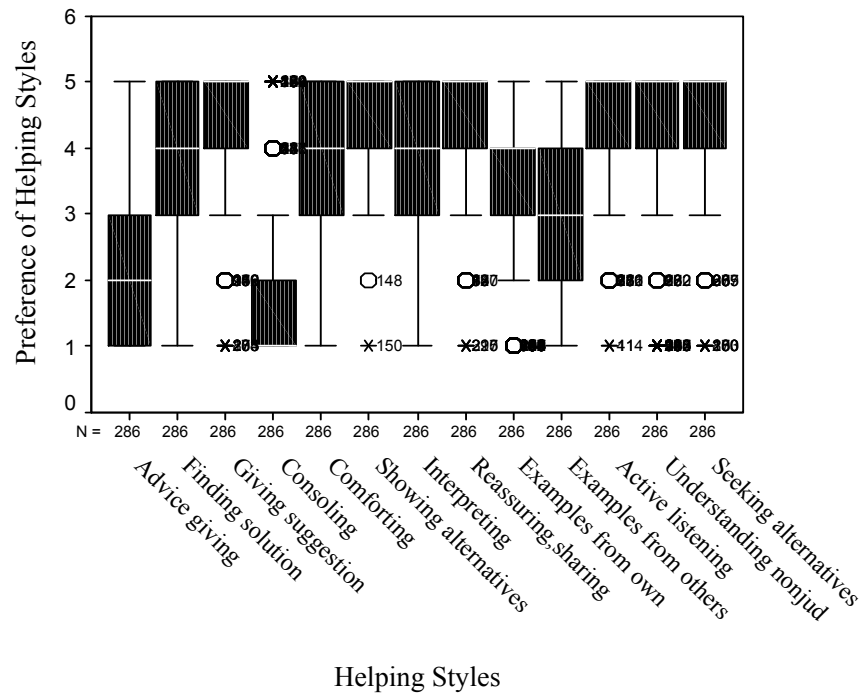
Figure 4.2. The Box Plot of the Students' Preferences of the Types of Helping Styles

4.1.2.1. Factor Analysis of the Types of Helping Styles

In order to examine the factor structures of the 13 types of helping styles in the sample of the need assessment phase of the study, principal component analysis with Varimax rotation was conducted by employing an eigenvalue of 1.00 as the criterion. Results of the analysis yielded 4 factors, which explained 55.79 % of the total variance. The first factor accounted for 26.14 % of the total variance, the second factor accounted for 11.82% of the total variance while the third and fourth factors accounted for 9.45 % and 8.38 %, respectively. The composition of

the factors, the factor loadings and the communalities of the 13 types of helping styles were presented in Table 4.4.

Table 4.4. The Composition of the Factors, the Factor Loadings and the Communalities of the 13 Types of Helping Styles

Item No	Factor 1	Factor 2	Factor 3	Factor 4	Communalities
12	**.736**	.031	.138	-.092	.570
8	**.679**	.043	.015	.057	.466
13	**.595**	.324	.090	-.090	.476
11	**.570**	.153	.207	.020	.392
5	**.546**	.149	.011	.513	.583
3	.262	**.725**	.038	.020	.596
7	.008	**.650**	.322	.030	.528
2	.057	**.602**	-.130	.118	.396
6	.404	**.515**	.243	-.070	.493
10	.153	.073	**.858**	.067	.770
9	.186	.075	**.848**	.137	.778
4	-.296	-.063	.076	**.851**	.735
1	.021	.291	.205	**.509**	.473

As seen in Table 4.4, first factor included five helping styles, namely, (1) nonjudgmental understanding, (2) reassuring, sharing and supporting, (3) seeking alternatives with you, (4) active listening, and (5) comforting. Second factor consisted of four helping styles, namely, (1) giving suggestion, (2) interpreting and analyzing, (3) solution finding, and (4) showing different alternatives. Third factor consisted of two helping styles, namely, (1) giving examples from own life and (2) giving examples from others' life. Finally, fourth factor included two helping styles, namely, (1) consoling and (2) advice giving.

Considering the item compositions of helping styles within the factors, factor 1 can be labeled as *"non-directive helping style"* or *"empathic responses"* while factor 2 can be named as *"directive helping styles"* or *"instrumental responses"*. Factor 3 apparently implies *"self-disclosure"*. Factor 4 consists of helping styles that can be considered as *"non-helpful styles"* or *"communication blocks"*.

4.1.3. Results Regarding the Students' Reactions to Peer Helping Program

In this part, first, a brief introduction was given about the peer helping program and then, the students were asked to rate three 5-point Likert type scale items in order to assess their reactions to peer helping program in terms of their (a) beliefs about its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics they ask help such as academic, personal, career, interpersonal areas. Table 4.5 presents the means and standard deviations of the students' reactions to peer helping program with respect to each item.

Table 4.5. Means and Standard Deviations of the Students' Reactions to the Peer Helping Program

Reactions to Peer Helping Program	M	SD
Beliefs of its helpfulness	3.51	0.9
Willingness to apply	3.31	0.8
Preference of academic topics	3.73	1.1
Preference of personal topics	3.01	1.3
Preference of career topics	4.11	1.0
Preference of interpersonal relationships topics	3.47	1.3

As shown in Table 4.5, mean scores of the first two items were 3.51 for beliefs of program's helpfulness, 3.31 for willingness to apply to the program while mean scores of the preferences of the areas of topics were 3.73 for the academic topics, 3.01 for the personal topics, 4.11 for the career topics, and 3.47 for the

interpersonal relationships topics. Standard deviations of these items were 0.9, 0.8, 1.1, 1.3, 1.0, and 1.3, respectively.

Ratings for students' beliefs of program's helpfulness and their willingness to apply to the program were found to be skewed toward "*applying to program*". For their preferences of the areas of career, academic, and interpersonal relationships topics were found to be skewed toward "*wanting to get help very much*". However, ratings for their preferences of the areas of personal topics were bipolar (or symmetrical) either "*not wanting to get help at all*" or "*wanting to get help very much*".

The box plot of the students' reactions to the peer helping program is illustrated in Figure 4.3.
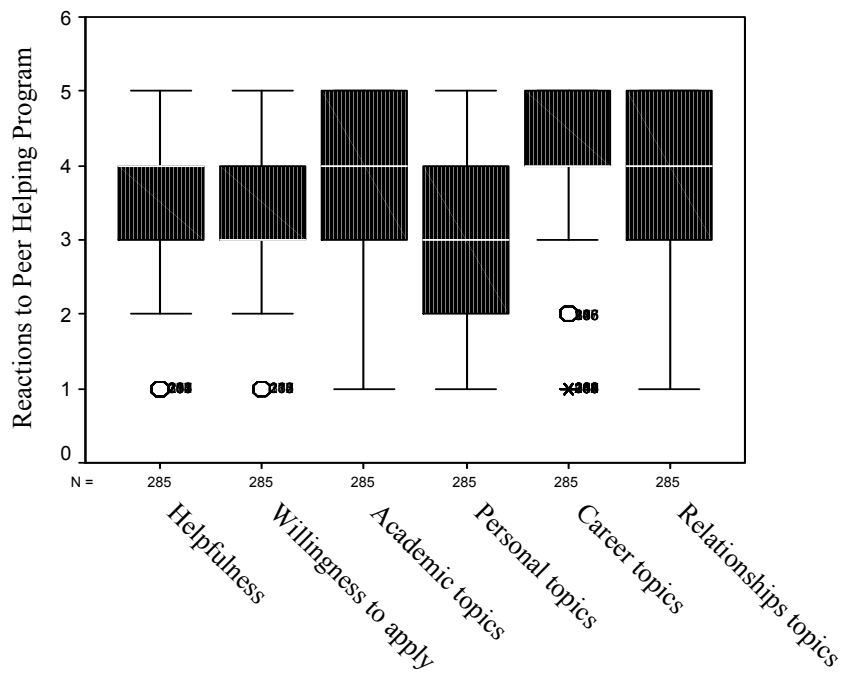
Figure 4.3. The Box Plot of the Students' Reactions to the Peer Helping Program

4.2. Results of the Experimental Phase of the Study

In order to investigate the effect of the peer helping training program on the helping skills and the self-growth of the peer helpers, a pre-test post-test control group experimental design study was carried out with a sample of 31 participants (15 experimental group and 16 control group). The participants also administered six-month follow-up test to gain more insight into the long-term effects of peer helping training program. In order to analyze the data, a series of 2 (experimental-control groups) X 3 (pre-post-follow up measurements) repeated measures analysis of variance (ANOVA) was employed by controlling the basic assumptions of the repeated measures ANOVA in the present study. Where the pretest comparison between the experimental and the control groups was found to be significant, an analysis of covariance (ANCOVA) using pre-test as covariate was also employed by controlling the basic assumptions of the ANCOVA in the present study.

In this phase of the study, two groups of instruments were used; one for measuring the helping skills and the other for assessing the self-growth of participants. The instruments, namely Communication Skills Evaluation Scale (CSES), Empathic Skill Scale-B Form (ESS-B), Reflection Skills Evaluation Form (RSEF) were used to measure helping skills of participants. Rosenberg Self-Esteem Scale (RSS) and Self-Acceptance Inventory (SAI) were also used to measure the self-growth of the participants.

The results of the experimental phase of the study are presented in three sub-sections. First, the comparison of the pre-test scores of CSES, ESS-B, RSEF, RSS, and SAI of the experimental and the control group participants before training is presented. The second subsection displays the results related to the effect of peer helping training program on the helping skills of peer helpers. Finally, the results related to the effect of peer helping training program on the self-growth of peer helpers are presented in the third subsection.

4.2.1. Results Related to the Comparison of the Pretest Scores of the Instruments of the Experimental and the Control Groups

Prior to the assessment of the effectiveness of the peer helping training program, t-test procedures were performed on the pretest scores of the total participants of the experimental and the control groups for the purpose of ensuring the equivalence of the mean scores of CSES, ESS-B, RSEF, RSS, and SAI. The means and standard deviations of CSES, ESS-B, RSEF, RSS, and SAI along with the t-test comparisons are presented in Table 4.6.

Table 4.6. Pre-test Scores of CSES, ESS-B, RSEF, RSS, and SAI of the Participants of the Experimental and the Control Groups

Scales	Experimental Group		Control Group			
	M	SD	M	SD	t	p
CSES	104.1	8.2	107.0	6.1	-1.138	.265
ESS-B	164.5	32.3	147.0	24.5	1.702	.946
RSEF	8.4	4.4	5.6	1.3	2.428	.022*
RSS	32.2	2.8	32.1	3.3	.068	.099
SAI	171.1	27.4	173.2	26.4	-.219	.828

* $p < .05$

As seen in Table 4.6, experimental and control groups did not differ significantly on the pretest measures of CSES, ESS-B, RSS, and SAI (t = -1.138, 1.702, .068, and -.219, respectively, p > .05). However, experimental and control groups differed significantly on the pretest measure of RSEF (t (29) = 2.428, p < .05). Therefore, an analysis of covariance (ANCOVA) using pre-test measure as covariate was conducted to assess the differences between experimental and control groups in terms of their post-test, and follow-up test of RSEF.

4.2.2. Results Related to the Effect of Peer Helping Training Program on the Helping Skills of the Peer Helpers

In order to investigate the effect of the peer helping training program on the helping skills of peer helpers, the instruments, namely Communication Skills Evaluation Scale (CSES), Empathic Skill Scale-B Form (ESS-B), Reflection Skills Evaluation Form (RSEF) were used.

4.2.2.1. Results Regarding Communication Skills

The means, standard deviations of the pre-test, post-test, and follow up test scores of Communication Skills Evaluation Scale (CSES) for the experimental and the control groups are presented in Table 4.7.

Table 4.7. Means and Standard Deviations of the Pre-Test, Post-Test, and Follow-Up Test Scores of CSES for the Experimental and the Control Groups

Groups	Test	N	M	SD
Experimental	Pre-Test	15	104.1	8.2
	Post-Test	15	106.3	8.0
	Follow-Up Test	15	108.0	7.9
Control	Pre-Test	16	107.0	6.1
	Post-Test	16	102.7	11.2
	Follow-Up Test	16	106.7	8.9

As can be seen from Table 4.7, the pre-test, post-test, and follow up test mean scores of CSES for the experimental group were 104.1, 106.3, and 108.0 with the standard deviations of 8.2, 8.0, and 7.9, respectively. The control group's pre-test, post-test, and follow up test mean scores of CSES were 107.0, 102.7, and 106.7 with the standard deviations of 6.1, 11.2, and 8.9, respectively.

Table 4.8 presents the results of the repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the CSES for the experimental and the control groups.

As seen in Table 4.8, there was neither a significant main effect for time (F = 2.133, p > .05), nor a significant main effect for group (F = .067, p > .05). There was also no significant interaction effect of time X group (F = 2.882, p > .05), indicating that there was no significant difference between experimental and control groups across pre-test, post-test and follow-up test scores of CSES.

Table 4.8. The Results of the Repeated Measures ANOVA for Pre-test, Post-test and Follow Up Test Scores of the CSES for the Experimental and the Control Groups

SOURCE	SS	df	MS	F	Sig.	η^2
Between-Subjects	346614.452	1	346614.452			
Group (Exp.-Control)	3.527	1	3.527	.067	.798	.00
Error	1533.261	29	52.871			
Within-Subjects						
Time (Pre-Post-Follow)	127.502	2	63.751	2.133	.128	.07
Time X Group	172.276	2	86.138	2.882	.064	.09
Error	1733.358	58	29.885			

The profile plot of pre-test, post-test and follow up test mean scores of CSES for the experimental and the control groups is illustrated in Figure 4.4.
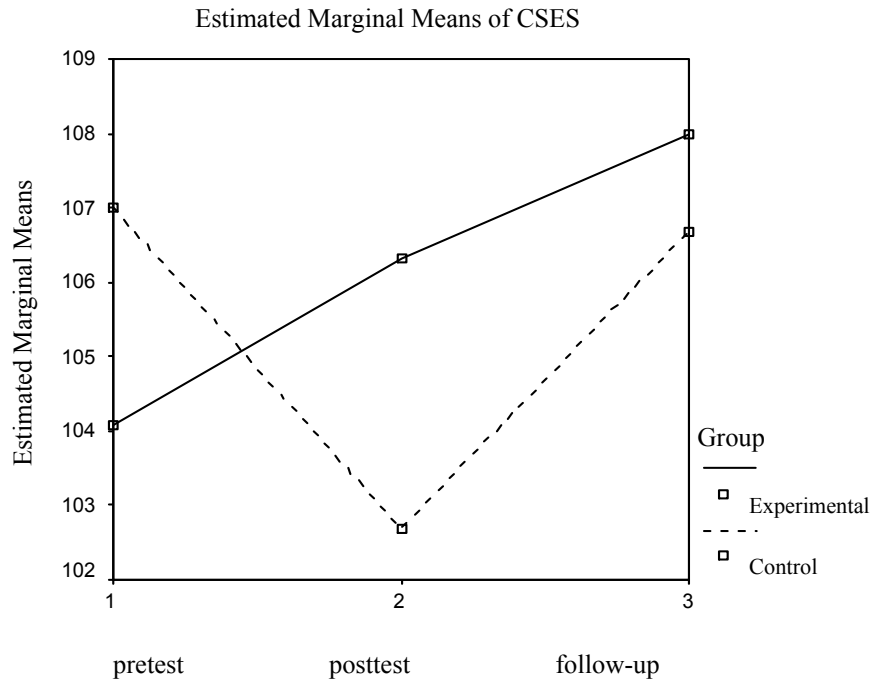
Figure 4.4. The Profile Plot of Pre-Test, Post-Test and Follow-up Test Mean Scores of CSES for the Experimental and the Control Groups

4.2.2.2. Results Regarding Empathic Skills

The means, standard deviations of the pre-test, post-test, and follow up test scores of Empathic Skill Scale-B Form (ESS-B) for the experimental and the control groups are presented in Table 4.9.

Table 4.9. Means and Standard Deviations of the Pre-Test, Post-Test, and Follow-Up Test Scores of ESS-B for the Experimental and the Control Groups

Groups	Test	N	M	SD
Experimental	Pre-Test	15	164.5	32.3
	Post-Test	15	200.7	11.7
	Follow-Up Test	15	205.7	9.9
Control	Pre-Test	16	147.0	24.5
	Post-Test	16	162.1	40.6
	Follow-Up Test	16	177.1	37.7

As shown in Table 4.9, the pre-test, post-test, and follow up test mean scores of ESS-B of the experimental group were 164.5, 200.7, and 205.7 with the standard deviations of 32.3, 11.7, and 9.9, respectively. The control group's pre-test, post-test, and follow up test mean scores of ESS-B were 147.0, 162.1, and 177.1 with the standard deviations of 24.5, 40.6, 37.7, respectively.

Table 4.10 presents the results of the repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the Empathic Skill Scale-B Form (ESS-B) for the experimental and the control groups.

Table 4.10. The Results of the Repeated Measures ANOVA for Pre-test, Post-test and Follow Up Test Scores of the ESS-B for the Experimental and the Control Groups

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SOURCE	SS	Df	MS	F	Sig.	η^2
Between-Subjects	961294.156	1	961294.156			
Group (Exp.-Control)	6177.941	1	6177.941	11.011	.002**	.28
Error	16270.597	29	561.055			
Within-Subjects						
Time (Pre-Post-Follow)	20990.858	1.558	13470.830	25.227	.000**	.47
Time X Group	1741.954	1.558	1117.895	2.093	.145	.07
Error	24130.497	29.000	832.086			

* p < .05, **p < .01

In this measurement, the sphericity assumption was not met, W (2) = .620, p < .01, so the Huynh-Feldt correction was applied. As seen in Table 4.10, the results yielded both significant main effect for time (F = 25.227, p < .01, η^2 = .47), and significant main effect for group (F = 11.011, p < .01, η^2 = .26), indicating that there was a significant difference between experimental and control groups in the pre-test, post-test and follow-up test scores of ESS-B. However, there was no significant interaction effect of time X group (F = 2.093, p > .05).

The significant main effects of time were further analyzed by pairwise comparisons using the Bonferroni adjustment for multiple comparisons. For the experimental group participants, there was a significant increase in the ESS-B scores from pretest (M = 164.5, SD = 32.3) to the posttest (M = 200.7, SD = 11.8, p < .01, η^2 = .63), and from the pretest (M = 164.5, SD = 32.3) to the follow-up test (M = 205.7, SD = 9.9, p < .01, η^2 = .66), but there was no difference between the posttest and the follow-up test. For the control group participants, there was a significant increase in the ESS-B scores from pretest (M = 147, SD = 24.5) to the follow-up test (M = 177.1, SD = 37.7, p < .01, η^2 = .41), and from the posttest (M = 162.1, SD =

40.6) to the follow-up test (M = 177.1, SD = 37.7, p < .01, η^2 = .33), but there was no difference between the pretest and posttest.

Although a significant increase was observed for the control group participants with the length of time, based on the means in Table 4.9, the profile plot in Figure 4.5, and the effect sizes reported above for both groups, it was evident that for all time periods, the experimental group participants had higher scores on the measure of ESS-B than the control group participants. In other words, the results showed that peer helping training program was effective on improving the empathic skills of the experimental group participants as compared to the control group participants.

The profile plot of pre-test, post-test and follow up test mean scores of ESS-B for the experimental and the control groups is illustrated in Figure 4.5.
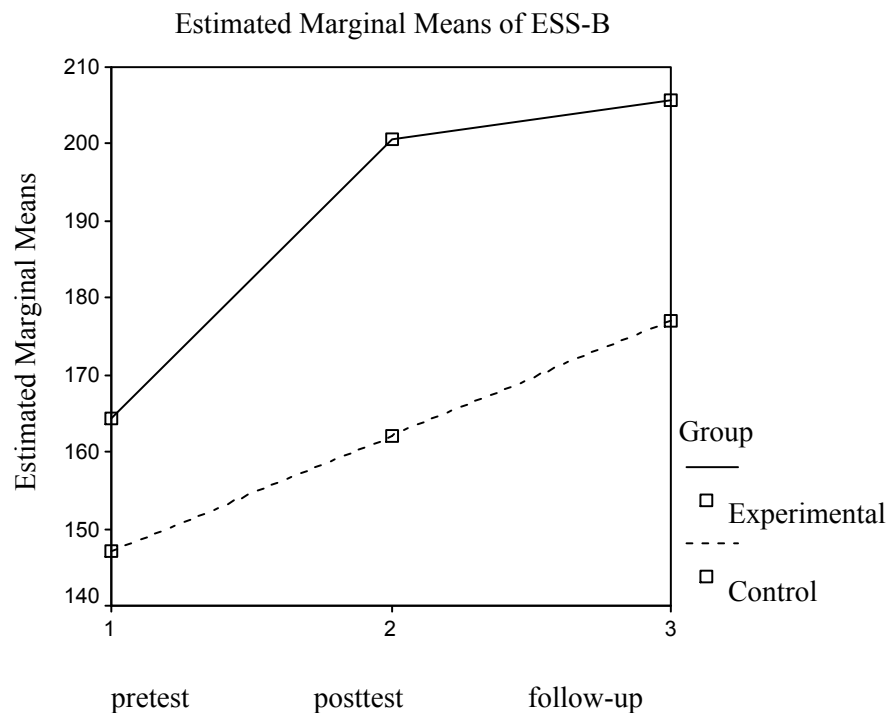
Figure 4.5. The Profile Plot of Pre-Test, Post-Test and Follow Up Test Mean Scores of ESS-B for the Experimental and the Control Groups

4.2.2.3. Results Regarding Reflection Skills

The means, standard deviations of the pre-test, post-test, and follow up test scores of Reflection Skills Evaluation Form (RSEF) for the experimental and the control groups are presented in Table 4.11.

Table 4.11. Means and Standard Deviations of the Pre-Test, Post-Test, and Follow-Up Test Scores of RSEF for the Experimental and the Control Groups

Groups	Test	N	M	SD
Experimental	Pre-Test	15	8.4	4.4
	Post-Test	15	20.0	1.5
	Follow-Up Test	15	20.3	1.4
Control	Pre-Test	16	5.6	1.3
	Post-Test	16	9.7	4.8
	Follow-Up Test	16	12.0	5.8

As seen in Table 4.11, the pre-test, post-test, and follow up test mean scores of RSEF for the experimental group were 8.4, 20.0, and 20.3 with the standard deviations of 4.4, 1.5, and 1.4, respectively. The control group's pre-test, post-test, and follow up test mean scores of RSEF were 5.6, 9.7, and 12.0 with the standard deviations of 1.3,.4.8, and 5.8, respectively.

Since experimental and control groups differed significantly on the pretest measure of RSEF (t (29) = 2.428, $p < .05$), an analysis of covariance (ANCOVA) using pre-test measure as covariate was conducted to assess the differences between experimental and control groups in terms of their post-test, and follow-up test measures of RSEF by controlling the basic assumptions for the ANCOVA. Before conducting ANCOVA, a preliminary analysis evaluating the homogeneity-of-slopes assumption indicated that the relationship between the covariate and the dependent variables did not differ significantly as a function of the independent variable, (F (1,27) = 3.624, MSE = 25.04, $p > .05$, $\eta^2 = .12$).

Table 4.12 presents the results of the analysis of covariance (ANCOVA) using the pretest as covariate on the post-test and follow up test scores of the RSEF for the experimental and the control groups.

Table 4.12. The Results of the Repeated Measures ANCOVA for Post-Test and Follow-Up Test Scores of the RSEF for the Experimental and the Control Groups Using the Pre-Test as Covariate

SOURCE	SS	Df	MS	F	Sig.	η^2
Between-Subjects	2041.959	1	2041.959			
Group (Exp.-Control)	999.742	1	999.742	36.498	.00**	.57
Error	766.961	28	27.391			
Within-Subjects						
Time (Post-Follow)	5.436	1.000	5.436	1.311	.26	.05
Time X Pretest	.102	1	.102	.025	.88	.00
Time X Group	12.520	1.000	12.520	3.020	.09	.09
Error	116.084	28.000	4.146			

* p < .05, **p < .01

In this measurement, the sphericity assumption was not met, W (0) = 1.000, p < .01, so the Huynh-Feldt correction was applied. As shown in Table 4.12, there was no significant main effect for time (F = 1.311, p > .05), and no significant interaction effect of time X group (F = 3.020, p > .05), but there was a significant main effect for group (F = 36.498, p < .01, η^2 = .57), indicating that there was a significant difference between the experimental and the control groups on the scores of RSEF.

Based on the means in Table 4.11, the profile plot in Figure 4.6, and the effect sizes reported above for the group main effect, it was evident that the experimental group participants had higher scores on the measure of RSEF than the control group participants. In other words, peer helping training program was

effective on improving the helping skills of the experimental group participants as compared to the control group participants.

The profile plot of pre-test, post-test and follow up test mean scores of RSEF for the experimental and the control groups is illustrated in Figure 4.6.

Estimated Marginal Means of RSEF
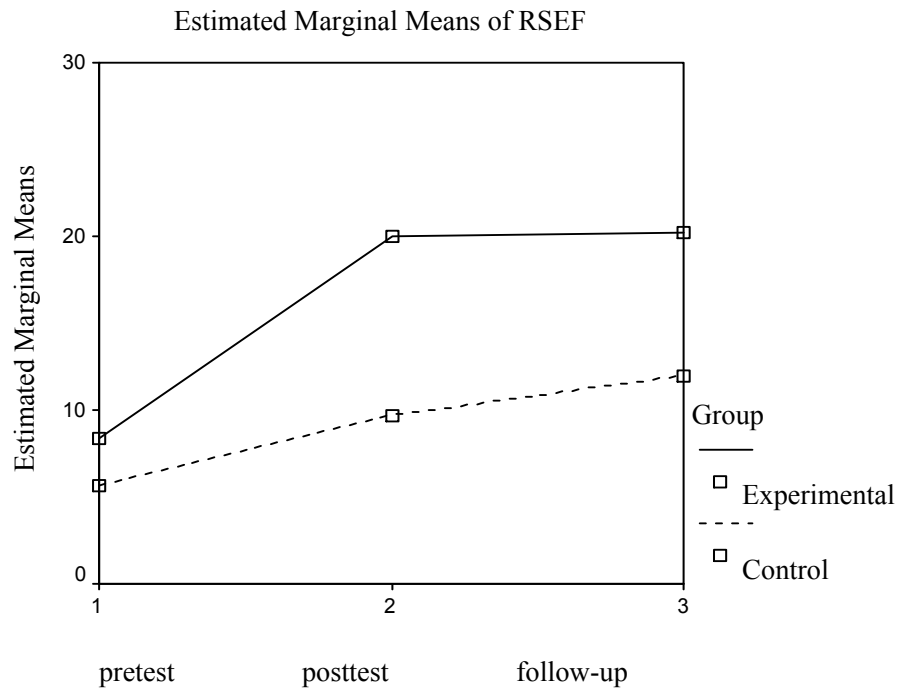
Figure 4.6. The Profile Plot of Pre-Test, Post-Test and Follow Up Test Mean Scores of RSEF for the Experimental and the Control Groups

4.2.3. Results Related to the Effect of Peer Helping Training Program on the Self-Growth of the Peer Helpers

In order to investigate the effect of the peer helping training program on the self-growth of the peer helpers, the instruments, namely, Rosenberg Self-Esteem Scale (RSS) and Self-Acceptance Inventory (SAI) were used.

4.2.3.1. Results Regarding Self-Esteem

The means, standard deviations of the pre-test, post-test, and follow up test scores of Rosenberg Self-Esteem Scale (RSS) for the experimental and the control groups are presented in Table 4.13.

Table 4.13. Means and Standard Deviations of the Pre-Test, Post-Test, and Follow-Up Test Scores of RSS for the Experimental and the Control Groups

Groups	Test	N	M	SD
Experimental	Pre-Test	15	32.2	2.8
	Post-Test	15	33.7	4.3
	Follow-Up Test	15	35.3	4.0
Control	Pre-Test	16	32.1	3.3
	Post-Test	16	32.4	2.9
	Follow-Up Test	16	34.1	3.3

As seen in Table 4.13, the pre-test, post-test, and follow up test mean scores of RSS of the experimental group were 32.2, 33.7, and 35.3 with the standard deviations of 2.8, 4.3, and 4.0, respectively. The control group's pre-test, post-test, and follow up test mean scores of RSS were 32.1, 32.4, and 34.1 with the standard deviations of 3.3, 2.9, and 3.3, respectively.

The results of repeated measures of variance for pre-test, post-test and follow up test scores of the RSS for the experimental and the control groups are presented in Table 4.14.

As seen in Table 4.14, there was no significant main effect for group (F = .868, p > .05), and no significant interaction effect of time X group (F = .500, p > .05), but there was a significant main effect for time (F = 6.895, p < .01, $\eta^2 = .19$).

Table 4.14. The Results of the Repeated Measures ANOVA for Pre-test, Post-test and Follow Up Test Scores of the RSS for the Experimental and the Control Groups

SOURCE	SS	df	MS	F	Sig.	η^2
Between-Subjects	34371.336	1	34371.336			
Group (Exp.-Control)	6.003	1	6.003	.868	.359	.03
Error	200.520	29	6.914			
Within-Subjects						
Time (Pre-Post-Follow)	105.171	2	52.586	6.895	.002**	.19
Time X Group	7.623	2	3.811	.500	.609	.02
Error	442.356	58	7.627			

*p < .05, ** p < .01

The significant main effects of time were further analyzed by pairwise comparisons using the Bonferroni adjustment for multiple comparisons. For the experimental group participants, there was a significant increase in the RSS scores from pretest (M = 32.2, SD = 2.8) to the follow-up test (M = 35.3, SD = 4.0, p < .05, η^2 = .44), but there was no difference between pretest and posttest, and posttest and the follow-up test. For the control group participants, there was no significant difference on time periods.

In conclusion, based on the means in Table 4.13, the profile plot in Figure 4.7, and the effect size reported above for the experimental group, there was a significant increase in the experimental group participants' self-esteem scores from the pre-test and the follow-up test, which can be attributed to the training.

The profile plot of pre-test, post-test and follow up test mean scores of RSS for the experimental and the control groups is illustrated in Figure 4.7.

Estimated Marginal Means of RSS
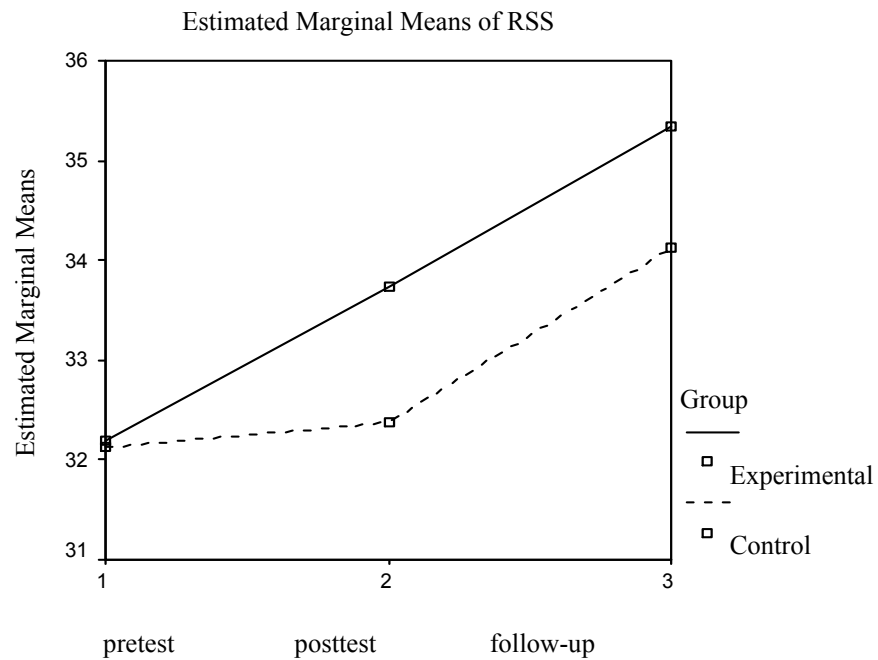
Figure 4.7. The Profile Plot of Pre-Test, Post-Test and Follow Up Test Mean Scores of RSS for the Experimental and the Control Groups

4.2.3.2. Results Regarding Self-Acceptance

Table 4.15 presents means and standard deviations of the pre-test, post-test, and follow up test scores of Self-Acceptance Inventory (SAI) for the experimental and the control groups.

As shown in Table 4.15, the pre-test, post-test, and follow up test mean scores of SAI of the experimental group were 171.1, 193.1, and 191.4 with the standard deviations of 27.4, 28.9, and 38.5, respectively. The control group's pre-test, post-test, and follow up test mean scores of SAI were 173.2, 168.8, and 183.9 with the standard deviations of 26.4, 29.1, and 32.4, respectively.

Table 4.15. Means and Standard Deviations of the Pre-Test, Post-Test, and Follow-Up Test Scores of SAI for the Experimental and the Control Groups

Groups	Test	n	M	SD
Experimental	Pre-Test	15	171.1	27.4
	Post-Test	15	193.1	28.9
	Follow-Up Test	15	191.4	38.5
Control	Pre-Test	16	173.2	26.4
	Post-Test	16	168.8	29.1
	Follow-Up Test	16	183.9	32.4

Table 4.16 presents the results of the repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the Self-Acceptance Inventory (SAI) for the experimental and the control groups.

Table 4.16. The Results of the Repeated Measures ANOVA for Pre-test, Post-test and Follow Up Test Scores of the SAI for the Experimental and the Control Groups

SOURCE	SS	df	MS	F	Sig.	η^2
Between-Subjects	1005981.071	1	1005981.071			
Group (Exp.-Control)	763.265	1	763.265	1.106	.302	.04
Error	20011.782	29	690.061			
Within-Subjects						
Time (Pre-Post-Follow)	3748.171	2	1874.086	5.002	.01**	.15
Time X Group	2786.365	2	1393.182	3.719	.03*	.11
Error	21730.108	58	374.657			

* p < .05, ** p < .01

As seen in Table 4.16, there was a significant main effect for time (F = 5.002, p < .01, η^2 = .15), and a significant interaction effect of time X group (F = 3.719, p < .05, η^2 = .11), but no significant main effect for group (F = .1.106, p > .05). In other

words, there was a significant difference between experimental and control groups across pre-test, post-test and follow-up test scores of SAI.

The significant main effect of time, and the significant interaction effect of time X group were further analyzed by pairwise comparisons using the Bonferroni adjustment for multiple comparisons. For the experimental group participants, there was a significant increase in the SAI scores from pretest (M = 171.1, SD = 27.4) to the posttest (M = 193.1, SD = 28.9, p < .05, η^2 = .43), but there was no difference between the pretest and the follow-up test, and posttest and the follow-up test. For the control group participants, there was a significant increase in the SAI scores from posttest (M = 168.8, SD = 29.1) to the follow-up test (M = 183.9, SD = 32.4, p < .05, η^2 = .34), but there was no difference between pretest and the posttest, and pretest and the follow-up test.

Although a significant increase was observed for the control group participants between posttest to the follow-up test, based on the means in Table 4.15, the profile plot in Figure 4.8, and the effect sizes reported above for both groups, it was evident that, the experimental group participants had higher scores on the measure of SAI than the control group participants. In other words, there was a significant increase in the experimental group participants' self-acceptance scores from the pretest and the posttest, which can be attributed to the training.

The profile plot of pre-test, post-test and follow up test mean scores of SAI for the experimental and the control groups is illustrated in Figure 4.8.

Estimated Marginal Means of SAI
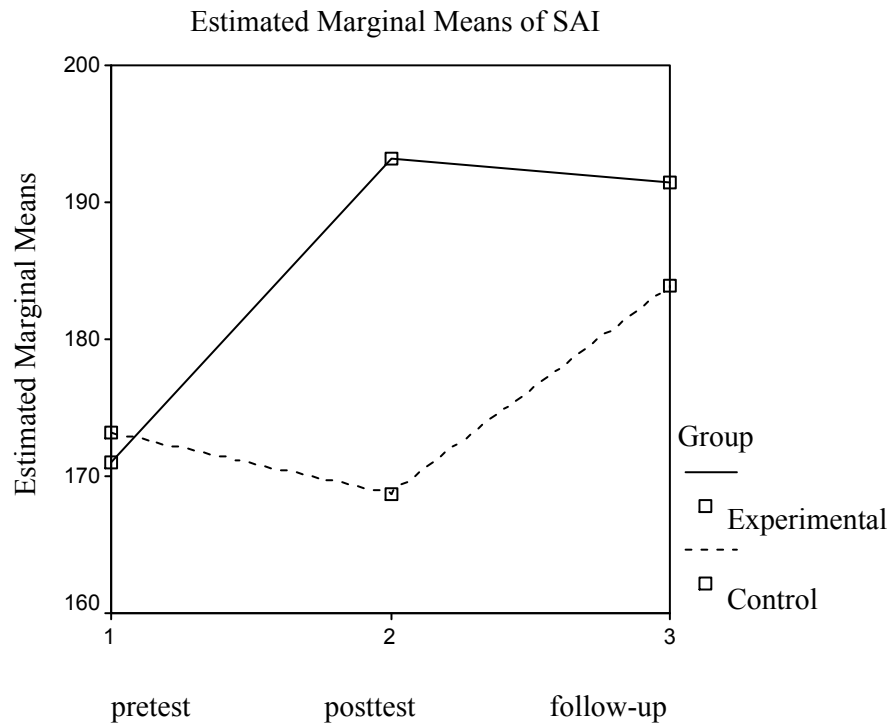
Figure 4.8. The Profile Plot of Pre-Test, Post-Test and Follow Up Test Mean Scores of SAI for the Experimental and the Control Groups

4.3. Results of the Evaluation Phase of the Study

The results of the evaluation phase of the study are presented in two sub-sections. First, evaluations of the peer helpers about the peer helping program with respect to (a) peer helping training program, (b) trainer's qualifications, (c) their experiences of becoming a peer helper, and (d) peer helping service delivery are presented. Then, the evaluations of peer helpees about the peer helping program with respect to (a) peer helping service delivery, and (b) attitudes and behaviors of peer helpers are presented.

4.3.1. Results Related to the Evaluations of the Peer Helpers about the Peer Helping Program

After the completion of the peer helping program, the experimental group participants, that is, peer helpers were given an evaluation form in order to assess their reactions to peer helping program.

For this purpose, peer helpers were asked to response 14 open-ended questions (Appendix K).

Out of 14 questions, five of them were related with overall process of peer helping program (q1, q7, q8, q13, q14) while three of them were related with peer helping training program (q3, q4, q5), one related with the trainer (q6), two related with their experiences of becoming a peer helper (q2, q9), and three related with peer helping service delivery (q10, q11, q12).

A qualitative analysis of peer helpers' responses to 14 open-ended questions on the evaluation form was performed. The responses to the questions were content analyzed and the themes were identified for the program in relation to (a) the expectations from the program, (b) the most pleasurable and the most difficult experience in the overall process, (c) the degree of recommending the peer helping program to the friends who want to be a peer helper, and (d) additional comments and suggestions, if any.

Expectations from the peer helping program. Peer helpers' answers regarding their expectations from the program were coded based on the four expectations; (1) *career related expectations* such as making contribution to the professional development, (2) *personal expectations* such as personal growth and development, (3) *interpersonal expectations* such as developing effective interpersonal relationship and communication skills, (4) *helping related expectations* such as learning to help people effectively.

The most pleasurable experience in the overall process. Peer helpers' answers regarding the most pleasurable matter in the overall process were coded based on the three main aspects of the program; (1) personal growth workshops, (2) role played peer helping interviews and feedbacks/discussions regarding the performance of the each peer helper, and (3) termination session of the peer helping training program.

The most difficult experience in the overall process. Peer helpers' answers regarding the most difficult experience in the overall process were coded based on the two main aspects of the program; (1) role played peer helping interviews and (2) usage of and practicing some of the helping skills such as questioning, reflecting feelings and confrontation.

R*ecommending the peer helping program to the friends who want to be a peer helper.* All peer helpers recommended the program to everyone who wants to be a peer helper based on some explanations and advices such as "friends should have some required characteristics for becoming a peer helper since it was a serious responsibility", "it was a special opportunity for personal growth", "it was an opportunity to learn helping because after training I told to myself that I help others", "it was a necessary program for our society since being listened is a luxury during these times".

A*dditional comments and suggestions about the peer helping program.* Peer helpers' answers regarding additional comments and advices were coded based on the three themes; (1) *suggestions* such as introduction of peer helping program should continue, everybody should be informed about the program, training for the new peer helpers should be continued, peer helping services should be continued, peer helping services should be utilized not only in Faculty of Education but also in all faculties of the university, (2) *comments* such as duration of training should be increased, the grants for the program should be found since the invoice of mobile phones were increased because of this program, (3) *appreciations*, such as "thank you, I feel lucky because of being a part of this program, and special peer group", "thanks a lot, becoming a part of this program and utilizing this service to my peers was a privilege", "I never forget this program, it has a special and important place in

my university life", "The most joyful, helpful, and self-growth oriented experience in the name of searching the meaning of life and meeting with special persons".

4.3.1.1. Results Regarding Evaluations of the Peer Helpers about Peer Helping Training Program

Peer helpers were asked to write their opinions about the peer helping training program regarding (a) the most and the least helpful parts, (b) the degree of its effectiveness for preparing them as a peer helper, (c) the adequacy of training period with respect to numbers of sessions, duration of sessions, and number of personal growth workshops.

The most helpful parts of the training program. Peer helpers' answers regarding the most helpful parts of training program were coded based on the four main aspects of the training program; (1) personal growth workshops, (2) role played peer helping interviews and feedbacks/discussions regarding the performance of the each peer helper, (3) supervision for peer helping interviews, and (4) peer helper group interaction.

The least helpful parts of training program. Peer helpers' answers regarding the least helpful parts of training program were focused on one specific point, that is, most of them reported that "if they have a chance to start again, they will try to benefit much more from role played practices and peer helper group interaction".

The effectiveness of training program for preparing them as a peer helper. Peer helpers' answers regarding effectiveness of training program were focused on one specific aspect of training program, that is, role played peer helping interviews and feedbacks/discussions regarding the performance of the each peer helper. Moreover, they reported some comments/inadequacies such as adding some special topics to training, increasing the number of role played interviews, and personal growth workshops.

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The adequacy of training period. Peer helpers' answers regarding the adequacy of training period were coded on two themes; (1) finding the training period adequate, (2) advices such as role played peer helping interviews and personal growth workshops should be increased, new special topics should be added, i.e., conflict management.

4.3.1.2. Results Regarding Evaluations of the Peer Helpers about the Trainer

Peer helpers were asked to write their opinions about the trainer in terms of trainer's academic and personal qualities.

Trainer's academic qualities. Peer helpers' answers regarding the trainer's academic qualities were coded based on the three qualities of the trainer; (1) Well-informed and well equipped, (2) an effective trainer, (3) a good model. However, some of the peer helpers criticized the trainer for becoming too disciplined.

Trainer's personal qualities. Peer helpers' answers regarding the trainer's personal qualities were focused on some personal characteristics such as kindness, sincere, humanistic, joyful, energetic, cheerful, patient, disciplined, tidy, fastidious, precise, and trustworthy. Besides, many of them reported similar ideas such as "I wonder how she becomes teacher and friend at the same time without confusing the two" or "she is not only like a close friend but also a teacher who gives the message that she has leadership responsibilities". However, one peer helper criticized the trainer for becoming too furious while the other one criticized the trainer for losing objectivity sometimes.

4.3.1.3. Results Regarding Evaluations of the Peer Helpers about Their Experiences of Becoming Peer Helper

Peer helpers were also asked to write their experiences of becoming a peer helper in terms of (a) the effects of being a peer helper in their academic, social, and personal life, and (b) their feelings about being a part of peer helpers group.

The effects of becoming a peer helper to academic life. Peer helpers' answers regarding the effects of becoming a peer helper to their academic life were coded as; (1) contributions to the professional development for becoming an effective counselor or teacher, (2) confidence in academic ability, (3) regular attendance to classes and hard-studying, (4) increase in grades, (5) effective time management, (6) low test anxiety, (7) awareness of the right for becoming unsuccessful sometimes, (8) learning not to fear from making mistakes. However, one peer helper reported that there was no effect.

The effects of becoming a peer helper to social life. Peer helpers' answers regarding the effects of becoming a peer helper to their social life were focused on the following effects; (1) broadening social environment and meeting with new people, (2) effective communication, (3) positive and sincere relationships, (4) assertiveness such as feeling comfortable (easy) with social environments, easy to disclose him/her self.

The effects of becoming a peer helper to personal life. Peer helpers' answers regarding the effects of becoming a peer helper to their personal life were focused on the following effects; (1) self-confidence, (2) knowing him/her self with strengths and weaknesses, (3) self-esteem, (4) positive and flexible thinking, (5) expressing feelings easily such as "I- language and saying no", (6) assertiveness such as being aware of their rights.

Feelings about being a part of peer helper group. Peer helpers' answers regarding their feelings about being a part of peer helper group were focused on the followings; (1) sense of belonging, (2) lucky, (3) privileged, (4) pride, (4) feeling of security for having warm-friendly-sincere relationships, (4) feeling of being useful and productive. One of the peer helper reported that "I feel myself one of a nut in a huge nut chocolate".

4.3.1.4. Results Regarding Evaluations of the Peer Helpers about Peer Helping Service Delivery

Peer helpers were also asked to write their opinions regarding peer helping service delivery in terms of their (a) thoughts and feelings about peer helping interviews, (b) beliefs about the most helpful side of peer helping service for the peer helpees, (c) their suggestions to increase the effectiveness of peer helping services.

Thoughts and feelings about peer helping interviews. Peer helpers' answers regarding thoughts and feelings about peer helping interviews were focused on the followings; (1) feelings of anxiety before interviews, but feelings of happiness of being helpful afterwards, (2) feelings of relieves when peers felt and showed that they were listened and understood, (3) feelings of goodness for sharing peer's concerns, (4) being aware of the real meaning of helping someone effectively, (5) helping peers also helped them to solve their own problems.

Thoughts about the most helpful side of peer helping service for the peer helpees. Peer helpers' answers regarding the thoughts about the most helpful side of peer helping service for the peer helpees were coded based on the two main aspects of the service; (1) *helping styles related sides* such as effective and nonjudgmental listening rather than consoling or passing over lightly; giving information and showing different alternatives rather than giving advice; reflecting and understanding rather than interpreting, (2) peer *helping relationship related sides* such as trusting relationship and atmosphere.

Suggestions regarding the increase the effectiveness of peer helping services. Peer helpers' answers regarding the suggestions to increase the effectiveness of peer helping services were focused on the followings; (1) effective introduction of the service, (2) utilization of peer helping services not only in Faculty of Education but also in all faculties of the university, (3) special peer helping room, (4) new specific issues and topics for the training program such as university adjustment and conflict management.

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4.3.2. Results Related to the Evaluations of the Peer Helpees about the Peer Helping Program

The purpose of this part was to understand peer helpees' evaluations concerning their satisfaction from peer helping service delivery and the helping attitudes and behaviors of their peer helper.

4.3.2.1. Results Regarding Evaluations of the Peer Helpees about Peer Helping Service Delivery

In the evaluation form, four open-ended questions were asked to peer helpees to answer (a) reasons for applying peer helping service, (b) expectations from this service, (c) liking and disliking aspects of the service, (d) additional comments and advices, if any. One more question was also related with the announcement of the peer helping program. A qualitative analysis of peer helpees' responses to four open-ended questions was performed. The responses to the questions were content analyzed, and the themes were defined for each question separately.

Reasons for applying peer helping service delivery. Peer helpees' answers regarding the reasons for applying peer helping service were coded as; (1) *personal reasons* such as knowing him/her self, and special topics, i.e., university adjustment, death and loss, test anxiety, (2) *social-interpersonal reasons* such as friendships, dating and romantic relationships, more specifically ending of dating relationship, and loneliness, (3) *program related reasons* such as talking with a trained peer, or with an unknown peer, testing the service, believing in program's helpfulness, and (4) *helping styles related reasons* such as wanting to be listened and gaining different perspectives about concerns.

Expectations from the peer helping service delivery. Peer helpees' answers regarding the expectations from the service were coded as; (1) *program related expectations* such as sharing with a trained peer, fulfilling the need of curiosity about the service, (2) *helping styles related expectations* such as finding solutions to problems, only wanting to be listened and understood, feeling relieved, talking with a

trustworthy person, sharing, seeking for different alternatives, not taking any advice since everybody gives it.

Liking aspects of the peer helping service. Peer helpees' answers regarding liking aspects of the service were coded as; (1) *program related* such as confidentiality, finding easier to approach a peer for help, being at the same age with the peer helpers, talking with a trained-peer, (2) *helping styles related* such being treated sincerely, being listened, feeling relieved, gaining different perspectives, being asked effective questions, not being judged, not taking any advice, not being interrupted while talking, not being passed over lightly.

Disliking aspects of the peer helping service. Peer helpees' answers regarding disliking aspects of the service were coded as; (1) *program related* such as little numbers of peer interviews, difficulty in approaching a peer helper, exaggerating confidentiality, physical setting of interviews, (2) *helping styles related* such as not finding solutions to problems, not getting any advice, only being listened by the peer helpers, but also seven peer helpees reported that there was no disliking aspects of the service.

Additional comments and suggestions about the peer helping service. Peer helpees' answers regarding additional comments and advices were coded based on the three themes; (1) *suggestions* such as introductions of peer helping program should continue, everybody should be informed about the program, peer helping services should be continued, peer helping services should be utilized not only in Faculty of Education but also in all faculties of the university, (2) *comments* such as peer helping interviews should be made out of school time, number of peer helping interviews should be increased, well-trained peer helpers, (3) *appreciations*, such as "thank you, it was an important and necessary program", "it was very helpful, I recommend it to everyone", "thanks a lot, if it is possible, I also want to be a peer helper". One of the peer helpee reported that "I believe this program will lead to a decrease in serious explosions gathered by small hassles".

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Announcements of peer helping program. For this question, peer helpees were presented with the alternatives of board-poster, friend, brochure, internet, and others that left blank for filling out. Out of 33, 24 peer helpees reported that they received information about the program from friends, 5 of them from board-poster, 2 of them from brochure. Other 2 peer helpees reported that they were informed about the program by their professors.

In the evaluation form, there were also 7 questions with 5-point Likert type scale in order to understand the peer helpees' reactions to peer helping service delivery in terms of the degree of (a) fulfilling their expectations, (b) relating with the peer assess peer helpees' satisfaction from peer helping service delivery in terms of the degree of (a) fulfilling their expectations, (b) relating with the peer helper, (c) fulfilling their needs, (d) its helpfulness, (e) its importance, (f) willingness to ask for help again, if needed, and (g) offering peer helping service to their friends.

Table 4.17 presents the means and standard deviations of the peer helpees' reactions to the peer helping service delivery with respect to each item.

Table 4.17. Means and Standard Deviations of the Peer Helpees' Reactions to the Peer Helping Service Delivery

Reactions to Peer Helping Service Delivery	M	SD
Fulfilling their expectations	4.0	0.9
Relating with the peer helper	4.6	0.6
Fulfilling their needs	4.0	1.0
Its helpfulness	4.0	0.9
Its importance	4.5	0.9
Willingness to ask for help again, if needed	4.5	0.9
Offering peer helping service to their friends	4.5	0.8

As shown in Table 4.17, mean scores of the items changed between 4.0 and 4.6 with the standard deviations of 0.6 and 1.0. In other words, most of the mean

scores around 4.0 and higher, indicating that peer helpees evaluated the different aspects of the peer helping service delivery in favorable ways.

4.3.2.2. Results Regarding Evaluations of the Peer Helpees about Peer Helpers

In the evaluation form, peer helpees were also presented 25 statements and asked to rate the work of the peer helpers with respect to their helping attitudes and behaviors on a 5-point scale, ranging from "Strongly Disagree (1)" to "Strongly Agree (5)". A mean score was calculated for each peer helper by summing up 25 items of each peer helpee. If the peer helper interviewed more than one helpee, an average score was calculated for him/her. The possible scores that can be obtained from this part changed between 25 and 125. Higher scores indicate that peer helpees evaluated the helping attitudes and behaviors of their peer helpers positively. Table 4.18 presents the mean scores and standard deviations of the each peer helper and the number of peer helpees with whom each peer helper made interviews.

As seen in Table 4.18, the mean scores of each peer helper changed between 83.0 and 120.5. For all peer helpers, the total mean score was 108.7 with the standard deviation of 12.4, indicating that overall, the peer helpees evaluated the helping attitudes and behaviors of their peer helpers almost positively.

Table 4.18. Mean Scores and Standard Deviations of the Each Peer Helper and the Number of Peer Helpees Interviewed

Peer Helpers	Number of Peer Helpees	M	SD
Peer Helper 1	3	99.3	18.5
Peer Helper 2	4	120.5	4.8
Peer Helper 3	2	115.5	6.4
Peer Helper 4	3	108.7	11.0
Peer Helper 5	3	109.7	4.7
Peer Helper 6	2	110.5	5.0
Peer Helper 7	2	120.0	1.4
Peer Helper 8	1	95.0	-
Peer Helper 9	1	112.0	-
Peer Helper 10	2	114.0	7.1
Peer Helper 11	1	84.0	-
Peer Helper 12	2	113.0	8.5
Peer Helper 13	3	106.0	8.7
Peer Helper 14	2	83.0	1.4
Peer Helper 15	2	115	4.2
Total	**33**	**108.7**	**12.4**

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

In this chapter, discussion regarding the results of the present study that were reported in the previous chapter is presented by following the three phases of the study. In the first section, discussion related to the results of the need assessment phase of the study is introduced. The second section includes the discussion related to the results of the experimental phase of the study regarding the effect of the peer helping training program on the helping skills and the self-growth of the peer helpers. The third section involves the discussion related to the results of the evaluation phase of the study. Finally, the implications drawn from the results of the study and recommendations for future research are presented.

5.1. Discussion Related to the Need Assessment Phase of the Study

The discussion related to the need assessment phase of the study is presented based on the three sub-questions of the first research question with respect to the students' (1) preferences of peer helper among other helping agents, (2) preferences of the types of helping styles in receiving help, and (3) reactions to peer helping program in terms of their (a) beliefs of its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics that they ask for help.

5.1.1. Discussion Regarding the Students' Preferences of Helping Agents

In order to understand the students' preferences of helping agents, students were presented with eight categories of persons to rank the order of their preferences from whom they wanted to receive help about their concerns or problems. The

results showed that students preferred to talk first with same-sex friends; second with parents; third with opposite-sex friends; fourth with acquaintances; fifth with peer helpers; sixth with helping professionals; seventh with relatives; and eight with academic advisors. The results also indicated significant differences between the helping agents except between acquaintance and helping professionals; between helping professional and peer helper; and finally, between relative and academic advisor, peer helper, and helping professional, respectively. Overall, results showed that although significantly different from each other, same-sex, parent, and opposite-sex friend were significantly different from other groups of agents.

These results seemed to indicate a tendency that students' preferences of helping agents fell into two categories in terms of the degree of the "closeness" of the relationship. In other words, students, when they were in need of help, preferred to talk with the persons whom they believed to be ready and available for helping both socially and psychologically. Although the main purpose of this question was to understand the place of peer helpers among other helping agents, these highest three preferences might give us some cues regarding students' beliefs in and attitudes toward helping. In the present study, the students were not asked to provide reasons of their choice; however, in another qualitative study (Lin, 2002) conducted with Taiwanese university students for the purpose of describing the students' perspectives on helping, it was found that the students preferred friends, peers, family members, and relatives as helpers due to the accessibility and convenience. Taiwanese students mentioned following themes with respect to their fundamental beliefs of helping; (a) help-seeking is a sign of weakness and shame, (b) formal help-seeking is sought only for serious conditions, (c) familiarity with the helper is a key factor for help-seeking, and (d) informal help is mainstream help and formal help is the last choice. The result of the present study seemed to suggest the basic themes of familiarity and availability of peers in help seeking behaviors of the students. In addition, a short notice can be made that although not the specific purpose of this study, the similarity between Turkish and Taiwanese samples with respect to the higher place of family members among helping agents seems to reflect the close family ties of and/or parental sensitivity toward their children in Eastern cultures which can be considered in future peer helping studies.

The natural bond among peers as being the potent forces of peer helping relationship is also apparent in both developmental psychology literature and the peer helping literature. As pointed out in the developmental psychology literature, young people more readily talk with their peers about their problems and share their anxieties, fears, and concerns before disclosing them to an adult (Santrock, 1996; Santrock, 1997; Zanden, 1997). The main rationale behind the peer helping which is, in nature, mainly developmental, also claimed that students often communicate their problems to their peers rather than to parents, administrators or counselors because they find it easier to approach to a peer for help. Thus, peer helpers are perceived by students as being more personal and easier to access, physically and emotionally (Carl, 1981 as cited in Rosenroll & Dey, 1990; Myrick & Folk, 1999).

The result of the present study concerning the place of peer helpers among other helping agents indicated that "peer helper" was ranked on the fifth order of preference which was just before the helping professionals yet with no significant difference between two. Regarding the higher preferences of peer helper compared to helping professionals, it can be argued that, although students have no knowledge about and experiences of peer helping relationship, the word "peer" might attract them as a more available and preferred person to receive help, thus leading them to put it in higher order in their preferences. As for the results of non significant difference between peer helper and helping professionals, further argument can also be made that, since both peer helper and helping professionals suggest "formal" helping agents who provide services to those who are in more critical conditions, they might be considered the same types of helping sources. Overall, these results might also give us a cue of what students understand from the concept of "helping" which would further be explained in the following discussions. However, at present, the similarity in the preferences of peer helper and helping professionals might well be accepted as an indication of a unique role of peer helper in building a bridge between the students and the helping professionals (Edelstein & Gonyer, 1993; Rockwell & Dustin, 1979).

In general, this result seemed to confirm the purpose of developing a peer helping program by providing evidence regarding the meaning and function of effective peer helping.

5.1.2. Discussion Regarding the Students' Preferences of Helping Styles

In order to examine the students' preferences of types of helping styles, the students were asked to rate 13 types of helping styles (HS) on a 5-point Likert type scale. Examinations of means and standard deviations indicated that helping styles including, offering different alternatives; reassuring, sharing and supporting; seeking alternatives; giving suggestion; active listening; nonjudgmental understanding, comforting, finding solution; and interpreting and analyzing were found to be skewed toward *"prefer very much"*. For the helping styles of giving examples from own life and giving examples from others' life were bipolar either *"prefer very much"* or *"not prefer at all"*. However, ratings for the helping styles of consoling and advice giving were found to be skewed toward *"not prefer at all"*.

The result of factor analysis of HS yielded four factors. Considering the item compositions of helping styles within the factors, factor 1 can be labeled as *"non-directive helping style"* or *"empathic responses"* while factor 2 can be named as *"directive helping styles"* or *"instrumental responses"*. Factor 3 apparently implies *"self-disclosure"*. Factor 4 consists of helping styles that can be considered as *"non-helpful styles"* or *"communication blocks"*.

From the measurement perspective, this factor structure was found to be very similar to the instruments developed in peer helping literature. For example, the Peer Counseling Helping Style Questionnaire (PHSQ), developed by Morey and Miller (1988, as cited in Morey, Miller, Rosen & Fulton, 1993) yielded three dimensions, namely (a) empathy, (b) problem identification and solutions, and (c) preparation when meeting with the student. Another instrument, Helping Relationship Inventory (HRI), which was developed by Jones and Pfeiffer (1973, as cited in Martin, 1998) has five dimensions, (a) understanding, (b) probing, (c) interpretive, (d) supportive, and (e) evaluative. Patterson's Rehabilitation

Counseling Response Exercise (PRCRE) has five major dimensions: (a) evaluative, (b) interpretative, (c) supportive, (d) probing, and (e) understanding. Considering these similarities of dimensions, HS might be a useful instrument in measuring helping styles of Turkish university students with further evidence regarding its validity and reliability.

From the theoretical perspective, as it was generally pointed out (Brammer & MacDonald, 1999; Hill & O'Brien, 1999; Johnson, 1986) that, none of the styles can be labeled as good or bad, effective or ineffective but in listening and responding, some of them are more helpful than others in building relationships and helping people to further explore their feelings and thoughts. Helpful responses are usually described as facilitating rather than hindering the self-exploration and self-awareness, which mainly based on empathic listening.

Studies also indicated that peer helpees usually preferred both empathic responses and instrumental responses of peer helpers (Morey, Miller, Rosen, & Fulton, 1993), but some of them preferred instrumental responses to empathic responses (Barnett & Harris, 1984). Moreover, Morey, Miller, Fulton, Rosen, and Daly (1989) stated that the traditional training of peer counselors to be empathic and reflective listeners may be necessary in establishing rapport, but it does not seem to be sufficient in helping, specifically with males, to discuss their concerns. Therefore, it was suggested that peer helpers should be trained both to provide support and friendship through empathic listening and to assist peer helpees in solving problems and making decisions (Barnett & Harris, 1984; Froh, Riebe, Terjesen, & Jackofsky, 2002; Morey, Miller, Fulton, Rosen, & Daly, 1989; Morey, Miller, Rosen, & Fulton, 1993).

In the present study, the results of this part of the need assessment study were taken as a base in the peer helping training program and peer helping services by giving special emphases on both non-directive helping styles (empathic responses) and directive helping styles (instrumental responses). This seemed to be accomplished by the comments of both peer helpers and peer helpees in the evaluation phase of the study that will be further discussed in the relevant section.

5.1.3. Discussion Regarding the Students' Reactions to Peer Helping Program

In understanding the students' reactions to peer helping program, after a brief introduction about the program, the students were asked to rate their reactions to peer helping program in terms of their (a) beliefs of its helpfulness, (b) willingness to apply to the program, and (c) preferences of the areas of topics that they ask for help including academic, personal, career, interpersonal areas. Ratings of students' beliefs concerning the helpfulness of the program and their willingness to apply to the program were found to be skewed toward "*applying to program*". Their ratings concerning the areas of career, academic, and interpersonal relationships topics were found to be skewed toward "*wanting to get help very much*". However, the rating of the area of personal topics was bipolar either "*not wanting to get help at all*" or "*wanting to get help very much*".

The results of this part generally indicated that the students seemed to believe the helpfulness of the program. Results concerning the areas of topics showed that the students were eager to receive help in career, academic, interpersonal relationships topics except personal issues. The ambivalence regarding the topic of personal issues in receiving help might be explained with several reasons such as not being familiar with the purpose of the program and/or their understandings regarding asking for help for the personal issues, "hot" or serious topics, which should be handled by more "professional" persons. Whatever their understanding was, this result was promising for the purpose of peer helping in the sense that peer helpers should be trained not to touch to those issues which require professional help but should learn to be an effective referrals.

In general, this part of the need assessment study, which indicated the positive reactions of students to peer helping program, also supported the development of a peer helping program that could be helpful to students. Moreover, this result provided a base to develop the "specific issues and topics" session of the training program for the peer helpers in the present study.

The overall results of the need assessment phase of the study provided a base to establish the rational and goals of the peer helping program. The peer helping training program and the delivery of peer helping services were also developed based on these rational, goals, needs, and expectations. In conclusion, the results of need assessment study were considered as a base and followed not only in the development of peer helping program but also throughout the training program for increasing the effectiveness of both.

5.2. Discussion Related to the Experimental Phase of the Study

The main purpose of the experimental phase of the study was to investigate the effect of the peer helping training program on the helping skills and the self-growth of the peer helpers. The discussion related to this phase of the study is presented in two sub-sections. In the first sub-section, discussion of the results related to the effect of peer helping training program on the helping skills of peer helpers is introduced. The second sub-section displays discussion of the results related to the effect of peer helping training program on the self-growth of peer helpers.

5.2.1. Discussion Related to the Effect of Peer Helping Training Program on Helping Skills of Peer Helpers

In this sub-section, discussions regarding communication skills, empathic skills, and reflection skills are presented respectively.

5.2.1.1. Discussion Regarding Communication Skills

The results of the pre-test, post-test, and follow-up test scores of Communication Skills Evaluation Scale (CSES) indicated that there was neither a significant main effect for time nor a significant main effect for group, and also no significant interaction effect of time X group, indicating that there was no significant

difference between experimental and control groups across pre-test, post-test and follow-up test scores of CSES.

Contrary to this finding, in the literature, studies (Diver-Stamnes, 1991; Robinson & Morrow, 1991; Steinbauer, 1998) generally indicated that the peer helping training program improved the peer helpers' communication skills. In the present study, although a slight increase was observed in the mean scores of the experimental group, the lack of empirical evidence concerning the positive effect of peer helping training program on communication skills might be attributable to several reasons, yet the discussion of these reasons would not go beyond speculations. Instead, the reports of both the peer helpers and their peer helpees in the evaluation phase of this study might well provide some supports concerning the effective usage of communication skills. Peer helpees' reports concerning the communication skills of the peer helpers such as being listened and relieved; not being judged; not interrupted while talking, etc. might be accepted as evidence of effective communication conveyed by the peer helper. Further discussion on this issue was made in detail in the relevant section.

5.2.1.2. Discussion Regarding Empathic Skills

The results of the pre-test, post-test, and follow-up test scores of Empathic Skill Scale-B Form (ESS-B) indicated that there was a significant main effect for time, and a significant main effect for group, indicating that there was a significant difference between experimental and control groups in the pre-test, post-test and follow-up test scores of ESS-B. However, there was no significant interaction effect of time X group. In other words, the results showed that peer helping training program was effective in improving the empathic skills of the experimental group participants as compared to the control group participants.

This result was supported by some of the experimental studies in the literature, indicating that peer helping training programs improved both the cognitive and affective components of empathy (Hatcher & Nadeau, 1994), increased empathic responding and empathic listening (Brenton, 1999), and that trained peer counselors

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were found to be more empathic by two independent raters who watched the role-play videotapes (Martin, 1998). Although empirical studies are limited in peer helping literature examining the effect of training in the development of empathic understanding, the result of this study seemed to be promising regarding the positive effect of this training program in the improvement of the empathic skills of the peer helpers.

5.2.1.3. Discussion Regarding Reflection Skills

Since experimental and control groups differed significantly on the pretest measure of Reflection Skills Evaluation Form (RSEF), an analysis of covariance (ANCOVA) using pre-test measure as covariate was conducted to assess the differences between experimental and control groups in terms of their post-test, and follow-up test measures of RSEF. The results of the post-test, and follow-up test scores of RSEF indicated that there was no significant main effect for time and no significant interaction effect of time X group, but there was a significant main effect for group, indicating that peer helping training program was effective on improving the reflection skills of the experimental group participants as compared to the control group participants. More specifically, pre-, post-, and follow-up test scores of the peer helpers' written responses which were rated by the seven counseling professionals with respect to their qualities of reflection of feeling and reflection of content were found to be significantly different from the control group; that is, the experimental group participants used these skills more effectively than the participants in the control group.

Similar to the findings of empathic skills, this finding was also supported by the experimental studies in the literature. For example, Evans and Livneh (1982) found that even within a relatively short period of time peer counseling training program led to significant improvement in trainees' counseling skills. Brenton (1999) also reported significant increase in all basic counseling skills of participants, including listening ability, empathic responding, empathic listening, and paraphrasing. In another study, Martin (1998) indicated that the peer counseling training group reported significantly higher knowledge and competence in peer

counseling skills as compared to the no-training group. The results of the present study yielded similar results, indicating that in the training programs, the reflection skills can be taught and improved.

Overall, it can be concluded that the findings of the present study related to helping skills of the peer helpers seemed to suggest that these skills can be taught to non professionals in peer helping programs which could be considered as a promise for future studies.

5.2.2. Discussion Related to the Effect of Peer Helping Training Program on Self-Growth of the Peer Helpers

In this sub-section, discussion regarding self-esteem and self-acceptance is presented respectively.

5.2.2.1. Discussion Regarding Self-Esteem

The results of the pre-test, post-test, and follow up test scores of Rosenberg Self-esteem Scale (RSS) indicated that there was no significant main effect for group and no significant interaction effect of time X group, but there was a significant main effect for time. In other words, the results indicated that the experimental group participants' self-esteem scores significantly increased from the pre-test to the follow-up test.

The literature on self-esteem, particularly the experimental studies aiming at improving the self-esteem, revealed rather inconsistent findings. For example, Switzer and Simmons (1995) found that only the boys showed greater improvements in self-esteem from pre-intervention to post-intervention in a school-based peer helper program. Similarly, Sawyer and Pinciaro (1997) found no significant differences in the levels of self-esteem of college peer educators. In another study (Beardsley, 1997), the results revealed that peer counseling program had limited effect on the overall self-esteem of participants. On the other hand, in some other

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studies (Corn & Moore, 1992; Moore, 1994) significant improvements were found in peer helpers' self-esteem who participated in peer helping programs.

In the present study, the result regarding the significant difference within the experimental group might indicate the effects of both the peer helping training program and peer helping service delivery, based on the propositions that the improvement in helping skills facilitates personal growth (Barkley, Wilborn, & Towers, 1984; Carkhuff, Pierce, & Cannon, 1980) and peer helping relationship provides mutual opportunity for self-growth (Frenza, 1985; Turner, 1999). Besides, the personal growth workshops of training program, which mainly focused on helping peer helpers to understand themselves more and to motive them to search for self-growth, might also lead to increase the self-esteem scores of the experimental group participants.

On the other hand, it can be argued that a non-significant difference between experimental and control groups might be the result of the position of the control group, i.e., they knew that they were in the waiting list control group and they would be participating in the program in the near future. Therefore, although not significant, but being selected in itself might increase their self-esteem scores of the participants in the control group.

5.2.2.2. Discussion Regarding Self-Acceptance

The results of the pre-test, post-test, and follow up test scores of Self-Acceptance Inventory (SAI) indicated that there was a significant main effect for time and a significant interaction effect of time X group, but no significant main effect for group. In other words, there was a significant difference between experimental and control groups across pre-test, post-test and follow-up test scores of SAI. Although a significant increase was observed for the control group participants from posttest to the follow-up test, it was evident that the experimental group participants had higher scores on the measures of SAI than the control group participants. The results indicated a significant improvement in the experimental

group participants' self-acceptance scores from the pretest and the posttest, which can be attributed to the training.

In the literature, some concepts closely related with self-acceptance have been investigated in the peer helping field. For example, Rasain and Williams (1990) conducted a peer counseling program for Arabic adolescents and found that peer counselors' self-concepts increased after the program. Similarly, Swen (2000) found significant differences between experimental and control groups in the four personality characteristics including self-confidence. The results of another study (Schwartz & Sendor, 1999) revealed that peer supporters showed improvements in self-confidence and self-awareness as compared to control group. However, Sawyer and Pinciaro (1997) found no significant differences in the levels of personal development of college peer educators; but peer educators reported that they felt more confident in their own abilities.

Similar to the findings of self-esteem, it can be argued that the peer helping training program, more specifically the personal growth workshops and peer helping service delivery might lead to increase the self-acceptance scores of the experimental group participants.

In general, it can be concluded that, although different concepts were used in measuring self-related characteristics of the peer helpers, both the literature and the overall results of the present study seemed to suggest one main generalization that peer helping training programs could provide facilitative conditions for the self-growth of the peer helpers.

5.3. Discussion Related to the Evaluation Phase of the Study

Discussion related to the results of the evaluation phase of the study is presented in two sub-sections. First, the discussion regarding the evaluations of the peer helpers about the peer helping program is presented. Then, discussion regarding the evaluations of peer helpees about the peer helping program is introduced.

5.3.1. Discussion Regarding the Evaluations of the Peer Helpers

The evaluations of peer helping program indicated that peer helpers usually concentrated on the training part of it. The peer helpers' evaluations are discussed in relation to their expectations, experiences, recommendations, and comments. Their evaluations of trainer's qualifications and their experiences of becoming a peer helper, and peer helping service delivery are discussed afterwards.

In the evaluation of the training program, peer helpers reported that the program contributed to their professional development, personal growth and development, interpersonal development. They also mentioned that the program helped them to become effective peer helpers. The overall examinations of their evaluations suggested a tendency that the expectations of peer helpers from the program seemed to be largely met. This was apparent from some of their comments on "professional development in relation to becoming an effective counselor or teacher", "effective communication and positive interpersonal relationships", "self-esteem and self-confidence" themes that they considered as the main effects of becoming peer helpers.

They also reported four main aspects of the peer helping training program as the most pleasurable and helpful matters during the process; personal growth workshops; role played peer helping interviews and feedbacks/discussions regarding the performance of each peer helper; peer helpers' interaction; and termination session of the training program. Almost all peer helpers reported that they would recommend the program to everyone who wants to be a peer helper with the specific notice on the responsibilities of becoming a peer helper. On the other hand, the most

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difficult matter in the overall process was mentioned as the role-played peer helping interviews, which was also evaluated as the most pleasurable experience in the program. Another difficulty mentioned by the peer helpers was the usage of and practicing some of the helping skills such as questioning, reflecting feelings, and confrontation.

Some additional comments and suggestions about the peer helping program were also made by the peer helpers regarding the continuation and dissemination of the program; recommendations such as the increased number of personal growth workshops; addition of new topics such as conflict management, university adjustment; allocation of funds and grants necessary to provide more effective services; and some appreciations regarding the training program.

Peer helpers' evaluations of the trainer were centered on the trainer's academic and personal qualities. Peer helpers reported some academic qualities of the trainer as being a well-informed and well-equipped, an effective trainer, and a good model. They also reported some personal characteristics of trainer such as being sincere, humanistic, energetic, patient, disciplined, and trustworthy. Most of these qualifications mentioned by the peer helpers indicated that the trainer put all the efforts to carry out the responsibilities of working with peer helpers.

Peer helpers' responses regarding their experiences of becoming peer helpers were identified in relation to the effects of becoming a peer helper in their academic, social, and personal life, and their feelings about being a part of peer helper group. They reported some benefits of this experience in their academic (e.g., confidence in academic ability, increase in grades, effective time management, low test anxiety), social (e.g., broadening social environment, effective communication and positive interpersonal relationships, assertiveness), and personal (e.g., knowing oneself, self-confidence, self-esteem, positive and flexible thinking) life. Among these, self-esteem and knowing oneself were supported in the findings of the experimental phase of the present study, which yielded increases in the scores of self-esteem and self-acceptance. It can be concluded that the peer helping training program, as it was planned, achieved the goal of improving the self-related characteristics of the peer

helpers as it was proposed in the literature suggesting that the personal growth should be an inevitable part of training programs (Frenza, 1985; Myrick, Highland & Sabella, 1995).

Peer helpers' thoughts and feelings concerning peer helping interviews were also related with the positive sides of these experiences such as feeling of happiness of being helpful because of sharing peers' concerns and relief of being helpful. They realized that they understood the meaning of helping and that they faced with and solved their own problems while helping others. All of these feelings and thoughts are described as the natural experiences in any helping relationships described in the literature (Brammer & MacDonald, 1999; Hill & O'Brien, 1999).

5.3.2. Discussion Regarding the Evaluations of the Peer Helpees

The qualitative evaluations of peer helpees about peer helping program were concentrated on peer helping service delivery and their peer helpers.

In understanding the peer helpees' reactions to peer helping service delivery, the peer helpees were asked to rate their satisfaction obtained from this service in terms of the degree of (a) fulfilling their expectations, (b) relating with the peer helper, (c) fulfilling their needs, (d) its helpfulness, (e) its importance, (f) willingness to ask for help again, if needed, and (g) recommending peer helping service to their friends.

In the evaluation of the peer helping service delivery, peer helpees were first asked to report four main reasons for applying this service. including personal (e.g., knowing one self, and special topics, i.e., university adjustment, death and loss, test anxiety), social and interpersonal (e.g., friendships, dating and romantic relationships, more specifically ending of dating relationship, and loneliness), program related (e.g., talking with a trained peer or with an unknown peer), and helping styles related (e.g., wanting to be listened and gaining different perspectives about concerns). Some of these reasons (e.g., social and interpersonal) were also mentioned as the preferred topics in the third part of the need assessment phase of the

present study. In the need assessment study, among the academic, personal, career, and interpersonal areas, most of the students reported that they wanted to receive help related with the career, academic, and interpersonal relationships topics. The analysis of these evaluations seemed to suggest that the program met most of the needs of the students.

Peer helpees were also reported two main expectations from the peer helping service, first one was related with the service itself (e.g., sharing with a trained peer and fulfilling the need of curiosity about the service) and second was related with the helping styles (e.g., finding solutions to problems, only wanting to be listened and understood, sharing, seeking for different alternatives, not taking any advice). The examinations of these expectations also suggested a tendency that these expectations of peer helpees from the service seemed to be largely met. This was apparent from some of the different evaluations of peer helpees. For example, their ratings about their satisfaction from the service such as fulfilling their expectations and needs; its helpfulness and importance; and their willingness to ask for help again were found to be skewed toward the positive sides of the ratings, indicating that peer helpees found the peer helping service effective in terms of meeting their needs and expectations.

Peer helpees also reported two main aspects of the peer helping service as the most liking aspects; peer helping service it self (e.g., confidentiality, finding easier to approach a peer for help, being at the same age with the peer helpers, talking with a trained-peer) and helping styles (e.g., being treated sincerely, being listened, feeling relieved, gaining different perspectives, being asked effective questions, not being judged, not taking any advice, not being interrupted while talking, not being passed over lightly). On the other hand, the most disliking aspects of the service was also related with the service itself (e.g., little numbers of peer interviews, difficulty in approaching a peer helper, exaggerating confidentiality, physical setting of interviews) and helping styles (e.g., not finding solutions to problems, not getting any advice, only being listened by the peer helpers).

Concerning the evaluations of peer helpers, peer helpees were presented 25 statements and asked to rate the work of the peer helpers with respect to their helping

attitudes and behaviors. The overall result of this part indicated that the peer helpees evaluated the attitudes and behaviors of their peer helpers positively. These evaluations can be considered as supports of the experimental part, indicating the effectiveness of the program on peer helpers' helping behaviors and skills.

The overall result of the evaluation phase of the study seemed to support the basic goals of Peer Helping Program as well as the results of the need assessment and experimental phases of the present study. The program seemed to accomplish to meet most of the needs of the students/peer helpees and it was found to be helpful to develop the helping skills and self-related characteristics of the peer helpers.

In conclusion, both the literature and the overall results of this three-phase study seemed to suggest that peer helping program and specifically peer helping service delivery could offer a prolonged supportive environment for the university students that foster the steps toward positive and healthy youth development which could be a promise for further studies.

5.4. Implications

In the light of the results of the present study, some implications are presented by following the three phases of the study.

The need assessment phase of the present study provides valuable information about different aspects of peer helping needs of Ege University students. It is believed that the results of the need assessment phase of the study may also provide worthwhile information for the counselors working in the counseling centers of the universities who want to implement peer helping programs in their work settings. However, conducting such a study is not only important in terms of the results of the present study but also necessary as being the prerequisite of peer helping program since conducting such a preliminary research enables counselors to understand the specific needs of the students and develop their programs accordingly.

The results of the experimental phase of the present study also showed that peer helping training program was effective on improving the helping skills and self-growth of peer helpers. Besides, the result of the evaluation phase of the study indicated that peer helping program developed in the present study was effective both in helping peer helpers to develop their helping skills as well as self-esteem and self-acceptance and providing students who are in need of being listened and understood with an opportunity to talk with the peers that have been trained in helping skills. In the light of these results, several counseling implications can be mentioned for preventive functions of counseling services. In terms of preventive functions, contemporary counseling programs urge the counselors to facilitate the growth and development of students in all aspects. However, the counselors have some difficulties in providing counseling services to all students due to the limited available resources despite an increasing demand for counseling. From this perspective, peer helping programs have been proposed as an effective strategy and considered as a part of comprehensive developmental counseling programs since peer helpers can handle daily difficulties and routine questions about career, academic, personal and interpersonal relationships issues (Foster-Harrison, 1995; Myrick, Highland, & Sabella, 1995). Therefore, peer helping program in the present study provides a clear example of practice as a primary prevention tool for the University Counseling Services. The structured peer helping program developed in the present study also provides a number of by-products for the University Counseling Services in terms of (a) the enhancement of the counseling services' resources by the unique abilities and skills of peer helpers, (b) the mobilization of student resources as an *"additional helping hands"* to increase counseling and guidance services, (c) the attainment of special insight into needs and problems of the group being served, (d) the establishment a bridge for the gap between professionals and the diverse groups they serve, (e) the enhancement of the university resources related to the need for such a program.

As pointed out by National Peer Helpers Association (NPHA), peer helping programs that follow the NPHA Programmatic Standards and Ethics are more efficacious whereas some programs are ineffective due to not following or adhering to the Programmatic Standards and Ethics. Therefore, the present study was designed

to develop and implement a structured peer helping program based on the principles and suggestions proposed by the Programmatic Standards of NPHA (2002). Consequently, as it was expected, the peer helping program developed in the present study became an efficacious program to provide a more complete picture of peer helping programs' advantages and disadvantages from the perspectives of peer helpers and peer helpees.

Finally, in Turkey, the studies specifically concentrated upon peer helping are extremely limited so that the present study might provide an initial step for further studies. Moreover, although peer helping programs have been a component of the education systems for a very long time in some countries, peer helping seems to be a new concept and peer helping program is an untried practice in Turkey. Thus, it is hoped that the peer helping program developed in the present study provides a base to integrate the peer helping model into Turkish schools and universities.

5.5. Recommendations

On the basis of the findings of the present study with respect to the three phase of the study, the followings can be recommended for future studies.

For the Need Assessment Phase;
1. Although the results of the need assessment phase of the study may contribute to the counselors' understandings of students' peer helping needs, further need assessment studies are needed to determine the practicality of a peer helping program in Turkish education system.
2. In terms of assessing the needs of the students, some additional strategies such as in-dept interviews or focus groups may be used. Adding such qualitative elements can enrich the need assessment.
3. The students' perspectives on helping with respect to their beliefs, desires, motives, values, and explanations can be included in the need assessment studies. Exploring these issues in detail can provide a better understanding of students' perspectives on receiving helping.

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For the Experimental Phase;

1. As it was appeared in the peer helping literature, in general, qualitative studies rather than experimental research have been conducted in examining the effectiveness of peer helping training programs. In this sense, the results of the experimental phase of the present study could be promising for future studies in Turkey, providing empirical evidence for Turkish students.

2. In developing the peer helping program in the present study, the Programmatic Standards and Ethics of NPHA was followed. It is recommended that the professionals should follow all these standards and ethics in order to ensure the effectiveness and quality of peer helping program.

3. Although different selection procedures (e.g., student's self-nomination, formal application forms, interviews, reference letters) used in the selection and screenings of the peer helpers in the present study, some additional methods can be used for further studies such as sociometry, friendship and peer helpers networks, individual or small group interviews, and psychometric assessments (e.g., personality or values inventories).

4. Concerning the peer helping training program, the results of the present study showed that helping skills can be taught to non- professionals in peer helping programs, which could be a promise for future studies. More specifically, role-played peer helping interviews and feedbacks/discussions regarding the performance of the each peer helper led to improve the helping skills of peer helpers. Thus, further studies should incorporate more role-played peer helping interviews into the training programs.

5. The single skill approach (one specific skill at a time in order to master each skill at a higher level) and the skill-building pattern for training modules also seemed to be effective in the present study. Thus, this approach could be used in further studies.

6. In assessing the helping skills, role-played videotapes rated by independent raters may also be used as a technique to measure the helping skills of peer helpers.

7. The results of the present study indicated an increase in the self-esteem and self-acceptance of the peer helpers. However, to increase the numbers of personal growth workshops might facilitate the self-related characteristics of peer helpers.

8. As suggested by the peer helpers, the new special issues and topics can be included in the training program such as conflict management, university adjustment by considering the needs of the students.

9. Longitudinal studies should be conducted to provide more insight into the long-term effects of peer helping program on the peer helpers.

For the Evaluation Phase;

1. Concerning the peer helping service delivery, peer helpers should be trained to provide support and friendship through empathic listening and also to assist peer helpees in problem solving and decision making as highlighted by the comments of both peer helpers and peer helpees in the present study.

2. Since the faculty was not able to provide a room as a peer helping office because of the limited physical setting, in the present study peer helpers met with peer helpees in different settings including classrooms, dormitories, and/or any quite place at the campus. According to the suggestions of both peer helpers and peer helpees, a special room as a peer helping office should be provided to enhance the effectiveness of peer helping service.

3. In terms of evaluating the peer helping service delivery, in-dept interviews or focus groups with the peer helpees may be used as an alternative strategy. Adding such qualitative elements can enrich the evaluation.

4. There are no specific valid and reliable questionnaires regarding peer helping satisfaction and peer helping style in Turkey. For this purpose, the

helping styles questionnaire and evaluation form used in the present study could be a base in order to construct reliable and valid instruments.

5. In the present study, peer helping service delivery was evaluated mainly based on qualitative data. Thus, experimental design study is needed to provide more empirical evaluations in order to make generalizations about the impact of peer helping service delivery on peer helpees.

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APPENDICES

APPENDIX A

PROGRAMMATIC STANDARDS
NATIONAL PEER HELPERS ASSOCIATION

The National Peer Helpers Association believes the following standards are essential for any quality peer program.

I. PROGRAM START-UP

A. PLANNING

Prior to program implementation, the following issues must be addressed through careful planning:

1. Rationale: There is a clear and compelling rationale for the development of the program; frequently, this is accomplished through conducting a formal or informal needs assessment in the setting in which the program is to be implemented.

2. Purpose: Based on the rationale, the purpose of the program must be conveyed through a formal mission statement.

3. Goals and Objectives: Programmatic goals and objectives (a) reflect the rationale and purpose of the program; and (b) are clear, measurable and achievable.

4. Procedures: Programmatic goals are accomplished through procedures and activities that are laid out in a clear and systematic fashion.

5. Compliance: The program is planned and implemented in a manner consistent with local, state, and national guidelines for programmatic standards and ethics

(see *NPHA Code of Ethics for Peer Helpers and Peer Helping Professionals*).

B. COMMITMENT

The program will expect the active commitment and involvement of those who are directly involved. Commitment is reflected in the following areas:

1. Evidence of a high level of administrative, staff, and community support; in many cases, this includes the formation of a program advisory committee.

2. Advisory committee members may or may not be directly involved in program

implementation. They provide a valuable link to the community and give input to program staff in order to maximize a sense of program ownership. They also sustain the program to enable it to survive changes in administration and program staff.

3. Sufficient financial and logistical support for effective program implementation is optimal; such support includes the provision of necessary curricular and training resources. (Please note that programs can be implemented without a high level of administrative/staff/community support and with a minimum of financial support. However, that support would ideally come later.)

C. STAFFING

Program staff should possess the appropriate background, training, and characteristics to enable them to carry out their responsibilities in an effective and ethical manner. The following skills are essential for professional staff who work directly with peer helpers:

1. A positive rapport with the population from which the peer helpers are selected.

2. Continuing educational and practical experience that is relevant to the goals of the program.

3. Understanding of, and commitment to, the fundamental principles of peer helping, with emphasis on maintaining peer helpers' ownership and involvement in the program.

4. Familiarity with the setting in which the program is to be implemented, such as in a school, community, or faith-based organization.

5. Clear understanding of the program's needs and goals and an ability to effectively articulate the nature and purpose of the program to peer helpers, other staff, the sponsoring agency, and the broader community.

D. ORGANIZATIONAL STRUCTURE

The program should be organized and structured in a logical and consistent manner that provides clear lines of authority, responsibility, and communication. The structure also should reflect the nature and purpose of the program.

II. PROGRAM IMPLEMENTATION

A. SCREENING AND SELECTION

The program should employ a clear, systematic, and careful procedure for the screening and selection of peer helpers. Typically, this procedure includes the following:

1. Establishing appropriate criteria as to the characteristics being sought among

prospective peer helpers. Among those characteristics are helpfulness, trustworthiness, concern for others, ability to listen, and potential to serve as a positive role model.

2. Conducting a formal or informal survey in the program setting, in order to determine which individuals are felt to possess the desired characteristics.

3. Making application to the program, soliciting recommendations from others in the program setting, and structuring an interview with program staff. The interview should include samples of the type of skills required of the peer helper, e.g. public presentations, phone skills, and meeting new people.

Programs may differ as to whether final selection of peer helpers should occur prior to or after peer-helper training. In either case, the selection process should be guided by the following criteria:

1. Demonstration of appropriate helping characteristics and skills.

2. Evidence of emotional security/stability.

3. Understanding of the type(s) of services to be provided.

4. Commitment to and availability for the provision of those services.

5. Ability to be reflective of and sensitive to the characteristics of the population to be served.

6. Demonstration of the ability to follow through over time.

7. Manageability of the size of the group selected, in order to ensure quality training and supervision.

B. TRAINING

Once peer helpers have been selected, they should be provided with quality training in the knowledge and skills they will need to be effective as peer helpers. The training program that is implemented should do the following: (a) be reflective of the nature and goals of the program, (b) take into account the age, needs and characteristics of the population to be served, (c) utilize appropriate curricular resources and training strategies, and (d) be consistent with local, state and national guidelines on ethics and standards. All training should include demonstration, skill development, practice, and critique. Additional training is necessary to provide specific services as described in #5 below. Trainees should commit to participate in all aspects of training and to maximize opportunities for both skill development and personal growth. Finally, training should be viewed as an ongoing process, one that is never completed.

While specific features of training may vary somewhat from program to program, the following elements are characteristic of effective peer-helping training models:

1. Role of the Peer Helper Training in the peer-helping role includes, but is not be limited to, the following:

    a. Program orientation.

    b. Characteristics of the helper (caring, acceptance, genuineness, understanding, trustworthiness).

    c. Self-awareness.

    d. Positive role-modeling; e.g., maintaining a healthy lifestyle.

    e. Avoidance of temptation to offer advice, propose solutions, or impose values.

    f. Positive listening skills.

    g. Recognition of limitations.

    h. Developing of individual and group trust.

    i. Creation of a support system of peer helpers for each other, as well as for helpees.

    j. Development of a code of ethics and standards of behavior.

2. Confidentiality/Liability Issues

While communication between peer helpers and helpees are typically confidential, there are 3 important exceptions to this general rule:

    a. Stated or implied threats to the personal safety or well being of the peer helper, helpee, or others.

    b. Child abuse, sexual abuse, family dysfunction, psychotic behavior, harm to self and others, and drug and alcohol abuse.

    c. Situations or problems beyond the personal expertise of the peer helper. An essential component of any peer-helping training program is that peer helpers know how to recognize such situations, are aware of their limitations and responsibilities, and have ready access to professional staff and appropriate referral resources.

3. Communication Skills

Effective peer helping requires the use of the following:

    a. Basic principles of verbal and nonverbal communication.

    b. Active listening skills (attending, empathizing, etc.).

    c. Facilitative responding (questioning, clarifying, summarizing, etc.).

    d. Skills for communicating in a diverse situation (meeting new students, conversing with students from different countries and cultures, etc.).

4. Problem-Solving/Decision-Making Strategies

Effective peer helping often involves the use of steps in formal problem solving (identifying the problem; brainstorming alternatives; predicting consequences; carrying out action plan; evaluating results).

5. Additional Issues and Topics

Depending upon the nature and goals of particular programs, additional specialized training may be provided in areas such as the following:

a. Basic concepts of human behavior. Peer helpers should have some degree of familiarity with concepts such as the following:

   1. The role of motivational and reinforcement factors in behavior.

   2. Sociocultural influences and differences.

   3. Individual and group dynamics.

b. Group facilitation techniques.

c. Learning styles and teaching strategies.

d. Peer tutoring strategies.

e. Crisis management.

f. Conflict resolution, mediation, and anger management.

g. Special needs populations.

h. Telephone "hotline" management.

i. Specific problem areas (substance abuse, dropouts, depression, suicide, teen pregnancy, child abuse, sexually transmitted diseases, gangs and cults, family relations, etc.).

j. Knowledge of referral resources, services, and programs.

C. SERVICE DELIVERY

Subsequent to training, peer helpers should be provided with structured opportunities to engage in a variety of meaningful, productive helping roles within the program setting. The peer-helping services provided should:

1. Be consistent with and reflective of program goals.

2. Enable peer helpers to apply the knowledge and skills they have acquired during training.

3. Enhance the personal growth and positive development of peer helpers and helpees alike.

4. Recognize and accommodate the need for ongoing opportunities for continued

learning and training.

D. SUPERVISION

Once peer helpers have begun to provide services, it is imperative that they receive regular, ongoing supervision from program staff. In addition to regularly scheduled sessions, staff

should be available to provide supplemental supervision and support as needed. Major goals of supervision include the following:

1. Enable program staff to monitor program-related activities and services.

2. Enhance the effectiveness and personal growth of peer helpers.

3. Encourage peer helpers to share with, learn from, and support each other in the performance of their helping roles.

4. Establish safeguards to protect peer helpers from too many program responsibilities, role confusion, or inappropriate assignments.

III. PROGRAM MAINTENANCE

Once the program has been established, program staff should take steps to ensure its continued sustainment, improvement, success, and expansion or infusion into a system. These steps include the following:

A. EVALUATION

Evaluation is conducted to document program -related activities and services. It is done to assess the process, impact, outcome, and cost benefits of the program with reference to its mission, goals, and objectives. The program should develop and implement a formal evaluation plan. Evaluation data should be utilized to examine program effectiveness and to determine whether and how the program needs to be revised. The evaluation plan may include four components:

1. Process Evaluation: Process evaluation provides a picture of what happened in connection with the program and its consistency with *NPHA Programmatic Standards*. Process evaluation determines the degree to which the program has been

successful in achieving its goals and objectives aligned with the mission. Process data includes information in such areas as number of peer helpers and helpees involved; program staffing and organization; selection procedures; nature and extent of training; amount and types of services provided; and other program-related activities.

2. Impact Evaluation: Impact evaluation typically assesses the effect of program upon both peer helpers and those who have received program services within a set period of time. Such assessment can be qualitative (open-ended questionnaires, opinion surveys, etc.) and/or can employ quantitative indices of program impact. In a school-based program, for example, impact evaluation might assess effectiveness in such areas as student knowledge, attitudes, beliefs, and skills or behaviors (e.g., grade point average, absenteeism and dropout rates, or incidence of disciplinary referrals).

3. Outcomes: Outcome evaluation assesses long-term changes to the peer helper, those they serve, and the community. Examples of societal benefits are fewer alcohol-related crashes and deaths, employment, improved leadership skills, and lower health risk parameters.

4. Cost Benefit: Costs benefits are the monetary savings related to the effectiveness of the program (e.g., the cost of the program in providing services to at-risk students, thus reducing dropout rates which will increase A.D.A. funds to the school.)

B. PUBLIC RELATIONS

Program staff should make a concerted, ongoing effort to keep external and internal supporters and potential program recipients informed about the benefits and accomplishments of the program. Informative techniques might include brochures, presentations, newsletters, and media communication.

C. LONG-RANGE PLANNING

Program staff should engage in long-range planning to ensure that the program is sustained and infused. Key factors to consider in long-range planning include the following:

1. Staffing: The success of the program is dependent on a broad-based ownership. This can be accomplished by having a planning team, advisory committee, and multiple staff participation. At least one individual within the program setting should be prepared in coordination responsibilities in the event of staffing changes.

2. Peer Ownership: The program should maximize the level of ownership and involvement of peer helpers. When peer helpers feel directly responsible for the success and sustainment of the program, the program is more likely to be infused.

3. Funding: The program should have a secure and consistent funding base. There need to be contingency plans to provide for continued operation in the event of reduced or nonexistent funding.

NATIONAL PEER HELPERS ASSOCIATION CODE OF ETHICS
FOR PEER HELPING PROFESSIONALS

Professionals who are responsible for implementing peer-helping programs shall be people of personal and professional integrity. To be ethical, peer professionals must operate programs in alignment with *NPHA Programmatic Standards*. NPHA believes the *Code of Ethics for Peer Helping Professionals* should contain the following guidelines:

1. A belief that peer helping is an effective way to address the needs and conditions of people.

2. A commitment to an individual's right to dignity, self-development, and self direction.

3. Program development and implementation which demonstrates:
   - A strong positive rapport with peer helpers.
   - Personal commitment to the peer-helping program.
   - Integrity of acquiring necessary training for specific work with students (e.g., tutoring, mediation, etc.).
   - Utilization of a training curriculum that is aligned with *NPHAProgrammatic Standards*.

4. Selection of trainers and program managers who:
   - Model positive behavior.
   - Reject the pursuit of personal power or gain at the expense of others.
   - Respect copyright and acknowledgment obligations.
   - Adhere to the ethics and legalities of confidential issues (abuse and harm to self and others).

NATIONAL PEER HELPERS ASSOCIATION CODE OF ETHICS
FOR PEER HELPERS

A CODE OF ETHICS IS AN AGREEMENT AMONG THOSE WHO COMMIT TO THE PROGRAM AS TO THE NORMS THAT SHALL GUIDE THEIR BEHAVIOR DURING THEIR INVOLVEMENT IN THE PROGRAM.

Peer Helpers shall be people of personal integrity. NPHA believes peer helpers will:

1. Embrace the philosophy that peer helping is an effective way to address the needs and conditions of people.

2. Respect the individual's right to dignity, self-development, and self-direction.

3. Model positive behaviors and life choices (e.g., no substance use/abuse).

4. Embrace the concept of service to others for the good of the community.

5. Maintain confidentiality of information imparted during the course of program
related activities with the exceptions of child abuse, sexual abuse, family dysfunction, psychotic behavior, harm to self and others, and drug and alcohol abuse.

6. Refrain from tackling situations for which they have no training and preparation
(e.g., peer mediation, tutoring, etc.).

7. Recognize, report, and know techniques to deal with stated or implied threats to
their emotional or physical well being.

APPENDIX B

AKRAN DANIŞMANLIĞI PROGRAMI TANITIM BROŞÜRÜ

PEER HELPING PROGRAM PRESENTATION BROCHURE

Akran Danışmanlığı, en basit tanımıyla, yardım etme konusunda eğitim alan gönüllü öğrencilerin yardım almak isteyen diğer öğrencilere yardım etmesidir.

"Dinlenilmek, anlaşılmak, kabul edilmek, paylaşmak istediğimizde ilk yaptığımız güvenebileceğimiz bir arkadaşımıza gitmektir. Kendi yaşıtımız olan, benzer yaşantılarımızın olduğu kişilerin bizi daha iyi anlayabileceğini ve yardımcı olabileceğini düşünürüz."

"Hepimiz, günlük ilişkilerimizde yardıma ihtiyacı olanlara yardımcı olmaya çalışırız ya da çevremizdeki insanların yardım isteği ile arada sırada karşılaşırız."

Bu düşüncelerden hareketle; akran danışmanlığı programı oluşturulmaktadır. Sistemli ve kapsamlı bir eğitim sonrasında "akran danışman" olmaya hak kazanan gönüllü öğrenciler, üniversitedeki bu hizmetten yararlanmak isteyen diğer öğrencilere yardım edeceklerdir. Bu program yardım etme sürecinde kullanılan beceriler konusunda eğitim alarak diğer öğrencilere akademik, sosyal, duygusal konularda yardım etmeyi öğrenmek isteyenler içindir.

Bir yıl süresince (iki dönem) devam edecek program 4 aşamadan oluşmaktadır;

I. Aday Akran Danışmanların Seçilmesi
II. Akran Danışmanlığı Eğitim Programı ve Program sonrası Akran Danışmanların Belirlenmesi
III. Akran Danışmanların Akran Danışmanlığı Hizmetini Sunması
IV. Akran Danışmanlara Program Koordinatörü tarafından Süpervizyon Verilmesi

I. Aday Akran Danışmanların Seçilmesi

Programa katılmaya gönüllü öğrencilerle öngörüşmeler yapılacaktır. Yapılan değerlendirme sonucu programa seçilen öğrenciler "aday akran danışman" olacaklardır.

Akran danışman olmak için gönüllü öğrenci öncelikle yardım etme sürecinin temel ilkelerine bağlı kalmaya söz vermek zorundadır. Yapılan görüşmelerin kesinlikle gizli

tutulması (süpervizyon alınan uzman dışında kimseyle kesinlikle paylaşılmaması) tarafsızlık, kişilik haklarına saygı, güven ilkelerine uyması gerekmektedir. Bu konuda akran danışmanların eğitim programı süresince öğretilecek diğer etik kurallara da kesinlikle uyması zorunludur.

II. Akran Danışmanlığı Eğitim Programı

Eğitim programı bir dönemi kapsayacaktır. Toplam 30-40 saatten oluşan eğitim, haftada birgün 2-3 saat olarak 12-15 haftada tamamlanacaktır.

Eğitim programı; yardım etme-iletişim becerileri ile ilgili bilgilendirme ve beceri uygulamalarını kapsamaktadır. Bir başka deyişle, yardım isteyen kişiye etkin bir şekilde yardım edebilme konusunda bilgi ve becerilerin öğretildiği kapsamlı bir atölye çalışmasıdır.

Eğitim programının tüm oturumlarına devam zorunludur. Ancak çok acil durumlar için en fazla 2 oturuma katılmama hakkı vardır. Katılınmayan oturumla ilgili daha sonra yapılan tekrar çalışmasına katılmak gerekmektedir. Eğitim sonrasında değerlendirmeler yapılarak "akran danışman" olmaya hazır öğrenciler belirlenecektir.

III. Akran Danışmanların Akran Danışmanlığı Hizmetini Sunması

Akran danışmanlığı hizmeti bir dönem süresince devam edecektir. Bu dönemde Akran Danışmanlar, akran danışmanlığı hizmetinden yararlanmak isteyen öğrencilerle birebir görüşme yapacaklardır. Her akran danışmanın bir dönem boyunca yardım almak isteyen 3-5 öğrenci ile görüşme yapması beklenmektedir. Görüşme sayısı ihtiyaca göre 3-5 görüşme olacaktır. Her bir görüşme yaklaşık olarak 30 dakika sürecektir. Görüşmeler için akran danışmanın her hafta kendine uygun 2 saatini ayırması gerekmektedir. Akran danışman kendi sınırları dışındaki her konuda yardım alan öğrenciyi uzman bir kişiye yönlendirmek sorumluluğundadır. Kesinlikle görüşmelere kendi devam etmeyecektir.

IV. Akran Danışmanlara Program Koordinatörü tarafından Süpervizyon Verilmesi

Akran danışmanlar yaptıkları görüşmeler ile ilgili her hafta uzmanla görüşmelerinin değerlendirmesini yapacaklardır. Akran danışmanlar görüşmelerle ilgili sormak istedikleri, varsa yaşanan sıkıntılar, görüşmelerin daha etkin şekilde devam etmesi için yapabilecekleri konusunda uzmandan geri bildirim alacaklardır. Bu çalışma her hafta 2 saat düzenli olarak yapılacaktır. Süpervizyon, hem uzmanla birebir hem de diğer akran danışmanlarla beraber grup çalışması olarak yapılacaktır.

AKRAN DANIŞMANLIĞI PROGRAMI BAŞVURU FORMU

PEER HELPING PROGRAM APPLICATION FORM

Başvuru Tarihi:　　／　　／

Başvuran kişinin		
Adı ve soyadı:＿＿＿＿＿＿＿	Cinsiyeti:　K　　　　E	
Yaşı: ＿＿＿	Medeni hali:　Bekar　　Evli	
Doğum yeri: ＿＿＿＿＿	Doğum tarihi: ／＿＿＿／＿＿＿	

Bölümü	
PDR	BÖTE
Sınıf Öğretmenliği	Okul Öncesi Öğretmenliği

Sınıfı	
II	III

Başvuran kişiye ulaşılabilecek	
Adres:＿＿＿＿＿＿＿＿＿＿＿＿＿＿	Telefon: ＿＿＿＿＿＿＿
e-posta adresi: ＿＿＿＿＿＿＿＿＿	

A.Lütfen aşağıdaki soruları yanıtlayınız.

➢ Neden akran danışman olmak istiyorsunuz?

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➢ Neden kendinizin etkili bir akran danışman olacağına inandığınızı kısaca açıklayınız.

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➢ Bu programdan ne kazanmak, ne elde etmek istiyorsunuz?

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➢ Etkili bir akran danışman olmanızı sağlayacak özelliklerinizi, güçlü yönlerinizi belirtiniz.

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➢ Bu programa katkısı olacağını düşündüğünüz geçmiş deneyimlerinizi (varsa) belirtiniz

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➢ Varsa, katıldığınız öğrenci toplulukları, organizasyonlar, sosyal aktiviteler nelerdir?

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➢ Sizce, başlatılacak bu programın fakültemize nasıl etkileri olabilir?

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B. Lütfen kendinizi aşağıdaki özelliklerde **"Beni Hiç Yansıtmıyor (1)"** ile **"Beni Tamamen Yansıtıyor (5)"** arasında açık ve samimi olarak değerlendiriniz.

	Beni Hiç Yansıtmıyor				Beni Tamamen Yansıtıyor
Sorumluluk sahibi	①	②	③	④	⑤
İçten	①	②	③	④	⑤
Güvenilir	①	②	③	④	⑤
Kendine güvenli	①	②	③	④	⑤
Dürüst	①	②	③	④	⑤
Yardımsever	①	②	③	④	⑤
Saygılı	①	②	③	④	⑤
Açık	①	②	③	④	⑤
Arkadaş canlısı	①	②	③	④	⑤
Kibar	①	②	③	④	⑤
Duyarlı	①	②	③	④	⑤
Uyumlu	①	②	③	④	⑤
Eleştiriye açık	①	②	③	④	⑤
Sabırlı	①	②	③	④	⑤
Sır saklayan	①	②	③	④	⑤
Yaratıcı	①	②	③	④	⑤
Lider	①	②	③	④	⑤
Tutarlı	①	②	③	④	⑤
Mizah duygusuna sahip	①	②	③	④	⑤
Risk almaya hazır	①	②	③	④	⑤

AKRAN DANIŞMANLIĞI PROGRAMI REFERANS MEKTUBU

PEER HELPING PROGRAM REFERENCE LETTER

Öğrencinin

Adı ve Soyadı:_____

Referans veren kişinin

Adı ve Soyadı:_____

Tel (gerektiğinde ulaşabilmek için): _____

A. Aşağıda yer alan ifadeleri referans verdiğiniz öğrenciyi ne ölçüde yansıttığını gözönünde bulundurarak "**Hiç Yansıtmıyor (1)"** ile **"Tamamen Yansıtıyor (5)"** arasında değerlendiriniz. Konu ile ilgili yeterli gözleminizin ve bilginizin olmadığını düşündüğünüz ifadeler için **"Fikrim Yok (FY)"** seçeneğini işaretleyiniz.

Çevresindekilerin duygu ve düşüncelerine saygı gösterir.	1	2	3	4	5	FY
Çevresindekilerin yaşadıklarına ilgili ve duyarlıdır.	1	2	3	4	5	FY
Çevresindekilerle olumlu bir ilişki içindedir.	1	2	3	4	5	FY
Birçok konuda kendine güvenir.	1	2	3	4	5	FY
Yeni fikirlere açıktır.	1	2	3	4	5	FY
Diğerlerinin iyiliği ve sağlığı ile ilgilenir.	1	2	3	4	5	FY
Güvenilir biridir.	1	2	3	4	5	FY
Çevreden gelen eleştirilere açıktır.	1	2	3	4	5	FY
Olaylar karşısında esnek ve hoşgörülüdür.	1	2	3	4	5	FY
Yeni ortamlara ve durumlara uyum sağlar	1	2	3	4	5	FY
Sır saklar	1	2	3	4	5	FY
Sorumluluk sahibidir	1	2	3	4	5	FY

Eklemek istedikleriniz:..

....

Öğrenciyi Akran Danışmanlığı Programına öneririm.   E ( )   H ( )   Kararsızım ( )

Tarih:

İmza:

B. Lütfen akran danışmanlığı için önerdiğiniz öğrenciyi aşağıdaki özelliklerde "**Hiç Yansıtmıyor (1)**" ile "**Tamamen Yansıtıyor (5)**" arasında açık ve samimi olarak değerlendiriniz.

	Hiç Yansıtmıyor			**Tamamen Yansıtıyor**	
Sorumluluk sahibi	①	②	③	④	⑤
İçten	①	②	③	④	⑤
Güvenilir	①	②	③	④	⑤
Kendine güvenli	①	②	③	④	⑤
Dürüst	①	②	③	④	⑤
Yardımsever	①	②	③	④	⑤
Saygılı	①	②	③	④	⑤
Açık	①	②	③	④	⑤
Arkadaş canlısı	①	②	③	④	⑤
Kibar	①	②	③	④	⑤
Duyarlı	①	②	③	④	⑤
Uyumlu	①	②	③	④	⑤
Eleştiriye açık	①	②	③	④	⑤
Sabırlı	①	②	③	④	⑤
Sır saklayan	①	②	③	④	⑤
Yaratıcı	①	②	③	④	⑤
Lider	①	②	③	④	⑤
Tutarlı	①	②	③	④	⑤
Mizah duygusuna sahip	①	②	③	④	⑤
Risk almaya hazır	①	②	③	④	⑤

İHTİYAÇ TARAMASI ANKETİ

NEED ASSESSMENT QUESTIONNAIRE

Sevgili Öğrenciler,

Üniversitemiz öğrencilerinin üniversite yaşamının bazı yönlerine ilişkin ihtiyaçlarını ve bu ihtiyaçları karşılamak için harekete geçirilebilecek bazı kaynakları araştırmak amacıyla bir çalışma planlanmaktadır. Bu çalışmanın sonuçlarının üniversitemiz öğrencilerine sunulacak bazı psikolojik hizmetlerin planlanması açısından büyük yarar sağlayacağı düşünülmektedir. Bu amaçla, üç bölümden oluşan bir anket hazırlanmıştır. Sizden istenen her bölümde yer alan cümlelerin karşısındaki seçeneklerden sizi en iyi yansıttığına inandığınız bir seçeneği seçerek işaretlemenizdir. Lütfen her cümleyi yanıtlamaya özen gösteriniz.

Sizden isminizi yazmanız istenmemektedir. Sonuçlar, yalnız araştırma amacıyla kullanılacak ve kesinlikle gizli tutulacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Öğr. Gör. Mine Aladağ
Ege Üniversitesi Eğitim Fakültesi
Rehberlik ve Psikolojik Danışmanlık Programı

1. Cinsiyetiniz:	
Kız	Erkek
2. Bölümünüz:	
PDR	BÖTE
Sınıf Öğretmenliği	Okul Öncesi Öğretmenliği
3. Sınıfınız:	
I II III IV	

BÖLÜM I: Bir sıkıntınız ya da probleminizle ilgili yardım almak istediğinizde **genellikle ilk önce** kimden yardım istemeyi (almayı) tercih edersiniz? Numaralandırarak (1. – 2. gibi) Sıralayınız…

_____ Ailenizden

_____ Aynı cinsten bir arkadaşınızdan

_____ Karşı cinsten bir arkadaşınızdan

_____ Tanıdık birinden

_____ Akrabanızdan

_____ Akademik Danışmanınızdan

_____ Yardım etme konusunda eğitim almış yaşıtlarınızdan

_____ Uzmandan (psikolojik danışman, psikolog, psikiyatrist)

_____ Diğer..(lütfen belirtiniz)

BÖLÜM II: Yardım istediğiniz kişinin size aşağıdaki yardım biçimleri ile ne derecede yardım etmesini tercih edeceğinizi ilgili cevap aralığında işaretleyiniz.

	Hiç Tercih Etmem			Çok Tercih Ederim	
Öğüt vermesi	1	2	3	4	5
Çözüm bulması	1	2	3	4	5
Öneri getirmesi	1	2	3	4	5
Avutması	1	2	3	4	5
Rahatlatması	1	2	3	4	5
Konuyla ilgili farklı seçenekleri göstermesi	1	2	3	4	5
Konuyla ilgili yorum yapması, analiz etmesi	1	2	3	4	5
Güven vermesi, paylaşması ve desteklemesi	1	2	3	4	5
Kendinden örnek vermesi	1	2	3	4	5
Başkalarının yaşadıklarından örnekler vermesi	1	2	3	4	5
Aktif olarak dinlemesi	1	2	3	4	5
Yargılamadan anlamaya çalışması	1	2	3	4	5
Sizinle birlikte seçenek araması	1	2	3	4	5

BÖLÜM III: Lütfen önce kutu içinde verilen açıklamayı okuyunuz ve sonra aşağıdaki soruları bu açıklamaya göre yanıtlayınız.

> "Dinlenilmek, anlaşılmak, kabul edilmek, paylaşmak istediğimizde ilk yaptığımız güvenebileceğimiz bir arkadaşımıza gitmektir. Kendi yaşıtımız olan, benzer yaşantılarımızın olduğu kişilerin bizi daha iyi anlayabileceğini ve yardımcı olabileceğini düşünürüz."
>
> Bu düşünceden hareketle Akran Danışmanlığı (öğrenciden öğrenciye yardım) Programı oluşturulmaktadır. Akran Danışmanlığı Programı, yardım etme (iletişim ve dinleme becerileri) konusunda eğitim alan gönüllü öğrencilerin yardım almak isteyen diğer öğrencilere yardım etmesidir. Sistemli ve kapsamlı bir eğitim sonrasında "akran danışman" olmaya hak kazanan gönüllü öğrenciler, üniversitedeki bu hizmetten yararlanmak isteyen diğer öğrencilere akademik, sosyal, duygusal konularda gizlilik ilkesine bağlı kalarak yardım edeceklerdir.

.

1. Akran Danışmanlığı Programının size ne derece yardımcı olabileceğini düşünürsünüz?

(1)	(2)	(3)	(4)	(5)
Hiç Yardımcı Olmaz	Yardımcı Olmaz	Kararsızım	Yardımcı Olur	Çok Yardımcı Olur

2. Akran Danışmanlığı Programına ne derece başvurmak istersiniz?

(1)	(2)	(3)	(4)	(5)
Kesinlikle Başvurmam	Başvurmam	Kararsızım	Başvururum	Kesinlikle Başvururum

3. Akran Danışma Programı'ndan yardım alsanız aşağıdaki konu alanlarında ne derece yardım almak isteyeceğinizi ilgili cevap aralığında işaretleyiniz.

Yardım Almayı Hiç İstemem				Yardım Almayı Çok İsterim
Akademik konular	1	2	3	4	5
Kişisel konular	1	2	3	4	5
Mesleki konular	1	2	3	4	5
Kişilerarası İlişkiler	1	2	3	4	5
Diğer.....................(belirtiniz)	1	2	3	4	5

APPENDIX F

İLETİŞİM BECERİLERİNİ DEĞERLENDİRME ÖLÇEĞİ

COMMUNICATION SKILLS EVALUATION SCALE

Açıklama: Bu ölçek iletişimle ilgili bazı özelliklerinizi ölçmeye yöneliktir. Aşağıda sunulan ifadeleri, o ifadelerle ilgili genelde nasıl olduğunuzu düşünerek okuyunuz. İlişkilerimizdeki özelliklerimiz elbette kiminle, hangi koşullarda, ne zaman ilişkide bulunduğumuza bağlı olarak farklılıklar göstermektedir. O nedenle ifadeleri genelde gösterdiğiniz tepkilere göre değerlendiriniz. İfadelerin sizin durumunuzu ne derecede yansıttığını saptayınca bunu ifadelerin yanındaki sütunlardan birini işaretleyerek belirtiniz.

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her Zaman
1.Sorunlarını dinlediğim insanlar benim yanımdan rahatlayarak ayrılırlar.					
2. Düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim.					
3. Başkalarını bir kasıt aramadan dinlerim.					
4. Sosyal ilişkide bulunduğum insanları oldukları gibi kabul edebilirim.					
5. İnsanların önemli ve değerli olduklarını düşünürüm.					
6. Birisiyle ilgili bir karara ulaşmadan önce onunla ilgili gözlemlerimi gözden geçiririm.					
7. İlişkide bulunduğum kişilerin anlatmak istediklerini dinlemek için onlara zaman ayırırım.					
8. İnsanlara karşı sıcak bir ilgi duyarım.					
9. İnsanlara gerektiğinde yardım etmekten hoşlanırım.					
10. Olaylara değişik açılardan bakabilirim.					
11. Düşüncelerimle yaptıklarım birbirleriyle tutarlıdır.					
12. İlişkilerimin daha iyiye gitmesi için bana düşenleri yapmaya özen gösteririm.					
13. Kendime ve başkalarına zarar vermeden içimden geldiği gibi davranabilirim.					
14. Arkadaşlarımla beraberken kendimi rahat hissederim.					

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15. Yaşadığım olaylardaki çoşkuyu her halimle başkalarına iletebilirim.					
16. İlişkilerimin nasıl geliştiğini ve nereye gittiğini anlamak için düşünmeye zaman ayırırım.					
17. Karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım.					
18. Benimle özel olarak konuşmak isteyen bir arkadaşım olduğunda konuyu ayak üstü konuşmamaya özen gösteririm.					
19. Birisini anlamaya çalışırken sakin bir ses tonuyla konuşurum.					
20. İlişkilerimi zenginleştiren eğlenceli, keyifli bir yanım var.					
21. Birisine bir öneride bulunurken, onun öneri vermemi isteyip istemediğine dikkat ederim.					
22. Birisini dinlerken ne karşılık vereceğimden çok onun ne demek istediğini anlamaya çalışırım.					
23. İletişim kurduğum insanlar tarafından anlaşıldığımı hissederim.					
24. Bir yakınımla sorunum olduğunda bunu onunla suçlayıcı olmayan bir dille konuşmak için girişimde bulunurum.					
25. Karşımdakini dinlerken sırf kendi merakımı gidermek için ona özel sorular sormaktan kaçınırım.					

EMPATİ BECERİ ÖLÇEĞİ B-FORMU

EMPATHIC SKILL SCALE B-FORM

Açıklama: Aşağıda birbirinden farklı, altı olay anlatılmaktadır. Bu olayları yaşayan kişilere sizin verebileceğiniz sözel tepkiler on iki madde halinde sıralanmıştır. Bu on iki cümleden sizin karşınızdaki **kişiye söylemek için kullanabileceğiniz dört cümleyi seçerek işaretleyin.** Seçtiğiniz cümleler için önem sırası söz konusu değildir. İşaretlemeyi cümlenin yanındaki rakamı daire içine alarak yapabilirsiniz.

1. **KİŞİ (Ev Hanımı)**

Yemek, çamaşır, temizlik, dikiş, alışveriş, çocuklar...Bütün gün tek başıma koşturuyorum; yine de yetişemiyorum. Kendime ayıracak beş dakikam yok. Kendimi mutfakla banyo arasına hapsolmuş hissediyorum.

(1) Ev işlerine yardım edecek bir yardımcı kadın tutmayı düşündün mü?

(2) Bütün bu işler günde kaç saatini alıyor?

(3) Eşin hiç yardım ediyor mu?

(4) Anladığım kadarıyla ev işleri sana çok ağır geliyor.

(5) Ev işlerini yapan, dünyada bir tek sen değilsin, bu durumu böyle mesele yapmak doğru değil.

(6) Haklısın; bu kadar iş insanı gerçekten bunaltır.

(7) Bence senin problemin, işleri becerememen değil işlerin çok olması

(8) Senin yerinde olsam ben de çok bunalırdım

(9) Sanırım bunca iş karşısında kendini çaresiz ve yalnız hissediyorsun.

(10) Sana katılıyorum ev işleri gerçekten kolaydır.

(11). Annem de (veya bir başka yakınınız) senin gibi sürekli ev işleri yapmaktan yoruluyor.

(12) Sanırım bu kadar çok işi tek başına yapmak zorunda kalmak seni öfkelendiriyor.

2. **KİŞİ (Bir Arkadaşınız)**

Bir miras meselesi yüzünden babamla amcam kavga ettiler. Aslında ben ikisini de severim. Aralarını bulmaya çalıştım; daha kötü oldu. Babam dün "bir daha o adamla konuşmayacaksın" dedi. Gerçi miras konusunda babam haklı geliyor ama, amcamdan da vazgeçemem ki. Bunca yıl bize ikinci bir baba oldu. Üç kuruş için bu çektiğimize değer mi?

(1) Her ailede böyle problemler olabilir; kardeş kardeşin ne öldüğünü istermiş ne de güldüğünü...

(2) Çok zor durum, sıkılmakta haklısın

(3) Anladığım kadarıyla bu kavga seni üzmüş.

(4) Senin yerinde olsam bende çok üzülürdüm.

(5) Kendini iki sevdiğin kişi arasında kalmış hissediyorsun; bu da seni çaresizliğe itiyor.

(6) İki kardeşin problemi anlaşarak çözmelerine sevindim.

(7) Bence güvenilir bir hukukçu bulup onun hakemliğine başvurmalısınız.

(8) İki sevdiğin kişi arasında seçim yapmak zorunda kalman seni öfkelendiriyor.

(9) Parayla mutluluk olmaz dostluk her şeyden önemlidir.

(10) Eğer babanın tarafını tutarsan amcana haksızlık ettiğini düşüneceksin.

(11) Baban "amcanla konuşma" sözünü geçici bir öfke anında söylemiş olabilir.

(12) Bu kavganın sebebi para değil babanla amcanın ailede üstünlük kurma istekleri olabilir.

3. **KİŞİ (Bir Dostunuz)**

Son günlerde canım sıkılıyor. Belli bir sebebi yok ama içimin daraldığını hissediyorum. Canım hiçbir şey yapmak istemiyor. Üstelik bu sıkıntımı kimse ile paylaşamıyorum.

(1) Sıkıntının nedenlerini araştırdın mı?

(2) Senin böyle sıkılıyor olmana üzüldüm.

(3) Bence kendini meşgul edecek bir hobi bulmalısın.

(4) İçinde tanımlayamadığın bir heyecan hissediyorsun ve kötü bir şeyler olacakmış gibi geliyor.

(5) Bazen ben de senin gibi sebepsiz sıkıntı hissederim.

(6) Sanırım şu sıralar kendini yalnız hissediyorsun.

(7) Herhalde bilinçaltındaki bir takım duygular böyle hissetmene yol açıyordur.

(8) Sebebini bilmediğin yoğun bir sıkıntı içindesin.

(9) Geceleri sıkıntılı rüyalar gördüğün de oluyor mu?

(10) Kendini böylesine bırakman doğru değil.

(11) Dünyada öyle büyük dertleri olan insanlar var ki onlar senin bu sıkıntını dertten saymazlar.

(12) Son günlerde istediğini elde etmen beni sevindirdi.

4. KİŞİ (Bir Genç)

Başımın yan tarafında bir tutam saç var, ne yapsam yatıramıyorum. Islatıyorum olmuyor, bağlıyorum olmuyor ne zaman aynaya baksam neşem kaçıyor.

(1) Bu önemli bir problem değil, kafanı takma.

(2) Kafanın dışı değil, içi önemlidir; sen kişiliğini geliştirmeye çalış.

(3) Saçının yatmaması seni üzüyor.

(4) Saçının dökülmesi beni üzdü.

(5) Berber ne diyor?

(6) Başkalarının yanında her zaman derli toplu gözükmek istiyorsun.

(7) Her zaman kusursuz bir insan olmak istiyorsun.

(8) Saçınla bu kadar uğraşmak zorunda kalmak seni sinirlendiriyor.

(9) Bence bu önemli bir sorun değil ama bu işin seni rahatsız etmesine üzüldüm.

(10). Bunu sakın arkadaşlarına söyleme; çünkü seninle dalga geçebilirler, sen de üzülürsün.

(11). Küçük bir şey için bile olsa, başkaları tarafından eleştirilmek seni üzüyor.

(12). Bence seni asıl kızdıran, saçının yatmaması değil, bu işe çok zaman harcıyor olman.

5. KİŞİ (Bir Kız Arkadaşınız)

Annem geçen hafta doğum günümde bana, nefis bir atkı hediye etti. Verirken de "sana özel bir şey bulabilmek için şehrin altını üstüne getirdim" dedi. Dün ne öğrensem beğenirsin? Başka şehirde oturan ablam var. Annem bana aldığının aynısını 3 ay önce ona da almış. Bunu öğrenince perişan oldum. Şu anda son derece kötü hissediyorum kendimi.

(1) Annene niçin böyle davrandığını sordun mu?

(2) Annen hem sana hem de ablana "özel" bir hediye alabilir; çünkü ikinizi de seviyordur. Bence olaya bu açıdan bakmalısın.

(3) Bence bu konuda bencillik ediyorsun.

(4) Bu olaya üzülmekte haklısın.

(5) Bu olay karşısında sanırım kendini aldatılmış hissetmişsin.

(6) Galiba ablanı biraz kıskanıyorsun.

(7) İki atkı tamamen benziyor mu?

(8) Annenin, sana senin sandığın kadar değer verip vermediğini merak ediyorsun.

(9) Senin yerinde olsaydım ben de üzülürdüm.

(10) Annenin gözünde özel bir yerin olmasına sevinmiştin; şimdi bu sevincinin yerini üzüntü aldı.

(11) Annen ablanı her zaman böyle eleştirir mi?

(12) Annene oldukça öfkelisin.

6. KİŞİ (Bir Öğrenci)

Son zamanlarda hiç ders çalışamıyorum. Sürekli kahvedeyim. Kağıt oynamak zevk veriyor. Ama kahveden çıkarken, her seferinde derin bir pişmanlık duyuyorum. Böyle giderse okulu bitiremiyeceğim. Bitiremezsem halim ne olur? Ne iş yaparım? Sonra anama-babama, konuya komşuya ne derim?

(1) Bu durumu ailen öğrenirse herhalde üzülürler.

(2) Sınıfınızda senin durumunda olan başka arkadaşların da var mı?

(3) Hayatta başarılı olmanın tek yolu okul bitirmek değildir. Okul bitirmemiş nice başarılı insan var.

(4) İçinde bulunduğun durum seni çok sıkıyor, kaygılanmana yol açıyor.

(5) Çalışmak istediğin halde çalışamıyorsun. Kendi kendine söz geçiremiyor olman seni huzursuz ediyor.

(6) Bence rahatlamak için bir psikoloğa başvurmalısın.

(7) Konu komşunun ne düşüneceklerini kafana takma, kendini derslere ver.

(8) Bu problemin beni üzdü.

(9) Hem gelecekte iyi bir yaşantı elde edememekten, hem de ana-babanı incitmekten korkuyorsun.

(10) Hiçbir derse mi çalışmıyorsun, yoksa bazı derslere mi?

(11) Bence kendine fazla yükleniyorsun, telaşın ve sıkıntın bu yüzden.

(12) Çok çalıştığın halde dersleri başaramaman üzücü.

APPENDIX H

YANSITMA BECERİLERİNİ DEĞERLENDİRME FORMU

REFLECTION SKILLS EVALUATION FORM

Aşağıdaki durumlarda kişilere yardımcı olmak için ne (neler) söylerdiniz?

DURUM I: Ondan çok hoşlanıyorum. Birlikte oldukça hoş vakit geçiriyoruz. Ama ona duygularımı söyleyip söylememe konusunda çok kararsızım. Ya o bana karşı böyle şeyler hissetmiyorsa…

_____

_____

_____

DURUM II: Ne olup bittiğini bilmiyorum. Çok çalıştığım halde iyi notlar alamıyorum. Herkes kadar çok çalıştığımı düşünüyorum ama olmuyor, yapamıyorum. Daha başka ne yapabilirim onu da bilmiyorum.

_____

_____

_____

DURUM III: Çok çabuk sinirlenip etrafımda kim varsa ona bağırmaya başlıyorum ve onu kırıyorum. Sonra çok pişman oluyorum ama iş işten geçmiş oluyor.

_____

_____

_____

DURUM IV: Bizimkiler İzmir'e taşındı. Benim yurttan çıkıp onların yanına eve dönmemi istiyorlar. Onları özlüyorum, evde olmak çok rahat olacak ama ben yurttan çıkmayı istemiyorum. Kendi kişiliğimi kazanmak için bunu yapmak zorunda hissediyorum kendimi. Oysa onlar benim onları istemediğimi, onlardan uzaklaştığımı düşünüyor.

_____

_____

_____

APPENDIX I

ROSENBERG BENLİK SAYGISI ÖLÇEĞİ

ROSENBERG SELF-ESTEEM SCALE

Açıklama: Aşağıdaki ifadelerin her biri için yanında yer alan seçeneklerden size en uygun gelen tek bir seçeneği işaretleyiniz.

	Çok Doğru	Doğru	Yanlış	Çok Yanlış
1. Kendimi en az diğer insanlar kadar değerli buluyorum.				
2. Bazı olumlu özelliklerim olduğunu düşünüyorum.				
3. Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.				
4. Ben de diğer insanların birçoğunun yapabileceği kadar bir şeyler yapabilirim.				
5. Kendimde gurur duyacak fazla bir şey bulamıyorum.				
6. Kendime karşı olumlu bir tutum içindeyim.				
7. Genel olarak kendimden memnunum.				
8. Kendime karşı daha fazla saygı duyabilmeyi isterdim.				
9. Bazen kesinlikle kendimin bir işe yaramadığını düşünüyorum.				
10. Bazen kendimin hiç de yeterli bir insan olmadığımı düşünüyorum.				

APPENDIX J

KENDİNİ KABUL ENVANTERİ

SELF-ACCEPTANCE INVENTORY

Açıklama: Bu envanterde bir kimsenin kendisine yönelik tutumunu belirlemeye yarayacak çeşitli cümleler vardır. Bu cümlelerde olumlu veya olumsuz çeşitli insan özellikleri vardır. Bu özellikler ya bir duygu, ya bir alışkanlık, ya bir inanç, ya da bir tutum olabilir. Siz once her cümlede belirlenen duruma uygun bir kimse iseniz cevabınız "**EVET**", yok eğer belirlenen durumdan farklı bir kimse iseniz cevabınız **"HAYIR"** olarak vereceğinizi kendi kendinize kararlaştırınız. Sonra böyle olduğunuz veya olmadığınız için **"memnun"** ya da **"mutsuz musunuz"** veya durumunuzdan **"şikayetçi"** ya da **"şikayetçi değil"** misiniz? buna karar veriniz. Böylece her cümlede verilen durumlarda kendinize ilişkin duygularınızın yönünü ve yeğinlik derecesini düşününüz.

Cevaplamanızı yaparken cevap kağıdında EVET veya HAYIR sözcükleri altında yer alan kendimden "Memnunum" anlamına gelen **(M)**, kendimden "Şikayetçi Değilim" anlamında **(Şd),** kendimden "Şikayetçiyim" anlamında **(Ş)**, "Mutsuzum" anlamında **(Ms)** harfleri için ayrılan yerlerden birini karalayınız. Bazı durumlar olabilir ki o konuda kendinizi ve kendinize ilişkin duygularınızı yeterince tanıyamamış olabilirsiniz. O zaman **"Kendimi Tanıyamıyorum"** anlamında sondaki **(K)** cevap aralığını işaretleyiniz.

Her durum için bir tek cevap yeri karalanacaktır. Her cümleyi dikkatlice okuyup anladıktan sonra cevap kağıdında eğer cevabınız evet ise altındaki memnunum, şikayetçi değilim, şikayetçiyim, mutsuzum anlamına gelecek şekilde M, Şd, Ş, Ms harflerinin yerlerinden birini karalayınız. Yok eğer cevabınız hayır ise onun altındaki memnunum, şikayetçi değilim, şikayetçiyim, mutsuzum anlamına gelecek şekilde M, Şd, Ş, Ms harflerinin yerlerinden birini karalayarak kendinize verilen durumla ilgili olarak nasıl bir duygu ile algıladığınızı belirleyiniz.

	EVET				HAYIR				
	M	Şd	Ş	Ms	M	Şd	Ş	Ms	K
1-Başarısızlık karşısında çabuk yılıyor ve kendime güvenimi kaybediyorum.*									
2- Kuşkusuz zayıf yönlerim var ama güçlü yönlerimle başarılı olabiliyorum.									
3- Hayatla baş edebilme gücüne sahip olduğuma inanıyorum.									
4- Geleceğimden umutluyum.*									
5- Herhangi bir iş yaparken başkalarından fikir almaya ve onu aynen uygulamaya önem veririm.									
6- Bir işi planlarken birçok kimselere danışırım ama son kararı kendim veririm.									
7- Seçtiğim meslek yeteneklerime uygun gibi görünüyor ama kendi kişiliğim nedeniyle meslekte başarısız olacağımdan korkuyorum.*									
8- Zaman zaman başarısızlıklarım oluyorsa da bundan dolayı kendimi değersiz bulmuyorum.									
9- Kendi şansımı kendim yaratabileceğim inancındayım.*									
10- Kendimi işe yaramaz zavallı bir kimse olarak görüyorum.									
11- Daima başkaları tarafından korunmaya ve desteklenmeye ihtiyacı oluyor.									
12- Başarımı gayret ve yeteneğimden çok şansıma borçluyum.									
13- Hatalı olduğum zaman hatamı kabul etmek bana zor geliyor.									
14- Olduğum gibi davranıyor ve sonucuna da katlanmanın gereğine inanıyorum.									
15- Gerektiğinde hatalarımı ve eksik yanlarımı									

açıklamada sakınca görmem.									
16- Hata yaptığımı anlayınca özür dilemekten çekinmem.									
17- Nedense bütün aksilikler beni bulur.									
18- Gerektiğinde kişinin kendini değiştirebileceğine inanıyorum.									
19- Karşılaştığım güçlükler ailemin bana iyi bir eğitim verememiş olmasından ileri geliyor.									
20- İnsanlar beni anlamıyor.									
21- Sorumluluk almaktan kaçınırım.									
22- Kararsız bir insan oluşumdan dolayı yaşamım tatsızlaşıyor.									
23- Derslerimden düşük not alışımı genellikle kendi tembelliğimin sonucu olarak görüyorum.*									
24- Kendimle ilgili konularda karar vermede güçlük çekiyorum.									
25- Benimle ilgili konularda yakınlarımın benim yerime karar vermeleri bana güven sağlıyor.									
26- Yaptığım seçimlerden ve işlerden dolayı çoğu zaman pişman olurum.									
27- Kendimi günahlarımdan dolayı değersiz buluyorum.									
28- Geçmişime bakınca aşırı bir utanç ve pişmanlık duyuyorum.									
29- Kendimi yaşamaya değer ve toplum içinde yeri olan bir kimse olarak görüyorum.*									
30- Yaptıklarımdan dolayı Allah'ın beni cezalandıracağından korkuyorum.									
31- Ailemin beni olduğumdan daha iyi görmesi karşısında onları aldatmış olmanın üzüntüsünü duyuyorum.									
32- Haksızlıklar karşısında bile kendimi savunamıyorum.									
33- Zor durumlarda genellikle yalan ve hileye									

başvurmam.									
34- Genellikle dedikodu yapmaktan hoşlanmıyorum.									
35- Hakkımda asılsız dedikodular yapılıyor.									
36- Hakkımda gerçeğe dayanan bazı dedikodular var.									
37- Genellikle başkalarının yanında terler ve bunalırım.*									
38- Bir topluluk içinde bütün gözler bana çevrilmişçesine tedirgin olurum.*									
39- Yabancılarla tanışmak ve yeni dostlar edinmekten hoşlanırım.									
40- Kendimle ilgili sorunların çözümünde gerekirse başkalarının yardımını isteyebilirim.									
41- Başkaları beni seyrederken iş yapamıyorum.									
42- Başkaları bana baktığında yürümeyi şaşırırım.*									
43- Arkadaşlarımın davetini beklemeden gerektiğinde onların grubuna katılırım.									
44- Gerektiğinde duygu ve düşüncelerimi açıklayabilirim.									
45- Gerektiğinde bildiklerimi ve gördüklerimi başkalarına anlatabilirim.									
46- Genellikle topluluk içinde bulunmaktan hoşlanırım.									
47- Girişken bir insan sayılırım.									
48- Bana baktıklarında mutlaka bir kusurum olduğu duygusuna kapılırım.									
49- Topluluk içinde rahat konuşamıyorum.									
50- Genellikle başkalarının dikkatini üzerime çekmekten sıkılırım.									
51- Yerinde ve haklı bile olsa yüzüme yapılan övgülerden utanırım.									
52- Diğer insanlar hakkındaki düşünce ve kanılarımı başkalarının lafıyla değiştirmem.									
53- Olaylar ve insanlar									

hakkındaki yargılarımı kendi deneyimlerimle oluştururum.									
54- Başkaları benim değer ve inançlarıma ters düşen bir iş yapmamı istediklerinde onları red edemem.									
55- Olduğum gibi görünmekten hoşlanmıyorum.									
56- Kendi değer ve inançlarım başkalarınınkine ters düşse bile onları açıkca ortaya koyar ve savunurum.									
57- Başkalarının ahlak değerlerine uygun davranmayabilirim.									
58- Genellikle isteklerim beğenilerim ve değerlerime uygun bir yaşam sürüyorum.									
59- Başkalarının benim inançlarıma ve değerlerime uygun davranmasını beklemiyorum.									
. 60- Genellikle olduğum gibi davranırım ve olduğum gibi görünmeye çalışırım.									
61- Gerektiğinde hakkımı ararım.									
62- Genellikle kendimden çok başkalarını memnun etme çabasındayım.									
63- Eğer duygu ve düşüncelerimden utanırsam bunları tam karşıtı olan bir davranışla gizlerim.									
64- Arkadaşlarımın birçoğu kadar güzel ve yakışıklıyım.*									
65- Kendimi oldukça çirkin ve sevimsiz buluyorum.									
66- Normal bir beden yapısına sahibim.									
67- Boyum oldukça kısadır.									
68- Oldukça sıska ve çelimsizim.									
69- Gizlediğim bazı fizik kusurlarım var.*									
70- Kulağım iyi işitmiyor.									
71- Gözlük takmak zorundayım.									
72- Oldukça şişmanım									
73- Sağlıklı bir insanım.									

74- Güzel olmayan yanlarım kadar güzel yanlarım da var.								
75- Doğuştan getirdiğim bedensel bir özürüm var.*								
76- Kalıtsal bir özürüm var bu benim çocuklarımda da görülebilir.*								
77- Karşı cinsten arkadaşlarımın bana duygusal yaklaşımından utanıyorum.								
78- Karşı cinsin dıuygusal yaklaşımı beni öfkelendiriyor.*								
79- Kızlı erkekli bir toplantıda kendimi rahat hissetmiyorum.*								
80- Kendi cinsiyetimden (kız ya da erkek olmaktan) memnunum.								
81- Karşı cinsten arkadaşlarımla beraber olmaktan mutluluk duyuyorum.								
82- Okul yaşamında arkadaş seçerken kız erkek ayırımı yapmam.*								
83- Cinsel dürtüler kontrol altına alınmalı ama utanç verici sayılmamalı.								
84- Toplumun onayladığı durumlarda bile cinsel ilişkileri kirli ve iğrenç buluyorum.								
85- Karşı cinsten biri(leri)nin benimle duygusal yakınlık kurma isteğinde olduğu kanısındayım.*								
86- Arkadaş saydıklarım beni arar ve benden hoşlanırlar.								
87- Arkadaşlarım benim dostluğuma güvenirler.								
88- Arkadaşlarım beni pısırık ve beceriksiz bulurlar.								
89- Arkadaşlarım beni küçümsüyorlar.								
90- Arkadaşlarım beni gruplarına isteyerek alırlar.								
91- Arkadaşlarım ciddi işlerde ve çalışmalarda benimle beraber olmak isterler.								
92- Arkadaşlarım beni ağzı gevşek ve sır saklamaz bulurlar.								

93- Hiç kimse beni sevmiyor.									
94- Arkadaşlarım bana düşman oldular.									
95- Ailem beni çok sever.									
96- Öğretmenlerin çoğu beni diğer arkadaşlarım kadar önemsemiyorlar.*									
97- Çevremdeki insanlar beni ilgilendiren konularda bile benim fikrimi almazlar.									
98- Ev sahibini rahatsız edeceğim düşüncesiyle misafirliğe gitmekten çekinirim.									
99- Diğer insanlar arasında bir yerimin olduğuna inanıyorum.									
100- Diğer insanları kendimden uzaklaştıracak kadar çevreme koku saçıyorum.*									
101- İnsanlar beni övdüklerinde içimden bu kadar değerli olmadığımı düşünürüm.									
102- Arkadaşlarım beni yetenekli fakat alçak gönüllü bulurlar.									
103- Kolay arkadaş edinebilirim.									
104- Psikolojik yönden normal ve rahat bir insan sayılırım.									
105- Gerektiğinde yaşamın kötü yönleriyle yüz yüze gelmekten çekinmem.									
106- Kendimi dürüst ve samimi bir insan olarak görüyorum.									
107- İstemediğim halde çabuk kızıyor ve sinirleniyorum.									
108- İnsanları seviyorum ve omlarla beraberlikten mutlu oluyorum.									
109- Yaşamın güzel ve ilginç yanlarını görerek mutlu oluyorum.									
110- Kendi çabamla yenebileceğim güçlüklerden dolayı mutsuz olmam.*									
111- Yeni durumlara kolay uyum yapabiliyor ve yeni yaşantılardan hoşlanıyorum.									

112- Alıngan bir insan değilim.									
113- Sebatlı ve iradeli bir insanım.									
114- Kolay mutlu olamıyorum genellikle karamsar bir insanım.									
115- Kendimi yaşamaya değer ve toplumda yeri olan bir kimse olarak görüyorum.									
116- Başkaları ile ilişkilerimde onların duygu ve düşüncelerini gözetirim.									
117- Anlamlı ve amaçlarıma uygun bir yaşam sürdüm.									
118- Bazen yalnızlıktan hoşlanırım									
119- Eleştiriyi benliğime yöneltilmiş bir tehdit olarak görürüm.									
120- Eleştirilerden önce rahatsız olsam bile sonradan üzerinde durur ve yararlanma gereği duyarım.									
121- Bazı konularda başarısız olabilirim ama verimli ve başarılı olduğum alanlarda var.									
122- Bazı alışkanlık ve kusurlarıma rağmen gene de normal ve uyumlu bir insanım.									
123-Üzerime aldığım görevi kusursuz yapmam şarttır.									
124- Bazen ters ve geçimsiz bazen ise sıcak ve yumuşak olurum.									
125- Çirkin ve sevimsiz yönlerimi iyi ve sevimli yönlerim kapatıyor.									
126- Arkadaşlarım bazı kusur ve noksanlarımı şaka konusu yaparak beni incitiyorlar.									

APPENDIX K

AKRAN DANIŞMANLIĞI PROGRAMINI DEĞERLENDİRME FORMU
(Akran Danışman)

PEER HELPING PROGRAM EVALUATION FORM –Peer Helper

1. Akran Danışmanlığı Eğitim Programı beklentilerinizi ne derece karşıladı?

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2. Akran danışman olmak aşağıdaki alanlarda yaşamınızı nasıl etkiledi?

Akademik...

....

....

Sosyal..

....

....

Kişisel...

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3. Akran Danışmanlığı Eğitiminin;
En Çok Yararlandığınız Yönleri

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En Az Yararlandığınız Yönleri

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4. **Akran Danışmanlığı Eğitim Programını sizi akran danışman olarak hazırlama konusunda ne derece etkili buldunuz?**

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5. **Eğitim süresi (haftalık eğitim oturumları, oturumların süresi, çalışma gruplarının sayısı ve süresi) sizce yeterli miydi? Açıklayınız.**

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....

6. **Eğitimi veren uzman sizce nasıldı? Aşağıdaki alanlarda değerlendiriniz.**

Akademik Özellikleri

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Kişilik Özellikleri

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7. **Tüm süreç içinde çok keyif aldığınız bir konu ya da çalışma oldu mu? Açıklayınız.**

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....

....

8. **Tüm süreç içinde zor gelen bir konu ya da çalışma oldu mu? Açıklayınız.**

....

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9. Akran Danışman grubunun içinde yer almak (bir parçası olmak) size ne hissettiriyor?

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....

....

10. Akran danışman olarak akranlarınızla yaptığınız görüşmelerle ile ilgili düşünce ve duygularınız nelerdir?

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....

11. Sizden yardım alan akranlarınıza, sizce programın hangi yönü daha çok yardımcı oldu?

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....

....

12. Akran danışmanlığı hizmetlerinin daha etkili bir şekilde yürütülebilmesi için neler önerirsiniz?

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....

13. Bu programı akran danışman olmak isteyen başkalarına-arkadaşlarınıza ne derece önerirsiniz? Açıklayınız.

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....

....

EK YORUM VE ÖNERİLERİNİZ

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....

AKRAN DANIŞMANLIĞI HİZMETİNİ DEĞERLENDİRME FORMU
(Akran Danışan)

PEER HELPING SERVICE DELIVERY EVALUATION FORM –Peer Helpee

Akran Danışmanlığı Programından yararlanan öğrencilerden birisiniz. Programın değerlendirme aşamasında kullanılmak üzere aşağıdaki bazı bilgileri yanıtlamanız, daha sonra yapılacak çalışmalara ışık tutması açısından önemli görülmektedir. Sonuçlar, yalnız araştırma amacıyla kullanılacak ve kesinlikle gizli tutulacaktır. Çalışmanın sonuçları programın daha etkili bir şekilde yürütülmesine bilgi sağlayacağı için içtenlikle vereceğiniz cevaplar bu programların geliştirilmesinde büyük yarar sağlayacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Akran Danışmanlığı Program Koordinatörü

Uzm. Psikolojik Danışman

Mine Aladağ

Bölümünüz   :_____
Sınıfınız   :_____
Cinsiyetiniz   : Kız (   )   Erkek (   )
Akran Danışmanı ile Görüşme Sayısı:_____

BÖLÜM I.

1. Akran Danışmanlığı Programına başvuru nedeninizi kısaca açıklayınız.

    ....
    ....
    ....

2. Akran Danışmanlığı Programından beklentileriniz nelerdi?

    ....
    ....
    ....

3. Akran Danışmanlığı Programı beklentilerinizi ne ölçüde karşıladı?

Hiç Karşılamadı   (1)   (2)   (3)   (4)   (5)   Tamamen Karşıladı

4. Akran Danışmanlığı Programından nasıl haberdar oldunuz?

Pano-Afiş   Arkadaş   Broşür   İnternet   Diğer.................

5. Görüşme aldığınız akran danışmandan duyduğunuz memnuniyeti derecelendiriniz.

Hiç Memnun Değilim (1)   (2)   (3)   (4)   (5)   Çok Memnunum

6. Akran danışmanlığı görüşmesi ihtiyacınızı ne ölçüde karşıladı?

Hiç Karşılamadı   (1)   (2)   (3)   (4)   (5)   Tamamen Karşıladı

7. Akran danışmanlığı görüşmesi size ne ölçüde yardımcı oldu?

Hiç Yardımcı Olmadı (1)   (2)   (3)   (4)   (5)   Çok Yardımcı Oldu

8. Üniversitemizde Akran Danışmanlığı hizmetlerinin olması sizce ne derece önemli ?

Hiç Önemli Değil   (1)   (2)   (3)   (4)   (5)   Çok Önemli

9. İhtiyacınız olursa tekrar akran danışmandan yardım almayı ne derece istersiniz?

Hiç İstemem   (1)   (2)   (3)   (4)   (5)   Çok İsterim

10. Akran Danışmanlığı Programını arkadaşlarınıza ne derece önerirsiniz?

Önermem   (1)   (2)   (3)   (4)   (5)   Öneririm

11. Akran Danışmanlığı Programı ile ilgili

    Çok hoşuma giden yön (yönler)

....

....

    Hiç hoşuma gitmeyen yön (yönler)

....

....

12. Ek Yorum ve Önerileriniz

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BÖLÜM II: Aşağıda Akran Danışmanı ile ilgili her bir cümlenin karşısında yer alan "Hiç Katılmıyorum (1)" - "Kesinlikle Katılıyorum (5)" seçeneklerinden sizin için en uygun olan birini işaretleyiniz. **Lütfen boş cümle bırakmamaya dikkat ediniz.**

	Hiç Katılmıyorum			Kesinlikle Katılıyorum	
	1	**2**	**3**	**4**	**5**
1. Bana oldukça ilgili davrandı.	1	2	3	4	5
2. Beni yargılamadan ilgi ve özenle dinledi.	1	2	3	4	5
3. Oldukça güvenilir davrandı.	1	2	3	4	5
4. Anlattıklarımla dalga geçmedi.	1	2	3	4	5
5. Bana öğüt ve önerilerde bulunmadı.	1	2	3	4	5
6. Anlattıklarım konusunda bana saygılı, kabul edici ve içten davrandı.	1	2	3	4	5
7. Anlattıklarımla ilgili kendi duygu, düşünce ve yaşantılarını paylaştı.	1	2	3	4	5
8. Ne söylediğimi anladığını gösteren tepkiler verdi.	1	2	3	4	5
9. Akran danışman bana bir arkadaş gibi davrandı.	1	2	3	4	5
10. Akran danışman ile kendimi rahat hissettim.	1	2	3	4	5
11. Bende bir gün akran danışman olmayı isterim.	1	2	3	4	5
12. Kendimi daha iyi anlamamı sağladı.	1	2	3	4	5
13. Akran danışman anlattıklarımla yakından ilgilendi.	1	2	3	4	5
14. Görüşme sayısı yardımcı olacak kadar yeterliydi.	1	2	3	4	5
15. Kendimle ilgili akran danışman ile konuşmak çevremdekilere göre daha kolay geldi.	1	2	3	4	5
16. Benimle güven veren, samimi ve içten bir ilişki kurdu.	1	2	3	4	5
17. Açık ve rahat konuşmam için beni teşvik etti (cesaretlendirdi).	1	2	3	4	5
18. Kendimi daha iyi ve açıkça anlatabilmem için sorular sordu.	1	2	3	4	5
19. Akran danışman tarafından anlaşıldığımı hissettim.	1	2	3	4	5
20. Yaşadıklarımla ilgili duygularımı anladı.	1	2	3	4	5
21. Kendimi ve yaşadıklarımı anlamama yardımcı oldu.	1	2	3	4	5
22. Ne yapabileceğim konusunda benimle birlikte seçenekler aradı.	1	2	3	4	5
23. Akran danışma görüşmesinin yapıldığı ortam uygundu.	1	2	3	4	5
24. Yaşadıklarımla ilgili farklı bakış açılarını görmemi sağladı.	1	2	3	4	5
25. Görüşme almak için akran danışmana ulaşmam zor olmadı.	1	2	3	4	5

APPENDIX M

AKRAN DANIŞMANLIĞI PROGRAM SÖZLEŞMESİ

THE CONTRACT FOR PEER HELPING PROGRAM

Aday akran danışman olarak, eğitim programı kapsamındaki etik kurallara uyacağıma ve sorumlulukları yerine getireceğime söz veririm. Aşağıda belirtilenleri ve bu programda yer aldığım sürece bunlara uyacağımı kabul ederim.

1. Eğitim programıyla ilgili her toplantıya (eğitim oturumları, haftalık gelişim toplantıları, bireysel ve grupla süpervizyon saatleri) eksiksiz katılacağım.

2. Program süresince oturumlarda yaşadıklarımı, duygu ve düşüncelerimi açık bir şekilde ifade edeceğim; diğer aday akran danışmanlara geribildirim vereceğim; ve program süresince yapmam gereken ödevleri tamamlayacağım.

3. Eğitim programı sırasında ve akran yardım ilişkisi içinde gizlilik ilkesine sonuna kadar uyacağım.

4. Bu programdan yardım alan her akranın kişilik haklarına saygı duyacağım.

5. Bu program kapsamında yaptığım akran danışmanlığı görüşmeleri ile ilgili düzenli süpervizyon alacağım ve süpervizyonda söylenenleri uygulayacağım.

6. Programda belirtilen sınırlar dışındaki konularda mutlaka hemen program sorumlusu ile görüşecek, yardım alan akranımı bir uzmana yönlendireceğim. Sınırlarımı kesinlikle aşmayacağım.

7. Akran danışman pozisyonumu asla kendi yararım, kazancım için kullanmayacağım.

Yukarıda yazılan ve program süresince öğretilecek tüm "ETİK KURALLARA" kesinlikle uyacağımı, ve bu kurallarla ilgili belirsizlik yaşadığım zaman program koordinatöründen yardım isteyeceğimi kabul ediyorum.

Yukarıda yazılanları tümüyle kabul ediyorum ve bunlara uymadığım zaman program dışında tutulacağımı biliyorum.

Aday Akran Danışman   Program Koordinatörü-Uzm. Psikolojik Danışman

Tarih: Tarih:

İmza: İmza:

APPENDIX N

AKRAN DANIŞMANLIĞI EĞİTİM PROGRAMI

PEER HELPING TRAINING PROGRAM

I. MODÜL (1 Oturum)

TANIŞMA – ORYANTASYON
(Orientation – Getting Acquainted)

Amaçlar:
- Akran danışmanlığı eğitim programını genel yapısı ile tanıtmak
- Akran danışman adaylarının, eğitim grubunun amaçlarını, kurallarını ve sorumluluklarını anlamalarına yardımcı olmak
- Akran danışman adaylarının birbirleri ile tanışmalarını, birbirleri ile rahat olmalarını sağlamak

Süre: 2 saat
Süreç:
- **Yapılandırma**
  Grup kuralları, grup üyelerinin sorumlulukları,...
- **Akran Danışmanlığı Programına Giriş**
  Akran danışma eğitimi programının tanıtımı
- **Tanışma**
  1. **Eğitim grubuna katılım amaçları, beklentileri**
     Bu konu ile beraber akran danışman adaylarının eğitim programı sonunda ulaşmak istedikleri amaçlar netleştirilir, somut davranışsal amaçlara dönüştürülür.

     Eğitim programı sonunda ben .... olmak istiyorum.

  2. Neden akran yardımcı olmak istiyor? Kime yardım etmek istiyor? Neden yardım etmek istiyor? Bu becerileri öğrenmekle ilgili motivasyonu nedir?

  3. Rahatlık, güven ve açıklığın sağlanmasına yardımcı olacak tanışma uygulamaları

     Alıştırma1: Eşleşerek tanışmaları, ve eşlerin gruba tanıştırılması

     Alıştırma 2: Cansız bir nesne olsaydım ne olmak isterdim?

     Alıştırma 3: Her akran danışmanın isminin baş harfinden kendine bir "sıfat" takması ve eğitim süresince bu sıfatla anılması

YARDIM ETME ve YARDIM İLİŞKİSİNİ ANLAMA
(Understanding Helping and Helping Relationships)

Amaçlar:
- Akran danışman adaylarının yardım ilişkisini anlamalarına yardımcı olmak
- Yardımcı olan ve olmayan ilişkileri ayırt etmelerini sağlamak
- Etkili yardım edici rollerini ve özelliklerini anlamalarını sağlamak
- Etkili yardım etmenin ne olduğunu beraberce yeniden anlamlandırmak

Süre: 4 saat
Süreç:
- **Beyin Fırtınası:** Adaylar ilk önce kağıtlara kendi cümleleri ile "yardım etmek" ve "yardım etmenin amaçları" ile ilgili tanımlarını yazarlar. Sonra grup olarak yazdıkları paylaşılır, yardım etme, yardım ilişkisi, etkili yardım eden ile ilgili temel temalar, kavramlar oluşturulmaya başlanır.

- **Hayal Kurma Alıştırması: Eğer ben yardım alan (isteyen) biri olsaydım....**
  "Gözlerinizi kapatın. Kendinizi yaşadığınız bir sorunla ilgili birinden yardım alırken hayal edin. Bu kişinin nasıl biri olmasını isterdiniz? Kişiyi mümkün olduğunca gözünüzün önünde canlandırmaya çalışın. Nasıl görünüyor? Sizi nasıl karşılıyor? Neler yapıyor? Neler söylüyor? Nasıl söylüyor? Ses tonu, yüzünün ifadesi, oturuşu nasıl? Yardım etmek için neler söylerdi? Yardım etmek için neler yapardı? gibi soruların yanıtlarını düşünerek aranızdaki ilişkiyi, iletişimi resmedin".

  Uygulama sonunda: Herkes düşündükleri ile ilgili kağıda notlar alır. Bu notlar üzerinden konuşmaya başlarlar.

  1. Herkesin hayal ettikleri ile ilgili ortak ve farklı noktalar neler?

  2. Hayal ettiğiniz kişinin sizinle benzer ve farklı yanları neler?

- **"Yardım etme" kavramını yeniden tanımlama, anlamlandırma**
  Oturum sonunda "yardım etmek, yardım ilişkisi, yardım ilişkisinin temel koşulları, yardım etme süreci" gibi başlıklar konuşulur. Bunlarla ilgili bir metin çıkarılır.
- **İkinci oturumun sonunda "yardım aşamaları" "yardım becerileri" kısaca tanıtılır". Her bir becerinin yardım sürecindeki önemi, işlevi, amaçları konuşulur.**

Ödev: I. Arkadaş ve tanıdıklarınıza yardım almanın onlar için ne anlama geldiğini sorun? Sizin yardımcı olduğunuzu düşündükleri davranışlarınızı belirtmelerini isteyin.

Ödev II: a. Arkadaşlarınızın sizden yardım istediği, konuşmak istediği konular neler?
b. Sizin arkadaşlarınızdan yardım istediğiniz konular neler?
Not: Bu konular uygulamalar sırasında kullanılacaktır.

***Bu oturum sonunda "AKRAN DANIŞMANLIĞI PROGRAMI SÖZLEŞMESİ" İMZALANIR ve "yardım becerilerinin ön değerlendirmesi" yapılır.

<center>**I. MODÜL (5 Oturum)**</center>

<center>**TEMEL BECERİLER**
(Basic Skills)</center>

<center>**YAKINDAN DİNLEME**
(Attending)</center>

Amaçlar:
- Akran danışman adaylarının yakında ilgilenme becerisini kazanmalarını sağlamak
- Akran danışmanlığı ilişkisinde yakından ilgilenmenin amacını, önemini ve işlevini farketmelerini sağlamak
- Akran danışman adaylarının kendileri ve diğer kişilerin beden dili ile ilgili farkındalıklarını arttırmak

Süre: 2 saat
Süreç:
- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- **Alıştırma: Teke tek konuşmada yakından ilgilenmenin yer aldığı ve almadığı yaşantıları yaşama**
- **Alıştırma: Yakından ilgilenme**
  Akran danışmanlar üçer kişilik gruplara ayrılırlar. Yardım eden-yardım alan ve gözlemci seçilir.
  a. Yardım eden, rahat bir pozisyon alarak uygun yakından ilgilenme davranışlarını gösterir
  b. Yardım alan kişi kendi kişisel yaşamı ile ilgili olarak hoşlandığı ya da hoşlanmadığı genel bir konu ile ilgili 1-2 dak. konuşur.
  c. Konuşma bittiğinde yardım eden söylenenleri tekrar eder. (çok basit ve sıkıcı gibi görünse de beceriler kazandırılmaya başladığı ilk zamanlarda dinleme davranışının gelişmesi için fırsat yaratır).
  d. Uygulama 5-6 defa roller değiştirilmeden devam ettirilir.

  Gözlemci: 1. Yardım eden kişiyi gözler ve aşağıdakilerle ilgili not alır
                          Yakından ilgilenme davranışları
                          Yardım edenin söylenenleri aynen tekrar etme becerisi
             2. Yardım alan kişiyi gözler,
                          Sözel olmayan davranışları
  Süreç sonunda;
                    1. Yardım eden hangi yakından ilgilenme davranışlarında kendini daha rahat hissettiği ve söylenenleri aynen tekrar etmesi ile ilgili yaşadıklarını paylaşır.
                    2. Yardım alan yardım edenin yakından ilgilenme davranışları ile ilgili duygularını paylaşır.
                    3. Yardım eden ve gözlemci yardım alanın sözel olmayan davranışları ile ilgili yorumlarını söylerler ve doğruluğu ile ilgili yardım alandan geribildirim alırlar.

ÖDEV 1: Bir hafta süresince yakından ilgilenme davranışları ile ilgili kendinizi ve diğerlerini gözleyin. Farkettiğiniz noktaları not alın.

SORU SORMA ve TEŞVİK ETME
(Questioning and Encouragement)

Amaçlar:
- Akran danışman adaylarının uygun soru sorma becerisini kazanmalarını sağlamak
- Akran danışmanlığı ilişkisinde teşvik etme becerisini kullanmalarını öğretmek

Süre: 2 saat
Süreç:

- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- **Alıştırma: Soru sorma ve teşvik etme**

  Akran danışmanlar üçer kişilik gruplara ayrılırlar. Yardım eden-yardım alan ve gözlemci seçilir.
  a. Yardım eden, rahat bir pozisyon alarak uygun yakından ilgilenme davranışlarını gösterir
  b. Yardım alan kişi kendi kişisel yaşamı ile ilgili olarak hoşlandığı ya da hoşlanmadığı genel bir konu ile ilgili 3-5 dak. konuşur.
  c. Konuşma bittiğinde yardım eden açık uçlu bir soru sorar.
  d. Konuşma aralarında teşvik ediciler kullanır.
  e. Uygulama 5-6 defa roller değiştirilmeden devam ettirilir. Yardım eden konunun farklı yönleri ile ilgili açık uçlu sorular sorar.

  Gözlemci: 1. Yardım eden kişiyi gözler ve aşağıdakilerle ilgili not alır
                 Açık ve kapalı uçlu sorular
                 Teşvik ediciler
  Süreç sonunda;
           1. Yardım eden soru sorma ile ilgili yaşadıklarını paylaşır.
           2. Yardım alan sorularla ilgili yaşadıklarını, duygularını paylaşır.
  Kapanış:
        1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
        2. Tepkileri verirken yaşamış olacağınız kaygı ile nasıl başettiniz?
        3. Uygulama sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?

İÇERİK YANSITMA

(Paraphrasing)

Amaçlar:
- Akran danışman adaylarının içerik yansıtma becerisinin amacını, önemini ve işlevini anlamalarını sağlamak
- Akran danışman adaylarının karşıdakinin söylediklerinin içeriğini doğru ve uygun bir şekilde yansıtabilmelerini sağlamak

Süre: 2 saat
Süreç:

- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- **Alıştırma: İçerik Yansıtma**

  İlk Alıştırma: İçerik yansıtma ile ilgili yazılı bir uygulama yapılır

  Daha sonra akran danışmanlar üçer kişilik gruplara ayrılırlar. Yardım eden-yardım alan ve gözlemci seçilir.
  a. Yardım alan kişi kendi kişisel yaşamı ile ilgili olarak hoşlandığı ya da hoşlanmadığı genel bir konu ile ilgili 1-2 dak. konuşur.
  b. Konuşma bittiğinde bir süre beklenir, sonra yardım eden rahat bir nefes alıp, ne söyleyeceğini düşündükten sonra yardım alanın söyledikleri içinde önemli ve gerekli olan bölümü, içeriği birkaç kelime ya da bir cümle ile yansıtır.
  c. Uygulama 5-6 defa roller değiştirilmeden devam eder.

  Gözlemci: 1. Yardım eden kişiyi gözler ve aşağıdakilerle ilgili not alır
  İçerik yansıtma tepkisi
  Süreç sonunda;
  1. Yardım eden içerik yansıtma ile ilgili yaşadıklarını paylaşır.
  2. Yardım alan yardım edenin içerik yansıtma tepkisi ile ilgili duygularını paylaşır.
  Kapanış:
  1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
  2. Tepkileri verirken yaşamış olacağınız kaygı ile nasıl başettiniz?
  3. Uygulama sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?

DUYGU YANSITMA

(Reflecting Feelings)

Amaçlar:
- Akran danışman adaylarının duyguları tanımlamalarını sağlamak
- Kişilerarası iletişimde ve yardım ilişkisinde duyguların ve duyguları yansıtmanın amacını, önemini ve işlevini farketmelerini sağlamak
- Akran danışman adaylarının karşıdakinin duygularını doğru ve uygun bir şekilde yansıtabilmelerini sağlamak

Süre: 3 saat

Süreç:
- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- **Alıştırma I: Duyguları tanımlama, duygu kelimeleri öğretme**
  Gruptaki her akran danışman o an hissettiği duygularla ilgili 3 duygu kelimesi söyler. Duygu kelimeleri listesi kullanılarak sıradan, tipik kelimeler yerine farklı, çeşitli kullanımları ile ilgili sözlüklerinin genişletilmesi amaçlanır.
  Alıştırma II: Kağıtlara hazırlanmış cümlelerden (hikayelerden) duyguları bulup çıkarmaları
  Alıştırma III: Akran danışmanlar dörder kişilik gruplara ayrılırlar. 3 akran danışman yardım eden ve 1 akran danışman yardım alan kişi olur. Her akran danışmana süreç içinde yardım alan olma fırsatı verilir.
  a. Yardım edenler, rahat bir pozisyon alarak uygun yakından ilgilenme davranışlarını gösterir
  b. Yardım alan kişi kendi yaşamı ile ilgili olarak bir konu ile ilgili 1-2 dak. konuşur.
  c. Konuşma bittiğinde yardım edenler karşıdakini duygularını anlamaya çalışıp bu duyguları yansıtırlar.
  d. Yardım alan aldığı her duygu yansıtma tepkisi ile ilgili kısa cevaplar, tepkiler verir.
  e. Tüm üyelerin duygu yansıtması bittikten sonra yardım alan hangi tepkiyi-ya da tepkileri daha etkili bulduğunu nedenlerini açıklayarak anlatır.
  d. En etkili tepkiyi veren üye bunu nasıl oluşturduğunu anlatır.
  d. Uygulama 5-6 defa roller değiştirilerek devam ettirilir.
  Gözlemci: 1. Yardım eden kişiyi gözler ve aşağıdakilerle ilgili not alır
          Yakından ilgilenme davranışları
          Duygu yansıtma tepkisi ve etkisi
          Duyguların doğruluğu
  Süreç sonunda:
          1. Yardım eden duygu yansıtma ile ilgili yaşadıklarını paylaşır.
          2. Yardım alan yardım edenin duygu yansıtma tepkisi ile ilgili duygularını paylaşır. 3. Daha etkili ve etkili olmayan tepkileri tartışır.
  Kapanış:
          1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
          2. Tepkileri verirken yaşamış olacağınız kaygı ile nasıl başettiniz?
          3. Uygulama sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?
          4. Ele almakta zorlandığınız duygular var mı?

ÖZETLEME
(Summarizing)

Amaçlar:
- Akran danışman adaylarının özetleme becerisinin amacını, önemini ve işlevini anlamalarını sağlamak
- Söylenilenleri uygun bir şekilde özetlemelerini sağlamak

Süre: 2 saat
Süreç:

- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- **Alıştırma: Özetleme**

  Daha sonra akran danışmanlar üçer kişilik gruplara ayrılırlar. Yardım eden-yardım alan ve gözlemci seçilir.
  a. Yardım alan kişi kendi kişisel yaşamı ile ilgili olarak hoşlandığı ya da hoşlanmadığı genel bir konu ile ilgili 1-2 dak. konuşur.
  b. Konuşma bittiğinde bir süre beklenir, sonra yardım eden rahat bir nefes alıp, ne söyleyeceğini düşündükten sonra yardım alanın söylediklerini özetler
  c. Uygulama 5-6 defa roller değiştirilmeden devam eder.

  Gözlemci: 1. Yardım eden kişiyi gözler ve notlar alır
  Süreç sonunda:
  1. Yardım eden özetleme ile ilgili yaşadıklarını paylaşır.
  2. Yardım alan yardım edenin özetleme tepkisi ile ilgili duygularını paylaşır.
  Kapanış:
  1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
  2. Tepkileri verirken yaşamış olacağınız kaygı ile nasıl başettiniz?
  3. Uygulama sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?

*Bu oturum ilk bir saati "Duygu Yansıtma" oturumu için kullanılmıştır.

IV. MODÜL (2 Oturum)

TEMEL BECERİLERİ BİRLEŞTİRME

(Integrating Basic Skills)

Amaçlar:
- Akran danışman adaylarının öğrendikleri temel becerileri sistemli ve bütüncül bir şekilde kullanmalarını sağlamak
- Akran danışman adaylarının tüm temel becerileri kullanarak 5-10 dakikalık bir görüşme yapmalarını sağlamak.

Süre: 4 saat
Süreç:

Akran danışmanlar ikişer kişilik gruplara ayrılırlar. Yardım eden-yardım alan ve diğerleri gözlemci olur.
a. Akran danışmanlığı görüşmesi başlatır.
b. Görüşme 5-10 dakika sürer. Süreç içinde akran danışman tüm temel becerileri uygun şekilde kullanmaya çalışır.
c. Uygulama küçük gruplarla ve tüm grupla beraber yapılır.

Gözlemci: Yardım eden ve alan kişileri gözler ve değerlendirme formunu kullanarak görüşme ile ilgili notlar alır.

Süreç sonunda; Değerlendirme formu esas alınarak görüşme ile ilgili değerlendirmeler yapılır.

Kapanış:
1. Bu yaşantıdan kendinizle ilgili bir akran danışman olarak neler öğrendiniz?
2. Hangi becerileri daha çok ya da daha az kullandınız?
3. Hangi becerileri daha etkili buldunuz? Bunları etkili yapan nelerdi?
4. Becerilerle ilgili yeterli olanlar ya da geliştirmeniz gerekenler neler?
5. Etkili bir yardım eden olma konusunda yaşadıklarını paylaşırlar. Becerileri öğrenme sürecinde etkili-yeterli olup olmadıklarına dair inançları neler?

***Süreç içinde akran danışman adaylarının etkili bir akran danışman olacaklarına ilişkin inaçlarının düşüş gösterdiği ancak pratik yaptıkça yeniden yeterli hissetmeye başladıkları gözlemleniyor.

V. MODÜL (2 Oturum)

İLERİ DÜZEY BECERİLER
(Advanced Skills)

KENDİNİ AÇMA ve BİLGİLENDİRME

(Self-Disclosure and Information Giving)

Amaç:
- Akran danışman adaylarının karşıdaki için yardımcı olacağını düşündükleri yaşantılarını uygun bir şekilde paylaşmayı öğretmek
- Kişilerarası iletişimde ve yardım ilişkisinde kendi duygu, düşünce ve yaşantılarını paylaşmanın amacını, önemini ve işlevini farketmelerini sağlamak
- Akran danışman adaylarının karşıdaki için yardımcı olacağını düşündükleri bilgileri ya da bilgilere ulaşmak için kaynakları sunmalarını öğretmek

Süre: 2 saat
Süreç:
- Beceri ile ilgili kısa bir tanıtım yapılır.
  Becerinin Tanımı, İşlevi, Kullanımı

- Akran danışmanlar 3-6 kişilik küçük gruplara ayrılır. 1 lider, 1 yardım alan ve diğerleri yardım eden rolünde olacak.
  a. Yardım alan yaşanabilecek ortak bir problem ile ilgili konuşmaya başlar (dersler, arkadaş ilişkileri gibi)
  b. Yardım eden rolündeki kişi temel becerileri kullanarak görüşmeyi sürdürür.
  c. Yardım eden yardım alana yaşadığı sıkıntı konusunda farkındalık kazandırmak amacıyla kendini açar ya da bilgilendirme de bulunur
  d. Uygulama 5-6 defa roller değiştirilmeden devam eder.

  Gözlemci: 1. Yardım eden kişiyi gözler ve notlar alır

  Süreç sonunda:
  1. Yardım eden kendini açma ile ilgili yaşadıklarını paylaşır.
  2. Yardım alan yardım edenin kendini açma tepkisi ile ilgili duygularını paylaşır.
  Kapanış:
  1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
  2. Tepkileri verirken yaşamış olacağınız kaygı ile nasıl başettiniz?
  3. Uygulama sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?
  4. Yardım ilişkisi ve arkadaş ilişkisindeki kendini açmayı karşılaştırınız.

YÜZLEŞTİRME
(Confrontation)

Amaçlar:
- Akran danışman adaylarının yüzleştirme becerisinin amacını ve işlevini anlamalarını sağlamak
- Akran danışman adaylarının karşıdaki ile ilgili fark ettikleri çelişkileri uygun bir dille yüzleştirmelerini öğretmek

Süre: 2 saat
Süreç:

Alıştırma: Kendi kendini yüzleştirme
Başkalarını yüzleştirmeden önce kendi üzerinizde denemeniz bu beceriyi yapıcı bir şekilde öğrenmenize yardımcı olacaktır.
Yönerge: Yaşamınızda, yüzleştirildiğinizde veya karşı çıkıldığında (meydan okunduğunda) yararlanabileceğiniz ve daha dikkatlice incelemeye alacağınız birkaç alanı düşününüz. Sonra;
a. Kendinizi sorumsuzca (yıkıcı) yüzleştirdiğiniz bir ifadeyi yazınız.
b. Bundan sonra, kendinizi sorumlulukla (yapıcı) yüzleştirdiğiniz bir ifade yazınız.
c. Yazdığınız bu iki ifadeyi gruptan seçeceğiniz bir eşle paylaşın. İki ifade arasındaki farkları, etkilerini tartışın.

Alıştırma II: Akran danışmanlar dört kişilik gruplara ayrılırlar. Yardım alan, gözlemci, lider ve yardım edenler seçilir.
a. Yardım alan kişi kendi kişisel yaşamı ile ilgili olarak çatışma, karışıklık yaşadığı bir konu ile ilgili konuşmaya başlar.
b. Yardım eden kişi temel becerileri kullanarak karşıdakinin konuyu paylaşmasını sağlar. Yardım eden kişi takıldığında diğerleri devam eder.
c. Konu ile ilgili bir tutarsızlık, ya da çelişki belirdiğinde grup lideri süreci durdurur.
d. Konuşma bittiğinde bir süre beklenir, sonra yardım eden rahat bir nefes alıp, ne söyleyeceğini düşünür. Bunu yaparken "nerede çelişki var? Gerçekçi olmayan bir düşünce ile ilgili mi?" Neyi, nasıl söyleyeceğini belirledikten sonra dikkat ve özenle bunu karşıdakine iletir. Bunu tüm yardım eden rolündekiler sırayla yapar.
c. Sonra yardım alan tepkisini belirtir.
Gözlemci: 1. Yardım eden kişiyi gözler ve aşağıdakilerle ilgili not alır
        a. Yakından ilgilenme davranışları
        b. Yüzleştirme tepkisi
        c. Tepkiye yardım alanın tepkisi
Süreç sonunda;
        1. Yardım eden yüzleştirme ile ilgili yaşadıklarını paylaşır.
        2. Yardım alan yardım edenlerin içinde hangi tepkiyi neden daha etkili bulduğunu anlatır.
Kapanış:
        1. Yardım alan, eden ve gözlemci olarak ne yaşadınız? Hangi rolde olmayı tercih ederdiniz?
        2. Tepkileri verirken yaşamış olduğunu duygular nelerdi?
        3. Yüzleştirme sırasında kendiniz ile ilgili neler öğrendiniz? Güçlü ve zayıf taraflarınız nelerdi?
        4. Yüzleştirme yaparken niyetiniz nelerdi? Bunu karşıdakine yansıtabildiniz mi?

VI. MODÜL

AKRAN DANIŞMANLIĞI ETİK İLKE ve KURALLAR
AKRAN DANIŞMANIN SINIRLARI
UZMANA YÖNLENDİRME
(Peer Helper Code of Ethics/ The Limits of Peer Helper/ The Referral Process)

Amaç:

- Akran danışman adaylarına program ve görüşmelerle ilgili temel etik kuralları öğretmek

- Akran danışman olarak rollerini ve sınırlarını anlamalarını sağlamak

- Gerektiğinde akranlarını uzmana nasıl yönlendireceklerini öğretmek

- Yönlendirmenin gerektirdiği konuları öğretmek

- Yapılan sözleşmeyi yeniden gözden geçirmek

Süre: 2 saat

Süreç:

Akran danışman adaylarına;

AKRAN DANIŞMANLIĞI PROGRAM SÖZLEŞMESİ

AKRAN DANIŞMANLIĞI ETİK İLKE VE KURALLAR

AKRAN DANIŞMANIN SINIRLARI

AKRANLARI HANGİ DURUMLARDA, KİME YÖNLENDİRECEKLER?

Konularında hazırlanan metinler dağıtılır, örnekler üzerinden tartışılır ve uygulamalar yapılır.

TÜM BECERİLERİ BECERİLERİ BİRLEŞTİRME VE
AKRAN DANIŞMANLIĞI GÖRÜŞMESİ UYGULAMASI
(Putting Helping Skills into Action)

Amaçlar:
- Akran danışman adaylarının öğrendikleri tüm becerileri sistemli ve bütüncül bir şekilde kullanmalarını sağlamak
- Akran danışman adaylarının tüm temel becerileri kullanarak 15 dakikalık bir görüşme yapmalarını sağlamak.
- Akran danışman adaylarının kendilerini ve diğerlerini akran danışman olarak değerlendirmelerini sağlamak
- Akran danışmanları akran danışmanlığı hizmetine hazırlamak

Süre: 4 saat
Süreç:

Akran danışmanlar arasından iki kişi seçilir. Yardım eden-yardım alan ve diğerleri gözlemci olur.
a. Akran danışman görüşmeyi yapılandırma yaparak başlatır.
b. Görüşme 15 dakika sürer. Süreç içinde akran danışman tüm becerileri uygun şekilde kullanmaya çalışır.
c. Sürenin bitmesine 2-3 dakika kala, kalan zamanı akranına hatırlatır ve görüşmeyi bitirir.

Gözlemciler: Yardım eden ve alan kişileri gözler ve değerlendirme formunu kullanarak görüşme ile ilgili notlar alır.

Süreç sonunda; Değerlendirme formu esas alınarak görüşme ile ilgili değerlendirmeler yapılır.

Kapanış:
1. Bu yaşantıdan kendinizle ilgili bir akran danışman olarak neler öğrendiniz?
2. Hangi becerileri daha çok ya da daha az kullandınız?
3. Hangi becerileri daha etkili buldunuz? Bunları etkili yapan nelerdi?
4. Becerilerle ilgili yeterli olanlar ya da geliştirmeniz gerekenler neler?
5. Etkili bir yardım eden olma konusunda yaşadıklarını paylaşırlar. Becerileri öğrenme sürecinde etkili-yeterli olup olmadıklarına dair inançları neler?

ÖNEMLİ NOT:

* Bu oturumun sonunda, akran danışmanlığı program koordinatörü tarafından, kendisinin ve diğer aday akran danışmanların değerlendirmeleri sonucunda, hangi aday akran danışmanların "akran danışman" olmaya hak kazandıkları belirlenir.

VIII. MODÜL (2 Oturum)

DEĞERLENDİRME - SONLANDIRMA
(Evaluation – Termination)

Amaçlar:
- Akran danışman adaylarının akran danışmanlığı eğitim programını ve kendilerini değerlendirmelerini sağlamak
- Akran danışman adaylarının diğer akran danışman adayları ile ilgili duygu ve düşüncelerini paylaşmalarına olanak sağlamak
- Akran danışmanları akran danışmanlığı hizmetine hazırlamak
- Akran danışmanlığı hizmetinin sunulması ile ilgili hazırlıkları yapmak

Süre: 4 saat
Süreç:

- Akran danışman adayları akran danışmanlığı eğitim programını ve kendilerini değerlendirir.

- "Sevgi bombardımanı" tekniği kullanılarak akran danışman adaylarının diğer akran danışman adayları ile ilgili duygu ve düşüncelerini paylaşması sağlanır

- Akran danışmanlığı hizmeti ile ilgili aşağıdaki başlıklarla ilgili hazırlıklar tamamlanır.

   Akran Danışmanlığı Hizmetinin tanıtımı (duyuru, panolar, broşür)

   Akran Danışmanlığı görüşme yeri

   Görüşme ve süpervizyon saatleri

KİŞİSEL GELİŞİM ÇALIŞMA GRUPLARI (2 Oturum)
(Personal Growth Workshops)

Amaç: Akran akran danışmanların duygu, düşünce, davranışları ve bunlar arasındaki etkileşim ile ilgili farkındalık kazanmalarını sağlamak

Süre: 10 Saat

Süreç: Aşağıdaki konu başlıkları ile bilgilendirmeler ve çeşitli uygulamalar yapılır.

I. KENDİNİ TANIMA
- Kendini Kabul, Benlik Saygısı, Kendine Güven

II. DUYGULARIMIZ
- Duyguların Doğası
- Duyguların Çeşitliliği ve Yoğunluğu
- Duygu Oluşum Basamakları
- Duyguları Kontrol etme (Bazı Duygularla Başedebilme)
- Duyguların Sorumluluğunu Alma ve Uygun bir Dille İfade Etme

III. DÜŞÜNCELERİMİZ
- Olumlu – Olumsuz Düşünceler
- Gerçekçi-Gerçekçi Olmayan Düşünceler
- Düşünce Kalıpları
- Kendini Gerçekleyen Kehanet
- Yıkıcı – Yapıcı "İçsel Konuşma"
- Olumsuz-Gerçekçi Olmayan Düşünceyi Durdurma
- Olumsuz -Gerçekçi Olmayan Düşünceyi Olumlu-Gerçekçi Düşünce ile Yer Değiştirme

IV. DAVRANIŞLARIMIZ
- Çekingen, Girişken, Saldırgan Davranışlar
- İlişkilerde Haklarımız
- İlişkilerde Sınır Koyma
- Hayır Diyebilme
- İlişkilerde Girişken Davranabilme

ÖZEL KONU BAŞLIKLARI (1 Oturum)

(Special Issues and Topics)

PROBLEM ÇÖZME ve KARAR VERME

(Problem Solving and Decision Making)

Amaç:
- Akran danışman adaylarına karar verme-problem çözme basamaklarını (sürecini) öğretmek
- Aşamalarla ilgili uygulama yapmalarını sağlamak

Süre: 2 saat
Süreç:

Aşağıdaki konu başlıkları ile ilgili bilgilendirme ve çeşitli uygulamalar yapılır.

- Karar Verme –Problem Çözmenin Tanımı
- Karar Verme – Problem Çözmenin Önemi, Özellikleri ve Etkileyen Faktörler
- Karar Verme-Problem Çözme Basamakları (Süreci)
- Karar Verme-Problem Çözme Becerileri

AKRAN DANIŞMANLIĞI EĞİTİM PROGRAMI MATERYALLERİ

PEER HELPING TRAINING PROGRAM HANDOUTS

YARDIM AŞAMALARI VE YARDIM BECERİLERİ

"Yardım etme bir sanattır ve yaşanarak öğrenilir"
Carkhuff

AŞAMA I - KENDİNİ KEŞFETME

- ❖ Akranınızın kendini, paylaşmak istediği konuyu özgürce ortaya koymasına yardım edecek şekilde bir ilişki kurmaya çalışmak

- ❖ Akranınızın yardım almak istediği konuları anlatmasına, bununla ilgili duygu, düşünce, davranış ve yaşantılarını açıklamasına yardımcı olacak şekilde tepkide bulunmak

- ❖ Akranınızı ve yaşantılarını onun dünyasından, onun penceresinden görmeye çalışmak

AŞAMA II - KENDİNİ ANLAMA

- ❖ Akranınızın paylaştığı yaşantılarını farklı bakış açılarından, farklı pencerelerden görmesine yardımcı olmak

- ❖ Akranınızın olumlu, güçlü yönlerini ve kaynaklarını ortaya çıkarmaya çalışmak

AŞAMA III: HAREKETE GEÇME

- ❖ Akranınızın neye ihtiyacı olduğunu ve ne istediğini anlamasına yardımcı olmak

- ❖ Akranınızın isteklerini gerçekleştirmek için yapabilecekleri konusunda karar almasına ve uygulamasına yardımcı ve destek olmak.

YARDIM İLİŞKİSİ için GEREKLİ KOŞULLAR

- ❖ Karşıdakinin biricikliğine, değerine ve potansiyeline inanma

- ❖ Karşıdakinin ayrı bir kişi olarak duygu, düşünce ve eylemlerinde özgür olduğunu kabul etme

- ❖ Onaylamasanız da karşınızdakinin seçimlerine saygı duyma

- ❖ Sözel ve sözel olmayan tepkilerde yargılayıcı, eleştirici, ve alaycı olmama

- ❖ Söyledikleriniz, yaptıklarınız ve hissettikleriniz açısından tutarlı olma

- ❖ İletişimde savunucu olmama

YARDIM BECERİLERİ

TEMEL BECERİLER

YAKINDAN İLGİLENME
Karşıdaki kimseye varlığınızla orada ve onunla olduğunu gösterme

SORU SORMA ve TEŞVİK ETME
Karşıdakinin yaşadıklarını ifade etmesi için uygun sorular sorman
Az düzeyde konuşup karşıdakini konuşmaya teşvik etme

İÇERİK YANSITMA
Karşıdakinin açık olarak ifade ettiklerinden anladığını ona iletme

DUYGU YANSITMA
Karşıdakinin bakış açısından bakarak onun dünyasını, hissettiklerini anladığını ona iletme

ÖZETLEME
Söylenenleri önemli noktaları ile yansıtma

İLERİ DÜZEY BECERİLER

KENDİNİ AÇMA
Karşıdaki için yardımcı olacağı düşünülen yaşantıları uygun bir şekilde paylaşma

YÜZLEŞTİRME
Karşıdakinin iletişiminde çelişkili ve tutarsız olan yönleri yapıcı bir dille ifade etme

BİLGİ VERME
Karşıdaki için yardımcı olacağı düşünülen bilgileri ya da

bilgilere ulaşmak için gerekli kaynakları sunma

YAKINDAN İLGİLENME

Bir kimseye yardım edebilmek ve kişiler arası etkileşimler kurabilmek belli bir yoğunlukta varlığımızın orada olmasını gerektirir. Duruşunuz ve hareketleriniz ne kadar doğalsa, akranınızla o kadar çok ilgilenebilirsiniz.

- ✓ Varlığınızla orada olduğunuzu akranınıza hissettirmektir.
- ✓ Akranınıza yardım için hazır olma ve onunla çalışmaya istekli olmaktır.
- ✓ Akranınızla destekleyici, güven veren, samimi ve içten bir ilişki kurmanın ilk adımlarıdır.

Fiziksel Dinleme; karşıdakini ilgiyle dinlemek ve bu ilgiyi uygun bir göz ilişkisi, doğal bir duruş ve rahat tepkilerle göstermektir.

> D-Karşınızdaki kimsenin yüzüne *doğrudan* bakmak
> A-Beden duruşunun *açık* olması
> G-*Gözlerinizle* iyi bir iletişim kurmak
> E-Diğer kimseye doğru *eğik* pozisyonda olmak
> R-Bu pozisyonda *rahat* olabilmektir.

Fiziksel Dinlemenin işlevleri;

1. Sizin etkin bir dinleyici olmanıza yardım eder, bir başka deyişle, fiziksel olarak dinlemek, psikolojik olarak dinlemenizi kolaylaştırır .
2. Akranınızı daha açık ve rahat konuşmak için cesaretlendirir.

YAKINDAN İLGİLENME
GERİBİLDİRİM FORMU

Göz ilişkisi

_____
_____

Beden Duruşu

_____
_____

Baş ve Yüz Hareketleri

_____
_____

Sözel Kalite

_____
_____

Diğer

_____
_____
_____

SORU SORMA (KONUŞMAYA AÇIK DAVET)

Akranınızın kendini ve sorununu keşfetmesine yardımcı olmak amacıyla kullanılan bir beceridir. Soru sormak, bir çeşit araştırma yapmaktır. Ancak burada soruşturma yapmak kastedilmemektedir. Akranınızın kendisini daha iyi ve açıkça anlatabilmesi amacıyla açık uçlu sorular sormaktır.

Soru Sormanın İşlevleri;
1. Konuşmanın başlamasına yardımcı olur. "Bugün ne hakkında konuşmak istiyorsun?"
2. Akranınızı konu ile ilgili daha fazla paylaşması için cesaretlendirir
3. Akranınızın dikkatini duyguları, düşünceleri ve davranışları üzerinde odaklaştırmasını sağlar.

SORU ÇEŞİTLERİ;

I. Açık Uçlu Sorular*: En genel anlamıyla "evet" ya da "hayır" ile yanıtlanamayacak soru türüdür. Temelde, kişinin belli bir konu ile ilgili duygu, düşünce ve yaşantılarını konuşmaya davet eder. Bu sorular "NE" "NASIL" ile başlar.
  Örnekler: Nasıl hissettin? / Neler düşünüyorsun? / Ne yaptın?

* "NEDEN" sorusunu dikkatli kullanın, yargılayıcı olabilir, karşıdakini savunmaya geçirebilir. Onun yerine farklı cümleler kullanın
  Örnek: (-) Neden sınava çalışmadın?
    √ Çalışmanı bu kadar zorlaştıran şeyler neler?

II. Kapalı Uçlu Sorular: "Evet" - "hayır" ya da bir iki kelime ile cevap verilen sorulardır. Kısa cevaplara neden olduğundan yardım ilişkisini sınırlandırır ve kullanılmaktan kaçınılmalıdır. Örnekler: Beğendin mi? / Kızdın mı? / Okula gitmeyecek misin?

Önemli Not:
*Ancak genel ve belirsiz bir şekilde sunulmuş kavramları somutlaştırmak amacıyla kullanılabilir.
Ör: Arkadaşlarımın bana karşı tutumları hiç hoşuma gitmiyor./
   "Tutumlar? Açıklar mısın?"

** Karşınızdakinin söylediklerini kaçırmış, anlamakta güçlük çekiyor olabilirsiniz. Anlamış izlenimi vermek yerine kaçırdığınızı içtenlikle ifade etmek için kullanılabilir.
  I. Galiba söylediklerini kaçırdım, bir daha söyler misin?
  II. Ne dediğini tam anlayamadım. Bir daha yavaş olarak söyler misin?

Dikkat! Sorular, sizin merakınızı gidermek için değil, akranınızın yaşadıklarını ifade etmesi için kullanılır. Yalnızca bilgi biriktirmek amacıyla sorulan sorular ne anlayış kazandırır ne de her iki tarafa da yarar sağlar.

Öneriler
 √ Sorular kısa ve öz olmalı
 √ Birden fazla soru aynı anda sorulmamalı
 √ Odak kişide kalmalı
 √ Kapalı uçlu sorular sormamaya çalışılmalı

TEŞVİK ETME

Az düzeyde konuşup akranınızı konuşmaya teşvik etmektir. Akranınız konuşmaya başladıktan sonra onun konuşmasına devam etmesini sağlamaktır.

- Anahtar sözcüklerin tekrarı (akranınızın söyledikleri içinde önemli olanlar) "rahatsız" / "büyük sınav"
- Tek kelimeli pekiştireçler ya da sorular "sonra" / "evet" / "nasıl" / "ve" / "başka"
- Kısa cümleler "örnek ver" /
- Basit (hmmm,hmmmlar)
- Baş sallamalar

SORU SORMA VE TEŞVİK ETME
GERİ BİLDİRİM FORMU

Akran görüşmesi sırasında kullanılan SORULARI sıralayınız.

1.

2.

3.

Kaç tane kapalı uçlu ve açık uçlu soru sorulduğunu not alın.

Hangi soruların, neden daha etkili olduğunu not alın.

Hangi soruların, neden daha etkisiz olduğunu not alın.

Yardım eden kişinin genelde soru sorarken yaklaşımı nasıldı? (fiziksel dinleme)

Akran görüşmesi sırasında kullanılan TEŞVİK EDİCİ TEPKİLERİ sıralayınız.

1.
2.
3.

İÇERİK YANSITMA

Akranınızın söylediklerinin içerik açısından açıklığa kavuşturulmasıdır. Anlattıkları içindeki temel düşüncenin, davranışın ya da yaşantının vurgulanmasıdır. **Benzer cümlelerle** içeriğin **daha somut ve açık** olarak yansıtılmasıdır. Bir başka deyişle, akranınızın açık olarak size ifade ettiklerinden anladığınızı ona iletmenizdir. Ancak bu söylenenlerin papağan gibi tekrar edilmesi değildir.

Örnek: I. Sanıyorum yaşadığım tüm bu sorunlar evde olanlar yüzünden...
"Yaşadığın sorunların sebebinin evle ilgili olduğunu düşünüyorsun"

II. Yardım becerilerini öğrenmek çok önemli böylece arkadaşlarıma daha çok yardımcı olabilirim...
"Etkili bir akran yardımcı olmak istiyorsun"

İçerik Yansıtmanın İşlevleri;
1. Akranınızı anladığınızı ve takip ettiğinizi gösterir.
2. Akranınızla aranızda aktif bir etkileşim sağlar.
3. Söylenenleri doğru anlayıp anlamadığınızı kontrol etme fırsatı verir.
4. Akranınızın fikirlerinin daha da belirginleşip ayrışmasına yardımcı olur.
5. Konuşmaya yön verir. İçerikte söylenenler hakkında daha çok konuşmasını ve odaklanmasını sağlar.
6. Odağı akranınızın düşüncelerinde tutmayı sağlar. Akranınızın yaşadıkları ile ilgili kendi sorumluluğunu almasını sağlar.

Örnek: İşe girme ile ilgili karar aşamasında olan akranınız bu durumla ilgili arkadaş ve ailesinin nasıl tepki verebilecekleri üzerinde durmaktadır.
(-) Arkadaşların bunu yapmanı istemiyor. (diğerlerinin düşüncesine odaklanılmış)
(+) Bunu yaparsan arkadaşlarının nasıl tepki verecekleri seni çok düşündürüyor.

ÖNEMLİ NOKTALAR
√ Akranınızın söyledikleri içindeki en temel ve önemli düşünceleri, fikirleri yansıtın.
√ İçerik yansıtma cümleleriniz kısa, açık ve somut olsun.
√ İçerik yansıtmayı, söylenenlerin peşine hemen birden değil, öncesinde bir nefes alıp yavaş ve destekleyici bir ses tonu ile yapın.
√ Söylenenlerin anlamını değiştirmeyin ya da eklemeler yapmayın

UNUTMAYIN!

"Karşıdakinin bir aynaya ihtiyacı vardır"

Yargılanmadan söylediklerini yeniden duyma fırsatı yakalamak akranınıza yardımcı olabilir.

Böylece akranınız kendini daha rahat ifade etmeye başlar. Kendi duygu, düşünce ve

davranışlarını yeniden değerlendirme fırsatı yakalar.

"Herkesin kendine ait bir hikayesi vardır"

Akranınızın anlattıkları ile sizin yaşadıklarınız benzer olsa da akranınızın söylediklerini

anladığınızı, bildiğinizi düşünmeyin. Hiç birşey bilmediğinizi farzedin ve mümkün

olduğunca anlamak için çaba sarfedin.

İÇERİK YANSITMA UYGULAMASI*

Kendinizi aşağıdaki durumlarda yardım eden rolünde hayal edin. Kişinin söylediklerinden anladığınızı ona yansıtın.

DURUM I: Sürekli ders çalışmayı erteliyorum. Çalışmamak için elimden gelen her şeyi yapıyorum, hatta sevmediğim işleri bile. Eğer bu dönem derslerden geçemezsem, 1-3'e takılacağımı da biliyorum.

_____

_____

_____

DURUM II: Çok çabuk sinirlenip etrafımda kim varsa bağırmaya başlıyorum ve onları kırıyorum. Sonra çok pişman oluyorum ama iş işten geçmiş oluyor.

_____

_____

_____

DURUM III: Çok şişmanım, bu nedenle kız arkadaşım yok.

_____

_____

_____

DURUM IV: En yakın arkadaşım geçen hafta sevgilisinden ayrıldı. Benden ilgi bekliyor, ancak benim de yetiştirilmesi gereken derslerim var, koşuşturup duruyorum. Onun bu konuları benden başka paylaştığı kimse yok, benden çok şeyler bekliyor.

_____

_____

_____

*Aynı form "Duygu Yansıtma" uygulaması için de kullanılmıştır.

ÖZETLEME

√ Akranınız bir durumla ilgili söylediklerini bitirdikten sonra, söylenenleri önemli noktaları ile yansıtmaktır.

√ Duyguların ve içeriğin yansıtılmasının bir arada kullanılmasıdır. Ancak, bu tüm görüşmenin ya da görüşmenin bir kısmının özetlenmesi şeklindedir.

Özetlemenin İşlevleri;
1.Akranınızın yaşadıklarını organize etmesine yardımcı olur.
2.Genelde kişiler anlattıklarını içlerinden geldiği gibi anlattığı için özetleme, akranınızın söylediklerini açık bir şekilde görmesine yardımcı olur.

Özetleme Nerede Kullanılır?
1.Görüşmenin sonunda konuşmayı toparlamak,

2. Görüşmenin başında bir önceki görüşmeyi hatırlamak,

3.Görüşme süresince bir konudan diğerine geçerken özetleme kullanılır.
4. Akranınızın söyledikleri çok uzun veya karışık (söyledikleri bağlantısız farklı konularla ilgiliyse) ise özetleme uygun olabilir.

Örnek:
* Anlattıklarını özetlersek, anneni ve sana davranışlarını, tutumlarını çok düşünüyorsun, bu konuda ne yapabileceğini bulmaya çalışıyorsun.

** Bana biraz karışık geldi şimdiye kadar anlattıklarını bir özetler misin?........

DUYGU YANSITMA

- ✓ Karşıdakinin yaşadıkları ile ilgili duygularını anlamaya çalışmaktır.
- ✓ Karşıdakinin bakış açısından bakarak onun dünyasını, hissettiklerini anladığınızı ona iletmenizdir.
- ✓ İfade edilen duygunun yoğunluğuna dikkat etmek ve buna göre tepki vermektir.

Duyguların Doğası
1. Duygular ahlaki (iyi-kötü) değildir.
2. Eğer kişi duygularını tamamen dolu dolu yaşarsa yeni duygular için hazır olabilir.
3. Çelişkili, birden fazla duygu aynı anda yaşanabilir.

Duygu Yansıtmanın İşlevleri;
1. İlişkide güveni ve açık olmayı sağlar.
2. Karşıdakinin duygularını daha iyi anlamasını ve kabul etmesini sağlar
3. Duyguları yansıtmanız karşıdakinin duygularını daha fazla paylaşmasını sağlar.
4. Karşıdakinin kendini paylaşması için bir fırsat yaratırken aynı zamanda duygularını farketme, kabul etme ve duyguları ile nasıl baş edebileceğini öğrenme fırsatı verir.
5. Duygularını farkeden kişi yaşadıklarını daha açık anlayabilir, ne istediğine ve neler yapabileceğine karar verebilir.
6. Bazen kişiler duyguları bastırma, inkar, çarpıtma yoluna girebilir. Duygu yansıtma ile daha yapıcı ele almayı öğrenebilirler.

Nasıl yansıtacaksınız?

(duygu)_____ hissediyorsun çünkü (içerik)_____ .

Örnekler: *Üzgünsün çünkü arkadaşın seninle konuşmuyor.

        ** Sevinçten havalara uçtun çünkü beklediğin telefon nihayet geldi

Kaynaklarınız:
*Akranınızın sözel tepkileri
*Akranınızın sözel olmayan tepkileri (ses tonu, yüz ifadesi, duruşu...)

KENDİNİ AÇMA

Kendini açma, akran danışmanın akranına yardımcı olacağını düşündüğü yaşantılarını (kendi duygu ve düşüncelerini) uygun bir şekilde ifade etmesidir.

Kendinizi açmanız ile akranınız;
- Konuyla ilgili duygu, düşünce ve yaşantılarını daha iyi anlayabilir.
- Yaşadıkları konusunda yalnız olmadığını farkedip rahatlayabilir.
- Yaşadığı olaya farklı açılardan bakma fırsatı yakalayabilir.

***Ancak akran danışman olarak sizin kendinizi açmanızın, akranınızın kendini keşfetmesine veya kendini daha iyi anlamasına yardımcı olup olmayacağını belirlemeniz gerekir. Bunu belirlerken;

- "Ben benzer bir durumda neler yaşamıştım?"
- "Ben benzer bir durum yaşadığımda neler yapmıştım?" Ne yapacağıma karar vermeme ne yardımcı olmuştu?"
- "Yaşadıklarım ve öğrendiklerim akranıma nasıl yardımcı olur?
- "Bu benim ihtiyacımı mı, yoksa akranımın ihtiyacını mı karşılayacak?" sorularına cevap vermelisiniz.

UNUTMAYIN,
- *Sizin kendinizi açmanız akranınızı anlattıklarından uzaklaştırmamalıdır.*
  Bir başka deyişle, Kendini açma, akranınız için yapılmalıdır, sizin için değil.
- *Kendinizi açmanın zamanlama çok önemlidir. Akranınızla aranızda ilişki geliştikten sonra kullanılmalıdır. Ve kendinizi açarken açık, dürüst ve içten olmalısınız.*

BİLGİLENDİRME

Bilgilendirme, akranınızın ihtiyacı ile ilgili bilgileri ya da bilgilere ulaşmak için başvurabileceği kaynakları ona sunmaktır.

Neden bilgilendirme?
Bu bilgi yardımcı olur mu?
Akranınız böyle bir bilgi istedi mi?
Örnekler:Bölümüm konusunda kimden yardım alabilirim?
        Hangi topluluklar var?
        Eğer bu dersten kalırsam ne olur?
        (akademik, sosyal, kişisel, mesleki konularla ilgili soruları olabilir)

ÖNEMLİ NOKTALAR
- Bilginin uygun olup olmadığına karar verin.
- Bu bilgiyi verme gerekliliğini ne doğurdu? Ne motive etti sizi?
- Akranınızın bu bilgiyi istediğinden ve ihtiyacı olduğundan emin olun.
- Bilgi verme ders verme şeklinde olmamalıdır.
  Örn: Eğer istersen bu konuda bildiklerimi, yaşadıklarımı seninle paylaşmak isterim.

YÜZLEŞTİRME

Yüzleştirme;
- Cezalandırıcı bir suçlama, yargılama **değildir.**
- Yetersizliklerin utandırıcı bir biçimde açığa çıkarılması **değildir.**
- Kişinin "kendi iyiliği" için ona yapılan bir saldırı **değildir.**
- Kesinlikle yıkıcı, çok olumsuz ve cezalandırıcı **değildir.**
- Sadece yüzleştirme yapmış olmak için **yapılmamalıdır.**

Yüzleştirme;
- ❖ Yüzleştirme, empatinin bir parçasıdır. Akranınızın duygu, deneyim ve davranışının anlaşılması temeline dayanarak, akranınızın çelişkilerini, tutarsızlıklarını güvenli bir ortamda farketmesini ve bunu değiştirmek için harekete geçmesini cesaretlendirici bir tepkidir.
- ❖ Akranınızın davranışlarını, özellikle de hayatındaki çelişkileri ve tutarsızlıkları yapıcı bir şekilde ortaya koymaya **davet edicidir**.

Yüzleştirmenin İşlevleri;
1. Akranınızın kendini keşfetmesini,
2. Akranınızın çelişkilerini farketmesini,
3. Akranınızın kendini anlamasını ve eyleme geçmesini,
4. Yaşadıkları ile ilgili kendine düşen sorumluluğu almasını (Başkalarını suçlamak yerine) sağlar.

Ne Yüzleştirilmeli?
- **Çelişkiler**
  Söylenenler (sözel) - Yapılanlar (davranışlar)
  Ne olduğu - Ne olmak istediği
  Akranınızın kişisel ve sosyal değer yargıları arasındaki çelişkiler

Yüzleştirme Tarzı
- ❖ Empatiyle, akranınıza onu anladığınızı ve önemsediğinizi göstermelisiniz.
- ❖ Geçici ifadeler kullanmalı, kesin cümleler kurmamalısınız.
- ❖ Saygı ve Özen göstermelisiniz.
- ❖ Akranınızla güvenli, açık bir ilişki kurduktan sonra yüzleştirmeyi kullanmalısınız.

ÖRNEK:

Bir taraftan......diğer taraftan......Bu ikisini nasıl bir araya getiriyorsun?

Örnek: Bir taraftan kendini geliştirmek istediğini söylüyorsun, diğer yandan bu konuda henüz bir adım atmış değil gibisin.

AKRAN DANIŞMANLIĞI GÖRÜŞMESİ DERECELENDİRME FORMU

PEER HELPING INTERVIEW EVALUATION RATING SHEET

Tarih:_____
Akran Danışman:_____   **Gözlemci:**_____

Akran danışman görüşmeyi yürütürken onu aşağıdaki becerilerde dereceleyiniz.

	Beceri Kullandı mı?		Uygun şekilde kullandı mı?					Örnek
Yakından İlgilenme	E	H	1	2	3	4	5	_____
Soru Sorma	E	H	1	2	3	4	5	_____
Teşvik Etme	E	H	1	2	3	4	5	_____
İçerik Yansıtma	E	H	1	2	3	4	5	_____
Duygu Yansıtma	E	H	1	2	3	4	5	_____
Özetleme	E	H	1	2	3	4	5	_____
Kendini Açma	E	H	1	2	3	4	5	_____
Bilgilendirme	E	H	1	2	3	4	5	_____
Yüzleştirme	E	H	1	2	3	4	5	_____
Sessiz Kalma	E	H	1	2	3	4	5	_____
Destek Olma	E	H	1	2	3	4	5	_____
Saygının İletilmesi	E	H	1	2	3	4	5	_____
İçtenliğin İletilmesi	E	H	1	2	3	4	5	_____

- **Akran danışmanın güçlü yanları (en az 2)**
  1. _____
  2. _____
  3. _____
- **Geliştirmesi gereken alanlar (en az 2)**
  1. _____
  2. _____
  3. _____
- **Yorumunuz:**

AKRAN DANIŞMANLIĞI PROGRAMI
AKRAN DANIŞMANLAR İÇİN ETİK İLKE VE KURALLAR
(The Code of Ethics for Peer Helpers)

Akran Danışmanlığı Programı için hazırlanmış olan etik ilke ve kurallar akran danışmanlığı hizmetini veren tüm akran danışmanları kapsamaktadır. Akran danışmanlar, eğitim programı kapsamındaki etik ilke ve kurallara bağlı kalacaklarına söz vermek zorundadır.

AKRAN DANIŞMANLARIN benimsemeleri gereken başlıca İLKELER;

- **Gizlilik:** Eğitim programı sırasında ve akran danışma ilişkisi içinde gizlilik ilkesine sonuna kadar uyarlar. Akranlarına ilişkin her türlü bilgiyi koruma sorumluluğu taşırlar. Akranları ile yaptıkları görüşmeleri kesinlikle gizli tutarlar. Süpervizyon aldıkları program koordinatörü-uzman dışında kimseyle kesinlikle paylaşmazlar.

- **Yeterlik:** Akran danışmanlar yeterliklerini ve sınırlarını bilirler. Programda belirtilen sınırlar dışındaki konularda mutlaka hemen program sorumlusu ile görüşür, yardım alan akranlarını bir uzmana yönlendirirler. Sınırlarını kesinlikle aşmazlar.

- **Dürüstlük ve Güven:** Akran danışmanlığı sürecinde dürüstlüğü, doğruluğu, güveni ve gerçekliği ön plana alırlar. Kendilerini tanıtırken, eğitimlerinden ve akran danışmanlığı niteliklerinden söz ederken yanlış ve abartılı ifadeler kullanmazlar. Akran danışman pozisyonlarını asla kendi yararları ve kazançları için kullanmazlar. Özellikle akranları ile açık, saydam ilişkiler kurmayı amaçlarlar.

- **Saygı, Duyarlılık ve Hoşgörü:** Akran danışmanlar akranlarına karşı duyarlı ve kabul edicidirler. Her akranın değerli ve biricik olduğunu bilirler. Bu programdan yardım alan her akranın kişilik haklarına ve onurlarına saygı duyarlar. Akran danışmanlar değerlerini akranlarını etkilemekte asla kullanmaz ve görüşmelere değerlerini yansıtmazlar. Akranlarının kendi problemlerini çözme gücüne güvenirler, akranlarının kendi kararlarını kendi verme özgürlüğüne içten inanırlar.

AKRAN DANIŞMANLIĞI İLİŞKİSİ:

1. Akran danışmanlığı ilişkisi ancak akranın gönüllüğü ile mümkündür.

2. Akran görüşmesi sırasında akran danışman, akranının kişisel bütünlüğüne saygı göstererek onun iyiliği ve huzuru için çalışmaktan sorumludur.

3. Akran danışman, akranı ile görüşmeye başlamadan önce akranına akran danışmanlığı ile ilgili kendi rol, sorumluluk ve sınırlılıkları hakkında bilgi verir.

4. Akran danışman, kendi sınırları dışındaki her konuda yardım alan akranını uygun bir uzmana yönlendirir. Akran önerilen uzmana gitmek istemezse bile, akran danışman ilişkiyi sürdürmez.

5. Akran danışman akranı ile objektif (tarafsız) olmasını engelleyecek herhangi bir durum yaşadığında akranını başka bir akran danışmana ya da uzmana yönlendirir.

6. Akran danışman akranları ile yaptığı her görüşmeyi program sorumlusuna bildirmek ve süpervizyon almak ve süpervizyonda söylenenleri uygulamak zorundadır.

Yukarıda yazılan "Akran Danışmanlığı Programı Etik İlke ve Kuralları"na sonuna kadar uyacağıma, sorumlulukları yerine getireceğime, kurallarla ilgili belirsizlik yaşadığım zaman program koordinatöründen hemen yardım isteyeceğime söz veririm.

Yukarıda yazılanları tümüyle kabul ediyorum ve bunlara uymadığım zaman program dışında tutulacağımı biliyorum.

Akran Danışman   Program Koordinatörü-Uzm. Psikolojik Danışman

                                         Öğr. Gör. MİNE ALADAĞ

Tarih   Tarih

İmza   İmza

APPENDIX R

AKRAN DANIŞMANLIĞI PROGRAMI
AKRAN DANIŞMANIN SINIRLARI
VE
AKRANIN UZMANA YÖNLENDİRİLMESİ

I. GİZLİLİK

Akran danışmanlar, eğitim programı sırasında ve akran danışmanlığı ilişkisi içinde gizlilik ilkesine sonuna kadar uyarlar. Akranlarına ilişkin her türlü bilgiyi koruma sorumluluğu taşırlar. Akranları ile yaptıkları görüşmeleri kesinlikle gizli tutarlar. Süpervizyon aldıkları program koordinatörü-uzman dışında kimseyle kesinlikle paylaşmazlar. Ancak, gizliliğin bazı sınırlılıkları vardır. Gizliliğin ihlal edilmesi gerektiren durum olduğunda akranınızı bu durumdan haberdar etmek ve mümkünse onu da bu sürece dahil etmek gerekir. Genel olarak gizliliğin ihlal edilebileceği durumlar:

- Akran danışman olarak süpervizyon altında akranınızla görüşme yaptığınızı ona belirtmeniz gerekir.

- Akranınız kendine ve başkalarına zarar verme eğilimindeyse, akran danışman bu durumu hemen program koordinatörüne bildirmek zorundadır.

II. AKRANINIZIN UZMANA YÖNLENDİRİLMESİ GEREKEN DURUMLAR

Aşağıda akranlarınızda karşılaşabileceğiniz durumlar başlıklar halinde verilmiştir. Her durum akranınızın profesyonel yardıma ihtiyaç duyduğunun göstergesidir.

- İNTİHAR (ilgili düşünceler, planlar ya da girişimler) (İntiharla ilgili her şey kesinlikle ciddiye alınmalıdır)
- Fiziksel, duygusal ya da cinsel TACİZ, TECAVÜZ ya da ŞİDDETE MARUZ KALMA,
- CİNSELLİK, CİNSEL YÖNELİM,
- İSTENMEYEN GEBELİK, KÜRTAJ…
- MADDE BAĞIMLILIĞI (Alkol, uyuşturucu, hap vb. kullanımı)
- YOĞUN KAYGI, KORKULAR VE DİKKATİNİ TOPLUYAMAMA
  Depresif veya duygusuz bir duygu-durum içinde olması, aşırı hareket veya konuşma, ağlama belirtileri, dış görünüşte (temizlik) aşırı değişiklik olması. Olaylar karşısında uygun olmayan, aşırı duygusal tepkiler vermesi, ya da hiç tepki vermemesi
- CİDDİ AKADEMİK PROBLEMLER (aşırı devamsızlık, notlarda aşırı düşüş,…)
- GERÇEK DIŞILIK ve RAHATSIZ EDİCİ İMGELER

Gerçeği kabul etmede ciddi zorlanması, başkalarının görmediği, duymadığı, hissetmediği şeyleri görmesi, duyması veya hissetmesi, gerçekle bağdaşmayan düşünce ve davranışlarda bulunması. Rahatsız edici konuşmalar ve konulardan bahsetmesi (tutarsız konuşmalar, abartılı inançlar, organize olmayan, uçuşan düşünceler)

- UYKU PROBLEMİ (çok uyuma, uykusuzluk), SÜREKLİ AĞLAMA, AŞIRI İSTEKSİZLİK

- ÜNİVERSİTEYİ BIRAKMA gibi önemli kararlar

- AŞIRI KİLO VERME YA DA ALMA, YEME BOZUKLUKLARI…

- GEÇİRİLMİŞ OLAN PSİKİATRİK PROBLEMLER

- KENDİNE VE BAŞKASINA ZARAR VERME

.

III. AKRANINIZI UZMANA YÖNLENDİRME

Yukarıda bahsedilen durumlar halinde,

- **Öncelikle akranınızla içten olarak ilgilendiğinizi ve onu anladığınızı ona gösterin.**

- Durum ile ilgili duygu ve düşüncelere odaklanın. Akranınızın yaşadığı durumu anladığınızı ona gösterin. Akranınız ilk önce anlaşıldığından emin olsun.

- Akranınıza onu neden bir uzmana yönlendirmek istediğinizi açık ve anlaşılır cümlelerle açıklayın. Onun uzman birinden profesyonel bir yardım alması konusundaki gerekliliği vurgulayın. Kendi sınırlılıklarınızdan bahsedin.

- Akranınız eğer profesyonel yardım alma konusunda gönülsüz ise onunla profesyonel yardım alacağı birim ya da uzmanla ilgili bilgilerinizi ve bu konudaki kaygı ve korkularını paylaşın. Profesyonel bir uzmanla en azından bir ön görüşme alma konusunda onu cesaretlendirin. Eğer ön görüşme sonrası istemezse devam etmeme hakkı olduğunu ona belirtin. P.D.R.M. ile ilgili bildiğiniz her şeyi akranınız ile paylaşın, böylece bilinmeyenden kaynaklanan korku akranınızın bu kaynağı kullanmasını engellememiş olur. Örneğin, yer, telefon numarası, çalışma saatleri gibi bilgileri önceden edinmek yardımcı olacaktır. Hatta yardım alacağı birime birlikte gitme ve uzmanla tanıştırma konusunda ona eşlik edebileceğinizi söyleyin.

- Pek çok kişi psikolojik danışmanların, psikologların ve psikiyatristlerin sadece "deli" lerle çalıştıklarına inanırlar, böylece sizin yönlendirmeniz belki problemin ciddiyeti şeklinde yorumlanabilir. Akranınızı, Psikolojik Danışma ve Rehberlik Merkezindeki uzmanların, akademik, sosyal, duygusal alanlarda pek çok konuda karşılaştıkları sorunlarla baş etmede kişilere yardımcı olmaya çalıştıkları konusunda bilgilendirip, endişelerini gidermeye çalışın.

- Tüm konuştuklarınıza rağmen eğer akranınız profesyonel yardım almak istemezse onu zorlamayın. Ancak onunla görüşmeye devam edemeyeceğinizi uygun bir dille anlatın.

- Görüşme sonrası hemen program koordinatörüne ulaşın.

AKRAN DANIŞMANLIĞI BROŞÜRÜ
PEER HELPING BROCHURE

AKRAN DANIŞMANLIĞI PROGRAMI

MERHABA ARKADAŞIM,

BİRİSİYLE KONUŞMAYA

İHTİYACIM MI VAR DİYORSUN?

BİRİ SENİ DİNLESİN, BİRİ SENİ ANLASIN MI İSTİYORSUN?

BEN BUNA GÖNÜLLÜYÜM,

BURADAYIM, YANINDAYIM...

 BEN KİMİM?

Ben Akran Danışmanlığı Programında yer alan gönüllü bir arkadaşınım ve artık şimdi bir *AKRAN DANIŞMANIM*... Haftada 1 gün 2 saat toplanılarak 46 saat- 20 haftada tamamlanan kapsamlı ve sistemli bir eğitim programına katıldım. Eğitim programı süresince kişiler arası ilişkilerde temel yardım etme ve iletişim becerileri ile ilgili bilgi ve becerileri uygulamalarla öğrendim.

Yardım etme konusunda profesyonel biri (psikolojik danışman ya da psikolog) değilim. Fakat kendinle ve yaşadıklarınla ilgili konuşmak istediğinde anlatacaklarını paylaşmaya ve sana destek olmaya hazırım.

İLKELERİM

Akran Danışman olmak için Akran Danışmanlığı Programının temel ilkelerine ve kurallarına sonuna kadar bağlı kalmaya söz verdim;

- **Gizlilik ve Güven**

Akranlarıma ilişkin her türlü bilgiyi koruma sorumluluğu taşırım. Yaptığımız görüşmelerde anlattıklarını kesinlikle gizli tutarım. Süpervizyon aldığım Program Koordinatörü Uzman Psikolojik Danışman dışında KESİNLİKLE KİMSEYLE PAYLAŞMAM.

- **Saygı**

Her akranımın değerli ve biricik olduğuna inanırım. Bu programdan yardım alan her akranımın kişilik haklarına saygı duyarım.

AKRAN DANIŞMANLIĞI GÖRÜŞMELERİ NASIL OLACAK?

- Her görüşme yaklaşık 40-45 dakika sürecek,
- Senin isteğine bağlı olarak 1 ya da en fazla 5 görüşme yapabileceğiz,
- Görüşmeleri ikimize uygun olan bir görüşme saati kararlaştırıp yapacağız,
- Yaptığımız görüşmelerin daha sağlıklı ve etkili olması için görüşmelerle ilgili program koordinatörü uzman psikolojik danışmandan bilgi ve destek (süpervizyon) alacağım.
- Sana yardımcı olamayacağım ya da alanıma girmeyen bir konuda yardım almak istersen, bu konuda sana profesyonel bir şekilde yardımcı olacak bir uzmana yönlendireceğim.

☺ GÖRÜŞMELERİMİZDE SANA NASIL YARDIMCI OLABİLİRİM?

- Anlattıklarını geçiştirmek yerine,

SENİ YARGILAMADAN İLGİ VE ÖZENLE DİNLEYEBİLİRİM.

- Seni avutmaya çalışmak yerine,

YAŞADIKLARINI, DUYGU VE DÜŞÜNCELERİNİ ANLAMAYA ÇALIŞIRIM.

- Ne yapman gerektiğini söylemek

yerine, NE YAPABİLECEĞİN KONUSUNDA SENİNLE BİRLİKTE SEÇENEKLER ARAYABİLİRİM.

☺ BANA NASIL ULAŞABİLİRSİN?

Hafta içi her gün 11:00-13:00 saatleri arasında Eğitim Fakültesi, Misafir Öğretim Elemanı Odası'nda beni bulabilirsin. Akran danışmanlığı görüşmesi için gün, saat ve yer belirleme konusunda sana yardımcı olacağım. Aynı zamanda Akran Danışmanlığı Programı ile ilgili bilgi almak istediğin her konuda sorularını cevaplamaya çalışacağım.

Akran Danışmanlığı Program Panosundan akran danışmanları tanıtan bilgileri, fotoğrafları, uygun görüşme gün ve saatlerini gösteren çizelgeyi görebilirsin.

Akran Danışmanlığı Programı ile ilgili güncel bilgilere http://egitim.ege.edu.tr/~ad adresinden ulaşabilirsin.

TÜRKÇE ÖZET

BİR AKRAN DANIŞMANLIĞI PROGRAMI GELİŞTİRME
VE
ETKİLİLİĞİNİ İNCELEME

GİRİŞ

İnsanlar sıkıntılı zamanlarında genellikle onlara destek olacak bir arkadaşlarıyla konuşurlar. Bu konuşmalar sıkıntıların daha ciddi ve değiştirilmesi zor boyutlara ulaşmasını önlerken yardım alma sürecini de normalleştirir. Ayrıca, sadece sıkıntılı zamanlarda değil, karşılıklı güvensizliklerin ve korkuların paylaşıldığı zamanlarda da arkadaşlar yaşadıklarının "normal" olduğunu veya yaşadıklarında utanılacak bir şeyler olmadığını keşfederler. Arkadaşların kişisel, sosyal veya ahlaki konulardaki karşılıklı paylaşımları onların kişisel gelişimini sağlar. Bu gelişim yardımın en önemli ve doğal bir sonucu olarak düşünülebilir (Turner, 1999).

Psikolojik danışma alanındaki profesyoneller arkadaşlar arasındaki bu doğal bağın yararlarını keşfederken aynı zamanda bu doğal yardım kaynağının kullanılmadığının da farkına varmıştır (Varenhorst, 2002). Bir çok bireyin kendi yaşam deneyimleri sonucu yardım etme ile ilgili doğal bir kapasiteye sahip olduğunu ve bu bireyler temel yardım becerileri ile ilgili eğitim alırlarsa yardım edecekleri kişi üzerinde bir etkilerinin olabileceğini düşünen Brammer ve MacDonald (1999), bireylerde varolan bu doğal yardım yeteneğinin kullanılmamasının çok gerçekçi olmadığını vurgulamışlardır. Bu düşünceler iki temel varsayıma işaret etmektedir; bazı bireyler doğal bir yardım etme yeteneğine sahiptir ve temel yardım etme becerileri onlara öğretilebilir. Bu varsayımlara dayalı olarak akran danışmanlığı psikolojik danışma alanında kendine profesyonel bir yer edinmiştir.

Akran danışmanlığı genel bir terim olarak akranın akrana yardım etmesi demektir. Daha kapsamlı bir tanımla akran danışmanlığı, "kişisel ve akademik konularda diğer öğrencilere yardım etmeleri için seçilen öğrencilerin, yani akran danışmanların, yardım etme konusunda eğitim gördükleri ve eğitim sonrasında sundukları yardımla ilgili süpervizyon aldıkları bir süreç" olarak tanımlanmaktadır (Myrick, Highland, & Sabella, 1995). Akran danışmanlığı farklı biçimlerde (örneğin, akran desteği, akran arabuluculuğu, akran eğitimi, akran lideri gibi), farklı mekanlarda (örneğin, okullar, üniversiteler, hastaneler ve işyerleri gibi) ve farklı yaş gruplarına (örneğin, çocuklar, ergenler, yetişkinler ve yaşlılar gibi) yönelik olarak sunulmaktadır (Bratter ve Freeman, 1990; Myrick, Highland ve Sabella, 1995; Morey ve Miller, 1993; Sawyer ve Pinciaro, 1997; Sprinthall ve Hall, 1992). Akran danışmanlığı yoluyla akran danışmanlar akranlarına onların düşünce ve duygularını anlamalarını sağlama, yaşadıkları sorunun çözümüne yönelik alternatifleri açığa çıkarma, onlara destekleyici bir ilişki sunma ve onların kendi çözümlerini bulmalarını kolaylaştırma amacıyla yardımcı olmaya çalışmaktadır (Myrick, Highland ve Sabella, 1995).

Ancak Akran Danışmanlığı ile ilgili olarak kurulan iki dernek (National Peer Helpers Association-NPHA ve Peer Resources-PR), akran danışmanlığını tanımlarken akran danışmanlığı ile profesyonel anlamda tanımlanan bir psikolojik danışmadan söz edilmediğini önemle vurgulamaktadır. Eğitim alan öğrencilerin birer amatör terapist ya da psikolojik danışman olmadıklarını, yardım meslekleri ile ilgili eğitim alan ve uzmanlaşan profesyonellerin yerini alamayacaklarını ama onların sunduğu psikolojik yardım hizmetlerinin bir parçası olabileceklerini belirtmektedir. Bu hizmetler çerçevesinde akran danışmanların akranlarına yardımı onlara ne yapmaları gerektiğini söyleme ya da öğüt verme değil onlarla birlikte olası seçenekleri ve alternatifleri arama, bunların sonuçlarını değerlendirme ya da bu konudaki deneyimlerini paylaşma olarak tanımlamaktadır.

Bu bağlamda hem NPHA hem de PR bağımsız olarak akran danışmanlığı ve akran danışmanlığı programlarının planlanması, uygulanması ve değerlendirilmesi süreçleri ile ilgili standartlar oluşturmuştur. Bununla birlikte Amerikan Okul Psikolojik Danışmanları Derneği 1978'de akran danışmanlığının okul psikolojik

danışmanlık ve rehberlik servislerinin bir parçası olmasını önermiş; bu konuda bir tanımlama yapmış ve bu tanımı 1993, 1999, 2002 yıllarında yenilemiştir. Tüm bunların ışığında akran danışmanlığı önemli bir ilerleme kaydetmiştir. Akran danışmanlığı farklı kurumlarda farklı yaş gruplarında uygulamaya sunulsa da ağırlıklı olarak örgün eğitim kurumlarında yaygınlaşmıştır. Literatürde akran danışmanlığı ve akran danışmanlığı programlarının yürütülmesi konularında çok fazla sayıda makale yer almaktadır.

Akran danışmanlığı ile ilgili literatüre bakıldığında akran danışmanlığını açıklamak için belirli bir teorik yaklaşımın ele alınmadığı göze çarparken akran danışmanlığının temelini oluşturan psiko-sosyal süreçleri açıklamada bazı teorik yaklaşımların önerildiği görülmektedir. Salzer ve arkadaşları (2002; akt. Solomon, 2004) akran danışmanlığı hizmetlerinin temelinde sosyal destek, deneyimsel bilgi, terapi ilkeleri, sosyal öğrenme ve sosyal karşılaştırma olmak üzere beş yaklaşımın yer aldığından söz etmektedir. Başka bir çalışmada da Adler'in sosyal ilgi kavramının akran danışmanlığı eğitimindeki rolü açıklanmaktadır (Barkley, Wilborn ve Towers, 1984).

Bu çalışmada akran danışmanlığı, bir akran danışmanlığı programının geliştirilmesi ile başlamış, akran danışmanlığı eğitiminin etkililiğinin incelenmesi ile devam etmiş ve geliştirilen bu akran danışmanlığı programının değerlendirilmesi ile sonuçlanmıştır. Her aşama farklı bir teorik yaklaşımla açıklanabilirken bu çalışmada gelişimsel psikoloji, Bandura'nın Sosyal Öğrenme Kuramı ve Rogers'ın Birey Merkezli Yaklaşımına dayalı olarak Carkhuff'un İnsan İlişkileri Eğitimi olmak üzere üç yaklaşım temel alınmıştır. Ancak sözü edilen yaklaşımlar bu çalışmada akran danışmanlığı kapsamında test edilmemiş sadece bu yaklaşımlardan yararlanılmış ve çalışmaya ilişkin katkıları göz önüne alınmıştır.

Çalışmanın ilgili yayın ve araştırmalar bölümünde özetlendiği gibi birçok çalışmada akran danışmanlığının çeşitli kurumlarda destekleyici bir hizmet oluşu ve sağladığı yararlar açısından yaygın bir kabul gördüğü ortaya konmaktadır. Araştırmacılar akran danışmanlığının öğrencilerin psikolojik danışma servislerine erişimlerini kolaylaştırma, psikolojik danışmanlarla öğrenciler arasında bir köprü

oluşturma ve bu sayede daha çok öğrenciye ulaşabilme gibi yararları olduğunu belirtmektedir (Downe, Altman ve Nysevold, 1986; Rockwell ve Dustin, 1979). Bununla birlikte uygun bir şekilde planlanıp uygulandığında akran danışmanlığı programlarının öğrencilerin gelişmelerine fırsat yarattığı, problemlerinin üstesinden gelmek için onlara yeni başetme yolları öğretme potansiyeli olduğunu göstermektedir (Foster-Harrison, 1995). Ayrıca akran danışmanlığının, gençlerin benlik saygılarını ve iletişim becerilerini artırdığı (Wassef ve Mason, 1996), yalnızlıklarını azalttığı (Rasain ve Williams, 1999), sağlıklı olmalarını sağladığı (Turner, 1999), akademik gelişimlerini ve kişisel başarılarını desteklediği (Black ve Tobler, 1998), kişilerarası ilişkilerde farkındalıklarını ve iç kontrol odaklarını geliştirdiği (Sprinthall ve Hall, 1992) ve kendilerine güvenlerini artırdığı ortaya konmuştur. Tüm bu öneriler ve bulgulara bağlı olarak gençlerin kişisel gelişimlerini kolaylaştırmak için iyi yapılandırılmış ve deneysel olarak test edilmiş bir akran danışmanlığı programına ihtiyaç olduğu sonucuna varılabilir.

Bu nedenle bu çalışmanın temel amacı, bir akran danışmanlığı programı geliştirmektir. Bu amaçla üç aşamadan oluşan bir çalışma yürütülmüştür. Birinci aşamanın amacı, rasyoneli, amaçları ve içeriği ile bir akran danışmanlığı programı planlamaktır. İkinci aşamanın amacı, akran danışmanlığı eğitim programı geliştirmek ve bu programın akran danışmanların yardım becerilerini ve kişisel gelişimlerini artırmadaki etkililiğini araştırmaktır. Üçüncü aşamanın amacı, akran danışmanlar ve akran danışanların akran danışmanlığı programı ile ilgili değerlendirmelerini anlamaktır.

YÖNTEM

Akran Danışmanlığı Programı, araştırmacı tarafından Ege Üniversitesi, Eğitim Fakültesinde geliştirilip uygulanmıştır. Çalışmanın her aşaması NPHA'nın belirlediği standartlar temel alınarak yürütülmüştür (Ek A). NPHA tarafından belirlenen aşamalar ve her aşamanın içeriği (1) programın planlanmasını (ihtiyaç taraması, rasyonel ve amaçların belirlenmesi, eğitim programının geliştirilmesi ve program için yönetimden destek alınması), (2) programın uygulanmasını (akran danışmanların seçilmesi ve eğitilmesi, akran danışmanlığı hizmetlerinin sunulması ve

süpervizyon verilmesi) ve (3) programın devamlılığının sağlanmasını (programın değerlendirilmesi ve uzun süreli bir planlamanın yapılması) kapsamaktadır. Bu aşamalara bağlı kalarak bu çalışmada takip edilen araştırma deseni Şekil 3.1'de gösterilmiştir.

Çalışmanın birinci aşamasında rasyoneli, amaçları ve içeriği ile bir akran danışmanlığı programı planlanmıştır. Bu aşamada Ege Üniversitesi, Eğitim Fakültesi öğrencilerinin akran danışmanlığı programı ile ilgili ihtiyaçlarını, beklentilerini ve tepkilerini anlamak için bir ihtiyaç taraması çalışması yapılmıştır. Çalışmanın ikinci aşamasında akran danışmanların yardım becerileri ve kişisel gelişimlerini artırmada akran danışmanlığı eğitim programının etkisi araştırılmıştır. Bu aşama 31 katılımcıdan (15 deney grubu, 16 kontrol grubu) oluşan bir örneklem üzerinde yürütülen ön-test, son-test kontrol gruplu deneysel desen çalışmasını içermektedir. Akran danışmanlığı eğitim programının uzun süreli etkisi konusunda daha fazla bilgi edinmek amacıyla katılımcılara altı ay sonra bir izleme testi uygulanmıştır. Deney grubu 46 saat-20 haftalık bir eğitim alırken kontrol grubu hiç eğitim almamıştır. Çalışmanın üçüncü aşamasında, akran danışmanlığı programı ile ilgili değerlendirmelerini anlamak için tüm akran danışmanlar ve akran danışmanlığı hizmeti alan gönüllü öğrenciler/akran danışanlarla büyük ölçüde nitel verilere dayalı bir çalışma yürütülmüştür.

Örneklem

Bu çalışmanın örneklemi çalışmanın üç aşamasında oluşturulan üç ayrı alt örneklemi kapsamaktadır.

Birinci aşamanın örneklemini 2003-2004 öğretim yılının bahar döneminde, Ege Üniversitesi Eğitim Fakültesi'nin farklı bölüm ve programlarına devam etmekte olan öğrenciler arasından seçkisiz katmanlı örneklem yöntemiyle seçilmiş 360 öğrenci (168 kız, 148 erkek) oluşturmuştur. Öğrencilerin bölüm, sınıf ve cinsiyete göre dağılımları Tablo 3.1'de sunulmuştur.

Çalışmanın deneysel aşamasında akran danışmanların seçilmesi sürecinde seçimin etkili bir şekilde yapılabilmesi için son seçim kararı verilmeden önce hem

literatürün hem de NPHA'nın standartları ve önerileri temel alınarak farklı seçim teknikleri kullanılmıştır. Bunulla birlikte öğrencilerin olgunluk düzeyi ve akran danışmanlığı hizmetlerinin devamlılığının sağlanması göz önünde bulundurularak akran danışmanlar ikinci ve üçüncü sınıf öğrencileri arasından seçilmiştir. Akran danışmanların seçilmesi sürecinde ilk olarak program fakültede duyurulmuştur. Programa katılmaya gönüllü öğrenciler görüşmeye davet edilmiştir. Görüşmeden önce başvuran her öğrenci Akran Danışmanlığı Programı Tanıtım Broşürünü okumuş ve başvuru formunu doldurmuştur. Daha sonra öğrenciler yarı-yapılandırılmış görüşmeye alınmıştır. Görüşme sonrası öğrencilerin biri fakülteden diğeri fakülte dışından olmak üzere iki farklı kişiden referans mektubu getirmeleri istenmiştir. Son olarak araştırmacı önceden belirlediği kriterler doğrultusunda programa başvuran 47 öğrenci (35 ikinci sınıf, 12 üçüncü sınıf öğrencisi, 33 kız, 14 erkek) arasından programın ön koşullarına uyan 31 öğrenciyi (22 ikinci sınıf, 9 üçüncü sınıf öğrencisi, 21 kız, 10 erkek) seçmiştir. Grupların eşitliğinin sağlanması için seçilen 31 öğrenciden 15'i deney grubuna 16'sı bekleme listeli kontrol grubuna bölüm, sınıf ve cinsiyetlerine göre eşleştirilerek atanmıştır. Seçilen öğrencilerin grup, bölüm, sınıf ve cinsiyete göre dağılımları Tablo 3.2'de sunulmuştur.

Çalışmanın değerlendirme aşamasının örneklemini 15 akran danışman ve akran danışmanlığı hizmeti alan 33 gönüllü öğrenci/akran danışan (17 kız, 16 erkek) oluşturmaktadır. Akran danışmanlığı hizmetinden yararlanan öğrencilerin bölüm, sınıf ve cinsiyete göre dağılımları Tablo 3.3'de sunulmuştur.

Veri Toplama Araçları

Çalışmanın her aşamasında farklı veri toplama araçları kullanılmıştır. Çalışmanın birinci aşamasında öğrencilerin akran danışmanlığı programı ile ilgili ihtiyaçlarını, beklentilerini ve tepkilerini anlamak amacıyla araştırmacı tarafından bir İhtiyaç Taraması Anketi geliştirilmiştir. Anket üç bölümden oluşmaktadır. Birinci bölümde öğrencilerin bir sıkıntıları ya da problemleri ile ilgili yardım almak istediklerinde genellikle ilk önce kimden yardım almayı tercih ettiklerini onlara sunulan sekiz kişiden (örneğin, aile, arkadaş, akran danışman, uzman) oluşan listeden sıralayarak seçmeleri istenmiştir. İkinci bölümde öğrencilerden onlara sunulan 13

yardım biçiminden her birini ne derecede tercih edeceklerini "Hiç tercih etmem (1)" ile "Çok tercih ederim (5)" arasında değişen bir ölçek üzerinde işaretlemeleri istenmiştir. Üçüncü ve son bölümde ise önce öğrencilere akran danışmanlığı programı ile ilgili kısa bir açıklama sunulmuş, sonra öğrencilerin programa yönelik tepkilerini anlamak için programın yararına olan inançlarını, programa ne derece başvurmak isteyeceklerini ve programdan yardım alsalar hangi konu alanlarında yardım almayı isteyeceklerini 5'li Likert tipi ölçek üzerinde işaretlemeleri istenmiştir.

Çalışmanın deneysel aşamasında iki grup ölçek kullanılmıştır. Katılımcıların yardım becerilerini ölçmek için İletişim Becerileri Değerlendirme Ölçeği (İBDÖ), Empatik Beceri Ölçeği B Formu (EBÖ-B), Yansıtma Becerileri Değerlendirme Formu (YBDF) uygulanmıştır. Katılımcıların kişisel gelişimlerini ölçmek için Rosenberg Benlik Saygısı Ölçeği (RBÖ) ve Kendini Kabul Envanteri (KKE) uygulanmıştır.

Korkut (1996) tarafından bireylerin iletişim becerilerini nasıl değerlendirdiklerini anlamak amacı ile geliştirilen İletişim Becerileri Değerlendirme Ölçeği 25 ifadeden oluşmaktadır. Her bir ifade "Hiçbir zaman (1)" ile "Her zaman (5)" arasında derecelendirilmektedir. Ölçekten elde edilebilecek en yüksek puan 125'tir. Puanın yüksek oluşu bireylerin kendi iletişim becerilerini olumlu yönde değerlendirdikleri anlamına gelmektedir.

Empatik Beceri Ölçeği-B Formu aşamalı empati sınıflamasına dayanılarak Dökmen (1990) tarafından geliştirilmiştir. Formda altı ayrı problem ve bu problemlerin her biri için verilebilecek 12 olası empatik tepki sıralanmıştır. Bu 12 empatik tepkiden bir tanesi kontrol cümlesi olup deneğin dikkatini ölçmek amacını taşımaktadır. Testin tümünde yer alan 6 kontrol cümlesinden biri bile işaretlenmiş olsa test iptal edilmektedir. 6 kontrol cümlesi çıkarıldığında kalan 66 cümlenin her biri aşamalı empati sınıflamasındaki 10 basamaktan birisine uygun nitelikte mesaj taşımaktadır. Kişilerden her bir problemi okumaları ve kendilerinin verebileceği en uygun 4 tepkiyi işaretlemeleri istenmektedir.

Dört farklı durumun yer aldığı Yansıtma Becerileri Değerlendirme Formu araştırmacı tarafından geliştirilmiştir. Katılımcılardan her bir durum için yardımcı olacağını düşündükleri tepkileri yazmaları istenmiştir. Katılımcıların öntest, sontest ve izleme testinde doldurdukları formlar psikolojik danışmanlık alanından yedi uzmana verilmiştir. Uzmanlar yazılan her bir tepkinin içerik ve duygu yansıtma açısından niteliğini "Hiç etkili değil (1)" ile "Çok etkili (7)" arasında derecelendirmiştir. Uzmanlar arasındaki güvenirlik katsayıları, tek ölçü için .57 ve ortalama ölçü için .90 bulunmuştur. Buna bağlı olarak her bir katılımcının formdan aldığı toplam puanın hesaplanması için yedi uzman tarafından her bir duruma verilen değerlerin ortalamasının alınmasına karar verilmiştir.

Rosenberg Benlik Saygısı Ölçeği (RBSÖ), Çuhadaroğlu (1985) tarafından Türkçe'ye uyarlanmıştır. RBSÖ 10 maddeden oluşmaktadır. Her bir maddeye verilecek yanıtlar "Kesinlikle katılmıyorum (1)" ile "Kesinlikle katılıyorum (5)" arasında derecelendirilmiştir. Ölçekten alınan yüksek puan yüksek değerde benlik saygısına işaret etmektedir.

Kılıççı (1980) tarafından geliştirilen Kendini Kabul Envanterinin (KKE) bu araştırmada genç yetişkinler için olan formu kullanılmıştır. KKE'de kişilere önce kendini kabul yönünden kritik sayılan bazı niteliklere sahip olup olmadıkları "Evet" veya "Hayır" seçenekleriyle sorulmaktadır. Kişiler daha sonra belirttikleri niteliğe sahip olup olmama konusundaki duygularını "Memnunum (M)- Şikayetçi Değilim (Şd)- Şikayetçiyim (Ş)- Mutsuzum (Ms)" seçeneklerinden birini işaretleyerek belirtmektedirler. Kişi, ayrıca, her bir nitelik için o niteliğe ilişkin duygularını değerlendirmedeki kararsızlığını "Kendimi Tanımıyorum (KT)" biçiminde yanıtlamaktadır. 10 ölçüt üzerine geliştirilen envanter 126 kritik davranıştan oluşmaktadır. Kendini-kabul envanterinin puanlaması için bir "Uyum Anahtarı" bulunmaktadır. Bu anahtarla "Sağlıklı kendini-kabul", "Çarpık kendini-kabul" ve "Kendinden hoşnutsuzluk (Kendini Kabullenmeme)" olmak üzere üç farklı puan elde edilmektedir.

Çalışmanın değerlendirilme aşamasında her akran danışana son görüşme bitiminde akran danışmanlığı hizmetinden sağladıkları doyumu ve akran

danışmanlarının yardım tutumları ve davranışları ile ilgili değerlendirmelerini anlamak amacıyla araştırmacı tarafından geliştirilen Akran Danışmanlığı Hizmeti Değerlendirme Formu uygulanmıştır. Ayrıca, akran danışmanlığı programının sonunda, 15 akran danışmanın akran danışmanlığı programının eğitim programı, eğitimcinin nitelikleri, akran danışman olarak deneyimleri ve akran danışmanlığı hizmeti ile ilgili değerlendirmelerini anlamak amacıyla yine araştırmacı tarafından geliştirilen 14 açık uçlu sorunun yer aldığı Akran Danışmanlığı Programı Değerlendirme Formu uygulanmıştır.

Akran Danışmanlığı Programı

Bu çalışmada Akran Danışmanlığı Programı, programın rasyoneli ve amaçlarının belirlenmesini; akran danışmanlığı eğitiminin geliştirilmesini ve sunulmasını; eğitim sonrası sunulan akran danışmanlığı hizmetini ve sunulan hizmetle ilgili süpervizyon verilmesini; akran danışmanlığı programının tüm içeriği ile değerlendirilmesini kapsamaktadır. Akran danışmanlığı programı temelde akranlar arasındaki doğal yardım sürecinin etkili bir şekilde kullanılması için planlanmıştır. Bu rasyonel ışığında akran danışmanlığı programı ile (a) üniversite öğrencileri arasından seçilen akran danışmanların aldıkları eğitim sonrasında yapılandırılmış bir ortam içinde diğer akranlarına yardımcı olmalarını sağlamak, (b) dinlenilme ve anlaşılma ihtiyacı olan öğrencilere bu konuda eğitim almış yaşıtlarından yardım alma fırsatı sunmak ve (c) akran danışmanlığı ilişkileri ile hem akran danışman hem de akran danışan olan öğrencilerin kişisel gelişimlerini artırmak amaçlanmıştır.

Deney grubuna uygulanan 46 saat-20 haftalık Akran Danışmanlığı Eğitim Programı sekiz modül, iki kişisel gelişim çalışma grubu ve bir özel konulu oturumdan oluşmaktadır. Modüller, (1) tanışma ve oryantasyon, (2) yardım etme ve yardım ilişkisini anlama, (3) temel yardım becerileri, (4) temel becerileri birleştirme, (5) ileri düzey yardım becerileri, (6) akran danışmanlığı etik ilke ve kuralları; akran danışmanın sınırları ve uzmana yönlendirme süreci, (7) tüm becerileri birleştirme ve akran danışmanlığı görüşmesi uygulaması, (8) değerlendirme ve sonlandırmadan oluşmaktadır. Eğitim programının içeriği, oturum sayısı ve süresi Tablo 3.4'te

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verilmiştir. Eğitim programı hazırlanırken akran danışmanlığı programları ve yardım etme becerileri ile ilgili farklı kaynaklardan yararlanılmıştır (Brammer ve MacDonald, 1999; Brenton, 1999; Carkhuff, Pierce ve Cannon, 1980; Egan, 1998; Evans, Hearn, Uhleman, ve Ivey, 1998; Hill ve O'Brien, 1999; Myrick ve Folk, 1999; Pitts, 1996; Tindall, 1995). Eğitim programında her bir yardım becerisinin en üst düzeyde kullanılmasını sağlamak amacıyla her oturum için "tek beceri yaklaşımı" kullanılmıştır (Evans, Hearn, Uhleman ve Ivey, 1998). Aynı zamanda her bir beceriyi öğretmek için altı aşama, sırasıyla, becerinin tanıtımı, becerinin eğitimci tarafından modellenmesi, beceriyle ilgili katılımcıların pratik yapması, yaptıkları pratiklerle ilgili katılımcıların geri bildirim alması, deneyimlerin tartışılması, ödev verilmesi ve son olarak yeni beceriye hazırlanılması takip edilmiştir (Tindall, 1995).

Bu çalışmada akran danışmanlığı programının her aşaması araştırmacı tarafından yürütülmüştür. Araştırmacının aldığı eğitim ve alanla ilgili deneyimleri NPHA'nın belirlediği akran danışmanlığı program koordinatörünün sahip olması gereken özelliklere uygun gözükmektedir.

Akran danışmanlığı eğitim programı sonrasında akran danışman olmaya hak kazanan öğrenciler akran danışmanlığı hizmetini sunmaya başlamıştır. Akran danışmanlığı hizmeti 2003-2004 öğretim yılı bahar dönemi bir buçuk ay süresince devam etmiştir. Hizmetin fakültede tanıtılması için Akran Danışmanlığı Programı logosu, sloganı, broşürü, ilan panosu ve duyuruları akran danışmanlar tarafından araştırmacının süpervizyonu doğrultusunda hazırlanmıştır. Bunun yanısıra, akran danışmanlığı programı ile ilgili güncel bilgilerin yer aldığı bir web sayfası hazırlanmıştır. Akran danışmanlar akranları ile üniversite kampüsünde uygun buldukları mekanlarda görüşme yapmışlardır. Akran danışmanlığı görüşmesinin bitiminde her akrana değerlendirme formu kapalı zarf içinde geri alınmak üzere verilmiştir. Akran danışmanlığı hizmeti süresince her bir akran danışman yaptıkları akran danışmanlığı görüşmeleri ile ilgili her hafta düzenli olarak araştırmacıdan süpervizyon almıştır.

Verilerin Analizi

Bu çalışmanın verileri her bir aşama için ayrı olarak analiz edilmiştir. Birinci aşamada, ihtiyaç taraması anketinden toplanan veriler Friedman ANOVA, faktör analizi ve betimsel istatistik yöntemleri ile analiz edilmiştir. Çalışmanın ikinci ve deneysel aşamasında deney ve kontrol grubu katılımcılarının İBDÖ, EBÖ-B, RBÖ ve KKE ön-test puanlarının eşitliği ve tekrar ölçümlü varyans analizi sayıltıları test edildikten sonra, deney ve kontrol grubu katılımcılarının İBDÖ, EBÖ-B, RBÖ ve KKE puanlarına 2 (deney-kontrol) X 3 (ön-son-izleme) tekrar ölçümlü varyans analizi uygulanmıştır. Katılımcıların RSEF son-test ve izleme testi puanlarına da ön-test puanları ortak değişken (covariate) olarak kullanılarak covaryans analizi uygulanmıştır. Son olarak değerlendirme aşamasında toplanan nitel veriler içerik analizi ile değerlendirilmiş; formda yer alan bazı nicel verilerin analizi için ise betimsel istatistik yöntemleri kullanılmıştır.

BULGULAR

İhtiyaç Taraması Aşaması ile İlgili Bulgular

Öğrencilerin sıkıntıları ya da problemleri ile ilgili olarak yardım alabilecekleri kişilere ilişkin tercih sıralaması ortalamaları Tablo 4.1'de verilmiştir. Tabloda görüldüğü gibi öğrencilerin tercih sıralaması ortalamaları, en yüksekten başlayarak, aynı cinsten arkadaş, aile, karşı cinsten arkadaş, tanıdık, akran danışman, uzman, akraba ve akademik danışmandır. Friedman ANOVA testi sonuçları sıralamalar arasında anlamlı bir fark olduğunu ortaya koymuştur (χ^2 [8, N = 316] = 779.22, p = .000). Tercih sıralamaları arasında ortaya çıkan anlamlı farkın kaynağını test etmek amacıyla eşleştirmeli karşılaştırmalar için Wilcoxon testi kullanılmıştır. Tablo 4.2'de görüldüğü gibi sonuçlar sekiz kişinin eşleştirmeli ortalama sıralamaları arasında, tanıdık ve uzman (z = -.907, p > .05); akraba ve akademik danışman, akran danışman, uzman (sırayla, z = -.963; z = -1.815 ve z = -1.694 p > .05); uzman ve akran danışman (z = -.413, p > .05) haricinde anlamlı farklılık olduğunu ve bu farklılıkların z = -2.075 ile z = -14.245 (p < .01) arasında değiştiğini göstermiştir.

Öğrencilerin yardım stillerine ilişkin soruya verdikleri yanıtların ortalama ve standart sapmaları Tablo 4.3'te gösterilmiştir. Sonuçlar 13 yardım biçiminden, farklı alternatifleri gösterme, güven verme, paylaşma ve destek olma, birlikte seçenekleri arama, öneri verme, aktif dinleme, yargılamadan anlamaya çalışma, rahatlatma, çözüm bulma, yorumlama ve analiz etme yardım biçimlerinin dağılımlarının "çok tercih ederim" seçeneğine doğru toplandığını göstermektedir. Kendinden ve diğerlerinin yaşamından örnekler verme ise "çok tercih ederim" ve "hiç tercih etmem" seçeneklerinde toplanmaktadır. Ancak avutma ve öğüt verme yardım biçimleri "hiç tercih etmem" seçeneğine doğru bir eğilime işaret etmektedir.

Bu aşamada ayrıca yardım biçimlerinin faktör yapısını incelemek amacıyla Temel Bileşenler Faktör Çözümlemesi kullanılmıştır. İlk faktör analizinde faktör sayısına herhangi bir sınırlama getirilmeden elde edilen eigen değerler incelenmiş ve eigen değeri 1'in üzerinde olan dört faktör ortaya çıkmıştır. Bu dört faktör varyansın % 55.79'unu açıklamaktadır. Bu analiz sonucunda ortaya çıkan birinci faktörün toplam varyansın % 26.14'ünü, ikinci faktörün % 11.82'sini, üçüncü faktörün % 9.45'ini ve dördüncü faktörün ise % 8.38'ini açıkladığı gözlenmiştir. Temel bileşenler faktör çözümlemesi sonucunda elde edilen faktör yükleri, ortaklıkları Tablo 4.4'de verilmiştir. Tabloda görüldüğü gibi ilk faktör yargılamadan anlama; güven verme, paylaşma ve destek olma; birlikte seçenekleri arama, aktif dinleme; rahatlatma olmak üzere beş yardım etme biçimini içermektedir. İkinci faktör öneri verme; yorumlama ve analiz etme; çözüm bulma; farklı alternatifleri gösterme olmak üzere dört yardım biçiminden oluşmaktadır. Üçüncü faktör kendinden ve diğerlerinin yaşamından örnekler verme olmak üzere iki yardım biçimini, dördüncü faktör ise avutma ve öğüt verme olmak üzere yine iki yardım biçimini içermektedir. Her bir faktördeki yardım biçimlerinin yapısı göz önüne alındığında birinci faktör "yönlendirici olmayan (empatik tepkiler)" ikinci faktör ise "yönlendirici olan (araçsal tepkiler)" yardım biçimleri olarak adlandırılmıştır. Üçüncü faktör "Kendini açma" olarak adlandırılırken, dördüncü faktör "iletişim engelleri" olarak adlandırılmıştır.

Üçüncü ve son bölümde elde edilen sonuçlar Tablo 4.5'te görüldüğü gibi öğrencilerin programın yararına inandıklarını; programa başvurma eğilimi

gösterdiklerini ve programın onların mesleki, akademik ve kişilerarası ilişkiler konusundaki sorunlarına odaklanmasını istediklerini göstermiştir.

Deneysel Aşama ile İlgili Bulgular

Çalışmanın deneysel aşamasında akran danışmanların yardım becerileri ve kişisel gelişimlerini arttırmada akran danışmanlığı eğitim programının etkisi araştırılmıştır.

Akran Danışmanlığı Eğitim Programının Yardım Becerileri Üzerine Etkisi

Akran danışmanlığı eğitim programının katılımcıların yardım becerilerini artırmadaki etkisini incelemek amacıyla katılımcılara İletişim Becerileri Değerlendirme Ölçeği (İBDÖ), Empatik Beceri Ölçeği B Formu (EBÖ-B), Yansıtma Becerileri Değerlendirme Formu (YBDF) uygulanmıştır.

İletişim Becerileri

Deney ve kontrol grubu katılımcılarının İletişim Becerileri Değerlendirme Ölçeği'nin (İBDÖ) öntest, sontest ve izleme testinden aldıkları puanların ortalama ve standart sapmaları ile bu puanlara uygulanan tekrar ölçümlü varyans analizi sonuçları, sırasıyla Tablo 4.7 ve Tablo 4.8'de gösterilmiştir. Sonuçlar, iletişim becerileri açısından gruplar arasında anlamlı bir fark bulunmadığını göstermiştir (F = .067, p > .05).

Empati Becerisi

Deney ve kontrol grubu katılımcılarının Empatik Beceri Ölçeği B Formu (EBÖ-B) öntest, sontest ve izleme testinden aldıkları puanların ortalama ve standart sapmaları ile bu puanlara uygulanan tekrar ölçümlü varyans analizi sonuçları, sırasıyla Tablo 4.9 ve Tablo 4.10'da gösterilmiştir. Bulgular, akran danışmanlığı eğitim programının deney grubu katılımcılarının empati becerilerini artırmada

kontrol grubundaki katılımcılara göre daha etkili olduğunu ortaya koymuştur (F = 11.011, p < .01, η^2 = .26).

Yansıtma Becerileri

Deney ve kontrol grubu katılımcılarının Yansıtma Becerileri Değerlendirme Formu (YBDF) öntest, sontest ve izleme testinden aldıkları puanların ortalama ve standart sapmaları Tablo 4.11'de verilmiştir. Deney ve kontrol grubu katılımcılarının YBDF öntest puanları arasında anlamlı bir fark bulunduğu için, katılımcıların YBDF sontest ve izleme testi puanlarına ön-test puanları ortak değişken (covariate) olarak kullanılmış ve uygulanan kovaryans analizi sonuçları Tablo 4.12'de gösterilmiştir. Bulgular, akran danışmanlığı eğitim programının deney grubu katılımcılarının yansıtma becerilerini artırmada kontrol grubundaki katılımcılara göre daha etkili olduğunu ortaya koymuştur (F = 36.498, p < .01, η^2 = .57).

Akran Danışmanlığı Eğitim Programının Kişisel Gelişim Üzerine Etkisi

Akran danışmanlığı eğitim programının katılımcıların kişisel gelişimlerini arttırmada etkisini incelemek amacıyla katılımcılara, Rosenberg Benlik Saygısı Ölçeği (RBÖ) ve Kendini Kabul Envanteri (KKE) uygulanmıştır.

Benlik Saygısı

Deney ve kontrol grubu katılımcılarının Rosenberg Benlik Saygısı Ölçeği (RBÖ) öntest, sontest ve izleme testinden aldıkları puanların ortalama ve standart sapmaları ile bu puanlara uygulanan tekrar ölçümlü varyans analizi sonuçları, sırasıyla Tablo 4.13 ve Tablo 4.14'te gösterilmiştir. Bulgular grupların farklı zamanlardaki ölçümleri arasında anlamlı düzeyde bir fark ortaya koymuştur (F = 6.895, p < .01, η^2 = .19). Zamana bağlı olarak ortaya çıkan anlamlı farkın kaynağını test etmek amacıyla uygulanan Bonferroni testi sonuçları, deney grubu katılımcılarının benlik saygısı puanlarında ön test ve izleme testi arasında anlamlı bir artış olduğunu göstermiştir.

Kendini Kabul

Deney ve kontrol grubu katılımcılarının Kendini Kabul Envanteri (KKE) öntest, sontest ve izleme testinden aldıkları puanların ortalama ve standart sapmaları ile bu puanlara uygulanan tekrar ölçümlü varyans analizi sonuçları, sırasıyla Tablo 4.15 ve Tablo 4.16'da gösterilmiştir. Bulgular grupların farklı zamanlardaki ölçümleri arasında (F = 5.002, p < .01, η^2 = .15) anlamlı düzeyde bir fark ortaya koymuştur. Sonuçlar, ayrıca, deney ve kontrol grubu katılımcılarının öntest, sontest ve izleme testi KKE puanlarının ortalamaları arasındaki değişimin farklılaşıp farklılaşmadığını inceleyen grup x ölçüm ortak etkisinin (F = 3.719, p < .05, η^2 = .11) anlamlı olduğunu göstermiştir. Ortak etkiye ve zamana bağlı olarak ortaya çıkan anlamlı farkın kaynağını test etmek amacıyla uygulanan Bonferroni testi sonuçları, deney grubu katılımcılarının kendini kabul puanlarında öntest ve sontest arasında anlamlı bir artış olduğunu göstermiştir.

Değerlendirme Aşaması ile İlgili Bulgular

Çalışmanın değerlendirilme aşamasından elde edilen bulgular iki alt bölümde sunulmaktadır. İlk olarak 15 akran danışmanın akran danışmanlığı programının eğitim programı, eğitimcinin nitelikleri, akran danışman olarak deneyimleri, ve akran danışmanlığı hizmeti ile ilgili değerlendirmeleri daha sonra akran danışanların akran danışmanlığı hizmetinden sağladıkları doyuma ilişkin ve akran danışmanlarının yardım tutumları ve davranışları ile ilgili değerlendirmeleri sunulmaktadır.

Akran Danışmanlığı Programının Akran Danışmanlar tarafından Değerlendirilmesi ile İlgili Bulgular

Akran danışmanların akran danışmanlığı programı ile ilgili dört temel beklentileri olduğu belirlenmiştir. Bunlar mesleki olarak gelişim gösterme, kişisel gelişim sağlama, etkili kişilerarası ilişkiler geliştirme ve akranlarına daha etkili yardım etmeyi öğrenmek istemeleridir.

Akran danışmanların tüm akran danışmanlığı programı sürecinde en çok keyif aldıkları çalışmalar programın üç temel yönüne odaklanmıştır. Bunlar kişisel gelişim çalışma grupları; akran danışmanlığı görüşmesi uygulamaları ve bu uygulamalara ilişkin aldıkları geri bildirimler; ve programın sonlandırma oturumudur. Bununla birlikte akran danışmanlar tüm süreç içinde onlara zor gelen çalışmaları akran danışmanlığı görüşmesi uygulamaları ve soru sorma, duygu yansıtma ve yüzleştirme gibi bazı yardım becerilerinin kullanılması olarak belirtmişlerdir.

Tüm akran danışmanlar akran danışmanlığı programını akran danışman olmak isteyen herkese önerdiklerini belirtmişlerdir. Programla ilgili ek yorum ve öneriler bölümünde de akran danışmanlar programın devam ettirilmesi, herkesin programla ilgili bilgilendirilmesi, programın sadece Eğitim Fakültesi'nde değil üniversitenin diğer fakültelerinde de uygulamaya konulmasına ilişkin önerilerini, eğitim süresinin uzatılmasına ve hizmetlerin sunulmasında mali destek bulunmasına ilişkin yorumlarını ve son olarak program ve programın kendilerine sağladığı katkılardan dolayı teşekkürlerini sunmuşlardır.

Akran danışmanlar akran danışmanlığı eğitim programının en çok yararlandıkları yönlerini kişisel gelişim çalışma grupları; akran danışmanlığı görüşmesi uygulamaları ve bu uygulamalara ilişkin aldıkları geri bildirimler; akran danışmanlığı görüşmeleri ile ilgili aldıkları süpervizyon; ve akran danışmanlar arasındaki grup etkileşimi olmak üzere dört tema altında belirtmişlerdir. Eğitim programının en az yararlandıkları yönünü ise, tekrar eğitim alma şansları olsa akran danışmanlığı görüşmesi uygulamalarından ve akran danışmanlar arasındaki grup etkileşiminden daha fazla yararlanmak için çaba gösterme olarak göstermişlerdir.

Akran danışmanların hemen hepsi akran danışmanlığı eğitim programını onları akran danışman olarak hazırlama konusunda oldukça etkili bulduklarını ve eğitim süresini yeterli gördüklerini belirtmiştir. Ancak, kişisel gelişim çalışma gruplarının, akran danışmanlığı görüşmesi uygulamalarının sayısının arttırılmasını ve yeni özel konuların eklenmesini önermişlerdir.

Akran danışmanlar akran danışmanlığı eğitimini veren eğitimciyi (araştırmacı) hem akademik hem de kişilik özellikleri ile değerlendirmiştir. Eğitimcinin akademik özelliklerini alanında bilgili ve donanımlı; etkili öğretici; iyi bir model olmak üzere üç tema altında değerlendirmişlerdir. Ancak bazı akran danışmanlar eğitimciyi fazla kuralcı olması yönünde eleştirmiştir. Kişilik özellikleri açısından eğitimciyi, samimi, insancıl, neşeli, enerjik, sabırlı, disiplinli, titiz, güvenilir bulduklarını belirtmişlerdir. Bununla birlikte akran danışmanların çoğunluğu eğitimcinin aynı zamanda hem bir öğretici hem de yakın bir arkadaş gibi davrandığını ve bu iki rolü arasında iyi bir denge kurması ile ilgili benzer düşüncelerini belirtmiştir. Ancak bir akran danışman eğitimciyi fazla hırslı bulurken diğer bir akran danışman bazen objektifliğini yitirdiği konusunda eleştirmiştir.

Akran danışmanlar akran danışman olmanın yaşamlarını akademik, sosyal ve kişisel alanlarda nasıl etkilediğini değerlendirmiştir. Akademik yaşamlarında, etkili bir psikolojik danışman ya da öğretmen olmalarına katkı sağladığını, akademik güvenlerinin artığını, derslere daha düzenli katıldıklarını ve daha sistemli ders çalışmaya başladıklarını, notlarının yükseldiğini, zamanı daha etkili kullanmaya başladıklarını, sınav kaygılarının azaldığını, zaman zaman başarısız olma hakkına sahip olduklarını farkettiklerini ve hata yapmaktan korkmamaları gerektiğini öğrendiklerini belirtmişlerdir. Sosyal yaşamlarında, sosyal çevrelerinin genişlediğini, etkili iletişim kurabildiklerini, yakın ve samimi ilişkiler kurduklarını, daha girişken davranmaya başladıklarını belirtmişlerdir. Kişisel yaşamlarında ise kendilerine güvenlerinin artığını, kendilerini güçlü ve zayıf yönleri ile daha iyi tanıdıklarını, kendilerini daha değerli hissettiklerini, daha esnek ve olumlu düşünmeye başladıklarını, duygularını daha kolay ifade edebildiklerini ve daha girişken davranmaya başladıklarını ve bu anlamda haklarının daha çok farkına vardıklarını vurgulamışlardır.

Akran danışmanların, akran danışman grubunun bir parçası olmaları ile ilgili duyguları ait olma, şanslı ve ayrıcalıklı hissetme, gurur duyma, sıcak ve yakın ilişkilerinden dolayı güvende hissetme, işe yarama ve üretken olma duygusu başlıkları altında toplanmıştır. Akran danışmanlardan biri yaşadığı duyguyu

"kocaman fındıklı bir çikolatanın içindeki fındıklardan biri gibi hissediyorum kendimi" olarak ifade etmiştir.

Son olarak akran danışmanlar, akran danışmanlığı hizmeti ile ilgili değerlendirmelerini belirtmişlerdir. Akran danışmanlar, akran danışmanlığı hizmeti başlamadan önce yaşadıkları kaygıları ve görüşme sonrasında akranlarına yardımcı olduklarını görmenin rahatlığını ve mutluluğunu, görüşmelerle birlikte akranlarına gerçekten yardım etmenin ne demek olduğunu daha iyi anladıklarını ve akranlarına yardım etmenin kendi sorunlarıyla başetmelerinde onlara da yardımcı olduğunu ifade etmişlerdir.

Akran danışmanlar, akran danışmanlığı görüşmelerinin akranlarına yardımcı olmasında akran danışmanlığı hizmetinin iki yönünün rolünü vurgulamışlardır. Bunlar, yardım etme biçimleri (örneğin, avutmak ya da geçiştirmek yerine etkili ve yargılamadan dinlemek; öğüt vermek ya da çözmek yerine akranları ile birlikte farklı alternatifleri aramak; yorum yapmak yerine yansıtmalarda bulunmak ve anlamak) ve akranlarıyla kurdukları güvenilir ilişkidir.

Akran danışmanlığı hizmetlerinin daha etkili bir şekilde yürütülebilmesi için akran danışmanlar, hizmetin daha iyi tanıtılması, hizmetin sadece Eğitim Fakültesi'nde değil tüm üniversitede sunulmasını, özel bir akran danışmanlığı odasının olmasını, ve eğitim programının içine yeni özel konu başlıkları (örneğin, üniversiteye uyum, çatışma çözme gibi) eklenmesini önermişlerdir.

Akran Danışmanlığı Programının Akran Danışanlar tarafından Değerlendirilmesi ile İlgili Bulgular

Akran danışanlar akran danışmanlığı programına başvurma nedenlerini kişisel (örneğin, kendini tanıma, üniversiteye uyum, ölüm gibi özel konular), sosyal (örneğin, arkadaşlık ilişkileri, karşı cinsle ilişkiler, ayrılık), programa yönelik (örneğin, eğitimli bir akranlarıyla konuşmayı istemek) ve yardım tercihlerine yönelik (örneğin, dinlenilmeyi istemek, farklı bakış açılarını görmek) olmak üzere dört tema altında belirtmişlerdir. Bununla birlikte, akran danışmanlığı ile ilgili beklentileri de

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programa yönelik (örneğin, yaşadıklarını eğitimli bir akranlarıyla paylaşmayı istemek) ve yardım biçimlerine yönelik (örneğin, dinlenilmeyi istemek,problemlerine çözüm bulmak, rahatlamak, sadece dinlenilmek ve öğüt almamak) olmak üzere iki tema altında toplanmıştır.

Akran danışanlar akran danışmanlığı hizmetinin en çok hoşlarına giden yönünü yine benzer iki tema altında belirtmişlerdir; programa yönelik (örneğin, eğitimli bir akranlarıyla konuşmak, gizlilik, aynı yaşta olma) ve yardım biçimlerine yönelik (örneğin, samimi davranılması, dinlenilmek, farklı bakış açıları kazanmak, yargılanmadan, geçiştirilmeden dinlenilmek). Ancak akran danışanlar hizmetin en az hoşlarına giden yönünü programa yönelik (örneğin, görüşme sayısının az olması, görüşme yapılan ortamın uygun olmaması) ve yardım biçimlerine yönelik (örneğin, çözüm bulamamak, hiç öneri vermedi sadece dinledi) olmak üzere yine benzer temalarla açıklamışlardır. Bunula birlikte, akran danışanların birçoğu hoşlarına gitmeyen bir yönün olmadığını belirtmiştir.

Akran danışmanlığı hizmetine ilişkin ek yorum ve öneriler bölümünde ise akran danışanlar, hizmetin daha iyi tanıtılması, hizmetlerin devamlılığının sağlanması, hizmetlerin tüm üniversiteye sunulması gibi önerilerini, okul dışı zamanlarda da akran görüşmelerinin yapılması, akran görüşmelerinin sayısının arttırılması ve akran danışmanların daha iyi eğitilmesi gibi yorumlarını ve aldıkları hizmete ilişkin teşekkürlerini belirtmişlerdir.

Akran danışanlar akran danışmanlığı hizmetinden sırasıyla, arkadaşları, ilanlar, broşürler ve öğretim üyeleri aracılığıyla haberdar olduklarını belirtmişlerdir.

Akran danışanlar akran danışmanlığı hizmetinin farklı yönlerine ilişkin (beklentilerini ve ihtiyaçlarını karşılama düzeyi, akran danışmanlarından duydukları memnuniyet, yardımcı olma düzeyi, hizmetlerin önem derecesi, tekrar yardım almaya ilişkin isteklilik düzeyleri ve hizmeti diğer arkadaşlarına ne derece önerdikleri) tepkilerini 5'li Likert tipi ölçek üzerinde derecelendirmiştir. Akran danışmanlığı hizmetinin farklı yönlerine ilişkin tepkilerinin ortalama ve standart

sapmaları Tablo 4.17'de gösterilmiştir. Tabloda görüldüğü gibi akran danışanlar akran danışmanlığı hizmetini farklı yönleri ile oldukça olumlu değerlendirmişlerdir.

Akran danışanlar akran danışmanlarının yardım tutum ve davranışlarına ilişkin değerlendirmelerini 25 ifadeden oluşan bir ankette "Kesinlikle katılmıyorum (1)" ile "Kesinlikle katılıyorum (5)" arasında derecelendirmiştir. Tablo 4.18'de akran danışanların akran danışmanlara ilişkin değerlendirmelerinin ortalama ve standart sapmaları yer almaktadır. Tabloda görüldüğü gibi akran danışanlar akran danışmanlarının yardım tutum ve davranışlarını olumlu olarak değerlendirmişlerdir.

TARTIŞMA

İhtiyaç Taraması Aşaması ile İlgili Tartışma

Çalışmanın ihtiyaç taraması aşamasının birinci bölümünden elde edilen bulgular, öğrencilerin yardım almak isteyecekleri kişilerle ilgili tercihlerinin ilişkinin yakınlık derecesine bağlı olarak iki kategori altında toplandığını göstermektedir. Bir başka deyişle, sonuçlar, öğrencilerin yardım almak istediklerinde onlara sosyal ve psikolojik olarak en uygun ve en hazır olan kişilerle konuşmayı tercih ettiklerine işaret etmektedir..

Bu bulgu, akranlar arasındaki doğal bağı vurgulayan gelişimsel psikoloji ve akran danışmanlığı literatürü ile desteklenmektedir. Gelişimsel psikoloji literatüründe vurgulandığı gibi gençler problemleri ile ilgili konuşmak istediklerinde yetişkenlerden önce arkadaşlarına gitmektedir (Santrock, 1996; Santrock, 1997; Zanden, 1997). Akran danışmanlığı literatürü de gençlerin problemlerini aileleri, öğretmenleri ve uzmanlardan önce akranlarına açtıklarını, yardım için bir akrana ulaşmanın onlar için daha kolay olduğunu ve bunun sonucunda da akran danışmanların yardım almak için fiziksel ve duygusal olarak daha yakın ve ulaşılması kolay olarak algılandıklarını vurgulamaktadır (Carl, 1981 akt. Rosenroll ve Dey, 1990; Myrick ve Folk, 1999).

Bunula birlikte, bu araştırmada öğrenciler akran danışmanını bir yardım uzmanından hemen önce beşinci sırada tercih etmiştir. Sonuçlar, akran danışman ve uzman arasında anlamlı bir fark ortaya koymamıştır. Öğrencilerin akran danışmanlığı ile ilgili olarak ön bilgi ve deneyimleri olmamasına rağmen akran danışmanını daha öncelikli tercih etmesinde "akran" kelimesinin ilgilerini çektiği düşünülebilir. Akran danışman ve uzman arasında anlamlı bir farkın bulunmaması da öğrencilerin her ikisini de aynı tür bir yardım kaynağı olarak ve daha profesyonel bir yardım biçimi gibi algıladıkları şeklinde yorumlanabilir. Bunula birlikte, akran danışman ve uzman arasındaki tercih benzerliği akran danışmanlarının uzmanlar ve öğrenciler arasında bir köprü rolü üstlenebileceğinin işareti olarak kabul edilebilir (Edelstein ve Gonyer, 1993; Rockwell ve Dustin, 1979).

İkinci bölümde elde edilen sonuçlar, öğrencilerin 13 yardım biçimi veya stilleri arasından farklı alternatifleri gösterme; güven verme, paylaşma ve destek olma; birlikte seçenekleri arama, öneri verme, aktif dinleme, yargılamadan anlamaya çalışma, rahatlatma, çözüm bulma, yorumlama ve analiz etme yardım biçimlerini çok tercih ettiklerini; avutma ve öğüt verme yardım biçimlerini ise hiç tercih etmediklerini göstermiştir. Kendinden ve diğerlerinin yaşamından örnekler verme yardım biçimleri içinse öğrenciler hem tercih etme hem de tercih etmeme yönünde eğilim göstermiştir.

Bunula birlikte yapılan faktör analizi sonucunda ortaya çıkan dört faktörün yapısı göz önüne alındığında, birinci faktör "yönlendirici olmayan (empatik tepkiler)" ikinci faktör ise "yönlendirici olan (araçsal tepkiler)" yardım biçimlerini içermektedir. Üçüncü faktör "Kendini açma" yı kapsamakta; dördüncü faktör ise "iletişim engelleri" olarak görülmektedir..

Ölçme ve değerlendirme açısından bakıldığında ihtiyaç taramasının bu bölümünden elde edilen sonuçlar akran danışmanlığı literatüründe bu konuda kullanılan ölçeklerle benzerlik göstermektedir. Empati, problemi tanımlama ve çözme, öğrenciyle görüşme için hazır olma olmak üzere üç boyuttan olusan Akran Danışmanlığı Yardım Biçimleri Anketi (Morey ve Miller, 1988, akt. Morey, Miller, Rosen ve Fulton, 1993) ve anlama, soru sorma, yorumlama, destekleme ve

değerlendirme gibi beş alt boyuttan oluşan Yardım İlişkisi Envanteri (Jones ve Pfeiffer (1973, akt. Martin, 1998) buna örnek olarak gösterilebilir. Bu çalışmada elde edilen sonuçlar ile bahsedilen ölçekler arasındaki benzerlik gözönüne alındığında "Yardım Biçimleri" anketinin yapılacak geçerlik ve güvenirlik çalışmaları ile Türk üniversite öğrencilerinin yardım biçimi tercihlerini ölçmek için yararlı bir ölçek olacağı söylenebilir.

Bu çalışmada ihtiyaç taraması çalışmasından elde edilen sonuçlarla akran danışmanların eğitimi ve akran danışmanlığı hizmetlerinin sunulması hem empatik tepkilerin hem de araçsal tepkilerin kullanılması temel alınarak yapılandırılmıştır. Bu yapılandırmanın çalışmanın değerlendirme aşamasında yapılan nitel çalışmadan elde edilen akran danışmanların ve akran danışanların yorumlarında da vurgulandığı görülmektedir.

Üçüncü ve son bölümde, öğrencilerin akran danışmanlığı programına ilişkin tepkileri değerlendirildiğinde elde edilen sonuçlar, Tablo 4.5'te görüldüğü gibi, öğrencilerin programın yararına inandıklarını ve programa başvurmak isteyeceklerini göstermiştir. Bununla birlikte sonuçlar, öğrencilerin programın onların mesleki, akademik ve kişilerarası ilişkiler konusundaki sorunlarına odaklanmasını istediklerini ancak kişisel konulardaki sorunlarına odaklanmasını istemediklerini göstermiştir. Bu durum kişisel konuların onlar tarafından daha ciddi ve ancak bir profesyonelle konuşulması gerektiği yönündeki düşünceleri şeklinde yorumlanabilir. Bununla birlikte bu sonuç akran danışmanlığının amacına bağlı olarak akran danışmanların bunun gibi uzman yardımı gerektiren konularla ilgili akranları ile görüşme yapmamaları ve akranlarını bir uzmana yönlendirmeleri konusunda eğitilmelerinin önemine işaret etmektedir.

Genel olarak, öğrencilerin akran danışmanlığı programı ile ilgili olumlu tepkileri olduğunu gösteren ihtiyaç taraması çalışmasının sonuçları öğrencilere yönelik bir akran danışmanlığı programı geliştirilmesini desteklemektedir. Bu aşamadan elde edilen sonuçlar, akran danışmanlığı programının rasyonelinin ve amaçlarının oluşturulmasına temel sağlamıştır. Akran danışmanlığı eğitim programı ve akran danışmanlığı hizmetleri bu temel esas alınarak yapılandırılmıştır.

Deneysel Aşama ile İlgili Tartışma

Akran Danışmanlığı Eğitim Programının Yardım Becerileri Üzerine Etkisi

Bu bölümde, akran danışmanlığı eğitim programının katılımcıların iletişim, empati ve yansıtma becerileri üzerine etkisi tartışılmıştır.

İletişim Becerileri

Bu çalışmada iletişim becerileri açısından gruplar arasında anlamlı bir fark bulunamamıştır (Tablo 4.8). Bu bulgu, akran danışmanlığı eğitim programının akran danışmanların iletişim becerilerini arttırdığını gösteren araştırma bulgularıyla tutarlı görünmemektedir (Diver-Stamnes, 1991; Robinson & Morrow, 1991; Steinbauer, 1998). Buna karşılık, araştırmanın nitel değerlendirme aşamasında hem akran danışmanların hem de akran danışanların iletişim becerilerinin etkili kullanımına yönelik olumlu görüşleri programın bu yöndeki katkısına bir destek oluşturmaktadır.

Empati Becerileri

Bu çalışmanın bulguları, akran danışmanlığı eğitim programının deney grubu katılımcılarının empati becerilerini artırmada kontrol grubundaki katılımcılara göre daha etkili olduğunu ortaya koymuştur (Tablo 4.10). Bu sonuç literatürde bu konuda yapılan uygulamalı bazı çalışmalarla desteklenmektedir (Brenton, 1999; Hatcher ve Nadeau, 1994; Martin, 1998). Bu konuda yapılan deneysel çalışmalar sınırlı olmakla birlikte bu çalışmanın sonuçları akran danışmanlığı eğitim programının akran danışmanların empati becerilerini artırmada etkili olduğu konusunda umut verici gözükmektedir.

Yansıtma Becerileri

Bulgular, akran danışmanlığı eğitim programının deney grubu katılımcılarının yansıtma becerilerini artırmada kontrol grubundaki katılımcılara göre daha etkili olduğunu ortaya koymuştur (Tablo 4.12). Empati becerileri ile ilgili bulgularla

benzer olarak, sonuçlar literatürde bu konuda yapılan uygulamalı bazı çalışmalarla desteklenmektedir (Brenton, 1999; Evans ve Livneh, 1982; Martin, 1998). Bu çalışmanın sonuçları da yansıtma becerilerinin akran danışmanlığı eğitim programları ile öğretilip geliştirilebileceğini göstermektedir.

Genel olarak, yardım becerileri konusunda bu araştırmadan elde edilen sonuçlar, yardım becerilerinin akran danışmanlara öğretilebileceğini gösteren bulgulara işaret etmiştir.

Akran Danışmanlığı Eğitim Programının Kişisel Gelişim Üzerine Etkisi

Bu bölümde, akran danışmanlığı eğitim programının katılımcıların benlik saygılarını ve kendini kabul düzeylerini geliştirmesi üzerine etkisi tartışılmıştır.

Benlik Saygısı

Benlik saygısı ile ilgili olarak bu araştırmada elde edilen bulgular deney grubu katılımcılarının benlik saygısı puanlarında ön test ve izleme testi arasında anlamlı bir artış olduğunu göstermiştir (Tablo 4.14). Literatürde, özellikle benlik saygısını geliştirmeyi amaçlayan deneysel araştırma sonuçları pek tutarlılık göstermemektedir. Bazı çalışmalar eğitim programına katılan akran danışmanların benlik saygılarında bir artış bulurken (Corn ve Moore, 1992; Moore, 1994), bir çalışmada anlamlı bir farklılık bulunamamıştır (Sawyer ve Pinciaro, 1997). Başka bir çalışmada ise sadece erkek katılımcıların benlik saygılarında artış görülmüştür (Switzer ve Simmons, 1995). Yardım becerilerinin kişisel gelişimi kolaylaştırdığı (Barkley, Wilborn, ve Towers, 1984; Carkhuff, Pierce, ve Cannon, 1980) ve akran danışmanlığı ilişkisinin kişisel gelişim için karşılıklı bir fırsat sağladığı yönündeki görüşler (Frenza, 1985; Turner, 1999) temel alınarak bu çalışmada deney grubunun kendi içinde zamana bağlı olarak gösterdiği anlamlı farklılık hem akran danışmanlığı eğitim programının hem de akran danışmanlığı hizmetlerinin bir etkisi olarak değerlendirilebilir. Deney grubu katılımcılarının benlik saygılarını geliştirmede eğitim programının akran danışmanların kendilerini anlamalarına ve kendilerini geliştirmelerine odaklanan kişisel gelişim çalışma gruplarının etkisinden söz

edilebilir. Diğer bir taraftan, deney ve kontrol grubu arasında anlamlı bir farkın bulunamamasında kontrol grubunun eğitim programını daha sonraki dönemde almak üzere bekleyen bir grup olması ve böyle bir gruba seçilmiş olmanın katılımcıların benlik saygılarını artırması bir olasılık olarak belirtilebilir.

Kendini Kabul

Bulgular, deney ve kontrol gruplarının farklı zamanlardaki ölçümleri arasındaki farkın ve grup x ölçüm ortak etkisinin anlamlı olduğunu göstermiştir (Tablo 4.16). Yürütülen çoklu karşılaştırma analizi sonuçları, kontrol grubu katılımcılarının son test ve izleme testi puanları arasında anlamlı bir artış görülmesine rağmen, deney grubu katılımcılarının kendini kabul puanlarında ön test ve son test arasında anlamlı bir artış olduğunu göstermiştir. Bu bulgulara dayanarak, elde edilen bu artışın eğitim programına bağlı olarak ortaya çıktığı söylenebilir. Bulgular, literatürde kendini kabul ile yakından ilgili benlik kavramı, kendine güven, kişisel farkındalık gibi bazı kavramların geliştirilmesine yönelik yapılan çalışmalarla desteklenmektedir (Rasain ve Williams, 1990; Schwartz ve Sendor, 1999; Swen, 2000). Benlik saygısı ile ilgili elde edilen sonuçlarla benzer şekilde, deney grubu katılımcılarının kendini kabul düzeylerinde bulunan anlamlı artış akran danışmanlığı programının, daha spesifik olarak kişisel gelişim çalışma gruplarının ve akran danışmanlığı hizmetlerinin bir sonucu olarak değerlendirilebilir.

Hem literatüre hem de bu çalışmadan elde edilen sonuçlara bağlı olarak bu araştırmanın bulgularının genel olarak bir noktaya işaret ettiği söylenebilir: Akran danışmanlığı eğitim programları akran danışmanların kişisel gelişimi için kolaylaştırıcı koşullar sağlamaktadır.

Değerlendirme Aşaması ile İlgili Tartışma

Akran Danışmanların Değerlendirmesi ile İlgili Tartışma

Akran danışmanlar akran danışmanlığı eğitim programının onların mesleki, kişisel ve kişilerarası ilişkiler konularındaki gelişimlerine ve onların iyi birer akran

danışman olmalarına katkısı olduğunu belirtmiştir. Bu sonuçlarla akran danışmanların akran danışmanlığı programı ile ilgili beklentilerinin bir çoğunun karşılandığı söylenebilir. Bulgular bölümünde de ayrıntılı olarak açıklandığı gibi, araştırmanın bu aşamasından elde edilen bulgular, kişisel gelişimin akran danışmanlığı eğitim programlarının kaçınılmaz bir parçası olduğu (Frenza, 1985; Myrick, Highland ve Sabella, 1995) ve akran danışmanların belirttiği duygu ve düşüncelerin literatürde her yardım ilişkisi sürecinde doğal olarak yaşananlarla benzerlik gösterdiği (Brammer ve MacDonald, 1999; Hill ve O'Brien, 1999) yönündeki tartışmaları destekler niteliktedir.

Akran Danışmanlığı Programının Akran Danışanlar Tarafından Değerlendirilmesi ile İlgili Tartışma

Akran danışanların akran danışmanlığı programına başvurma nedenlerinin (örneğin, kişisel, sosyal, programa yönelik ve yardım tercihlerine yönelik nedenler) ihtiyaç taraması çalışmasında akran danışmanlığı programından yardım almak istedikleri konulara ilişkin tercihleri ile paralellik gösterdiği görülmektedir. Nitel inceleme sonuçları, akran danışanların akran danışmanlığı programına ilişkin ihtiyaçlarının karşılandığına ve akran danışanların akran danışmanlığı hizmetlerine yönelik beklentilerinin (örneğin, programa yönelik ve yardım biçimlerine yönelik beklentileri) göz önüne alındığına işaret etmektedir. Bu sonuçlar akran danışanların akran danışmanlığı hizmetinin farklı yönlerine ilişkin (beklentilerini ve ihtiyaçlarını karşılama düzeyi, akran danışmanlarından duydukları memnuniyet, yardımcı olma düzeyi, hizmetlerin önem derecesi, tekrar yardım almaya ilişkin isteklilik düzeyleri ve hizmeti diğer arkadaşlarına ne derece önerdikleri) yaptıkları olumlu değerlendirmelerde görülmektedir.

Genel olarak, değerlendirme aşamasından elde edilen sonuçlar bu çalışmadaki akran danışmanlığı programının temel amaçlarının yanında ihtiyaç taraması aşaması ve deneysel aşamadan elde edilen sonuçları destekler gözükmektedir. Bu bulgulardan hareketle, akran danışmanlığı programının öğrencilerin/akran danışanların ihtiyaçlarının birçoğunu karşıladığı ve akran danışmanların yardım becerilerini ve kişisel gelişimlerini artırmada yararlı olduğu sonucuna varılabilir.

Sonuç olarak hem literatür hem de üç aşamadan oluşan bu çalışmanın sonuçları, akran danışmanlığı programının ve akran danışmanlığı hizmetlerinin üniversite öğrencilerinin yani gençlerin daha sağlıklı gelişmeleri için destekleyici bir ortam sağladığını göstermiştir.

Bu çalışmadan elde edilen bulgular ışığında, çalışmanın üç aşamasına ilişkin sonuç ve öneriler şöyle sıralanabilir;

İhtiyaç taraması çalışması Ege Üniversitesi, Eğitim Fakültesi öğrencilerinin akran danışmanlığı programına ilişkin ihtiyaçları konusunda değerli bilgiler sağlamıştır. Bu aşamadan elde edilen sonuçların üniversitelerin psikolojik danışma ve rehberlik merkezlerinde akran danışmanlığı programı yürütmek isteyen uzmanlara önemli bilgiler sağlayacağına inanılmaktadır. Ancak bu gibi programları yürütmek isteyen uzmanların kendi çalışma yerlerinde ilk önce böyle bir ihtiyaç çalışması yapmaları ve bu çalışmanın sonuçları doğrultusunda programı geliştirmeleri gerekli bir önkoşul olarak görülmektedir. Bu tarz bir çalışma yapılırken bu çalışmada kullanılan tekniklerin yanı sıra "görüşme" ve "odak grup" gibi farklı teknikler de kullanılabilir.

Çalışmanın hem deneysel hem değerlendirme aşamasından elde edilen sonuçlar akran danışmanlığı programının akran danışmanların yardım becerileri ve kişisel gelişimlerini arttırdığını ve dolayısıyla sundukları akran danışmanlığı hizmetleri ile öğrencilerin eğitim almış yaşıtları tarafından dinlenilme, anlaşılma ve destek alma fırsatı bulmalarını sağladığını ortaya koymuştur. Bu sonuçlar üniversitelerde psikolojik danışma ve rehberlik merkezlerinde yürütülen koruyucu ve önleyici psikolojik danışmanlık hizmetleri açısından önem taşımaktadır. Üniversitelerde geliştirilecek ve uygulamaya konulacak bu tarz programlar ile üniversite psikolojik danışmanlık ve rehberlik merkezlerinin bu konudaki kaynaklarının geliştirilmesi, öğrencilerin psikolojik danışma servislerine erişimlerinin kolaylaştırılması, akran danışmanlar aracılığıyla psikolojik danışmanlarla öğrenciler arasında bir köprü oluşturulması ve bu sayede daha çok öğrenciye ulaşabilmesi gibi amaçlara ulaşılabilir. Bu çalışmada da vurgulandığı gibi uygulanacak programların NPHA'nın belirlediği standartlara uygun olarak

yürütülmesi programların etkiliği açısından oldukça önemli gözükmektedir. Literatürde akran danışmanlığı konusunda yapılan araştırmalar arasında deneysel çalışmalar sınırlı olduğu için, bu konuda yapılacak araştırmaların hem akran danışmanlığı eğitim programının etkiliği hem de akran danışmanlığı hizmetlerinin etkiliğini incelemek için deneysel olarak yürütülmesi önerilmektedir.

VITA

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