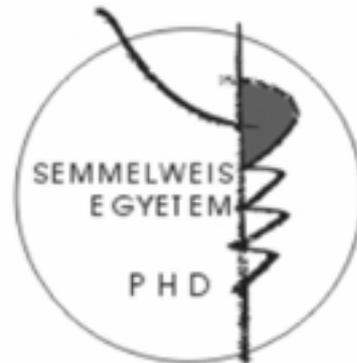


The development, survey of effectiveness and improvement of the curriculum of the post-graduate course on pastoral counseling

PhD thesis

Gábor P. Török

Semmelweis University
Mental Health Sciences Doctoral School



Supervisor: Beáta Dr. Pethesné Dávid Ph.D.

Official reviewers: Dr. János Gombocz, Ph.D.
Dr. Imre Varga, Ph.D.

Head of the Final Examination Committee: Dr. Ferenc Túry M.D. Ph.D.
Head of the Final Examination Committee: Dr. Zsuzsa Széman, Ph.D.
Dr. Lajos Szabó Ph.D.

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1. Introduction

Pastoral counseling is a particular area of the helping professions aiming at mental health prevention. Its specialty lies in its relation to spiritual and religious content and its working methods evolving from this relationship. Because of its religious orientation, its helping activity is fundamentally influenced by the social environment and the social possibilities of the churches.

In Hungary, after the change of the regime in 1990, the position of pastoral counseling and the possibilities for further studies of pastoral counselors changed fundamentally. Different disciplines that had previously been terminated started to draw nearer and interdisciplinary cooperation became possible. In this new environment the Institution for Mental Health at Semmelweis University launched a new postgraduate course of human sciences for individuals with theological qualification, based on its previous training experiences and in cooperation with ecclesiastical institutions of higher education.

The philosophy of the curriculum of the postgraduate course that was launched in 2002 views the educational process as a system regulated from many different angles, in which the empirical investigation based verification of the goals and educational methods of the program plays a key role. This ensures the social adaptivity and effectiveness of the course. To prove the efficiency of the education and to improve it, two researches have been carried out in the last decade of the program.

The first research deals with the contents of the motivational letters (n=203) of the students admitted into the pastoral counseling postgraduate course. Its goal is to discover the motives based on which the pastoral counselors, coming from different ecclesiastic backgrounds and from different fields of work, decided to apply for this program.

The second research was a longitudinal survey that analyzes the effectiveness of the changes of the key competencies (n=68/56). It measures the characteristics and the changes in the characteristics of the students with a questionnaire that is the Hungarian equivalent of the Californian Psychological Inventory (CPI-S), consisting of 300 items, and it measures the changes in the pastoral counselor's competency in counseling interactions with a questionnaire elaborated especially for this occasion. There was no change detectable in the characteristics, however the effectiveness of the admission process has been proved.

These two researches do not cover all the possible aspects of the effectiveness of the complete structure of the curriculum, however it elaborates on the two very important aspects of the effectiveness and efficiency. With respect to the areas in question it thoroughly deals

with the educational system: it investigates the input side (What? To whom?), the output side (With what result?) and it draws conclusions concerning the process of the education (How?). From the point of view of the research functions, the justification/legitimation, verification/control, and correction/optimization were taken into consideration.

2. Goals

The overall goal of the two researches was the systematic analysis of the curriculum from the aspects of productivity (justification, verification) and the possibilities for improvement (correction). The goals were defined in a matrix for the areas of productivity inquiry and functions, based on the theory of curriculum (see table 1.) The two goals of the two researches join in the supervision of the curriculum.

Table 1: Matrix for the areas of productivity inquiry and functions, displaying the goals

FUNCTIONS (Wesseler, 1999)	Areas		
	Input (To whom?)	Procedure (What?)	Output (What result?)
justification, legitimation	Unfolding motivation (Research 1.)	–	Traceable effect on character (Research 2.)
verification, control	Efficiency in the process of admission (Research 2.)	–	The extent to which key competencies were acquired (Research 2.)
correction, optimization	Differentiation of target groups based on motivation c (Research 1.)	Supervision of educational goals (Research 1-2.)	Increase of the effectiveness of the course (Research 1-2.)

Both of the researches have some additional goals that are more elaborated. Both of them measure effectiveness on different points and with different instruments, however they both point at the possibilities of improvement that serve the goals of the “mission” of the course.

2.1 Research 1. The elaborated goals of the research in motivation

Research questions and hypotheses were conceptualized based on the revelation of the specialties of motives, on experience in training, as well as relevant literature.

(1) Our ultimate goal was to reveal what the most typical motivational motives are in applying for this course.

Hypothesis: Individuals with theological qualifications seek knowledge in human sciences, practical skills of helping relationships and a postgraduate course that integrates spirituality too, because they are asked questions in personal life conduction in times of crisis, mental illnesses, and they feel incompetent and not adequately trained. Thus they cannot function in a very important area of they profession the way they and their environment expect them to do. Therefore, the main motive in their application for this program is to avoid failure in such situations and become more effective in their vocation.

(2) What is the target of their motivation: to work in a new field of their profession (specialization), or to be able to work on the same field of work more efficiently (professionalization)?

Hypothesis: Applicants have a motivation to work as pastoral counselors with special groups of society rather than to improve their skills in their original pastoral filed of work. This hypothesis is based on the fact that the social changes in the last decades made it possible for pastoral counselors to undertake special pastoral counseling work in more and more medical, social or educational institutions, besides their work inside their church community. In these institutions they meet special life situations, problems and challenges, for which they have to be prepared, so that they could accomplish their special field of work, and thus become an accepted member of the professional team of the given institution.

(3) Are there any differences in the motives of Roman Catholic and Protestant applicants? Are there any special attributions of the various denominations that would be worth taking into consideration in organizing and setting the goals of our ecumenical program?

Hypothesis: Different denominations have different motives. Protestant applicants seek for the possibility for specialization, whereas applicants coming from the Roman Catholic Church, which struggles with shortage of the clergy, tend to have the motivation of becoming more effective in their service.

(4) Is there any connection between the years completed in service and the feeling of incompetence?

Hypothesis: Impregnation with negative experiences is the main motive in applying for this program, thus it depends on the years completed in the same field of work.

(5) Is there a difference between the behavior of men and women concerning motivation?

Hypothesis: There is a difference between men and women due to their different career possibilities.

2.2 Research 2. Goals for the research of personalities and key competencies

(1) Testing the effectiveness of the admission system

The admission system plays a crucial role in deciding whether an applicant is suitable for practicing pastoral counseling. In this aspect his/her personality is an important factor, as it is in other helping professions, too. Testing the profiles of the personality of the applicants can provide important feedback as to the effectiveness of the admission process.

(2) Changes in the cumulative profile of the personality of a given year

Does the profile of personalities of the target group in question show changes due to the course or it does not? If yes, is this change significant or not? An important goal of the course is personality development. It was a question whether it can be proved with a personality diagnostic test that the changes in the students did not only happen on a cognitive level, ie. they acquired wider knowledge and more techniques, but it also happened on the deeper levels of their personality.

(3) Measuring the changes in counseling competence during the program

In the skills development courses of the curriculum the acquirement and adequate use of a person-centered, non-directive view and responsive skills in counseling situations is essential. By testing the skills in conduction of counseling conversations we acquire a feedback about the effectiveness of our methods and courses as well as about the ways of possible future improvements.

3. Methods

3.1 Research 1.

In our research we dealt with two-hundred-and-three motivational letters of students from three years (2005, 2008, 2011) (n=203). The criteria for selection was the admission of the applicant into the program.

The basis of our quantitative survey was the analysis of the motivational letters. We created categories from the context of these letters and surveyed their frequencies and relationships of these aforementioned context categories (trends). We used the method of context analysis to detect these trends, and thus we detected twelve basic motivations.

Two encoders worked in establishing the categories, however, later the text analysis was the single work of the leader of the research.

Revealing the motivational categories in the aforementioned way means an operationalization process, based on which the motivations of the applicants of the forthcoming years can be detected more precisely by a questionnaire or a software.

The results are relevant concerning the development of the curriculum, they support our experiences of the program in content, however do not point further than that. The use of a text/content analysis software would mean an advantage in further research.

3.2 Research 2.

In our longitudinal research the initial research sample consisted of the students who started the specialization program in 2005 (N=68, tested in September at the beginning of the program). Fifty-five students of this sample were tested again in May 2008, before graduation, with 13 people previously dropping out of the program. Filling out the questionnaire was voluntary and anonymous. We used the Hungarian equivalent of the Californian Psychological Inventory (CPI-S, Gough 1956), consisting of 300 items (Oláh 1984), and a self-made questionnaire focusing on *Measuring counseling skills for pastoral counselors*.

(1-2) Californian Psychological Inventory – Short version (CPI-S)

We chose this inventory, because it is used to reveal and describe healthy personalities, and not to detect mental illnesses or pathological states. The shortened Hungarian version measures 21 personality highlights, which describe healthy people's interpersonal behavioral tendencies, self-regulatory methods, motivational and intellectual attributions. The measuring instrument had been standardized for Hungarian population. Gaining data, processing the questionnaire and evaluating results was helped by a psychologist.

(3) Measuring the changes in counseling competencies

In cooperation with a research group from our university, we developed a test instrument that aimed at measuring the types of pastoral counseling competencies most relevant for a pastoral counseling session. It was based on a specific counseling situation. Students were asked to read the verbatim of an actual pastoral counseling session and then answer eight open questions. The goal was to design an instrument that identifies skills and techniques acquired during the program through an evaluation of the pastoral counseling interactions and professional behavior in the given sample case.

The questionnaire consists of open questions, and we set up a system of categories for the quantitative evaluation of the results. Answers given to the questions were first analyzed according to the professional approach that the program represents in pastoral counseling. Then categories were set up based on the gained data and were added grades. Coding was performed by three individual coders: a pastoral counselor, a professional in mental health and a researcher in sociology.

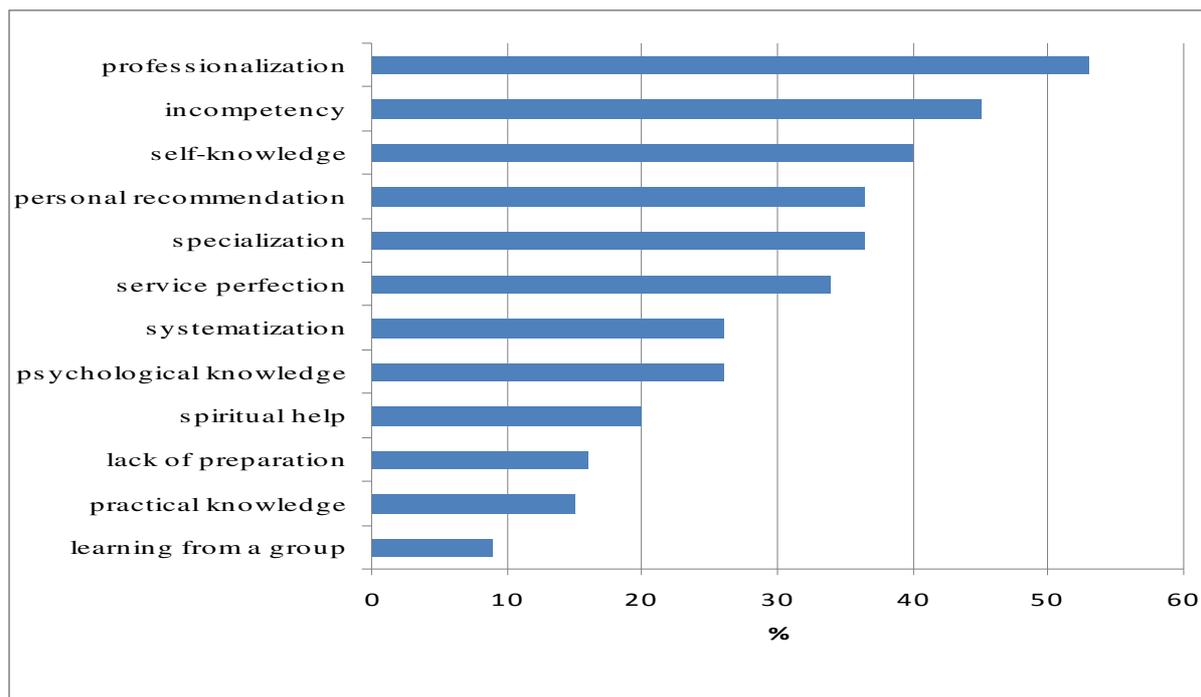
4. Results

5.

5.1 Research 1.

(1) From the twelve motives that unfolded from the questionnaire the most frequent ones point to the fact that the most important reason for the applicants to choose this program is that they want to become more successful in their work via the gained new knowledge, and they search for a possibility to strengthen their identities as pastoral counselors.

Table 2.: Frequency of motives (%) (N=203)



(2) In the case of the given field of work or opening towards special areas the frequency of motives shows greater extent of the need for professionalization. This justifies and strengthens the importance of processing their everyday experiences and integrating their new knowledge to the already possessed ones.

(3) In terms of denominations, there is no great difference between the groups. The differences are related rather to gender and fields of work.

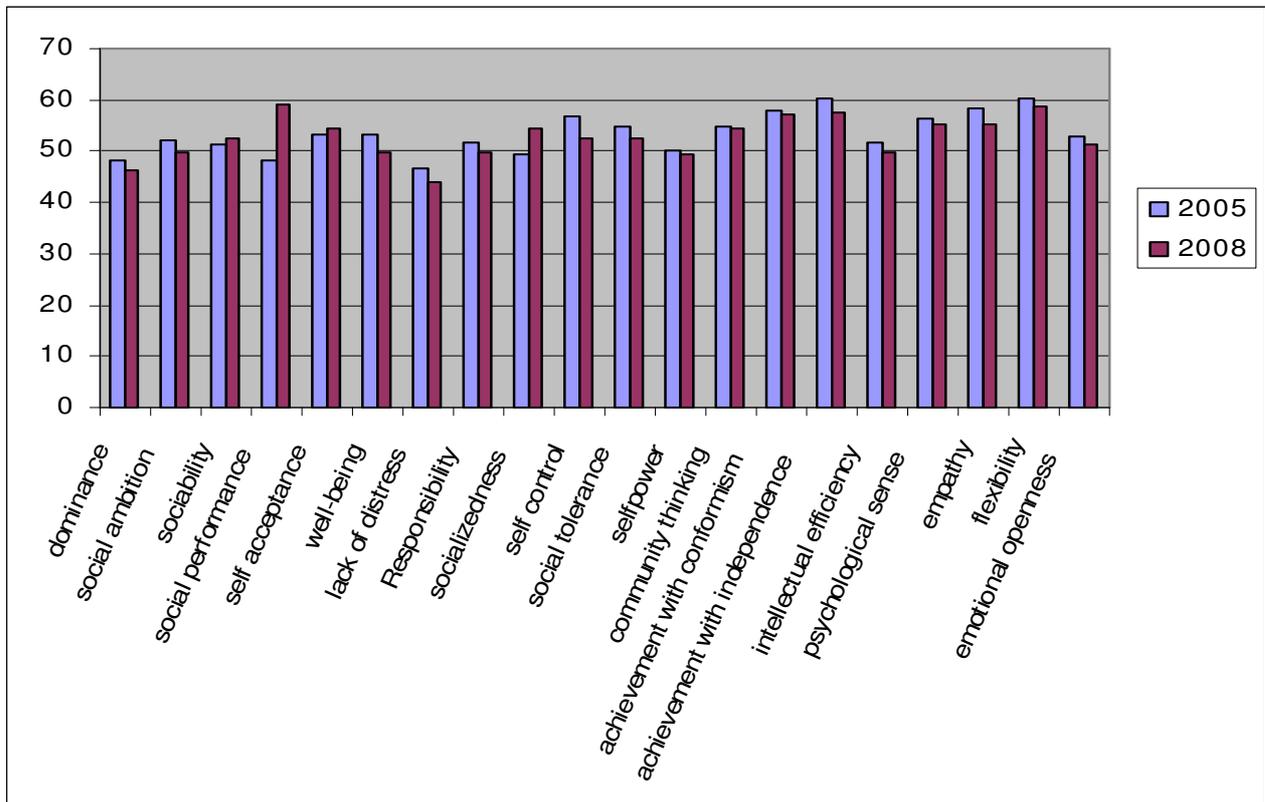
(4) The feeling of incompetence does not show relation to the years accomplished in a given field of work, and the increase of work experience.

(5) Characteristically for men the main motives are professionalization, personal recommendation or example of a colleague, reference to the lack of preparation, and the need for perfection in service. Studying is rather a tool for success in their jobs. They do not refer to frustrating situations and personal incompetence, but rather to outside causes, such as the lack of preparation. Women however, tend to name experiences connected to the feeling of incompetence, and they are more open to personality development, and have the motivation of self-knowledge improvement, personality development as well as specialization.

5.2 Research 2.

(1-2) Results for the CPI-S inventory

Table 3: Results for CPI-S in the sample of 2005 and 2008 (%)



There is no significant difference between the two sample. The result from 2008 follows that of 2005, ie. the two samples' personality profile can be considered identical in terms of statistics.

On the whole we can conclude first that the sample belongs to the normal scope of the CPI measured personal attributions (30-70 %), secondly, that the personalities of the participants did not change significantly during the program.

(3) Results of the questionnaire about counseling competence

The assessment of the counseling competence that integrates the different fields of the program shows that the desired change did manifest itself in a number of important areas during the program in a great percentage of the students coming from various backgrounds.

Since the various competencies are distributed differently, we verified their change with different statistical procedures (Table 1-2). In the case of the variable “person-centredness” significant increase was detected, and the variable “understanding emotions” increased, but not significantly.

Table 1.: Results for the variables 'understanding emotions' and 'person-centeredness'

Competencies	Results							
	Complete sample (N=54)							
	T1 (pre)		T2 (post)		t	p		
min	max	M	SD	M			SD	
Understanding emotions: Does the respondent recognize the pastoral counselor's responses that express emotions?	-3.0	5.0	2,10	1,76	2,42	1,47	-1,39	0,172
Person-centeredness: Does the respondent recognize the pastoral counselor's inadequate, problem-centered responses?	-3.0	8.0	1,58	2,52	3,72	2,5	-5,34	< .001

In the case of further variables, we proved with a different statistical process that a significant change was detectable in the case of '*recognition of competence boundaries*', '*non-directiveness*', '*assuming responsibility for the process*' and '*ability to handle spiritual issues*'. In each case, the occurrence of categories characteristic of higher counseling competence increased. Furthermore, there were more changes towards higher competence in individual comparison as well. There were no significant changes in the cases of the '*directiveness*' and the '*observing the counseling agreement*' variables.

Table 2.: Results of measuring the counseling competence

Type of Competence	Frequencies				Khi-square	p
	N (pre)	%	N (post)	%		
Non-directiveness: Does the respondent give an empathic answer that expresses emotions at a given point in the session?						
<i>no, he gives advice</i>	34	63,0	7	13,0		
<i>inadequate reaction</i>	8	14,8	0	0,0		
<i>yes</i>	12	22,2	47	87,0		
Total	54		54		46,54 ¹ 45,76 ²	< ,001 < ,001
Directiveness: Does the respondent recognize both adequate directive responses in the vignette?						
<i>No</i>	12	24,0	14	28,0		
<i>partly, gives no reasons</i>	14	28,0	13	26,0		
<i>One of them, and provides accurate reasons</i>	22	44,0	22	44,0		
<i>both, but does not give accurate reasons</i>	0	0,0	0	0,0		
<i>both, and gives accurate reasons</i>	2	4,0	1	2,0		
Total	50		50		0,21 ³	0,899
Recognition of competence boundaries: Does the respondent consider it necessary to involve another specialist in the case?						
<i>No</i>	24	44,4	12	22,2		
<i>no, but recognizes some symptoms</i>	3	5,6	1	1,9		
<i>yes, but gives no reasons</i>	17	31,5	15	27,8		
<i>yes, but the reasons are incomplete</i>	10	18,5	19	35,2		
<i>yes, and also provides accurate reasons</i>	0	0,0	7	13,0		
Total	54		54		14,92 ⁴ 12,14 ⁵	0,005 0,002
Assuming responsibility for the process: Does the respondent's answer take into consideration the counseling agreement and the client's psychological state?						
<i>no</i>	5	10,9	0	0,0		

<i>in small part</i>	10	21,7	11	23,9		
<i>partly</i>	13	28,3	2	4,3		
<i>only one of them</i>	17	37,0	11	23,9		
<i>yes, both</i>	1	2,2	22	47,8		
Total	46		46		33,57 ⁶ 28,14 ⁷	< ,001 < ,001

Ability to handle spiritual issues: Does the respondent recognize that the pastoral counselor in the vignette does not adequately counsel his client in this regard?

<i>no</i>	10	21,3	0	0,0		
<i>undecided</i>	11	23,4	1	2,1		
<i>partly</i>	22	46,8	32	68,1		
<i>yes</i>	4	8,5	11	23,4		
Total	47		47		- 3,85	< .001

Observing the counseling agreement: Does the respondent find acceptable the pastoral counselor's firm conclusion of the session that observes the counseling agreement?

<i>no</i>	41	80,4	36	70,6		
<i>yes</i>	10	19,6	15	29,4		
Total	51		51		1,32	0,250

Comments:

- ¹. In the 2nd cell the expected frequency is 4.
- ². First 2 categories contracted
- ³. Last 3 categories contracted
- ⁴. In the 4th cell the expected frequency is less than 5.
- ⁵. Answers contracted in 3 categories
- ⁶. In the 4th cell the expected frequency is less than 5.
- ⁷. Answers contracted in 3 categories

5.3 Summary of the results

(1) Summary of the results of the questions on the input side.

On the input side of the theoretical based curriculum we find the questions concerning the revelation of the motivation, differentiation of the target groups and the effectiveness of the admission process.

- We justified (legitimized), that the basic motivations of the applicants is to preserve and improve their activity. The most characteristic motive was to acquire helping competencies.

- We verified (controlled), that the admission process is adequately elaborated, and is suitable for filtering the applicants, and thus it ensures the goals of the program.

- We corrected (optimized) the differentiation of the target groups. The differences in motivations pointed at the correlations concerning gender (male / female), and field of activities (clerical / non-clerical).

(2) Summary of the results of the questions on the output side.

On the output side we investigated the detectable effect of the personality improvement, the extent to which the individuals acquired the key competencies and the ways the program's effectiveness could be improved.

- In the justification (legitimization) function it was unsuccessful to detect significant change in personalities with the chosen personality diagnostic test. We could not prove the effect of the courses aimed at personality development with the chosen research tool.

- In the verification (control) function we detected significant changes on the output side concerning the acquirement of key competencies. We verified that the methods of the pastoral counselor postgraduate course are adequately chosen and thus are effective, because the professional goal of the program, ie. the expected increase of competence, manifest itself in great number of the graduated students despite of the differences of age, experience and qualifications.

- In the correction (optimization) function we detected those competence areas where significant changes had not been measured, and on which greater emphasis ought to be laid in the future in order to increase the effectiveness of the program.

5. Conclusion

Processing the results of the survey of effectiveness is made complete by its effect of the curriculum, the supervision of the educational goals and the revision of the curriculum. The conclusions drawn from the results manifest themselves in the supervision of the program by optimizing the processes in the curriculum. The revision of the educational program of the course is a result of a two-way process. First, it was made necessary by outside causes, ie. the transformation of higher education, called the 'Bologna Process'. Secondly, there were inner causes that made it necessary, such as the results of the survey of effectiveness and other training experiences. In 2011, it became necessary to revise the course on a new base the way that it fits the new legislation of higher education in a more limited number of lessons, and had to be re-licensed by the Educational Authority. Due to this compulsory outer cause, it was not always possible to take into consideration the professional aspects driven from the results of the surveys; compromises needed to be found. The revision made it possible for the social and education-political changes of the last decade to have an effect on the program.

(1) Throughout the revision process it was necessary to define which trends of pastoral counseling should the approach of the course follow. In this definition process the analysis of motivations and the changes in the social environment played a key role.

Motivational letters pointed at the fact that the applicants face numerous and very different human problems during their work, which is less characteristic for specialization that was hoped for at the beginning of the course. Pastoral counseling became better-known and more accepted during the years that have passed since the launch of the program. As a result of the course, pastoral counseling theories and trends became known, and a professional journal appeared (Embertárs), and basic literature appeared on this field. More opportunities for further education appeared for pastoral counselors, and thus a differentiating process started according to the different trends in the profession. Other programs were launched, representing different trends.

The Institute for Mental Health at Semmelweis University in cooperation with theological higher educational institutions, such as Saint Athanasius Greek-Catholic Theological College and the Evangelical-Lutheran Theological University decided for the further integration highlight of mental health approach, therefore renamed the program as *Pastoral Counseling Course with a Mental Health Approach*, and reduced the number of total contact-hours of the program to 560.

(2) The importance of opportunity for specialization also had to be revised. After the change of regime in 1990 the social role of the churches increased, therefore in the guidelines of the program it was planned and hoped that in social, medical and educational institutions individual posts would be established for pastoral counselors. This did not happen. No standardized system appeared on these fields. Not even in hospitals became it possible to establish independent, state-supported pastoral counseling positions.

The analysis of the motivational letters showed that pastoral counselors can integrate their newly acquired skill primarily into their own service as pastors of ecclesiastic institutions. This is shown by the high rate in motivation towards professionalization. The students are able to use the mental health approach not only in their basic tasks as teachers, deacons, vicars, but they are able to integrate these skills into their pastoral counselor service, too. These mental health approach type skills include the following: preventive approach, interdisciplinary cooperation skills, orientation towards own resources and all the other tools to conserve mental health. The mental health approach accommodate well to the Nauer type of pastoral counseling concept based on plural perspectives. This model, called multiperspectivist, does not define strictly separated roles for pastoral counselors, but it provides a perspective which opens a way to utilize them freely in certain situations.

The students' works are manifold, and not specialized. It orientates on the basis of the tasks, therefore the specialization inside the course ceased, and a uniformed diploma is

attainable on the postgraduate course, namely 'pastoral counselor with a mental health approach'.

(3) In the part of the research that deals with the acquirement of competencies, the variables '*understanding emotions*' and '*recognition of boundaries*' no significant change was detectable. We presume that the course ought to count not only with the previous experiences, but with previously acquired knowledge as well, since on theological colleges and universities practical theology has been claiming more and more important role. Into the preparation of vicars and deacons, the basic theoretical helping skills for pastoral counselors are taught, besides the practical knowledge at religious education and rhetoric. Theological graduates are coming with a previously acquired theoretical knowledge, such as the Rogers principle about communication along emotions, or the need to recognize boundaries. In test situations they recognize the importance of these aforementioned skills, however greater emphasis must be laid during the program on the ways of using these skills and integrating them into their work.

In order to integrate human sciences and theology on the theoretical classes the ways of adaptation are taught by pastoral counselors, who are former students of the course and are experienced in a certain field of counseling (The names of these classes are: Theory of helping relationships, Family helping skills, Social science studies).

(4) The relative permanence in personality and the negative result in its change did not question the importance of personality development, however due to need of the shortcut in the number of contact-hours, it became necessary to abandon one of the three intensive weeks, namely the one on family-oriented personality development. Thus the integrative role of the other two intensive weeks remained, namely the one on helping relationship and counseling relationship, and the one on the spirituality and counseling relationship.

(5) Problem areas and the difficulties of handling them mentioned in the motivational letters of the applicants pointed to the fact that pastoral counselors need to acquire not only competencies that prepare them for individual counseling, but also competencies that enable them for group or community counseling. Besides individualization of religious practice, more and more people turn to clerical staff with their problems in relation of their relationships or existence. Moreover, the role of a church as a community factor also increases. Thus problems that effect the whole society, such as helping alcoholics, people in marriage crises, divorced or unemployed people are possible to be dealt with establishing counseling groups. Acquiring basic competencies needed for leading such groups are part of the program (namely: Theory of community counseling, Project developing skills for community counseling).

An achievement connected to this is that by assessing counseling competencies it became clear that every person-centered and non-directive approach that is necessary for counseling activity can be acquired during the program. This also provides an opportunity for establishing the direction for further development, as on this basic knowledge the group and community leading competencies can be built upon, which are important and basic instruments for pastoral counselors as well. Basic elements of these are already part of the program, however, cultivation of this knowledge on an adequate level would be the theme of an other specific post-graduate course. A development that expands the boundaries of this program is the establishment of a master degree course at the Mental Health Institute. The establishing documents for the major called '*MA in Mental Health in Relations and Community Development*' was accepted by the Hungarian Accreditation Council (MAB) in 2009, and the development of its curriculum is under process.

The effectiveness of the program and its suitability to the interests of the students are not only certifiable by the results of various surveys directed at certain competencies, but are also detectable on the working methods, practical effectiveness, long-term success of the works and the appreciation of the employers or churches of the graduates. This assigns the direction for further research possibilities in curriculum development.

6. List of publications

(1) Publications related to the theme of thesis:

- Török G, Joób M. (2013) A mentálhigiénés szemlélet jelentősége és integrálása a lelkipozításba. In: Ittész G. (szerk.), Cura mentis -- salus populi: Mentálhigiéné a társadalom szolgálatában: Ünnepi kötet Tomcsányi Teodóra 70. születésnapjára / Festschrift für Teodóra Tomcsányi zum 70. Geburtstag. Semmelweis Egyetem Mentálhigiéné Intézet, Budapest, 417-429.
- Tomcsányi T, Török G, Csáky-Pallavicini R, Ittész A, Sallay V, Martos T, Török P. (2013) An Ecumenical, Interdisciplinary, and Integrating Specialization Program in Pastoral Counseling in East Central Europe. *Journal of Psychology and Theology* 41: 62-77.
- Török G, Tomcsányi T, Ittész A, Martos T, Semsey G, Szabó T, Tésenyi T. (2012) Ein ökumenisches Modell der Weiterbildung in Seelsorge: Geschichte und Ergebnisse der Evaluationsforschung der Weiterbildung. *European Journal of Mental Health* 7:24-56.
- Török P, Török G, Joób M, Tomcsányi T. (2010) Is the Promotion of Mental Health the Common Denominator of Ecumenism? A Curriculum and Some Experience. *Panorama, Intercultural Journal of Interdisciplinary Ethical and Religious Studies for Responsible Research* 22:137-147.
- Tomcsányi T, Csáky-Pallavicini R, Harmatta J, Pilinszki A, Török G. (2008) Lelkipozítás és pszichoterápia. *Pszichoterápia* 17:170-177.

(2) Other publications not related to the theme of thesis:

- Semsey G, Török G, Csáky-Pallavicini Zs, Horváth-Szabó K. (2007) Die Praxis und die Wirksamkeit der Wertevermittlung in der Katholischen Gemeinschaft Regnum Marianum. *European Journal of Mental Health* 2:25-48.
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