

An Analysis Of Figurative Language
And Insight In Two Supervision Sessions

by

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Chapter 1

Introduction

Metaphor has been an essential feature of human communication from time immemorial. Stories and anecdotes have long been used to convey specific messages. While the power of metaphoric language has long been known in literature, religion, and politics, little systematic empirical information has been gathered relating to its role and function in development of counselor skills.

There exists considerable agreement that figurative or metaphoric language is in some way related to the change process. Much of the current interest about the role of metaphor in the therapeutic process is derived from Milton H. Erickson's work (Haley, 1973; Gordon, 1978; Zeig, 1982). Through the use of stories, parables, and figurative language Erickson successfully assisted individuals in problem resolution. Rule (1983) states that metaphors can be employed in various stages of the family therapy process to: (a) explore problems; (b) put problems into perspective; (c) help "reframe" perceptions of situations; (d) reinforce what has been said; (e) get in touch with feelings; (f) deal with resistance; and (g) encourage action. Other family practitioners, including Brink (1982), Duhl (1983), and Minuchin and Fishman (1981) also advocate the use of metaphors in working with families.

In group counseling, Gladding (1984) has found the use of metaphors to be most productive. He points out that metaphors and similes often imply what people think about themselves. He also notes that group leaders can help their members use metaphors to determine where they fit into a group setting, to see how the group is changing, or to initiate actions. One of the more interesting aspects of figurative language in the counseling setting is its diversity of use.

On an individual level, Gladding (1979) indicated that figurative language in the form of poems or poetic fragments is helpful in working with a wide variety of clients in a mental health setting. In addition the author notes that metaphors originated by clients may change during the course of counseling. For example, a person who describes anger as a "fire" may come to be a "fire fighter" once counseling moves past the exploration stage and onto what Egan (1982) describes as the goal setting and action stages. Counselors can reinforce constructive actions of their clients by employing clients' language and images. However Cain and Maupin (1961) warn that the therapist may overvalue his/her metaphor and become so involved in the development of clever utterances that the clinical point is missed altogether. The metaphor may also be misperceived, misunderstood, or seen by a client as a veiled communication. Since metaphoric language is an integral part of therapeutic communication and

there exists potential hazards as well as benefits in its usage, additional research is justified.

Inasmuch as the use of metaphor as a means of communication has been widespread throughout recorded history, we must assume that there are distinct advantages to delivering messages in metaphorical form rather than in more direct ways. In the book The Myth of Metaphor, Turbayne (1962) points out that metaphors (1) can offer a perspective of an event making it possible to see one thing in terms of another, (2) allow for the integration of diverse ideas, and (3) influence attitudinal shifts by placing emphasis on some facts, breaking behavior sets, or altering thinking habits. He further concludes that the model, the parable, the fable, the allegory, and the myth are all subclasses of metaphor. What Turbayne, a literary scholar and not a therapist, fails to consider is that a person may take a metaphor literally on the conscious level, while on the unconscious level he/she may perceive its symbolic meaning. It is on this assumption that the clinical use of metaphorical communication is based. Within the literature of psychotherapy, Gordon (1978) in his book Therapeutic Metaphors devoted much time explaining how to construct and deliver long stories with metaphorical meanings in the course of psychotherapy. He advocates paying special attention to the style of communication as well as the individual's representational system. Gordon maintains that by taking into account the representational

systems used by clients, and by wording stories accordingly, therapists may make metaphors even more isomorphic and thus more effective.

Much of the reasoning for widespread use of figurative or metaphoric language in human communication or therapy has been essentially pragmatic. However Peter Lenrow (1966), proposes seven specific functions figurative language might serve in therapy. These seven functions were derived from his notion that psychotherapy is a special case of "social influence". In later studies Howard Pollio and some of his students at the University of Tennessee began empirically testing some of the hypotheses suggested by Lenrow and others regarding the role of figurative language in psychotherapy (Fine, Pollio, & Simpkinson, 1973; Barlow, Pollio, & Fine, 1977). Pollio and his colleagues found that incidence of novel figurative language corresponded with occurrence of insight. They developed a reliable method to identify figurative language and then compared this with therapist-identified points of insight during a counseling session. They further described a pattern where alternating bursts of figurative language interacted with incidence of insight to generate more figurative language and insight during sessions.

While an increasing amount of interest has been generated concerning the role of figurative language in the counseling process, little research has been conducted to

study the role of figurative or metaphoric language in the supervisory process. The supervision of trainees is considered to be an important process in almost all counselor training programs (Gerken, 1969). Despite the importance of the supervision process, a review of the research by Hansen, Pound, & Petro (1976) indicates that past studies have contributed little to the understanding of how change occurs during supervision. A more detailed analysis of the communication processes between supervisor and supervisee will contribute to the understanding of the role of change in counselor development. Since the relationship between supervisor and a counselor in training may at times be very similar to the relationship of counselor and client, we can draw from empirical research previously conducted on the counseling relationship and test its relevance in the more unique supervision situation.

Statement of the Problem

The purpose of this study was to investigate the co-occurrence of novel figurative language with insight within actual supervisory sessions. Further, sessions rated best and worst by both the supervisor and supervisee were assessed qualitatively for differences in usage of figurative language. More specifically this study sought to answer the following questions:

1. Was there a co-occurrence of novel figurative language to identified incidences of insight within two

supervision sessions?

2. Was there a co-occurrence of frozen figurative language to identified incidences of insight within two supervision sessions?

3. What differences occur between sessions identified best and worst by supervisor and supervisee regarding usage of figurative language?

4. What was the pattern of identified occurrences of figurative language around incidences of insight?

Hypothesis

1. There will be a significant correlation between occurrences of novel figurative language to identified incidences of insight in session two.

2. There will be no significant correlation between occurrences of frozen figurative language to identified incidences of insight in session two.

3. There will be a significant correlation between occurrences of novel figurative language to identified incidences of insight in session seven.

4. There will be no significant correlation between occurrences of frozen figurative language to identified incidences of insight in session seven.

5. There will be a pattern of increased usage of figurative language preceding identified incidence of insight when compared to the pattern of figurative language usage following points of insight.

6. There will be a qualitative difference in usage of figurative language when comparing the session rated best to the session rated worst.

Chapter 2

Review of the Literature

In this study the review of the relevant literature involves two areas: (a) relevant process research on supervision, (b) empirical studies relating to the role of metaphor in psychotherapy.

Supervision Research

Supervision is considered central to the training of competent counselors. Ultimately, the most important prerequisite for supervision is change in supervisee's counseling behavior, which, in turn, results in changes in client behavior. In a review of the research on supervision Hansen, Pound, & Petro (1976) indicate that past studies have generated little information about specific mechanisms involved in bringing about change through supervision. However Hogan (1964) and later Stoltenberg (1981) provide a conceptualization of the supervision process by suggesting a system in which the counselor trainee advances from the position of an apprentice, who is dependent on the supervisor and shows little insight, to a master who has personal autonomy, is aware of limitations, and is insightful. Even though counselor trainees should be encouraged to embark on a path of self exploration in both their feelings and theoretical conceptualizations, Lambert (1974) found that

counselors consistently offered lower levels of empathy in supervision than they did in counseling.

Throughout supervision verbal and non-verbal communications can facilitate the process of counselor trainee development. It was observed by Lemons and Lanning (1979) that as communication effectiveness increased, the overall quality of the supervisory relationship improved. Stoltenberg (1981) also emphasizes the importance of communication between supervisor and supervisee. During the early stages of counselor training, communication will be more instructive. Later stages of counselor development would include more supportive and insightful interactions suggesting a peer interactive type relationship. More recently, researchers have applied an interactional model to more accurately describe patterns of verbal behavior during the supervision interview (Holloway, 1979, 1982; Holloway & Wolleat, 1981). It was found that predictable patterns of verbal interactive behavior did occur in the supervision process. It was further pointed out that patterns of interaction have not been related to outcome measures of supervision. More recently, Holloway and Wampold (1983) found that certain patterns of verbal behavior are good predictors of supervisor and supervisee judgements of interview satisfaction. Thus the occurrence and delivery of verbal responses in the supervisory process have important

ramifications for the trainee's development as a counselor.

Metaphor Research

More recently, there has been an increasing amount of attention paid to the role of metaphor or figurative language in relationships. It has been shown that metaphor is a central factor in creativity (Arieti, 1976) and that it is important in human development and the evolution of theoretical disciplines (Sewell, 1964). Haley (1976) suggests that it may not always be best to make explicit what the counselor sees as important to client understanding and that talking in metaphors can facilitate the arrival of clients to new levels of insight. A consequence of the preponderance of anecdotal and experiential evidence is that therapists and counselors are becoming increasingly interested in the role of figurative language in therapy. Peter Lenrow (1966, pp.146-147) outlines seven functions of metaphor within the context of psychotherapy:

- (1) They can provide a model of willingness to try out novel ways of looking at behavior (if not overworked).
- (2) They can function to simplify events in terms of a schema, or concept, that emphasizes some properties more than others.
- (3) The concrete referents of metaphorical language can give communications an intimate or personal quality.
- (4) Metaphors have a half-playful, half serious quality

that permits the therapist to communicate about intimate characteristics of the client without appearing as intrusive as if he used a more conventional mode of describing the client. Further by likening the person to an object or event that he/she is not, the metaphor can provide some of the special practice-conditions provided in role playing.

- (5) Because of the form of metaphor it is especially well-suited for asserting the affective equivalence of apparently dissimilar concepts or events. An appropriate metaphor may permit the client to observe his/her own ways of equating situations, thus opening possibilities of dealing with situations differing in important respects.
- (6) Since metaphors often refer to interactions between an object and its environment, they may highlight subtle social roles that a client takes. Unspoken assumptions about one's ability to influence one's surroundings can also be highlighted in metaphor. Choices regarding one's course of action may become more apparent with the use of metaphor.
- (7) Metaphors may readily transfer to new or old previously experienced situations. They can be applied to a great variety of situations because of their reference to rational properties rather than

discrete elements.

To begin empirically studying figurative language Barlow, Kerlin, and Pollio (1971) developed a Training Manual identifying fourteen different categories of figurative language. The manual also provided a method of training raters to identify occurrence of figurative language in written or spoken discourse. The reliability of the training method was found to be sufficiently high (Pollio, 1973, and Lockwood, 1974). An important distinction between "frozen" and "novel" metaphors was made at this time. (The difference between novel and frozen metaphor is discussed in Chapter 3.) Ortony, Reynolds, and Arter (1978) suggest that most commonly used metaphors fall somewhere in the middle of the novel to frozen continuum.

In a study to investigate the role of metaphors in counseling, Gore (1977) had clinical psychology graduate students rate successive 4-minute, tape recorded segments of clients during the early stages of counseling. High-quality, creative metaphors were found useful in arousing client interest. It was further found that a significant positive relationship existed between high-quality metaphors and a tendency to approach self-exploration in a nondefensive manner. A correlational design was used that investigated the incidental use of metaphor rather than the purposeful development of metaphor in counseling.

In an analysis of a one hour session of Gestalt therapy

it was found that the therapist generated 23 novel metaphors while the client generated 150 (Pollio & Barlow, 1975). All but 22 of the metaphors generated were partitioned into 19 major sub-groupings which represented major communication themes. Examples for each major theme were provided (Pollio & Barlow, 1975, p.245). The distribution of the 19 themes over the entire session was then presented. One of the more interesting aspects of this study was that occurrence of novel figurative language increased throughout the session while frequency of frozen figures of speech decreased.

In a later follow-up study, Barlow, Pollio, and Fine (1977) divided a one hour therapy session into segments consisting of 10 communication units (where one communication unit is a single dyadic exchange). They then used trained raters to first identify the presence of both novel and frozen figurative language and a separate group of therapist judges to identify the occurrence of insight. A statistically significant relationship was found to exist between the occurrence of novel figurative language and insight. They also reported an alternating pattern of metaphor and insight where novel metaphoric activity was followed by responses containing insight, which in turn were followed by bursts of more novel metaphoric activity.

Even though metaphor plays a central role in most all of our communication, a review of the theoretical and empirical research indicates that few empirical investigations have

been undertaken to define the role of metaphor in communication (Ortony, Reynolds, and Arter, 1978). Most results have been found to be inadequate and inconclusive. Despite this conclusion and the fact that metaphor has been a relatively neglected area of inquiry, the study of figurative language is about to blossom.

Because of the central role of verbal communication in supervision and the frequent usage of metaphor in spoken discourse, an investigation of the role of metaphor in the supervision process is well founded. Using a single-case research design seemed appropriate since it has the potential to provide valuable insights into how information is communicated and processed by both supervisor and supervisee (Tracy, 1983). Recently two studies, using this design, uncovered valuable research information in both counseling processes (Hill, Carter, & O'Farrell, 1983) and supervision processes (Martin, 1985). Because the single-case design gives a more in-depth analysis it was selected by this researcher to analyze the role of metaphor in the formulation of insight during two supervision sessions. Previous studies analyzing the relationship between metaphor and insight have focused on therapist-client communications. This study focuses on the role of metaphor generation between supervisor and supervisee. To this researcher's knowledge an in-depth study of metaphor in supervision has not been done.

Chapter 3

Methods

Methods in this study assess the co-occurrence of metaphoric language with incidence of identified insight within two supervision sessions. Within this chapter are described the subjects, research materials, procedure, and analysis employed.

Subjects

Supervisor

The supervisor was a 41 year-old male Ph.D counseling psychologist. He has 12 years of supervision experience and 14 years of counseling experience. The supervisor, during this study, was director of the counseling center of a large mid-western university. His responsibilities included teaching, counseling, counseling center administration, and supervision of counselors. The supervisor's orientation is holistic with an emphasis on imagery, affect, and process within sessions.

Supervisee

The supervisee was a 33 year old female doctoral student in counseling. She had approximately seven years counseling

experience with a master degree in counseling. This was her third supervised counseling experience. She and the supervisor had met only briefly prior to the supervision, but he was her first choice of supervisors. Taped sessions used in this study were drawn from actual cases managed by the supervisee during practicum in a large mid-western university counseling center. The supervisee's orientation was described as eclectic, including Gestalt, Rogerian, systems, and behavioral approaches.

Research Materials

The two taped and transcribed supervision sessions used in this study were from a previous study conducted by Martin (1985). They were drawn from eleven actual sessions recorded over a thirteen week study period. Supervisor and supervisee met weekly from February 5 to May 7, 1985, for approximately one and one half hour for the purpose of case supervision. Sessions would begin at 9 AM and were audio-taped by the supervisor. Upon completion of the series of sessions the supervisor and the supervisee were asked to independently identify the best and worst sessions. No criteria were suggested. Both indicated the second session as the best. The seventh and the sixth session were designated by the supervisor and the supervisee respectively as the worst

sessions. The sixth session was too indistinct to transcribe. On the basis of this selection process and the frequent usage of figurative language, the second session (identified best by both) and the seventh session (identified as worst by the supervisor) were used by this researcher. To obtain accurate transcripts, the sessions were transcribed from the audio-tape, typed, corrected, and retyped. Both supervisor and supervisee signed an informed consent statement permitting the use of the recording and transcripts for research purposes. In order to preserve anonymity and confidentiality, the transcripts did not include any identifying information about supervisor, supervisee, or client.

Procedure

Student Raters

Three graduate students from a large mid-western university practicum class were trained as raters to identify figurative language using the manual and procedures developed by Barlow, Kerlin, and Pollio (1971). Training of the raters took place during three one hour sessions, conducted by this researcher, using materials and sample tests from the training manual. Independent practice and open discussion were encouraged during the training sessions. It was emphasized

that there were no right or wrong answers but that the practice was to help them develop a system within the group to identify occurrence of figurative language. Upon completing the training sessions the raters independently identified incidence of figurative language in different segments of test materials shown in Appendix A. Agreement between raters was determined by using a Kappa Statistic (Cohen, 1960). Kappas for independent identification of figurative language for all three pairs of raters were .43, .52, and .61. It was recognized by this researcher that the Kappas computed for these raters were on the low end of the acceptable scale as compared to those computed in previous studies (Hill, Carter, & O'Farrell, 1983; Martin, 1985). However since these Kappas were established on independent judgements, and this study required the raters to first make an independent identification of metaphor and then to meet as a group and reach a consensus to establish an occurrence of metaphor, these Kappas were deemed acceptable by this researcher.

Upon completion of the training sessions the graduate student raters were given copies of the transcribed research materials. Transcript 2 & 7 were combined and scrambled by response to alter the story-line and further protect the identities of the subjects. The raters were allowed to make their independent identifications of figurative language at their own pace away from the group meetings. After the

independent identifications were made the three raters would meet and establish agreement or disagreement of incidence of figurative language on each occurrence. When two or more raters agreed after discussion that a word or phrase was figurative, an incidence of figurative language was established. Because of the amount of time required to complete this process and the limited availability of graduate student raters, the established identification process was not completed. The independent identifications were completed by the raters with the final agreement based on concurrence of two or more raters being made by this researcher. About one-half of the transcribed materials was reviewed and discussed by the raters to establish figurative language. This process identified the occurrence of figurative language in both transcripts.

After the occurrences of figurative language were established this researcher, using the guidelines in the Training Manual for Identifying Figurative Language (Barlow, Kerlin, and Pollio, 1971), categorized each incidence as either novel or frozen. An original contribution by the speaker to the content and context of the communication would constitute a novel usage of figurative language. If a person were to describe his/her life as "a run-a-way locomotive," this would be considered an uncommon or novel way of expressing this idea. Frozen figurative words or phrases may at one time have been novel but through repeated usage have

become commonly accepted parts of the language. For example, "head of state" or "foot of bed" represent original phrases that through repeated usage have become frozen.

Therapist raters

A different group of three trained therapist raters were asked to identify occurrences of insight in the sessions. Two of the professional therapists identified their orientation as psycho-dynamic while the third rater was self-identified as being psychoanalytic in orientation. Each therapist has 30 years or more in professional practice.

The professional therapist-raters were given the two transcripts and audio-tape copies of the supervision sessions and asked to identify incidences of insight while reading the transcripts and listening to the taped sessions. The professionals were instructed to underline identified occurrences of insight on the typed transcripts. These initial identifications were made independently. An operational definition of insight was prepared by this researcher and given to each professional rater. The operational definition is included in Appendix B. This definition was given to offer some common parameters for the identification process. It was emphasized that this researcher was relying on the professional clinical judgement of the raters to locate the points of insight. After the independent identifications of insight were completed by the professional raters, a session was scheduled to determine

common agreement of significant transactions. During this meeting the professional therapists gave their reasons for selecting certain transactions as insightful. Through this discussion process a final level of agreement between professional raters was established. The professional raters could change their original opinion during this time and were not required to reach a consensus. An incidence of insight was established when two or more of the professional raters were in agreement on an independent occurrence. If any part of a single response was identified as insightful the entire response was coded as an incidence of insight.

For the purpose of this study each supervision transcript was divided into communication segments. Every communication segment contained 10 communication units, except the last segment in each transcript. A communication unit consisted of a single exchange between supervisor and supervisee. This process divided each transcript into specific regions. The density of figurative language and insight could then be compared within specific regions of the transcripts.

Since the purpose of this study was to assess the patterns of figurative language activity around points of insight, correlation coefficients were computed. A point-biserial correlation was computed between insight and novel figurative language and insight and frozen figurative language for both transcripts. To further examine the

relationship between insights and both novel and frozen occurrences of metaphor, Mann-Whitney U-tests were computed.

An additional analysis was made of the regions preceeding and following the points of identified insight. Frequency of both frozen and novel figurative language usage was recorded in that region consisting of 5 communication units (where a communication unit consists of one dyadic exchange) before and after an occurrence of insight. This procedure was adopted to analyze more closely what occurs in the proximity of identified points of insight. These results were then plotted to display the metaphoric activity preceeding and following insights. Both this method and the analysis described in the previous paragraph were utilized to provide some descriptive quantification of the density of figurative language surrounding points where insight judgements were made in the transcripts.

A descriptive analysis will be provided to subjectively evaluate the occurrences of figurative language. It seemed wise to include this evaluation in order not to lose valuable information due to the contextual nature of metaphoric or figurative language. A balance between subjective and objective measures of figurative language would seem to more accurately capture the nature of the phenomenon.

Chapter 4

Results

This chapter will include a presentation of the quantitative as well as the qualitative data. The quantitative data will be presented in sections corresponding to the hypothesis which they were intended to test. The qualitative data will be presented at the end of the chapter.

Hypothesis 1 and 2

1. There will be a significant correlation between occurrences of novel figurative language to identified incidences of insight in session two.

2. There will be no significant correlation between occurrences of frozen figurative language to identified incidences of insight in session two.

To facilitate the direct comparison of figurative language and identified points of insight a summary sheet was prepared. This summary sheet for session two is shown in Table 1. In this supervision session there were 25 communication segments (each consisting of 10 communication units except the last which contains 2 units) which contained a total of 12,367 words. This is shown in columns one and two respectively. Columns three and four contain the novel and frozen metaphor rates respectively. This rate is a ratio expressing the number of novel or frozen figures of speech

per 100 words. The remaining column, number five, is the identified frequency of insight in each segment of communication. Medians, means, and standard deviations are provided where appropriate.

Upon inspecting the profile of the data provided in Table 1, at least three things become apparent. First, novel and frozen metaphor activity appear to be fairly evenly distributed throughout the supervision session. There is a slightly higher level of novel metaphoric activity early in the session within segments 31-40 and 51-60. Second there is slightly more novel than frozen figurative language. Finally, while the summary does provide an interesting method of displaying the data, any relationships are not readily apparent.

Correlation coefficients were computed between both novel rate and insight and frozen rate and insight. The point-biserial correlation method was used. This method showed that novel rate and occurrence of insight correlated .47 ($P < .01$) and frozen rate and insight correlated .11. In addition Mann-Whitney U-tests were computed, establishing the significance of the point-biserial correlations, comparing novel rate, frozen rate, and occurrence of insight. The results of this test produced a value of $P < .05$ (on a two tailed test) when novel rate was compared to occurrence of insight. Further when novel rate was compared to frozen rate the test produced a z-value of 2.05 which is significant at

TABLE 1. SUMMARY SHEET FOR SCRIPT 2

Segment	Words	Novel Metaphor Rate	Frozen Metaphor Rate	Insight
1-10	452	1.11	1.99	1
11-20	1,820	1.26	.82	0
21-30	388	2.32	1.29	1
31-40	318	3.46	1.89	1
41-50	982	2.55	1.12	0
51-60	660	4.55	1.06	1
61-70	419	2.39	1.43	1
71-80	425	2.12	.94	2
81-90	678	2.21	.88	1
91-100	498	1.41	1.00	1
101-110	391	1.28	1.28	0
111-120	367	1.09	1.63	1
121-130	370	1.35	.27	0
131-140	436	1.61	1.83	0
141-150	616	1.79	.81	1
151-160	566	1.24	1.24	0
161-170	250	2.00	.80	0
171-180	292	2.55	.68	0
181-190	356	1.12	1.40	0
191-200	547	.91	2.01	0
201-210	476	1.05	.42	0
211-220	311	2.25	.96	0
221-230	453	.66	1.10	0
231-240	251	.80	1.59	0
241-242	45	.00	2.22	0
Total	12,367	----	----	11
Median	---	1.41	1.12	----
Mean	---	1.72	1.23	.44
S. D.	---	.94	.49	----

the $p < .05$ (on a two tailed test). However when comparing frozen rate to insight the results were not significant. These findings were parallel to those found by Barlow, Pollio, & Fine (1977).

The results, of both tests, support the hypothesis that there will be a significant correlation between novel rate and occurrences of insight in the second session, so hypothesis one is retained. No significant relationship was found between frozen rate and occurrence of metaphor, so hypothesis two is retained.

Hypothesis 3 and 4

3. There will be a significant correlation between occurrences of novel figurative language to identified incidences of insight in session seven.

4. There will be no significant correlation between occurrences of frozen figurative language to identified incidences of insight in session seven.

A summary comparison sheet was prepared for session seven. The information was derived and organized in the same manner as in Table 1 (refer to previous section for explanation). The information for supervision session seven is presented in Table 2.

Upon inspection of this summary novel and frozen figures of speech appear also to be fairly evenly distributed throughout the session. Also, as in session two, there appears to be slightly more novel metaphor rate than frozen

TABLE 2. SUMMARY SHEET FOR SCRIPT 7

Segment	Words	Novel Metaphor Rate	Frozen Metaphor Rate	Insight
1-10	798	1.13	1.00	1
11-20	464	1.29	.66	0
21-30	1,182	1.10	.93	0
31-40	482	1.45	1.87	1
41-50	453	1.99	1.99	0
51-60	358	.84	2.23	0
61-70	704	1.85	1.14	0
71-80	927	1.08	.54	0
81-90	346	1.16	1.16	0
91-100	356	2.24	.84	1
101-110	839	1.67	.83	1
111-120	558	1.25	1.06	0
121-130	493	.81	.61	2
131-140	772	2.59	1.04	3
141-150	428	4.67	.70	0
151-152	108	.93	.00	0
Total	9,269	----	----	9
Median	---	1.27	.965	---
Mean	---	1.61	1.04	.56
S. D.	---	.96	.55	---

rate. However there is a slight increase in metaphoric activity in segments 131-140 and 141-150 which tends to follow the increased frequency of insight identified in segments 121-130 and 131-140. This session was considerably shorter in length containing only 9,269 words in 16 segments as compared to 12,367 words in 25 segments. Any relationships in this data, as before, are not readily apparent.

The point-biserial correlation method was used to compare novel rate to insight and frozen rate to insight. The results of these correlations were .02 and -.01 respectively. Then Mann-Whitney U-tests were computed comparing novel rate, frozen rate, and occurrence of insight. The results were not significant in any of the comparisons. These results did not parallel those found by Barlow, Pollio, & Fine (1977). The results of both of the tests do not support hypothesis three that there will be a significant correlation between occurrences of novel figurative language to identified incidences of insight in session seven, so hypothesis three is rejected. However the results do support hypothesis four that there will be no significant correlation between occurrences of frozen figurative language to identified incidences of insight in session seven; therefore, we will retain hypothesis four.

Hypothesis 5

There will be a pattern of increased usage of figurative

language preceding identified incidences of insight when compared to the pattern of figurative language usage following points of insight.

For this hypothesis only novel figurative language was considered. Prior research suggests that frozen metaphors are more similar to ordinary vocabulary items while novel metaphors are more closely related to therapeutic insight and problem solving (Pollio & Barlow, 1975; Barlow, Pollio, & Fine, 1977; and Pickens & Pollio, 1979). The correlations computed on session two in this study support prior research.

To study the pattern of occurrence of novel figurative usage around points of insight, occurrence or non-occurrence of novel language was recorded from five communication segments preceding and five segments following identified points of insight. These points are plotted and shown in Figure 1 for session two, Figure 2 for session seven, and are combined for Figure 3 to show the cumulative effect. All figures suggest an increase in occurrence of novel figurative usage prior to the point of insight with a peak of usage at the point of insight followed by a reduced usage of novel language. The results of this analysis support hypothesis five that there will be a pattern of increased usage of figurative language preceding identified incidences of insight, compared to the pattern of figurative language usage following points of insight. Based on this analysis hypothesis five is retained.

Figure 1. Occurrence of novel metaphors in proximity of insight for session 2.

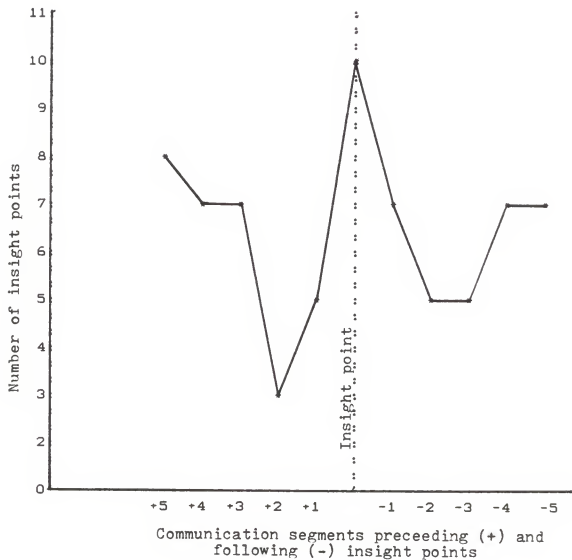


Figure 2. Occurrence of novel metaphors in proximity of insight for session 7.

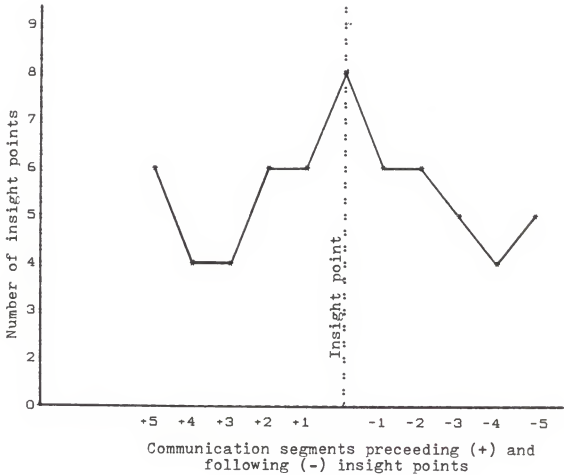
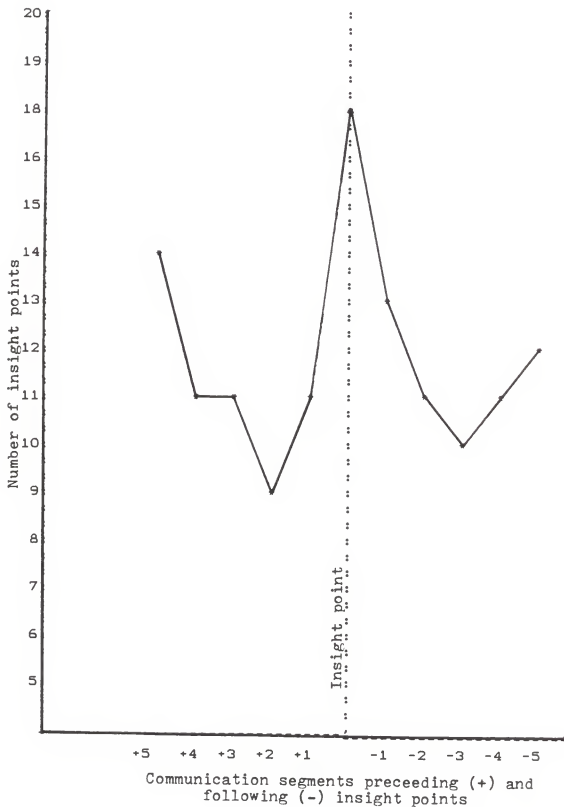


Figure 3. Occurrence of novel metaphors in proximity of of insight for both sessions.



Hypothesis 6

There will be a qualitative difference in usage of figurative language when comparing the session rated best to the session rated worst.

Information for this section is drawn from an analysis by Martin (1985) and a review of session two and seven made by this researcher. Session two (identified best by supervisor and supervisee) was characterized by the first extensive use of metaphor during this supervision, an increased focus on supervisee personal issues, and a large affective component. Session seven (identified worst by the supervisor) was characterized by a reduction in the usage of metaphor, less personal issue orientation with more emphasis on the client case, and a large intellectual component with less emphasis on affect. The results of the correlations with these observations are a strong indicant of the necessity of the affective component in the generation of effective metaphors. These observations will be discussed in Chapter 5. Additional observations and data from Martin (1985) will be presented in the next chapter to further illuminate the differences between sessions two and seven.

As shown in Figures 1, 2, and 3 the most frequent occurrence of novel metaphor, when compared to segments containing no metaphor, was at the points of insight. Within the second session, 17 metaphors were generated in 11 statements containing insight. The seventh session contained

a total of nine insight points with 20 novel metaphors being generated at these impact points. The significance of this observation will be discussed in the next chapter.

Although many of these findings are interesting, caution needs to be exercised in their interpretation. They do however suggest a complex interrelationship between metaphor and the usage of metaphor with the value placed on certain communications. Given this, judgement on hypothesis 6 was suspended until additional research explores this area.

Chapter 5
Discussion

This chapter will include a summary, limitations of the study, discussion of the findings, and implications for future research.

Summary

The purpose of this study was to investigate the co-occurrence of novel figurative language with insight in actual supervision sessions. Out of 11 actual sessions two were identified and analyzed for metaphoric content and insight. This researcher was first concerned with establishing the co-occurrence of metaphor with insight, and secondly, with more closely examining the role of novel figurative language in supervision. Relevant prior research has focused primarily on the role of metaphor in therapeutic change during counseling or therapy.

Co-occurrence of novel language with points of insight was established in session two using correlation coefficients. Results of the analysis of this session support previous research. However, coefficients computed for session seven were not significant.

An analysis was done to study the patterns of metaphoric activity around points of insight. These results were

plotted, and they demonstrated a peak of occurrence of novel metaphor within responses identified as insightful. A qualitative assessment was made of both supervision sessions and the novel figurative language occurring at the insight points (see discussion section of this chapter). An additional qualitative analysis was made between sessions rated best and worst by supervisor and supervisee. Because of the potential usefulness of intentionally building metaphors to convey information in supervision and the complex interactional nature of metaphor, future research is justified.

Limitations of the Study

Figurative speaking is always done by someone, in some context or situation, trying to convey some type of information. Because of this it is suggested that any context-free study of figurative language would be erroneous and limited from the start (Pickens & Pollio, 1979). This point was made even clearer to this researcher by one of the professional raters when he explained that the task of identifying points of insight was extremely difficult without knowing the recorded persons or what knowledge they possessed. In this sense a limitation of this type of study begins early when one records the verbal discourse and removes it from the original context for analysis. Metaphors could then be considered similar to vapors in that they quickly lose their potency once they are released and begin

to dissipate into their surroundings. After working with the recorded sessions and transcripts for a period of time I was left with the sense that something much more had occurred and I was only experiencing a small part of the event.

One fairly obvious limitation to research on metaphor recognized by Pollio and Barlow (1975) was the necessity of using highly verbal individuals that develop metaphors frequently during the course of their communication. This limits the available materials for study. In this study the supervisor's orientation was holistic with an emphasis on imagery and affect while the supervisee's orientation included Gestalt. The discovery during the second session that metaphor was an effective mutual means of communication was not surprising. However the occurrence of this working relationship is probably the exception and not the rule.

Finally use of the single-case design limits the external validity of the study. Care must be exercised in generalizing these results to other situations. Despite these limitations much can be gained through continued study and development of metaphor in supervision.

Discussion of the Findings

It was found, in the analysis of one supervision session, that generation of novel metaphor co-occurred with incidence of insight. This did not occur in a second session analyzed by this reseacher. However, there may have been mediating circumstances that influenced this outcome. It is

however significant that the results found by Barlow, Pollio, & Fine (1977) have been replicated in a different and unique situation.

Although the results that correlation coefficients of session two supported previous research, similar results were not attained when analyzing session seven. Several possible explanations may account for this difference. Session two was the first session in which metaphor was used extensively in communication and was developed to a great degree as an effective means of communicating. There also existed a much greater degree of personal interaction and sharing in session two. For example, the supervisee reported that during this session the supervisor "modeled how" she could become a greater risk-taker (Martin, 1985). This session is unique considering previous findings by Lambert (1974) that indicate supervisors often ignore the feelings of the supervisee and focus on the feelings of the client. This session may have contained more of the elements of counseling for the supervisee than what a "typical" supervision usually contains. Session two was chosen by both supervisor and supervisee as the best session.

Session seven was identified as the worst session by the supervisor and was typified by case conceptualization. The supervisor reported being bored in this session, with the tone of the session being more intellectual. Even though there was frequent use made of metaphor in both sessions, the

development of metaphor in session two frequently developed around personal issues, while metaphors in session seven were often developed around issues arising from the client case. For example, "an overlay of, one hand.....on the other hand" or "put the system out of whack" were metaphors utilized when the supervisee was discussing the value system differences of her clients. The client centered metaphors were frequently shorter phrases as compared to the story-like metaphors developed around personal issues. A theme developed many times in session two, for the supervisee, was the pace she was setting for herself. Frequently metaphors like, "slow me down" or "running to the need" and "walking with them as opposed to jogging by" would develop expressing the supervisee's need to slow herself down. The metaphors developed around the client case seemed to lack some potency or affective component that the more personal metaphors displayed in session two. One could speculate that many of the novel metaphors in session seven may have actually been more similar to frozen metaphors.

Other factors that may relate to the generation of more potent metaphors were identified by Martin (1985) using the Session Evaluation Questionnaire (SEQ), a self report instrument developed by Stiles and Snow (1984). The measures identified by this instrument are as follows: smoothness (pleasantness and comfort of a session), depth (power and value), positivity (happiness and confidence with the absence

of anger or fear), and arousal (feeling excited as compared to calm and quiet).

When comparing session two scores to session seven scores the supervisee was moderately higher on both depth and smoothness in session two. Over all sessions there was a distinct peak in the scores for session two on both positivity and arousal. The supervisor's scores were generally lower than the supervisee with less variability. Session two was slightly higher on the depth score while other scores remained close to the same.

The moderately high and peaked scores for session two are suggestive of a strong affective component in the generation of more potent metaphors. Working on a case which is quite often more removed from one's personal issues may have a dampening effect on generation of effective potent novel metaphors. Metaphors may also be viewed as less relevant or lacking in importance if they cannot be directly associated to one's personal situation. Gordon (1978) pointed out that therapeutic metaphors must be isomorphic and tailored to fit the recipient. A challenge for development of effective metaphors in supervision may be a clearer understanding of the role of the client which is absent and yet the focus of much of the communication. This factor may have a mediating effect on the potency of metaphor.

A frequent occurrence of novel metaphor around insight points was observed and shown graphically in Figures 1, 2 &

3. There is a peak of novel metaphor usage at the insight points in both session two and seven. However the peak of usage in session two is more pronounced when compared to session seven. The peak effect in session two is accentuated by the relatively infrequent usage of novel metaphor just prior to insight and a rapid decline in usage immediately following insight. This pattern supports Barlow, Pollio, and Fine's (1977), observation of an alternating pattern of metaphoric activity and insight. They reported bursts of metaphor activity coinciding with insight followed by a decline in metaphor activity. The combined effect is shown in Figure 3. While the individual curves resemble, to some degree, the bell shape normal curve, the combined curves approximate its shape even more. At this time more data need to be collected to support or reject the notion that metaphoric activity is normally distributed about points of insight. This would be an additional method of confirming what has previously been established using correlation methods.

Even more revealing was an analysis of the novel metaphors generated at the impact points. They were often the vehicle of the identified insight. For example, when describing her rapid daily pace the supervisee utilized the metaphor "di-dun, di-dun, di-dun", which captures and conveys a sound as well as the rapid motion. Also in session seven preceeding and throughout a burst of three consecutive points

of insight a metaphor was developed around slowing the pace of a horse by, "putting a rein and bit on a horse and, ah, slowing it down..... your natural tendency would be to gallop ahead". This metaphor developed during the bursts of insight into the horse grazing and then into, "people who just graze" and finally into, "Thinking of grazing reminds me of gardening". The power of metaphor to move one conceptually very quickly was demonstrated in this segment. With this rapid conceptual movement is also the opportunity to recombine information in different and unique ways to develop new perspectives of familiar situations. This observation was fairly consistent throughout most of the impact points in both session two and seven. In these sessions the role of metaphor may have served a dual purpose of being involved with the generation of new and creative thought while also serving as the communication vehicle for delivery of the insight.

Implications for Future Research

The study of the role of metaphor in therapy or supervision is similar to making an attempt at measuring a cloud with a yardstick. Much of the work in this area is in the early stages of development, but that makes it all the more exciting. An important point made in this research paper was that future research will be most productive with a balance of quantitative and qualitative measures.

It should also be recognized that metaphors are often

like seeds planted in a garden that may not germinate and grow into an insight for some period of time. A direct immediate relationship between metaphor and insight may not reflect the true worth and nature of metaphor. Future research efforts might focus on the longer term retention and effects of metaphor. The differences between metaphors that are intentionally developed and those that are spontaneous could also be explored. Pollio and Barlow (1975) developed a method for analyzing the metaphoric themes within a single therapy case. This method could be modified and adapted to analyze metaphoric themes within supervision. The process of metaphor construction and its relationship to potency of metaphor could be assessed. More specifically does the supervisor or the supervisee generate the metaphor and how is it utilized in the processing of information? This study did not differentiate between supervisor or supervisee generated metaphor. Research into the reoccurrence of metaphor may offer the clues to development of a potency scale of metaphor. While this study suggests an increased frequency of novel metaphor at the points of insight, more detailed analysis of the individual occurrences of figurative language at these points is needed. The avenues for additional research are many and each new study seems to ask more questions than it answers.

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APPENDIX A

PASSAGE 1

The following is from Act One of Eugene O'Neill's play The Iceman Cometh. Willie is speaking...

1 Why omit me from your Who's Who's in Dypsomania, Larry?
An unpardonable

2 slight, especially as I am the only inmate of royal
blood. Educated at

3 Harvard, too. You must have noticed the atmosphere of
culture here.

4 My humble contribution. Yes, Generous Stranger - I
trust you're

5 generous - I was born in the purple, the son, but
unfortunately not the

6 heir, of the late world-famous Bill Oban, King of the
Bucket Shops.

7 A revolution deposed him, conducted by the District
Attorney. He was sent

8 into exile. In fact, not to mince matters, they locked
him in the can

9 and threw away the key. Alas, he was an adventurous
spirit that pined

10 in confinement. And so he died. Forgive these
reminiscences. Undoubtedly

11 All this is well known to you. Everyone in the world
knows.

LINE	INSTANCE OF FIGURATIVE LANGUAGE (1)
1	Why omit...in Dyspomania
2	Unpardonable slight
2	inmate of royal blood
3	the atmosphere of culture
4	Generous Stranger
5	I was born in the purple
6	late world-famous Bill Oban
7	a revolution deposed him
7-8	sent into exile
8	mince matters
8	(Locked him up in) the can
9	threw away the key
9	adventurous spirit
11	Everyone in the world knows

PASSAGE 2

The following passage is from a psychotherapy interview.

T0 Keep you?

R0 Yeah, then...

T1 You're afraid.

R1 Yeah, you know... (R is very nervous)... You know, my dad likes to go places and my mother likes to stay at home. That is like taking, like putting ice cream with pickles. Well, a...

T2 They are two different people.

R2 Not really, but I...it is just that I...a...this could happen...I don't know what I would do. The main thing I'd like to do is just get rid of myself.

T3 What?

R3 Get rid of myself, like run and keep on going or...

T4 Daydreaming?

R4 No, just keep on going.

T5 Just keep on going. Just keep running away from things.

R5 Whatever I'm running away from, because if that happens, I don't know what I'm going to do, I'm just gonna keep...if that's hard to face, I'm just going to jump in the Susquehanna River, or, or...

T6 Or just not face...

R6 Or just go, or just climb in a hole, or...

T7 ...or cover yourself up.

R7 Yeah, just climb in a hole and maybe put a blanket there.

T8 Hide.

R8 Or just starve to death. Because I don't want to live in a world if the world is going to be like that when I grow up.

T9 Like what?

R9 Well, say, the way it is now, you know, its not going to be too nice to face.

T10 What is not going to be nice to face?

R10 Well, say, if that...a...if that ever happens.

T11 If what ever happens?

R11 If my mother and my father departed, well...

LINE	INSTANCE OF FIGURATIVE LANGUAGE (2)
R1	ice cream with pickles
T1	Two different people
R2	just get rid of myself
R3	get rid of myself
R3	like run and keep on going
R4	just keep on going
T5	just keep on going
T5	just keep running from things
R5	Whatever I'm running away from
R5	hard to face
R5	to jump in the Susquehanna River
T6	just not face
R6	climb in a hole
T7	cover yourself up
R7	climb in a hole and...put a blanket there
R7	put a blanket there
R7	climb in a hole
T8	hide
R8	starve to death
R8	world
R8	world
R9	not too nice
R9	to face
T10	to face

PASSAGE 3

1 At four o'clock this morning
2 Hitler attacked and invaded Russia...
3 Without declaration of war, without even an ultimatum,
4 German bombs rained down from the air upon Russian
cities,
5 the German troops violated the frontiers...
6 So now this bloody guttersnipe
7 must launch his mechanized armies upon new fields
8 of slaughter, pillage and destruction.
9 Poor as are the Russian peasants, workmen and soldiers,
10 he must steal from them their daily bread;
11 he must devour their harvests;
12 he must rob them of the oil which drives their ploughs...
13 Any man or State who fights on against Nazidom
14 will have our aid.
15 Any man or State who marches with Hitler
16 is our foe.
17 We shall give whatever help we can
18 to Russia and the Russian people.

LINE	INSTANCE OF FIGURATIVE LANGUAGE (3)
2	Hitler attacked and invaded
4	bombs rained down
5	violated the frontiers
6	bloody guttersnipe
7	launched mechanized
7	new fields of slaughter
10	he must steal
10	daily bread
11	he must devour
11	devour harvests
12	he must rob
12	the oil which drives their ploughs
13	state who fights
15	state who marches
15	marches with Hitler

PASSAGE 4

- 1 I never saw them again. The sea took
some, the steamers took others,
- 2 the graveyards of the earth will account for the rest.
Singleton has no
- 3 doubt taken with him the long record of his faithful work
into the
- 4 peaceful depths of an hospitable sea. And Donkin, who
never did a decent
- 5 day's work in his life, no doubt earns his living by
discouraging with
- 6 filthy eloquence upon the right of labor to live. So be
it! Let the
- 7 earth and sea each have itsa own.
- 8 A gone shipmate, like any other man, is gone forever;
and I never met
- 9 one of them again. But at times the spring flood of
memory sets with force
- 10 up the dark River of the Nine Bends. Then on the waters
of the forlorn
- 11 stream drifts a ship--a shadowy ship manned bya crew of
Shades.
- 12 They pass and make a sign, in a shadowy hail. Haven't
we, together and upon
- 13 the immortal sea, wrung out a meaning from our sinful
lives? Good-bye
- 14 brothers! You were a good crowd. As good a crowd that
ever fistted with wild
- 15 cries the beating canvas of a heavy foresail; or,
tossing aloft, invisible
- 16 in the night, gave back yell to a westerly gale.

LINE	INSTANCE OF FIGURATIVE LANGUAGE (4).
1	sea took some
2	graveyards will account
3	long record of faithful works
3-4	into the peaceful depths...hospitable sea
4-5	never did a decent days work
6	filthy eloquence
6	right of labor to live
6-7	Let the sea and earth have each its own
9	The spring flood of memory
9	sets with force
10	Dark River of Nine Bends
10-11	On the waters...drifts a ship
11	a shadowy ship
11	a crew of Shades
12	They pass and make a sign, in a shadowy hail
12-13	Haven't we...sinful lives?
13	immortal sea
13	wrung out a meaning
14	fisted with wild cries
16	gave back yell for yell

APPENDIX B

Operational Definition of Insight

Historically, the importance of "insight" has varied across theoretical orientations. A distinction was made between intellectual and emotional "insight". It was discovered quite early in the history of psychoanalysis that one "insight" would seem to lead to change while another, which seemed similar, would lead nowhere. The Gestalt therapist explained this by saying that the "emotional" insight is based on an expansion of awareness of an ongoing organism-environment relationship with its associated positive affect and sense of discovery, while the "intellectual" insight lacked this crucial connectedness to the actual. This "expansion of awareness", or changing of structural relationships in the phenomenon field, is identified by the familiar inspiration, sudden idea, or "Aha" experience.

Psychodynamic theorists view "insight" as a process by which past events or occurrences are moved from the unconscious and integrated into the conscious, resulting in a more balanced or better equipped psychic structure. As an individual develops a more balanced psychic structure he/she becomes better equipped to deal with reality.

Behaviorists place considerably less emphasis on the importance of "insight". More emphasis is placed on an individual recognizing that his/her present behavior has antecedent causes. The "stimulus-response-reward" structure

of learning is the primary method of change.

Clinically, most definitions of "insight" include some process in which a patient becomes aware of previously unknown information, redefines his/her current situation in terms of the new information, and initiates appropriate cognitive, emotional, or behavioral responses.

AN ANALYSIS OF FIGURATIVE LANGUAGE
AND INSIGHT IN TWO SUPERVISION SESSIONS

by

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ABSTRACT

Considerable agreement exists that the use of metaphor is in some way related to the change process. More recently studies have focused on the co-occurrence of metaphor with therapeutic insight. While an increasing amount of interest has been generated concerning the role of metaphor in therapy, little research has been conducted to study the role of metaphor in the supervisory process.

The purpose of this study was to investigate the co-occurrence of metaphor with insight within actual supervisory sessions. More specifically this research was concerned with an increase in co-occurrence of novel metaphor with insight and the study of the patterns of metaphor around identified points of insight. The research materials used for this study were two taped and transcribed supervision sessions. They were identified as the best (session two) and worst (session seven) sessions by both the supervisor and the supervisee. Three trained student raters identified the occurrences of metaphor on the transcripts while three therapist raters identified the points of insight while listening to the tapes and reading the transcripts.

The data was summarized in a table and correlation coefficients were computed comparing novel metaphor, frozen metaphor, and insight. Figures were also provided showing the pattern of novel metaphor around points of insight. A qualitative analysis of the metaphors in the sessions was also provided.

The results of the correlation coefficients indicated that in session two there was a significant co-occurrence of metaphor with insight. However in session seven there was no significant co-occurrence. The figures indicate an increase of novel metaphoric activity to a peak at the insight point, followed by a decrease in novel metaphor. The qualitative analysis provides examples of how the generated metaphor was a vehicle for the insight. Differences between sessions identified best and worst were discussed.

The results from the analysis of session two support previous research that suggests novel metaphoric activity co-occurs with insight. These findings are unique in that they occurred in a supervision session. The patterns of novel metaphor activity further support the notion that novel metaphor is related to points of insight. These patterns graphically show what was described in previous research. The qualitative analysis of the sessions assesses differences that may have contributed to the variation in correlation coefficients between session two and seven.