AN ABSTRACT OF THE THESIS OF

Tonna Lin Halupnick   for the   Master of Science

in   Art Therapy   presented on   May 6, 1998

Title: Self-Disclosure in Treatment Methods

Abstract approved: *Nancy Meyer Knapp PhD, ATR-BC*

Self-disclosure has long been considered an essential aspect of mental health. This study compared questionnaires to drawing techniques as effective modalities in self-disclosure. Results of this study show both assessment techniques are highly positively correlated. In addition, the results indicate drawing techniques have a higher impact on the level of self-disclosure but little direct influence on gender. The findings of this study provide additional techniques that may be valid for assessing self-disclosure in treatment.

SELF-DISCLOSURE

IN TREATMENT METHODS

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A Thesis

Presented to

the Division of Psychology and Special Education

EMPORIA STATE UNIVERSITY

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In Partial Fulfillment
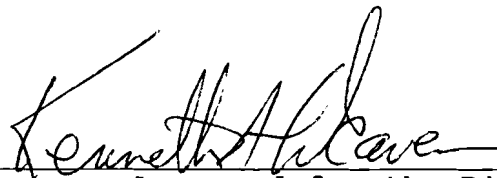
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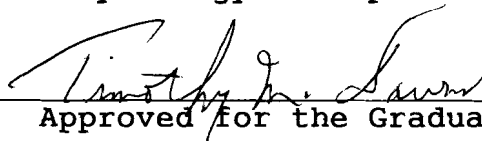
Master of Science

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by

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August 1998

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ACKNOWLEDGMENTS

My deepest thanks to my thesis chair, Dr. Nancy Knapp and committee members Dr. Carolyn Babione and David Gussak. Their support and help will forever be appreciated. Thanks also to my family and fiancé who spent many nights telling me that everything would get done and someday be okay. Each prayer and word of encouragement will never be forgotten.

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CHAPTER 1

INTRODUCTION

Self-disclosure has long been considered an essential aspect of mental health and counseling. The term self-disclosure refers to the personal information that one person reveals to another. This includes thoughts, feelings and experiences. Such communication is crucial to the understanding and therapeutic treatment of disordered behavior. Greater therapist understanding about a client increases the likelihood of a treatment plan's success.

Self-disclosure facilitates the therapeutic process. As the basis for most forms of therapy and counseling, self-disclosure allows the therapist to understand the client, and the client to explore feelings by articulating them. Jourard (1971), the founder of self-disclosure research, believed that the "physical and psychological health of individuals and the success of relationships requires adequate self-disclosure to take away restrictive social masks" (p. 32). Individuals choose to self-disclose as they develop friendships and relationships and establish a sense of self. Individuals who are not open are unlikely to expose their innermost thoughts and feelings. This may leave one socially deficient or even maladjusted.

Gender is one factor contributing to individual differences in self-disclosure. Most of the research on self-disclosure concludes that men are vocal and direct but tend to conceal the emotional aspects of their lives.

Women, on the other hand, are more talkative, more expressive of their feelings and more empathic overall. Hypotheses in self-disclosure research consistently presict that woman rather than men have greater self-disclosure. Despite this, the refusal to disclose may be considered ill-mannered or exclusionary.

Various questionnaires and self-reports have measured self-disclosure for the past 40 years. In 1971, Jourard developed the Jourard Self-Disclosure Scale (JSDS) a questionnaire consisting of 21 questions relating to relationships, past and future experiences, and innermost feelings. The scale measures how much self-disclosure one retrieves and then expresses on paper. Self-reports accomplish much the same. In a verbal interview, the therapist or researcher asks the same kinds of questions to which verbal rather than written responses are given.

Statement of Problem

If one looks at the self-disclosure techniques used to understand personal feelings, emotions and buried thoughts, it is clear that they differ in the types of population they are best at assessing. These scales are set up to evaluate the "normal" population. In order to answer questionnaires and self-reports on self-disclosure, one has to have a certain level of cognitive skills and motivation. However, some individuals who seek therapy are not able to read questionnaires nor focus on the self-report process. A person may even struggle when attempting to express verbally what is truly meant. These individuals may

include the mentally challenged, patients diagnosed with various types of dementia or aphasia, or selective mutes. Because of the importance of self-disclosure in assessments, counseling, and treatment planning, alternative techniques aimed at these populations could be valuable.

Statement of Purpose

The purpose of the study is to develop an alternative technique to the JSDS. Questionnaires have long been used to define self-disclosure for non-treatment populations. However, individuals with mental disabilities may not be able to understand the questions, think abstractly enough to answer a questionnaire, or keep a focused thought pattern. Using drawings to identify the degree of self-disclosure may work with most individuals who have cognitive restrictions. In addition, there are differences in the JSDS between women and men (Derlergra, Metts, Pertonio, & Margulis, 1993; Hass, 1979; Jourard 1971; Stull 1981). Thus this study also examined gender differences in self-disclosure between the JSDS and the Self-Disclosure Drawing Scale (SDDS).

Statement of Significance

Clients with mental disabilities may have limited abstract thinking, unfocused thought processes, and anxiety which can make a self-disclosure questionnaire difficult to answer. Providing an alternative assessment can improve the therapist's understanding about the client in order to create a successful treatment plan. This study

investigated whether the SDDS is a valid alternative to the JSDS for facilitating self-disclosure. In addition the SDDS may address the extraneous variable of the therapist's gender as the therapist's presence is not needed when the client completes the scale.

Literature Review

In the past 40 years, research has shown substantial personal benefits from revealing personal information to others. Jourard (1971) first explained that individuals with healthy personalities verbally reveal their thoughts, feelings, and experiences to others. He advocated the awareness and importance of self-disclosure in therapy.

Many factors effecting the level of disclosure which must be addressed to comprehend both the advantages and the disadvantages of exploring one's feelings. The questions may be asked, why self-disclosure is so important to therapy and mental health professionals? What techniques are used in exploring self-disclosure and why are they sometimes controversial? What role does gender play in self-disclosure?

Self-Disclosure in Mental Health

Self-disclosure has long been considered an essential aspect of mental health and counseling. The term self-disclosure was first used by Jourard in 1958 as "the process of making the self known to others and any information about oneself that Person A communicates to Person B" (Jourard, 1964, p. 24). Jourard based his theory on Freud's and Breuer's ideas about free association and

self-disclosure being effective in alleviating
psychological difficulties (Foubert & Sholley, 1996), along
with Maslow's concept of self-actualization (1962),
which states that low social and verbal accessibility is
indicative of a repression of one's self and an inability
to grow as a person. Dolgin, Meyer, and Schwartz (1991)
reported those who do not disclose to at least one other
person are denying themselves an opportunity for personal
growth and a prerequisite for a healthy personality:

> "Through my self-disclosure, I let
>
> others know my soul. They can know it,
>
> really know it, only as I make it known.
>
> I am beginning to suspect that I can't
>
> even know my own soul except as I
>
> disclose it. I suspect that I will know
>
> myself for real at the exact moment that
>
> I have succeeded in making it known
>
> through my disclosure to another
>
> person." (Jourard, 1964, p. 10)

Communication of personal information to others, as
well as the social perception of that act, has played a
significant role in peer relationships and society
throughout history. According to Rotenberg (1995), in
Disclosure Process in Children and Adolescence, such an
act and perception of self-disclosure is an integral part
of social relationships in modern society. This applies to
a wide range of cultures. More specifically, the revealing
of personal information plays a crucial role in current

issues faced by women and men, such as AIDS, abortion, rape, sexual preference and relationships as well as severe health problems (Altman & Taylor, 1973). These issues require a revelation of personal information with significant social and health implications for all concerned.

The importance attached to revealing personal information is reflected in the views held by various contemporary psychologists. Jourard (1971) explains self-disclosure is critical to mental health and to the success of psychotherapy. Stiles (1978, p. 696) explained why people disclose and why psychotherapy is important:

> People who are distressed are
> preoccupied with their problems. They
> may be described as trapped in their own
> frame of reference. That is, the
> subjective meaning of events including
> the feelings that are endangered--become
> so salient and so persistent that they
> overwhelm other thinking.

A person experiencing psychological distress finds it difficult to view events objectively or from the perspective of others; instead, one is preoccupied with internal states and meanings.

Mental health research focuses on the release of emotional distress as a necessity for a healthy personality. Self-disclosure is one way to release

distress. Without such release individuals become overwhelmed with personal and social stressors.

Techniques Used In Exploring Self-Disclosure

Questionnaires provide the most valid way to test self-disclosure since they are usually completed without the assistance of the therapist. The therapist's personal views, expectations, and gender do not affect the results (Dindia & Allen, 1990). Questionnaires are focused solely on factors the therapist is exploring and the scores can easily be tabulated and more readily used.

Self-report measures vary in ways that may affect the accuracy of answers. Past disclosure, one's general willingness to disclose, and the comfort level with the therapist and therapeutic situation challenge the validity of self-reports. Self-reports also require open-ended questions which result in open-ended answers which may be vague and indecisive or may not even relate to what the therapist is seeking. An additional problem with these questions is the differences in perception between therapist and client. According to Chelune (1979), self-report measures assess self-disclosure from both the therapist's and the client's perspective. The measures involve a self-evaluation system within one's own standards and definition of self-disclosure. Therefore, the therapist's perceptions may be incongruent with the client's self-disclosure.

According to Berdie, Anderson and Neibuhr (1986), the questionnaire is a valid measurement technique only if the

clients are respondent. Clients with mental disabilities may provide answers which are guesses or incorrect, invalidating the results.

Fichten et al. (1994) report many individuals with disabilities are unable to respond confidently in a therapeutic situation. Phares (1992) suggests that a client with a brain dysfunction shows impaired intellectual functioning, such as mediocre comprehension, limited speech or poor computation. Patients may have difficulty making decisions, which disqualifies them from responding to a therapist's questionnaire or giving a reliable self-report.

Dementia also disqualifies patients from completing questionnaires and self-reports. Individuals diagnosed with dementia have multiple cognitive deficits preventing them from retrieving previously learned information and thinking abstractly. They may not understand either written or spoken language. According to Berdie et al. (1986), an individual with dementia would be unable to answer questionnaires and self-reports since the responses may be pure guesswork. Likewise, individuals who are mute would not express themself verbally. As presented by these cases, assessing self-disclosure using questionnaires and self-reports would be unwise and invalid.

Art Techniques In Self-Disclosure

Using drawings to assess self-disclosure also has therapeutic value because the factor of limiting verbal response does not affect artistic expression. In addition, important aspects of personality are not available to

conscious means. Questionnaires and self-reports consequently can miss important information (Groth-Marnat, 1990).

Gaining an accurate view of a person's "inner world." requires 'sidestepping' the unconscious defenses and conscious resistance. By using an indirect approach, such as drawing, symbols arise that may depict important themes, dynamics, and attitudes. The understanding of pictures can reveal inner tendencies, conflicts, emotions, and feelings. Drawing calls on expressive techniques that can reveal aspects of someone's personality. They can be used with any population and with any diagnostic disorder.

To relate, interpersonally, one must know something about the other person. The importance of revealing one's self is a requisite for a healthy personality. However, evaluating self-disclosure is not easy; in fact it is very complicated. The variables that affect the readiness to communicate must be taken into consideration. Ideally, in treatment the therapist has a clear understanding of the clients and how to address their problems. This requires uncovering personal and pertinent information for creating a successful treatment plan. Although verbally-based techniques such as JSDS have been devised to investigate self-disclosure in women and men, but no generally accepted technique has yet emerged. A drawing based evaluation would allow clients unable to interact verbally self-disclose.

Gender and Self-Disclosure

Self-disclosure is viewed as a relatively stable personality characteristic related to a person's gender. During the past 20 years, research has explored how gender effects individual differences. Jourard was the first to find sex differences in self-disclosure; men reveal less about themselves than women. The man was required to "appear tough, objective, striving, unsentimental and emotionally unexpressive, which goes against all morals of self-disclosure" (Jourard, 1971, p.18). However, Derlergra et al. (1993) failed to replicate these findings and instead reported greater disclosure by men than by women under certain circumstances (Derlergra, Metts, Pertonio, & Margulis, 1993).

In addition, Haas (1979) found that women disclosed more about themselves, their homes, relationships with family and friends, feelings, fears, and accomplishments. On the other hand, Stull (1981) reported men relative to women disclosed more about cars, sports, work, money, and politics.

Relevant to this thesis project many studies have found self-disclosure differences when the client and therapist are of the same or opposite sex. According to Hill and Stull (1982), female-female disclosure is highest, male-male disclosure is lowest, and opposite-sex disclosure is varied. These results suggest that gender of a therapist plays a crucial role in self-disclosure. Several studies have reported freer disclosure to friends as opposed to

disclosure to strangers (Chaikin & Derlega, 1974). Women disclose more to best friends, and men disclose more to strangers than their opposite sex counterparts (Strokes, 1981).

Rationale

Decisions to self-disclose--whether to reveal one's thoughts, feelings, or past experiences or even one's level of intimacy--are a part of daily life for most people. The decisions impact a person's behavior, relationships, or life situations. Self-disclosure is also considered an essential component of mental health counseling. Effective therapy includes self-disclosure as a way of alleviating psychological difficulties. Because of the importance that self-disclosure plays in a healthy personality and a fulfilling life, effective measurements of self-disclosure can be useful. Several tests have been developed throughout the years, but, no generally effective technique currently exists.

The intent of this study was to determine whether the Self-Disclosure Drawing Scale would be a valid alternative to the Jourard Self-Disclosure Scale. This study explored the following two research questions:

RQ1: How correlated are the scores from the JSDS and the SDDS?

RQ2: Are there any gender differences between the JSDS and the SDDS?

CHAPTER 2

METHOD

Participants

For this study on self-disclosure, 77 participants were young adults ranging from 17 to 23 years with a mean of 19 years. Past research in this area has shown self-disclosure to be a major priority of this target population.

The sample consisted of 24 male and 53 female college students attending Emporia State University. The students participated on a volunteer basis in conjunction with fulfilling requirements to the Introduction to Psychology course and completed an informed consent form (Appendix A).

Instruments

Instruments used in this study were the Jourard Self-Disclosure Scale (JSDS) (Appendix B) and the researcher-developed Self-Disclosure Drawing Scale (SDDS) (Appendices C and D).

The JSDS is designed to differentiate high and low disclosure in participants. The questionnaire is a 60 item self-disclosure scale in which participants are asked to indicate for each item whether they have fully revealed it to a female friend and male friend. Each item is scored 0 (have told the person nothing about this aspect of me), 1 (have talked in full and complete detail about this item), 2 (have talked in general terms about this item), or X (have lied or misrepresented myself to the other person). The 10 scores for the items in a category are then averaged

with the average ranging between 1 and 2. The 60 items cluster in groups of 10 according to six categories: attitudes and opinions, tastes and interests, work, money, personality, and body.

The JSDS does not have published reliability or validity. The techniques have been used in several studies over the past 40 years to measure self-disclosure effects. The scale has been accepted as a valid technique (Franco & Levine, 1985) and produces results consistent with other studies (Schneider, 1984).

The researcher-developed SDDS is based on the same six categories in the JSDS. These categories are based upon the same six measurement areas in the JSDS questionnaire. The participant completes the sentence question with a drawing. The sentence stems were:

> (1) How I really feel about...
>
> (2) My favorite...
>
> (3) What I enjoy the most or least...
>
> (4) How much money...
>
> (5) The kinds of the things that just make me...
>
> (6) My body...

Procedure

Permission was granted from Emporia State University Institutional Review Board for Treatment of Human Subjects before the study began. Following authorization, participants volunteered and signed up for the 40 min session.

The procedure was completed individually in three sequential tasks. Upon arrival, each participant was informed of the basis for the research. They then completed a consent form for participation in the study (Appendix A). In the first section, the participants completed the JSDS (see Appendix B for instructions). The experimenter, a 23 year old Caucasian woman, left the room during these procedures.

In the second section the participant was told to complete the six incomplete sentences by drawing a picture for each sentence. The experimenter again left during the process. In the third section participants rated the extent to which they had shared the issue presented in each drawing with their female friends and male friends using 0 (have told the person nothing about this aspect of me), 1 (have talked in full and complete detail about this item), 2 (have talked in general terms about this item), or X (have lied or misrepresented myself to the other person).

CHAPTER 3

RESULTS

The first research question asked how correlated the scores from the Jourard Self-Disclosure Scale (JSDS) and the Self-Disclosure Drawing Scale (SDDS) were. The overall correlation between the JSDS and the SDDS was .63, p < .001. The scatterplot in Figure 1 shows the high degree of linear relationship.

As a further analysis to answer RQ 1, separate correlations of both scales for disclosure to female and male friend were computed (see Table 1). Correlations for female friendships was .60 and for male friendships was .74, p < .001. The two scales are strongly correlated in how the participants respond overall to female and male friends.

The second research question was whether gender differences existed for the JSDS and the SDDS. Means and standard deviations for both women and men on the JSDS and the SDDS are presented in Table 2. Two t-tests compared the gender of the participant on the self-disclosure scores in both the JSDS ant the SDDS. Table 3 shows both t values for these analyses, and neither were statistically significantly different. These results indicate the men and women had the same amount of self-disclosure for both scales.

The results of the present study indicated a strong

Figure 1

Scatterplot of the Jourard Self-Disclosure Scale by the Self-Disclosure Drawing Scale
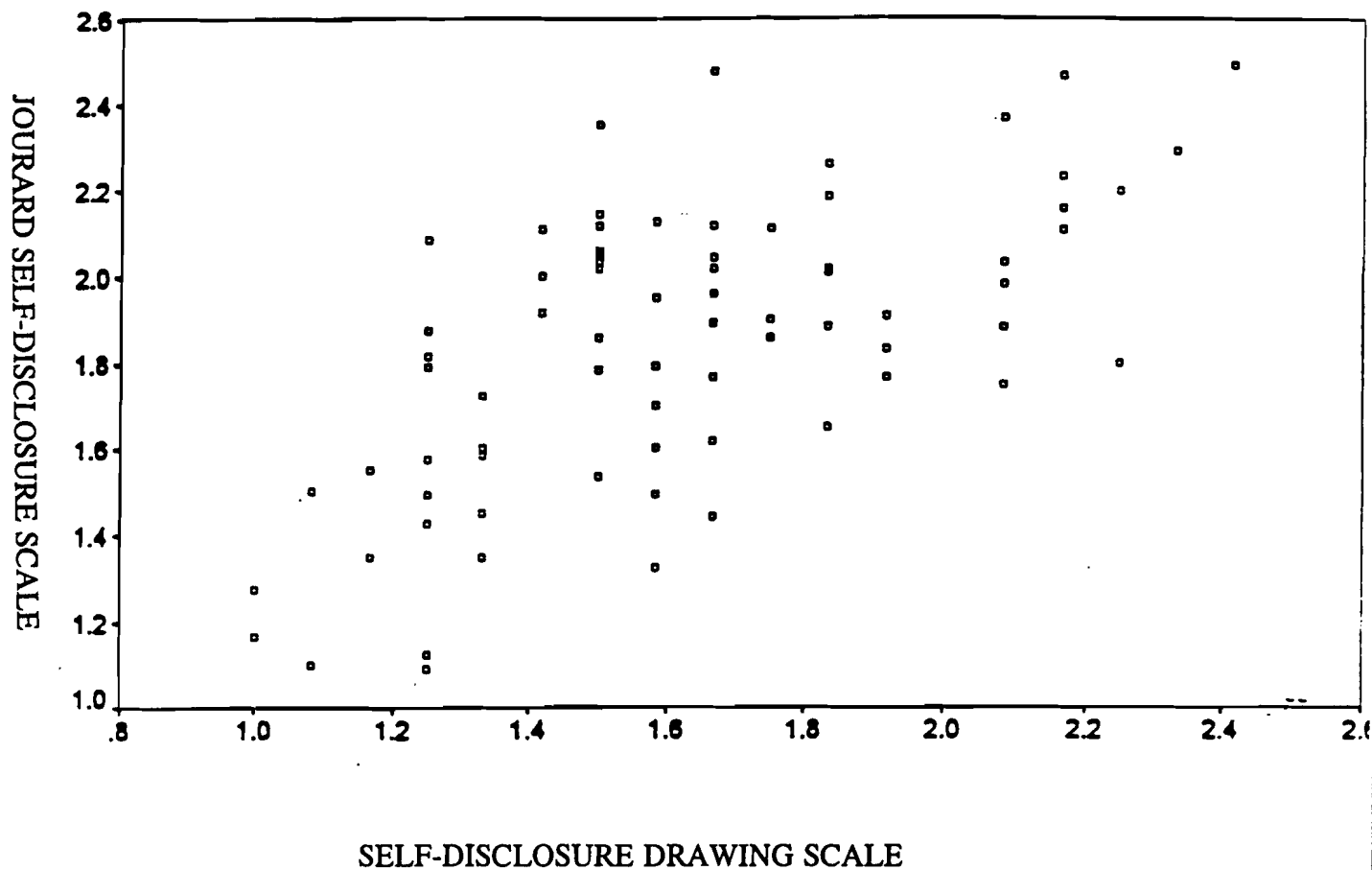

SELF-DISCLOSURE DRAWING SCALE

Table 1

Correlations Between Jourard Self-Disclosure Scale and the Self-Disclosure Drawing Scale Towards a Female Friend and Male Friend

Scales	Correlation Coefficient	p
Jourard Self-Disclosure Scale to a female friend correlated to the Drawing Techniques Scale to a female friend	0.60	< .001
Jourard Self-Disclosure Scale to a male friend correlated to the Drawing Techniques Scale to a male friend	0.74	< .001

Table 2

Means and Standard Deviations For Both the Jourard Self-Disclosure Scale and the
Self-Disclosure Drawing Scale Based on Male and Female Friend

Gender	JSDS (Female Friend)		JSDS (Male Friend)		JSDS Total		SDDS (Female Friend)		SDDS (Male Friend)		SDDS Total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Women	1.89	.47	1.76	.34	1.82	.40	1.69	.50	1.56	.37	1.62	.43
Men	1.97	.33	1.84	.32	1.90	.32	1.68	.34	1.58	.38	1.63	.36

Table 3

T-Tests Between the Gender of the Participant and the Extent of Self-Disclosure on
the Jourard Self-Disclosure Scale and the Self-Disclosure Drawing Scale

T-tests	df	t
Jourard Self-Disclosure Scale	58.91	1.07
Self-Disclosure Drawing Scale	75	0.07

correlation between the JSDS and the SDDS both as a whole and in individual sex-friendship categories. In addition gender was shown to be unrelated to the level of self-disclosure presented to both male and female friends. Overall these findings show that the JSDS and the SDDS are highly correlated and both can be used in focusing on self-disclosure in college students ages 17-23.

CHAPTER 4

DISCUSSION

This study was designed to identify a valid, non
verbally based alternative to the Jourard Self-Disclosure
Scale (JSDS) and explore gender differences between the two
scales. In answer to research question 1, the JSDS and the
Self-Disclosure Drawing Scale (SDDS) are highly correlated.
In answer to research question 2, women participants
disclosed no more than male participants on either scale.
Both scales can be used in assessing self-disclosure in
college students aged 17 to 23.

The findings of this study supported the use of
drawings as an alternative response modality to the
questionnaire format of the JSDS. The findings of this
study support an additional self-disclosure technique that
may be effective for other populations and treatment
groups. Because the use of drawing procedures showed
facilitation of self-disclosure, research should focus on
the value of drawings as a therapeutic technique. With
this information, researchers may be able to begin bridging
the limits of detecting self-disclosure using the more than
the standard questionnaires.

Further research should focus on developing drawing
scales as alternatives to other clinical questionnaires.
These drawing scales should be tested using a larger
variety of participants from different cultural or social

backgrounds. The lack of a diverse population of this
study's sample may limit the generalizability of the
results.

Overall, the study has shown the value of using drawing
procedures to evaluate self-disclosure. At this time in
the development of Art Therapy, research is emphasized to
verify the effectiveness of its interventions.
Implications of this successful use of drawing methods may
lead to increased use of structured drawings and other
projective techniques as an alternative to questionnaires
and self-report inventories.

The art products from this study communicate unique
narratives. Figures 1-12 are examples of completed forms
supplementing the self-disclosure process (Appendix F).

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APPENDICES

APPENDIX A

Informed Consent Form

Consent Form

Read this consent form carefully. If you have any
questions regarding the form or the study please ask the
experimenter.

You have volunteered to participant in a study
investigating topics that individuals like to share with
peers, friends and family. The study is designed of
questionnaires and drawing sessions. You do not have to
have drawing talent to participate in the study.

Information obtained from this study will be kept
completely confidential. Numbers instead of names will be
used to identify the measures.

Your participation in this study is on a total volunteer
basis. You may withdraw at any point in time.
Termination will have no bearing on the credit for your
class. There are no risk or discomforts involved in
participating in this study.

If you have any questions or comments about this study
please feel free to ask the experimenter. You are also
free to access the results from the experimenter after the
study is compiled. If you have any additional questions,
please contact Tonna Halupnick, Office of Professional
Educational Services, Visser Hall 208, EXT. 5448.

- -

I, _____, have read the above
information   (please print name)
and have decided to participate. I understand that my
participation is voluntary and that I may withdraw at any
time without prejudice after signing this form should I
choose to discontinue participation in this study.

_____   _____
Signature of participant   date

_____
Signature of experimenter

APPENDIX B

Jourard Self-Disclosure Scale

Jourard Scale

The answer sheet that you have been given has columns with the headings "Mother," "Father," "Male Friend," and "Female Friend." You are to read each item on the questionnaires, and then indicate in the respective box the extent that you have talked about that item to each person. The rating scale is presented as :

> 0: Have told the person nothing about this aspect of me.
> 1: Have talked in general terms about this item.
> 2: Have talked in full and complete detail about this item.
> X: Have lied or misrepresented myself to the other person

	Mother	Father	Female Friend	Male Friend
What I think and feel about religion; my personal religious views				
My personal opinions and feelings about other religious groups than my own				
My views on communism				
My views on the present government--the president and policies				
My views on the question of racial integration				
My personal views on drinking				
My personal views on sexual morality--how I feel that I and others ought to behave in sexual matters				
My standards of beauty and attractiveness in women--what I consider to be attractive in a woman				
The things that I regard as desirable for a man to be--what I look for in a man				
My feeling about how parents ought to deal with children				
My favorite foods				
My favorite beverages				
My likes and dislikes in music				
My favorite reading matter				
The kinds of movies that I like to see best; the TV shows that are my favorites				
My tastes in clothing				
The style of house, and the kinds of furnishings that I like best				
The kind of party, or social gathering that I like best, and the kind that would bore me, or that I wouldn't enjoy				
My favorite ways of spending spare time				
What I would appreciate most for a present				
What I find to be the worst pressures and strains in work or studies				
What I find to be the most boring and unenjoyable aspects of my work or studies				
What I enjoy most, and get the most satisfaction from in my present work or studies				
What I feel are my shortcomings and handicaps that prevent me from working as I'd like to, or that prevent me from moving ahead				
What I feel are my special strong points and qualification for my work or my studies				
How I feel that my work or studies are appreciated				
My ambitions and goals				

My feelings about the salary or rewards from my work or study				
How I feel about the choice of career that I have made			31	
How I really feel about the people that I go to class with or work with				
How much money I make				
Whether or not I owe money				
Who I owe money to at the present time				
Whether or not I have a savings and how much it is				
Whether or not others owe me money				
Whether or not I gamble and the extent				
All of my present sources of income, wages or allowances				
My total financial worth				
My most pressing need for money right now				
How I budget my money				
The aspects of my personality that I dislike, worry about or handicap me				
What feelings, in any, that I have trouble expressing or controlling				
The facts of my present sex life				
Whether or not I feel that I am attractive to the opposite sex				
Things of the past or present that I feel ashamed and guilty about				
The kinds of things that make me just furious				
What it takes to get me feeling really depressed or blue				
What it takes to get me real worried, anxious, and afraid				
What it takes to hurt my feelings deeply				
The kinds of things that make me especially proud of myself				
My feelings about the appearance of my face				
How I wish I looked				
My feelings about different parts of my body				
Any problems and worries that I had with my appearance in the past				
Whether or not I now have any health problems				
Whether or not I have any long-range worries or concerns about my health				
My past record of illness and treatment				
Whether or not I make special efforts to keep fit and healthy				
My present physical measurements				
My feelings about my adequacy in sexual behavior				

APPENDIX C

Incomplete Sentence Drawing Forms

How I really feel about...

My favorite...

What I enjoy the most or least...

How much money...

The kinds of things that just make me...

My body...

APPENDIX D

Self-Disclosure Drawing Scale

On the given pictures that you have drawn answer in the same fashion as on the Jourard Scale

0: Have told the person nothing about this aspect of me.
1: Have talked in general terms about this item.
2: Have talked in full and complete detail about this item.
X: Have lied or misrepresented myself to the other person.

	Mother	Father	Female Friend	Male Friend

PICTURE 1:

How I really feel about...				

PICTURE 2:

My favorite...				

PICTURE 3:

What I enjoy the most or least...				

PICTURE 4:

How much money				

PICTURE 5:

The kinds of things that just make me...				

PICTURE 6:

My body...				

APPENDIX E

Human Subjects Form

APPENDIX ~~SEP 0 4 1997~~   SEP 0 3 1997

APPLICATION FOR APPROVAL TO USE HUMAN SUBJECTS

This application should be submitted, along with the Informed Consent Document, to the Institutional Review Board for Treatment of Human Subjects, Research and Grants Center, Campus Box 4048. *4002*

1. Name of Principal Investigator(s) (Individual(s) administering the procedures):

   Tonna Lin Halupnick

2. Departmental Affiliation: __Psychology and Special Education__

3. Person to whom notification should be sent: __Tonna Halupnick__

   Address: __2320 W. 7th Ave. #4 Emporia KS 6680__ Telephone: __343-6419__

4. Title of Project: __Gender Differences in Self-Disclosure comparing__

   __Questionnaires and Drawing Techniques__

5. Funding Agency (if applicable): __N/A__

6. Project Purpose(s):

The purpose of the project is to identify an additional media to assist in clarifing self-disclosure in all populations. The Objective is to show the bias in questionnaires and self-reports in testing various populations, and present the effectiveness of drawing techniques as an alternative.

7. Describe the proposed subjects: (age, sex, race, or other special characteristics, such as students in a specific class, etc.)

The subjects will be volunteers taken from the Introduction Psychology class. Subjects will be 50 female and 50 male and range from 17-21 years of age.

8. Describe how the subjects are to be selected:

The subjects will sign up for ninety min. intervals. Each will complete two surveys and thirty-five males and females will be pooled from this group based upon their responses on the surveys.

9. Describe the proposed procedures in the project. Any proposed experimental activities that are included in evaluation, research, development, demonstration, instruction, study, treatments, debriefing, questionnaires, and similar projects must be described here. Copies of questionnaires, survey instruments, or tests should be attached. (Use additional page if necessary.)

Procedures used will consist of a mental health questionnaire asking of past counseling history. A Bem Sex Inventory Scale will be given to rate sex-role identity. The Jourard Self-Disclosure Questionnaire will be used to scale levels of self-disclosure. And six drawing will be used with a lycard scale rating. These drawing and scales will be used to rate self-disclosure.
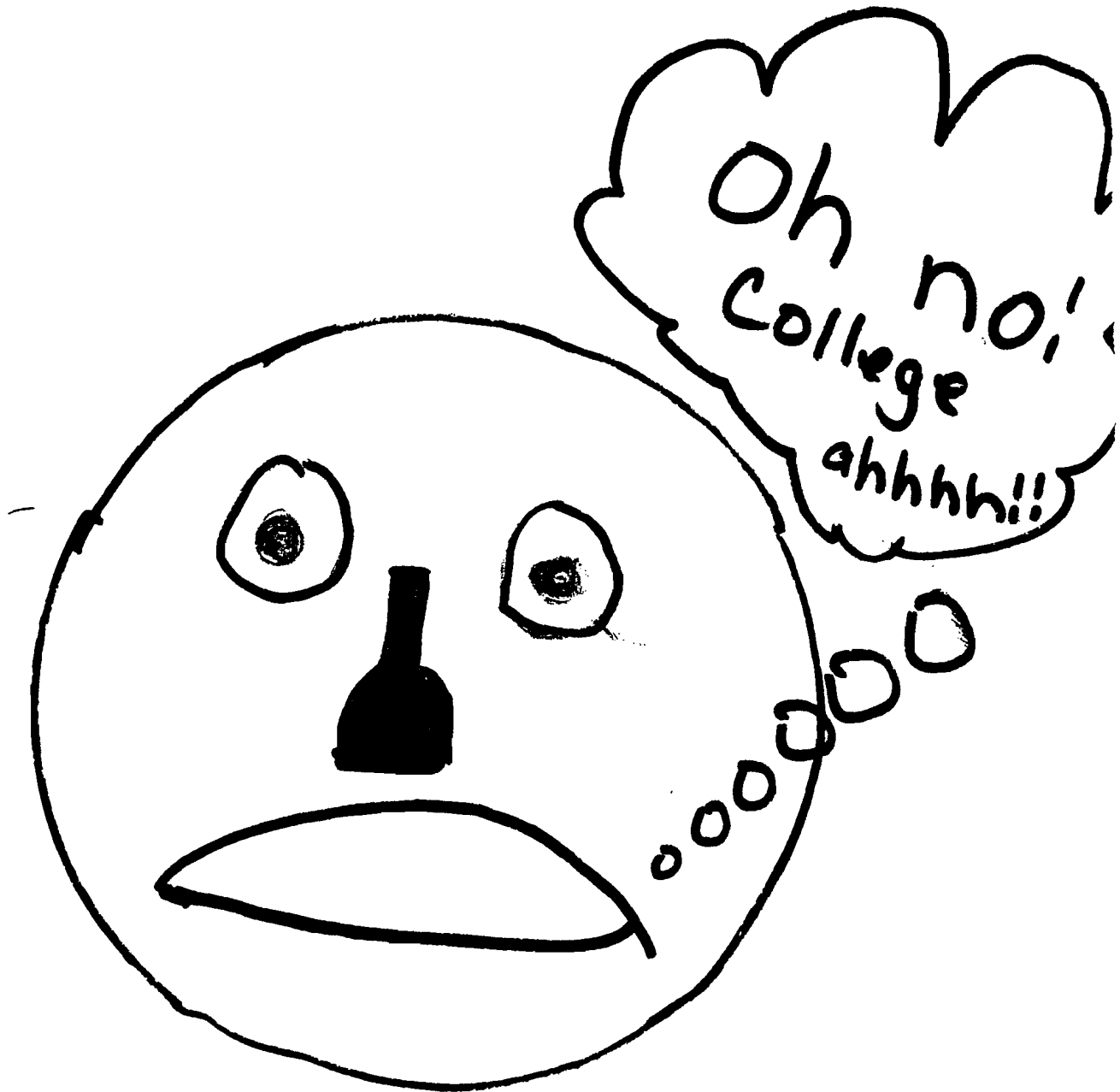
APPENDIX F

Figures 1-12

Completed Drawing Forms

How I really feel about...
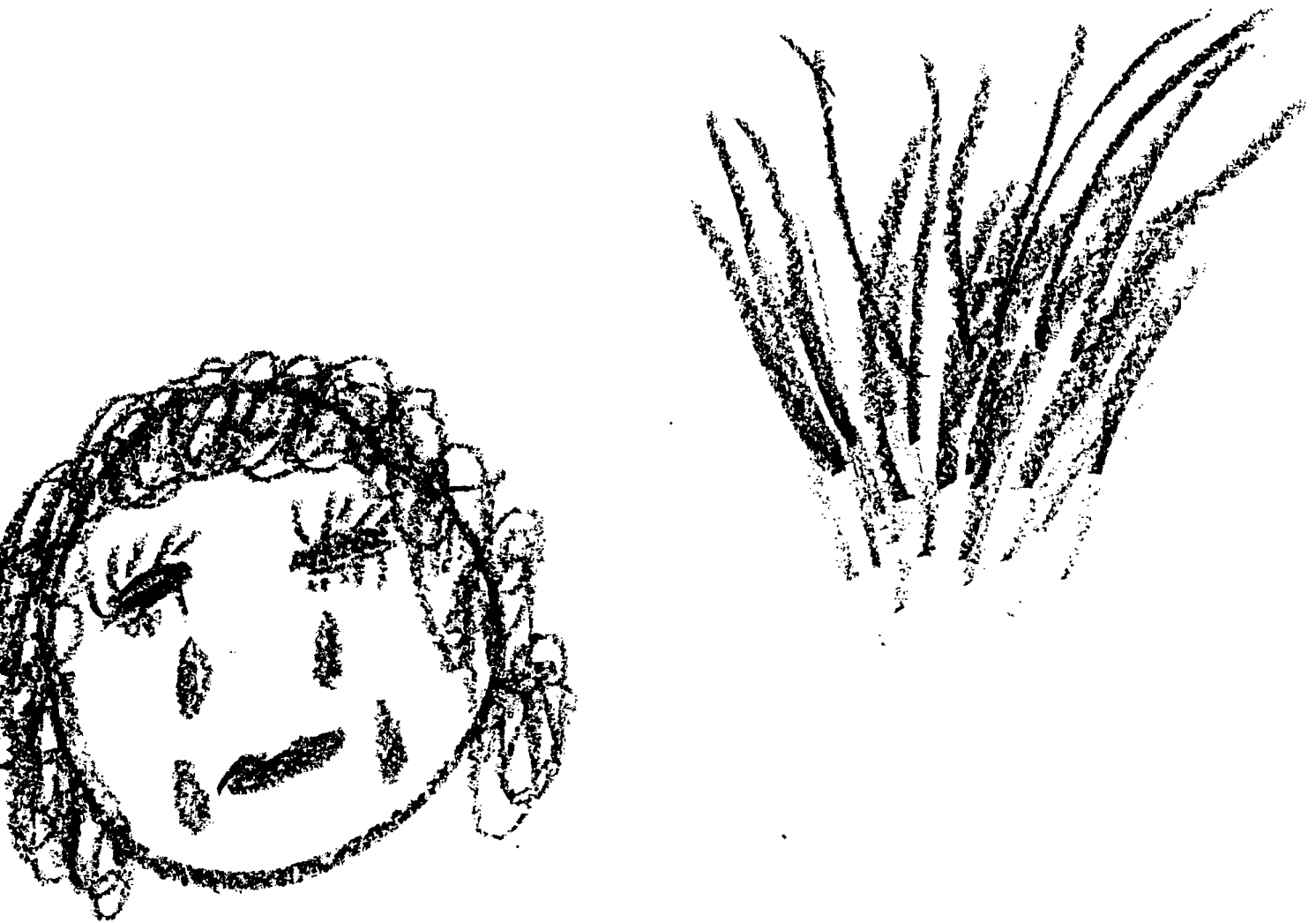
Female -- Completed form for How I Really Feel About...

How I really feel about... Life

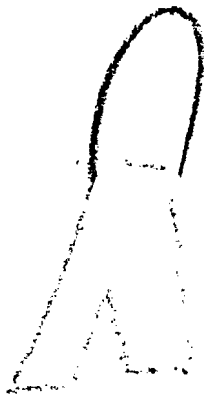Male -- Completed form for How I Really Feel About...

My favorite…

Female -- Completed form for My Favorite...

My favorite...

Male -- Completed form for My Favorite...

What I enjoy the most or least... Seeing my ex w/ new girls
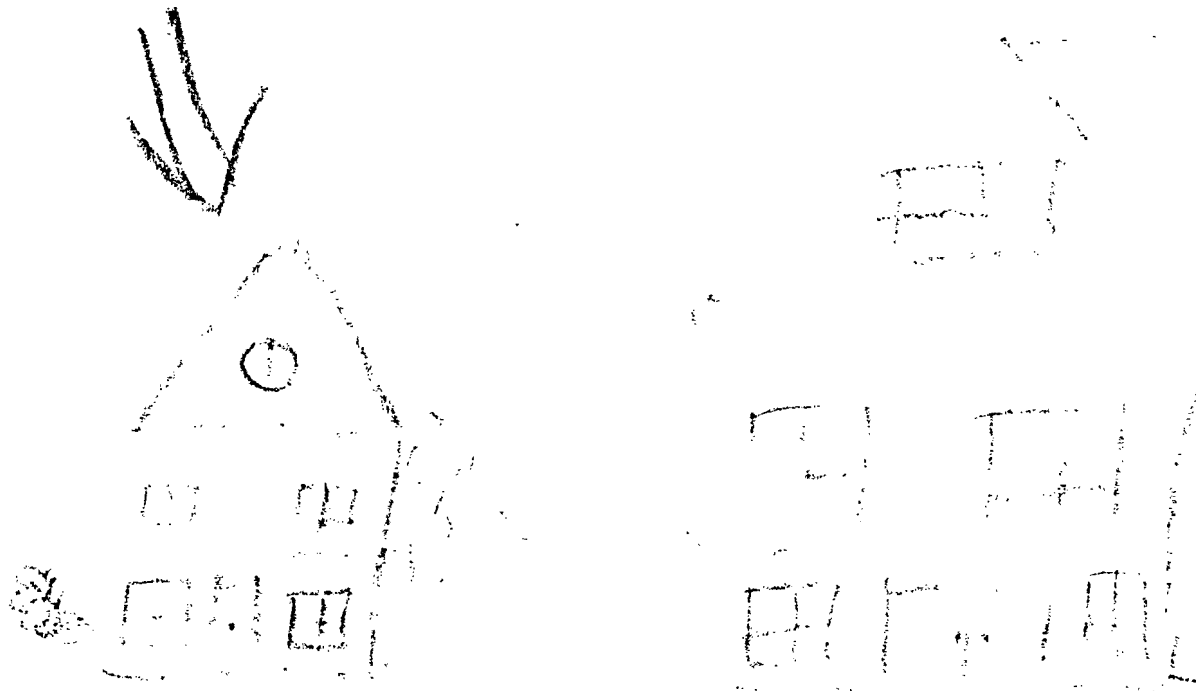
Female -- Completed form for What I enjoy the most or least

What I enjoy the most or least…

Male -- Completed form for What I enjoy the most or least..

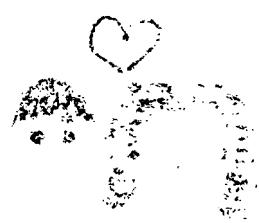# How much money...

Female -- Completed form for How much money...

How much money...
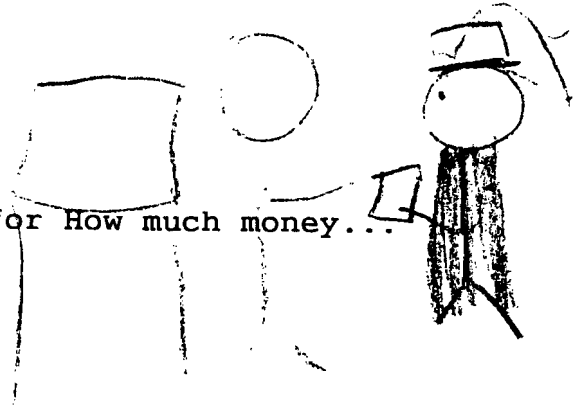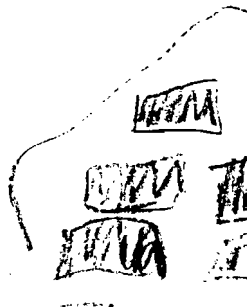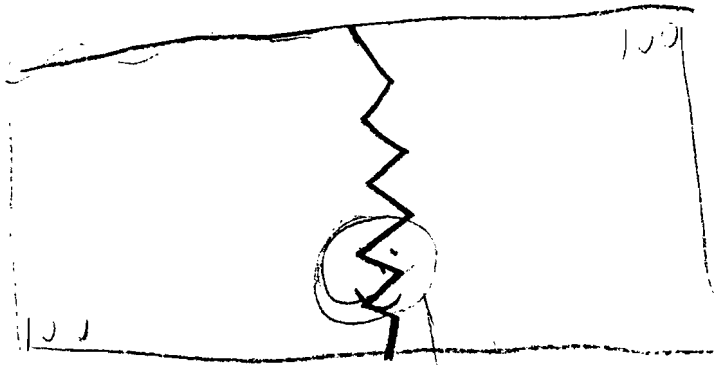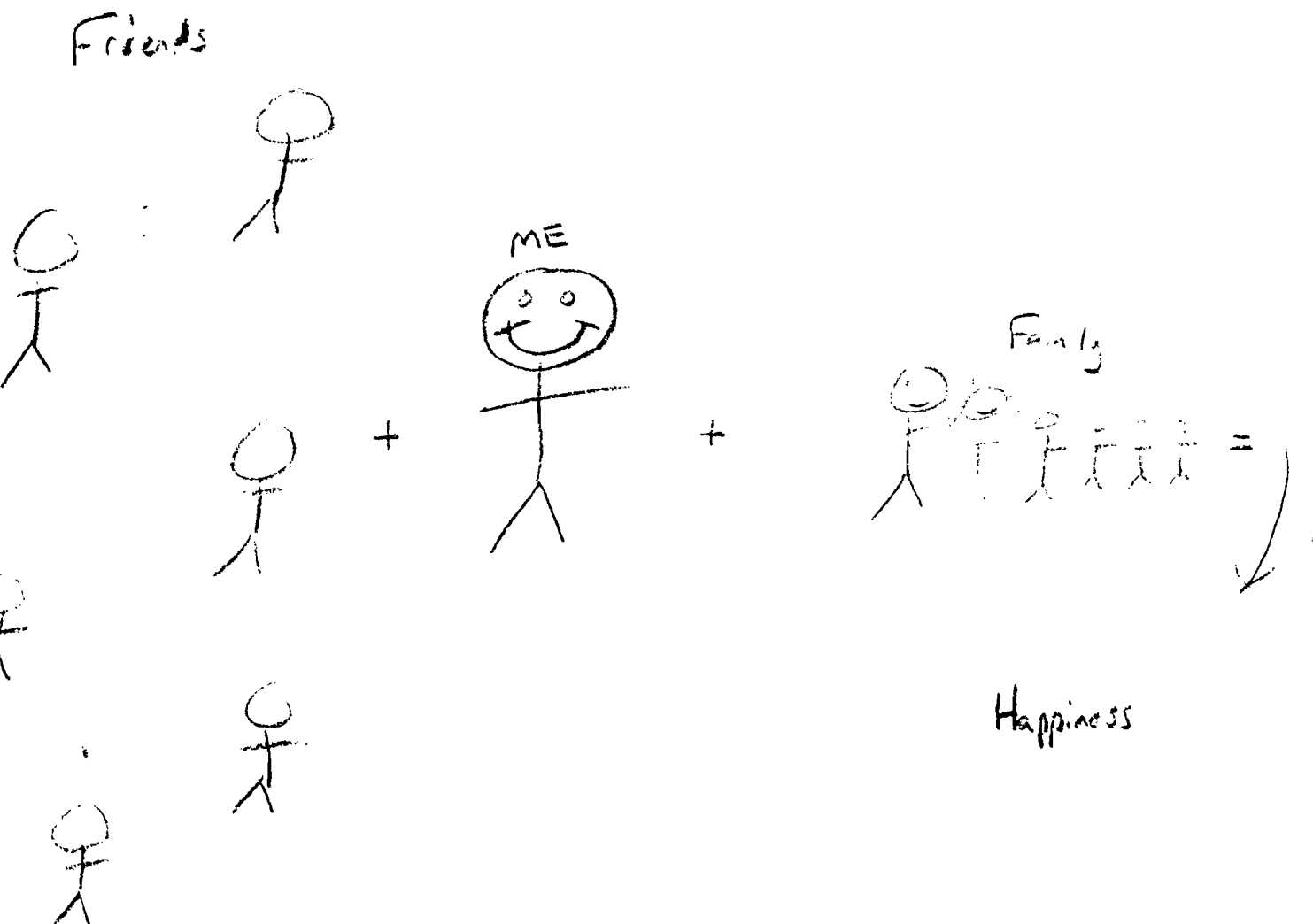

Male -- Completed form for How much money...

The kinds of things that just make me…

sad are when I realize that all my friends have mates and I'm the only single one.
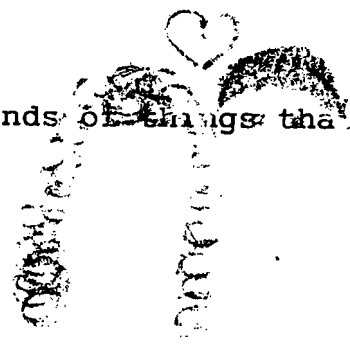
Female -- Completed form for The kinds of things that just make me...

The kinds of things that just make me…

Friends

ME

Family

+

+

=

Happiness

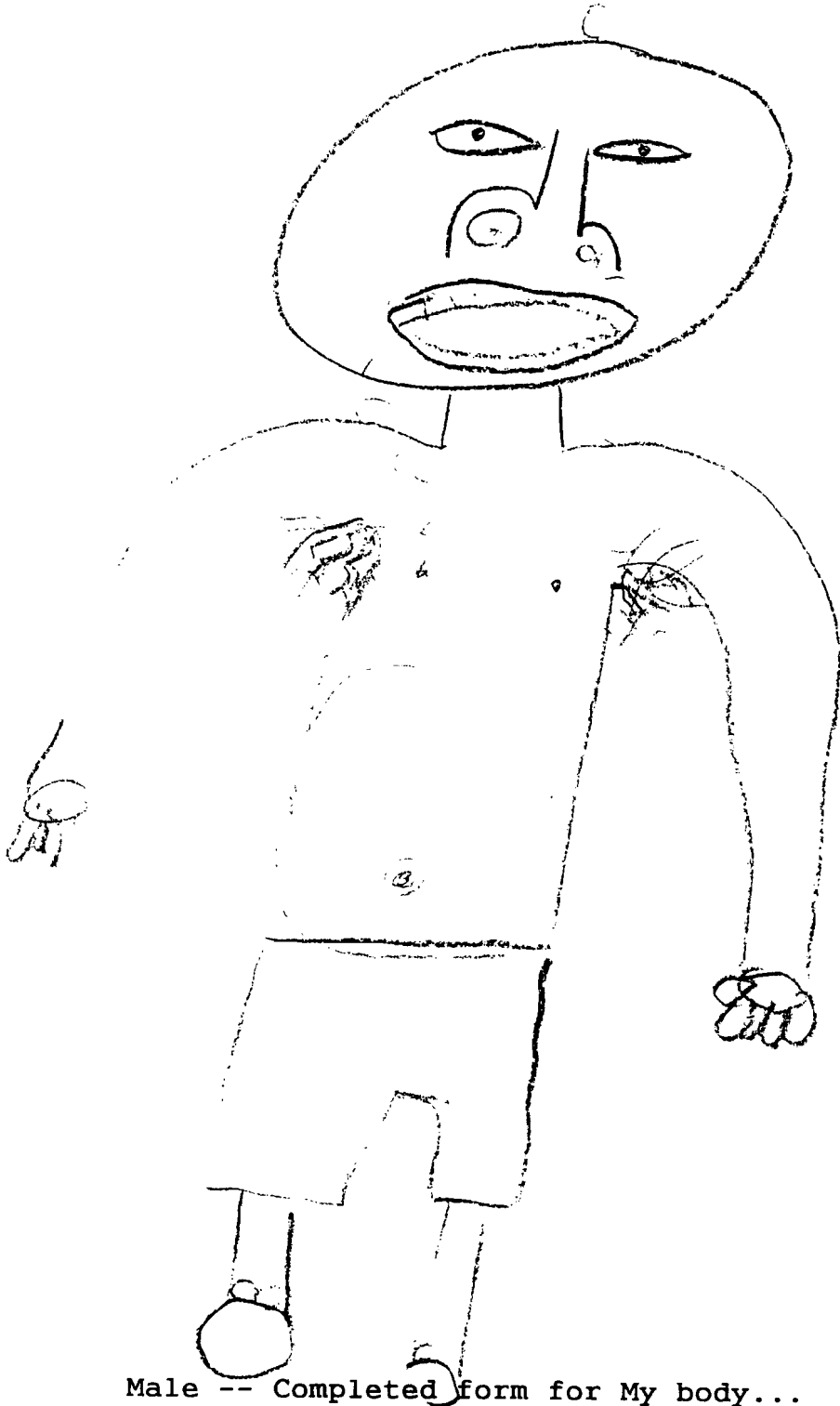Male -- Completed form for The kinds of things that just

make me...

My body...

Female -- Completed form for My body...

My body...

Male -- Completed form for My body...

I, Tonna L. Halupnick, hereby submit this thesis/report to
Emporia State University as partial fulfillment of the
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Date

Self-Disclosure In Treatment Methods
Title of Thesis/Research Project

_____
Signature of Graduate Office Staff

_____
Date Received