

A CONTENT ANALYSIS OF RESPONSES TO GROWTH
EXERCISES AS MEASURED BY THE GRAPHIC
AWARENESS PROJECTIVE TECHNIQUE

by

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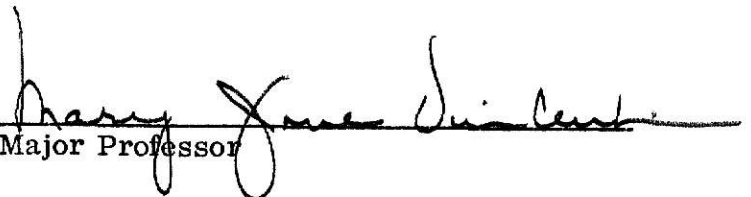
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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

In the past fifteen or so years a phenomenon which is predominantly American has had an effect on many facets of life in the United States. The phenomenon has generally come to be known as "encounter." Groups whose intent is to encounter, relate, interact and strive for psychological growth are now functioning in schools, churches, growth centers, industry, and in universities, involving college students, the elderly, business and professional people, married couples, children, delinquents, --in short, it has affected nearly every segment of our society. Rogers (1968) has called the intensive group experience one of the most rapidly growing social phenomena in the United States.

The encounter movement has grown so rapidly that there have been few empirical studies of it. There is scant information on how various aspects of encounter affect its participants, which may be a function of the lack of a method or instrument which measures the effect of group interaction and processes.

This study will:

1. Present a brief review of encounter methodology and examine some of its deficiencies.

2. Present a technique (Graphic Awareness Projective Technique) developed and utilized to measure the impact of group process and experiential learning (Vincent, 1973).

3. Analyze participant perceptions of the impact of specific aspects of the Actualization Counseling Education Program (Vincent, 1973b) utilizing the Graphic Awareness Projective (GAP) Technique (Vincent, 1973).

In response to criticisms that many group process models fail to show what is happening to the participants, the method discussed here will analyze semantic and symbolic statements which express responses to experience in the group process exercises.

Review of the Literature on Group Processes

If today's American does not personally consider enrolling in a "growth center," or joining a "living-room group," he may evaluate encounter groups connected with his work or with his church, or he may puzzle over a request from his offspring for permission to participate in a school encounter group (Lieberman, et al., 1973 and 1973b). If one does not participate in group processes through the established social groups (such as church or school) he may become active in one of the many growth centers (see Psychsources, 1973, pp. 148-149).

The Nature of Encounter

In this paper the term "encounter" is used to include many types of group processes. While all group processes are not identical, at this point in time there is insufficient evidence which would establish each group process as a separate