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Signature William Duane Haidle

Date May 18, 1972

A SURVEY OF COUNSELOR PERCEPTIONS OF COUNSELOR EDUCATION COURSES FOR MONTANA STATE UNIVERSITY

by

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ABSTRACT

The purpose of this study was to investigate the counselor perceptions of courses studied in the counselor-education department at Montana State University.

This investigation was accomplished by an inventory completed by counselors who have earned a graduate degree or certification in Counseling during the years 1969-1971 at Montana State University. This inventory was divided into four sections which were described by the investigator. A review of literature was presented in order to demonstrate likenesses and disparaties between this study and similar studied conducted in other areas.

The four areas surveyed are the relevancy of the course work as rated by the counselors, the competency of the counselors, the professional benefit the counselor has received from the course, and the personal benefit gained from the course.

The results of the study indicate that the counselors surveyed feel the courses taken from the counselor-education department at Montana State University have been beneficial to them personally and in their work as counselors. They indicated a desire for more courses in group counseling, and a more extended practicum with opportunities for supervised internships at various State mental and correctional institutions.

Recommendations are that similar studies be conducted periodically to provide awareness of counselor evaluations of the counselor-education program. This awareness will verify strengths and weaknesses in the counselor-education program. It can be a catylist for modifications or changes in the program.

CHAPTER I

INTRODUCTION

While counselor educators have emphasized evaluation as the key to successful counselor education, this evaluation process has been complicated by the fact that there are no set behavioral objectives concerning outcomes of the program. (2:129)

To further complicate the matter, there is a lack of agreement among counselor-educators concerning which of the many currently used counseling theories should be used to educate the prospective counselor. Tyler says that a learned theory is essential to counseling. (17:21) Hall and Lindsey believe theory is a proposition which enables the counselor to evaluate the forthcoming information. (4:13) These comments indicate the importance counselor-educators place upon the learning of a theory; yet, candidates make accusation that the content of the training they received was impractical. (15:499)

In a study conducted by Jackson and Thompson, an attempt was made to assess the differences between effective and ineffective counselors. (7:249) This study supported the hypothesis that effective counselors were seen as having a more positive attitude toward self, most other people, most clients, and counseling. Negative attitudes on the part of the counselors were found to be a hindrance to the counseling process.

The main skill needed by a counselor, as seen by Tyler, is the

ability to communicate. (17:38) The counselor must be able to communicate his understanding of what the client is saying and be able to do it in a warm, sincere way.

In a study conducted by Milliken and Kirchner, findings indicated experience as an important factor in training. The counselor's ability to handle anxiety producing situations was enhanced by experience. (10:17) Experience is seen as the means through which the counselor gains the ability to cope with situations with less threat to himself and to appear more professional to the client.

College students view counselors as able to help with academic, vocational or educational problems. They also perceive the counselor as a source of help to handle some problems with personal adjustment. (16:234)

Because the counselor is working with students and is attempting to help those students find a way to cope with a complex and confusing society, it is this researcher's desire to discover how the practicing counselor views his academic preparation for this type of work. This researcher will also investigate how the counselor perceives the instructor's proficiency in the teaching of these courses.

Statement of the Problem

This study will focus on the relevancy of the course work and the proficiency of the instructor in counselor preparatory courses at

Montana State University, as seen by counselors who have graduated from the counselor-education program or have received certification in Counseling.

Need or Purpose of the Study

A growing awareness of the need for counselors indicates an increasingly important role for counselors to fill; thus, it is important that counselor-education programs be evaluated in terms of relevancy to the work for which counselors are being prepared. This evaluation must come from several sources: the counselor-educators; the counselors themselves; the supervisors of the schools or institutions where the counselors work; and those who are being counseled.

This researcher will investigate the evaluation of the counselor-education program at Montana State University by the graduates of this program.

General Questions to be Answered

The questions to be answered include the following:

1. What is the role of the counselor as defined by the counselor?
2. How does the counselor perceive his training as preparing him for his work as a counselor?
3. What changes in the counselor-education program would the practicing counselor recommend?

4. How proficient does the counselor perceive the instructors in the counselor-education program?

General Procedure

This study will be developed in the following manner. First, the researcher will review literature in the field of school counseling and the training of counselors. Second, the researcher will present information from prominent people in the field of counselor-education to learn of present programs and suggested changes. Third, the researcher will mail a questionnaire to people who have earned a graduate degree or have received certification in Counseling at Montana State University. The intent of this questionnaire is to survey the attitudes and opinions of these counselors with regard to their preparation and suggested changes in the counselor-education program. Fourth, comparisons will be made between the existing practices at Montana State University and the recommendations of the counselors. Finally, the researcher will assess and evaluate the findings and make recommendations for further study.

Limitations of the Study

The study was conducted with the following restrictions:

1. The researcher limited the study to counselors who had earned a graduate degree or certification in Counseling at Montana State University in the last three years.

2. The scope of the study included only a survey of the attitudes or perceptions of the counselors regarding the relevancy of their preparation for counseling to the actual field of counseling.

3. Only graduates from Montana State University were surveyed.

4. The researcher limited the review of literature to material published within the last seven years.

Summary

The question of how to train a counselor and to what theory he should be oriented is a difficult question to resolve. In spite of the unresolved issues the counselor is faced daily with the urgency of helping students unscramble seemingly unsolvable emotional problems. These problems are so intricate and so important to the present life of the student and his future life that it is imperative that counselors receive the best possible training. It is the intent of this reseacher to seek the opinions of those counselors who have received their training at Montana State University and now have working experience to appraise the counselor-education program.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature in this paper will investigate the following three areas: First, the role of the counselor; second, the education of the counselor; and third, the relevancy of the required course work to counseling as perceived by those who have completed the course work and are employed in the area of counseling.

Definition of Terms

There will be no attempt in this paper to differentiate between counseling and psychotherapy. In fact, the two terms will be used synonomously. Holland points out that the ultimate reason for seeking psychotherapeutic assistance is an unfavorable balance between unpleasant feelings. (5:202) Regardless of the argument over counseling being synonomous with, or different from, psychotherapy, or counseling being a rational and cognitive experience rather than an emotional therapeutic experience, there is general agreement that the counselor is one who is involved in helping the client to change his attitudes and his behavior, and thus, in a sense, become a different kind of person. (1:430) It becomes the responsibility of the psychotherapist or counselor, whichever title is preferred, to recognize, interpret, and attempt to change the nature of emotional experience. (5:202)

The role of counseling in this paper will be discussed in the context of a school counselor situation.

The Role of the Counselor

The role of the school counselor as a professional is very complex. He is an educator, artist, and scientist. He must have a wide range of knowledge. He must be sensitive and observant in using certain tools. He must be capable of working as a member of a team and not as an isolated specialist. (6:73) Since the counselor must function in a milieu of social interaction which determines behavior or misbehavior, it is essential that the counselor be comfortable with his own self. The confused and ambivalent counselor will find himself trapped in the no-man's land between the school administration and counseling educator. (14:108) Such ambivalent and conflicting pressures will not be conducive to the intended work of the counselor.

Perez defines counseling as, "An interactive process conjoining the counselee who needs assistance and the counselor who is trained to give this assistance." (12:25) The role of the counselor is to provide the warm, accepting, and affectionate atmosphere in which the counselee feels free to discuss his feelings and emotions without the threat of judgment or rejection. It is an atmosphere in which communication takes place because for the first time the counselee is talking, someone is listening to him, and understanding what he is saying.

The art of listening is central to counseling. The counselor is placed in a position of listening to and perceiving what is being said. After listening and perceiving the counselor becomes a transmitter of the communications back to the counselee. (3:130) As the counselor clarifies and reflects the feeling state expressed by the counselee, the counselee gains insight into his behavior, emotional pressure is relieved, which in turn enables the counselee to make rational decisions of his own. The goal of the counseling process is to help the counselee function more effectively with the actual reality of his environment. (12:26)

The Education of the Counselor

In order for the counselor to function in an adequate manner under the demands of the profession, it is imperative that he be educated. Counselors need to start somewhere and be headed in a definite direction. They may alter course and even change the destination, but a tentative map or theory of what lies ahead and how to get there is necessary if any ground is to be covered effectively. (14:123)

The most prestigious and traditional route to professionalism as counselor or psychotherapist has been via the M.D. or the Ph.D. In comparison to the M.D. or Ph.D. the school counselors have been considered as not being as well equipped or trained since the school counselor has only taken extra courses to be certified in counseling;

or has earned a master's degree in counseling. (1:433)

Blocker points out that counselors in preparation are essentially people who are attempting to improve the quality of their interpersonal relationships so that they will be able to facilitate the learning of others. (3:137)

A maxim repeated for years by counselor educators is, "Nothing is as useful as a good theory," yet, there is no evidence that any positive relationship exists between the study of counseling theories and ability to counsel effectively. (11:4) This points out the important fact that the counseling process involves working with people. The theory-centered method of educating is critiqued by van Kamm when he says:

> Do they take into account the fact that these therapists are being trained for a pluralistic society? How many seminars are dedicated to the varied cultural, subcultural, and religious projects of existence which underlie the lives of their patients? Is there a sufficient number of group therapeutic sessions in which the students can work through their own unconscious hostilities and defensive misunderstandings of religions or cultures which are not their own? (18:125)

The problem of preparing a person for the role of counselor is a complex one. The trained person is one who undergoes the perscribed courses of study. Perz differentiates between the trained and the educated person by defining the educated person as one who not only passes his courses, but he derives meaning from them by which he can function effectively. (12:23)

Some criteria are suggested as guide lines for a counselor education program. These criteria are suggested as the minimum requirements for such a program.

1. Careful selection of candidates with respect to the personal characteristics they bring to the program. This does not preclude potential for growth and change in all people.

2. Provision for continuous personal growth and self-evaluation of candidates as well as evaluation by counselor-educators, school officials in the field, and by the pupils with whom the counselor is expected to work. There must be opportunity for withdrawal or removal from the program of those candidates who are unable to develop the professional competencies and attitudes needed by counselors.

3. Provision for a wide variety of studies in the behavioral and social sciences, including education.

4. Provision for the development of competence in certain professional skills: counseling with both individuals and groups; the placement and grouping of pupils for learning as well as for work; research and evaluation; consultation with parents, teachers and with other adults; referral to and coordinating of efforts with other professionals.

5. Provision of opportunities for supervised practice in all aspects of the profession.

6. Provision for the endorsement, certification, placement and continuing education of successful candidates, and for supervision on the job. (6:73)

A source of variance in the counselor-education programs was found in a study conducted by Pierce and Schauble. They found that interns at a college counseling center made significant gains in facilitative functioning; empathy, positive regard, genuineness, and concreteness, only if they had an individual supervisor who himself was functioning

at high levels of empathy, positive regard, genuineness, and concretness. (13:84) This study also revealed that supervisors who are functioning at a low rate in this facilitative core can influence positive growth only on those students who are functioning at a lower rate than he is. These findings indicate that although course work is important, the effect of the instructor is also an important factor in the preparing of counselors.

Shertzer says counselor preparation should be based on analysis of present counselor duties. Training program content which is structural and focused upon what counselors actually do prepares them thoroughly and competently for effective service in the schools. Such concentration of preparation on what counselors actually do would reduce much of the irrelevancy in preparation and lead directly to qualitative improvement of present practices. (15:468)

Past preparation has emphasized training rather than educating them. Counselors have been given a set of fixed techniques which they were instructed to apply in rigid ways or taught to think solely within the confines of narrowly conceived theoretical approaches. They have been expected to dispense test results and other information in mechanical fashions justified by their so-called objectivity. (3:130)

Counselor-education programs are designed to train people who have already been trained, rather than helping individuals to develop their humanness so that they might be more effective in a human

relationship. (1:434) To emphasize the individual role in counseling, any core of knowledge should be related to, and built around, actual clinical practice in which the major immediate question asked by the counselor is, "Who is me? rather than, "Who is he?" (1:434) The goal of counselor education, as defined by Arbuckle, is not a more knowledgable and skilled technician, but a more human and self-actualizing individual capable of working effectively to help others to realize more fully the potential of their true self. (1:435) In order to achieve this kind of individual growth in the counselor education program, Shertzer suggests that the time spent in guidance internships, supervised practice, and small-group experiences be increased to foster individual growth. (15:494)

The Relevancy of Required Course Work to Counseling

Speaking as a counselor educator, Blocker says counselor education has generally failed to provide the educational experience necessary to allow the integration of response modes into a natural, comfortable, and effective counseling style for each individual counselor. (3:141) This appraisal is supported by counselors who report that one year of training is not sufficient for counseling. (15:467) The skill demanded of the counselor in a counseling situation emphasizes the need for additional training.

In a study of practicing Ohio school counselors conducted by Joseph and Drury, four facts became obvious:

1. Far too few counselors are engaged in in-service training activities.

2. Counseling and testing are the activities performed by the highest percentage of the respondents.

3. Counselors responding to the questionnaire seem somewhat less than fully satisfied with the adequacy of preparation for group guidance duties.

4. Despite current questions about the possibility of actually counseling elementary students, one hundred percent of elementary counselors are counseling. While eight-five percent of high school and eighty-one percent of junior high rate their preparation for counseling "excellent or good" only sixty-seven percent of elementary counselors do so. (8:57)

In a study reported by Bartlett and Thompson, counselors indicated that personal-social counseling is an area of their preparation program where they receive their best training, or at least, they view it as their primary and most important function. (2:134) An area of weakness pointed out by counselors in this same study was the training in consultation skills with parents and teachers.

In both studies just previously cited, counselors indicated a feeling of being inadequately trained for the handling of group counseling. (8:61) (2:136) (See appendix F)

The practicum experience has come to be viewed as the major vehicle for counselor training. Shertzer and Stone suggest that approximately one-quarter to one-third of the program be devoted to

practicum-type activities including supervised field practice. (15:473) The study conducted by Joseph and Drury asked counselors to make suggestions to improve counselor preparation. The most frequently requested change, (31% and 26%), was for a more extended practicum and a more supervised counseling experience. (8:61).

It becomes apparent that preparing an individual for the role of a counselor is a process and not just a matter of fulfilling certain course requirements. The process is centered around the individual becoming aware of himself and how he can best relate to others. The time required for this process to take place is an individual matter.

Conclusion

Social psychology continues to amass evidence that human behavior is very much a product of social interaction. (3:136) The counselor, like the client, is a unique individual who relates more effectively with some individuals than with others. (1:433) The counselor must have sufficient preparation to be aware of his humanness. The simple purpose of good training is to help counselors be most human. (9:65) It is the educated counselor who has incorporated the basic qualities to derive positive, healthy meanings from his curriculum. (12:23)

Counselor educators, graduate school courses, public and non-public school administrators, elementary and secondary staffs and settings, and student bodies all have a part in defining counseling,

but it is the counselor working in the field who is best able to determine the value and relevancy of his preparation for the work of counseling. (See appendix E)

CHAPTER III

PROCEDURES

The purpose of this study is two-fold. First, the researcher investigated the perceptions of the counselors who have graduated from Montana State University concerning the relevancy of the course-work. Opportunity was given to evaluate this relevancy in relation to personal and professional benefits. Second, the researcher investigated the perceptions of the counselors who have graduated from Montana State University concerning the proficiency of the professors teaching these courses. An instrument was prepared and sent to all those who have earned a graduate degree in Counseling, or those who have received certification in Counseling at Montana State University during the years 1969-1971. This instrument investigated the following areas: (1) the relevancy of course content in the counselor education program; (2) the competency of instruction in these courses; (3) the professional benefit from the courses; (4) the personal benefit from the courses; (5) recommendations for improvement in the counselor education program.

In this chapter the instrument and the related literature are examined in the following manner:

1. The population is defined and the procedure for sampling is presented.

2. The investigation categories are defined.

3. The method of collecting data is discussed.

4. The method of data organization is outlined.

5. The precautions taken for accuracy are described.

6. The chapter summary is presented.

Population Description and Sampling Procedure

The population of this investigation consists of all those who have graduated from Montana State University with a graduate degree in Counseling or have received certification in Counseling during the past three years. The names were obtained from the Educational Services office at Montana State University. Because there are only forty-three people that have received a graduate degree or have been certified during this three year period of time, a mailing list will be prepared and an instrument mailed to each one.

Description of Investigation Categories

This investigation describes the following categories:

1. Based on the instrument, how relevant are the courses in the counselor-education program at Montana State University as viewed by graduates of this program?

2. Based on the instrument, how effective is the instruction of the counselor-education courses at Montana State University as seen by graduates of this program?

3. Based on the instrument, what changes do the counselors being surveyed suggest in the present counselor education program at Montana State University?

4. Based on the instrument, how much professional benefit did the counselors receive from the courses?

5. Based on the instrument, how much personal benefit did the counselors receive from the courses?

6. Based on the instrument, how do the recommendations of these counselors who have graduated from Montana State University compare with recommendations given by counselor educators as quoted in the review of literature.

Method of Collecting Data

The researcher has prepared an instrument to gain information in each of the areas of investigation listed in the introduction of this chapter. The content validity of this instrument has been checked by the researcher's advisor, and two graduate students in counseling.

The instrument and a cover letter was mailed November 2, 1971 to all of the counselors who have received a graduate degree or certification at Montana State University during the years 1969-1971. It was requested in the cover letter that all instruments be returned by January 15, 1972. A follow-up letter was mailed December 20, 1971.

Method of Organizing Data

Tables present the following information:

1. The ordinal rating by the respondents of the relevancy of the courses.

2. The percentage of the respondents who have taken the course.

3. The ordinal rating of the respondents of the proficiency of the instructors in these courses.

4. The ordinal rating of the respondents as to professional benefit received from these courses.

5. The ordinal rating of the respondents as to the personal benefit received from these courses.

The rating is on a five-point scale with one being a poor rating and five being an excellent rating. Following each table will be a description of the significant factors in the table. Recommendations offered by the respondents will be evaluated by the researcher and incorporated under the heading of general recommendations.

Precautions Taken for Accuracy

A calculator will be used to compute all data. All figures will be double checked to guard against error.

Summary

The responsibility with which a counselor is confronted as he

deals with his clients demands expertise in the areas of human understanding and personal relationships. The learning required to achieve this expertise can be gained through course work in the counselor-education programs along with experience in actual counseling situations under supervision. In order to evaluate the effectiveness of the present counselor education program it is necessary to investigate the perceptions of those who have completed this program and are now engaged in some area of counseling.

The purpose of this study is to investigate these perceptions of the counselor-education program. It is recognized by this researcher that there is disagreement among counselor educators concerning theoretical approaches to counseling; however, this researcher considers the experience of practical application of the theory as essential to the evaluation of a counselor-education program.

The procedures described in this chapter present an accurate and reliable report of the perceptions of the counselors concerning the course work and training they received at Montana State University.

CHAPTER IV

RESULTS

The results of this investigation are described in the four major areas of investigation. These areas include the following:

1. The relevancy of the course content.
2. The competency of instruction.
3. The professional benefit received from the course.
4. The personal benefit received from the course.

The instrument used to investigate these areas has been analyzed and categorized into tables which will facilitate understanding of the results. Following each table a description of the dominant characteristics of the table will be presented.

The tables prepared from this instrument show: the course title; the area of investigation; the percentage of respondents rating this course; the percentage of respondents rating the course in that particular category on each of the five levels; the mode response; and the total number of responses.

Relevancy of the Course Content

An important factor in the education of a counselor is the relevancy of the course content to the work of counseling. The course should provide the needed background information which will enable the counselor to understand the needs and the feelings of those who come to the counselor for help.

Table 1 indicates the evaluation of the respondents to twenty-two (22) courses. Although the number responding to each course varies, thirty-two (100%) to five (16%), the percentage rating the course in each of the five possible levels indicates the evaluation of the responding counselor.

Table 1

Relevancy of the Course Content

Course	Relevancy of Course Content					Percent Responses	Percentage rating at each level					Mode Response	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Intro. to Counseling	15	10	2	1	0	.87	.53	.36	.07	.03	1	5	28
Counseling	28	4	0	0	0	1.00	.87	.12	0	0	0	5	32
Career Counseling	21	3	0	0	0	.75	.87	.12	0	0	0	5	24
Occupational Information	2	3	0	3	0	.28	.25	.37	0	.37	0	4/2	8
Counseling Practicum	24	2	2	0	0	.87	.86	.07	.07	0	0	5	28
Group Lab	3	2	0	0	0	.16	.60	.40	0	0	0	5	5
Social Processes	0	1	5	0	0	.19	0	.17	.83	0	0	3	6
Personal Inven & Evaluation	2	5	0	1	0	.25	.25	.62	0	.12	0	4	8
Comparative Systems of Counsel	5	1	0	0	0	.19	.83	.17	0	0	0	5	6
Professional Paper	9	6	5	3	4	.84	.33	.22	.18	.11	.15	5	27

Table 1 continued - Relevancy of the Course Content

Course	Relevancy of Course Content					Percent Responses	Percentage rating at each level					Mode Responses	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Educational Statistics	8	7	6	3	2	.81	.31	.27	.23	.11	.08	5	26
Individual Mental Measure	15	6	3	1	0	.78	.60	.24	.12	.04	0	5	25
Research Design	7	2	3	1	2	.46	.47	.13	.20	.07	.13	5	15
Counseling Seminar	13	1	0	1	0	.46	.87	.07	0	.07	0	5	15
Individual Problems	5	2	1	0	0	.25	.62	.25	.12	0	0	5	8
Abnormal Psy.	7	3	4	1	0	.46	.47	.20	.26	.07	0	5	15
Theories of Personality	2	3	7	0	0	.37	.17	.25	.58	0	0	3	12
Social Psychology	1	3	2	0	1	.22	.14	.43	.28	0	.14	4	7
Marriage and Family Counsel.	4	4	4	3	0	.46	.27	.27	.27	.20	0	5/4/3	15
School Curr	2	3	5	6	3	.59	.02	.16	.26	.31	.16	2	19
Crisis in Family	0	6	4	0	1	.34	0	.54	.36	0	.09	4	11
History and Theory of Groups	7	5	4	0	0	.50	.44	.31	.25	0	0	5	16

The results of this study do not support the findings of Shertzer and Stone who reported that counselors were dissatisfied with their education in Counseling. (15:499) The Shertzer and Stone study indicated that counselors felt their education was impractical. The study this researcher has conducted, while some weaknesses have been indicated, shows that the respondents feel they have received a very practical training. Not only are the courses seen as practical, but also as relevant to the work of counseling.

It is noted, however, that the rating of courses dealing directly with counseling generally have a higher rating than do courses in other related areas. Quotes from studies made of other counselor-education programs, as quoted in the review of literature, indicate that the level of proficiency at which the instructor functioned had an effect upon the level of effectiveness achieved by the student.

Competency of Instruction

Table 2 indicates the evaluation of the respondents concerning the competency of instruction in the various courses. The percentage of respondents rating the course at each of the five possible levels is also shown.

Table 2

Competency of Instruction

Course	Competency of Instruction					Percent Responses	Percentage rating at each level					Mode Response	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Intro. to Counseling	16	10	0	2	0	.87	.57	.36	0	.07	0	5	28
Counseling	31	1	0	0	0	1.00	.97	.03	0	0	0	5	32
Career Couns.	20	4	0	0	0	.75	.83	.17	0	0	0	5	24
Occupational Information	6	0	2	0		.28	.75	0	.25	0	0	5	8
Counseling Practicum	22	3	2	0	0	.84	.81	.11	.07	0	0	5	27
Group Lab	3	1	1	0	0	.16	.60	.20	.20	0	0	5	5
Social Processes	0	0	4	2	0	.19	0	0	.67	.33	0	3	6
Personal Inven. & Evaluations	5	3	0	0	0	.25	.62	.37	0	0	0	5	8
Compparative Systems of Counseling	5	1	0	0	0	.19	.83	.17	0	0	0	5	6
Professional Paper	7	10	1	2	3	.71	.30	.43	.04	.09	.13	4	23
Ed. Statistics	19	4	0	0	3	.81	.73	.15	0	0	.11	5	26

Table 2 continued - Competency of Instruction

Course	Competency of Instruction					Percent Responses	Percentage rating at each level					Mode Response	Total of of Responses
	5	4	3	2	1		5	4	3	2	1		
Individual Mental Meas.	14	4	5	1	1	.78	.56	.16	.20	.04	.04	5	25
Research Design	8	5	1	1	1	.50	.50	.31	.06	.06	.06	5	16
Counseling Seminar	12	2	1	0	0	.47	.80	.13	.07	0	0	5	15
Individual Problems	4	3	0	1	0	.25	.50	.37	0	.12	0	5	8
Abnormal Psychology	5	6	3	1	0	.46	.33	.40	.20	.07	0	4	15
Theories of Personality	2	1	7	2	0	.37	.17	.08	.58	.17	0	3	12
Social Psy.	0	2	1	3	1	.22	0	.28	.14	.43	.14	2	7
Marriage and Family Couns.	3	3	2	2	5	.46	.20	.20	.13	.13	.33	1	15
School Curriculum	4	5	3	5	2	.59	.21	.26	.16	.26	.10	4/2	19
Crisis in Family	0	4	4	2	1	.34	0	.36	.36	.18	.09	4/3	11
History and Theory of Gr.	7	6	2	1	0	.50	.43	.37	.12	.06	0	5	16

It is apparent that the courses taken in the Counseling Department have a generally higher rating than the courses taken in supportive areas. This is supported also by the similar ratings given the courses in the area of professional benefit, which would support the findings of Pierce and Schauble. (13:84)

Professional Benefit Received From the Course

Table 1 indicates the preceptions of the counselor concerning the relevancy of the course work to the work of counseling. It is the opinion of this researcher that this is closely related to the professional benefit evaluation shown in Table 3.

Table 3 indicates the evaluation of the counselors and the percentage of the counselors rating the course.

Table 3

Professional Benefit Received from the Course

Course	Professional Benefit from Course					Percent Responses	Percentage rating at each level					Mode Response	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Intro. to Counseling	13	8	5	0	1	.84	.48	.30	.18	0	.04	5	27
Counseling	27	5	0	0	0	1.00	.84	.16	0	0	0	5	32
Career Counseling	19	3	0	1	0	.71	.83	.13	0	.04	0	5	23
Occupational Information	3	0	1	2	2	.28	.37	0	.12	.25	.25	5	8
Counseling Practicum	22	4	1	0	0	.84	.81	.15	.04	0	0	5	27
Group Lab	3	2	0	0	0	.16	.60	.40	0	0	0	5	5
Social Processes	0	1	3	1	1	.19	0	.17	.50	.17	.17	3	6
Personal Inventory And Eval.	3	4	0	1	0	.25	.37	.50	0	.12	0	4	8
Comparative Sys. of Counseling	5	1	0	0	0	.19	.83	.17	0	0	0	5	6
Professional Paper	10	4	4	5	5	.87	.36	.14	.14	.18	.18	5	28

Table 3 continued - Professional Benefit Received from the Course.

Course	Professional Benefit from Course					Percent Responses	Percentage rating at each level					Mode Response	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Ed. Statistics	6	10	2	6	2	.81	.23	.38	.08	.23	.08	4	26
Individual Mental Meas.	13	7	2	1	1	.75	.54	.29	.08	.04	.04	5	24
Research Des.	6	2	2	2	2	.43	.42	.14	.14	.14	.14	5	14
Counseling Seminar	9	3	0	2	0	.43	.64	.21	0	.14	0	5	14
Individual Problems	5	2	0	1	0	.25	.62	.25	0	.12	0	5	8
Abnormal Psy.	2	8	3	2	0	.47	.13	.53	.20	.13	0	4	15
Theories of Personality	2	2	7	1	0	.37	.17	.17	.58	.08	0	3	12
Social Psy.	0	4	0	1	1	.19	0	.67	0	.17	.17	4	6
Marriage and Family Coun.	3	1	3	5	3	.46	.20	.07	.20	.33	.20	2	15
School Curr.	2	5	0	9	3	.59	.10	.26	0	.56	.19	2	19
Crisis in Family	1	4	2	2	2	.34	.09	.36	.18	.18	.18	4	11
History & Theory of Gr.	5	4	6	0	0	.46	.33	.26	.40	0	0	3	15

The studies quoted in the review of literature indicate a general feeling by both counselors and counselor educators that the required course-work should be relevant and be professionally beneficial.

Table 3 indicates that the counselors see the counseling courses as professionally beneficial. Some of the supportive areas did not receive as high a rating. Three of the respondents in this study indicated that more study in the area of psychology would be of great benefit to the counselor

Findings of the studies quoted in the review of literature indicated that the education of a counselor should prepare him to function in the role of a counselor; however, it is more than training, it is an education. It is a time when the counselor comes to know himself and learns to be more human. The courses should give him adequate opportunity to know himself, be provocative enough to stimulate a desire to learn about himself, and to grow emotionally.

Personal Benefit Received From the Course

Table 4 reveals the perceptions of the counselors as to the personal benefit they received from the courses they studied while earning their degree. Their perceptions are rated on a five point scale with the percentage of respondents rating at each of the five levels.

Table 4

Personal Benefit Received from the Course

Course	Personal Benefit					Percent Responses	Percentage rating at each level					Mode Responses	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Intro. to Counseling	16	5	6	1	0	.87	.57	.18	.21	.03	0	5	28
Counseling	29	3	0	0	0	1.00	.91	.09	0	0	0	5	32
Career Couns.	20	4	0	0	0	.75	.83	.17	0	0	0	5	24
Occupational Information	3	1	0	1	3	.25	.37	.12	0	.12	.37	5/1	8
Counseling Practicum	23	3	2	0	0	.87	.82	.10	.07	0	0	5	28
Groups Lab	3	1	1	0	0	.16	.60	.20	.20	0	0	5	5
Social Processes	0	1	3	1	0	.16	0	.20	.60	.20	0	3	5
Personal Inv. and Eval.	1	5	2	0	0	.19	.12	.62	.25	0	0	5	8
Comparative Sys. of Couns.	5	1	0	0	0	.19	.83	.17	0	0	0	5	6
Professional Paper	7	10	3	5	4	.91	.24	.34	.10	.17	.14	4	29
Ed. Statistics	3	5	7	5	6	.81	.11	.19	.30	.19	.23	3	26

Table 4 continued - Personal Benefit Received from the Course

Course	Personal Benefit					Percent Responses	Percentage rating at each level					Mode Responses	Total No. of Responses
	5	4	3	2	1		5	4	3	2	1		
Individual Mental Meas.	10	8	4	3	0	.78	.40	.32	.16	.12	0	5	25
Research Des.	3	3	5	3	2	.50	.19	.19	.31	.19	.12	3	16
Counseling Seminar	10	4	0	1	0	.47	.67	.27	0	.07	0	5	15
Individual Problems	4	2	1	1	0	.25	.50	.25	.12	.12	0	5	8
Abnormal Psychology	3	7	2	1	2	.46	.20	.47	.13	.07	.13	4	15
Theories of Personality	1	2	6	3	0	.37	.08	.17	.50	.25	0	3	12
Social Psy.	0	3	2	1	1	.22	0	.43	.28	.14	.14	4	7
Marriage and Fam. Counsel.	2	3	2	5	3	.46	.13	.20	.13	.33	.20	2	15
School Curr.	3	2	2	6	6	.59	.16	.10	.10	.31	.31	2/1	19
Crisis in Family	2	4	1	1	3	.34	.18	.36	.09	.09	.27	4	11
History and Theory of Gr.	4	5	6	1	0	.50	.25	.31	.37	.06	0	3	16

This study indicates that the counselors investigated would agree with Arbuckle and Shertzer that the education of a counselor is more than completing a curriculum, it is to become a more human and self-actualizing individual, capable of working effectively with others. (1:434 and 15:494)

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this paper has been to investigate the perceptions of counselors as to the adequacy of their education. The investigation was based on the responses of the thirty-two counselors who responded to the instrument.

The purpose of this research is to describe the results of this study. It is hoped that the tables and the comments presented in this study will help to clarify these responses. It also has been the aim of this researcher to draw comparisons between the perceptions of the counselors who received their education at Montana State University, the perceptions of counselors as reported in other studies, and the recommendations of counselor-educators as reported in the review of literature.

Conclusions

The reliability of this inventory might be affected by the fact that the instrument was not subjected to a test-retest comparison.

The data in Chapter IV is valid in the respect that the respondents were free to answer the instrument openly, honestly, and frankly. Opportunity was given for personal comments.

The inventory was carefully tabulated and the number and percentages presented in Chapter IV are accurate and correct. The descriptions made were based on this data.

Conclusions can be inferred in several areas. Counselors educated at Montana State University rate the counseling courses taken in the Counseling Department higher than related courses taken in other departments, however, twenty-five percent indicated that they did not feel adequately trained for group work.

Another inference possible from this study would support the findings of Pierce and Schauble (13:84), which showed that the facilitative level of the instructor influenced the facilitative level of the student. This factor may account for some of the variance in the ratings given in the counseling courses.

The professional and personal benefit ratings in the counseling courses received a higher rating than other courses. This would support the concept propounded by Arbuckle (1:434) that the education of a counselor should help him find out who he is, or help him to be more human.

This study indicates that there are some weaknesses in the counselor-education program at Montana State University. These weaknesses seem to be in the area of group counseling and a need for a more extended practicum experience. It is recognized by this researcher that modifications in the program in these areas have already taken

place which will have an effect upon the ratings given these areas if a later study were to be conducted.

Although there are some weaknesses pointed out by the study, there are some very obvious strong points in this program. The overall high rating given the counseling courses indicate a feeling of satisfaction with the education received at Montana State University. This satisfaction would indicate a feeling of competence in the field of counseling by the respondents.

Recommendations

The degree of satisfaction indicated by the respondents with the counselor-education program at Montana State University indicates the value of the present philosophy of counselor-education being used. This researcher does not mean to imply that changes are not necessary. The implications are that there is a pragmatic theoretical approach being used at the present time. With constant surveillance and upgrading of identified weak areas this program may attain an even higher degree of excellence.

One recommendation made by sixteen percent (16%) of the respondents was that an internship program be worked out with some of the state institutions like Warm Springs, Twin Bridges and Dillon. This internship could be incorporated into the counselor-education program thus giving a more extensive and intensive practicum experience.

This researcher recommends that further study of counselor perceptions be conducted periodically in order to be aware of strengths and weaknesses in the counselor-education program at Montana State University.

APPENDIX

Montana State University
Bozeman, Montana 59715 Tel. 406-587-3121

Department of Educational Services

November 2, 1971

Dear

The counselor education division at Montana State University is conducting a study both to evaluate the existing program with possible recommendations for changes, and for an NCATE Accreditation study.

The enclosed instrument will take approximately fifteen minutes of your time to rate the various courses and the professors as indicated. An additional sheet of paper has been enclosed for your own personal comments and recommendations. The instrument has been coded to facilitate follow-up work. All information will be held in strict confidence.

If you would like to see the result of this study, indicate so on the sheet provided for comments and I will send you an abstract of the study when it is completed.

All instruments to be included in this study must be returned by January 15, 1972. A stamped, self-addressed envelope has been provided.

Your cooperation in this matter is deeply appreciated.

Sincerely,

W. Duane Haidle
Educational Services
Montana State University
Bozeman, Montana 59715

Montana State University
Bozeman, Montana 59715 Tel. 406-587-3121

Department of Educational Services

December 20, 1971

Dear

The counselor education division of Montana State University is conducting a study both to evaluate the existing program with possible recommendations for changes, and for an NCATE Accreditation study. Two weeks ago I mailed you an instrument which was designed to compile the needed information.

Perhaps the instrument did not reach you or it has been mislaid. Therefore, I am sending you another instrument for you to complete and mail back to me.

The enclosed instrument will take approximately fifteen minutes of your time to complete. Additional comments can be written on the sheet provided for comments. All information will be held in strict confidence.

All instruments to be included in this study must be returned by January 15, 1972.

Thank you for your cooperation.

Sincerely,

W. Duane Haidle
Educational Services
Montana State University
Bozeman, Montana 59715

Appendix C

RATING SCALE

Directions: Rate each entity with a number ranging from 1 (One) to 5 (five). One (1) is poor, five (5) is excellent.

1	2	3	4	5
poor	fair	moderate	good	excellent

The entities to be rated for each course are listed on the following pages. Please use the following list of courses and enter the name of the course you are rating in the column entitled "COURSE."

Introduction to Counseling
Counseling
Career Counseling or
  Occupational Information
Counseling Practicum
History and Theory of Groups
Crisis in Family
Family Counseling
Drugs, Alcohol and Tobacco
Other Home Economics (list)
Social Processes
Stratification Sociological
Other Psychology (list)
Other Sociology (list)
Personal Inventory and Evaluation
Comparative Systems of Counseling
Professional Paper
Educational Statistics
General School Curriculum
Individual Mental Measurements
Research Design
Counseling Seminar
Individual Problems
Abnormal Psychology
Theories of Personality
Learning
Child Psychology
Social Psychology

COURSE	RELEVANCY OF COURSE CONTENT	COMPETENCY OF INSTRUCTION	PROFESSIONAL BENEFIT FROM COURSE	PERSONAL BENEFIT FROM COURSE	RECOMMENDATIONS FOR IMPROVEMENT

Appendix C

ADDITIONAL COMMENTS AND RECOMMENDATIONS

THANK YOU FOR COOPERATING!!

Appendix D

Table 1

Number of Counselors Sampled

Total Population	Total Number of Counselors Inventoried	Number of Returns	Percentage of Returns
43	43	32	74

School Counseling: Relation of Theory to Practice

Here the writer presents, from his own research and observations, a few of the ways the working counselor across the nation integrates the theory and practice of counseling into an on-the-job definition:

Counseling is trying to help somebody else help himself.

The school counselor helps youngsters with their problems, with find their place in life, and with better understanding of themselves.

A counselor sees to it that a student's course of study is parallel with his abilities and interests. He encourages the student to take a realistic look at himself.

Counseling is helping children make decisions of their own so they may find satisfaction and enjoyment in their life's work.

Counseling recognizes the freedom of the individual to make his own decisions and to choose his own path, wherever it might lead him. Counseling, however, also recognizes the vulnerability of certain individuals in certain situations, and the counselor must be skilled in recognizing when "path-direction" should take place.

Counseling is making evident to a person who he is, what his potentials are, what possibilities are available for his potentials, and how he might best utilize this knowledge.

Counseling should take the present child and make him a better person in the long run than if he had been left alone to choose for himself. In other words, counseling is the guiding of young people

(and some older ones too) to a more appropriate way of life, based on past experiences of others.

School counselors point out choices to students, discuss the probable results of making each choice, and teach acceptance of responsibility for whatever follows once the choice is made.

Counseling is an emotional journey into another person's skin.

The goals of counseling are self-understanding and self-direction. The best way to reach these goals is any way that works.

Counseling is not conversation. It is intimate communication. It is mouth-to-mouth respiration. It is contact!

Counseling is putting square pegs in square holes, round pegs in round holes and squond pegs in squond holes.

Counseling is giving another person the opportunity to verbalize whatever he wants most to say, letting him "get it off his chest" and into words that will provide self-enlightment or emotional release (catharsis).

Counseling is letting the pupil or student know that he is valued for his own sake, that he is worthy of attention and concern, that he counts in the scheme of things.

Counseling is a sympathetic ear.

Counseling is letting another person talk himself out and then playing it back to him.

Counseling is a short-term partnership with a conscious-level

goal, during which time both the counselor and the counselee show (hopefully) an increase in intellectual growth, emotional maturity, and spiritual insight.

A school counselor is a person who would never dream of giving advice until he becomes absolutely certain that it would never be taken.

There is no such thing as impersonal counseling.

Counseling is often analogous to approaching an iceberg; about three-fourths of the trouble is concealed in the depths. The counselor must be aware that the counselee may not be aware of this phenomenon of nature. (6:114-115)

Table 1
High School, Junior High, and Elementary School Counselor's Evaluation of their Preparation for Selected Duties

Duty	Percent Doing This			Average Rating			Percentage Rating Each Item* Excellent or Good			Fair			Poor and Very Poor		
	HS	JR H	ELE	HS	JR H	ELE	HS	JR H	ELE	HS	JR H	ELE	HS	JR H	ELE
Counseling	95	97	100	4.0	4.1	4.0	85	81	67	13	16	27	2	3	6
Testing	90	94	93	3.9	3.9	4.3	68	75	85	23	19	14	9	6	1
Group guidance	63	83	80	3.4	3.1	3.1	45	35	33	34	40	42	21	25	24
Educational and Occupation Information	89	89	73	3.6	4.0	3.8	56	60	72	31	31	9	13	9	19
Class scheduling and course selection	83	89	60	2.8	2.8	2.1	35	36	44	23	23	11	42	41	45
In-service training	39	47	73	2.6	2.8	2.3	26	38	27	31	15	9	43	45	64

*Excellent = 5; Good = 4; Fair = 3; Poor = 2; Very Poor = 1.

Source: Joseph and Drury

Table 2
Counselors' Ratings of Adequacy of Courses Taken

Source: Joseph and Drury

Courses	% HS Counselors Taking This Course	% JRH Counselors Taking This Course	% ELE Counselors Taking This Course	Average Rating by HS Counselors	Average Rating by JRH Counselors	Average Rating by ELE Counselors	Percentage Rating This Item: Excellent and Good HS	JRH	ELE	Fair HS	JRH	ELE	Poor HS	JRH	ELE
Guidance principles	95	93	100	3.9	4.8	4.0	72	80	73	22	19	27	6	1	0
Admin. of guidance	67	68	40	3.8	3.5	3.0	65	63	27	27	23	67	8	14	6
Group guidance	59	55	66	3.7	3.5	3.6	58	59	70	26	21	20	16	20	10
Educational psychology	76	73	73	3.5	3.5	3.6	50	47	45	36	26	45	14	27	10
Ind. diff.	39	37	60	3.8	4.0	3.8	67	71	67	28	20	22	5	9	11
Child psychology	40	48	53	3.0	3.7	4.2	63	60	75	30	32	13	7	8	12
Adolescent psych.	44	47	26	3.7	3.8	4.0	67	65	75	25	25	25	8	9	0
Exceptional children	39	31	33	3.9	3.9	4.4	69	71	100	28	26	0	3	3	0
Abnormal psychology	24	22	40	3.6	3.8	4.6	54	66	100	35	22	0	11	12	0
Learning theory	22	21	20	3.6	3.5	3.6	60	57	67	27	27	33	13	16	0
Mental hygiene	26	15	26	3.8	4.0	4.2	65	80	100	26	16	0	9	4	0
Case studies	34	32	33	3.9	4.0	4.2	70	72	80	21	20	20	9	8	0
Edu. and Voc. tests	76	71	80	3.9	4.1	3.5	71	80	50	21	19	33	8	1	12
WISC. WAIS-Binet	22	17	46	4.1	4.3	4.4	69	90	100	28	5	0	3	5	0
Individual analysis	26	23	33	3.9	4.0	4.8	73	75	100	22	14	0	5	11	0
Statistics	81	78	67	3.6	3.9	3.2	57	71	20	31	22	70	12	7	10
Ed. and occup. information	87	88	100	3.4	3.9	3.0	57	72	67	30	21	26	13	7	7
School and comm. res.	35	31	26	3.5	3.8	3.5	47	63	50	36	32	25	17	5	25
Couns. principles	86	84	100	4.2	4.1	4.4	80	74	86	19	19	14	1	7	0
Practicum	81	76	80	3.9	4.3	4.4	77	81	83	17	12	17	6	7	0
Internship	7	7	--	4.2	4.2	-	74	78	-	17	22	-	9	0	-
History of Education	40	38	37	2.8	2.8	2.3	27	26	0	33	41	50	40	33	50
Education sociology	22	20	13	3.6	3.6	3.5	52	63	50	34	21	50	14	16	0
Philosophy of Education	41	41	60	3.2	3.4	2.4	41	49	33	35	30	22	24	11	45

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