

AN ABSTRACT OF THE THESIS OF

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TITLE: EXPECTATIONS OF STANDARD NORMED, BASIC NORMED, AND  
NON-NORMED COUNSELORS IN OREGON'S SECONDARY SCHOOLS  
CONCERNING COUNSELOR TASKS.

Abstract approved **Redacted for Privacy**  
Dr. Leslie G. Dunnington

The purpose of this study was to examine how three groups of counselors in Oregon's secondary schools viewed the issue of what tasks should be performed by the Oregon secondary school counselor. The three groups surveyed were: sixty-three counselors who have standard norms, sixty-six counselors who have basic norms, and fifty-six who do not have a counseling norm. The survey was developed by issuance of a questionnaire based on the 1973 ASCA policy on the Role of the Counselor in the Secondary School. How closely each of the three groups agreed with that policy was the basis of this study. The questionnaire was an original instrument which was based in part on direct statements from the ASCA Policy Statement, and in part by assertions made by the writer on inferences made in the ASCA Policy Statement.

Review of the relevant literature showed some vast disagreements as to the opinion of various groups about tasks that counselors should perform. The literature also concluded that the difference in opinion cannot necessarily be attributed to levels of training. Some studies showed an advantage toward those with more training, some showed advanced training to be a disadvantage, but most showed no significant difference. However, only two used the ASCA Policy as a basis for their studies.

The reliability of the questionnaire was .88 using the Spearman Brown Formula of odd and even items placed in matched groups.

The four hypotheses were tested by use of the one-way analysis of variance, fixed design. All four hypotheses were accepted at the .05 level of confidence and in addition, hypotheses one, three and four were accepted at the .01 level of confidence. The four hypotheses were:

Hypothesis 1: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on the total group means.

Hypothesis 2: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 1 questions which deal with the counselor and his relationship to the student and his family.

Hypothesis 3: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 2 questions which deal with the counselor and his relationship to the school staff and administration.

Hypothesis 4: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 3 questions which deal with the counselor and his relationship to his profession.

Recommendations included the need for implementation of the 1973 ASCA Policy into all groups of counselors, counselor educators and administrators who work with the counselor. Also recommended was an in-depth study of the training of the 473 (54.55 percent) counselors in Oregon who do not hold counseling norms to ascertain how much training would be required to obtain the norm and then create training programs to complete the norms. The final recommendation was one to review certification practices in Oregon to avoid allowing "blanket" credentials to carry out any certified school tasks.

Research which was recommended by the findings of this study included an attempt to discover how effectively the three groups of counselors carry out their tasks, since this study sought to define and not evaluate. Also recommended was an attempt to discover how counselors in

practice differ in perception of counselor tasks with other groups of educators and school community. An item analysis to find specific areas of concern was also recommended.

Expectations of Standard Normed, Basic Normed and  
Non-Normed Counselors in Oregon's Secondary Schools  
Concerning Counselor Tasks

by

RAYMOND EARL LINDLEY, SR.

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FOR I CAN DO EVERYTHING GOD ASKS ME TO  
WITH THE HELP OF CHRIST  
WHO GIVES ME THE STRENGTH AND POWER.

PHILIPPIANS 4:13

EXPECTATIONS OF STANDARD NORMED, BASIC NORMED AND  
NON-NORMED COUNSELORS IN OREGON'S SECONDARY SCHOOLS  
CONCERNING COUNSELOR TASKS

CHAPTER I

INTRODUCTION

The performance tasks of the secondary school counselor have received widespread attention in recent years as school counseling has become an established part of the secondary program. Sectional meetings at every national convention of the American Personnel and Guidance Association (APGA) are devoted to the counselor's function. Also, at many state and local meetings of school counselors, educators and supervisors, the topic is often on the program. In 1964, after several years of study, the American School Counselor Association (ASCA) published a statement of policy for secondary school counselors. This statement was developed during the years 1962-1964 by a national planning committee comprised predominantly of school counselors, guidance supervisors and counselor educators.

It has been a large committee, consisting of twenty-seven persons. It utilized a well-organized program of regional study groups. Using a study guide prepared by the national committee, several of these regional groups prepared extensive statements of policy and guidelines of application. A preliminary report was published in the Personnel and Guidance Journal of October, 1963. Hearings on the proposals of this committee were held at the 1963

and 1964 conventions of the Association. The statement was approved by the Senate of APGA, after approval by ASCA, at the 1964 convention. Thus, this statement of policy and its accompanying guidelines received a thorough, grass-roots approach before adoption. (Hill, 1965, p. 110)

The ASCA Policy statement was edited, revised and published by the APGA in 1967. This revision provided updating of terminology and inclusion of new policies. However, it was not until February of 1973 when the first draft of the new revision was presented to APGA committees, that the Policy was written with specific tasks that the secondary school counselor should perform and objectives that he should follow. Merely looking at the titles of the documents gives a clue to this evolution. The 1964 and 1967 policies were entitled "Statement of Policy for Secondary School Counselors," while the new document was entitled "The Role of the Secondary School Counselor."

In the preface to the 1967 APGA study, its purpose is delineated:

The purpose of this document is to identify and clarify the role of the secondary school counselor as perceived by the membership of the American School Counselor Association, and to commit to public record certain philosophical tenets and operational conditions entailed. School counselors recognize the evolutionary status of their profession and actively promote its growth and thereby change. They view their past development, recognize the challenge of the future, and firmly assert their distinct professional standing. That this document is not an accurate characterization of conditions as they may presently exist

is recognized. The function of this ASCA Policy Statement is to describe what should be rather than what is. (Hill, 1965, p. 111)

Definition of counselor tasks has also been affected from outside the profession, particularly through Federal legislation. Perrone and Roth in their 1969 study outline the pertinent legislation in this field:

The George-Dean Act of 1936 provided funds for the establishment of guidance staff positions in state departments of public instruction. The George-Barden Act of 1946 broadened federal support to state and local guidance programs by providing funds for the development of state supervisory programs, reimbursement of salaries of counselor educators and counselors and for research in the field of guidance. The National Defense Education Act of 1958 (NDEA) provided funds to improve guidance programs in secondary schools. The Vocational Education Act of 1963 (VEA), the Economic Opportunity Act of 1964 (EOA), and the Elementary and Secondary Education Act of 1965 (ESEA), have influenced the activities of the counselor by funding guidance programs designed to serve special student groups such as the "non-college bound" and the "culturally disadvantaged." In many instances categorical federal legislation for guidance services has resulted in a categorical counselor role as the counselor became a "college" counselor, a "vocational guidance" counselor or a "disadvantaged" counselor, depending on the dictates of the federal law that funded his program and salary. (Perrone and Roth, 1969, pp. 6-7)

Counselor educators do not seem to have reached unity as to what tasks the counselor should perform. Stone and Shertzer (1963) indicate that the statements of counselor-educators regarding counselor duties when viewed collectively are "even more confusing than the counselor's

publics." (Stone and Shertzer, 1963, pp. 342-347)

#### PURPOSE OF THE STUDY

Apparently, even with the emphasis put forth by ASCA in its policy statements, confusion still exists as to what tasks the counselor should perform. The Federal legislation has also tended to confuse the issue with each new piece of legislation influencing the direction that definition of counselor tasks should take.

The purpose of this study was to examine the issue of task clarification in Oregon as identified by Oregon secondary school counselors. At present, three groups of people counsel in Oregon's secondary schools: (a) those certified with a Standard Norm in counseling; (b) those certified with a Basic Norm in counseling; and (c) those not certified with a norm in counseling. Therefore, this study has investigated the differences in understanding of the tasks of secondary counselors in Oregon from the viewpoint of those who are certified with a standard norm in counseling or qualify for a standard norm, those who are certified with a basic norm in counseling or qualify for that norm, and those who do not have a norm in counseling. The four institutions of counselor education in Oregon exercise individual prerogatives in awarding the standard and basic norms. These requirements differ from one institution to the other. Therefore, this study used the

State of Oregon Department of Education's requirements for certification to determine into which of the three groups each counselor should be placed. (State of Oregon Department of Education, "Oregon Rules for Certification," 1972).

The survey instrument used in this study was prepared from the American School Counselor Association's "Statement of the Role of the Secondary School Counselor." (American Personnel and Guidance Association, 1973.) The respondents for this study were selected from a random sample of the Roster of Oregon Elementary and Secondary School Counselors for 1972-73. (State of Oregon, Department of Education, 1972)

#### IMPORTANCE OF THE STUDY

The importance of this study concerned whether a difference existed in the perception of counselor tasks as viewed by counselors with a standard norm, counselors with a basic norm, and counselors with no norm in counseling, according to professional standards. The purpose of this study was to investigate how each of the three groups saw those tasks. Although an implication could be made, no specific attempt was made to evaluate how well counselors carried out those tasks.

Prior to 1965, the only requirements specified by the State of Oregon Department of Education (State of Oregon, Department of Education "Oregon Rules for Certifica-

tion," 1947) were to be a certified teacher and to be assigned as a counselor in Oregon's public schools. In 1965, Basic and Standard Norms were introduced (State of Oregon, Department of Education "Oregon Rules for Certification" 1965) and counselors who started after that time were encouraged to obtain these norms.

Morgan, in his 1968 study of the development of guidance in Oregon, outlines the development of the basic and standard norms:

In 1953, a 38-page pamphlet titled "A Guidance Aid for High Schools in Oregon" issued in 1948 by the State Department of Education, was revised. In October, 1959, the first meeting of a then recently formed State Advisory Committee on Guidance was held. (Morgan, State of Oregon Department of Education, 1968.)

The committee was formed to study program organization activities and reports from the field; evaluate the results; and make recommendations relative to the operation, expansion, and functioning of all phases of the guidance program activities from kindergarten through 12th grade. (Oregon Annual Narrative Report: Submitted to the Department of Health, Education, and Welfare, State Department of Education, Guidance Services Section, 1960, p. 1)

Also during the 1959-60 school year the first steps toward legal certification of counselors were taken. This included the appointment of a committee composed of school superintendents and principals to develop "counselor norm" requirements as part of the general certification program revision in Oregon. (Oregon Annual Narrative Report: Sub-

mitted to the Department of Health, Education, and Welfare, State Department of Education, Guidance Services Section, 1960, p. 9) The committee's recommendations were submitted to the Certification Committee of the State Department of Education and were as follows:

The following recommendations are made for the Education Specialty Guidance and Counseling Norms:

1. The norms are applicable to guidance workers from kindergarten through high school.
2. Norms are based on the principle of "programs of preparation" rather than "specific courses." For all norms, the counselor must have completed two years of successful teaching.
3. The norms recommended are at the following levels:
  - a. Standard
  - b. Professional
4. Standard Norm
  - a. This norm is designed to:
    - (1) Establish minimal qualifications for entering the field of counseling.
    - (2) Enable persons engaged in part-time counseling (teacher-counselor) to maintain such a position.
  - b. Preparation: Completion of 24 quarter-hours of professional guidance courses (upper division or graduate) in which 21 hours must have been completed in the seven areas of:
    - (1) Basic Principles of Guidance
    - (2) Educational, Occupational, Social, and Personal Information
    - (3) Counseling Techniques
    - (4) The Individual
    - (5) School Programs and the Community

(6) Research and Measurement

(7) Supervised Counseling Experience

The counselor is expected to present a balanced program of preparation. The balance of the fifth year may be a teaching field or fields immediately related to the profession of counseling.

5. Professional Norm

- a. This norm is designed for persons who approach full-time counseling or serve in a capacity of director of guidance or similar leadership positions.
- b. The counselor must hold or be qualified to hold a certificate at the standard level, and must have completed a minimum of seven years counseling and/or teaching experience, three years of which must be in counseling within the past five years.
- c. Preparation: Completion of a program of professional counselor preparation. This includes a Master's Degree in Guidance with a course distribution, approximating a minimum of 45 hours, of professional guidance courses in the seven areas of preparation indicated.
- d. Recommendations: The counselor must receive a competency recommendation from a District Superintendent of Schools based upon three years of successful counseling.
- e. Endorsement: The counselor must receive an endorsement from the institution from which he received his Master's Degree. (Oregon Annual Narrative Report: Submitted to the Department of Health, Education, and Welfare. State Department of Education, Guidance Service Section, 1961, pp. 7-8.)

The above recommendations were based on the requirements established in the voluntary counselor certification program inaugurated in 1957 by the Oregon Personnel and Guidance Association. (Oregon Annual Narrative Report: Submitted to the Department of Health, Education and Wel-

fare. State Department of Education, Guidance Service Section, 1963, p. 10.)

On June 12, 1962, the State Board of Education adopted a Basic Norm of 24 quarter-hours of preparation in guidance and counseling and 48 quarter-hours as the Standard Norm. (Morgan, 1968, p. 4) This adoption was as follows:

NORMS REQUIRED OF EDUCATIONAL SPECIALISTS  
(All such personnel are required to hold the Standard Certificate.)

1. Basic Norm (four-year)

Twenty-four quarter hours of preparation in guidance and counseling completed in a college or university approved by the State Board of Education to prepare such personnel, this preparation to include each of the following areas: basic principles of guidance; educational, occupational, social, and personal information; counseling techniques; the individual; school programs and the community; research and measurements; and supervised counseling experience.

2. Standard Norm (five-years)

Forty-eight quarter hours of preparation in guidance and counseling completed in a college or university approved by the State Board of Education to prepare such personnel, this preparation to be distributed in each of the areas required for the Basic four-year norm. (Oregon Regulations Governing the Certification of Teachers and Administrators. State Department of Education, Certification Section, 1962, p. 25.)

There were some changes from the recommendations submitted and those adopted by the State Department of Education, the first being the change in the norms from "Standard" and "Professional" to "Basic" and "Standard." The content of the Basic Norm remained the same as the recommendations but the Standard Norm underwent several changes. (Morgan, 1968, p. 5) In section d, the requirement of successful counseling experience was later replaced as one of the required items. It is currently two years rather than three as stated in the recommendations. (Oregon Regulations Governing the Certification of Teachers and Administrators. State Department of Education, Certification Section, Salem, 1967, pp. 43,44.)

With the recommendation of Oregon Administrative Rules and action of the Oregon Board of Education, the requirement of speciality certificates became mandatory October 15, 1965. The final revision which was included was the option of one year of supervised counseling experience under the direct supervision of a counselor with a Standard Norm, in place of one of the years of teaching experience. (Oregon Annual Narrative Report: Submitted to the Department of Health, Education, and Welfare. State Department of Education, Guidance Service Section, 1965, p. 5) Under current statutes, then, the basic norm requires preparation in the basic principles of guidance; educational, occupational, social and personal information;

counseling techniques; the individual; school programs and the community; research and measurements; and supervised counseling experience. In addition, two years of successful teaching in the public school classroom, or one year of successful teaching experience in the public school classroom and one year of public school supervised counseling on not less than a half-time basis and under the direct supervision of a counselor with a standard counselor's norm were required. The standard norm required demonstrated competency or 24 additional quarter hours designed to develop further competencies in guidance and counseling, plus two years of successful counseling experience in the public school. (State of Oregon, Department of Education "Oregon Rules for Certification," 1972)

The basic and standard norms were recommended but not required of Oregon counselors. However, the existence of these norms in many cases merely set a standard to aim towards. They were not required in most school districts in Oregon. Lack of counseling norms was mainly true with counselors who had teaching certificates prior to 1965 and were being allowed to counsel under the blanket of the "Grandfather" clause (a term which refers to one type of certificate to perform any certificated function in an Oregon School) because they had certificates before the norms were established. In Oregon in 1973, of the 863

secondary counselors listed in the Roster, 259 or 30.0% have standard norms, 131 or 15.2% have basic norms, and 473 or 54.8% have no norm in counseling. (State of Oregon, Department of Education "Roster of Oregon Elementary and Secondary School Counselors for 1972-1973," 1972)

#### LIMITATIONS OF THE STUDY

1. Statements to which the respondents were requested to react may have been read and interpreted in different ways, according to the individual orientation of each respondent.

2. Only counselors in Oregon were surveyed. Therefore, the results may not be assumed to apply in other geographic areas.

3. Because the five-point, Likert-type scale uses non-parametric analysis, it did not totally differentiate choices.

4. This study concerned itself with the perception of the tasks performed by the counselors, not actual practice.

5. Some counselors in Oregon qualified for a basic or standard norm but had not officially applied for that norm. A listing of the courses taken in their training and years of experience placed them in the appropriate group.

6. The reported and interpreted results were limited by the statistical measurements used. Those statistics were a one-way analysis of variance and the Spearman Brown Formula for Reliability.

7. This study was limited to the procedure followed in the development of the instrument.

#### DEFINITION OF TERMS USED IN THIS STUDY

The following definitions apply wherever the terms appear. The intent of the definitions is to promote clarity and consistency in the design of the research.

Counselor. A professional staff member in an Oregon Secondary School who is assigned guidance and counseling activities as part or full-time employment responsibilities and is reported as such to the State of Oregon Department of Education and listed in the Roster of Counselors.

Secondary School Counselor. A counselor who is employed in an Oregon school serving students in grades 7-9, 10-12, 7-8, 9-12, 9-10, or 11-12, and is reported as such to the State of Oregon Department of Education and listed in the Roster of Counselors.

Qualification for Standard Norm. Completion of a minimum of 48 hours of training in specified guidance and counseling courses and two years of counseling experiences,

(Group A) as specified by the State of Oregon Department of Education in the Oregon Rules for Certification, 1972, and recommended by one of the State of Oregon approved counselor training institutions.

Qualification for Basic Norm. Completion of a minimum of 24 quarter hours of training in specified guidance and counseling courses, (Group B) as specified by the State of Oregon Department of Education in the Oregon Rules for Certification, 1972, and recommended by one of the State of Oregon approved counselor training institutions.

No Norm in Counseling. From zero to less than 24 hours of courses in approved counselor training programs but maintenance of an Oregon teaching credential, (Group C) as specified by the State of Oregon Department of Education in the Oregon Rules for Certification, 1972.

#### SUMMARY

Definition of which tasks a counselor should perform has been confused and changeable with the growing profession. New emphasis on the tasks a counselor should perform by the American School Counselor Association is helping to solidify the definitions.

Oregon's standardization of norms has increased professional standards but has not made binding the requirements for obtaining them. Because of the high percentage

of counselors in Oregon who do not meet professional standards, and to infer whether meeting professional standards makes a difference in perception of counselor tasks, this study was made.

## CHAPTER II

## REVIEW OF THE LITERATURE

Review of the literature of this study is concentrated in two areas: a) review as to the tasks of the counselor as perceived by counselors and others who have connections with the secondary schools; and b) studies involving understanding of those tasks at different levels of training.

In discussing the tasks of the counselor, Ryan and Zeran define:

Guidance services must relate to and function compatibly with instructional and administrative elements in the school system. The guidance program must be capable of adjusting to the impact of change in the larger society. As changes in social class and stratification are evidenced, as values are modified and reordered, the guidance program must provide the special kinds of help to individuals so they can function fully in the changing environments. This responsibility of guidance for helping individuals adjust to changing patterns of social class and stratification which characterized the pre-1960's have undergone changes in definition and implementation. The rigidly defined social class structure of the 1700's has given way to a structural pattern for a non-class society. The American dream, characterized by promise of upward mobility is becoming a reality, as national policies and personal drives combine to break down class barriers. These changes on the social class structure of the American people are signals to the educational system that modifications are in order. The guidance function in the school must take leadership

in implementing changes if education is to be compatible with the environment of which it is a part. (Ryan and Zeran, 1972, pp. 2-3)

This social obligation of counselors is further pointed out by Carey and Garris. Their study attempted to establish counseling as a unique profession in a social setting which is different from any other profession. "In practical terms, role differentiation means simply: what does the counselor do which is different from others, or which cannot be done as well as others?" (Carey and Garris, 1971, pp. 349-352) This is a crucial question, since the inability to supply a sound answer means that counseling cannot be justified as a separate profession. "It behooves each of us to be able to answer this challenge quickly and convincingly for the good of our profession and our specific positions." (Carey and Garris, 1971, pp. 349-352) Stated another way, we might ask what we as counselors do to contribute to the welfare of those we serve which cannot be contributed by psychologists, social workers, teachers, principals, parents, the clergy, other youth workers, or janitors? (Carey and Garris, 1971, pp. 349-352)

Determining what tasks counselors should perform will be viewed by looking at the concepts of various publics of the counselors from a frame of reference of expectations of each public. Maser conducted a study to

find what the counselors, teachers, and administrators in Seattle, Washington's Highline School District felt should be the function of the secondary school counselor. He reported that the results of the study strongly indicate that secondary counselors, administrators, and teachers share similar perceptions of the counselor's function. Further, agreement on counselor functions exist between junior and senior high school respondents, respondents of the same level, and respondents of different disciplines. Stated disagreements in perception of counselor function appear "to arise from the necessity of counselors performing duties outside the counseling paradigm. These duties may (and usually do) include many noncounseling functions resembling those of administrators, attendance officers, secretaries, and clerks." (Maser, 1971, pp. 367-372)

Another study, which was conducted by Dunlop in 1965, soon after the publication of the first ASCA policy statement, asked professional educators, parents, and students to assess the counselor's role. The participants were asked to indicate whether counselors should or should not perform tasks in seven different areas. These areas were: (a) vocational, (b) educational, (c) personal, (d) testing and diagnosis, (e) administrative-clerical, (f) teacher role, and (g) counseling profession responsibilities. It was felt that mothers of college-bound students tended to support vocational guidance whereas mothers of job-bound

children reacted more positively to personal counseling. Both groups felt that discipline and administrative-clerical tasks were duties the counselor should perform. (Dunlop, 1965, pp. 1024-1028)

Schmidt, however, in his 1962 study to find what counselors and their principals believed about counselor function found that counselors especially perceived their function to include the counseling of students with personal or social problems, vocational and educational counseling, making tests interpretations to individual students, identifying exceptional students, and interviewing teacher-referred students. They felt they should be least occupied with keeping attendance, supervising audio-visual programs, substituting for the principal, research on teachers' classroom tests, and preparing transcripts for students entering college. Schmidt concludes with the finding that both the secondary school counselors and their principals tended on the average to perceive a significant and substantial positive relationship between the actual and ideal roles of counselors. (Schmidt, 1962, pp. 600-605)

Ten years later in a survey of 169 Tennessee secondary school principals, Dietz attempted to find their attitudes toward the American School Counselor Association's recommendations of counselor role and function. It was found that principals held most positive attitudes toward

local research and referral activities. Counseling, the counselor's primary responsibility according to Dietz was ranked sixth.

1. Placement
2. Public relations
3. Staff Consulting
4. Program Development
5. Educational and Occupational Planning
6. Counseling
7. Pupil Appraisal
8. Parent Help
9. Referral
10. Research (Dietz, 1972, pp. 72-75)

The majority of the principals, with some variations, viewed quite positively all of the ASCA recommendations. Placement, which implies the formation of the school's master schedule and primarily the principal's responsibility, was ranked most positively. ASCA, however, indicates that schedule building is a misuse of the counselor's time. The evidence in counseling literature that counselors and administrators do not agree on priorities of counselor role and function, is demonstrated by the principal's relatively low ranking of sixth to counseling. ASCA regards counseling as the single most important activity for counselors. (Dietz, 1972, pp. 72-75)

Mitzel, in a study similar to the present one, approached the clarification of the Oregon Secondary Counselor's Role in his 1973 study which used the 1967 ASCA Policy. He concluded:

1. A significant difference occurs at the .05 level of confidence in the role of the counselor as viewed by counselor educators and certified counselors in the field.
2. A significant difference occurs at the .05 level of confidence in the role of the counselor as viewed by counselor educators and principals.
3. No significant difference occurs at the .05 level of confidence in the role of the counselor as viewed by counselor educators and their students.
4. No significant difference occurs at the .05 level of confidence in the role of the counselor as viewed by principals and counselors in the field.
5. A significant difference occurs at the .05 level of confidence in the role of the counselors as viewed by principals and counselors-in-training.

6. A significant difference occurs at the .05 level of confidence in the role of the counselor as viewed by counselors in the field and counselors in training.

(Mitzel, 1973, pp. 1-110)

Mitzel's study differs from the present one in that it attempted to find differences in understanding of the counselor's role among related personnel outside the counseling field, while this study sought to find the difference in perception of counselor tasks within the field of counseling.

The fact that parents see the role in a different light than principals is demonstrated by Rosborough's 1970 study. As a result of parent interviews, the parents generally find the same faults with services that counselors do. Parents see a need for more and better counselors, better personal and vocational counseling and better communicating between counselors and the home, according to the study. (Rosborough, 1970, pp. 215-226)

Another study which attempted to find the attitudes of parents regarding counselor tasks was conducted by Jacobs, Krueger, Lesar, and Redding. They sent questionnaires to a random sampling of 160 homes of their 1,050 junior high students. Their aim was to find the opinion of the parents as to what tasks the counselors should perform.

In five of the six areas, the majority of parents indicated a counselor should perform the listed tasks.

The following percentages indicating approval show this:

- (a) 87% vocational tasks,
- (b) 89% educational tasks,
- (c) 65% personal-social tasks;
- (d) 73% testing and diagnosis, and
- (e) 77% counseling profession responsibilities.

Regarding the sixth area, administrative-clerical tasks, 51% felt the counselor should not be responsible in this area. (Jacobs, Krueger, Lesar, and Redding, 1971, pp. 356-361)

The fact that counselors are more closely identified by some of the functions they perform than by others is displayed by Van Riper in his 1971 study of 735 Macomb County, Michigan junior high school students. Van Riper attempted to find what the perception of the 9th grade students was regarding their counselor's role, amount of assistance, and comparative utilization. According to the study:

The counselor was rather easily identified as a person who helped with educational plans, somewhat identified as a person who helped with school problems, and not clearly identified as a person who helped with personal problems. (Van Riper, 1971, pp. 53-56)

The data indicated that counselors are identified by students as those who help with educational planning and, to a lesser extent as those who help with school problems. Van Riper concludes:

The counselor is what he does. His identity and the manner in which he is perceived will very probably depend on the extent to which he emphasizes certain distinctively serviceable functions. (Van Riper, 1971, pp. 53-56)

The various publics of the counselor show diversity as to their opinions of tasks counselors should perform. In Dahlem's 1971 study which attempted to find variation between the actual, ideal and expected role concepts of secondary school counselors, he concluded that:

apparently, the greatest single alteration these counselors would make in their professional roles is expansion of research activities. Because counselors consistently included more professional activities in ideal roles than were admitted to be in actual roles, a favoring of diversification of duties is identifiable among the population studied. (Dahlem, 1971, pp. 205-208)

Carmical and Calvin basically agreed when they found that the school counselor's job ideal is dictated by the school counselors themselves. They found that counseling per se is viewed as primary to the counselor's role and that the counselor is not a clerk, teacher, disciplinarian, or an administrator. (Carmical and Calvin, 1970, pp. 280-294)

As a follow-up to the 1967 editing of the ASCA policy, Roemmich listed the functions which counselors reported performing. He placed them in discrete behavioral tasks and arranged them in checklist form. Roemmich used 50 NDEA counseling trainees to check each task that they believed would usually be performed by a school counselor. Once checked, the respondents then rated the task as "not important," "important," or "very important."

Eighteen of the 25 first-ranked tasks in terms of frequency were also ranked among the 25 most important. These 18 tasks appeared to involve the counselor in a face-to-face relationship. That counselors believed the tasks they performed were most important was confirmed by a rank order correlation of .87 between ranking of frequency and importance. The tasks listed as most important were:

1. Counsel students regarding potentials and limitations.
2. Counsel students in accepting themselves as individuals.
3. Counsel students in expressing and developing awareness of feelings and values.
4. Identify students with special needs.
5. Interpret the guidance and counseling program to school personnel.
6. Engage in conferences with teachers about students.
7. Counsel with teachers regarding counselees.
8. Present scholarship information to groups of students.

9. Make referrals to agencies for 'special need' cases.
10. Attend professional meetings.  
(Roemmich, 1967, pp. 312-317)

#### LITERATURE REGARDING DIFFERENCE OF UNDERSTANDING OF COUNSELOR TASKS BY THE DIMENSION OF MORE OR LESS TRAINING

In a paper presented at the APGA convention in 1971, Liston presented the results of a study using the Cattell sixteen personality factor questionnaire to inventory counseling practices. The basic difference was the factor of experience. The overall conclusion drawn from the data was that counselor educators should more carefully screen their students in order to select people willing to become involved with their clients. Liston found:

Several things began to emerge, such as recognition that counseling is predicated on the development of particular skills. Regardless of his best intentions, if a counselor does not have appropriate skills, it will be impossible for him to perform adequately. Some of the skills identified were: helping interviews, test administration and interpretation, the writing of minimal psychological reports, the understanding and use of occupational information, job analysis and description of skills, and of course, the development of a counseling technique, including the ability to do some kind of supportive work with clients. (Liston, 1971)

Similarly, Carey attempted to differentiate between what he called the counselor and the noncounselor. He attempted to find what happened when a student approached

the counselor with a concern, problem, or decision, how the counselor responded differently from others the student had approached or could have approached.

One class of responses tends to emphasize the capabilities of the client. The other tends to emphasize the capabilities of the counselor. These are not mutually exclusive, but tend to shade into each other as a continuum; the same words may convey different things when coupled with different attitudes. The thesis is that noncounselors tend to use more responses and convey more attitudes which emphasize the capabilities of themselves, rather than those of their clients. Some counselors do the same, indicating that they have not clearly distinguished the counseling role. Counselors who wish to claim a differentiated role tend to convey responses and attitudes which emphasize and enhance the capabilities of the client. This is commensurate with the counseling goals of maturity, capability of self-management, self-directiveness, development of strong self-concept, and other counseling objectives. (Carey, 1971, pp. 349-352)

Guttman and Haase studied the perceptions of counselees who were subjected to counselors in a vocational setting by the artificial criteria of "expertness" and "non-expertness." Counselors were of equal training and degree of experience and shared the role of being "expert" or "non-expert."

Questions concerning how much the client felt he had learned during his counseling and how much he felt he had been helped to clarify the nature of his vocational goals significantly favored the non-expert counselor. The study partially supports the fact that expertness of the counselor is not a central contributor to selected

aspects of positive counseling outcome. Further, expertness, as communicated to the client by status introductions, prestige symbols, the presence of experience and degrees, does not appear to affect counseling outcome positively when such variables include the client's feelings about what he experienced during brief vocational counseling. Those criteria which seem to relate to the qualitative judgment of the interview by the client tend to favor the non-expert counselor. Evaluations of the interview on the basis of the more quantitative dimensions tend to favor the expert counselor. (Guttman and Haase, 1972, pp. 171-178)

Guttman and Haase's study is significant, because it points to other studies which have attempted to show that more advanced training can be perceived as a disadvantage. Dilley, for example, attempted to show this in his 1971 study which compared the empathy ratings of trained and untrained counselors in different situations: counseling by telephone, in a confessional type arrangement, and face to face. "Although trained counselors scored significantly higher empathic understanding ratings than untrained counselors, there was little difference among the ratings for the three methods used." (Dilley, 1971, pp. 188-191)

Jackson and Thompson also speak to this issue in their study which concluded that:

Counselor effectiveness during training is related to on-the-job counselor attitudes toward self, most people, most clients, and counseling. This

relationship between attitudes and performance suggests that counselor trainees might work on personal attitude change and self-analysis as much as they do on counseling techniques. (Jackson and Thompson, 1971, pp. 249-254)

One implication that might offer understanding is that made by Gordon, Stahl and Riccio who feel that training is not the most important aspect to work with "classes" of people:

Indications are that, regardless of counselor sensitivity and genuineness, he does not do an effective job communicating with school staff or lower class students, particularly in the area of college campus environment information, unless he is from the lower class himself. (Gordon, Stahl and Riccio, 1970, pp. 15-19)

In 1970, Hart attempted to discover if there was a significant difference between counselors with brief training and those counselors with more advanced training. In this study a group of graduate students in counseling courses were randomly placed in an experimental group and were trained to be open-minded in their attitudes. They were compared with a randomly selected control group who received no training. During a 10 week period, subjects in the experimental group completed eight written exercises, and corresponded by mail with the experimenter regarding them. At the end of the experimental period, all subjects were evaluated by written attitude tests and by measures of their performance with a coached client in a 45 minute counseling session. Results showed that the

trained subjects were significantly higher on the three performance measures. No differences were found on the written attitude measures. The levels attained by those briefly trained subjects were comparable to or higher than levels attained by advanced graduate students and counselors in the field. Implications are that the brief training (which was an indirect form of counseling) was effective. The study concluded:

1. Counselors need to establish good relationships with clients if desirable outcomes are to be achieved.
2. Counselors can establish effective relationships in initial counseling sessions with clients.
3. Such effective relationships are composed of several factors among which are the attitudes of the counselor and what behaviors a counselor exhibits based on his attitudes.
4. Attitudes of the counselor toward his client can be learned. (Hart, 1970)

Kassera and Sease, however, found a significant difference between advanced groups and beginning groups and between pre and post-test measures in a direction perceived as desirable by authorities in the field. (Kassera and Sease, 1970, pp. 208-211)

Approaching the issue from a different angle, Mendoza conducted a study which attempted to determine whether counselor effectiveness designated by a high level of performance in a first counseling practicum as ranked by faculty supervisors, could be predicted with a knowledge of the extent to which the individual possessed the personal qualities of open-mindedness, tolerance for ambiguity, general mental health, and personal-social interest. His conclusions included:

1. Strong predictive potential of peer group ranking;
2. The relationship between open-mindedness, tolerance, personal-social interest, general mental health and effective counseling was found to be positive but insignificant. (Mendoza, 1969, pp. 1-27)

Similarly, Carkhuff and Berenson have demonstrated that additional graduate training decreases rather than increases a counselor's effectiveness when outcome is measured by evaluating counselor characteristics. (Carkhuff and Berenson, 1967)

Also, Schmidt and Strong's study reported that six males interviewed the same male confederate client. "Thirty-seven students viewed video tapes of the first five minutes of the interview, rated that interviewer's

'expertness' and listed cues of his expertness. Mean ratings of expertness were nearly the reverse of the order of the interviewers' training and/or job experience."

(Schmidt and Strong, 1970, pp. 115-118)

Lister suggested that counselor education is not the only important aspect of counselor training when he concluded:

Results include: (1) The level of formal preparation bears little relationship to the helper's level of functioning; and (2) There is need for continued development of counseling skill and sensitivity as well as personal development beyond formal training programs. (Lister, 1969, pp. 1-5)

Gump attempted to get at the issue with his study which dealt with counselor self-understanding:

The purpose of this study was to determine the reliability of classifying counselors as sophisticated or naive with respect to self-awareness, and to obtain counselor and client ratings of effectiveness. The polarization model of so classifying counselors is not complete; a continuum model might be more reliable. Clients of naive counselors rated their counselors higher in counseling effectiveness than did clients of sophisticated counselors. (Gump, 1969, pp. 1-4)

The literature survey points to confusion and misunderstandings among not only the counseling profession, but the publics of the counseling profession. Reasons as to why this confusion exists are varied. Van Hoose suggests that it might be the result of several factors:

Too often when the counselor takes a job in a school, he is unable to establish and maintain his helping position. Some possible reasons for this condition include:

- (a) lack of a systematic approach,
- (b) regression to attitudes and concerns held prior to entering the profession,
- (c) conflict between needs of students and institutional demands, and
- (d) the tendency to set unattainable goals. (Van Hoose, 1970, pp. 241-247)

Trotzer and Kassera suggest in their 1971 study that there is a discrepancy between what the counselor education programs teach and how the practicing school counselor actually spends his time. They reported counselors spending only 44.3% of their time in student contacts, 23.3% of their time in contact with non-students including school staff and support personnel, and 26.6% of their time in clerical and miscellaneous activity which did not involve contact with other people.

This information suggests that the counselor is spending the major portion of his time in activities which are not directly stressed either in the over-all counseling training programs or specifically in the practicum experience. Thus, the question of emphasis can be raised in terms of the counseling curriculum and the types of experiences that should be stressed in placing practicum students in a school setting. (Trotzer and Kassera, 1971, pp. 335-341)

Lifton is a little more explicit in his indictment of counselor training programs in the vocational experi-

ence. He undertakes a re-examination of the vocational counselor's traditional roles and considers some dramatic changes. The increasing societal emphasis on early childhood provokes questions about the current absence of such a focus in guidance in counselor training institutions. The paper stresses intervention at this primary level. New counselor roles such as institutional liaison and child advocate are considered. The burden is viewed as ultimately falling on counselor training institutions to divest themselves of their ossified interests in preparing counselors for traditional roles. The author concludes with the suggestion that competent human behavioral specialists be developed through a core program in which all contributing professions would share. (Lifton, 1971)

Doyle and Conklin suggest that the confusion might exist due to the wrong emphasis.

It is suggested that emphasis be changed from trait-factor personality studies such as tolerance for ambiguity, nurturance, and abasement, to researching the area of cognitive style, flexibility, perception and psychological openness as perhaps being more fruitful in advancing knowledge of the criterion variable. (Doyle and Conklin, 1970, pp. 269-275)

Isabelle suggests that counselor education should exist in its own right and school counseling should not be predicated on prior teacher experience. He suggests that:

1. Counseling is a legitimate profession searching for its own identity;
2. According to vocational self concept development theory it is not necessary for counselors to be teachers first;
3. Education of counselors must exist in its own right. (Isabelle, 1970, pp. 165-173)

A final study which appears to envelop the philosophy of all of the intent of the literature and the ASCA study was reported by Wooton in 1967, in conjunction with the first revision of the ASCA policy. Wooton attempted to find to what extent counselors and their related professionals were implementing the ASCA policy. He concluded with a statement as to its importance:

One of the greatest values of the ASCA Statement lies in the fact that it represents a national attempt to define the professional responsibilities of counselors. Too many counselors have based their understanding of counselor role and function on a few limited contacts with two or three universities, a few professional associates (many of whom were influenced by the same two or three professors), and perhaps an administrator who has had virtually no counseling experience beyond a possible one or two university classes that may have been required for him to qualify for an administrator's certificate. It is important that counselors look beyond the narrow confines of their own particular schools, cities, and even states, in order to gain a broader perspective and understanding of counselor role and function. (Wooton, 1967, pp. 318-322)

## SUMMARY

Review of the literature showed some vast disagreements as to the opinion of various groups about tasks that counselors should perform. The literature also concludes that the difference cannot be attributed to levels of training. Some studies showed a slight advantage toward those with more training, some studies showed advanced training to be a disadvantage, but most showed no significant difference. However, only two used the ASCA Policy as a basis for their studies.

## CHAPTER III

### PROCEDURES AND METHODOLOGY

In this chapter the design of the study is organized under the following headings:

- (1) The variables studied;
- (2) Development of the Instrument;
- (3) The Sample;
- (4) Treatment of the data;
- (5) Limitations of the study; and
- (6) The hypotheses to be tested.

### THE VARIABLES STUDIED

The three groups of secondary counselors whose opinions were sought in this study were:

- (a) counselors certified with a standard norm in counseling;
- (b) counselors certified with a basic norm in counseling; and
- (c) counselors not certified with a norm in counseling but holding a valid teacher's certificate.

### DEVELOPMENT OF THE INSTRUMENT

The fifty item survey instrument used in this study was developed from statements and assertions made in the 1973 ASCA Policy of the Role of the Counselor in the

Secondary School. (American Personnel and Guidance Association, 1973). Some of the statements on the questionnaire were copied directly from the ASCA Policy Statement, some were assertions made by the writer on the inferences made in the ASCA Policy Statement. After selecting the items to be included in the survey instrument, they were rephrased, where necessary put into positive statements, and each item put on a five-point Likert-type scale: 1 = Strongly Agree; 2 = Agree; 3 = Undecided; 4 = Disagree; and 5 = Strongly Disagree. To help guard against the test-wise counselor who might see the uniformity of responses, not all items should have been answered on the "strongly agree, agree" side of the scale to most closely agree with the ASCA Policy. However, these items were reversed before tabulating the results to facilitate development of group means and statistical analysis.

After initial development of the instrument, it was critiqued and edited by using the comments and suggestions of seven Oregon State University professors, nine graduate students in guidance and counseling at Oregon State University, four certified Personnel at the State of Oregon Department of Education, and five counselors now counseling in Oregon's secondary schools. Items which appeared ambiguous were either worded differently or eliminated and replaced by suggestions made from the group.

### THE SAMPLE

The sample consisted of 225 secondary counselors listed in the "Roster of Oregon Elementary and Secondary School Counselors for the 1972-1973 School Year." In each of the three groups, (standard-normed, basic-normed, and non-normed), 75 questionnaires were distributed. The 75 participants were selected according to procedures of a random sample outlined by Arkin and Colton in Tables for Statisticians.

A brief breakdown of the respondents consisted of:

TABLE 1. Distribution of questionnaires

	Number in group	Number of Question- naires	Percent Sampled
1. Counselors with standard norms	259	75	28.95
2. Counselors with basic norms	131	75	57.25
3. Counselors with no norm	473	75	15.85

### TREATMENT OF THE DATA

The means for each of the three groups of counselors on the total questionnaire and on each of the three sections of questions were treated by use of a one-way analysis of variance (fixed design).

Responses from the returned questionnaires were evaluated and analyzed. Prior to tabulation of the results, the questionnaires were divided into the three groups by means of prior coding.

The means were then computed.

In addition, the questionnaire was divided into three sections which represented three areas of concentration specified in the ASCA study. The three sections were

1. The counselor and his relationship to the student and his family;
2. The counselor and his relationship to the school staff and administration;
3. The counselor and his relationship to his profession.

The questions divided into the three sections were also tallied by use of the frequency count to see if the standard normed, basic normed and non-normed counselors had significant differences of opinion regarding task responsibilities to each of the three sections of emphasis. From this data, the mean of each section of questions was computed.

The reliability of the questionnaire was computed by use of the Spearman Brown Formula of odd and even items placed in matched groups.

To evaluate further how the three groups of counselors compared to professional standards, their mean scores were compared to those of five certified personnel of the student services division of the State of Oregon Department of Education who were administered the questionnaire. Of the five personnel, one has completed the doctoral degree in guidance and counseling, three are candidates for that degree and one has completed a master's degree program in guidance and counseling. Because their responsibilities center around certifying counseling programs in Oregon schools and because of the advanced general nature of their training, they were viewed as a prominent group to be used for comparison.

#### HYPOTHESES TO BE TESTED

Hypothesis 1: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on the total group means.

Hypothesis 2: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 1 questions which deal with the counselor and his relationship to the student and his family.

Hypothesis 3: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 2 questions which deal with the counselor and his relationship to the school staff and administration.

Hypothesis 4: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 3 questions which deal with the counselor and his relationship to his profession.

#### SUMMARY

This chapter explained the methods and procedures used in conducting this study. The variables studied were the three groups of counselors currently counseling in Oregon's secondary schools. The development of the instrument was by using statements from the ASCA Policy on the role of the counselor in the secondary school. Questionnaires were sent to 75 respondents from each of the three groups of counselors. The method of treatment of the data was explained along with the perceived limitations of this study and the four hypotheses to be tested.

## CHAPTER IV

## FINDINGS

This study was conducted for the purpose of investigating the difference in perception of tasks the secondary school counselor should perform. The difference in perception was sought among three groups of counselors in Oregon's Secondary Schools. An equal number of subjects was selected from each of three groups: standard normed counselors, basic normed counselors and non-normed counselors. The investigation involved sending a questionnaire based on the ASCA Policy of recommended tasks for the secondary counselor to 75 counselors from each group.

No controls were put on the subjects except that they were selected by use of a random selection table.

Hypotheses one through four were related to differences of opinions among these three groups.

Table two lists the number and percentage of responses from each of the three groups, in returning of the questionnaires:

TABLE 2. Results of the number of questionnaires returned from each group.

GROUP	NUMBER SENT	NUMBER RETURNED & USABLE	NUMBER RETURNED & UNUSABLE	PERCENT RETURNED	NUMBER IN POPULATION	PERCENT OF TOTAL POPULATION IN SURVEY
A	75	63	1	85.3	259	24.3
B	75	66	0	88.0	131	50.4
C	75	56	1	76.0	473	11.8
Total	225	185	2	83.1	863	21.4

## ANALYSIS PROCEDURE

The one way analysis of variance, fixed design, was used in analyzing the data relative to the four hypotheses. The .01 level of confidence was chosen for testing the significance of the hypotheses. The results of the tests for each of the four hypotheses are described below.

Hypothesis 1: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on the total group means.

Data for the total group means were obtained from summing of the total adjusted responses for each group of respondents on the total questionnaire and the adjusted responses were divided by the number in each group. A one way analysis of variance was used to test the hypothesis. The mean scores for the total questionnaire showed a significant difference at the .01 level of confidence. Because the F ratio of 11.35 was larger than the F critical value of 4.71, it was concluded that a significant difference occurred among the three groups as to what tasks the counselor should perform on the basis of the total questionnaire. The results appeared in Tables three and four:

TABLE 3. Listing of Group Means on the Total Questionnaire

<u>Group</u>	<u>Mean</u>
A	116.349
B	117.788
C	123.875

TABLE 4. One way Analysis of Variance for Total Questionnaire

<u>Source</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square Difference</u>	<u>F Ratio</u>	<u>F Critical Value</u>
Level of Training	.1866873	2	.09334635	11.35	4.71
Error	1.4971473	182			
Total	1.6838346	184			

Hypothesis 2: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 1 items which concern the counselor and his relationship to the student and his family.

Data for accumulating the mean of items concerning the counselor and his relationship to the student and his family, was accumulated by using the responses of 22 of the items on the questionnaire. These responses were summed and divided by the total number of respondents in each group. The mean scores of the three groups did

not show a significant difference at the .01 level of confidence with an F ratio of 3.11 and an F critical value of 4.71. However, a further test at the .05 level of confidence was seen to be significant with an F critical value of 3.04. The results appear in tables five and six:

TABLE 5. Listing of Group Means on Section 1 items

<u>Group</u>	<u>Mean</u>
A	52.032
B	51.742
C	54.000

Table 6: One way Analysis of Variance for Section 1 items.

Source	Sum of Squares	Degrees of Freedom	Mean Square Difference	F Ratio	F Critical Value
Level of Training	.1775828	2	.08877914	3.11	4.71
Error	5.1885577	182			
Total	5.3661405	184			

Hypothesis 3: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 2 items which concern the counselor and his relationship to the school staff

and administration.

Data for accumulating the mean of items concerning the counselor and his relationship to the school staff and administration, was accumulated by using the responses of 22 of the items on the questionnaire. These responses were summed and divided by the total number of respondents in each group. The mean scores of the three groups showed a significant difference at the .01 level of confidence with an F ratio of 8.21 and an F critical value of 4.71. The results appear in Tables seven and eight:

Table 7. Listing of Group Means on Section 2 Items

<u>Group</u>	<u>Mean</u>
A	49.633
B	51.364
C	53.607

TABLE 8. One way Analysis of Variance for Section 2 items

Source	Sum of Squares	Degrees of Freedom	Mean Square Difference	F Ratio	F Critical Value
Level of Training	.4697743	2	.023488715	8.21	4.71
Error	5.2054906	182			
Total	5.6752649	184			

Hypothesis 4: A significant difference will exist among Group A, Group B, and Group C in the perception of tasks of the counselor on Section 3 items which concern the counselor and his relationship to his profession.

Data for accumulating the mean of items concerning the counselor and his relationship to his profession, was accumulated by using the responses of six of the items on the questionnaire. These responses were summed and divided by the total number of respondents in each group. The mean scores of the three groups showed a significant difference at the .01 level of confidence with an F ratio of 8.16 and an F critical value of 4.71. The results appear in tables nine and ten:

TABLE 9. Listing of Group Means on Section 3 Items

<u>Group</u>	<u>Mean</u>
A	14.683
B	14.758
C	16.268

TABLE 10. One way Analysis of Variance of Section 3 Items

<u>Source</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean of Square Difference</u>	<u>F Ratio</u>	<u>F Critical Value</u>
Level of Training	.0936243	2	.04681215	8.16	4.71
Error	1.0447541	182			
Total	1.1383784	184			

## RELIABILITY

The reliability of the questionnaire was computed by use of the Spearman Brown estimate of reliability coefficient correlation within the three groups. The correlation coefficient for the questionnaire was .78818996. This figure was then adjusted to the Spearman Brown Formula and gave a reliability coefficient of .88155060 for the total questionnaire.

A further study was made to see how closely the counselors surveyed compared to five specialists in guidance and counseling at the State of Oregon Department of Education who completed the questionnaire. The results are listed in Table 11.

TABLE 11. Means of the Three Groups of Counselors and 5 Certified Specialists in Guidance and Counseling at the State of Oregon Department of Education

	State Dept. Specialists	Group A	Group B	Group C
Mean of Total Questionnaire	114.800	116.349	117.788	123.875
Mean of Section 1 Items	49.200	52.032	51.742	54.000
Mean of Section 2 Items	51.600	49.633	51.364	53.607
Mean of Section 3 Items	14.000	14.683	14.758	16.268

## SUMMARY

This chapter has listed the statistical analyses of the four hypotheses and the reliability of the instrument.

Hypotheses one, three and four were accepted at the .01 level of confidence and hypothesis two was rejected at the .01 level of confidence but accepted at the .05 level of confidence. The reliability of the instrument was .88, using the Spearman Brown Formula.

## CHAPTER V

## SUMMARY, DISCUSSION AND CONCLUSION

The purpose of this study was to examine the issue of task clarification in Oregon as identified by Oregon secondary school counselors. This study has investigated the differences in understanding of the tasks of secondary counselors in Oregon according to the viewpoints of standard normed counselors, basic normed counselors and counselors without a counseling norm. A random sample selection procedure was used to make inferences about the total population. The samples included:

1. Sixty-three (63) counselors with standard norms
2. Sixty-six (66) counselors with basic norms
3. Fifty-six (56) counselors with no counseling norm.

A fifty item questionnaire was constructed to survey the three groups of counselors as to their understanding of the tasks of the secondary counselor. The 1973 ASCA policy was used as the basis for the questions used. A five-point Likert-type scale was used to record the degree of agreement with ASCA Policy items on a continuum from strongly agree to strongly disagree. Face validity of the questionnaire was established by submitting it to selected

professionals and counselors in training. During March and April of 1973, the questionnaire was administered to the 225 counselors from groups A, B, and C, and was returned by 185 or 83.1%. The results of 183 or 81.4% of the original random sample, were then assembled for statistical analysis.

A one-way analysis of variance (fixed design) was used to treat the data. The Spearman Brown Formula was used to determine the reliability of the questionnaire. Three of the hypotheses were found significant at the .01 level of confidence, hypotheses one, three and four. Hypothesis number two was determined significant at the .05 level of confidence.

## DISCUSSION

The first hypothesis examined was: A significant difference will exist among Group A, Group B and Group C in the perception of the tasks of the counselor. This hypothesis was accepted at the .01 level of confidence.

The acceptance of this hypothesis appears to reinforce the writer's opinion that according to professional standards, more training in counseling leads to a better understanding of what tasks the counselor should perform. At first glance, the assertion might not be questioned. However, a review of the literature shows, in some cases,

a lessening of understanding and competence in the counseling field when an increase is made in counselor training courses. The acceptance of this hypothesis at the .01 level of confidence would appear to dispel doubt, according to the limits of this study.

Referral to the means would also appear to substantiate the hypothesis. Group A, the most advanced in training, had a mean on the total questionnaire of 116.349. Close behind was Group B with a 117.788 group mean. Group B had some training but not the more advanced level of Group A. Far lower then, was Group C with a mean of 123.975. Increased numerical value indicates less agreement with the ASCA Policy.

The difference could exist in the opinion of the writer, because some schools attempt to meet requirements on counselor/student ratio by assigning administrators and teachers counseling time to avoid hiring additional professional counselors. Dietz (1972) showed that principals in his study do not regard counseling as a high priority for the tasks the counselor should perform. They saw the more administrative tasks as more important for the counselor to perform in the functioning of the school program. The writer's opinion is that administrators justify not hiring professionally trained counselors by this type of reasoning.

The writer has also observed the practice in some schools of viewing a counseling position as a promotion from a teaching position. Teachers in these school systems then, have priority for openings in counseling over outsiders with more training.

Because of the preceding factors, the opinion of the writer is that they have contributed to the demonstrated difference in the means of the three groups.

The second hypothesis explored was: A significant difference will exist among Group A, Group B and Group C in the perception of the tasks of the counselor on Section 1 questions which deal with the counselor and his relationship to the student and his family. This hypothesis was accepted at the .05 level of confidence, unlike the other three which were accepted at the .01 level of confidence.

The rejection of this hypothesis at the .01 level of confidence but acceptance of it at the .05 level of confidence might infer that training for secondary certified teachers and administrators as well as counselors emphasizes this area which deals with the student as the central factor. In fact, Group A's mean of 52.032 was slightly higher than Group B's mean of 51.742, with Group C close behind at 54.000. Also of interest was the finding that specialists at the State Department of Education scored the lowest of the means at 49.200, which indicated closest agreement with the ASCA Policy.

No conclusions are apparent from the analysis of this hypothesis, other than the inference above. Even though a significant difference does occur at the .05 level of confidence, the lower mean of Group B, whose members have less training than Group A, introduces a variable which was not tested. The means of Section 2 items were more diverse than on the total questionnaire or on either of the two other sections of items. The review of the literature in this study would seem to support the confusion in this area. Maser (1971), Van Riper (1971), and Dietz (1972) all indicate the seeming lack of clarity in how the counselor regards his relationship to the student and his family and how that relationship might differ among other certified personnel.

The third hypothesis explored was: A significant difference will exist among Group A, Group B, and Group C in the perception of the tasks of the counselor on Section 2 questions which deal with the counselor and his relationship to the school staff and administration. This hypothesis was accepted at the .01 level of confidence.

Referral to the group means of 49.633 for Group A, 51.364 for Group B and 53.607 for Group C shows the steady progression of higher responses.

The ASCA Policy discusses in great length the agreement with the findings of this hypothesis:

The Secondary School Counselor:

1. Recognizes that the administrator is an important member of the guidance team;
2. Provides leadership in planning, implementing, and participating in in-service and other programs;
3. Prepares for the school staff and administration pertinent information regarding student needs, abilities and interests as related to the guidance program;
4. Views the teacher as a member of the educational and guidance team;
5. Shares appropriate individual data with the teacher;
6. Assists the teacher in making referrals to the appropriate persons;
7. Maintains an objective and impartial view in teacher-student relationships;
8. Assists in planning of classroom guidance activities;
9. Makes available to the teacher current information about the myriad of career information and job opportunities beyond high school;
10. Involves the teacher in conferences with students and parents. (ASCA, 1973)

All of the areas of the counselor's involvement with the school program are covered in the ASCA Policy. The acceptance of this hypothesis would seem to validate the assertion that Oregon counselors who have more training feel more of a need to be involved with the total school program. Criticism of counselors included an apparent weakness in this area: counselors are not deeply enough involved in the total school program. Counselors complain that enough time does not exist for counseling, their primary responsibility. For this reason, an effort is made on the part of counselors to avoid more involvement in the total school program. Acceptance of this hypothesis indicates more training means more involvement in the total school program.

A review of the certification requirements might suggest why this larger understanding of the counselor's tasks exists. Such requirements as school programs and the community, and educational and occupational information courses should tend to make counselors more aware of the total school program. In addition, the very nature of a counselor training program is one of openness and acceptance of the views and philosophies of others. These factors would suggest reasons for the high level of acceptance of this hypothesis.

The last hypothesis tested was: A significant difference will exist among Group A, Group B, and Group C in

the perception of tasks of the counselor on Section 3 questions which deal with the counselor and his relationship to his profession.

Group A scored the lowest mean, once again, which indicated closest agreement with the ASCA Policy. Group A's means was 14.683. Close behind was Group B with a mean of 14.758 and far behind these two was Group C with a mean of 16.268.

The area of professional responsibility is the issue in this fourth hypothesis. Whether professional responsibility involves compliance with professional standards and an attempt to work from "within" the system to enact changes or not to cooperate with professional standards and attempt to work from "outside" the system, is the writer's view of the issue involved. Apparently, according to the writer's observation of the investigation of counselor certification to conduct this study, many Oregon counselors have the training to qualify for a Basic or Standard Norm, but have not officially applied for one.

Another indication of the lack of professional integrity is in the return of the questionnaire for the present study. Groups A and B returned 85.3% and 88.0% of the questionnaires, while only 76.0% returned the questionnaire from the non-normed group. The 1973 ASCA

policy refers specifically to this professional responsibility when it states: "The secondary counselor fosters the development and improvement of the counseling professions by assisting with appropriate research." (ASCA, 1973) Another indication was on the return of a questionnaire from a counselor with a Standard Norm. The respondent added to the list item number 51. "Respond to questionnaires such as this," then circled the number 1, meaning strongly agree.

The literature does not indicate whether or not the acceptance of this hypothesis could be predicted. The ASCA policy, however, addresses itself to the need for this professional involvement. In the opinion of the writer studies such as the present one will put the onus on school personnel to see the need of professional identity.

#### RECOMMENDATIONS

The following recommendations are made on the basis of the four hypotheses and their analyses which were explored in this study.

1. The 1973 ASCA Policy on Counselor Tasks is innovative. The document is pioneering in that it recommends specific tasks in addition to a theoretical base for secondary counseling. The writer recommends that all levels of involvement with the counselor: the

school, the training institutions and the student services section of the State Department of Education, be involved in the comprehensive study and implementation of this professional document.

2. The writer of this study has observed a lack of understanding on the part of secondary counselors as to the requirements for obtaining a basic or standard norm. With the understandings of the 1973 ASCA Policy, the writer recommends that the Student Services Section of the State of Oregon Department of Education present a program of information and clarification as to each counselors position in meeting a Basic or Standard Norm. With this program, in the writer's opinion, many more counselors will receive norms when the process is clarified.
3. Current practice allows individual school districts to hire any person as a counselor who was certified prior to 1965. The writer recommends that the Accreditation Division of the State of Oregon Department of Education impose time limits for all people presently counseling in Oregon schools to obtain counseling norms. Further, the

writer recommends a revamping of the statute that allows certification under the blanket of the "Grandfather" clause which was explained in this study.

#### RECOMMENDATIONS FOR FURTHER RESEARCH

1. This study did not attempt to evaluate the effectiveness of the three groups of counselors as they performed the tasks of the counselor. A need exists for further research to determine how effectively or ineffectively the counselors carry out the tasks.
2. No attempt has been made in this study to differentiate between the counselors in practice and other groups. Research which would use the ASCA Policy and compare counselors in practice with counselors-in-training, counselor educators, administrators, parents, students and staff would help to identify the divergence of opinion about what tasks the counselor should perform.
3. The boundaries of this study did not lead to an item-analysis survey. If this were done, specific areas of concern would be pin-pointed and differences in the perception of specific tasks could be found.

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## APPENDICES

## APPENDIX A

1973

## THE ROLE OF THE SECONDARY SCHOOL COUNSELOR

## PREFACE

The purpose of this document is to identify briefly and to clarify the role of the secondary school counselor as perceived by the membership of the American School Counselor Association, and to commit to public record certain philosophic tenets and operational conditions entailed.

## PROFESSIONAL RATIONALE

As members of the educational team, we believe that each child possesses intrinsic worth, inherent and inalienable rights, and is the focus of the educational process. Guidance is, as one phase of Pupil Personnel Services, a unique and integral part of the total school program, functioning as a continuous process to assist students. The counselor is dedicated to the idea that most pupils will enhance and enrich their personal development and self-fulfillment by making more intelligent decisions if given the opportunity to experience an accepting, non-evaluating relationship in which one is helped to better understand himself, the environment he perceives, and the relationship between these. Counseling is essentially such a relationship. It is helping the student to understand and help himself by focusing attention on the interests, abilities and needs of the student in relation to his home, his school, and environment. The school counselor views himself as the person on the school staff with the professional competencies to provide such help to all pupils through individual or small group relationships.

The continual change in society brings new and different problems to schools. Knowledge available to the profession increases constantly, requiring school counselors to approach these problems creatively, cooperatively, realistically, and professionally.

## COUNSELING RELATIONSHIP CODE

This section refers to practices involving a counseling relationship with a counselee and is not applicable to practices involving administrative relationships with the individual being helped.

1. The counselor's primary obligation is to respect the integrity of the counselee and to promote the welfare of the student with whom he is working.
2. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the rights of the individual and obligations of the counselor as a professional person.
3. The counselee should be informed of the conditions under which he may receive counseling assistance at or before the time he enters the counseling relationship.
4. The counselor reserves the right to consult with other professionally competent persons about his counselee.
5. The counselor shall decline to initiate or shall terminate a counseling relationship when he cannot be of professional assistance.
6. In the event that the counselee's condition is such as to endanger the health, welfare and/or the safety of self or others, the counselor is expected to report this fact to the appropriate responsible person.

## PROFESSIONAL RELATIONSHIP CODE

The Counselor's Professional Relationship with the Student:

Through the counseling relationship the counselor seeks to help each student to understand himself in relation to the world in which he lives, to know himself, his strengths, his weaknesses, and to develop an ability to cope with and to solve problems. To accomplish this goal in the high school environment, the secondary school counselor:

1. Sees the student as an individual and acknowledges his right to acceptance as a human being.

2. Recognizes that each student's behavior is meaningful and represents his attempt to develop within his environment as he perceives it.
3. Is available to all students and works with them in relation to their educational, vocational, personal or social needs.
4. Creates an atmosphere whereby mutual confidence, understanding and respect results in a helping relationship.
5. Offers the student counseling for self-evaluation, thus leading to better self-understanding and self-direction so that he can resolve his own problems and make responsible decisions which are consistent with his immediate and long-range goals.

#### The Counselor's Professional Relationship with the Parent or Guardian

The school counselor serves as a consultant to parents or guardians regarding the growth and development of the child. To accomplish this goal, the secondary school counselor:

1. Provides the parent with accurate information about school policies and procedures, course offerings, educational and vocational opportunities, requirements, and resources which will contribute to the continuing development of the child.
2. Interprets the guidance program of the school to the parent and familiarizes him with the guidance services available.
3. Assists the parent in forming realistic perceptions of his child's aptitudes, abilities, interests, and attitudes as related to educational and vocational planning, personal-social development and school progress.
4. Involves himself and the schools' guidance program with parent groups, as well as, involving parents in the guidance activities within the school.

#### The Counselor's Professional Relationship with the School:

The work of the counselor should contribute directly to the purposes of the school. To accomplish this goal, the secondary school counselor:

1. Recognizes that the administrator is an important member of the guidance team whose outlook, leadership and support creates the atmosphere for success in this important school service.
2. Provides leadership in planning, implementing and participating in in-service and other programs designed to maintain and promote professional competency of the entire staff.
3. Prepares for the school administration pertinent information regarding student needs, abilities, and interests as related to the guidance program, curriculum development, and the construction of the master schedule.

#### The Counselor's Professional Relationship With the Teacher:

The counselor assists teachers to better understand and plan for the educational, vocational and personal-social development of pupils. To accomplish this goal, the secondary school counselor:

1. Views the teacher as a member of the educational and guidance team.
2. Familiarizes teachers with the guidance program in the school, the guidance point of view and the teacher's guidance responsibilities.
3. Shares appropriate individual data with the teacher, with due regard to confidentiality, to assist him in recognizing individual differences in students and in meeting their needs in the classroom.
4. Assists the teacher in making referrals to appropriate persons.
5. Maintains an objective and impartial view in teacher-student relationships, endeavoring to understand the problems which may exist and to assist in their solution.
6. Assists in the planning of classroom guidance activities and acts as a resource person for obtaining appropriate up-to-date materials and information.
7. Makes available to the teacher current information about the myriad of career information and job opportunities beyond high school.

8. Involves the teacher in conferences with students and parents, promoting a better understanding of the student and his development.

#### PROFESSIONAL RESPONSIBILITY CODE

It is important not only to identify the counselor's professional relationship with the student, parent, teacher, administrator and school, but also to indicate the responsibilities of the counselor to them. The following section is devoted to statements outlining the counselor's responsibilities to the student, parent and school, as well as his responsibilities to the profession.

#### The Counselor's Responsibility to the Student:

It is essential that the majority of the counselor's time be devoted to individual or small group counseling. In a counseling relationship, the secondary school counselor:

1. Demonstrates a respect for the worth, dignity and quality of human rights.
2. Has a concern for the student's total development including educational, vocational, personal and social.
3. Helps students become aware of and develop an ability to make responsible decisions relevant to himself and problems in society.
4. Assists students in the development of positive habits, attitudes and values.
5. Clearly indicates, as the counseling situation warrants, the conditions under which counseling is provided with respect to privileged communications.
6. Evaluates the academic progress of students, reviews graduation requirements and assists in the adjustment to senior high school environment and its programs.
7. With a view toward increasing the student's effectiveness in personal and social activities, encourages student's participation in appropriate extra-curricular school activities.

8. Makes referral to appropriate resources whenever his professional or role limitations render him unable to provide adequate assistance.
9. Refrains from planning or participating in experimental research which might have injurious effects to the counselee.
10. Assists all students in the development of an awareness of the world of work and in the utilization of school and community resources to that end.
11. Helps students to foster a better understanding of the world of work, job responsibilities and knowledge of placement through the acquisition of skills and attitudes and/or participation in work-related programs.
12. Encourages the student to plan leisure time activities for personal satisfaction.

#### The Counselor's Responsibility to Parents:

The counselor holds conferences with parents and acts as a resource person on the growth and development of their children. Through individual or group conferences, the secondary school counselor:

1. Makes discreet and professional use of information shared during parent conferences.
2. Respects the basic right and responsibility of parents to assist their children in decision-making.
3. Conveys a sincere interest in establishing a helping and cooperative relationship.
4. Treats information received from the parents of a counselee in a confidential manner.
5. Shares, communicates and interprets pertinent data about the counselee's academic record and progress with his parents.

### The Counselor's Responsibility to the School:

The school in a democratic society has as its basic purpose the education and development of all students for individual fulfillment. To contribute toward this important responsibility, the secondary school counselor:

1. Works with all members of the school staff by providing appropriate information, materials, and consultative assistance aimed at supporting its efforts to better understand the individuality of each pupil.
2. Contributes to curriculum development, cooperates with administrators and teachers in the refinement of methods for individualized learning experiences.
3. Contributes to the development of a flexible curriculum with alternatives which provides a meaningful education for each student.
4. Acts as the coordinator in the school's program of pupil appraisal by accumulating meaningful information and interpreting this to students, parents, and the professional staff.
5. Utilizes modern technology to disseminate educational and career information.
6. Assists in designing research related to pupil needs by conducting studies related to the improvement of educational programs and services.
7. Assists students in planning a program of education and training which are consistent with their goals.
8. Coordinates the use of services available beyond those he can provide by making appropriate referrals and in maintaining a cooperative working relationship with community specialists.
9. Serves the school's program of public relations by participating in community groups and by furnishing information regarding the counseling and guidance programs to the communications media.
10. Acts as a consultant to administrators and to teachers; sharing appropriate pupil data, identifying pupils with special needs, suggesting materials and procedures for a variety of group guidance experiences, and participating in in-service training programs.

11. Implements articulation between the junior high school and the high school, and post high school experiences.
12. Adheres to professional obligations related to school policies and programs to the extent this is possible within the limitations imposed by responsibilities to students and to parents.
13. Participates in the planning, developing and evaluation of the guidance program.

#### The Counselor's Responsibilities to his Profession:

The membership of the American School Counselor Association presumes that the professional identity of the school counselor must derive from the unique training and service which it is his role to perform within the context of the educational purpose and structure. To assure his continued professional growth and contribution to his profession, the secondary school counselor:

1. Has an understanding of his own personal characteristics and their effects in counseling relationships and within personal-social encounters.
2. Is aware of his level of professional competency and represents it accurately to others.
3. Continues to develop professional competence and maintains an awareness of contemporary trends inside and outside the school community.
4. Fosters the development and improvement of the counseling professions by assisting with appropriate research and participating in professional association activities at the local, state and national level.
5. Discusses with related professional associates (counselors, teachers, administrators) practices which appear likely to result in inferior services, in the lowering of standards and/or in unsatisfactory conditions of employment.
6. Prepares meaningful, objective and succinct case reports for other professional personnel who are assisting students.

7. Discusses situations related to his respective disciplines with professionals in an effort to share unique understandings and to elicit recommendations related to these respective disciplines.
8. Enhances the image of counselors and of other related professionals by positive references in communicating with students, parents, and the community.
9. Maintains constant effort to adhere to strict confidentiality of information concerning counselees, and releases such information only upon the signed release of the counselee and/or parent or guardian.

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Credits:

Counselor Ethics, publication of the California School Counselor's Association, Fullerton, California, 1969.

Handbook for Pupil Personnel Services Staff, Wichita, Kansas Public Schools. Edited by Corwin Bare, Director. Revised annually.

Secondary Guidance Programs for the 70's. Published by the Massachusetts School Counselor's Association, February, 1971.

Discussions and conclusions resulting from consultations with Dr. John Stuart, Associate Director, American Association of School Administrators, Washington, D. C. and Mr. John Ferguson, formerly member Board of National Association of Secondary School Principals, now of Englewood, Colorado, July, 1972.

## APPENDIX B

1967

AMERICAN SCHOOL COUNSELOR ASSOCIATION  
STATEMENT OF POLICY FOR SECONDARY SCHOOL COUNSELORSPREFACE

The purpose of this document is to identify and clarify the role of the secondary school counselor as perceived by the membership of the American School Counselor Association, and to commit to public record certain philosophic tenets and operational conditions entailed. School counselors recognize the evolutionary status of their profession and actively promote its growth and thereby change. They view their past development, recognize the challenge of the future, and firmly assert their distinct professional standing. That this document is not an accurate characterization of conditions as they may presently exist is recognized. The function of this ASCA Policy Statement is to describe what should be, rather than what is.

PROFESSIONAL IDENTITY

While secondary school counselors acknowledge the historical distinctions between educational, vocational, and personal counseling, they also recognize the limitations of such distinctions. School counselors see all counseling as concerned with the complete person and thus inevitably personal and psychological in nature.

*School Counselor* is a term used in this policy statement to designate a counselor working in a secondary school setting, concerned with and accepting a responsibility for assisting all pupils, and having as his major concern the developmental needs and problems of youth. Counseling is perceived as involving a dynamic relationship between counselor and counselee, and thus the school counselor accepts the responsibility of involving himself in the lives of pupils with clear and humble knowledge of the implications.

School counseling is one of several pupil personnel services, and the school counselor works within a pupil personnel framework. School counselors have much in common with counselors in non-school settings and with other pupil personnel and instructional staff members. However, significant differences do exist between school counselors and each of these groups in regard to the nature of professional responsibilities, competencies, and preparation. The school counselor claims professional identity in the fields of counseling and education. He is an integral part of the school staff, offering both special and general services from the counseling profession.

## PROFESSIONAL RATIONALE

Human development and maturity are sought with the help of one's family, the school, and society in general. As a member of the school staff the school counselor believes that instruction and instructional-type experiences are not in themselves sufficient for achieving the school-based educational and personal development necessary for each individual in our democratic society. Because of the nature of adolescence, the pressures to conform, the attitudes of many adults toward adolescents, and the inevitable evaluative aspects of various relationships the pupil experiences -- whether with adults or peers -- the adolescent seldom has an opportunity to view himself clearly, honestly, and without need to protect and defend himself.

The counselor is dedicated to the idea that most pupils will enhance and enrich their personal development and self-fulfillment by means of making more intelligent decisions if given the opportunity to experience an accepting, non-evaluating relationship in which one is helped to better understand himself, the environment he perceives, and the relationship between these. Counseling is essentially such a relationship. The school counselor views himself as the person on the school staff with the professional competencies, behavioral science understandings, philosophical orientation, and position within the school necessary to provide such help to pupils.

The school counselor is not, nor presumably shall he ever be, bound to accept any one philosophy regarding himself and the society and world in which he lives. There are certain philosophical tenets, however, held by all professional school counselors, and consistent with many philosophical positions. These tenets are concerned with the counselor's perception of the pupil, school, society, and himself; they provide the foundation for whatever operational frame of reference he employs.

### THE PUPIL

1. Each pupil is a unique individual. His behavior is purposeful and represents his attempt to develop in society as he perceives it.
2. Each pupil has a right to acceptance as a human being, regardless of the nature and results of his behavior, beliefs, and inherent characteristics.
3. Each pupil has a right to individual self-development and self-fulfillment. The extent and nature of self-fulfillment is directly a function of the extent to which the individual possesses real and informed personal freedom.

4. Each pupil has a right to self-direction as well as responsibility for making decisions and living with the consequences of these decisions.

### THE SCHOOL

1. The school in a democracy has as its basic purpose the education and development of all pupils for individual fulfillment.
2. The primary method of the school is group instruction. The school counselor contributes to the school's attempt to educate all children by providing services which directly support instruction and those responsible for it. The school counselor also contributes to the total psychosocial development of pupils by providing direct non-instructional services to them.
3. Because the school is a democratic institution using group objectives and methods, and because learning, maturing, and self-realization are inevitably individual processes, a paradox or conflict for the student is implicit within our educational structure. Therefore, the school counselor recognizes such conflict as a natural part of the educative process in a democracy and sees the mediation of this conflict as a very important part of his role.

### SOCIETY

1. Change and the potential for change are inherent in a democratic society. Thus, the individual who is to live with personal satisfaction and who is to achieve self-fulfillment in a democratic society must understand not only the nature of his changing society, but also the various methods by which he as an individual can best adapt to change and best adapt change to himself.
2. A democratic society provides a great many resources and opportunities for development to individuals during their life span. Each individual needs the competence to distinguish and select those resources and opportunities most appropriate for him.
3. The strength and health of a democratic society is ultimately dependent upon the contributions each of its members makes to others. If in a democratic society each individual is to be free to decide for himself the contributions he will attempt to make, then it is essential that each individual have substantial self-understanding and personal perspective on which he can base his decisions.

1. The school counselor assists others to develop according to their values in a democratic society of which the counselor is also a member. The counselor attempts to recognize clearly his own values and needs, and strives effectively to distinguish them from those of his counselees.

PROFESSIONAL RESPONSIBILITIES

The school counselor assumes a variety of responsibilities of roles within the context of educational systems. These can be viewed from several perspectives and consequently can be stated in various terms. The membership of the American School Counselor Association presumes that the professional identity of a school counselor must derive from the unique social service which it is his role to perform within the context of educational purpose and structure. Therefore, the perspective used here in outlining the school counselor's various roles is that of the pupil needs which he serves. Some of these needs involve direct services to the pupil, while others are met by services provided to teachers, parents, and the general community. The school counselor has the responsibility to --

1. Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. This implies helping each pupil to understand his aptitudes, interests, attitudes, abilities, opportunities for self-fulfillment, and the interrelationships among these.
2. Assist each pupil to meet the need of accepting (defined as being able to behave consistent with) his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.
3. Assist each pupil to meet the need to develop personal decision-making competency. Included is the responsibility of assuring that the pupil's opportunities for self-understanding and self-fulfillment are not restricted by the group consideration and processes inherent in schools.
4. Assist all members of the school staff to understand the importance of the individual pupil and to provide information, material, and consultative assistance aimed at supporting their efforts to understand pupils.
5. Determine the influence of the school program on pupil educational and psycho-social development, and to convey such information to other staff members.

6. Inform other staff members of significant changes in the school and non-school environments which have implications for instruction, the psycho-social well-being of pupils, and to participate in related program development.
7. Assist parents to understand the developmental progress of their child, his needs, and environmental opportunities, for purposes of increasing their ability to contribute to their child's development.
8. Interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.
9. Promote in the community non-school opportunities necessary for pupil development.
10. Use and/or promote community resources designed to meet unusual or extreme needs of pupils which are beyond the responsibility of the school.

#### PROFESSIONAL COMPETENCIES

The school counselor views counseling *per se* as the basic and most important help he offers to pupils. In addition to counseling, he provides other pupil personnel services, including appraising pupils, consulting with teachers and parents, working with community and other resource agencies, conducting local research, and assuming in program development efforts with other pupil personnel workers. In order to perform these services adequately the school counselor needs to have certain understandings within the behavioral and applied sciences, as well as a number of professional competencies. The school counselor needs to --

1. Understand the processes which characterize individual educational and psycho-social development within our culture.
2. Understand the purpose, potential, and limitation of mass education in his society, and the implications for counseling programs.
3. Understand the basis for and characteristics of the philosophical and psychological conflicts which stem from the interaction of pupils, teachers, and administrators within the context of the school.
4. Understand the teaching relationship as experienced by teachers.

5. Understand counseling theory and procedures which will enable him to counsel effectively with pupils within relatively short-term circumstances.
6. Have sufficient understanding of educational and psychological measurement to enable him to plan for and implement pupil appraisal programs and procedures, and to interpret and use resulting appraisal data with maximum efficiency and meaning.
7. Have knowledge and skills which will permit him to capitalize upon group procedures whenever appropriate and possible.
8. Have a broad knowledge of educational and vocational trends and information resources adequate to assure that pupils can obtain sufficient information regarding educational-vocational and psycho-social opportunities.
9. Have a working knowledge of resources and opportunities for help available to pupils with special problems.
10. Have a knowledge of other pupil personnel services sufficient to allow him to maximize coordination and co-operation between his efforts and those of other pupil personnel service specialist.

#### PROFESSIONAL PREPARATION

There is no single best program for developing the school counselor competencies listed above. Counselor education programs vary in nature from institution to institution, and will continue to vary as counselor educators and supervisors experiment with new methods and procedures in their attempts to develop increasingly stronger programs. The school counselor endorses and strongly encourages the continued search for improved preparation programs. Thus, he views the professional preparation criteria listed below as appropriate at this time, realizing that changes in knowledge and conditions will inevitably result in criteria modifications.

1. School counselor education is graduate education and should result in the counselor receiving as a minimum (a) a master's degree in counseling from an accredited institution, and (b) appropriate professional certification as a counselor from the state in which he is employed.

2. It is conceivable and reasonable that more than one level of certification can exist. It is conceivable and reasonable that more than one level of professional preparation and certification should exist. The two-year program of graduate study for counselors, including supervised counseling and pupil personnel services experiences in a school setting, is recognized as a desirable goal.
3. School counselor certification should represent legal professional status in a state and should have as one requirement the endorsement of the counselor education program in which the counselor obtained his preparation.
4. School counselor education programs should include the following components:
  - a. A core of professional study consisting of the following elements: (1) developmental and educational psychology, (2) counseling theory and procedure, (3) educational and psychological appraisal, (4) group theory and procedures, (5) the psychology and sociology of work and vocational development, (6) the functions and methodology of research, and (7) the legal and professional ethics of counseling and education.
  - b. Provision for developing a background in the humanities and the social, behavioral, and biological sciences according to the particular needs and developmental status of each counselor candidate. School counselor candidates lacking a broad under-graduate background in the physical and natural sciences, the behavioral sciences, and the humanities should correct such deficiencies in addition, rather than in lieu of, the graduate-level education referred to here.
  - c. Supervised experiences such as laboratory, practicum, and internship work.
  - d. Provision for developing a working understanding and appreciation of the school's curriculum and the psychological and sociological climate of in-school learning situations.
5. School counselor education programs should continue to develop and refine selection procedures reflecting the philosophical ideas stated earlier and be consistent with the intellectual and emotional prerequisites implied in the counselor competencies listed.

6. School counselor education programs should be systematic, yet planned individually in regard to each candidate's particular background and needs.
7. School counselor education does not terminate with the completion of a formal program, but continues throughout the career of the counselor. Therefore, counselors have a responsibility to plan, implement, and participate in in-service and other post-certification programs and study designed to maintain and promote professional competency.

### PROFESSIONAL ENVIRONMENT

The contributions of the school counselor to pupils, school, and society are dependent upon the existence of an environment consistent with his responsibilities. Such an environment includes both psychological and material conditions of work.

Psychological conditions of work refers essentially to a climate within which the school counselor has freedom to exercise his competencies on a professional level. Characteristics of this psychological environment include favorable interpersonal relations among the school staff, a permissive atmosphere within the counseling program, and forward-looking administrative and personnel policies. Physical conditions of work include appropriate clerical and secretarial assistance, office facilities and equipment, and guidance materials of various kinds. The following are the principal characteristics of a psychological and physical environment which will assist the school counselor in fulfilling his professional responsibilities.

1. The school counselor's communication with pupils and parents must be considered confidential. In matters of communication and ethics, the counselor accepts as his guide the ETHICAL STANDARDS of the American Personnel and Guidance Association.
2. The counselor should be free from teaching, administrative, and clerical assignments which would interfere with fulfilling his professional responsibilities as a counselor.
3. School organization should reflect the distinct roles of the counselor by providing high-level administrative representation, separate budgetary consideration, appropriate opportunities for in-service education and research, and program evaluation. Professional supervision and co-ordination with other pupil personnel services are essential to the counselor's total effectiveness.

4. The counselor should have sufficient opportunities to participate in program planning and curriculum development and other school development efforts. Avenues of communication should exist so that school counselors may interpret their efforts and programs to pupils, teachers, administrators, and parents. In addition the counselor should have the freedom and responsibility to apprise administrators if and when the school program is insensitive to the individuality of pupils.
5. The school counselor should have physical facilities appropriate to his work, including a private counseling room, storage facility for pupil records and guidance information, and pupil waiting area.
6. The school counselor should have paid clerical assistance and equipment consistent with his particular assigned responsibilities and existing technology.
7. Provisions should exist which enable the counselor to initiate and have systematic counseling and conference appointments with pupils during school hours without interfering with the planned work of teachers. The number of pupils for whom a counselor is responsible should be realistic and consistent with his unique responsibilities.
8. Definite criteria, consistent with this policy statement, should be used as a basis for counselor selection. The counselor should be employed in a full-time counseling position. Often, employment should extend beyond the school year.

These conditions can be developed and maintained only through the joint efforts of counselors and school administrators. The school administrator assists the counselor to facilitate total counseling and guidance services within a school through his understanding, support and leadership.

#### SUMMARY

The professional identity of a school counselor must derive from the unique social contribution which is his role within the context of educational purpose and structure. The perspective used by the American School Counselor Association in outlining the role of the school counselor is that of the pupil needs which he serves. Some of these needs involve direct services to pupils, while others are met by services provided to the school staff, parents and the general community. In brief, these needs consist of --

- A. The need for the pupil to understand and accept himself, develop personal decision-making competencies, and formulate and implement plans for his further development.
- B. The need for the school staff to understand the importance of the individual pupil and for assistance in making appropriate educational provisions for his development.
- C. The needs of teachers and parents for information regarding the development of individuals and groups of pupils.
- D. The need for various kinds of assistance from non-school sources for some pupils.

The counselor implements his responsibilities for meeting these needs by employing his professional competencies in two areas: (1) counseling, and (2) related guidance services.

Counseling is concerned with promoting the pupil's self-understanding and self-acceptance, facilitating personal decision-making and planning, and the resolving of special problems. Counseling can be characterized as a confidential, accepting, non-evaluative, permissive, face-to-face relationship, in which the counselor uses his professional knowledge and competencies to assist the pupil to resolve better those problems and issues which he would normally resolve less satisfaction without counseling assistance. The responsibility for decisions and plans in counseling rests primarily with the pupil, with due respect for his level of maturity.

Related Guidance Services include:

*Pupil Appraisal*, in which the counselor obtains, analyzes, and interprets information regarding pupil aptitudes, achievement, interests, and attitudes for use by pupils, parents, and school staff members.

*Teacher Consultation*, in which the counselor assists teachers to better understand and plan for the educational and psycho-social development of pupils.

*Parent Conferences*, in which the counselor helps parents better understand and accept the pupil, and to explore opportunities and resources for the pupil's growth and development.

*Research*, in which the counselor makes a continuing effort to delineate the needs of pupils and the effect of the school program on pupil development.

*Liaison*, in which counselor co-ordinates the needs of pupils with other school pupil personnel services and non-school resources.

While at various times and to varying degrees, other staff members are concerned with some of these pupil needs and professional functions, only the school counselor derives his professional purpose, preparation, and performance from them. Only the school counselor defines his role as one of serving these pupil needs through these professional functions.

## AMERICAN SCHOOL COUNSELOR ASSOCIATION

GUIDELINES FOR IMPLEMENTATION OF THE ASCA  
STATEMENT OF POLICY FOR SECONDARY SCHOOL COUNSELORSINTRODUCTION

Two of the six major sections of the ASCA POLICY STATEMENT are devoted to counselor functions and related conditions. These two sections, viz, Professional Responsibilities and Professional Environment, provide an operational foundation for the day-to-day work of the school counselor. The purpose of this document is to provide specific operational guidelines for implementing the Professional Responsibilities and Professional Environment sections of the ASCA Policy Statement.

PROFESSIONAL RESPONSIBILITIES

The school counselor functions in a number of specialized areas in the course of meeting his professional responsibilities. Within each of these areas there are identifiable patterns of functions which are characteristically performed by many school counselors. Numerous factors determine the breadth of the counselor's functions and the emphasis he must give. Among these factors are the personal characteristics and developmental level of the pupils in his school and to whom he is assigned, the nature and values of the community, the scope of the school curriculum, the extent of active participation in guidance services by teachers, and school and community resources. Organization and administration of the individual school, the professional environment, and assignment of responsibilities among school counselors within a school also contribute to varying emphasis of functions by counselors. In some schools with a large staff of school counselors, a director may exercise the requisite leadership, handle most administrative details, and be involved in planning and developing guidance services and the total school program. In other schools, however, the school counselor himself must exercise all of those functions.

The school counselor's primary role is counseling. He assumes other roles such as consultant, resource person, researcher, etc., and educator, but only as those roles support the primary role of the counselor. The following basic and distinct functions of the school counselor in specialized areas are intended as guidelines for the development of effective counseling programs and for the professional development of individual school counselors. The effective school counselor will show initiative in finding new ways to carry out his professional responsibilities in his changing environment and should not, therefore, view the functions listed as restrictive.

1. *Planning and Development of the Guidance Program.*  
An effective guidance program in a school results from cooperative effort of the entire staff in planning and developing the program. Parents, pupils, and community agencies and organizations can also contribute toward these efforts. It is essential that the objectives of the program and procedures for meeting those objectives be clearly formulated.

In planning and development of the guidance program, the school counselor --

- a. Assists in defining objectives of the program.
  - b. Identifies the guidance needs of pupils.
  - c. Assists in developing plans of action.
  - d. Coordinates various aspects of the program in a meaningful sequence of guidance services.
  - e. Assists in continued guidance program planning and curriculum development.
  - f. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.
2. *Counseling.* It is essential that the majority of a school counselor's time be devoted to individual or small-group counseling. In a counseling relationship the counselor --
    - a. Assists the pupil to understand and accept himself as an individual. Hereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.
    - b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.
    - c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.
3. *Pupil Appraisal.* The school counselor assumes the roles of leader and consultant in the school's program of pupil appraisal. In pupil appraisal the school counselor --
    - a. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.

- b. Coordinates the organization and maintenance of confidential files of pupil data.
  - c. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.
  - d. Identifies pupils with special abilities or needs.
  - e. Takes advantage of available data-processing equipment for facilitating the processing and transmission of pupil data.
4. *Educational and Occupational Planning.* In efforts to provide pupils and parents with an understanding of the pupil as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote self-direction of the pupil, the counselor --
- a. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans and choices.
  - b. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provision of up-to-date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational institutions and business and industry.
  - c. Assists pupils and parents in understanding procedures for making applications and planning for making applications and planning for financing the pupil's educational goals beyond high school.
  - d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.
  - e. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.
5. *Referral work.* The counselor has a major responsibility in making and coordinating referrals to both other specialists in pupil personnel services and public and private agencies in the community. Recognizing his own limitations to provide total service, the counselor --

- a. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil personnel services and community agencies.
  - b. Maintains a close working relationship in referrals to other specialists in pupil personnel services.
  - c. Identifies pupils with special needs which require the services of referral sources.
  - d. Identifies community referral agencies and their services.
  - e. Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources.
  - f. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.
  - g. Encourages the development and/or extension of community agencies for handling pupil referrals.
6. *Placement.* The counselor's role in providing placement services for individual pupils involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves the informational services of educational and occupational planning, pupil appraisal, and counseling assistance appropriate to the pupil's choices and progress in school subjects, extracurricular and community activities, and employment. In addition to these other types of assistance which aid effective placement, the counselor --
- a. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.
  - b. Plans with administrators and teachers (1) to provide appropriate classroom placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.
  - c. Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.

- e. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

9. *Local Research.* Research in guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs. The school counselor plays a role of leadership in determining the need for research, conducting or cooperating in research studies, and discussing research findings with members of the school staff.

The counselor conducts or cooperates with others in conducting studies in areas such as the following:

- a. Follow-up of graduates or pupils who have withdrawn.
- b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post-high school education and occupational placement.
- c. Characteristics, as well as educational and guidance needs of the pupils.
- d. The use of records and pupil personnel data.
- e. Occupational trends in the community.
- f. Evaluation of the school's counseling and guidance services.

10. *Public Relations.* The school counselor has a responsibility for interpreting counseling and guidance services of the school to members of the school staff, parents, and the community. All of his services in the guidance and counseling program have potential public relations value. In discharging his responsibility in public relations, the school counselor may --

- a. Participate in programs of civic organizations and other community groups.
- b. Prepare or furnish information for articles in school and community publications.
- c. Assist in programs for presentation by radio or television.

The contributions of the school counselor to pupil, school, and society are dependent upon the existence of an environment consistent with his responsibilities. Such an environment includes both psychological and physical conditions of work. Desirable psychological and physical conditions of work can be developed and maintained only through the joint efforts of administrators and counselors. The school administrator assists the counselor to facilitate total counseling and guidance services within a school through his understanding support and leadership.

Psychological conditions of work are concerned with the interpersonal relationships within the school, a permissive atmosphere within the program of guidance and counseling, administrative and personnel policies, and a climate within which the school counselor has freedom to exercise his skills on a professional level. Physical aspects include office facilities, equipment and materials. The following are the principal considerations in providing a psychological and physical environment which will assist in fulfilling the professional responsibilities of the school counselor.

*PERSONNEL ADMINISTRATION*

The school counselor should be employed in a full-time counseling position. In order to meet the needs of pupils it is often desirable to employ a counselor for a period extending beyond the regular school year. The salary paid should be commensurate with this extended contract year and the school counselor's advanced level of professional training. Additional contract time enables the counselor to pursue his regular responsibilities as well as special projects related to overall improvement of the school program.

The individual being considered for appointment as a school counselor should have demonstrated his ability to work effectively with pupils, parents, other professional persons on a school staff, and representatives from the community. In school systems employing a director or supervisor of guidance or counseling this person should have a joint responsibility with the school administrator for the selection of school counselors.

*COUNSELING LOAD AND ASSIGNMENT*

The school counselor should devote no less than 50 per cent of his assigned time in counseling with individual pupils or small groups of pupils. In order to accomplish this objective and to enable the counselor to give reasonably prompt attention to all pupils, the assigned pupil load should approximate 250 pupils to one full-time school counselor. Local conditions and the nature of the school organization can necessitate ratios significantly less or greater than this. Effective discharge of his responsibilities is dependent upon the school counselor's

being free from functioning as an administrative assistant and from such other intrusive duties as substitute teaching, disciplinary action and routine clerical tasks. For his fullest contribution to the educational and guidance process, the counselor should have a time schedule which will enable him to grow professionally and permit him to pursue the less pressuring aspects of his responsibilities such as research, evaluation, and visits and conferences outside of the school building.

The school counselor can most effectively fulfill his responsibilities when there is provision at both the local and state level for leadership and coordination by a supervisor professionally trained and certified in guidance and counseling. Coordination of the counselor's work with that of other professional persons in pupil personnel services, such as school psychologists, school social workers, and school nurses, is essential.

#### **COMMUNICATION AND STAFF PARTICIPATION**

Information and a permissive atmosphere serve to motivate pupils to seek counseling appropriate to their needs and development. Avenues of communication must exist so that the school counselor can interpret and inquire about the counseling and guidance program and his role in it not only with pupils, but also with teachers, administrators, parents, and the community. Recognizing that participation in guidance services by other members of the school staff is essential, provision should be made for the school counselor to help furnish the staff with (1) both initial and follow-up information on individual pupils, and (2) information and materials to encourage activities of the staff in guidance services.

The counselor should have the responsibility of informing administrators when the school program is insensitive to the individuality of pupils.

#### **ACCESSIBILITY**

Provisions should exist which enable the counselor to initiate and have systematic counseling or conference appointments and group activities with pupils during school hours without interfering with the planned work of teachers. It is essential as well that the counselor work directly with other pupil personnel specialists, teachers, parents, and representatives of community and other resource agencies.

#### **ETHICAL STANDARDS**

General policies and principles should exist within a school which permit a school counselor to satisfy the employing school's requirements as well as meet the counselor's responsibility to himself, his profession, the persons he serves, and the public through close adherence to the Ethical Standards of the American Personnel and Guidance Association.

### *CONFIDENTIALITY*

The school counselor's counseling relationship with pupils and parents and information resulting therefrom must be considered confidential. Decisions regarding disclosure of information obtained in counseling interviews rest with the initiator except as provided for in the statement on Ethical Standards of the American Personnel and Guidance Association. Other confidential information should also be handled in accordance with the principles set forth in that statement.

### *OUT-OF-BUILDING ACTIVITIES*

The counselor should have freedom of movement outside of his school building in order to carry out his professional responsibilities with feeder and receiving schools, to visit educational and training institutions, to confer with representatives of community agencies and civic organizations, to visit local business and industrial establishments, and to attend professional conferences and meetings.

### *IN-SERVICE EDUCATION*

School counselors should have released time and resources for continued professional growth through carefully planned programs of in-service education. Provisions should also be made for in-service education in guidance services, pupil development, and pupil needs for other members of the school staff.

### *RESEARCH AND EVALUATION*

In order that the school counselor might fulfill his responsibilities in research and evaluate his own effectiveness, an atmosphere of flexibility and growth accompanied by astute planning should exist within a school. This atmosphere and planning should recognize (1) the stimulus to professional growth as well as service to pupils through experimentation with varied methods, materials, and use of personnel, and (2) the value of accepting better alternatives for accomplishing tasks.

### *BUDGET*

Although many costs of guidance programs are incorporated in the total school budget, certain considerations important for building and maintaining the school's program of guidance and counseling make a separate annual budget desirable. Aspects of the program to be incorporated in the separate budget include costs of professional and clerical personnel, equipment and materials, standardized tests and related services, printed guidance material, printing costs, and supplies. Travel allowance should be made to counselors attending state and national conferences and workshops concerned with the counselor's professional advancement in guidance, counseling, and the total school program. An allowance should also be given for local travel associated with the counselor's professional responsibilities.

*SPACE AND PHYSICAL FACILITIES*

Counseling suites should be easily accessible to persons seeking the services of school counselors. Through its design the counseling suite should clearly indicate that it is a separate unit. Consideration should be given to locating the suite in an area relatively free from noise and confusion. A pupil records section affording privacy for records of both current and former pupils should be readily accessible and should provide working space for both school counselors and other members of the school staff. Display cases and bulletin boards in various areas of the school should be assigned to school counselors.

The counseling suite should provide the following:

1. An individual office for each school counselor. Each office should have visual and auditory privacy, appropriate furnishings to accommodate at least three persons other than the counselor; furnishings to meet the counselor's professional needs, a telephone, and adequate lighting, heating, and ventilation.
2. A waiting room separate from the administrative waiting room providing space for (a) pupils to use reference and informational materials; (b) parents, employers, and representatives from community agencies to wait for counselors; (c) clerical services and reception; (d) general files of counselors; (e) reference and informational materials on occupations, educational opportunities, and personal-social development; (f) bulletin board and display area.
3. Storage space and files for guidance material and equipment, to include safeguards for protecting standardized tests and confidential materials.
4. A conference room or group guidance room for case conferences, staff meetings, group testing, group counseling, and other related guidance activities.

*CLERICAL AND SECRETARIAL ASSISTANCE*

Because of the confidential nature of his work the school counselor should have adequate non-pupil, paid clerical and secretarial assistance. In addition to their technical skills, clerks and secretaries who deal directly with pupils and parents should have the ability to convey the desirable permissive atmosphere and acceptance of individuals, to exercise a high degree of ethics, and to be able to use sound judgment in handling unexpected situations.

*EQUIPMENT AND MATERIALS*

Special equipment should be provided for the school counselor consistent with his assigned responsibilities and existing technology. A school counselor's responsibilities frequently include the need of equipment for dictating, photocopying, duplicating, calculating, data processing, and audio-visual usage. Required materials include current career and educational references and pamphlets, brochures on personal-social adjustment, standardized tests, and other devices for individual appraisal. Provision should also be made for carefully designed individual pupil records and other specialized guidance forms. The counselor should share in the design of pupil record and guidance forms and assist in planning procedures for their most effective use.

**ASCA STUDY ON COUNSELOR ROLE AND FUNCTION****National and Regional Co-Chairmen**

National Co-Chairmen: Paul W. Fitzgerald, John W. Loughary  
New England Regional Co-Chairmen: Henry Isaksen, Robert Morgan  
North Atlantic Regional Co-Chairmen: Alfred Stiller,  
George Murphy  
Southern Regional Co-Chairmen: Fred W. Hoffman, David Walthall  
North Central Regional Co-Chairmen: James Winfrey,  
Kenneth Johnson  
Rocky Mountains Regional Co-Chairmen: Gerald Ulrich,  
Jack Reeves  
Western Regional Co-Chairmen: Gordon Dudley, Dale Burklund

**NATIONAL PLANNING COMMITTEE****National Co-Chairman, All Regional Co-Chairmen:**

Calvert W. Bouman, George O. McClary, Willis E. Dugan,  
Loren Benson, Gilbert D. Moore, Maurine E. Rosch, Bert  
L. Sharp, Arthur A. Hitchcock, Robert W. Stoughton,  
Thomas Christensen, James E. Woods, Reverend James F.  
Moymhan, S.J., and Robert Frank.



APPENDIX C  
**OREGON STATE DEPARTMENT  
 OF EDUCATION**

942 LANCASTER DRIVE NE. • SALEM, OREGON • 97310 • Phone (503) 378-3

**DALE PARNELL**  
 Superintendent Public Instruction

**DON EDGE**  
 Deputy Superintendent  
 Operations Officer  
 Legal Personnel and Compensatory  
 Education Services

**CARROL M. JEROME**  
 Associate Superintendent  
 Instructional Services

**JESSE W. PASOLD**  
 Associate Superintendent  
 Special Schools & Services

**VERNON H. GIBSON**  
 Associate Superintendent  
 Business & Auxiliary Services

**MARY J. HALL**  
 Assistant Superintendent  
 Planning & Evaluation

March 23, 1973

Dear Counselor:

Mr. Ray Lindley is conducting research in an attempt to determine what counselors in Oregon's secondary schools feel about the tasks they should perform.

I ask your cooperation in filling out the enclosed questionnaire, for it is information which could prove vital to counseling research in our state and for the Student Services Section at the State Department of Education.

Not all counselors in Oregon are being surveyed, only a random sample; so your response is especially important.

Thank you in advance for your cooperation.

Sincerely,  
 Redacted for Privacy

Leslie L. Adkins  
 Director  
 Student Services

LLA:af

Enclosure

## APPENDIX D

WOULD YOU PLEASE RESPOND TO THIS QUESTIONNAIRE AND RETURN IT BY APRIL 9, 1973?

PLEASE BE ASSURED THAT YOUR RESPONSE IS CONFIDENTIAL.

THANK YOU,

RAY LINDLEY

This questionnaire seeks to gather the opinions of Oregon's Secondary School Counselors regarding the tasks they should perform. It is not intended to find out what is, but what should be. Beside each statement is listed a five point scale. Each item should be answered according to your level of agreement. Please circle the number which most closely agrees with your opinion of that item according to this scale:

1= Strongly Agree    2= Agree    3= Undecided    4= Disagree    5= Strongly Disagree

THE COUNSELOR SHOULD.....

- |           |   |
|-----------|---|
| 1 2 3 4 5 | 1. evaluate the academic progress of students.  |
| 1 2 3 4 5 | 2. release confidential information regarding counselees.   |
| 1 2 3 4 5 | 3. establish a counseling relationship with a counselee even if he feels he cannot be of professional assistance.                 |
| 1 2 3 4 5 | 4. prepare information for curriculum development and information for construction of the master schedule for the administration. |
| 1 2 3 4 5 | 5. avoid sharing individual student data with the teaching staff.   |
| 1 2 3 4 5 | 6. maintain an objective and impartial view in teacher-student relationships.   |
| 1 2 3 4 5 | 7. review graduation requirements.  |
| 1 2 3 4 5 | 8. disregard his own personal characteristics and their effects.  |
| 1 2 3 4 5 | 9. provide a counseling relationship even when he knows he cannot provide adequate assistance.                                    |
| 1 2 3 4 5 | 10. be provided with school time to engage in in-service programs outside the school, conferences and professional meetings.      |
| 1 2 3 4 5 | 11. be more concerned with global than specific issues.   |
| 1 2 3 4 5 | 12. conduct research related to pupil needs.  |
| 1 2 3 4 5 | 13. organize and conduct in-service training for staff members.   |
| 1 2 3 4 5 | 14. help administrators and teachers plan procedures for course selection by pupils.  |
| 1 2 3 4 5 | 15. help pupils learn to accept themselves.   |
| 1 2 3 4 5 | 16. counsel non-school related adults.  |
| 1 2 3 4 5 | 17. conduct follow-up studies of graduates.   |
| 1 2 3 4 5 | 18. conduct research on teaching methods.   |
| 1 2 3 4 5 | 19. tabulate data of research studies for the school.   |
| 1 2 3 4 5 | 20. record absences or tardies.   |

THE COUNSELOR SHOULD.....

- 1 2 3 4 5 21. confer periodically with the probation or parole officer.
- 1 2 3 4 5 22. develop local norms for standardized tests.
- 1 2 3 4 5 23. discuss common student problems with the principal.
- 1 2 3 4 5 24. work with individual teachers to develop their counseling skills.
- 1 2 3 4 5 25. help identify exceptional students.
  
- 1 2 3 4 5 26. prepare transcripts for students entering college.
- 1 2 3 4 5 27. administer an individual test to all students.
- 1 2 3 4 5 28. avoid being in charge of research on the school's special education program.
- 1 2 3 4 5 29. direct research studies of the curriculum.
- 1 2 3 4 5 30. direct research to evaluate guidance services.
  
- 1 2 3 4 5 31. avoid sectioning or grouping students for teachers.
- 1 2 3 4 5 32. carry on work of the principal in his absence.
- 1 2 3 4 5 33. interview parents of all truant students.
- 1 2 3 4 5 34. interpret test results to individual students.
- 1 2 3 4 5 35. make suggestions to teachers on teaching methods.
  
- 1 2 3 4 5 36. conduct exit interviews with all drop-out students.
- 1 2 3 4 5 37. be responsible for securing glasses, shoes, etc. for needy students.
- 1 2 3 4 5 38. act as a liaison between school and police on student investigations.
- 1 2 3 4 5 39. directly use state employment services with all students.
- 1 2 3 4 5 40. use research to identify common student problems.
  
- 1 2 3 4 5 41. interview students referred by the principal.
- 1 2 3 4 5 42. organize special activities for new students.
- 1 2 3 4 5 43. counsel parents of failing students.
- 1 2 3 4 5 44. assist parents in forming realistic perceptions of their children.
- 1 2 3 4 5 45. maintain cumulative records.
  
- 1 2 3 4 5 46. prepare news articles on outstanding students.
- 1 2 3 4 5 47. collect autobiographical materials on each student.
- 1 2 3 4 5 48. make item analyses of teacher-made classroom tests.
- 1 2 3 4 5 49. interview teachers whom students feel have problems.
- 1 2 3 4 5 50. counsel with parents concerning problems of a student.