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Consultant Training in Counselor Education: North Central Region

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CONSULTANT TRAINING IN COUNSELOR
EDUCATION: NORTH CENTRAL REGION

By
John Jurowicz

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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VITA

The author, John Jurowicz, was born on June 26, 1942, in Chicago, Illinois.

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In 1964, he began teaching social studies at Josephinum High School where he eventually became counselor and co-principal. He went on to work in career and personal counseling at Moraine Valley Community College and Mallinckrodt College. He is currently a junior high school counselor in Buffalo Grove, Illinois.

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CHAPTER I

INTRODUCTION

Background

Consultation is a relatively new addition to a relatively new profession. Aubrey traces the history of guidance to early twentieth century beginnings in American towns and cities. At its inception, guidance was vocational in direction, supported by the social reform movement of that era. Aubrey points out that the primary interest of the guidance movement was and still is on "interest in the individual and a preparation of that individual for life in a fluid and ever changing environment."¹ A psychological dimension was added to the vocational element with the merger of guidance and testing. Aubrey maintains that vocational guidance would not have survived if it had not been for this merger.² The guidance process, itself, was contrary in nature to what its founders, social reformers, stood for. Instead of helping its clients grow in self-determination and dignity, it labeled, classified, and categorized them. This early model "made little mention of counseling during its first three decades."³ In

¹Roger F. Aubrey, "Historical Development of Guidance and Counseling and Implications for the Future," Personnel and Guidance Journal 55 (February 1977): 290.

²Ibid., p. 290.

³Ibid., p. 291.

Aubrey's words, the counselor was placed "in a role not unlike that of a teacher."⁴ It is interesting to note that the contemporary literature suggests such new roles as psychological educator (teacher) and change agent (social reformer) for counselors.

Counseling was initially considered to be an adjunct technique in vocational guidance. Since the counselor was essentially a teacher, the thrust was primarily didactic. It was with the emergence of Rogers in the 1950's that this counselor-centered approach shifted to a client-centered approach.

As the nature of guidance changed, so did the nature of the training of guidance workers. Early training had its roots firmly imbedded in medical ground. Such training was cognitive in content and didactic in approach. Its emphasis was upon rational understanding. The relationship between trainer and trainee was essentially that of teacher and student. A major change in this emphasis occurred as a result of the pioneer work of Eckstein and Wallerstein who looked beyond the cognitive aspects of the trainee. They viewed the trainer as a teacher who helped the trainee to free his or her potentials.⁵ Rogers echoed this "new" training approach. Truax and Carkhuff write that "above all, Rogers has stressed the need for a teaching atmosphere where the supervisor offers facilitative therapeutic conditions."⁶ Rogers was a

⁴Ibid., p. 291.

⁵Rudolph Eckstein and Robert S. Wallerstein, The Teaching and Learning of Psychotherapy (New York: Basic Books, 1958).

⁶Charles B. Truax and Robert R. Carkhuff, Toward Effective Counseling and Psychotherapy: Training and Practice (Chicago: Aldine Publishing Company, 1967), pp. 211-212.

source of change for the direction of both counseling and the training of counselors. Change and development have become characteristic of these processes ever since.

Gurk and Wicas have grouped the approaches to counselor training into the three categories of counseling, inclusive, and instructional. Each category reflects a degree of emphasis upon didactics and the personal growth of the trainee. In an attempt to break this trichotomy, Gurk and Wicas suggest the use of a metamodel in which the trainer acts as consultant to the trainee.⁷

Emphasis on skill development in counselor education has been placed by Egan,⁸ Ivey,⁹ Kagan, Krathwohl and Miller,¹⁰ Truax and Carkhuff.¹¹ Although this emphasis appears to be a throwback to didactic times, research such as that done by Silverman reveals little difference between graduate students trained in a didactic-behavioristic approach and students trained in an experiential-introspective

⁷Mitchell D. Gurk and Edward A. Wicas, "Generic Models of Counseling Supervision: Counseling/Instruction Dichotomy and Consultation Metamodel," Personnel and Guidance Journal 57 (April 1979): 402-407.

⁸Gerard Egan, The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating (Monteray, California: Brooks/Cole Publishing Company, 1975).

⁹Allen E. Ivey, "Microcounseling and Media Therapy: State of the Art," Counselor Education and Supervision 13 (March 1974): 172-183.

¹⁰Norman Kagan, David Krathwohl, and Ralph Miller, "Stimulated Recall in Therapy Using Video Tape - A Case Study," Journal of Counseling Psychology 10 (Fall 1963): 237-243.

¹¹Truax and Carkhuff, Toward Effective Counseling and Psychotherapy: Training and Practice.

approach.¹²

A contemporary attempt to integrate the various approaches to counselor training has been developed by Bernstein and Lecomte in their competency-based model. Training and experiential activities are designed to fulfill specific predetermined instructional objectives. The objectives are created to include key elements which are common to various counseling approaches.¹³

Continuing with his history of guidance and counseling, Aubrey identifies the 1960's as a time of belief that "guidance and counseling could be available to all."¹⁴ The response to a growing and diversifying clientele was counselor specialization. This response continued throughout the 1970's. Although specialization has its benefits for both counselor and client, it has been a negative element in the ongoing attempt to achieve unity and common purpose for the counseling profession.

During the mid-1960's, an attempt was made to redefine the guidance structure along developmental lines. As early as 1957, Patouillet identified the guidance worker as being "essentially a consultant in human relations who involves in a cooperative enterprise

¹²Manuel Silverman, "Perceptions of Counseling Following Differential Practicum Experiences," Journal of Counseling Psychology 19 (January 1972): 11-15.

¹³Bianca L. Bernstein and Conrad Lecomte, "An Integrative Competency-Based Counselor Education Model," Counselor Education and Supervision 16 (September 1976): 26-36.

¹⁴Aubrey, p. 293.

all those who affect the development of the child."¹⁵ In 1966 a committee of Association for Counselor Education and Supervision and American School Counselors Association representatives identified consultation, counseling, and coordination as the primary roles of the elementary school counselor.¹⁶ Smith and Eckerson established consultation as the major role and advocated the use of the title "guidance consultant" to incorporate the various roles of counselors, social workers, and psychologists.¹⁷ Consultation seemed to be viewed by some guidance professionals as the key element around which unity of identity could be established. Eckerson went so far as to declare that "the counselor's greatest contribution is in assisting parents and teachers in providing home and school environments conducive to optimum and total growth."¹⁸

Just as counseling evolved and developed as one of the guidance services, a parallel process is occurring with consultation. As will

¹⁵Raymond Patouillet, "Organizing for Guidance in the Elementary School," Teachers College Record 58 (May 1957): 433.

¹⁶Sarah L. Leiter, et.al., "Report of the ACES-ASCA Joint Committee on the Elementary School Counselor, April 2, 1966 (Working Paper)," in Guidance and Counseling in the Elementary School: Readings in Theory and Practice, ed. Don C. Dinkmeyer (New York: Holt, Rinehart and Winston, Inc., 1968), p. 104.

¹⁷U.S. Department of Health, Education, and Welfare, Guidance for Children in the Elementary Schools, by Hyrum M. Smith and Louise Omwake Eckerson, Office of Education Bulletin No. 36 (Washington, D.C.: Government Printing Office, 1963), pp. 1-22.

¹⁸Louise O. Eckerson, "Consultation in the Counselor's Role: Invitation to Dialogue," in Guidance: Principles and Services, by Frank W. Miller (Columbus, Ohio: Charles E. Merrill Publishing Company, 1961), p. 392.

be shown in Chapter II, consultation has its own history, definition, rationale, role, performance models, and training models. Just as with counseling, there is the desire and need for unity within the aspects of role, models, and training. This study will attempt to explore this last aspect.

Counselor training, as was indicated above, has gone through controversial times and is yet in the process of evolving. If consultation is to become established and grow as a skill, systematic training is essential. It would seem, then, that an exploration of the status of consultation training is in order.

Eckerson suggested that consultation should be highlighted in the training of elementary school counselors.¹⁹ Patouillet described training for the child development consultant as

...a two-year program of graduate study including courses in guidance, developmental psychology, social work, administration, and curriculum (including reading, an area in which teachers say they need help).²⁰

Since Smith and Eckerson view identification and prevention as the two major functions of the guidance consultant, they joined with Patouillet by suggesting training in guidance, psychology, and social work. However, they also included knowledge and techniques from the fields of elementary education and health.²¹ At the time of their writing, Smith and Eckerson stated that "few universities have set up graduate

¹⁹Ibid., p. 392.

²⁰Patouillet, p. 437.

²¹U.S. Department of Health, Education, and Welfare, p. 22.

programs for elementary school guidance consultants."²²

The status of consultant training for counselors still seems to be a situation in question. A number of professional voices have arisen to protest the lack of consultant training in counselor education curricula. An identification of such sources will be made in Chapter II. Suffice it to mention, at this point, that Moracco appears to be in the vanguard of the protest. He asserts that counselor education programs do not systematically offer training in consultation skills.²³ It was Moracco's writing which actually gave impetus to this study.

Very little research exists concerning consultant training in counselor education. Francisco suggests a training paradigm for the development of internal organizational consultants. Although he espouses a specific model for consultation which attempts systematic system-wide change, he suggests that a university course be developed to train consultants who can work within his model. Such a course should be offered only after each area of training which he has identified undergoes "the rigors of research."²⁴ In addition to training in communications which is already part of counselor education

²²Ibid., p. 17.

²³John C. Moracco, "Counselor as Consultant: Some Implications for Counselor Education," Counselor Education and Supervision 17 (September 1977): 73-75.

²⁴Richard Paul Francisco, "A Program of Professional Preparation for School Counselors as Internal Organizational Consultants: History, Theory, Practice, and Possibilities," (Ph.D. dissertation, University of Oregon, 1976), p. 138.

programs, Francisco recommends that additional training be given in: "(1) self-awareness, (2) group process, (3) problem solving, (4) diagnosing the learning environment, and (5) feedback and evaluation."²⁵

A study of consultation training in the related field of social work was done by Smith. The results of her research led Smith to recommend that to adequately prepare social workers for practicing consultation, social work education curricula should include

...a formal course presented in connection with a formal practicum to provide maximum experience and the development of expertise in the utilization of the consultation process.²⁶

The above two studies recommend the use of a separate course for training in consulting skills. Hollis and Wantz report that of 340 counselor education programs, 113 have added one or more consultation course. They conclude that "institutions are changing counselor preparation programs to provide consultation courses."²⁷

Miles and Hummel polled 144 counselor education programs. They found that of the 92 programs which responded, consultation courses were formally offered by 41 programs. Their study also revealed that fully developed courses existed with 44 percent of the programs which responded; 16 programs had courses in the planning, 32.5 percent of master's level and 27.5 percent of post-master's level required the

²⁵Ibid., p. 11.

²⁶Joanne Marie Bentler Smith, "Social Work Consultation: Implications for Social Work Education" (D.S.W. dissertation, University of Utah, 1975), p. 106.

²⁷Joseph W. Hollis and Richard A. Wantz, Counselor Preparation 1980: Programs, Personnel, Trends (Muncie, Indiana: Accelerated Development Inc., 1980), p. 24.

consultation course. The 32 programs which did not offer a formal course, maintained that training in consultation was given within a number of other courses.²⁸ As a result of their study, Miles and Hummel conclude that "counselors currently in training are likely to receive or be exposed to some level of instruction in consultation."²⁹

A similar national study was conducted by Splete and Bernstein. Of the 410 counselor education institutions which they contacted, 144 responded. The result was that 95 percent of the responding programs indicated some form of consultation training. Further data revealed that 33 percent of the respondents offer a separate course in consultation training with 43 percent of these same institutions offering the course as a requirement. Consultation is taught as a part of other courses by 62 percent of the responding programs.³⁰ Splete and Bernstein do not consider consultation training as being absent nor as being the cause of "the gap between professional encouragement for consultation and actual practice."³¹

Consultation training for school counselors remains an issue. Since empirical studies remain scant, individual counselor educator opinion becomes the basis for judgement. Such an opinion has been

²⁸Johnnie H. Miles and Dean L. Hummel, "Consultant Training in Counselor Education Programs," Counselor Education and Supervision 19 (September 1979): 51.

²⁹Ibid., p. 51.

³⁰Howard Splete and Bianca Bernstein, "A Survey of Consultation Training as a Part of Counselor Education Programs," Personnel and Guidance Journal 59 (March 1981): 470-471.

³¹Ibid., p. 472.

expressed by Jerry Davis who maintains that although counselor education programs purport to offer consultation training as part of other existing courses, such training should exist as a separate course.³² It is hoped that this study can help to clarify such issues by polling counselor educators and by reviewing the printed curricular material issued by counselor education programs. If consultation is to be a viable counselor service, a determination of consultation training efforts must be made.

Purpose of the Study

The focus of this study is the consultant role of the school counselor. This role has always been considered one of the major roles of the school counselor.

The consultant role has definition, an identity of its own. There are models available for the consultant to use, and there are various skills related to each respective model. The professional literature calls for a continuance of this role and views it as being even more important today, considering current educational and economic trends. However, this same literature maintains that little or no training exists at the university level to train counselors for the consultant role. The literature seems to indicate a contradiction: the counseling profession, through its spokesmen, views consultation as a desirable and necessary counselor skill, but training for the implementation of that skills is minimal and/or nonexistent. The

³²Interview with Jerry L. Davis, Ph.D., Chairman of Counselor Education, University of Wisconsin-Milwaukee, 8 August 1980.

purpose of this thesis is to explore this latter situation and attempt to give some evidence for or against the accusation that training in consultant skills is lacking. Such an exploration will attempt to answer such basic but important questions as: Do counselor educators view consultation as an important role for counselors to fulfill? Is training in consulting skills being given to prospective counselors? If training is being given, what is its extent? If training is not being given, what are the reasons?

It is hoped that whatever the outcome of the counselor training exploration aspect of this study, training in consulting skills for future counselors will be enhanced as a result. It is further hoped that this study will give impetus to the growth of self-exploration in counselor training programs.

Definition of Terms

The term consultation is used in this study to describe an indirect service which counselors provide. This service is viewed as a process which involves a counselor working with parents, teachers, school administrators, and agencies. Such roles as problem solver, mediator, negotiator, trainer, teacher, prescriber characterize the process. Consultation is viewed as a triadic relationship in which a counselor/consultant works with a second party, the consultee, with the dual goal of helping the consultee to service a third party, the client, and of helping the consultee to learn skills for serving future clients with similar concerns.

A second term requiring definition is training. An exploration

of consultation training is the primary objective of this project. In itself, training is a process which can be effected in various formats. This study limits the training process to didactic and experiential exercises which are offered in formal graduate courses through counselor education programs.

The terms consultation course and other courses are used throughout this study. Consultation course refers to a graduate level course which contains the word consultation in its title and/or is designed to devote most of its content and time to the teaching of consultation skills. Such skills, however, are also taught in other courses. This latter term consists of graduate level courses which are designed to teach various elements of counselor education, but which devote some of their content and time to consultation skills training.

Data collected for this study comes from three sources: the Consultation Questionnaire, the college catalog, additional printed material. The Consultation Questionnaire is a 15 item questionnaire which was designed for use in this study. The college catalog refers to the graduate catalog, or in some cases, the catalog of the school or department of education which houses counselor training. Additional printed material is any pamphlet, brochure, or packet issued by a school or department of education for the purpose of conveying information concerning the counselor education program.

The questionnaire was sent to the chairmen of respective counselor education programs. In the majority of cases, these chairmen constitute what is referred to by the term respondent. In some cases the respondents were other than chairmen but were still

involved with some aspect of counselor education.

Limitations of the Study

The design of this study imposes a geographic limitation upon the results. Since the source of data is limited to an area of geographic distinction, universalization of the results becomes impossible. A similar limitation is imposed by the study's restriction to programs of preparation for elementary and secondary school counselors. This latter limitation does not indicate a bias for or against consultation training in areas other than school counseling. Rather, it is a reflection of the fact that more graduates of counseling programs initially enter the school setting than any of the other settings which employ counselors.³³ A third restriction is the study's focus on master's degree programs. The master's degree constitutes sixty-one percent of the total degree offerings of counselor education programs.³⁴ Again this limitation is not meant to infer academic bias but to give consideration to the majority degree.

Overview of the Study

The growth of consultation as a separate and desirable role for the school counselor has occurred over a period of several decades. An opinion has been voiced that adequate and relevant training has not been formally extended to counselors-in-training to prepare them for the role of counselor/consultant. Chapter I presents this issue in

³³Hollis and Wantz, p. 102.

³⁴Ibid., p. 78.

historical context. A brief historical sketch of counseling and counselor education is presented to highlight the parallel growth of consultation and consultation training. This sketch is followed by definitions of the primary terms of significance in this study. Limitations of the project are then presented.

Chapter II consists of an extensive review of the literature related to consultation, with emphasis upon consultation in education. The chapter is intentionally broad in order to emphasize consultation's expansive scope. Chapter II presents history, definition, rationale and roles, performance models, training models of consultation.

The process of establishing a population and the gathering of data is detailed in Chapter III. The actual procedure consists of collecting information from a population of counselor education programs in one hundred and twenty-one colleges in thirteen midwestern states.

Chapter IV reports the data which has been assembled from the two sources. Since this study is basically descriptive rather than experimental, results are generally reported in percentile form. Information is also presented in tabular form. Comparisons are made among selected items of the questionnaire. A discussion of the results concludes this chapter.

A summary of the study followed by conclusions and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Historical Perspective

Consultation has its roots in the general field of mental health work. One of its primary pioneers was Gerald Caplan. Due to the growing number of people in need of the attention of mental health workers, Caplan realized that extensive direct contact between therapist and client was no longer feasible. His conclusion was that the mental health worker could provide a much greater amount and range of services through the use of the consultation structure. A formalization of the prototype of the mental health professional as an internal and external consultant resulted; internal as a consultant to fellow workers within the same organization; external, as a consultant to agencies, schools, the community in general. Consultation became recognized as being a separate type of activity, having a formal and professional identity of its own, separate from other interactions of mental health specialists.¹

Kahnweiler examined the relevant literature concerning the consultant role of the school counselor. He identified 1957 as the

¹Gerald Caplan, The Theory and Practice of Mental Health Consultation (New York: Basic Books, Inc., Publishers, 1970), pp. 3-8.

beginning of "the infancy state of the counselor-as-consultant concept."² Eventually, rationales for the consultant role were offered and models formulated. Specific approaches for counselor use began to evolve and become available. Such techniques as behavioral consultation, consulting with teachers in groups, Adlerian oriented consultation, various in-service strategies, and approaches to classroom observation developed. Concomitant with technique development was the emergence of new role concepts for the school counselor. Such novel roles as change agent, specialist in organization-development, and psychological educator were advocated.³

Issues which arose during the historical development of the consultant role include: elementary and secondary school distinctions, consultant role versus therapist role, establishing a rationale for school counselors to perform as consultants, the establishment of specific and pragmatic models. Even in the view of such development and in light of the fact that in 1966 a combined committee of the Association for Counselor Education and Supervision and the American School Counselor Association formally described consultation as being one of the three major roles of the elementary school counselor, Kahnweiler considered the relative amount of literature concerning consultation as being meager. "Few strategies were offered to practitioners, and little in the way of training techniques was

²William M. Kahnweiler, "The School Counselor as Consultant," Personnel and Guidance Journal 57 (April 1979): 374.

³Ibid., p. 378.

transmitted to counselor educators."⁴

Kurpius and Robinson trace the development of consultation to the late 1940's and beginning 1950's, during which time "consultation was viewed as a direct service to clients or to client systems."⁵ This early model was basically one of referral, since once the consultee helped create a contact between the client and the consultant, the consultee had no further contact with the client. After the direct service approach was used for a time and experience was gained, it became apparent that the inclusion of the consultee in the process of problem solving would be of benefit. The consultee's participation began to be looked upon as a learning experience, a preparation of the consultee to handle future problems of a similar nature. By the late 1950's, the consultee's inclusion into the problem solving process as an active agent became a regular part of business and mental health consultation. This was considered to be a major breakthrough in the structure of consultation.⁶

Aubrey also comments on the historical aspect of the counselor-consultant role. He points out that consulting skills were initially used primarily by school psychologists and school social workers. However, references to consulting as a counselor skill has increased

⁴Ibid., p. 375.

⁵DeWayne Kurpius and Sharon E. Robinson, "An Overview of Consultation," Personnel and Guidance Journal 56 (February 1978): 321.

⁶Ibid., p. 321.

considerably in this last decade.⁷

Aubrey also states that not only has the use of consultation increased but its direction has changed. Initially, consulting skills were viewed as being useful in dealing with the individual, the family, or any small group. The newest direction is that of the counselor as consultant being looked upon as someone to improve the learning environment of the total school. As a result of this recent role, Aubrey states that competency in consulting skills is a must for all counselors. Not only are such skills necessary because of the daily requirements for consulting in general, but without such competencies, "counselors can do little to change debilitating environmental conditions for students."⁸

Aubrey, then, brings the historical development of the consultant role from its beginning of infrequent use to a current advocacy of its use as a structure for environmental change. Aubrey indicates that the consultant role, to a certain extent, is imposed upon counselors because of situations which demand such skills. Kahnweiler, in discussing PL 95-142, which mandates school services for students who qualify for special education, also seems to feel that the consultant role now belongs to counselors whether the latter accept it or not. Kahnweiler declares that it is irrelevant whether

⁷Roger F. Aubrey, "Supervision of Counselors in Elementary and Secondary Schools," in Counselor Supervision: Approaches, Preparation Practices, ed. John Boyd (Muncie: Accelerated Development Inc., 1978). p. 310.

⁸Ibid., p. 311.

counselors wish to or do not wish to perform as consultants. "This law will compel counselors to become consultants to parents, administrators, and teachers."⁹

Wrenn was an early and strong advocate of the consulting role as a major role of the school counselor. In describing the role of the school counselor, Wrenn identified four major functions. The first function was that of counseling with students. The second function was that of consulting with the parents and teachers of students and with school administrators. These latter three groups of consultees were then, in turn, expected to deal with the students. A third function was that of observer and interpreter. Wrenn proposed that counselors be students of the students; that counselors study the changes of the student population and interpret these findings to various school committees and administrators. The fourth function was that of coordinating the various resources, both within the school and between the school and its surrounding community. Consultation, consequently, was one-fourth of the counselor's role. However, Wrenn felt that from two-thirds to three-fourths of a counselor's time should be committed to counseling and consultation. He advocated this time allotment for both elementary and secondary school counselors.¹⁰

Wrenn cites the results of two studies, the Study of Members of the American School Counselor Association and the Elementary School

⁹Kahnweiler, p. 377.

¹⁰Gilbert C. Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 137.

Counselors Study. The former study revealed that counselors in general spent 30 percent of their time, two school periods per workday, in consulting with teachers and parents. The latter study revealed that elementary school counselors spent 55 percent of their time, two school periods or more daily, in consulting with teachers and parents.¹¹

Danskin, Kennedy, and Friesen also were early voices who suggested new directions for counselor roles. Their rationale was that the time was "...ripe for us in guidance to consider the network of interactions between the person and his environments."¹² Their concern as professionals was for the total learning milieu, for the development of the large number of students with whom the counselor never meets. The model which they suggested is essentially that of human development consultant.

Danskin, Kennedy, and Friesen felt that counselors had capabilities which would enable them to function as consultants. These capabilities include communication skills and an understanding of the elements of learning and human development. In their view, counselors also are able to demonstrate an authentic interest in other members of the school community: teachers, administrators, students, parents and their particular concerns.¹³ Danskin, Kennedy, and Friesen also

¹¹Ibid., p. 192.

¹²David G. Danskin, Carroll E. Kennedy, Jr., and Walter S. Friesen, "Guidance: The Ecology of Students," Personnel and Guidance Journal 44 (October 1965): 131.

¹³Ibid., p. 134.

maintained, however, that little training was being given for this role, a fact which may have kept some counselors from participating in this new guidance dimension.¹⁴

Fullmer and Bernard indicate that the consultant function of the counselor is not new. The role-tasks had been performed, however, in a piecemeal fashion. What makes it a new function is that the primary concern of attending to the total learning environment of the school is now accepted as a responsibility by someone. It is also new because "the processes involved are based on communication and the perception of common destinies rather than being the result of administrative edict."¹⁵

In discussing the 1969 Senate Resolutions of the American Personnel and Guidance Association, Fullmer and Bernard seem to regard them as a turning point in the development of counseling. Consultation is mentioned in three of the seventeen resolutions. However, seven more of the resolutions also reflect a change in emphasis from the therapeutic counselor dealing in a confidential one-to-one setting to a much more open communicating and planning kind of structure. Such a new paradigm agrees with the consultation concept. The Senate Resolutions asked counselor education facilities to formulate new programs with consulting in mind.¹⁶

¹⁴Ibid., p. 135.

¹⁵Daniel W. Fullmer and Harold W. Bernard, The School Counselor-Consultant (Boston: Houghton Mifflin Company, 1972), p. 27.

¹⁶Ibid., pp. 94-95.

The 1970's were introduced to a consultation which was derived from the application of group counseling. Consulting with a group, such as the family became more commonly accepted as counseling progressed from working with the client in isolation to working with aspects of the client's milieu as well. A breakthrough occurred when the participation of significant others in the treatment modality through consultation became desirable. Fullmer and Bernard point out that "the intent was there in the counseling point of view, but the method was missing."¹⁷

A somewhat negative point is raised by Stiller who maintains that although the role of consultant has been added to that of counselor, the actual function of counselors as consultants has not occurred. He suggests that the reason for this lack of functioning is that little attention has been "paid to the need of counselors for their own consultant services."¹⁸

The development of the consultant role of the counselor seems to be an ongoing reality. After surveying State Departments of Public Instruction, Hollis and Wantz report that in 1977, 18 percent of state department personnel time was spent in consultation. This figure has risen to 26 percent in 1980.¹⁹

¹⁷Ibid., p. 72.

¹⁸Alfred Stiller, "Presenting: The Consultant to Counselors," The School Counselor 21 (May 1974): 342.

¹⁹Joseph W. Hollis and Richard A. Wantz, Counselor Preparation 1980: Programs, Personnel, Trends (Muncie, Indiana: Accelerated Development Inc., 1980), pp. 24-25.

Fullmer and Bernard conclude that:

The concept of counselor-consultant is a stage in the evolution of the total guidance movement. It grew out of, and is part of, the challenges and problems constantly facing the counseling profession.²⁰

What appears to be a new role for the counselor seems to have existed implicitly from the early beginnings of counseling. There is a relatively slight but unbroken body of literature dealing with the counselor as consultant from the 1950's to the present. The formal beginning of the role can be traced to the 1966 pronouncement of the ACES-ASCA Joint Committee which established counseling, consultation, and coordination as the three primary counselor roles. A formalization of the consultation role is still evolving from its beginnings in mental health work. What began as a process to facilitate indirect help for the individual, has evolved into one which attempts change for total institutions, environments, and groups such as the family.

Definition

In 1966, the ACES-ASCA Joint Committee on the Elementary School Counselor recommended that the elementary school counselor function in the three basic roles of counseling, coordination, and consultation. The Joint Committee defined consultation as being a process of sharing ideas and information. This process occurs between the consultant and another person or group of persons. In addition to being an idea sharing process, consultation also consists "of combining knowledge into new patterns, and of making mutually agreed upon decisions about

²⁰Fullmer and Bernard, p. 99.

the next steps needed."²¹

Mickelson and Davis emphasize the relationship aspect in defining consultation. The consultant's goal is to assist the consultee in developing an appropriate strategy of action. This goal is accomplished within the context of a voluntary relationship which exists between the consultant and consultee. Mickelson and Davis point out that "the consultant does not serve as an expert prescriber of cures but as an expert in maintaining a problem solving atmosphere with the consultee."²²

Blake and Mouton view human behavior as being cyclical and consultation as a process of breaking such cycles which have become harmful or dangerous. "The consultant's function, therefore, is to help a person, a group, an organization, or a larger social system identify and break out of these damaging kinds of cycles."²³ Consultation, then, is an intervention process.

Argyris also uses the term intervention to describe the consultation process. He writes that "to intervene is to enter into an ongoing system of relationship, to come between or among persons, or objects for

²¹Sarah L. Leiter, et.al., "Report of the ACES-ASCA Joint Committee on the Elementary School Counselor, April 2, 1966 (Working Paper)", in Guidance and Counseling in the Elementary School: Readings in Theory and Practice, ed. Don C. Dinkmeyer (New York: Holt, Rinehart and Winston, Inc., 1968), p. 104.

²²Douglas J. Mickelson and Jerry L. Davis, "A Consultation Model for the School Counselor," The School Counselor 25 (November 1977): 99.

²³Robert R. Blake and Jane Srygley Mouton, Consultation (Reading, Massachusetts: Addison-Wesley Publishing Company, 1976), p. 3.

the purpose of helping them."²⁴ His definition of intervention is his definition of consultation. Argyris further clarifies his definition by pointing out that "there is an important implicit assumption in the definition that should be made explicit: the system exists independently of the intervenor."²⁵ Although interdependencies do exist between the client and the consultant, this view seeks to eventually break this relationship. The ultimate goal is the complete autonomy of the client system. In order to achieve this ultimate goal, Argyris identifies three primary intervention tasks, which he considers to be essential parts of any consultative activity, no matter what the actual objectives are. These tasks are: valid information, free choice, and internal commitment. In order for intervention to be successful, these tasks must be realized.²⁶

Long defines consultation as a process of "dealing with presenting problems in the context of the environment...."²⁷ He goes on to point out that the purpose of consultation is primarily educational in nature with the end result being that in the future the "consultee will be able to handle similar problems in the same or similar context in a more

²⁴Chris Argyris, Intervention Theory and Method: A Behavioral Science View (Reading, Massachusetts: Addison-Wesley Publishing Company, 1970), p. 15.

²⁵Ibid., p. 15.

²⁶Ibid., pp. 16-17.

²⁷Thomas J. Long, "The Elementary School Counselor and Consultant," The IGPA Quarterly 38 (Fall 1970): 33.

effective manner."²⁸

Caplan also views consultation as educationally beneficial to the consultee. He defines consultation as being a helping process which takes place within a work setting. The process is basically one of a specialist, the consultant, giving help to a worker, the consultee, who is having difficulty with some aspect of the work. The difficulty is recognized as being within the consultant's area of specialization. The consultant, then, possesses competence in the area where the consultee lacks competence.²⁹

Of significant importance to Caplan's concept of consultation is the element of consultee choice. Although the consultant may give input in the form of helpful clarifications, diagnoses, or treatment advice, the consultee is and must be free to accept or reject all or part of the consultant's contribution.³⁰ Without this element, the nature of Caplan's definition of consultation would change.

A second important element, as alluded to above, is the education of the consultee. The orientation of the consultant's task is to both the present and to the future. The consultant not only performs his or her task to help the consultee with a present work problem but also to help the consultee acquire knowledge and skill which the latter can use in dealing more affectively with this category of problem in the

²⁸Ibid., p. 33.

²⁹Caplan, p. 19.

³⁰Ibid., p. 20.

future.³²

Kurpius and Brubaker see consultation as usually being related to work roles. They define consultation as "a helping process which emerges out of an individual, group, organization, or community need to solve both human and organizational problems."³³

Kurpius and Brubaker also differentiate between consultation and counseling. They maintain that the locus of the problem determines whether counseling or consultation is appropriate. If the problem is related to work and if the client is helped indirectly, then consultation is the appropriate process to use.³³ In the consultation paradigm, the emotional and personal needs of the consultee become focal only if they are related to the work problems which the consultee is encountering. Dealing with emotional and personal issues lies within the realm of counseling.³⁴

Five characteristics are used by Lewis and Lewis to identify consultation: the consultee asks for help, the consultant does not have power over the consultee's actions, the consulting process is educational, concentration is on the consultee as a worker, and the

³¹Ibid., p. 20.

³²DeWayne J. Kurpius and J. Craig Brubaker, Psycho-educational Consultation Definition - Functions - Preparation (Bloomington, Indiana: Indiana University, 1976), p. vii.

³³Ibid., p. viii.

³⁴Ibid., p. viii.

focus is on a third individual or group.³⁵ They further point out that in consultation participation is voluntary, and assistance from someone competent is sought. Lewis and Lewis mention that "the final decision concerning actions and solutions is the responsibility of the person who asked for help."³⁶ Because one of its characteristics is that of being an educational process, the consultee may learn problem-solving techniques as a result. "The long-range benefit of the consultation process is the individual or group to be helped by the consultee."³⁷

A community consultation perspective is also offered by Westbrook, Leonard, Johnson, Boyd, Hunt and McDermott. They define consultation in terms of community mental-health needs and consequently see it as a service which provides support, guidance, and counsel to certain key individuals and groups within the community. These latter consultees are in contact with those segments of the community who are in need of help and as a result of the consultation experience are now in a position to offer such help.³⁸

Elements of differentiation between consultation and counseling were pointed out by Faust. He maintains that consulting and counseling

³⁵Judith A. Lewis and Michael D. Lewis, Community Counseling: A Human Services Approach (New York: John Wiley and Sons, 1977), pp. 178-179.

³⁶Ibid., p. 179.

³⁷Ibid., p. 179.

³⁸Franklin D. Westbrook, et.al., "University Campus Consultation Through the Formation of Collaborative Dyads," Personnel and Guidance Journal 56 (February 1978): 360.

differ in both focus and relationship. In counseling, the focus is upon the counselee; in consulting, the focus is upon something external to the consultee. This difference in focus contributes to a difference in level of relationship. The personal risk is not as great in consulting as it is in counseling.³⁹

Pietrofesa, Bernstein, Minor, and Stanford maintain that "the purpose of consultation is to help other workers become more effective through a collaborative process."⁴⁰ They view communication as being the essence of consultation and conclude, therefore, that the primary responsibility of the consultant is to create a climate in which effective communication can be enhanced.⁴¹

In differentiating between counseling and consulting, Pietrofesa, Bernstein, Minor, and Stanford point out that counseling involves direct intervention while consulting is an indirect intervention. They go on to say that the overall goal of consultation "is to offer third party objectivity and feedback to a situation that is either uncomfortable, unproductive, or dysfunctional for the client."⁴²

Gordon Lippitt and Ronald Lippitt define consultation as a two-way interaction - a process of seeking, giving, and receiving

³⁹Verne Faust, The Counselor-Consultant in the Elementary School (Boston: Houghton Mifflin Company, 1968), p. 33.

⁴⁰John J. Pietrofesa, et.al., Guidance: An Introduction (Chicago: Rand McNally College Publishing Company, 1980), p. 245.

⁴¹Ibid., p. 250.

⁴²Ibid., p. 246.

help."⁴³ They further describe it as a process which mobilizes the internal and external resources of a person, group, organization, or total system with the aim of aiding the consultee "to deal with problem confrontations and change efforts."⁴⁴

In an earlier source, Ronald Lippitt mentioned that "consultation, like supervision, or love, is a general label for many variations of a relationship."⁴⁵ He explains consultation as a voluntary relationship which is established between a system which is in need of professional help and the professional helper. Within the relationship, the professional helper or consultant attempts to help the system in need solve some current or potential problem. Both parties perceive the relationship as being temporary.⁴⁶

A distinction between counseling and consulting is made by Brown, Wyne, Blackburn, and Powell. They point out that counseling is a direct service which deals with specific students and their problems. Consultation is viewed as an indirect service which assists others in the school setting to help the students with their problems.⁴⁷ Brown, Wyne, Blackburn, and Powell characterize consultation as a process of

⁴³Gordon Lippitt and Ronald Lippitt. The Counseling Process in Action (La Jolla, California: University Associates, Inc., 1978), p. 1.

⁴⁴Ibid., p. 1.

⁴⁵Ronald Lippitt, "Dimensions of the Consultant's Job," The Journal of Social Issues 15 (No. 2, 1959): 5.

⁴⁶Ibid., p. 5.

⁴⁷Duane Brown, Marvin D. Wyne, Jack E. Blackburn, and Conrad W. Powell, Consultation: Strategy for Improving Education (Boston: Allyn and Bacon, Inc., 1979), p. 4.

identifying and selecting strategies for problem solving. The relationship is based upon trust, open communication, shared approaches to problem identification, and the pooling of both consultant and consultee resources. Both parties share "responsibility in the implementation and evaluation of the program or strategy that has been initiated."⁴⁸

Consulting and counseling are considered to be complementary and compatible as professional methods by Fullmer and Bernard. To add emphasis to the closeness of the two methods, Fullmer and Bernard mention that "consultation arose out of a need to affect more people in the counseling treatment milieu."⁴⁹

McGehearty sees the philosophical base of both counseling and consulting as being similar, since both processes attempt to help a person to help himself. The major difference is that consultation focuses upon the client, who is a third party to the relationship; counseling focuses upon the counselee, who is the second party in a two party relationship with the counselor. This indirect focus gives consultation an advantage in the school setting, since the consultee is usually a peer to the counselor/consultant in that setting. Because of the indirect focus of consultation, the personal privacy of the school personnel who use the consultative service is protected.⁵⁰

⁴⁸Ibid., p. 8.

⁴⁹Fullmer and Bernard, p. 73.

⁵⁰Loyce McGehearty, "The Case for Consultation," Personnel and Guidance Journal 47 (November 1968): 259-260.

Dinkmeyer identifies consulting in the context of the school setting. He describes it as "a process by which teachers, parents, principals, and other significant adults in the life of the child communicate about him."⁵¹ The immediate purpose of the consultation meeting is to exchange information and to facilitate joint planning by the significant adults who have requested the consultation. The ultimate purpose of the exchange and planning is to help the adults increase their effectiveness in working with the child or children in question. "Joint planning and collaboration is emphasized in contrast to the superior-inferior relationships of some consultation situations."⁵²

In contrast to consultation, Dinkmeyer identifies counseling as a direct one-to-one meeting between the child or children and the counselor. An attempt to form a personal relationship between the child and counselor does not exist in the consulting process. In fact, the child is usually not present at the consultation meeting. Such a relationship is an integral part of counseling, however. Counseling seeks to change aspects of the child directly through the relationship.⁵³

Carlson joins Dinkmeyer in identifying and defining consultation. Both maintain that consultation is similar to counseling and psychotherapy in that all three are "subject to all of the basic principles

⁵¹Don C. Dinkmeyer, ed., Guidance and Counseling in the Elementary School: Readings in Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1968), p. 106.

⁵²Ibid., p. 107.

⁵³Ibid., p. 107.

and necessary conditions for a helping relationship."⁵⁴

Sweeney points out that adherents to the Adlerian school do not readily distinguish between counseling and consultation, since the approach used in both constructs is one of problem solving. As in other systems, the Adlerian consultant is a third party. In the various definitions cited above, consultation is generally identified as a process which affects a client who exists outside the consultant-consultee relationship. Sweeney, however, points out that in Adlerian consultation, "the focus of attention may be directed more toward influencing persons and events outside of the immediate relationship although this is not always the case."⁵⁵

Fullmer and Bernard mention that the main goal of consultation, to which all other goals are subordinated, "is to multiply the effectiveness of the helping relationship by increasing the number of people coordinating the treatment of a counselee."⁵⁶ They go on to identify eight goals for consultation in school counseling. Their goals include: the improvement of the learning environment, the improvement of communication through information flow enhancement, assembling persons of various functions and roles, extending the services of experts, functioning to help other school personnel increase skills through inservice situations, helping others to discover how to learn

⁵⁴Don Dinkmeyer and Jon Carlson, Consultation: A Book of Readings (New York: John Wiley and Sons, Inc., 1975), p. 101.

⁵⁵Thomas J. Sweeney, Adlerian Counseling (Muncie, Indiana: Accelerated Development, Inc., 1975), p. 62.

⁵⁶Fullmer and Bernard, p. 67.

about behavior, creating a milieu which contains all of the important elements of a good learning environment, and the overall goal of teaching skills which others can use for selfhelp.⁵⁷

In order to better identify the relationship, Fullmer and Bernard suggest that the counselor leave his or her office and operate in what could be considered alien territory. Such a change in location may be necessary, since the office is identified with the counseling role. When working with a teacher, the classroom becomes the site of the consultation.⁵⁸

Goals for consultation also have been established by Brown, Wyne, Blackburn, and Powell. Their goals include: the enhancement of human relations, organization change, enhanced student achievement, increased communication among professionals, helping consultee skill development, the enlistment of untapped resources, and creating "a situation in which the psychological development of the student is viewed as a high priority."⁵⁹

Definitions of consultation share some common elements. They identify consultation as a trilateral process in which, through the establishment of a relationship between the consultant and consultee and the sharing of information between these same parties, help is planned for the client. The key elements in distinguishing between counseling and consultation are: that counseling is a bilateral

⁵⁷Ibid., pp. 60-65.

⁵⁸Ibid., p. 67.

⁵⁹Brown, et.al., pp. 12-14.

process while consultation is trilateral and that counseling is a direct service while consultation is indirect in its effect. Consultation not only hopes to help the consultee deal with the client in question, but to help develop consultee skills for dealing with similar clients in the future. Goals for consultation also include the much broader objectives of organizational change and learning environment improvement. In order to further identify the consulting process and separate it from the counseling process, some sources advocate that a change in work location is desirable, from the office to the classroom.

Rationale and Role

The ACES-ASCA Joint Committee on the Elementary School Counselor outlined the professional responsibilities of the elementary counselor. Included in these responsibilities is the joining with others to create an environment in which all children can learn and grow. A second responsibility is working with parents in such a way as to help them to work toward the fulfillment of their own children's needs in the school, and helping parents to achieve a better understanding of the developmental needs of children in general. Working to increase the individual child's growth in self-understanding and greater positive use of his or her potential is a third responsibility. The fourth counselor responsibility is the participation in the broad areas of curriculum development and change.⁶⁰

The second responsibility of working with parents finds the

⁶⁰Leiter, et.al., pp. 101-103.

counselor performing a consultant role. Servicing both individual parents and groups of parents, the counselor/consultant works with them to explore new ways of helping their children. Consultant activities include the development of understandings concerning the elements of the parent-child relationship which affect the children, as well as understandings of the motivation, potential, and unmet needs of children. Opportunity should be provided for parents, wherein they may express their feelings concerning their child and the school.⁶¹

The ACES-ASCA Policy Statement goes on to point out that the counselor acts as a consultant when he or she consults with teachers and other staff members about individual pupil needs, in exploring new ways of helping a child and in determining the effect of the services of other persons on the child's learning and behavior in the classroom. Such consultation is viewed as being adjunct to mobilizing and coordinating the resources of the school for the development of the individual and participating in changing the environment for the child when this is the best solution for the welfare of the child. The counselor can be the initiator of this change if necessary.⁶²

Although the ACES-ASCA Joint Committee places coordination as the third major role for the elementary counselor, Faust maintains that coordination of student personnel services by counselors is not the norm. "The current facts of life place counseling and consultation

⁶¹Ibid., p. 102.

⁶²Ibid., p. 102.

as the only broad roles to consider."⁶³

After having polled thirty-two counselor educators, Wrenn reported that a major emphasis among them was that counselors contribute services to teachers, administrators, and parents. For the latter two groups, the counselor is advised to act as a human development resource person. However, the focus of the consultant role is with teachers. The polled counselor educators suggest that counselors spend a respectable fraction of their time in such consultation activities with teachers as helping them to better understand student characteristics and to better deal with normal classroom problems which involve the relationships of students and teachers.⁶⁴

Dinkmeyer discussed the imperative that counselors meet the perceived and experienced needs of parents, teachers and administrators. He views this response as necessary, since counseling must become a part of the educational mainstream. Servicing such a broader clientele than the individual student would broaden the educational role of the counselor. This change is significant since, as Dinkmeyer points out, "it seems apparent that counseling is considered by many leaders as a marginal profession."⁶⁵

Stilwell and Santoro mention that "changes are occurring not only within the roles of helping professionals but also within the

⁶³Verne Faust, The Counselor-Consultant in the Elementary School (Boston: Houghton-Mifflin Company, 1968), p. 32.

⁶⁴Wrenn, p. 125.

⁶⁵Don Dinkmeyer, "Consulting: A Strategy for Change," The School Counselor 21 (September 1973): 52.

entire educational enterprise.⁶⁶ They propose a generalist role for future counselors. In the role of generalist, the counselor is essentially a learning development consultant. The actual function is that of a school or school system team leader. The ramification of this new role is that alternative training models need to be created by counselor educators "to prepare learning development consultants to function in new, individualized, highly accountable learning environments."⁶⁷

In discussing counselor roles, Ivey states his belief that counseling must be considered "as only one of our skills; the broader based role of the counselor must become that of teacher, curriculum developer, and consultant."⁶⁸ Ivey does not advocate that the counselor cease to counsel. Rather, he does advocate that counselors share their skills by training peer counselors and other paraprofessionals. Ivey points out that:

The counselor can teach human relations skills and psychological education exercises, can develop systematic curriculums for students and clients, can serve as consultant-facilitator to teachers, administrators, and parents.⁶⁹

In establishing a rationale for consultation as a counselor role, Anandam and Williams differentiate between counseling and consultation.

⁶⁶William E. Stilwell and David A. Santoro, "A Training Model for the 1980's," Personnel and Guidance Journal 54 (February 1976): 323.

⁶⁷Ibid., p. 323.

⁶⁸Allen E. Ivey, "An Invited Response: The Counselor as Teacher," Personnel and Guidance Journal 54 (April 1976): 432.

⁶⁹Ibid., p. 432.

They mention that counseling is a psychological approach involving direct contact with the counselee; consulting is a sociological approach in which the resolution of the students' problems entails reconstruction of social variables in the classroom. Anandam and Williams rationalize that as a consultant, the counselor would affect more students by serving as a consultant to classroom teachers than he or she could through individual counseling. They also indicate that the counselor as consultant is able to modify variables in the classroom which otherwise would necessitate extensive therapeutic remediation in counseling.⁷⁰

Consultation is considered a key competency for elementary counselors by Aubrey. He considers consulting skills to be critical for the counselor's dealings with the various adult figures who are connected with the school setting. These adults are usually teachers and parents. However, Aubrey indicates that consultation skills are also important in dealing with school administrators, psychologists, social workers, community representatives, and various professionals representing such agencies as clinics and hospitals. In addition to the critical nature of consulting skills for counselors, Aubrey maintains that consultation allows counselors the opportunity to overcome the limitations imposed by large student-to-counselor ratios. He mentions that "sheer numbers of pupils is an obvious constraint for

⁷⁰Kamala Anandam and Robert L. Williams, "A Model for Consultation with Classroom Teachers on Behavior Management," The School Counselor 18 (March 1971): 253.

practically all elementary counselors...."⁷¹

Ruben comments that "it seems apparent that the current counselor role is not working."⁷² The result of this observation is the need to redefine the function of the counselor. Ruben sees a possible answer to redefinition existing in the counselor-consultant role. She feels that "the skill of consultation when used appropriately by the counselor can create a mentally healthy school climate."⁷³

Some counseling practitioners may view counseling and consultation as being incompatible. Such a point of view is acknowledged by McGehearty, who wonders if counselors are reluctant to realistically appraise their current role because of their own individual need for experiencing the intimacy of the one-to-one relationship. McGehearty, however, feels not only that the two processes are compatible but that consultation is absolutely necessary. His rationale is that since the counselor cannot efficiently service more than a small percentage of the total number of students, consultation must be used, since it yields a higher efficiency than does counseling. McGehearty philosophizes that "the professional should use his skills more effectively to influence the behavior of as many persons as possible."⁷⁴

⁷¹Roger F. Aubrey, "Consultation, School Interventions, and the Elementary Counselor," Personnel and Guidance Journal 56 (February 1978): 351.

⁷²Ann G. Ruben, "Will Counselors Ever Be Consultants?" The School Counselor 21 (May 1974): 376.

⁷³Ibid., p. 376.

⁷⁴McGehearty, pp. 258-259.

Fullmer and Bernard believe that for professional counselors, consultation is a natural role. They draw this conclusion because they feel that the skills which counselors possess in facilitating communication and understanding the forces of interpersonal relations are skills used in consultation.⁷⁵

According to the view expressed by Mickelson and Davis, the counselor, as a consultant assumes a preventive rather than a crisis intervention role. Through working as a consultant to teachers, the counselor can help increase teacher competence in interpersonal areas and teacher understanding of student behavior. This role is seen as preventive, based on the premise that if teacher skills are enhanced, the need for individual student attention will decrease.⁷⁶

Carlson states that it is no longer economically possible to employ specialized personnel in large numbers. Such personnel only encounter and deal with problems in a fragmented fashion because of their failure to perceive the total situation. The consultant is in a position to address all aspects of the system and view its possibilities by virtue of his or her role in working with other members of the school community toward mutual goals.⁷⁷ Carlson emphasizes that "the consultant's focus is on serving all the children of all the people."⁷⁸

⁷⁵Fullmer and Bernard, p. 6.

⁷⁶Mickelson and Davis, p. 103.

⁷⁷Jon Carlson, "Consulting: Facilitating School Change," Elementary School Guidance and Counseling 7 (December, 1972): 88.

⁷⁸Ibid., p. 87.

It seems to be a natural conclusion for Dinkmeyer that the counselor consult. He maintains that "the issue is not whether the counselor should counsel or consult, but a more basic issue--how can the counselor best affect the total educational milieu?"⁷⁹ Involvement of this kind with the learning climate is a result of the counselor's true concern with student development. Dinkmeyer argues that to counsel students toward self-actualization is of little value if the environment works to make them dependent. The counselor must, therefore, use his or her skills in the most productive way with both the individual and with the total environment. The most productive way is to consult with teachers and parents, thus enabling "counselors to transmit skills and knowledge, thereby broadening their clientele and assisting more students."⁸⁰

In an earlier work, Dinkmeyer acknowledged that because of the high ratio of students to counselors, guidance emphasis is on remediation. This is in opposition to the elementary school objective of providing developmental help for all students. Only through consultation with significant adults can increased services and developmental goals be met. The consultative structure also enables the counselor to act as a change agent, as he helps "the school staff analyze its philosophy, policy, and procedures as they affect the total development

⁷⁹Dinkmeyer, "Consulting: A Strategy for Change," p. 53.

⁸⁰Ibid., p. 53.

of the children."⁸¹ Although Dinkmeyer supports various paradigms, he maintains that the greatest result of the counselor's role as consultant is increasing teacher effectiveness. "If the counselor is to be viewed as a vital member of the educational team, he must make a primary commitment to the consultant role."⁸²

Carlson joins Dinkmeyer in presenting a general rationale for the consultant role. They write that "a humanistic and efficacious approach to pupil services necessitates that we use our resources more effectively."⁸³ Indirect services through such programs as staff in-service and parent education in skill development and self-understanding help to meet this requirement.⁸⁴

The school counselor's position is a combination of his or her psychological orientation with the school's educational viewpoint. Kaczkowski believes that such a blending is reflected by the consultative role of the counselor. He groups the work of the counselor as consultant into two main activities: mediator between the child and significant others and evaluator of the school's instructional program from an affective perspective.⁸⁵

⁸¹Dinkmeyer, Guidance and Counseling in the Elementary School: Readings in Theory and Practice, p. 108.

⁸²Ibid., p. 1.

⁸³Dinkmeyer and Carlson, p. 1.

⁸⁴Ibid., p. 1.

⁸⁵Henry Kaczkowski, "The Elementary School Counselor as Consultant," Elementary School Guidance and Counseling 1 (March 1967): 103-111.

A negative view of consultation becoming a major role of the counselor, especially at the elementary level, is expressed by Patterson. He counters the argument that as consultants, counselors can service more students indirectly by pointing out that time spent in consultation is time spent away from children. Consequently, the counselor becomes distant from the children thereby negatively affecting his or her strength as a consultant. Data which the counselor obtains through contacts with children is an important basis for consultation. Insufficient data would result from decreased counselor-child contact.⁸⁶ Patterson concludes that counseling, itself, may disappear if emphasis is placed on consultation. He argues that as time is spent in consultation, counseling time diminishes. "When the counselor no longer engages in counseling, it will be easy to drop preparation for counseling from the curriculum; then the counselor will not be qualified to counsel!"⁸⁷ The identity and title of counselor consequently will disappear. Eckerson and Smith favor such a change. They recommend the combining of the various noninstructional personnel (social workers, psychologists, counselors) under such titles as child consultant or guidance consultant for purposes of uniformity and clarity of function.⁸⁸

⁸⁶C. H. Patterson, An Introduction to Counseling in the School (New York: Haper and Row, Publishers, 1971), p. 74.

⁸⁷Ibid., p. 72.

⁸⁸Louise O. Eckerson and Hyrum M. Smith, "Elementary School Guidance: The Consultant," in Guidance and Counseling in the Elementary School: Readings in Theory and Practice, ed. Don C. Dinkmeyer (New York: Holt, Rinehart and Winston, Inc., 1968), p. 117.

Faust established a hierarchy of consulting roles. The first priority in this hierarchy is consultation with groups of teachers to help create the most effective learning environment. Following consultation with groups of teachers, in hierarchical order of importance, are consulting with: the individual teacher, groups of children, the individual child, curriculum development, administrators, parents, school personnel specialists, community agencies.⁸⁹

Lippitt and Lippitt view the consultant as having multiple roles. Included among the roles which they identify are: advocate, information specialist, trainer/educator, joint problem solver, identifier of alternatives and linker to resources, fact finder, process counselor, objective observer/reflector. These roles are not seen as distinctly separate nor consistent. The consultant's role may vary, even over a short period of time.⁹⁰

Criteria for the selection of the appropriate role are listed by Lippitt and Lippitt as: the nature of the contract, goals, norms and standards of the client system and the consultant, personal limitations and inclinations of the consultant, what worked before, internal and external considerations (the consultant is/is not a member of the organization), events which are external to the consultation process itself.⁹¹

Ciavarella presents an overview of the various specific roles

⁸⁹Faust, pp. 34-35.

⁹⁰Lippitt and Lippitt, pp. 30-40.

⁹¹Ibid., pp. 42-44.

which the counselor will encounter as a consultant in a school setting. He recommends that the counselor, by virtue of the latter's training, freedom of movement, pool of acquired information, and availability for consultation, assume the role of mental health consultant within the school setting.⁹²

As a consultant with teachers, Ciavarella recommends that the counselor help teachers to understand the learning environment, why and how students learn and not learn, the influence of teacher characteristics upon student learning, student behavior patterns, how to use information about pupils for the development of a more personalized subject matter.⁹³

In consulting with administrators, counselors can become active in in-service programs for staff members, can help in the evaluation of the school environment, and can give feedback of student concerns about school matters.⁹⁴

The counselor as a consultant to parents primarily stresses the impact of the home upon learning.⁹⁵

Working with curriculum directors finds the counselor-consultant attempting to communicate student needs and evaluating the curriculum

⁹²Michael A. Ciavarella, "The Counselor as a Mental Health Consultant," The School Counselor 18 (November 1970): 122.

⁹³Ibid., p. 123.

⁹⁴Ibid., p. 123.

⁹⁵Ibid., pp. 123-124.

according to these needs.⁹⁶

Ciavarella sees the role of consultant to other specialists as being primarily that of referral. Here, the counselor should be responsible for developing a procedure for referral, including the identification of appropriate students and relevant community agencies, sharing information with other mental health workers.⁹⁷

Lewis and Lewis point out that because of the knowledge which counselors possess regarding the needs of youth, they are likely contributors to community based programs both as developers and trainers of program staff. They maintain, however, that the counselor's most important role is that of school consultant. Lewis and Lewis encourage counselors to consult with all school personnel for the two-fold purpose of making "school practices and policies responsive to the needs of all children and to ensure that the special needs of individual students are met."⁹⁸

The ASCA Guidelines of 1965 mention staff consultation as one of ten counselor responsibilities. In this role, the counselor works with administrators and teachers in such a way as to maximize the utilization of the school's resources. Specifically, the counselor's activities in staff consultation include: sharing pupil data, identifying pupils with special needs, in-service programs, helping to develop group classroom experiences, contributing to curriculum study and

⁹⁶Ibid., p. 124.

⁹⁷Ibid., p. 124.

⁹⁸Lewis and Lewis, p. 281.

revision.⁹⁹

Eckerson advocates consultation with teachers for the purpose of helping a teacher understand the impact of his or her behavior upon students. Teacher understanding of the extent of pupil learning and of the values which are being transmitted to students by the school can also result from such consultation.¹⁰⁰

Consultation with teachers is often done through such structures as in-service experiences and case staffing situations. Faust mentions that the need for information or the desire for data exploration are the primary instigators for the establishment of a consultant relationship between teacher and counselor.¹⁰¹

Dinkmeyer views the in-service structure as being one that can be used by the counselor for the demonstration of parent interview techniques for the teacher. Role playing and hearing taped sessions are two ways in which the problems involved in parent-teacher contacts

⁹⁹American School Counselor Association, "Guidelines for Implementation of the ASCA Statement of Policy for Secondary School Counselors," in Counseling, A Growing Profession: Report of American Personnel and Guidance Association Concerned with the Professionalization of Counseling, ed. John W. Loughary (Washington, D.C.: Association for Counselor Education and Supervision and American School Counselor Association, 1965), pp. 102-103.

¹⁰⁰Louise Eckerson, "Consultation in the Counselor's Role: Invitation to Dialogue," in Guidance: Principles and Services, by Frank W. Miller (Columbus, Ohio: Charles E. Merrill Publishing Company, 1961), p. 394.

¹⁰¹Verne Faust, "The Counselor as a Consultant to Teachers," Elementary School Guidance and Counseling 1 (March 1967): 113.

can be illustrated and approaches for resolution suggested.¹⁰² He looks upon the counselor/consultant role as fulfilling a supervisory role by helping the teacher to better understand human behavior, to better understand his or her behavior on the pupils, and to develop a greater understanding of guidance materials and procedures.¹⁰³

Peterson takes the role of teacher consultation a step further by placing the counselor in the classroom as an observer. From this position, the consultant can act in a supervisory fashion by helping the teacher improve instruction and the entire learning situation. The counselor/consultant can also work within the classroom itself by joining the teacher and students in problem solving situations.¹⁰⁴

Such dimensions as "basic communication skills, the process of attitude formation, and the changing values of students"¹⁰⁵ are considered appropriate by Haas as topics of counselor-teacher consultation. He maintains that counselors should consult with teachers both individually and in small groups. Haas points out that "just as teachers require updating in their discipline, they need it in the affective area as well."¹⁰⁶

¹⁰²Dinkmeyer, Guidance and Counseling in the Elementary School: Readings in Theory and Practice, p. 343.

¹⁰³Ibid., pp. 108-109.

¹⁰⁴Barbara G. Patterson, "Mediation in the Classroom," Personnel and Guidance Journal 49 (March 1971): 558-561.

¹⁰⁵Alan Haas, "Psychological Education: An Intriguing Beginning to the Matter of Survival," (Invited Comment on "Special Issue: Psychological Education"), The School Counselor 21 (September 1973): 19-20.

¹⁰⁶Ibid., p. 120.

Teacher consultation can be a continuous process, since the categories of classroom problems which initiate the consultation often are continuously difficult to deal with. In addition, Cohen explains that the need for consultation actually increases as the competence of the consultee increases. The consultee's becoming more aware of the mental health dimensions which are involved in working with children, makes him more likely to gain benefit from discussion with a consultant.¹⁰⁷

Lewis and Lewis emphasize that consultants cannot solve consultees' problems. The consultant can be helpful and supportive but the consultee must make the final decisions based upon what works best for the consultee. With this in mind, consultants can help teachers to examine the latter's relationships with young people through an examination of teacher values, goals, and behaviors. The process of consultation can help teachers "to examine their current situations, to generate new ideas, to consider their alternatives, and to select and evaluate new plans for action."¹⁰⁸

The need to broaden the productive working relationships of the counselor in the school is the rationale with which Fullmer and Bernard justify the counselor's role of consultant with families and teachers. Such an expansion of participants in the helping relationship

¹⁰⁷Raquel E. Cohen, "The Evolving Role of the School Consultant," in Principles and Techniques of Mental Health Consultation, ed. Stanley C. Plog and Paul I. Ahmed (New York: Plenum Medical Book Company, 1977), p. 86.

¹⁰⁸Lewis and Lewis, p. 281.

is a test of the usefulness of consultation as a method. One result of the counselor-consultant function is that diverse classroom, family, and community components can be unified to focus upon the learning environment. Fullmer and Bernard believes this unifying factor to be the most significant contribution of consultation.¹⁰⁹

One concern which the counselor as teacher consultant encounters is that the possibility exists for the relationship to drift from one of consultation to one of counseling. In discussing Caplan's model of mental health consultation, Rogawski emphasizes that the consultant take care to avoid becoming the consultee's therapist. Mistaking consultation for psychotherapy is the most dangerous error a counselor can make. The privacy of a consultee must always be respected. Care must be taken to avoid directly confronting the consultee and to avoid the giving on instructions on the proper handling of a case.¹¹⁰

Pietrofesa, Bernstein, Minor, and Stanford remark that since the counselor and the teacher are both members of the same school faculty, "the teacher must never feel he or she is being told what to do or be given unsolicited advice."¹¹¹

The counselor serving as consultant appears to have administrative approval. Dinkmeyer writes that "research studies of elementary school principals have indicated that the majority of principals

¹⁰⁹Fullmer and Bernard, p. 70.

¹¹⁰Alexander S. Rogawski, "The Caplanian Model," Personnel and Guidance Journal 56 (February 1978): 326.

¹¹¹Pietrofesa, et.al., p. 258.

believe the guidance counselor should serve as a consultant.¹¹²

Shaw discusses the possibility of the counselor performing a consultant role with the school administration. He sees this relationship as being not only possible but desirable. There is a reluctance on the part of guidance workers to consult with administrators which Shaw believes is related to their disinclination to enter into counseling with the same administrators. Although there are reasons for such apprehension, Shaw explains that as a consultant the counselor need not approach the administration as an expert but rather will "bring to bear special knowledge about behavior which has a bearing on the problem the administrator brings."¹¹³

The consultant is seen by Carlson as being an essential participant with central and local school administration in the development of school policy. Carlson, also, indicates that the consultant comes into such situations with specialized skills and knowledge. "The consultant brings to administration his expertise in human relations, group dynamics, and the affective domain."¹¹⁴

In addition to working with teachers and administration and in order to fulfill the goal of serving all children, the consultant must contribute to curriculum design and development. The consultant "is

¹¹²Dinkmeyer, Guidance and Counseling in the Elementary School: Readings in Theory and Practice, p. 109.

¹¹³Merville C. Shaw, School Guidance Systems: Objectives, Functions, Evaluation, and Change (Boston: Houghton Mifflin Company, 1973), p. 148.

¹¹⁴Carlson, "Consulting: Facilitating School Change," p. 84.

concerned with the total learning environment that promotes or interferes with learning."¹¹⁵ Carlson also mentions that the consultant work "with the learner's ability to make maximum use of this newly acquired skill or knowledge."¹¹⁶

Shane, Shane, Gibson, and Munger maintain that in addition to consultation with parents and teachers, the counselor/consultant is viewed as a source of information to be used for the development of better self-insights by student-clients. They also advocate the role of advice giver. "Under certain circumstances, subject matter can be used to 'heal' or lessen the problems of particular children."¹¹⁷

Curriculum development is viewed by Faust as comprising the major focus of the counselor as consultant, "inasmuch as it is the total curriculum world of the child that the counselor works to influence."¹¹⁸ Fullmer and Bernard concur that the counselor/consultant's key concern is the improvement of the total learning milieu. The focus is "on the process of becoming and growing rather than on prescriptive doing."¹¹⁹

Jones states "that schools have an obligation to provide

¹¹⁵Ibid., p. 87.

¹¹⁶Ibid., p. 87.

¹¹⁷June Grant Shane, et.al., Guiding Human Development: The Counselor and the Elementary School (Worthington, Ohio: Charles A. Jones Publishing Company, 1971), p. 175.

¹¹⁸Faust, "The Counselor as a Consultant to Teachers," p. 115.

¹¹⁹Fullmer and Bernard, p. 27.

environments that are conducive to optimal learning."¹²⁰ To meet this obligation, schools are in need of assistance to improve the quality of the learning environment. Jones considers school counselors to be the most likely of school personnel to facilitate such changes because of their training in psychology, theories of learning, personality theory, group process, and program evaluation. Another factor which would help counselors in this role is their primarily noncompetitive and nonevaluative relationship with other school personnel.¹²¹

In summation, Carlson encourages the counselor as consultant to become an agent of change. He sees the counselor through the consultant role as a source of direct input and as serving "as a catalyst in the school environment with a focus on stimulating new ideas and humanizing the curriculum."¹²²

Because of the importance of the family, and, since parents do not receive adequate training to deal in an effective manner with their children, Dinkmeyer and Carlson see parent and family consultation as being necessary. The development of children and thereby of all of society is dependent upon the family structure. Human relations skills and the tenets of culture are first learned in the family environs. Failure to provide educational consultation to parents can result in low academic achievement and immature development on social

¹²⁰Vernon F. Jones, "School Counselors as Facilitators of Healthy Learning Environments," The School Counselor 24 (January 1977): 158.

¹²¹Ibid., p. 158.

¹²²Carlson, "Consulting: Facilitating School Change," p. 84.

and emotional levels. It is only through such contacts with parents that the broad goals of education can be achieved.¹²³

In discussing parent consultation, Eckerson mentions that "when a counselor sees parents individually or in groups to study normal child development, the process usually consists of consultation."¹²⁴ She admits, however, that a fine line exists in distinguishing between counseling a parent and consulting with a parent. Eckerson indicates that most parents would prefer the relationship between themselves and the counselor to be one of consultation in which both parties can contribute. However, at times, counseling may be appropriate when parent fears and confusion come to the surface during the consultation session.¹²⁵

Kaczkowski sees the counselor's position in consulting with parents as being somewhat different than when consulting with teachers. In parent consultation, the counselor often acts as a mediator between the child and the parents. As mediator, Kaczkowski maintains that the counselor may have to assume a teaching function.¹²⁶

Kelly mentions that parent consultation has not flourished. For this lack of success, he offers as reasons: parent consultation has had a lower priority than other activities; crisis intervention and

¹²³Dinkmeyer and Carlson, p. 222.

¹²⁴Eckerson, "Consultation in the Counselor's Role: Invitation to Dialogue," p. 394.

¹²⁵Ibid., p. 394.

¹²⁶Kaczkowski, p. 110.

dealing with problem children have predominated as initiators of such consultation, making it negative and reactive in origin; new counselors, many of whom have not had training in this area, are reluctant to become engaged in family consultation; and many counselors who have led parent consultation groups have found them to be an unproductive sharing of negativity. In order to overcome these obstacles, Kelly suggests using the Adlerian study group model, wherein parents are re-educated with specific principles. In this model, the consultant serves as a facilitator of discussion rather than as teacher or expert.¹²⁷

Parent consultation can be done with individuals and in group settings. Dinkmeyer encourages both forms to be used. He visualizes the establishment of on-going parent education sessions which can occur several times throughout the month. During such sessions, the focus is on bestowing general knowledge related to children and on presenting specific knowledge regarding the elements of productive parent-child relationships. On an individual basis, the counselor should provide consultative services for parents of children who have special learning difficulties and developmental problems in social and emotional areas. General child rearing and discipline concerns can also give impetus to such services.¹²⁸

Goals for parent consulting are offered by Muro and Dinkmeyer.

¹²⁷F. Donald Kelly, "The Counselor's Role in Parent Education," The School Counselor 23 (May 1976): 333-335.

¹²⁸Dinkmeyer, Guidance and Counseling in the Elementary School: Readings in Theory and Practice, p. 343.

Such goals include: helping parents to gain an understanding of their influence on the behavior of their child, helping parents to learn methods for the improvement of parent-child relations, facilitating a process whereby parents can get feedback on their approaches to training children, helping parents to overcome the feeling that their respective problems in child rearing are unique, but are experienced by other parents as well.¹²⁹

Russell mentions that the desire of schools, parents, and others for aid in developing programs based upon behaviorist principles has created a new behavioral consultant role for the counselor. The primary goals of this role are to lessen or end behavior which is being presented as problematic and to begin and keep behavior which is congruent with the behavior-change program of the client.¹³⁰ The principles of social learning theory are used by the consultant to help develop understanding of the problem behavior and to help conduct the consultation process itself. Behavioral consultation follows a five step process: "observation, functional analysis, objective setting, behavioral intervention, and withdrawal of the intervention."¹³¹

Beyond consultation with school personnel, Shane, Shane, Gibson, and Munger suggest that counselors may consult with members of the

¹²⁹James J. Muro and Don C. Dinkmeyer, Counseling in the Elementary and Middle Schools: A Pragmatic Approach (Dubuque: William C. Brown Company Publishers, 1977), p. 334.

¹³⁰Michael L. Russell, "Behavioral Consultation: Theory and Process," Personnel and Guidance Journal 56 (February 1978): 346.

¹³¹Ibid., p. 348.

community who have an interest in the development of a specific child or particular group of children. Such interested parties can include: clergy, local government representatives, civic groups, recreational personnel.¹³²

Another focus of the counselor/consultant is psychological education. Arbuckle declares that "psychological education sees consulting as a primary function of the 'new' counselor."¹³³ Ivey identifies psychological education as an indirect mode of treatment based upon training. The role of the counselor is that of teacher-consultant to those persons who desire to improve their skills in communication and relationship building. However, counseling as an approach to treatment or as a means of interaction is not eliminated as a choice for the counselor to use.¹³⁴ Ivey proceeds further to identify the psychoeducational consultant as a new type of counselor who "engages in developing peer counseling programs and is actively involved in consulting activities with teachers, administrators, and parents."¹³⁵

Murray and Schmuck point out that so many roles are expected of the school counselor by so many members of the school community that the role conceptions of the individual counselor are "fragmented,

¹³²Shane, et.al., p. 188.

¹³³Dugald S. Arbuckle, "The School Counselor: Voice of Society?" Personnel and Guidance Journal 54 (April 1976): 429.

¹³⁴Ivey, p. 433.

¹³⁵Allen E. Ivey, "The Counselor as Psychoeducational Consultant: Toward a Value-Centered Advocacy Model," Personnel and Guidance Journal 58 (May 1980): 567.

inconsistent, and full of confusion.¹³⁶ This serves to reduce the effectiveness of the counselor. They suggest that a role change be established wherein counselors become consultants in organization development. This role requires a target shift from counselors working to improve the mental health of the individual student to counselors working toward organizational and interpersonal processes improvement.¹³⁷ This can be accomplished through the counselor's working internally within his or her own school building as a process consultant or by becoming a member of a team of organizational development consultants.¹³⁸

The role of a change agent is discussed by Cook. He views this primarily as a harmonizing role for the purpose of enhancing learning. As a change agent, the counselor attempts to achieve congruence between the goals of the organization and the goals of the individual. In order to fulfill this role, counselors should possess such skills as organizational analysis, organizational change, and problem solving. Counselors should expect that these skills are part of their professional preparation. However, Cook maintains that although many counselors are ready to act in this capacity, they lack both theoretical and practical tools. "Counselor education programs have generally been

¹³⁶Donald Murray and Richard Schmuck, "The Counselor-Consultant as a Specialist in Organization Development," Elementary School Guidance and Counseling 7 (December 1972): 99.

¹³⁷Ibid., p. 103.

¹³⁸Ibid., p. 101.

of little help in this regard."¹³⁹

Walz and Benjamin maintain that counselors have been internal change agents, changing their clients internally. Convincing others to recognize a shift in role to include external change agent activities may be difficult for counselors to accomplish. However, Walz and Benjamin believe that counselors are in an excellent position, as insiders, to be agents of system-wide change.¹⁴⁰ They call on counselors to be active leaders of change and to acquire skills which will enable counselors to "use a systematic strategy for planned change."¹⁴¹

Although Aubrey favors a change agent role for counselors, he argues that without power, there is little change of effecting change. He affirms that counselors do not have such power. Aubrey advises counselors to establish a power base of parents and teachers to help bring about changes and programs which favor students. He suggests the use of ongoing programs which involve parents and teachers working under the leadership of the counselor as the best structures for constructing such bases.¹⁴²

Pietrofesa, Bernstein, Minor, and Stanford consider the counselor as a consultant to be in an advantageous position for fulfilling an

¹³⁹David R. Cook, "The Change Agent Counselor: A Conceptual Context," The School Counselor 20 (September 1972): 15.

¹⁴⁰Garry Walz and Libby Benjamin, "A Change Agent Strategy for Counselors Functioning as Consultants," Personnel and Guidance Journal 56 (February 1978): 331.

¹⁴¹Ibid., p. 334.

¹⁴²Roger F. Aubrey, "Power Bases: The Consultant's Vehicle for Change," Elementary School Guidance and Counseling 7 (December 1972): 92.

internal change agent role. The advantage emerges from the counselor/consultant's position within the organization. He or she is committed through employment to the organization, "yet, can offer a perspective that is removed from the everyday activities of the department and the individuals in it."¹⁴³

The primary role of the counselor/consultant, as stated by Haas, is that of human development trainer. He suggests that the counselor become a trainer and consultant to the various other professionals who maintain relationships with students in a school setting. The role of problem solver should be secondary and many of the other tasks which counselors perform should be transferred to other professionals, para-professionals, and skilled workers.¹⁴⁴

Looking toward the future, Arbuckle supports the change agent role of the counselor. Through consultation, the cause of the problem rather than the treatment of the problem becomes the target. Expertise in counseling still is to be maintained and the individual person is yet to remain the central focus of concern. Arbuckle stresses the importance of the individual, and he calls upon counselors to become advocates and champions of children.¹⁴⁵

Ruben declares that the consultation role may change the way counseling is characterized. She writes that:

¹⁴³Pietrofesa, et.al., p. 248.

¹⁴⁴Haas, p. 19.

¹⁴⁵Arbuckle, p. 430.

The consulting process appears to be a most effective strategy for active and aggressive counselor behavior in a profession that has been traditionally characterized as passive, receptive, and ancillary.¹⁴⁶

In summation, the rationale for the counselor to assume the role of consultant is based upon a number of factors. The growth of the developmental model of counseling makes the total school population available for service. Counselor contact with so many potential clients has become an impossibility. The nature of the consulting construct is a far better answer to this need. The economics of the times is also a contributor to this rationale. The cost factor of diminishing high counselor-student ratios through the employment of a greater number of counselors is currently prohibitive in most schools. Since the counselor/consultant works with other staff members in the course of the consulting process, he or she may be considered to be more a part of the total educational structure. The traditional counselor works only with one segment of that population, the students. The counselor's concern for the welfare of all people is a natural lead into the consultant role.

Various roles have been established to identify situations and clientele for the counselor/consultant. The counselor is viewed as the natural staff member to be the school's mental health consultant. Approaches for consulting with teachers, administrators, and parents have been designed, implemented, and evaluated as successful. Curriculum investigation and innovation has become a target role. The

¹⁴⁶Ruben, p. 376.

counselor/consultant has evolved into a psychological educator, concerned with the total learning environment and charged by some educators to act as the primary change agent of those learning milieus which have been judged unhealthy.

Models

Caplan is noted for having been a pioneer in developing a technique for consultation in mental health settings. Rogawski points out that the Caplanian prototype was developed and refined over a twenty year period of time, during which it became differentiated from such analogous processes as education, counseling, therapy, casework, and supervision.¹⁴⁷

Four categories of consultation are recognized by Caplan: client-centered case consultation, consultee-centered case consultation, program-centered administrative consultation, and consultee-centered administrative consultation. In client-centered case consultation, the consultant's task is "to communicate to the consultee how this client can be helped."¹⁴⁸ A secondary result is that the consultee may use what he or she has learned in this case to treat similar cases. In the consultee-centered model, the consultant's primary goal is to help the consultee remedy a lack of skill, knowledge, self-confidence,

¹⁴⁷Alexander S. Rogawski, "Mental Health Programs in Welfare Systems," in Silvano Arieti, ed. in chief, American Handbook of Psychiatry, 6 vols., (New York: Basic Books, Inc., 1974), Vol. 2, Child and Adolescent Psychiatry, Sociocultural and Community Psychiatry, by Gerald Caplan, ed., p. 761.

¹⁴⁸Caplan, p. 32.

or professional objectivity in order to adequately deal with the case at hand. The consultant is basically an educator in this second model. The third model, program-centered administrative consultation, has as its primary aim the development of a new program or the improvement of an existing program. The consultant is called in to focus on the problems which the organization is having. The role of the consultant is to study the situation and eventually to recommend a procedure for remediation of the problem. The fourth model, consultee-centered administrative consultation, is similar to the second model with the exception that the focus is shifted from a singular client to that of an organization.¹⁴⁹

Caplan systematized the techniques of consultation. He considered consultation to be one method of in-service training because of the former's educational goal of educating the consultee to handle problems similar to the one under consideration. His model begins with the establishment of channels of communication between the consultant and the consultee. The relationship is the heart of Caplan's model, and he makes it known that the success of the consultation is somewhat based upon the condition of that relationship.¹⁵⁰ Following the establishment of a relationship, an assessment of the problem is made, and hypotheses are tested throughout the consultative process.¹⁵¹

¹⁴⁹Ibid., pp. 32-34.

¹⁵⁰Gerald Caplan, Concepts of Mental Health and Consultation: Their Application in Public Health Social Work (U.S. Department of Health, Education, and Welfare, 1959), p. 202.

¹⁵¹Ibid., pp. 206-207.

Schein identifies the two basic models for consultation as being the expert model and the process consultation model. He further subdivides the former model into two types: the buying of information and the doctor-patient type in which a diagnosis and prescription are essential elements. The latter model consists of the types known as catalyst and facilitator, respectively. In this latter model, the consultant helps the client to arrive at his/her own solutions, while in the former model, the consultant provides the solutions.¹⁵²

Schein does not view one model as being better than the other. Rather, he points out that a consultant will use various models. The crucial factor is that the consultant be able to judge which model is more appropriate for a given situation.¹⁵³ He also mentions that the purchase of information or expertise model will not prove helpful if the problems involved are too complex and difficult to diagnose. If the doctor-patient paradigm is to be serviceable, "it must be applied in those areas where one can reasonably assume problem-solving capacity on the part of the client."¹⁵⁴ If the problem occurs in the future, will the client be able to solve it? As a process consultant, the consultant must keep focus "on the process of problem solving rather than the content of the problem itself."¹⁵⁵ The process consultant

¹⁵²Edgar H. Schein, "The Role of the Consultant: Content Expert or Process Facilitator?" Personnel and Guidance Journal 56 (February 1978): 339.

¹⁵³Ibid., p. 341.

¹⁵⁴Ibid., p. 341.

¹⁵⁵Ibid., p. 342.

must take care 'not at any time to take over the client's problems, specify the client's goals, or in any other way allow client dependence.'¹⁵⁶

A model particularly designed for use in educational settings is Brokes' process model of consultation. The model consists of "a formal plan to describe a particular method for reaching a defined goal."¹⁵⁷ The process, itself, is an organized progression through the five phases of preentry, entry, preparation, implementation, and termination. The entry phase includes the subphases of contact, negotiation, and contract. Throughout the process, twenty functions occur which include assumptions, considerations, determinations, specifications, definitions, and tasks. The various phases, subphases, and functions combine to form a systematic advance toward the goal of consultation. In Brokes' model, the consultant is primarily a facilitator, avoiding direct involvement in the system itself. As a facilitator, the consultant's task is to help achieve the consultee's goal according to the latter's values.¹⁵⁸

Lippitt and Lippitt present a six phase model of consultation. The first phase involves the making of an initial contact between the possible client and the potential consultant. This phase is followed by the formulation of a contract and the establishment of a helping

¹⁵⁶Ibid., p. 342.

¹⁵⁷Al Brokes, "A Process Model of Consultation," in Psychological Consultation: Helping Teachers Meet Special Needs, ed. Clyde A. Parker (Minneapolis: The Council for Exceptional Children), p. 185.

¹⁵⁸Ibid., pp. 185-203.

relationship between client and consultant. The third phase moves from the preliminary activities into the identification of the problem and a subsequent diagnostic analysis. Phase four involves goal setting and action planning, to be undertaken and completed in phase five. The final step, phase six, includes such factors as contract completion, the designing of support systems to help maintain the continuity of change, and the establishment of termination plans.¹⁵⁹

The idea of using a four step planning model similar to PPBS (Program Planning and Budgeting Systems), to build a program for teacher consultation was developed by Lombana. She maintains that although the rationale for such consultation has been recently established, it is often eliminated as a regular function of the guidance program. Lombana mentions that reasons for this omission include "inadequate counselor training, lack of administrative support, and poor counselor-teacher relationships."¹⁶⁰

Lombana's program plan begins with a needs assessment of faculty needs and desires. The results of such an assessment are delineated according to priority after which objectives are established. Strategies for each objective are then created. The actual consultation activities then occur, followed by decision making. Lombana's model is systematic, and she believes that three major benefits result from such a systematic approach: "counselors can increase their own

¹⁵⁹Lippitt and Lippitt, pp. 8-26.

¹⁶⁰Judy H. Lombana, "A Program-Planning Approach to Teacher Consultation," The School Counselor 26 (January 1979): 164.

consultation skills, develop a model for program accountability, and improve professional relationships with the faculty and staff."¹⁶¹

A three-stage model consisting of distinct, observable skills has been designed by Mickelson and Davis. Their model embodies a developmental problem solving plan of action. The first stage is the establishment of a relationship between the consultant and the consultee. Such skills as active listening and attending are required at this first stage. The second stage is one of problem identification. It requires such skills as confrontation, alternative selection, and feedback delivery. Change facilitation identifies the third stage. This final stage utilizes such skills as the establishment of goals, action planning, support, and generalization.¹⁶²

Tharp discusses a triadic model of consultation. It consists of indirect service provided by a consultant through a mediator to the target recipient. Initially, the consultant attempts to influence the mediator's behavior but the ultimate goal is to influence the behavior of the target.¹⁶³ Although the target is the eventual recipient of the service, Tharp judges that the consultant is responsible to the mediator.¹⁶⁴

¹⁶¹Ibid., p. 169.

¹⁶²Mickelson and Davis, p. 100.

¹⁶³Roland G. Tharp, "The Triadic Model of Consultation: Current Considerations," in Psychological Consultation: Helping Teachers Meet Special Needs, ed. Clyde A. Parker (Minneapolis: The Council for Exceptional Children), p. 139.

¹⁶⁴Ibid., p. 141.

Kurpius and Brubaker also suggest a consultation model which is triadic in structure. The model consists of a relationship among a consultant, a consultee, and a target or client. In addition to these three roles, four target dimensions, four consultation phases, and four modes constitute the total model.¹⁶⁵

Kurpius identifies the four consultation modes or modalities as: the provision model, the prescriptive mode, the collaborative mode, and the mediating mode.¹⁶⁶ The provision mode actually results in a referral situation, with the consultant eventually working directly with the client. However, this should occur only after the consultant and the consultee (who made the referral) meet. The prescriptive model places the consultant in the position of content expert and resource person, who is asked to prescribe a solution to a consultee problem. In the third mode, the consultant is less the expert in the technical aspects of the problem and more the catalyst. Information gathering and analysis and decision making skills are key to the collaborative mode. The fourth mode, mediation, is unique, since the consultant is the initiator of action. In the mediation mode, the consultant is first to recognize a problem, do the information gathering and analysis, decide on a course of action, and then contact other persons who are involved in the problem situation.¹⁶⁷

¹⁶⁵Kurpius and Brubaker, p. viii.

¹⁶⁶DeWayne Kurpius, "Consultation Theory and Process: An Integrated Model," Personnel and Guidance Journal 56 (February 1978): 335.

¹⁶⁷Ibid., p. 336.

Kurpius also describes nine operational functions which he considers basic to the consulting process. These functions or stages are sequential, beginning with pre-entry which is followed by: entry, information gathering, problem definition, identifying and selecting alternative solutions stating objectives, implementing the plan, evaluation, and termination.¹⁶⁸

An intervention model in which "change is not a primary task of the interventionist"¹⁶⁹ has been constructed by Argyris. This model finds the consultant performing the three primary tasks of generating information for the client, helping the client make choices that are informed and responsible, and developing an internal commitment to the choices which are made.¹⁷⁰ Argyris suggests that if the interventionist comes into the consultation with the preconception that change is necessary and the ultimate answer, this may create a pressure for change. Change, then becomes the primary objective. However, Argyris points out that "if the deepest problems were dealt with effectively, change might not be as important."¹⁷¹ Argyris also warns change agents that they may be so involved with change "that they enter the situation without realizing that they may have a bias against stability."¹⁷²

¹⁶⁸Ibid., p. 337.

¹⁶⁹Argyris, p. 21.

¹⁷⁰Ibid., p. 21.

¹⁷¹Ibid., p. 22.

¹⁷²Ibid., p. 22.

Blake and Mouton have identified the kinds of interventions, focal issues, and client identities as being the three major dimensions of consultation. In order to organize these dimensions, they have developed the Consulcube which consists of one hundred cells,

each representing the characteristics of a particular kind of intervention being applied to a particular client who is facing a particular problem of breaking out of an unproductive or self-defeating cycle.¹⁷³

The effective consultant is the one who can correctly combine the three appropriate dimensions for the task at hand: the correct focal issue with the appropriate intervention for the actual client.¹⁷⁴

The kinds of interventions which are included in Blake and Mouton's paradigm are: acceptant, catalytic, confrontation, prescription, theories and principles. The intervention approach which becomes chosen for a particular case "should, of course, be based not on the consultant's favorite technique but rather on the client's diagnosed need."¹⁷⁵ The focal issues include: power/authority, morale/cohesion, standards/norms, goals/objectives. The third dimension of the model, units of change, include: individual, group, intergroup, organization, larger social system. Determining who is the real client is the key element in this latter dimension.¹⁷⁶

¹⁷³Robert R. Blake and Jane Srygley Mouton, "Toward a General Theory of Consultation," Personnel and Guidance Journal 56 (February 1978): 330.

¹⁷⁴Ibid., p. 329.

¹⁷⁵Robert R. Blake and Jane Srygley Mouton, Consultation, p. 5.

¹⁷⁶Ibid., pp. 5-6.

Carrington, Cleveland, and Ketterman describe a situation in which attempts at producing change through the use of outside consultants proved unsuccessful. In response to this negative result, change from within was initiated through a model known as collaborative consultation. Essentially, this model is a process of group problem solving. The consultant's role is to provide "the framework from which the group generates and develops plans and solutions."¹⁷⁷ The required conditions for success are: "ownership of the problem, staying on task, concreteness, and concensus."¹⁷⁸

Westbrook, Leonard, Johnson, Boyd, Hunt, and McDermott developed a model as a result of consultation being given to college residence-hall staff in relation to the establishment of a dormitory walk-in counseling service. The model involves a series of dyadic sessions between a counselor/consultant and a residence-hall director. Collaborative problem solving and mutual learning earmark the relationship of the dyad members. Six consultation phases are implemented in the dyad model. "These phases are entry, contracting, planning, intervention, evaluation, and termination."¹⁷⁹

A secondary school setting was used by Maslon for designing a classroom consultant model. The target group was composed of adolescent students. "The aim of the program was therapeutic modification

¹⁷⁷Dan Carrington, Art Cleveland, and Clark Ketterman, "Collaborative Consultation in the Secondary Schools," Personnel and Guidance Journal 56 (February 1978): 356.

¹⁷⁸Ibid., p. 356.

¹⁷⁹Westbrook, et.al., p. 361.

of the learning environment for potentially 'alienated' adolescents.¹⁸⁰ Maslon's model consisted of the collaborative effort of a counselor and a team of teachers working as co-facilitators of student groups. The groups were task oriented and occurred within the regular classroom. Results of the program were positive. The counselor fulfilled the role of consultant while being a member of a group. Maslon supports this model because it exemplifies the current movement for the counselor to participate in the total and ongoing educational process as an active member with other professionals and students.¹⁸¹

Brown, Wyne, Blackburn, and Powell identify two consultation models, the expert model and the collaborative model. They view the latter model as being more useful in the school setting and consequently advocate the use of consultation based upon the collaborative relationship by school personnel. Subdivisions of the collaborative model are made into: the collaborative student-centered model, the collaborative consultee-centered model, and the collaborative program-centered model. The focus creates the respective identity of each subdivision. In each subdivision, the consultee is helped to remedy some deficiency so that educational goals may be met.¹⁸²

A distinction is made by Faust among three approaches to consultation; crisis, intervention, and prevention. He views such

¹⁸⁰Patricia J. Maslon, "The School Counselor as Collaborative Consultant: Program for Counseling and Teaching in the Secondary School Classroom," Adolescence 9 (Spring 1974): 97.

¹⁸¹Ibid., pp. 97-104.

¹⁸²Brown, et.al., pp. 10-11.

approaches as negative in nature and offers a fourth process, developmental consultation. This model addresses itself to the universal needs of people and attempts to create learning environments which can effectively satisfy all such needs. The primary goal of developmental consultation is for the consultant to help the consultee "develop an organized systematic conceptualization of human-kind, especially in regard to how they learn or change."¹⁸³

In a school setting, teacher behavior becomes the target for change. The developmental teacher considers the inner environment of the learner and molds all aspects of teaching to that nature on a universal level. The task of the consultant is to re-teach the teacher. Faust considers this as a long term commitment and process, with teacher resistance being high at its onset. Once the consultees have changed, short occasional consultations may be needed for updating and support.¹⁸⁴

Stilwell and Santoro have designed a learning development consultant model. It consists of nine components, some of which are: team development, student assessment, goal and objective specification, management strategy, implementation, progress monitoring, and referral.¹⁸⁵

¹⁸³Verne Faust, "Developmental Consultation in School Settings," in Psychological Consultation: Helping Teachers Meet Special Needs, ed. Clyde A. Parker (Minneapolis: Council for Exceptional Children, 1975), p. 240.

¹⁸⁴Ibid., pp. 235-243.

¹⁸⁵Stilwell and Santoro, pp. 324-326.

The model of learning development consultant as designed by Stilwell and Santoro is seen to be the ideal model for counselors to follow in fulfilling their role of providing special education services to eligible students as required by PL 94-142. Sproles, Panther, and Lanier maintain that the school counselor as a learning development consultant most nearly fulfills the role requirements for the achievement of the required tasks set forth by this law.¹⁸⁶

Murray and Schmuck suggest that counselors change their job description to that of organization development consultation. They offer a three stage model for such a role. The first stage consists of the use of simulation for the improvement of communication skills. The counselor/consultant functions as a trainer of such skills as paraphrasing and describing behavior. The second state is problem solving for the purpose of changing norms. At this stage, the consultant aids in problem identification and facilitates step-by-step problem solving. This latter process leads to the third stage which consists of group agreements toward structural changes. This last stage is the realization of the ultimate goal of the entire model/process, that of change in organizational patterns.¹⁸⁷

A major reason, maintain Blocher and Rapoza, for the difficulty which counselors encounter in attempting to change their role is that counseling is founded on personality theories. Such a foundation is

¹⁸⁶Allan H. Sproles, Edward E. Panther, and James E. Lanier, "PL 94-142 and Its Impact on the Counselor's Role," Personnel and Guidance Journal 56 (December 1978): 211.

¹⁸⁷Murray and Schmuck, p. 103.

not flexible enough to allow for and include the various problems with which the counselor as a consultant must deal. Consequently, they present a systematic eclectic model for the counselor/consultant to use. This model consists of a sequence of activities and the use of various counseling theories. There are nine sequential activities, beginning with a definition of goals and ending with evaluation. Various intermediate activities include: the identification of a client system, modeling of new behaviors, negotiation of specific behavioral goals, building a network of communication, shaping new behaviors, transferring new behavior to the actual situation.¹⁸⁸

Havelock and Havelock call for the development of an integrated model, for the purpose of adding new behaviors to counseling. Such a model was created as a response to present inadequate counseling conditions. The integrated model consists of seven types of counselor behavior: complete diagnosis, emphasize measurement by performance with less emphasis upon testing, reach out for clients, initiate and advocate specific change in clients, activate intervention to alter environment, link with other resources, evaluate effectiveness.¹⁸⁹

A similar attempt at integration can be found in Brammer's eclectic model. He suggests a three step process which counselor/consultants can use in developing a theoretical framework. The first

¹⁸⁸Ronald G. Havelock and Mary C. Havelock, Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields (Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1973), pp. 120-121.

¹⁸⁹Ibid., pp. 120-121.

step is the development of behavioral observation skills, such as goal setting. A second stage is that of thoroughly studying various theories and their historical growth. The third task is for the counselor/consultant to gain self-knowledge which would include an awareness of his or her values, perceptions, limitations, and potentials.¹⁹⁰

Brown, Wyne, Blackburn, and Powell believe that there is no one theory of consultation, but that a number of the theories which suit counseling can be fitted to consultation. They maintain that a theoretical base is important, since it gives a structure for the interpretation of data and serves as the foundation of communication for the consultant and the consultee.¹⁹¹

What began as a model for mental health workers in clinical settings has evolved into a number of workable models for consultants to use in various settings, including the school. Although these models in some respect parallel counseling models, they are unique enough to give separate identity to the consultative process. As counseling is structurally identified by one-to-one and group formats of direct service, consultation is structurally triadic and indirect. Consultation models can be grouped into such categories as systematic, interventionist, collaborative, developmental, integrated, and eclectic. Each category has a unique process to contribute for

¹⁹⁰Lawrence M. Brammer, "Eclecticism Revisited," Personnel and Guidance Journal 48 (November 1969): 195-196.

¹⁹¹Brown, et.al., pp. 24-25.

utilization by the consultant.

Training

The ACES-ASCA Joint Committee of 1966 declared three major roles for the counselor; counseling, consultation, coordination. Dinkmeyer views the committee's suggestion as being relevant for all counselors. He mentions, however, that "there is little evidence that counselor education programs are training counselors to consult with teachers and parents individually and in groups."¹⁹²

Muro joins Dinkmeyer in mentioning that little time has been given to training counselors in parent consulting skills, even though such skills are called for by professional associations and counselor educators. A commitment to such training has not been made. Muro and Dinkmeyer indicated that "counselors will not become skilled in the process unless their trainers begin to present and demonstrate practical procedures for working with parents."¹⁹³

Parker points out that although counselors have been asked to include consulting in their repertoire of services "strangely, very few training programs have shifted the curriculum to prepare counselors to take on such added emphasis."¹⁹⁴ He considers the reason for such a lack of shift to be a mystery. Parker suggests that the two main

¹⁹²Dinkmeyer, "Consulting: A Strategy for Change," p. 53.

¹⁹³Muro and Dinkmeyer, p. 329.

¹⁹⁴Clyde A. Parker, Forward to Psychoeducational Consultation: Definition - Functions - Preparation by DeWayne H. Kurpius and J. Craig Brubaker (Bloomington, Indiana: Indiana University, 1976), p. iii.

reasons for such a lack of training has been the lack of good training models and "a limited literature on which a good training program could be built."¹⁹⁵

Specific training in consultation is one of the main contributors to achieving success as a consultant. Plog writes that research generally shows that consultants who received appropriate training were frequently more successful because of a greater awareness of the forces of the consultative process and because they had more to suggest and had a better reception by their consultees.¹⁹⁶

Adkins sees new roles for the counselor and consequently feels that training should change accordingly. Current training focuses primarily on preparing counselors to become engaged in therapeutic situations. Adkins mentions that "the inadequacy of the in-depth relationship approach for reaching all students has become apparent to some counselors."¹⁹⁷ Rather, Adkins suggests that counselors receive training experiences in such skills as management and planning, organizing and utilizing time, developing and implementing a guidance curriculum, and involving teachers in the guidance process.¹⁹⁸

Changing counselor roles is also discussed by Shaw. In addition

¹⁹⁵Ibid., p. iii.

¹⁹⁶Stanley C. Plog, "Effectiveness, Leadership, and Consultation," in Principles and Techniques of Mental Health Consultation, eds. Stanley C. Plog and Paul I. Ahmed (New York: Plenum Medical Book Company, 1977), p. 64.

¹⁹⁷Les Adkins, "New Demands on the School Counselor," Counselor Education and Supervision 17 (December 1977): 140.

¹⁹⁸Ibid., p. 140

to providing direct services in schools to children, the counselor also works with adults through such structures as consultation and in-service. Shaw advocates the design and implementation of specific training programs to meet this changing role.¹⁹⁹

Moracco finds that courses in counselor training provide opportunity for students to learn interviewing techniques and relationship building, but very little time is devoted to consultation during training. He sees consultation as being an important new role for counselors.²⁰⁰

In discussing training, Lippitt and Lippitt remark that "unfortunately, the training and development of consultants has been a haphazard process. Only recently have workshops and courses for developing consultant skills appeared."²⁰¹

Ivey declares that because of archaic training programs, school counseling is in trouble. Contributing to this decline is the "use of limited models, and the counselors and administrators who are willing to settle for the status quo."²⁰²

Brown, Wyne, Blackburn, and Powell encourage counselors to

¹⁹⁹Merville A. Shaw, "The Development of Counseling Programs: Priorities, Progress, and Professionalism," Personnel and Guidance Journal 55 (February 1977): 339-345.

²⁰⁰John C. Moracco, "Counselor as Consultant: Some Implications for Counselor Education," Counselor Education and Supervision 17 (September 1977): 73-75.

²⁰¹Lippitt and Lippitt, p. 104.

²⁰²Allen E. Ivey, "The Counselor as Psychoeducational Consultant: Toward a Value-Centered Advocacy Model," p. 567.

develop a personal theory of consultation. In order to construct such a theory, certain background experiences and self-exploring opportunities are prerequisite. Training programs, however, do not provide these experiences and opportunities.²⁰³

Because of their own choosing, counselors, themselves, have limited their own training potential. Counselors have made counseling the dominant structure of their service. Aubrey views this as a possible mistake because "a preoccupation with counseling has limited the number of cognitive and affective skills available to counselors."²⁰⁴

He further points out that consultation, along with counseling and coordination have been, for more than a decade, considered the role of the elementary counselor. "School counselor training programs, however, have rarely reflected this multiple emphasis."²⁰⁵

The choice of preparing counselors in the traditional manner for traditional roles or of preparing them for such new roles as the learning development consultant, according to Stilwell and Santoro, rests with counselor educators. If the latter be chosen, new objectives and new training models need to be adopted in addition to selling these new programs within schools.²⁰⁶

²⁰³Brown, et.al., p. 25.

²⁰⁴Roger F. Aubrey, "And Never the Twain Shall Meet: Counselor Training and School Realities," The School Counselor 20 (September 1972): 17.

²⁰⁵Aubrey, "Consultation, School Interventions, and the Elementary School Counselor," p. 353.

²⁰⁶Stilwell and Santoro, p. 326.

Mickelson and Davis state that counselor education programs in universities have not included the consulting function in their training. Although school counselors probably consult regularly with teachers, administrators, and parents, they have learned their consulting skills on the job.²⁰⁷

A role change for counselors is favored by Fraser, Nutter, and Steinbrecher. They favor such a change to create a more productive educational environment. However, if such a role change is to occur, "a very important prerequisite must be a change in counselor preparation and training."²⁰⁸ Fraser, Nutter, and Steinbrecher believe that counselor training should broaden to include consultation skills, since, "counselors have repeatedly asked for training that is of more practical value."²⁰⁹

Long declares that counselors are being shortchanged if training programs include only client-counselor relationship training. Rather, such programs must train counselors for the other functions which they perform in various settings in addition to training counselors to counsel.²¹⁰

In discussing the consultant role versus the counseling role,

²⁰⁷Douglas J. Mickelson and Jerry L. Davis, The School Counselor as a Process Consultant: Leader's Manual (Milwaukee: University of Wisconsin, 1976), p. 2.

²⁰⁸Sandy Fraser, Jim Nutter, and Phyllis Steinbrecher, "Counselor Training - A Necessity for Redefinition of Role," The School Counselor 22 (November 1974): 124.

²⁰⁹Ibid., p. 124.

²¹⁰Long, pp. 32-33.

Shertzer and Stone mention that if a high degree of emphasis becomes placed upon the counselor's performing consulting activities, considerable change in current preparation programs would have to occur.²¹¹

Since training within counselor education programs appears to be lacking in consultant skills, Brown, Wyne, Blackburn, and Powell indicate that such training has been attained "through personal experimentation, reading, short-term workshops, part-time college course work, or some combination of these approaches."²¹²

Pietrofesa, Bernstein, Minor, and Stanford, commenting on consultant training, maintain that "the counselor should be trained in individual and group interaction, as well as group procedures and system dynamics."²¹³

Because of the changes which have occurred in family and home life, Young declares that the role of the secondary school counselor has concomitantly changed. She concludes that counselor education programs should include "a study of the secondary school counselor working as a consultant to parents, teachers, and administrators."²¹⁴

Dinkmeyer recommends that counselor education include elements related to consultant training. Course work should consist of skill development in communication and relationship building. The practicum

²¹¹Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin Company, 1971), p. 507.

²¹²Brown, et.al., p. 18.

²¹³Pietrofesa, et.al., p. 245.

²¹⁴Nancy K. Young, "Secondary School Counselors and Family Systems," The School Counselor 26 (Marcy 1979): 252.

experience should engage the trainee directly with staff concerns. Dinkmeyer asserts that such experience "will enable the counselor to become aware of the problems involved in establishing the atmosphere for consultation."²¹⁵

Zaffrann mentions that all counselor education programs do not teach consultation skills, but "graduate students should be trained in consulting as well as counseling skills."²¹⁶ The use of brief one-hour workshops in counselor education courses can be used effectively to teach consulting skills. Such workshops are planned and implemented by the trainees, themselves, thereby gaining experience in "organizing, preparing, and delivering a professional workshop...."²¹⁷

Concerning training for the facilitation of their model of collaborative consultation through dyads, Westbrook and his colleagues mention the necessity of providing their trainees "with a wider variety of continuous consultation experiences and to develop a practicum in consultation for our graduate students."²¹⁸

The use of a competency-based model for consultant training is advocated by Froehle. He points out that talking about the various behavioral skills and even the learning of such skills is insufficient, since being able to apply such skills is the key element in the

²¹⁵Dinkmeyer, Guidance and Counseling in the Elementary School: Readings in Theory and Practice, p. 111.

²¹⁶Ronald T. Zaffrann, "Using the Workshops in Consultation Training," Counselor Education and Supervision 18 (June 1979): 304.

²¹⁷Ibid., p. 306.

²¹⁸Westbrook, et.al., p. 363.

consultation process. Froehle calls for a consultation practicum as being essential to training as the practicum has been essential to counselor training. He suggests the use of a consultation internship, if there is the need and desire for a higher level of skill proficiency.²¹⁹

McGreevy contends that little discussion is given to what the consultant actually does. The literature presents even less "on the preparation of consultants and practically no research on the relationship of training to practice."²²⁰ Training typically takes place outside of the college or university in private corporations. The typical procedure is that of on-the-job modeling wherein the experienced consultant models his or her skills for the benefit of the trainee.²²¹

Traditional consultant training approaches have led consultants to adopt the expert image. This image results from lack of formal training. Instead of the establishment of a relationship, which is considered essential to the facilitation of the process, the approaches of expert consultants are mimicked. The use of the expert image creates a dependency situation between client and consultant, resulting from its implicit message that the client cannot solve his or her own problems.²²²

²¹⁹Thomas C. Froehle, "Systematic Training for Consultants Through Competency-Based Education," Personnel and Guidance Journal 56 (March 1978): 437.

²²⁰Patrick C. McGreevy, "Training Consultants: Issues and Approaches," Personnel and Guidance Journal 56 (March 1978): 432.

²²¹Ibid., p. 432.

²²²Ibid., p. 432.

McGreevy views the main focus of consultant training to be the development of self-direction in the trainee. The content training of consultants should include the following: organizational function, finance, management, theories of change, diagnosis, problem solving, conflict management, teaching and learning techniques.²²³ McGreevy suggests that consultant skills can best be developed through practicum and internship experiences.²²⁴

After extensively reviewing the literature, Kahnweiler makes several suggestions, one of which concerns training. He mentions that since formal training in consultation skills has not been attained by many counselors, "the profession is in need of comprehensive training models that can be applied in both preservice and inservice settings."²²⁵

Pilon and Bergquist mention that due to a lack of training programs, persons who have been interested in becoming consultants had only the literature and related programs to turn to. They suggest a training model composed of three respective content areas: a basic knowledge of consultation, itself; the development of the self-knowledge of the trainee; and actual supervised consulting experience.²²⁶

The first content area lends itself to a didactic approach. It

²²³Ibid., p. 433.

²²⁴Ibid., p. 435.

²²⁵Kahnweiler, p. 378.

²²⁶Daniel H. Pilon and William H. Bergquist, Consultation in Higher Education: A Handbook for Practitioners and Clients (Washington, D.C.: The Council for the Advancement of Small Colleges, 1979), p. 132.

is taught through the use of case studies which illustrate various consulting approaches. The second content area is intended to help the trainee develop his or her own interpersonal style. Training in this area is accomplished by the use of self-scoring instruments designed to enhance self-knowledge. The participation of the trainee in various role playing situations in the presence of an observer earmarks training in the third content area. Case simulations in which the trainees can also act as clients are considered desirable. Another approach is the mentorship in which the trainer joins the trainee in consulting a real-life situation.²²⁷

A five step consultation training program has been developed by Gallessich and Ladogana for use as an in-service tool for school counselor training. The five sequential steps are: an orientation to consultation theory and process, basic consultation skills, advanced consultation skills, process consultation skills and knowledge, workshop-leadership skills.²²⁸

A consultation program for the training of professionals entering community mental health settings was designed by Caplan. The basic program consists of the trainees' attending lectures for three days a week through an academic year and experiencing supervised field work

²²⁷Ibid., pp. 132-134.

²²⁸June Gallessich and Angela Ladogana, "Consultation Training for School Counselors," Counselor Education and Supervision 18 (December 1978): 107.

two days a week.²²⁹ A two or three month internship experience follows the formal didactic work. The framework of his approach is basically: seminar, fieldwork, supervision.²³⁰ The didactic aspect of this training paradigm is patterned after the case-teaching approach of the Harvard Business School.²³¹ Lecture, discussion, films of consultation interviews, and case presentations by the trainees constitute some of the elements of the presentation.²³²

Kurpius and Brubaker have designed a training model for psycho-educational consultation. The two most basic elements of their model are interaction and continuity. The interaction dynamic consists of an interdependent relationship between the trainer and the trainee, who share responsibility for the outcome of the training process. The continuity aspect is an attempt to integrate the trainee's past professional experience with the new material being presented in the training.²³³ Kurpius and Brubaker point out that "the major emphasis in training in psychoeducational consultation is upon forming a new conceptual framework to look at a helping relationship."²³⁴ Previous experience in consulting and previous training in basic relationship

²²⁹Caplan, The Theory and Practice of Mental Health Consultation, p. 331.

²³⁰Ibid., p. 341.

²³¹Ibid., p. 334.

²³²Ibid., p. 332.

²³³Kurpius and Brubaker, p. 71.

²³⁴Ibid., p. 75.

skills are considered to be assets in this model.²³⁵

The actual training in Kurpius and Brubaker's model is done in workshops, in-service situations, presentations, and formal course seminars. Trainer activities include such behaviors as modeling and information presentation. Trainer-led activity is greater in the early part of the course; trainee-led activity is greater in the latter part of the course. Trainee activities include practice through simulations, discussion, day long retreat-like mass practice sessions, designing workshops, presenting modules.²³⁶

Although Kurpius and Brubaker use a graduate seminar for their primary training structure, they hope that "in the near future, a two-semester sequence will be developed to link the consultation seminar to consultation practice or internships."²³⁷

Summary

Although the consultation role has been established for counselors, training for that role is viewed as lacking. Such training is desirable if the role's expectations are to be met by currently practicing and future counselors. The task, then, is twofold, since the clientele for training consists of both neophytes and veterans, possessing experiences and skills of varying degrees. Training models do exist. However, the charge is made that models are yet needed which

²³⁵Ibid., p. 76.

²³⁶Ibid., pp. 76-78.

²³⁷Ibid., p. 77.

can service both preservice and inservice clientele. The models which do exist parallel the form of counselor training models. Attention is given to the presentation of content, the personal development of the trainee, and involvement of the trainee in practical real-life consulting experience.

As evidenced from the review of literature, consultation has a history, definition, and rationale of its own. Roles and models exist for the consulting practitioner to follow. Training systems are available, but a comprehensive training model has not yet been formulated. Consultation is distinct from counseling, although they do share certain elements. Both are helping processes which proceed through the framework of a relationship. In consulting, help is given indirectly from the consultant, through the consultee, to the client. While counseling is essentially bilateral, consulting is triadic in form. The consultee also can gain in an educational way from the consulting experience through the learning and development of problem solving skills. Hopefully, as a result of this experience, the consultee may be able to help similar clients in the future without the assistance of the consultant.

The counseling profession, as reflected in its literature, maintains that adequate training to fulfill the consultant role is not being provided by counselor education programs. Despite this assertion, seemingly little research has been done concerning consultant training, especially for counselors who work in a school setting. Hence, an investigation into this area is in order, and a definitive response from counselor training programs is warranted.

CHAPTER III

PROCEDURE AND METHODOLOGY

Introduction

This chapter includes the procedures followed in the collection and treatment of the data used by this study. The purpose of the study is stated through the presentation of key questions which the data will attempt to answer. Discussion is provided concerning the collection of information through the use of a questionnaire and the examination of printed materials, in the form of catalogs and supplementary packets of brochures and pamphlets. The positive and negative elements of the chapter is devoted to an explanation of the methodology used in analyzing the collected data.

Purpose

This study explores the status of consultation training for school counselors. The purpose of this research is to respond to the following questions:

1. To what extent do selected counselor educators view consultation as an important role for school counselors?
2. To what extent do selected counselor educators believe that training in consulting skills should be given to prospective school counselors?
3. To what extent is training in consulting now being given in

school counselor education programs in the North Central ACES region?

4. What reasons are given by selected counselor educators that training in consulting skills is not given in present counselor education programs in the North Central ACES region?

Sources of Data

The target population of this exploration consists of one hundred and twenty-one counselor education programs. These programs are located in thirteen states which constitute the membership of the North Central region of the Association for Counselor Education and Supervision. The actual states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. A complete listing of each school, college or university, and its respective program can be found in Appendix A, p. 151. This population was chosen because of local relevance and because of its relatively sizeable total number of programs. The programs and their locations were obtained from Hollis and Wantz.¹ Since this study is limited to exploring programs which prepare master level school counselors, only those programs were selected. Programs which trained specifically for rehabilitation counseling or any other non-school setting or orientation were eliminated from consideration.

Information and opinion of counselor educators regarding the

¹Joseph W. Hollis and Richard A. Wantz, Counselor Preparation 1980: Programs, Personnel, Trends (Muncie, Indiana: Accelerated Development Inc., 1980).

consultation role is sought in this study through contact with a selected group. Such a representative body consists of the chairman or director of the respective counselor education programs as listed in Appendix A, p. 151. Identification of these individuals was made through Hollis and Wantz.²

Since the total population of counselor education programs in a given region is being explored, and since comparisons among institutions and/or other regions than the North Central region are not being made, the need to control for population variables is not a factor. Consequently, the total relevant program population of the North Central region remains intact. Schools having such variables as private and public, large and small, urban and non-urban, all participate in the exploration.

Instrumentation and Data Collection

Data for this study is collected through two media: printed materials issues by the various schools and a questionnaire directed to counselor education department chairmen.

The printed material issued by the various colleges and universities which have counselor education programs consists primarily of the catalogs or bulletins issued by the respective graduate schools. A request for the most current catalog has been issued. Upon receiving each catalog, data is recorded on the Catalog Information Fact Sheet, a sample of which can be found in Appendix D, p. 171. The fact sheet

²Ibid.

was designed to organize pertinent data for this study. A pilot attempt to secure graduate catalogs and other relevant printed matter had been made. The results of the pilot indicate that such material is readily obtainable.

Additional printed information also was sought through the introductory letter, a sample of which can be found in Appendix B, p. 163. This brief letter was sent to department directors who are responsible for the school guidance and counseling program in each of the colleges or universities involved in the study. The purpose of this initial contact letter is threefold: to introduce the study, to prepare for the arrival of the questionnaire, and to seek additional printed information.

The graduate catalog is used as one source of gaining information regarding consultation training in counselor education programs. In discussing graduate school catalogs as a source of information, Heiss mentions that such catalogs generally "provide insufficient information on aspects of higher education with which the applicant has had no previous experience."³ Although Heiss's remarks are directed to prospective students, her comments regarding the printed material issued by colleges and universities as instruments of information are relevant. She continues to discuss the supplementary material which this study seeks to obtain through the introductory letter. Heiss writes that:

The disparity in departmental requirements is so great that the value of a single graduate catalog is open to question. Some

³Ann M. Heiss, Challenges to Graduate Schools (San Francisco: Jossey-Bass Inc., 1970), p. 106.

departments prepare separate catalogs, pamphlets, or supplementary materials to distribute to applicants, but unless the applicant specifically requests these he may not see them until he arrives on campus. In some cases information in the supplementary literature is contrary to that in the general catalog. In other cases it includes new or revised information.⁴

The principal source of data for this exploration is the Consultation Questionnaire, a sample of which can be found in Appendix C, p. 165. The questionnaire was designed according to suggestions made by Leedy.⁵ It was introduced by an attached letter which announced the relationship of the questionnaire with the introductory letter. The latter was sent approximately two weeks before the questionnaire and its cover letter were sent. The cover letter also defines consultation and its concomitant skills.

It was mentioned above that due to the nature of this study variable control is not a factor. Consequently, little demographic information is sought on the questionnaire. The title of the person completing the questionnaire was requested for the purpose of establishing that person as a counselor educator and to identify the person's relationship with the program. Directions for answering the questionnaire indicate school counseling as the context for answering the questions.

The questionnaire was designed to be brief and yet extensive enough to elicit all of the information necessary for this study. It attempts to discover professional attitudes toward the consultation

⁴Ibid., p. 107.

⁵Paul D. Leedy, Practical Research: Planning and Design (New York: Macmillan Publishing Co., Inc., 1974), pp. 82-83.

role itself and to gather specific facts concerning training in consultation skills for future counselors. The style for the questionnaire is primarily closed form with two open form items presented at the end. Rather than seeking only "yes" or "no" answers, a broad range of choices is presented for most of the closed form questions in order to provide the respondents with a greater opportunity to more accurately express their ideas. Of the thirteen closed items, two seek "yes" and "no" answers. The four page questionnaire with its cover letter and a self-addressed envelope was sent as an initial packet. Subsequent mailings of packets were made to those respondents who did not reply.

Although it is realized that questionnaires can possess weakness in construction and that mailed questionnaires may contain bias as described by Van Dalen and Meyer, an attempt was made to follow the guidelines for questionnaire construction suggested by these same authors.⁶ Special attention was given to creating a simple questionnaire of logical sequence. It was hoped that this simplicity would elicit a positive response in quality as well as quantity of results.

Data Analysis

Data from three sources is analyzed: the consultation questionnaire, the graduate catalog (or its equivalent) from each institution, and any additional information sent by the department or school which offers a counselor education program. Results are presented in tabular

⁶Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Company, 1966), pp. 301-306.

form where appropriate. Material which does not lend itself to such a presentation is reported in narrative form.

Questionnaire information receives priority consideration because it presents the most current data of the three sources. Each questionnaire was allocated a number as it arrived in the mail. After the questionnaire returns were completed, the response to the various items were tallied and counted. Since this study is basically descriptive rather than experimental, results are reported in percentile form, indicating how a certain percent of the respondents answered a particular question. Although each of the fifteen items of the questionnaire is considered to be important to the current "state of the art" of consultation and its training, attention is directed to the four items which specifically attempt to answer the nuclear questions of this study. Question number 2 attempts to indicate the extent to which selected counselor educators view consultation as an important role for school counselors. Question number 5 attempts to indicate the extent to which selected counselor educators believe that training in consulting skills should be given to school counselors. Question number 10 reports the extent to which training in consulting is now being given in school counselor programs in the North Central ACES region. Question number 15 offers reasons in those programs which do not offer training in consulting skills.

Since questions 2, 5, and 10 are of central importance to this study, their interrelationship is of interest. Included in the data analysis is a process for determining the significance among these three items. The nature of the data resulting from these three

questions is dichotomous. To establish significance, the Cochran Q test is used. "The Cochran Q test is chosen because the data are for more than two related groups ($k = 3$), and are dichotomized as 'yes' and 'no'."⁷ The application of this test results in a statistic which shows if consultation training is being given by those programs in which counselor educator respondents agree that such training should be given and that consultation is a desirable role for school counselors. The hypothesis being tested is that the probability of a "yes" response is the same for all three questions.

Information from graduate catalogs was assembled on the Catalog Information Fact Sheet, a sample of which can be found in Appendix D, p. 171. This information was obtained through a careful study of that part of each catalog which pertains to the counselor education program. Of interest were the various course descriptions and their involvement with consultation skills training. Although this source of information may lack strength as a research tool, it is a source which is encountered by prospective students and other members of the public. As such, the catalog, as a medium of communication, delivers an image of counseling and consultation training. The catalog also presents the various courses being offered in a program. Such information enables this study to gain a perspective of consultation training as it is presented for general consumption. Additional information, sent by various departments of counselor education, supplements and contributes to the

⁷Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 163.

basic data supplied by the catalogs. Of particular interest is data which supplies the following: number of separate consultation courses, number of other courses with some consultation training, requirement and elective status of separate consultation courses. Data from these latter two sources is presented in tabular form and reported in percentages to facilitate some comparisons among the three sources.

Summary

This study attempts to determine the status of consultation training in a select number of counselor education programs. These programs exist in colleges and universities in the thirteen states of the North Central ACES region. Data for the study results from three sources: a fifteen item questionnaire sent to department chairmen of counselor education programs, graduate and related college catalogs, additional printed matter sent by the various programs being studied. The data was tabulated and relevant percentages were calculated. Resulting interpretations and analyses are based upon these calculations.

CHAPTER IV

RESULTS AND DISCUSSION

Data Report

The purpose of gathering data for this study is to gain current information concerning the status of consultation training in the North Central region of the Association for Counselor Education and Supervision. The thirteen states which constitute this region are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. Within these thirteen states, one-hundred and twenty-one programs of counselor education are purported to exist.¹ Using these programs as the basic population, data resulting from three sources is reported and discussed in this chapter. The data sources consist of a questionnaire sent to the chairmen of college or university departments which offer master level training in counseling, relevant college or university catalogs, and additional printed material issued by departments and/or schools which offer such counselor education.

There were 121 Consultation Questionnaires mailed to department chairmen of counselor education programs. Of these, 118 questionnaires were returned, resulting in a 97.5 percent rate of return. Of those

¹Joseph W. Hollis and Richard A. Wantz, Counselor Preparation 1980: Programs, Personnel, Trends (Muncie, Indiana: Accelerated Development Inc., 1980).

questionnaires returned, 86 (71 percent) of them were returned as a result of the initial request. Although it was assumed that 121 counselor education programs exist in the North Central ACES area, 110 of the 118 respondents declare themselves to have such a program. Of the three non-respondents, their respective college catalogs indicate that two have a counselor education program and one does not. One school which does offer a program returned an unanswered questionnaire, since the only faculty position in the program was vacant at the time a response was requested.

For the purposes of this study, 109 of the returned questionnaires are usable. This indicates a 99 percent usefulness of questionnaires from schools which have a counselor education program. Of the 109 individuals who answered the questionnaire, four gave no indication of their role title. The remaining respondents identified themselves as chairmen, acting chairmen, assistant chairmen, director, coordinator, professor, advisor. The percent of respondents identified as being directly involved with the guidance and counseling curriculum of their respective schools is 96.3.

In addition to the questionnaire, two other sources of information are utilized in this study. A total of 112 college catalogs were reviewed, including the catalogs of the 110 schools which returned the questionnaire and have a program and the catalogs of the two schools which did not return the questionnaire but do have a program.

The catalogs used in this study are of three kind: the regular graduate catalog issued by the graduate school; a catalog issued by the school of education which may contain both undergraduate and

graduate course descriptions; in the cases of the smaller colleges, a general catalog which includes both graduate and undergraduate information. The most recent catalogs were used, with publication dates in the 1978-82 range. One catalog was issued for 1976-79, but a more recent catalog is not available from that school. Information was gathered from each catalog by reviewing appropriate sections with special attention given to reading each course description. This information was then recorded on the Catalog Information Fact Sheet (Appendix D, p. 171).

The third source of information consists of printed material sent by the department of counselor education or by the school which houses that department. This material was sent as a result of a request made for such information in the introductory letter (Appendix B, p. 163). Of the 110 schools which have a counselor education program, 59 (53.6 percent) responded by sending various printed and mimeographed program and course descriptions.

Data from the Consultation Questionnaire, the catalogs, and the additional printed information are presented in the following tables. The questionnaire results are found in Tables 1 to 17. Catalog data is given in Table 18. Additional printed information data is presented in Table 19.

Table 1 indicates that 76.8 percent of the respondents agree that the majority of school counselors do consulting as a regular part of their job. Also, Table 1 shows that 16.6 percent of the respondents disagree that the majority of school counselors do consulting as a regular part of their job. Those respondents who are undecided whether

Table 1

QUESTION 1: The majority of school counselors do consulting as a regular part of their job.

Responses	N	%
Total responses	108	99
Strongly agree	38	35.1
Agree	45	41.6
Undecided	7	6.5
Disagree	16	14.8
Strongly disagree	2	1.9
Total strongly agree and agree	83	76.8
Total disagree and strongly disagree	18	16.6

consulting is done by school counselors is reported as being 6.5 percent.

Table 2 reveals that 98.2 percent of the respondents agree that consultation should be one of the roles of the school counselor. Those respondents who strongly agree is reported as being 73.4 percent. Additionally, Table 2 indicates that 1.8 percent of the respondents disagree that consultation should be one of the roles of the school counselor. None of the respondents were undecided on the issue presented in Table 2.

As Table 3 presents, 91.7 percent of the respondents agree that trainees in master's level guidance and counseling programs are aware that consultation will be one of their roles when working in a school. Table 3 further notes that 3.7 percent of the respondents disagree

Table 2

QUESTION 2: Consultation should be one of the roles of the school counselor.

Responses	N	%
Total responses	109	100
Strongly agree	80	73.4
Agree	27	24.8
Undecided	0	0
Disagree	2	1.8
Strongly disagree	0	0
Total strongly agree and agree	107	98.2
Total disagree and strongly disagree	2	1.8

Table 3

QUESTION 3: Master's level trainees in your guidance and counseling program are aware that consultation will be one of their roles when working in a school.

Responses	N	%
Total responses	108	99
Strongly agree	50	46.3
Agree	49	45.4
Undecided	5	4.6
Disagree	4	3.7
Strongly disagree	0	0
Total strongly agree and agree	99	91.7
Total disagree and strongly disagree	4	3.7

that master's level trainees in guidance and counseling possess such awareness. Respondents who are undecided on this issue constitute 4.6 percent as revealed by Table 3.

Table 4 points out that 85.3 percent of those persons who responded agree that in the future, the consultation role of the school counselor will expand even further. As Table 4 further shows, 5.5 percent of the respondents disagree that expansion of the consultation role of the school counselor will take place in the future. Respondents who are undecided regarding the expansion of the consultation role is revealed in Table 4 as being 9.2 percent.

Table 4

QUESTION 4: In the future, the consultation role of the school counselor will expand even further.

Responses	N	%
Total responses	109	100
Strongly agree	46	42.2
Agree	47	43.1
Undecided	10	9.2
Disagree	6	5.5
Strongly disagree	0	0
Total strongly agree and agree	93	85.3
Total disagree and strongly disagree	6	5.5

As Table 5 indicates, 93.6 percent of the counselor educators who responded agree that training in consulting skills is an important aspect of master's level training for school counselors. Moreover,

Table 5

QUESTION 5: Training in consulting skills is an important aspect of master's level training for school counselors.

Responses	N	%
Total responses	109	100
Strongly agree	55	50.5
Agree	47	43.1
Undecided	3	2.8
Disagree	4	3.7
Strongly disagree	0	0
Total strongly agree and agree	102	93.6
Total disagree and strongly disagree	4	3.7

Table 5 reports that 3.7 percent of the respondents disagree that consultation skills training is an important element of master's level training for school counselors. Table 5 further reveals that 2.8 percent of the responding counselor educators are undecided on the importance of such training.

Table 6 shows that 75.2 percent of the respondents agree with what the professional literature maintains that counselors are, on the whole, not being trained in consulting skills. In addition, Table 6 notes that 12.8 percent of the persons who responded disagree with what the professional literature maintains that a lack of training in consulting skills exists for counselors. Table 6 further points out that 11.9 percent of the respondents are undecided on this question.

Table 6

QUESTION 6: The professional literature maintains that counselors are, on the whole, not being trained in consulting skills. What is your opinion of this statement?

Responses	N	%
Total responses	109	100
Strongly agree	13	11.9
Agree	69	63.3
Undecided	13	11.9
Disagree	14	12.8
Strongly disagree	0	0
Total strongly agree and agree	82	75.2
Total disagree and strongly disagree	14	12.8

Table 7 reveals that 67.6 percent of the counselor educators who responded agree that licensing for counselors is desirable. It is further reported in Table 7 that 12.0 percent of the respondents disagree that licensing is desirable for counselors. Table 7 also points out that 20.4 percent of the respondents are undecided regarding licensing as being desirable for counselors.

As is reported in Table 8, 84.4 percent of the persons who responded agree that training in consulting skills should be a prerequisite for counselor certification. Table 8 also shows that 6.4 percent of those respondents disagree that a prerequisite for counselor certification should be training in consultation skills. Of those persons who responded, 9.2 percent are undecided on consultant training as a certification prerequisite.

Table 7

QUESTION 7: Licensing for counselors is desirable.

Responses	N	%
Total responses	108	99
Strongly agree	45	41.7
Agree	28	25.9
Undecided	22	20.4
Disagree	9	8.3
Strongly disagree	4	3.7
Total strongly agree and agree	73	67.6
Total disagree and strongly disagree	13	12.0

Table 8

QUESTION 8: Training in consulting skills should be a prerequisite for counselor certification.

Responses	N	%
Total responses	109	100
Strongly agree	36	33.0
Agree	56	51.3
Undecided	10	9.2
Disagree	6	5.5
Strongly disagree	1	0.9
Total strongly agree and agree	92	84.4
Total disagree and strongly disagree	7	6.4

Table 9 identifies 75.2 percent of the respondents as agreeing that a prerequisite for any counselor licensure should be training in consulting skills. Additionally, Table 9 indicates that 10.1 percent of the respondents disagree that training in consulting skills should be a prerequisite for any counselor licensing. It is further revealed that 14.7 percent of counselor educators who responded are undecided on the issue of consultant training as a licensing prerequisite for counselors.

Table 9

QUESTION 9: Training in consulting skills should be a prerequisite for any counselor licensing.

Responses	N	%
Total responses	109	100
Strongly agree	39	35.8
Agree	43	39.4
Undecided	16	14.7
Disagree	7	6.4
Strongly disagree	4	3.7
Total strongly agree and agree	82	75.2
Total disagree and strongly disagree	11	10.1

Table 10 reports that 89.9 percent of the counselor educators who responded maintain that their master's level school counselor education program currently offers training in consultation skills. As Table 10 further indicates, 10.2 percent of the respondents report that their master's level school counselor education program does not

currently offer training in consulting skills.

Table 10

QUESTION 10: Your master's level school counselor education program currently offers training in consultation skills.

Responses	N	%
Total responses	108	99
Yes	97	89.9
No	11	10.1

Table 11 shows that respondents describe 22.7 percent of their counselor education programs as offering consultation training through a separate consultation course. Additionally, Table 11 reveals that 55.7 percent of the programs are described as offering consultation training as part of another course. It is further reported that 19.6 percent of the programs offer consultation training through both a separate course and as part of other courses in the program. Those counselor education programs which train in consulting skills through a separate course combined with those programs which train through a separate course and through other courses in their curriculum constitute 42.3 percent of the respondents.

As shown in Table 12, of the counselor education programs which offer a separate consultation training course, 43.9 percent offer it as an elective. It is further indicated that such a course is required by 9.7 percent of the programs for elementary level majors and 4.9 percent of the programs for secondary level majors. Table 12 also reports that 41.5 percent of the counselor education programs

Table 11

QUESTION 11: If training is offered, what is its structure?

Responses	N	%
Total offering training	*97	100
Separate course only	22	22.7
Part of another course(s) only	54	55.7
Both separate and part	19	19.6
Total of separate and both	41	42.3

*One response was unusable

Table 12

QUESTION 12: If there is a separate course, is it elective or required?

Responses	N	%
Total separate courses	41	100
Elective	18	43.9
Required Elementary	4	9.7
Required Secondary	2	4.9
Required All	17	41.5

require that all majors take the consultation course as a requirement for the master's degree.

Table 13 points out that 63.4 percent of the respondents describe their programs as following a specific model or specific models in teaching their consultation course. The same table reveals that 36.6 percent of the persons responding indicate that their program does not use specific models or a specific model in teaching their

consultation courses.

Table 13

QUESTION 13: If you offer a course in consultation, a specific model or models are used in teaching its skills.

Responses	N	%
Total separate courses	41	100
Yes, specific model(s) used	26	63.4
No specific model(s) used	15	36.6

Table 14 lists the various models which were reported as being used in teaching consultation courses. A total of 30 individual models were reported. Those models which were reported as being used more than once are: Dinkmeyer and Carlson--11.3 percent, Behavioral--9.7 percent, Kurpius' Integrative Model--8.1 percent, Caplan's Mental Health Model--8.1 percent, Collaborative--6.5 percent, Blake and Mouton--4.8 percent, Lippitt and Lippitt--3.2 percent, Competence--3.2 percent, Provision--3.2 percent.

Table 14

QUESTION 14: Models identified as being used in teaching individual consultation courses.

Responses	N	%
Argyris	1	1.6
Blake and Mouton	3	4.8
Carkhuff	1	1.6
Dinkmeyer and Carlson (Adlerian, "C" Group)	7	11.3
Goodstein	1	1.6

Table 14 (continued)

Responses	N	%
Johnson, Dave	1	1.6
Kurpius (Integrative Model)	5	8.1
Lippitt and Lippitt	2	3.2
Schmidt	1	1.6
Action Research	1	1.6
Behavioral	6	9.7
Collaborative	4	6.5
Competence	2	3.2
Coordinate Status	1	1.6
Direct	1	1.6
Eclectic	1	1.6
Expert	1	1.6
Mediation	1	1.6
Mental Health (Caplan)	5	8.1
Microcounseling (Ivey)	1	1.6
Micro Teaching	1	1.6
Neuro-Linguistic Programming (Bandler and Grinder)	1	1.6
Open Systems	1	1.6
Precision (Grinder and McMaster)	1	1.6
Prescription	1	1.6
Process	6	9.7
Provision	2	3.2
Psychodynamics	1	1.6

Table 14 (continued)

Responses	N	%
Supervision Teams	1	1.6
Systems Approach (Organization of Communication)	1	1.6
Total models cited	30	
Total model frequencies	62	

As is shown in Table 15, 40 percent of the respondents maintain that the reason for not offering training in consultation skills is a lack of room in the program's curriculum. Table 15 further shows that 20 percent of the respondents indicate that a lack of requirement for counselor certification is the reason for no consultation training in the program. Additional reasons for no consultation training are listed as: time and resource limitations--10 percent, planning of such training in progress--10 percent, lack of state funding--10 percent, insufficient faculty--10 percent.

Table 16 shows that of the respondents who describe their programs as not offering a separate course for consultation training but provide that training as part of another course, 50 percent report that such a consultation course is being planned. Additionally, Table 16 reports other comments as being: not enough material for an entire course--12.5 percent, consultation training adequately covered in existing courses--12.5 percent, consultation should not be done by master's level counselors--12.5 percent, curriculum too heavy for separate course--12.5 percent.

Table 15

QUESTION 15: Reasons for not offering training in consultation skills.

Responses	N	%
Total responses	*10	90.9
Time and resource limitations	1	10.0
No room in curriculum	4	40.0
Not required for certification	2	20.0
Planning in progress	1	10.0
Lack of state funding	1	10.0
Insufficient faculty	1	10.0

*One no response

Table 16

QUESTION 16: Comments made by programs which offer consultation training as part of another course.

Responses	N	%
Total comments	8	100
Consultation course in planning	4	50
Not enough material for an entire course	1	12.5
Adequately covered in existing courses	1	12.5
Consultation should not be done by master-level counselors	1	12.5
Curriculum too heavy for separate course	1	12.5

The primary inquiry of this study is to determine the attitude

of select counselor educators toward consultation training and the extent of the training which is being given in consultation skills. For this purpose, Questions 2, 5, and 10 of the Consultation Questionnaire are compared in relation to the following null hypothesis:

Ho: the probability of a "yes" response is the same for all three questions.

The method used is the Cochran Q Test. Siegel explains that the Cochran Q Test "provides a method for testing whether three or more matched sets of frequencies or proportions differ significantly among themselves."² This method is chosen because it is designed for comparing dichotomous data of more than two groups.

The formula for the Cochran Q Test is:

$$Q = \frac{(k-1) \left[\sum_{j=1}^k G_j^2 - \left(\sum_{j=1}^k G_j \right)^2 / N \right]}{k \sum_{i=1}^N L_i - \sum_{i=1}^N L_i^2}$$

In applying the formula to this study:

N is 105 questionnaires useful for this comparison

G is the mean of G_j

G_j is the total number of "yes" responses in the j^{th} column

L_i is the total number of "yes" responses in the i^{th} row

k is the number of columns (3)

$\alpha = .01$

Using the data presented in Table 17, it is discovered that $Q = 6.22$.

Since the distribution of Q is approximately chi square, reference

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 161.

is made to "Table C. Table of Critical Values of Chi Square."³ The row is determined by $df = k-1$. Consequently, Table C, row 2, at the .01 level of significance is 9.21. Since 6.22 does not exceed 9.21, the null hypothesis is accepted. This indicates that there is significant agreement among items 2, 5, and 10 of the Consultation Questionnaire.

Table 17

A Comparison of Questions 2, 5, and 10

Position	Questions			L_i
	Should Consult	Should Train	Do Train	
Agree (G_j)	103	101	97	301
Disagree	2	4	8	

Table 18 reveals that by using the college catalog as a source of data, 33.9 percent of the counselor education programs list a separate consultation course. Also, Table 18 indicates that 32.1 percent of the programs reviewed offer consultation training through other courses. Programs which offer consultation training through both separate courses and as part of other courses is reported as being 14.3 percent. In addition, Table 18 shows that the separate consultation course is required for elementary majors by 7.9 percent of the programs, for secondary majors by 2.6 percent of the programs, and for all school counseling majors by 10.5 percent of the programs.

As Table 19 reports, the additional information sent by 59

³Ibid., p. 249.

Table 18
Catalog Information

Catalog	N	%
Total catalogs reviewed	112	100
Programs reporting separate consultation course	38	33.9
Programs which require that the consultation course be taken at the:		
Elementary level	3	7.9
Secondary level	1	2.6
Elementary and Secondary levels	4	10.5
Programs which offer consultation training in other courses	36	32.1
Programs which offer consultation training both as a separate course and as part of other courses	16	14.3

schools shows that 30.5 percent of the programs offer a separate consultation course. Additionally, 5.6 percent of the programs are reported as offering consultation training through other courses.

Table 19 also reveals that 5.6 percent of the programs offer consultation training through both a separate course and other courses. The separate course in consultation is required for elementary majors by 11 percent of the programs, for secondary majors by 5.6 percent of the programs, and for all school counseling majors by 44.4 percent of the programs.

Discussion

Data was collected and presented in this chapter in an attempt to

Table 19
Additional Printed Information

Category	N	%
Total pieces of information reviewed	59	100
Programs reporting separate consultation course	18	30.5
Programs which require that the consultation course be taken at the:		
Elementary level	2	11.0
Secondary level	1	5.6
Both levels	8	44.4
Programs which offer consultation training in other courses	1	5.6
Programs which offer consultation training both as a separate course and as part of other courses	1	5.6

explore consultation training in counselor education curricula for the purpose of making a regional statement concerning such training. The thrust of this study includes an investigation of the attitudes of a select group of counselor educators toward consultation and related issues. A second but parallel thrust involves the gathering of facts concerning consultation training for counselors destined for educational settings. Three sources of data were used and are reported upon: the Consultation Questionnaire, college catalogs, additional printed information.

Although data was collected to reflect only the North Central region of our country, a sizeable number of programs were explored.

Of the total number of programs reported⁴ as existing in this region, 112 were actually investigated. Nine schools which are listed as offering a master's degree program for school counselors do not possess such a program. Of those schools, eight reported their lack of a program. The ninth school did not return a questionnaire, but there is no information nor listing of such a counselor education program in their catalog.

An important consideration when reviewing the data presented in this chapter is that much of it is based upon a very high percent of questionnaire return. As is indicated above, 97.5 percent of the questionnaires were answered. This seems to run contrary to the caution often given that a low return rate is characteristic of questionnaires. In a similar, although national, study, Splete and Bernstein received a 37 percent return.⁵ Attitudes and facts resulting from the questionnaires answered through this study would appear to strongly represent the programs existing in the North Central ACES region. Also, the questionnaires were given response by school personnel who can, almost totally, be identified as counselor educators. Such identification gives significant credibility to their answers and to the total data supplied by the questionnaires.

The counselor educators who responded to the questionnaire reported that three-fourths of them agree that the majority of school

⁴Hollis and Wantz.

⁵Howard Splete and Bianca Bernstein, "A Survey of Consultation Training as a Part of Counselor Education Programs," Personnel and Guidance Journal 59 (March 1981): 470.

counselors do consulting as a regular part of their job. Consulting, then, is considered to be a role of the school counselor by a sizeable number of the respondents. This would appear to coincide with elements of the literature cited earlier in this study and with ACES and ASCA guidelines. Belief in the existence of the consulting role seems to exist. An even higher percentage of the respondents, 98.2 percent, are in agreement that the consultation role should be one of the roles of the school counselor. The strength of this opinion seems to add greater affirmation to the selected counselor educators' belief in the viability and desirability of the consultation role. They appear to fully favor the performance of consultation by school counselors.

Further exploration of the attitudinal aspects of the data reveals that a very high percent of the counselor educators who responded believe that their master's degree students are aware that one of their roles as a school counselor will be that of consultant. The implication of this belief is that a large number of counselor trainees are taught elements of their future role. The implication also is that only a small percent of counselor trainees are not being made aware of the consultative feature of their future role. This latter observation gains significance when the data reports that a high 85 percent of the selected counselor educators predict that the consultation role will expand even further in the future. A large percent of the respondents view consultation as being a growing role, a role with a future.

It appears indisputable from the data reported here that responding counselor educators view the existence of the consultative role

in a positive manner. Of equal importance to this role is its training facet. The impetus for this study was the opinion, strongly voiced in the professional literature, that adequate training in consultation skills was not being given in counselor education programs. When presented with this opinion, 75 percent of the questionnaire respondents agreed. Counselor educators, themselves, do not seem to feel that consultant training is part of the curriculum. However, 93.6 percent of the respondents do agree that consultation training for school counselors. The conclusion appears to be that the consultant role is desirable, that training for the consultant role is desirable, but that such training is not seen as being given within existing counselor education programs.

This study also explores the relationship of consultation training to the two regulatory structures of the counseling profession, licensing and certification. Although certification is an established process, licensing is, as yet, an issue in most states. If licensing of counselors becomes universally accepted and a legal reality, the consultant role may achieve even greater prominence. Because of its potential ramifications for consultation, the issue of licensing was presented to the respondents of the Consultation Questionnaire. A majority of those respondents agree that licensing for counselors is desirable. This majority consisted of 67.6 percent of the responding population. The percent of this majority, however, is considerably below the percents of other agreeing responses throughout the questionnaire. Also, 20.4 percent replied that they were undecided concerning licensing for counselors. It would appear, therefore, that licensing

is indeed the most controversial issue presented in this study. Nevertheless, a majority of the selected counselor educators in the North Central region of ACES do favor licensing, and 75.2 percent of these same respondents agree that training in consultation skills should be a prerequisite for such licensing of counselors. Training in consulting skills as a prerequisite for the certification of counselors is viewed as desirable by 84.4 percent of the respondents. Not only do a majority of the counselor educator respondents believe that training in consultation skills should be a prerequisite to functioning as a counselor-consultant, but a majority also believes that such training is desirable as a prerequisite to any of the legal recognitions for functioning as a counselor.

The issue of consultation training is central to this study. The questionnaire reveals that within the counselor education programs of the North Central region, 89.9 percent of the master's level school counselor programs offer training in consultation skills. This resulting statistic, although regional, appears to be in direct opposition to existing national opinions among counselor educators. It appears that a high percent of the master's level counseling trainees receive training in consultation skills in the North Central region. On the national level, Splete and Bernstein report that 95 percent of the institutions which responded to their query offer consultation training.⁶

This study seems to show that selected counselor educators agree

⁶Ibid., p. 471.

that counselors should consult, that counselors should be trained to consult, and that such training is taking place. A comparison to the three questions, on the Consultation Questionnaire, which are involved with these three issues was made. The Cochran Q test of significance resulted in agreement among questions 2, 5, and 10. The ramification of this result is that counselor educators who agree that counselors should consult also agree that consultation training should be provided, and that their programs are, indeed, providing such training. Consequently, congruence exists among these three important elements.

A small number ($n = 10$) of programs which do not offer training in consultation skills reported their reasons. A lack of room in the curriculum was reported as the major reason by four of the programs. Two of the programs do not offer such training because it is not required for certification in their respective states. One program stated that planning for such training is in progress, but no indication was made whether this meant the creation of a separate consultation course. Other reasons include the lack of time, resources, money, and faculty.

Formal consultation training can be achieved in a separate course which is completely devoted to consultation or through courses which include consultation as one of a number of topics covered. This study discovered that of the 97 programs which reported the offering of training in consulting, 22.7 percent offered such training only through an existing consultation course. Those programs which offered such training through both a separate course and as part of other courses are reported as constituting 19.6 percent. Programs, therefore,

which offer a separate course for training in consultation skills comprise 42.3 percent of the counselor education programs in the North Central region. Splete and Bernstein found in their national study that 33 percent of their respondents "reported the existence of a separate course on consultation in their curriculum."⁷ In another national study, Miles and Hummel discovered that 44 percent of their respondents had consultation courses as part of their curriculum.⁸ The use of the college catalog as a data source results in 33.9 percent of the programs reporting a separate consultation course. Although a smaller number of courses are represented (n = 59), the additional printed information used as a third source by this study reveals that 30.5 percent of the programs offer a separate consultation course. Apparently, there is some discrepancy among the three sources concerning the existence of the separate consultation course. However, through the use of a questionnaire by the study presented here and by the study conducted by Splete and Bernstein, a similar percent for the separate consultation course has resulted.

Of those programs which offer a separate consultation course, 43.9 percent list that course as an elective as reported in the Consultation Questionnaire. The remaining 56.1 percent require that the course be taken, with 41.5 percent of the programs requiring the course for both elementary and secondary majors. Miles and Hummel

⁷Ibid., p. 470.

⁸Johnnie H. Miles and Dean L. Hummel, "Consultant Training in Counselor Education Programs," Counselor Education and Supervision 19 (September 1979): 51.

found that 32.5 percent of their respondents required the consultation course at the master's level.⁹ Splete and Bernstein report that 43 percent of their respondents required the consultation course at the master's level.¹⁰ It would seem, then, that the trend is toward increasing the requirement of the separate consultation course for master's level candidates in counselor education. The catalog source reveals that 21 percent of the programs require that their separate consultation course be taken. The additional information source indicates a 61 percent requirement for the consultation course. Again, some discrepancy exists among the three sources. However, it must be noted that the catalog source spans a period of publication time from 1978 to the present. The additional information source is much more recent in origin.

The Consultation Questionnaire reveals that 30 individual models are being used to teach the separate consultation course by 63.4 percent of the programs which offer such a course. The most frequently mentioned model is the Adlerian model as presented by Dinkmeyer and Carlson. This model is reported as being used within 11.3 percent of the programs. Other models which number among the more frequently used are: behavioral (9.7 percent), process (9.7 percent), Kurpius' Integrative Model (8.1 percent), and Caplan's Mental Health Model (8.1 percent). No one model seems to dominate the teaching of consultation skills within the structure of the separate course.

⁹Ibid., p. 51.

¹⁰Splete and Bernstein, p. 471.

Consultation skills are taught within other courses of the curriculum. The Consultation Questionnaire indicates that 55.7 percent of the programs teach consultation skills strictly through such other counselor education courses. Splete and Bernstein report that 62 percent of their respondents maintain that consultation training is given through other courses.¹¹ Again, there is similarity between the national sample and the population of the North Central region. The catalog source reports that 32.1 percent of the programs offer consultation training through other courses. The additional information source indicates a small 5.6 percent of the programs as training through other courses. This latter source, however, offers very little course description. Consequently, it is very difficult to determine if the content of various courses includes training in consultation.

A small number of programs (n = 8) which do not possess a separate course but which do give consultation training in other courses, offered some discussion on the matter. Four of the programs are in the process of planning a course in consultation. Other programs explain that their counselor education curriculum is already too heavy, that consultation training is adequately covered in existing structures, and that not enough content material exists regarding consultation to justify a separate course. One respondent expressed the opinion that consultation training is not given through a separate course, since master's level counselors should not engage in the

¹¹Ibid., p. 471.

consultant role. Except for this last response, reasons for the lack of a separate consultation course do not appear to arise as a result of negative attitudes toward the role itself. Rather, they seem to evolve from more practical considerations of a crowded master's curriculum.

Summary

This chapter presented the results of the Consultation Questionnaire, a review of pertinent college catalogs, and the collection of data from various printed material issued by institutions in the North Central region which possess a counselor education program. The characteristics of these three sources was made known with special mention of the high return (97.5 percent) of the questionnaire. Such a high return considerably strengthens the credibility of the questionnaire results. The results of the data from the three sources was presented in nineteen tables, each of which was interpreted. In the discussion which followed, it was reported that a strong majority of the responding counselor educators value the consultant role for school counselors, believe in the necessity for consultation training, and report that their programs do offer such training. National studies were cited which report similar results. Also discussed were the differences noted in the information obtained through the three types of sources used by this study: the questionnaire, the college catalogs, and the additional printed information. With the data reported, analyzed, and compared, it appears that consultation training is being given to prospective counselors in the North Central region. Separate

consultation courses are yet in the minority, but where they exist, the majority of programs require them.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was undertaken to explore an assertion made in the professional literature that consultation skills training is not being given in counselor education programs. Such training is considered to be desirable, since consultation is viewed as being a separate and distinct process from that of counseling. The basic distinction is that counseling is a bilateral process between counselor and counselee, while consultation is a triadic process in which the consultant helps the consultee to help the client.

An extensive literature review is included in the study to highlight the fact that consultation possesses a large body of literature distinct from that of counseling. As is evident from the review of literature, consultation has a history, definition, and rationale of its own. Roles and models exist for the consulting practitioner to follow. Training systems are available although a comprehensive training model has not yet been formulated.

The focus of the study is consultation in educational settings. The actual research procedure consisted of collecting information from a population of master's degree counselor education programs in 121 colleges and universities. This population exists in the North Central region of the Association for Counselor Education and Supervision.

Specifically, these states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. Data was collected through the use of the Consultation Questionnaires, college catalogs from the relevant institutions, and additional printed matter sent by these same institutions. The questionnaire was considered to be the primary source of data.

Of the 121 questionnaires mailed to directors of counselor education programs, 118 were returned. Of those programs which returned the questionnaire, 110 actually offer counselor education. The high rate of questionnaire return strengthens the reliability of the data.

The results of the questionnaire indicate that of the counselor educators who responded: 98.2 percent agree that consultation should be a counselor role; 93.6 percent agree that master's level programs should include consultation training; 89.9 percent offer consultation training in their counselor education program. Of those programs which offer such training, 42.3 percent offer a separate consultation course, while 55.7 percent offer it through other courses. Where a separate exists, 56.1 percent require it. Lack of room in the curriculum seems to prohibit some programs from including consultation training.

In conclusion, it appears that consultation training is being given through the majority of counselor education programs in the North Central region, though primarily through other courses.

Conclusions

This study was initiated as an exploration of "the state of the art." It was undertaken in response to a general accusation made through the professional literature that adequate consultation training was not being effected in counselor education curricula. The results of this exploration appear to indicate that this accusation is currently unjustified within the North Central region. Counselor educators describe the majority of their respective programs as including consultation training.

Consultation appears to be gaining strength as a recognized counselor role. This study reveals that a majority of counselor educators who responded to the Consultation Questionnaire view consultation as a role being performed by school counselors, and almost all of those same respondents agree that consultation should be one of the roles of the school counselor. An evident conclusion of such results is that consultation has considerable importance for counselor educators in the North Central region. This attitude on their part seems to be congruent with the one expressed throughout the literature reviewed earlier, that consultation is an appropriate and desirable role for the school counselor to perform. The school counselor does perform and will perform consultations as a result of his or her job situation. Future school counselors are being made aware of the existence of this role as part of their job. The consultation role appears to be here to stay, since only a small percent of the responding counselor educators disagree that the role of consultant will expand even further in the future.

Another issue involved with the future of the counseling profession is that of licensing. If counselors became universally licensed, their potential for practicing in other than school settings will be enhanced considerably. Such a situation could only create a greater demand for a knowledge of consultation skills. The community counseling paradigm developed by Lewis and Lewis¹ supports this conclusion, since their community counselor is, in large part, a consultant. Licensing would better enable persons who are trained as counselors through counselor education programs to work as community counselors. A conclusion of this study is that the majority of counselor educators respondents are in favor of counselor licensing. Only 12 percent of the respondents take a negative stance on counselor licensing. However, 20.4 percent of the respondents are yet undecided. It would appear that the licensing issue is not yet definitive with a sizeable number of counselor educators.

The primary goal of this study is to explore consultation training. Data from the Consultation Questionnaire indicates that such training is definitely being given in the North Central region by a large majority of the counselor education programs. It must be concluded, therefore, that consultation training has finally arrived at the point for which the literature has been calling. Condemnations regarding a lack of such training are dated and no longer applicable to the programs existing in the North Central region. There is still

¹Judith A. Lewis and Michael D. Lewis, Community Counseling: A Human Services Approach (New York: John Wiley and Sons, 1977).

some concern, however, since the majority of training is taking place within courses which do not have consultation as their primary focus. Separate courses in consultation do not yet exist in a majority of the programs studied. Such a situation leaves these programs open to questioning their assertion that training is occurring in other courses. Offering a separate course in consultation would seem to eliminate this questioning.

Although it was noted above that consultation training is being given in the majority of programs studied, 10.2 percent of the programs offer no consultation training, whatsoever. In itself, this is a small percentage. However, consultation is one of the three major roles of the counselor and almost all (98.2 percent) of the counselor educators who responded agree that it should be a role. It seems contradictory, then, for any program in counselor education not to offer some training in consultation skills. An apparent conclusion is that one out of ten counselor education programs in the North Central region do not reflect current postures toward consultation training in their curricula.

This study and several recent national studies have found that consultation training is available in a majority of counselor education programs. Yet, the Consultation Questionnaire has revealed that a large majority of the responding counseling educators believe that such training is not being given. Such an opinion suggests a lack of knowledge concerning the curricula of counselor education programs. Perhaps the relatively current nature of consultation research and the continually developing curricula meet the demands placed on counselor education programs have helped to create this situation. Whatever the

reasons, there does appear to be a gap between what exists and what counselor educators think exists in regard to consultation training.

There appears to be further incongruities. Within those programs which offer a separate consultation course, approximately four out of every ten programs do not require that the consultation course be taken by master's degree candidates. Again, when consideration is given to the strength of response concerning the importance and growth of the consultation role, the fact that programs exist which do not require consultation training when it is available appears incongruous. Perhaps the adage that change occurs slowly in educational circles is the only conclusion that can be reached in this instance.

Programs which do not offer training in consultation skills offer a variety of reasons for the lack of such training. Although no one reason has majority status, the lack of room in the curriculum was frequently mentioned. It appears, then, that the curricula in certain counselor education programs is tight. Such tightness seems to be restricting the growth of some of the programs which were studied.

The teaching of consultation skills seems to parallel the teaching of counseling skills, since both use a similar continuum of models. One model does not seem to significantly dominate training in either of the two disciplines. Research in counseling indicates success for any of the various counseling models in any given case. Research in the effectiveness of the various consultation models is lacking.

This study employed three sources of data: the Consultation Questionnaire, the college catalog, additional information sent by schools and departments which offer counselor education. Of the three

sources of data, the questionnaire was considered to be the most significant, since it was the most current and it sought information which the other two sources could not supply. Although some of the information is similar from all three sources, it must be concluded that the questionnaire was of greatest use to this study. The printed information was of least use, since it represented only half of the programs which were studied, and it supplied little course description. Its primary design appears to be as a source of school and program entrance information. This is not meant to be a condemnation of the material itself, but it serves a purpose other than that sought by this research.

A final conclusion is that revealed by application of the Cochran Q test. A significant agreement exists among those counselor educators who believe that consultation should be a counselor role and that counselors should be trained to fulfill that role and whose programs actually offer such training. Such an agreement suggests consistency of attitude and action, a relationship which is commendable in all situations and professions.

Recommendations

It is recommended that curricular studies of this kind be undertaken on a more frequent basis with special emphasis placed upon exploration of the "new" areas into which the profession is venturing. With regard to consultation, very little investigation of curricular content relative to consultation training in counselor education has been done up to this point. Although the process of consultation has

been practiced conjointly with counseling for some time, it has not always had the status of being a major role. Such a status was called for in 1966, fifteen years previous to the writing of this study. Consultation, therefore, is both old and new and consequently merits further explorations of this kind.

A second recommendation of this research is that more studies of a regional nature be designed and implemented. The few other studies of consultation training which exist have attempted to survey a sample of all listed national programs of counselor education or have contacted all of the programs but have received results from only a small sample. Although the returns from these studies have been low, and the returns from this study are high, the percentage outcomes are similar. The possibility, then, exists that if higher returns had been realized by the national studies, the outcome percentages may have been lower. There is a greater chance in a small return for programs which offer training to respond and programs which do not offer training to not respond when a large population is being studied. In a regional study where the entire population can be studied and a high response can be sought, there is a greater chance for reliable results. The reason for the high questionnaire return of this study is unknown. Perhaps the regional limitation which was employed had some effect on this outcome. Such a regional study may be more manageable than a national study, thus resulting in stronger data.

The use of former students as a source is a third recommendation made here. Curricular studies of consultation training in counselor education programs, including this study, have not used former students

as a source of evaluation. Such studies have approached the exploration from the point of view of the trainer but not of the trainee. Further examination of the extent and quality of consultant skills training could be done by polling former master's degree students who are currently working in school settings. Such research could produce a more complete picture of the status of consultation training.

A fourth recommendation is that studies of consultation training be made at other degree levels and in other specialization areas. This study has been limited to exploring master's degree programs for the preparation of school counselors. Counseling, however, does offer specialist and doctoral degrees and has expanded into milieu other than the school. Additional studies need to be made of consultation training at the doctoral and specialist levels and in such areas as rehabilitation counseling, marriage counseling, family counseling.

The fifth recommendation is that additional studies concerning the specific aspects of consultation skills training which occurs in other courses needs to be made. Programs offer consultation training through separate courses in consultation and through other courses in the counseling curriculum which do not have consultation as their primary and/or only topic. This study shows that a substantial amount of the training currently offered is given through the "other course." This approach to consultation training seems to be much more vague than does the specific consultation course in what is actually taught in the way of consultation skills. The pursuance of this fifth recommendation could eliminate this vagueness.

The alteration of existing curricula to make room for consultation

training is the sixth recommendation made by this study. One of the reasons given by the questionnaire respondents for the absence of consultation training is lack of room in the curriculum. The consultant role appears to be highly favored by the counselor educators who responded. Since consultation seems to be a desirable and growing role, room for relevant training needs to be made in existing curricula. This may require a reevaluation of current course offerings, a dropping of existing topics, or a combining of courses.

A seventh recommendation is that existing curricula be expanded to offer a consultation practicum and other courses toward the formation of a consultation core. The majority of programs explored in this study offer consultation training. However, when the quantity of such training is compared to the total counselor education curriculum, the consultation dimension occupies only a small part. If consultation is a role of the future, it would seem desirable to expand the consultation training components of the counselor education curriculum. The inclusion of a consultation practicum would provide supervised experience in consultation. Such a practicum preceded by a didactic course in consultation technique could provide a consultation core or minor area of study for counselor trainees.

The eighth recommendation is that further research needs to be designed and implemented in which consultation outcomes related to specific training is studied. The literature review presented in this study indicates the existence of a sizeable body of writing concerned with consultation. However, a very small amount of the literature consists of empirical studies related to the effectiveness of the

training which is being offered. Much of the training is assumed to be appropriate.

A ninth recommendation is that more states consider consultation training as a requirement for school counselor certification and for any counselor licensing. Consultation is performed by the master's level school counselor, and this role is recommended as one of the three major roles of that counselor. Yet, not all states require consultation training as a prerequisite for counselor certification. This study has discovered that because of the lack of such a requirement, some programs do not offer consultation training. The majority of respondents to the Consultation Questionnaire report that they are in favor of consultation training as a prerequisite for any counselor certification and/or licensing.

A final recommendation made by this study is that a consultation major be developed through the combined efforts of counselor education and administration/supervision toward the creation of a new supervisory role for school counselors. Consultation as a three-way process is analogous to school supervision wherein a supervisor helps a teacher to improve instruction. Through the supervisory process, the teacher gains professional growth and the students benefit from improved instruction. To a certain extent, the supervisor is performing a consultant role. The supervisory task in schools is usually allocated as an administrator's function, although staff-level supervision does occur. By combining consultation and supervision, a new role may be possible for the school counselor, that of "consulting supervisor." This would involve a re-allocation of the responsibility for teacher

supervision to the school counselor. Since the school counselor already consults with teachers, it would be a formalization of an existing role.

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APPENDIX A

SCHOOLS AND DEPARTMENTS OF COUNSELOR EDUCATION

The following is a list of schools and departments which have counselor education programs. A questionnaire was sent to each school, and a catalog was received from each school. Those schools with an asterisk (*) also sent additional information concerning their program.

Illinois

Counselor Education, College of Education
Bradley University
Peoria, Illinois

Counselor Education, Department of Psychology*
Chicago State University
Chicago, Illinois

Department of Psychology*
Concordia College
River Forest, Illinois

Department of Human Services and Counseling
DePaul University
Chicago, Illinois

Educational Psychology and Guidance Department*
Eastern Illinois University
Charleston, Illinois

Human Relations Services
Governors State University
Park Forest South, Illinois

Counselor Education, Department of Psychology
Illinois Institute of Technology
Chicago, Illinois

Counselor Education, Department of Specialized Educational Development*
Illinois State University
Normal, Illinois

Department of Guidance and Counseling
Loyola University
Chicago, Illinois

Counselor Education
Northeastern Illinois University
Chicago, Illinois

Counselor Education, LEPS*
Northern Illinois University
DeKalb, Illinois

Counselor Education, School of Education*
Northwestern University
Evanston, Illinois

Counselor Education, College of Education
Roosevelt University
Chicago, Illinois

Counselor Education, Department of Human Development Counseling
Sangamon State University
Springfield, Illinois

Counselor Education*
Southern Illinois University
Carbondale, Illinois

Counselor Education, School of Education*
Southern Illinois University
Edwardsville, Illinois

Counselor Education, Department of Educational Psychology*
University of Illinois
Urbana, Illinois

Counselor Education and College Student Personnel*
Western Illinois University
Macomb, Illinois

Counselor Education, Psychological Studies
Wheaton College
Wheaton, Illinois

Graduate Department of Counseling Psychology
George Williams College
Downers Grove, Illinois

Indiana

Department of Counseling Psychology and Guidance Services*
Ball State University
Muncie, Indiana

Counselor Education, Department of Counseling and Psychometrics*
Butler University
Indianapolis, Indiana

Division of Guidance and Counseling
 Indiana State University
 Terre Haute, Indiana

Counseling and Guidance Department*
 Indiana University
 Bloomington, Indiana

Department of Counselor Education and Psychological Foundations*
 Indiana University, South Bend
 South Bend, Indiana

Counselor Education, Division of Education
 Indiana University, Southeast
 New Albany, Indiana

Counselor Education, Division of Education
 Indiana University - Purdue University at Fort Wayne
 Fort Wayne, Indiana

Counselor Preparation, Department of Psychology
 Indiana University - Purdue University at Indianapolis
 Indianapolis, Indiana

Education Department
 Purdue University
 Lafayette, Indiana

Counselor Education, Department of Education*
 Purdue University Calumet
 Hammond, Indiana

Guidance and Counseling Program, Department of Education
 St. Francis College*
 Fort Wayne, Indiana

Counselor Education, School of Education
 University of Evansville
 Evansville, Indiana

Counselor Education, Department of Psychology
 University of Notre Dame
 Notre Dame, Indiana

Iowa

Department of Counseling and Personnel Services
 Drake University
 Des Moines, Iowa

Counselor Education, Department of Professional Studies
Iowa State University
Ames, Iowa

Department of Education
Loras College
Dubuque, Iowa

Division of Counselor Education
The University of Iowa
Iowa City, Iowa

Counselor Education, Department of School Administration and Personnel
Services
University of Northern Iowa
Cedar Falls, Iowa

Kansas

Department of Counselor Education*
Emporia State University
Emporia, Kansas

Counselor Education, Department of Education
Ft. Hays State University
Hays, Kansas

Psychology and Counselor Education
Pittsburg State University
Pittsburg, Kansas

Counselor Education, Department of Administration and Foundations*
Kansas State University
Manhattan, Kansas

Counselor Education, Department of Counseling*
University of Kansas
Lawrence, Kansas

Counselor Education, Student Personnel and Guidance*
Wichita State University
Wichita, Kansas

Michigan

Counselor Education, Department of Education*
Andrews University
Berrien Springs, Michigan

Department of Counselor Education and Personnel Development
Central Michigan University
Mt. Pleasant, Michigan

Department of Guidance and Counseling*
Eastern Michigan University
Ypsilanti, Michigan

Counseling and Educational Psychology*
Michigan State University
East Lansing, Michigan

Counselor Education Program, Department of Education
Northern Michigan University
Marquette, Michigan

Counselor Education, School of Human and Educational Services*
Oakland University
Rochester, Michigan

Counselor Education, Graduate Studies
Siena Heights College
Adrian, Michigan

Counselor Education, School of Education*
University of Detroit
Detroit, Michigan

Department of Guidance and Counseling*
The University of Michigan
Ann Arbor, Michigan

Counselor Education, Department of Theoretical and Behavioral Foundations*
Wayne State University
Detroit, Michigan

Department of Counseling and Personnel*
Western Michigan University
Kalamazoo, Michigan

Minnesota

Counselor Education, Department of Educational Psychology
Bemidji State University
Bemidji, Minnesota

Counselor Education
Constance Bultman Wilson Center, Inc.
E. W. Cook Institute
Faribault, Minnesota

Counselor Education, Department of Educational and Community Services
College of St. Thomas
St. Paul, Minnesota

Department of Counseling and Student Personnel*
Mankato State University
Mankato, Minnesota

Counselor Education, Education Department*
Moorhead State University
Moorhead, Minnesota

Counselor Education, Department of Psychology
Saint Cloud State University
Saint Cloud, Minnesota

Department of Psychology*
University of Minnesota, Duluth
Duluth, Minnesota

Department of Counseling and Student Personnel Psychology
University of Minnesota - Twin Cities
Minneapolis, Minnesota

Counselor Education Department*
Winona State University
Winona, Minnesota

Missouri

Department of Special Education/Guidance and Counseling
Central Missouri State University
Warrensburg, Missouri

Counselor Education, Department of Education and Psychology*
Lincoln University
Jefferson City, Missouri

Counselor Education, Division of Education
Northeast Missouri State University
Kirksville, Missouri

Counselor Education, Department of Psychology/Sociology*
Northwest Missouri State University
Maryville, Missouri

Counselor Education, Department of Education*
Saint Louis University
St. Louis, Missouri

Guidance and Counseling, Department of Education
Southeast Missouri State University
Cap Girardeau, Missouri

Guidance and Counseling*
Southwest Missouri State University
Springfield, Missouri

Counselor Education, Psychology Department
University of Missouri - Columbia
Columbia, Missouri

Division of Counselor Education*
University of Missouri - Kansas City
Kansas City, Missouri

Department of Behavior Studies
University of Missouri - St. Louis
St. Louis, Missouri

Counselor Education, Graduate Institute of Education
Washington University
St. Louis, Missouri

Nebraska

Division of Education and Psychology
Chadron State College
Chadron, Nebraska

Counselor Education, Department of Education
Creighton University
Omaha, Nebraska

Department of Counseling and Educational Psychology*
Kearney State College
Kearney, Nebraska

Counseling Psychology Program
University of Nebraska - Lincoln
Lincoln, Nebraska

Department of Counseling and Guidance
University of Nebraska at Omaha
Omaha, Nebraska

Counselor Education, Department of Education/Psychology
Wayne State College
Wayne, Nebraska

North Dakota

Counselor Education, Department of Education*
North Dakota State University
Fargo, North Dakota

Counseling and Guidance
University of North Dakota
Grand Forks, North Dakota

Ohio

Counseling Service
Antioch College
Yellow Springs, Ohio

Guidance and Counseling, Department of Educational Foundations and
Inquiry*
Bowling Green State University
Bowling Green, Ohio

Counselor Education, Department of Education*
John Carroll University
University Heights, Ohio

Counselor Education, Department of Educational Specialists*
Cleveland State University
Cleveland, Ohio

Counseling and Personnel Services Education*
Kent State University
Kent, Ohio

Department of Personnel and Guidance*
Miami University
Oxford, Ohio

Faculty of Special Services
The Ohio State University
Columbus, Ohio

Counselor Education, School of Applied Behavioral Sciences and
Educational Leadership
Ohio University
Athens, Ohio

Department of Counseling and Special Education*
University of Akron
Akron, Ohio

Counselor Education Program, Department of Educational Leadership*
University of Cincinnati
Cincinnati, Ohio

Department of Counselor Education and Human Services*
University of Dayton
Dayton, Ohio

Department of Guidance and Counseling*
The University of Toledo
Toledo, Ohio

Department of Psychology
Wilberforce University
Wilberforce, Ohio

Counselor Education, College of Education*
Wright State University
Dayton, Ohio

Graduate Program in Guidance
Xavier University
Cincinnati, Ohio

Guidance and Counseling
Youngstown State University
Youngstown, Ohio

Oklahoma

School Counselor Program
Central State University
Edmond, Oklahoma

Counselor Education, Department of Education
East Central University
Ada, Oklahoma

Department of Psychology and Guidance
Northeastern State University
Tahlequah, Oklahoma

Counselor Education, Department of Educational Psychology
Northwestern Oklahoma State University
Alva, Oklahoma

Counselor Education, Department of Applied Behavioral Studies
Oklahoma State University
Stillwater, Oklahoma

Counselor Education
Phillips University
Enid, Oklahoma

Department of Education and Psychology
Southeastern Oklahoma State University
Durant, Oklahoma

Counselor Education, School of Education
Southwestern Oklahoma State University
Weatherford, Oklahoma

Department of Human Development Programs*
The University of Oklahoma
Norman, Oklahoma

Counselor Education, Division of Professional Studies
University of Tulsa
Tulsa, Oklahoma

South Dakota

Counselor Education, Department of Psychology*
Northern State College
Aberdeen, South Dakota

Counselor Education, Department of Education*
South Dakota State University
Brookings, South Dakota

Counselor Education, Department of Educational Psychology - Human
Services*
University of South Dakota
Vermillion, South Dakota

Wisconsin

Counselor Education, School of Education*
Marquette University
Milwaukee, Wisconsin

Department of Counseling and Guidance
University of Wisconsin - Madison
Madison, Wisconsin

Counselor Education, Department of Educational Psychology*
University of Wisconsin - Milwaukee
Milwaukee, Wisconsin

Counselor Education, College of Educational and Human Services*
University of Wisconsin - Oshkosh
Oshkosh, Wisconsin

Counselor Education and Educational Psychology Department
University of Wisconsin - Platteville
Platteville, Wisconsin

Counselor Education, Department of Education
University of Wisconsin - River Falls
River Falls, Wisconsin

Counselor Education, Department of Counseling and Psychological Services*
University of Wisconsin - Stout
Menomonie, Wisconsin

Department of Educational Administration and Counseling
University of Wisconsin - Superior*
Superior, Wisconsin

Department of Educational Foundations and Counselor Education*
University of Wisconsin - Whitewater
Whitewater, Wisconsin

APPENDIX B

3106 N. Lawndale Ave.
Chicago, Illinois 60619
October 29, 1980

Dear Chairman:

I am in the process of writing a Ph.D. dissertation in counseling and guidance at Loyola University. The topic of the dissertation concerns the preparation of school counselors for consultation roles. I am surveying colleges and universities in the North Central ACES region which offer a counselor education program. In order to accomplish my task, I will need to review each school's catalog of programs and courses and to forward a brief questionnaire to you. The questionnaire will be sent at a future date. I realize that your schedule is busy, but I will greatly appreciate your responding to it at that time.

At the present time, I have a recent copy of your graduate catalog, but I would appreciate receiving any other information which you may have available concerning your counselor education program.

At the present time, I do not have a copy of your graduate catalog and would appreciate receiving one along with any other information which you may have available concerning your counselor education program.

Thank you.

Yours truly,

John Jurowicz

APPENDIX C

3106 N. Lawndale Ave.
Chicago, Illinois 60618
November 12, 1980

Dear Chairman:

Recently I sent you a letter indicating that I would forward to you a questionnaire, the results of which will be incorporated in my Ph.D. dissertation at Loyola University. The purpose of my study is to gain information of counselor education programs in the North Central ACES area with the hope of creating even stronger and more relevant training experiences for future counselors.

My study involves the consulting role of school counselors. As you know, consulting is an indirect service which counselors provide. The consultation process involves the counselor's working with parents, teachers, school administrators, and agencies in such roles as problem solver, mediator, negotiator, trainer, teacher, prescriber. Concomitant skills (e.g., problem assessment, data analysis, relationship building, conflict resolution, confrontation, needs assessment) are necessary for the implementation of these roles.

In relation to training in consultation, please complete the attached questionnaire and return it to me at your earliest convenience. Once the study is complete, I will share the significant elements of it with you.

Thank you.

Yours truly,

John Jurowicz

Work Phone: (312) 541-1702
Home Phone: (312) 588-3197

Consultation Questionnaire:

Name of person completing questionnaire: _____

Title: Chairman _____ Acting Chairman _____

Other _____

Name of University: _____

Please answer the following in the context of Master's Degree programs in guidance and counseling at the elementary and secondary school level. Use a check mark to indicate your choice.

1. The majority of school counselors do consulting as a regular part of their job.

_____ strongly agree

_____ agree

_____ undecided

_____ disagree

_____ strongly disagree

2. Consultation should be one of the roles of the school counselor.

_____ strongly agree

_____ agree

_____ undecided

_____ disagree

_____ strongly disagree

3. Master's level trainees in your guidance and counseling program are aware that consultation will be one of their roles when working in a school.

_____ strongly agree

_____ agree

_____ undecided

___ disagree

___ strongly disagree

4. In the future, the consultation role of the school counselor will expand even further.

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

5. Training in consultation skills is an important aspect of master's level training for school counselors.

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

6. The professional literature maintains that counselors are, on the whole, not being trained in consulting skills. What is your opinion of this statement?

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

7. Licensing for counselors is desirable.

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

8. Training in consulting skills should be a prerequisite for counselor certification.

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

9. Training in consulting skills should be a prerequisite for any counselor licensing.

___ strongly agree

___ agree

___ undecided

___ disagree

___ strongly disagree

10. Your masters level school counselor education program currently offers training in consultation skills.

___ yes

___ no

11. If you answered "yes" in question 10, consultation training is offered

___ as a separate course

___ as part of another course or other courses

___ both as a separate course and in other courses

12. If you offer a specific course in consultation, it is

___ an elective

___ required in elementary school specialization

_____ required in secondary school specialization

_____ required of all masters degrees in school counseling

13. If you offer a course in consultation, a specific model or models are used in teaching its skills.

_____ yes

_____ no

14. If you answered "yes" to question 13, please identify the model or models you use.

15. If your program does not currently offer training in consultation skills, please indicate the reasons for its exclusion and/or any plans for future inclusion.

APPENDIX D

CATALOG INFORMATION FACT SHEET

1. State: _____
2. Name of school: _____
3. Information obtained from:
 - ____ 1) regular graduate catalog. Year: _____
 - ____ 2) other source
4. ____ Offers master's degree in elementary guidance and counseling
5. ____ Offers master's degree in secondary guidance and counseling
6. ____ Offers master's degree but does not specify elementary or secondary
7. ____ Course(s) in consultation offered
8. ____ Consultation course required?
 - ____ 1) in elementary but not in secondary program
 - ____ 2) in secondary but not in elementary program
9. ____ Total number of courses available through the department
10. ____ Other course titles offered which claim to have consultation taught within. Titles are:

APPROVAL SHEET

The dissertation submitted by John Jurowicz has been read and approved by the following committee:

Dr. Manuel S. Silverman, Director
Associate Professor, Guidance and Counseling, Loyola

Dr. Ernest I. Proulx
Professor, Curriculum and Instruction, Loyola

Dr. John A. Wellington
Professor, Guidance and Counseling, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

7-24-81

Date

Manuel S. Silverman Ph.D.
Director's Signature