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EVOLVING PATTERNS OF COUNSELOR EDUCATION

One of the fascinating aspects of our transition into the age of technology is our shift in emphasis in counseling from crisis intervention and job placement to a concern for the quality of life and satisfying interpersonal relationships.

In the day-by-day work of the counselor the change has now become evident. School counselors are still beset with problems of drugs, alienation, family breakdown, but more and more they are finding time for developmental counseling—for concern with the growth of all young people. The diagnosis of learning difficulties, the solution of problems are seen as secondary results that accrue from the increased ability of an individual to cope with life—and that increased competence comes from a feeling of communication with and acceptance by one's fellows.

Pastoral counselors are now envisaging their roles in terms of improving relationships and utilizing personal resources to increase constructive behavior (Eberlein, 1968, p. 177). Employment counselors who have functioned as placement officers are finding the importance of helping someone to discover his potential strengths and to utilize them through appropriate training programs. They are finding, too, that they must be concerned with the twin facets of discovering a satisfying style of life and finding the necessary personal resources to solve the problems that limit effectiveness and destroy motivation.

Businesses, too, are now concerned with more than selection of personnel: "Industry believes it has a responsibility to assist in the growth needs of the individual (Bolton, 1968, p. 41)."

In social work the demands for crisis intervention continue to be heavy, but other community resources are developing. In Vancouver our counselors-in-training participate in "recreational" programs under the supervision of the YMCA staff in order to provide a type of counseling service in an informal setting. In Alberta, Harvey Zingle is experimenting with short programs to train able people in isolated communities to work with individuals who are troubled.

Then, like a ground-swell is the enthusiasm for confrontation groups, sensitivity training, and awareness-inducing exercises. Murphy (1967) gave some of the dimensions of this development in his paper on psychic evolution. Schutz in *Joy* (1967) added specifics of the exercises as practiced at Esalen, and Perls epitomizes the use of these by a master therapist as described in *Gestalt Therapy* (Perls, Hefferline, & Goodman, n.d.).

Still lurking as a dangerous reality is the problem of alienation and its concomitants of delinquency, drugs, and depression. However, concern for control and punishment is being replaced by recognition of the need for the development of a positive self-concept and a sense of worth. Life appears to

have three major facets: (1) Loving, (2) Learning, and (3) Contributing. If we would prevent alienation, we must develop a society where people of all ages find satisfaction in these three areas of life. Until we do that, we will have individuals hitting back at a life that has no place for them as worthwhile members.

These emerging patterns have major implications for programs in counselor education. Traditionally such programs have been limited both by their admission requirements and by the dimensions of their programs. The only acceptable admission requirement has been a bachelor's degree (and only about 5 to 15% of the suitable age groups have had enough foresight, or money, when young to finish university) with a major in education or psychology (an even more restricted group). Yet, our society appears to require staggering numbers of counselors. The Americans have estimated that by 1975 they will have 170,000 counselors; in 1965 they had only 50,250 (U.S. Department of Labor, 1966)—an increase of over 200% in ten years.

In order to work effectively in the newer aspects of counseling, these counselors must be broadly prepared both by varied work experiences and academic courses. (In addition, they must have a high degree of skill in working with people—a skill not always developed in programs of teacher education or psychology.) For too long counselors have tried to have answers for people from differing cultures—with differing values and expectations. We will probably require representatives of the various subcultures, especially Indian or Eskimo, qualified at least as paraprofessionals to work with us to reach many people whose experiences vary so markedly from ours.

Personality characteristics are assuming major importance and will influence selection of candidates. If the traditional tools of our trade—diagnostic skill and expert knowledge—are replaced by an emphasis on the ability to interact sensitively with another individual—a helping relationship—then we must identify the relevant personality dimensions. Certainly Truax and Carkhuff are devastating in their review of the studies of counseling effectiveness, but they offer hope that counseling can be productive if the counselor possesses the necessary, but not sufficient, qualities of empathy, warmth, and genuineness (1967, p. 31).

Universities are moving to implement these new concepts of counseling in their training programs but much remains to be done.

1. Programs of counselor education must prepare counselors to work effectively as a member of a team in a variety of job settings. To do this, the program must be staffed by people who are competent in counseling, or in its supporting disciplines or professions, and able to bring a diversity of experiences to broaden the understanding of the students. Ideally such a staff would include specialists from psychology, sociology, anthropology, philosophy, economics, medicine, psychiatry, law, recreation, social work, commerce, and education.

2. The programs should weave together the theory, research, and practice for all types of counseling in all job settings. There should be a central core of courses directly related to the counseling process which all students would take. In addition, there should be a variety of specialties available—advanced work in such areas as vocational development, therapeutic pro-

cedures, group guidance, work with adults, learning difficulties, administration of personnel services, information systems in guidance and counseling, research and statistics. Students should undertake practicum work with children, youth, adults, and in educational, recreational, and employment centres. Internships should offer opportunities for specialization.

3. The programs should be well enough financed to bring together the diverse specialists needed and to provide a staff-student ratio of approximately 1-6. Since clinical programs are always expensive and the traditional faculties have such demanding budget requirements to provide for the burgeoning numbers of undergraduates, the usual competition for a share of the university grants makes it very difficult to set up new, expensive administrative units. Probably the best answer is an institute located within a university and using its library and faculty resources but administered as a separate unit empowered to offer degrees in counseling. Most provinces have limited staff resources, and probably the best way to start institutes of the size required to encompass the variety of staff (all knowledgeable in the counseling process or related problems) is to persuade the federal government to undertake the initial financial support as part of its functions to underwrite the quality of life of all Canadians and to set standards which may be followed later by other levels of government.

4. Programs in counseling should be at the graduate level and involve the equivalent for two academic years. It is most important that study be on a full-time basis. In order to develop the skills and attitudes required to form really helpful relationships, trainees must get away from their jobs and outmoded roles; thus financing must be provided to allow full-time study and the needed immersion in new concepts.

5. Admission to such programs should be flexible enough to allow mature, able people who do not have the typical, academic prerequisites to demonstrate their competence. They must be knowledgeable about their world—but there are many sources of such information. They must be intellectually competent showing both a grasp of concepts and excellent reasoning ability. They must be warm, compassionate people secure in their ability to work well with people. It is a myth to assume that the only way to get a liberalizing education is through formal, undergraduate study; it is a myth to assume that anyone intelligent enough to graduate from college is a warm, compassionate being. Admission policies must not exclude good people —but, hopefully, will not include too many doubtful ones.

Probably key graduate programs in counselling should be established at universities which are respected for the high quality of their programs. Only such institutions might have the courage to admit people who are competent but who lack the formal academic prerequisites; others would then not question if the individual so admitted was worthy—nor say that standards are being lowered.

As most denizens of the academic establishment realize, such thoughts are almost heretical; most of the sacred beliefs are negated. But, it is possible to find extremely intelligent people prepared to undertake graduate work in counseling who have developed their understanding of their world and of man in the classrooms of life. It is possible to go beyond one's narrow con-

fines of faculty or discipline and work in an institute whose students are accredited for university degrees and whose graduates function easily in a variety of counseling positions. Is it possible that a federal government intelligent and compassionate enough to inaugurate an institution for research into methods of enriching the life of people in underdeveloped countries, could also finance institutes for counselors to help Canadians enrich their life?

Too few counselors are being trained in Canada. It is time to develop innovative programs for a new level of competence—a competence designed to help individuals develop more satisfying interpersonal relationships and quality of life.

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L'IMAGE CHANGEANTE DU CONSEILLER EN EDUCATION

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Jusqu'à ces derniers temps, les programmes de formation des conseillers en éducation étaient réservés aux diplômés d'université, c'est à dire à un groupe qui compte 5 à 15% de la population et encore ces programmes ne s'appliquaient qu'aux étudiants spécialisés en psychologie ou en éducation. Cependant, notre société a toujours besoin d'un nombre accru de conseillers dont la préparation et les expériences sont diversifiées, dont la compétence à entretenir de bonnes relations avec les gens s'avère positive.

Nos universités doivent se spécialiser dans la formation de conseillers qui pourraient occuper plusieurs genres d'emplois et pour ce faire, établir des équipes interdisciplinaires qui toucheraient la psychologie, la sociologie, l'éducation, la médecine, la psychiatrie, le travail social, la philosophe et le droit.

Les candidates qui démontreraient des aptitudes au counselling de même qu'une bonne formation intellectuelle devraient être acceptés, même s'ils n'ont pas fait d'études universitaires; les programmes devraient allier la théorie, l'habileté au counselling et la recherche.