

DE LA SALLE UNIVERSITY

CLINICAL PASTORAL EDUCATION: ITS EFFECTS ON STUDENTS'
SELF-ACCEPTANCE AND LEVEL OF EMPATHY

027000

A Thesis

Presented to

The College of Education
De La Salle University

In Partial Fulfillment

of the Requirements for the Degree
Master of Arts in Guidance and Counseling

by

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May, 1994



ABSTRACT

This study attempted to investigate the effects of the Clinical Pastoral Education Program on the participants' self-acceptance and level of empathy. It also sought to determine whether empathy is associated with the feeling of self-acceptance of the participants.

It was hypothesized that self-acceptance of the participants and their level of empathy would be higher after the CPE program. It was also hypothesized that there would be a significant positive relationship between the level of self-acceptance and the level of empathy of the participants before and after the CPE program.

The 10-week CPE program started on April 3 and ended June 7, 1991. The participants of this study consisted of 52 students enrolled at Makati Medical Center, National Kidney Institute, and Philippine Heart Center. The CPE program included patient visitations and verbatim reports, group seminars, and supervisory conferences. The daily schedule was from 8:00 a.m. to 5:00 p.m., Mondays to Fridays.

The Quasi-Experimental Pretest-Posttest Design was employed.

The Personal Orientation Inventory (POI) and Empathy



Construct Rating Scale (ECRS) were used to measure the level of self-acceptance and empathy respectively. Only the scores on POI subscales Self-acceptance, Self-regard, Time Competence, and Capacity for Intimate Contact were used as bases for measuring the level of self-acceptance.

The t -test for correlated samples was used to determine if there was a significant difference in the students' overall scores on self-acceptance and empathy before and after the CPE program. The Pearson product-moment correlation coefficient was computed to determine if there was a significant positive relationship between self-acceptance and empathy both before and after the CPE program.

The results showed that there was a significant increase in the CPE students' scores on the four POI subscales after the training program.

However, there was no increase in the CPE students' level of empathy after the training program, $t(51) = 1.01$, $p > .05$.

The Pearson product-moment correlation coefficient between the CPE students' level of self-acceptance and level of empathy before the CPE program was not significant, $r = .03$, $p > .05$; but was significant at posttest, $r = .36$, $p < .05$.



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