AN APPRAISAL OF THE COUNSELLOR EDUCATION PROGRAM AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND AS PERCEIVED BY ITS STUDENTS: SUMMER 1970-SPRING 1973

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AN APPRAISAL OF THE COUNSELLOR EDUCATION PROGRAM AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND AS PERCEIVED BY ITS STUDENTS: SUMMER 1970 - SPRING 1973

by

Shirley (Hayes) Denine, B.A., B.Ed.

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A Project submitted in partial fulfillment

of the requirements for the degree of

Master of Education

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ABSTRACT

The purpose of this study was to evaluate the Counsellor Education Program at Memorial University during its formative years by a follow-up of former students to obtain their assessment of the educational experiences afforded them by the program.

The sample for this study consisted of all students who entered the Counsellor Education Program prior to June 1973, and had completed at least six graduate courses in counsellor education. Included were all full-time master's students and all part-time diploma students for a total of 65 individuals.

A questionnaire developed by the writer was the instrument used in soliciting the opinions of the respondents to this study. The questionnaires were mailed to the 65 individuals participating in the study.

The method chosen to analyze the data obtained through this project consisted of reporting combinations of raw scores only, raw scores and percentages, or raw scores, percentages, and mean ratings presented in tables. Responses to open-ended questions were summarized and reported by the writer as well.

The major findings of the study revealed that 72 per cent of the respondents to the questionnaire perceived

themselves as using at least some of the counselling skills and knowledge learned during the program.

The changes in the program considered to be most desirable related to improving the practicum and providing more course choice and flexibility in the program. Respondents felt most adequately prepared in the areas of testing, individual counselling and research.

Despite specific criticisms and suggestions for improvement, the general assessment of the program was a positive one.



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CHAPTER I

INTRODUCTION

Statement of Purpose and Rationale

The purpose of this study was to evaluate the Counsellor Education Program at Memorial University during its formative years by a follow-up of former students to obtain their assessment of the educational experiences afforded them by the program.

The specific objectives of this study may be stated as follows:

1. To develop a questionnaire to suit the purpose of this study.
2. To determine what percentage of the past students of the program were engaged in professions congruent with their training as counsellors.
3. To determine the opinions of past students with regard to the relevancy of their practicum setting and course content to:
   a) their occupational plans at the time
   b) the functions of their present positions.
4. To determine the opinions of past students with regard to the adequacy of the following factors:
   a) consideration of personal preferences concerning practicum placement;
   b) consideration of personal preferences concerning choice of courses;

c) opportunities to acquire practical experience in counselling during practicum experience;

d) theoretical background in the field of counselling;

e) supervision given by practicum supervisor.

5. To identify the overall strengths and weaknesses of the program as perceived by the students.

6. To determine the opinions of past students regarding possible desirable changes in the program.

7. To determine the opinions of past students regarding the quality of preparation given them by the program to perform the tasks of the counsellor.

The Counsellor Education Program at Memorial University of Newfoundland

The Counsellor Education Program at Memorial University began in the summer of 1970. At that time there were two options offered to students, the Master's Program and the Diploma Program. The Diploma Program was phased out in the early seventies and all future candidates were required to be in full-time attendance and studying for the Master's Degree. The programs and courses offered to candidates for both of these options were given in the Graduate Studies Calendar 1972-73 as follows:

PROGRAM:

1. Candidates for the Master of Education degree in Guidance and Counselling shall be required to complete ten courses.

These shall be selected in consultation with his program advisor as follows:

a) Five courses from Basic Guidance

b) Three courses from Educational and Psychological Measurement

c) Two courses from Adjustment, Development, and Learning

d) Thesis or Project

2. Candidates for the Graduate Diploma shall be required to complete eight courses. These shall be selected in consultation with his programme advisor as follows:

a) Five courses from Basic Guidance

b) Two courses from Educational and Psychological Measurement

c) One course from Adjustment, Development, and Learning

COURSES:

A selection of the following courses will be offered:

A. Basic Guidance and Counselling

G6000 GUIDANCE SEMINAR. Required of all students. No credit.

G6100 PRINCIPLES OF GUIDANCE

G6150 THEORY AND TECHNIQUES OF COUNSELLING I

G6200 THEORY AND TECHNIQUES OF COUNSELLING II

G6250 VOCATIONAL AND OCCUPATIONAL INFORMATION

G6300 PRACTICUM IN COUNSELLING

B. Educational and Psychological Measurement

G6350 GROUP TESTS AND MEASUREMENT

G6400 INDIVIDUAL TESTING TECHNIQUES I - BINET

G6450 INDIVIDUAL TESTING TECHNIQUES II - WECHSLER

G6500 STATISTICAL METHODS AND EDUCATIONAL RESEARCH

C. Adjustment, Development, and Learning

G6550 THE PSYCHOLOGY OF PERSONAL ADJUSTMENT

G6600 ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND COGNITION

G6650 ADVANCED ADOLESCENT PSYCHOLOGY

G6700 ADVANCED CHILD PSYCHOLOGY

G6750 PSYCHO-SOCIAL ASPECTS OF THE DISADVANTAGED CHILD

G6800 PRINCIPLES AND PRACTICES IN EXCEPTIONALITY

D. Research

G6990 THESIS OR PROJECT IN GUIDANCE AND COUNSELLING (p. 44).

Since the 65 respondents in this study had completed courses in the formative years of the Counsellor Education Program, 43 of them were master's students and 20 of them were diploma students.

Significance of the Study

The Counsellor Education Program at Memorial University of Newfoundland had not been formally evaluated

since its inception in 1970. However, the need for periodic evaluation of counsellor education programs is the theme of many noted scholars in the field of counselling and is a major concern of those involved in the preparation of counsellors. Many authors (Shertzer & England, 1968; Swain, 1968; Scott, 1970) state that follow-up study of past participants in a program is a legitimate way of determining the effectiveness of that program. This procedure was mentioned as early as 1940 when Wrenn (1940) stated, "One cannot know what the educational institution is doing, or how well it is doing what it purports to do, until the educational product is studied (pp. 357-8)."

If the Counsellor Education Program is to continue to improve and expand, it is imperative that data be collected on its effectiveness. This study provided feedback which will be of value to the counsellor education faculty at Memorial University in performing program evaluation and modification, especially in the aspects of the program which have remained virtually unchanged since its beginning.

Definition of Terms

For the purpose of this study, several terms were defined as follows:

> Counsellor education--Counsellor education refers to the program of graduate education at Memorial University designed to prepare students for work in the field of counselling.

Follow-up study--Follow-up study refers to a technique used to gather information concerning the Counsellor Education Program at Memorial University by eliciting the opinions of past students.

Opinion--Opinion refers to the ratings made on each item by the respondents and their responses to the open-ended questions.

Respondents--Respondents refer to those who had taken at least six graduate courses in the Counsellor Education Program offered by the Department of Educational Psychology at Memorial University of Newfoundland, Canada, prior to June 1973, and returned the questionnaire.

Limitations of the Study

The following were perceived by the writer to be limitations of this study:

1. No effort was made to determine the success of the respondents in their respective jobs.

2. The rating scales did not reflect the reasons for high or low ratings. However, responses to the open-ended questions might permit some speculation as to the reasons for the ratings.

3. Evaluation of the instruction or teacher effectiveness in any particular course was beyond the scope of this study.

4. There is no empirical evidence that the opinions of those who complete counsellor education programs are the best or primary criteria of program effectiveness. However, many authorities in the field (Hill, 1961; ACES, 1967; Shertzer & England, 1968; Swain, 1968; Scott, 1970) maintain that these opinions do seem to give an indication of the overall strengths and weaknesses of these programs.

Summary

The purpose of this study was to survey the opinions of past students of the Counsellor Education Program at Memorial University in order to obtain data which would provide feedback to the counselor education faculty concerning the respondents' opinions on the educational experiences afforded them by the program. It is hoped that the data will be of value to the faculty in performing program evaluation and modification.

Chapter II contains a review of the literature related to this study. Descriptions of the sample, the instrument employed and the methodology of the study are presented in Chapter III. Chapter IV contains the results of the analysis of the data. Chapter V presents a summary of the findings, interpretations and recommendations for program change.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE

The literature presented in this chapter is concerned primarily with evaluation of Counsellor Education Programs. The chapter is divided into three sections which are as follows:

1. Rationale for Follow-up Studies
2. Similar Studies Evaluating Counsellor Education Programs
3. Summary

Rationale for Follow-up Studies

Several authorities in the field of counselling (Hill, 1961; ACES, 1967; Shertzer & England, 1968; Swain, 1968; Scott, 1970) have argued that follow-up studies and evaluation of existing programs are useful and necessary tools in developing satisfactory counsellor education programs.

Hill (1961) stated that follow-up and the evaluation of programs are needed to determine necessary adjustments in the selection and preparation of counsellor education students.

The Association for Counsellor Education and Supervision (1967) Standards for the Preparation of School

Counsellors took the following stand on evaluation of counsellor education programs, "Evaluation of the effectiveness of preparation is accomplished through evidence obtained from former students, the schools in which they work and the state departments of education (p. 4)."

Clearly of the same opinion were Shertzer and England (1968) when they stated that:

> Counselor educators are obligated to conduct follow-up studies of those who enter their preparation programs. Perhaps the demand upon them is even more exacting than upon others who conduct professional preparation programs since counselor educators instruct and urge counselors to conduct follow-up studies of their students and activities. It should be noted that organized student follow-up studies are required of those institutions which expect to meet professional standards for preparing secondary school counselors . . . the opinions of those who complete professional preparation programs should constitute credible evidence since such opinions are based upon direct experience in the program and the later application of learning and skills in the work situation (p. 263).

In his opinion, Swain (1968) indicated that counsellors can contribute to the quality of counsellor education by reporting the usefulness of their learning in their work, and their understanding of principles as they apply them to changing conditions and a variety of individuals.

Scott (1970) reported that follow-up studies can be beneficial. His study compared follow-up data for two groups of master's degree alumni of a counsellor education

program. One group graduated before marked changes in the program occurred and the other group graduated after recommendations of the first follow-up were instituted. From his follow-up study Scott concluded, "Marked changes in the counsellor education program studied were followed by significant changes in much follow-up data for alumni and, more importantly, that in general the follow-up changes were favourable to professionalization of counselling and guidance (p. 204)."

In summary, there is wide support amongst counsellor educators and others of the need for follow-up study of those who enter counsellor education programs.

Similar Studies Evaluating Counsellor Education Programs

Although there have been comparatively few studies in this area, this study was by no means unique. A number of evaluative studies have been conducted in recent years to determine the effectiveness of counsellor education programs through the analysis of the opinions of past graduates. They have had as their main purpose the improvement of existing programs.

Harmon and Arnold (1960) attempted to discover the effectiveness of training programs, in general, for high school counsellors. No attempt was made to evaluate any particular counsellor education program.

For their study the following list of counsellor duties was compiled from recommendations made by many well-known professional groups and authors in the field of counselling:

1. Counselling
2. Testing
3. Group Guidance
4. Educational and Occupational Information
5. Class Scheduling and Course Selection
6. In-service Training

Counsellors were asked to evaluate their preparation for each duty on a scale of 1 to 5 with a 1 rating representing very poor preparation and a 5 rating representing excellent preparation.

Also included in the study were 21 general course areas, many of which can be found in any general counselling program. The counsellors were asked to check how adequate these courses were in preparing them for their present duties. Again, the 5-point rating scale was used.

Of the 200 questionnaires mailed to a sample of active high school counsellors in the northern, western, and eastern United States, usable replies were received from 150 counsellors or 75 per cent.

The data was analyzed in the following manner. For the section dealing with the counsellor's evaluation of degree of preparation for duties, a table was

presented with five columns. The first column gave the percentage of counsellors doing each task. The second column gave the average rating on the 5-point rating scale for each duty. The last three columns gave the percentage of the counsellors who do these tasks who rated preparedness as excellent and good, fair, or poor and very poor.

For the section dealing with the counsellor's ratings of adequacy of courses taken, a similar table was presented. The first column dealt with the percentage of counsellors who had taken a particular course. The second column gave the average rating on the 5-point rating scale for each course. The last three columns gave the percentage of the counsellors who rated each course as excellent or good, fair, or poor or very poor.

Harmon and Arnold found that the counsellors surveyed rated their preparation in the areas of counselling, testing, and occupational information as excellent or good. Counsellors were less than fully satisfied with their training in group guidance, class scheduling and course selection, and in-service training.

The authors also discovered that the only common courses that all counsellors completed were guidance principles and educational psychology. This led the authors to believe that counsellor education courses are often a 'hodgepodge' of available courses rather than a carefully planned sequence.

Several major conclusions were drawn by Harmon and Arnold from this study. First, counsellors were ready to give their reactions to their training programs as indicated by the 75 per cent response from a wide selection of counsellors. Second, 40 per cent of the people surveyed had no supervised practice or tape recording of their interviews. A third major conclusion was that group guidance needs to be studied and some kind of agreement reached upon content and procedures to make the course more effective.

This study was very broad in scope since it dealt with counsellors from many different counsellor education programs in the United States. The results gave a general picture of what counsellors in the United States were doing, how they felt about their preparation for doing these duties, the courses they took and the adequacy of courses taken.

Norris (1960) conducted a similar study to evaluate the counsellor training program at the master's level at Michigan State University.

She gathered data from respondents on the following: sex, age, marital status, undergraduate major, place of residence, undergraduate scholastic average, work experience, factors leading to entering the program, length of training program, nature of present employment, salary, professional membership and activities, satisfaction with

their training, and suggestions for improving the program.

The data was gathered through a questionnaire mailed to 379 persons who had completed the master's degree. A follow-up to non-respondents was made a month later. A total of 255 responses or 67 per cent of the questionnaires were completed and returned.

The results were reported in percentages where possible. In the section dealing with the degree to which their training prepared them for the various functions of a counsellor, they were asked to respond on a 4-point scale with 1 signifying that preparation was very satisfactory, 2 that it was satisfactory, 3 that it should be strengthened, and 4 that the competency was not applicable to the position held. These responses were given in tables with raw scores and percentages. Suggestions given on the open-ended question pertaining to improvements in the program were summarized and reported also.

The respondents indicated that the program should be strengthened in the following areas: carrying on research and evaluation studies; developing instructional materials and activities more closely related to guidance and needs of pupils; identifying and utilizing community referral resources; and helping staff with pupil problems.

They were more satisfied with the training program as it helped them to develop pupil personnel records; gather, organize, and use occupational, educational, and social

information; gather and organize basic data about pupils; develop orientation activities; counsel students; and develop a testing program.

To strengthen the present program they suggested greater emphasis be placed on the counselling practicum and internship as well as on courses in testing and statistics.

Shertzer and England (1968) conducted a follow-up study of Purdue University graduates in counselling and guidance at both the master's and doctoral degree levels.

The data was gathered by means of a mailed questionnaire. Fofty-nine of the 52 items on the questionnaire presented two or more alternatives. The remaining three were open-ended questions. In these the subjects were requested to: (a) describe the value, benefit or advantage of their preparation, (b) present a specific criticism of their preparation, and (c) describe the experiences or approaches to personnel work that should have been included but were not present in the Purdue program. The other 49 items sought descriptive data (name, sex, degree, age); preparation experiences (full-time study, duration, how financed); post-preparation information (level at which now employed, title, major activity in which engaged); evaluation of preparation experience (effectiveness of instruction in certain courses); satisfaction with preparation (rating of Purdue counsellor educators as a group,

comparison of program with their present program); and rating of preparation by the respondents with respect to (a) preparing them for their present position, (b) attaining self-understanding, and (c) comparable preparation of other counsellors with whom they have come in contact.

The questionnaire was mailed to 72 master's students and 14 doctoral students. Eighty-two questionnaires or 95 per cent were returned. Much of the data was analyzed by the use of tables showing raw scores and percentages. On questions which required the respondents to rate instructional effectiveness and satisfaction with preparation and staff on a 5-point scale, tables were also used showing raw scores and the mean rating for each question.

From their study, Shertzer and England found that 35 per cent of master's students were engaged in full-time guidance and over 50 per cent were engaged in half-time or more. With respect to evaluation of the effectiveness of instruction in course work, counselling practicum was rated highest followed by occupational information, and statistics. The respondents' evaluation of their preparation and the Purdue counsellor educators tended to be "superior" to "highly superior".

As in many of these studies, no mention was made of the method used to develop the questionnaire nor was there any mention concerning the validity and reliability of the instrument.

Jones, Corle, and Orebaugh (1969) conducted a follow-up study of the counsellor education graduates of the University of Cincinnati from 1956 to 1966.

Data was gathered on the educational background, undergraduate major, present employer, mean annual salary, and status of employment of each respondent. Respondents were also asked their opinions of the most beneficial courses in the program and also what they would suggest as new courses.

To gather the data, a follow-up questionnaire was mailed to 134 persons. A total of 80 questionnaires or 60 per cent of them were returned within the required time. No attempt was made to contact the ones who did not respond.

The data was analyzed through the use of tables showing raw scores. These scores were then converted to percentages.

The authors found that approximately one-third of the students who responded came from the undergraduate program at the University of Cincinnati. Also, more prospective counsellors were found to major in the social sciences than in any other subject area. Cincinnati teachers represented the largest group of enrollees and only 48 of the 80 respondents were serving in counselling and related positions. Respondents indicated that the three "most helpful" courses offered in the program were counselling techniques, counselling practicum, and principles of guidance.

Only two courses were listed by more than one respondent as recommended new courses. These were: college admissions counselling, and education of culturally disadvantaged youth. In conclusion, the students generally were satisfied with the program.

Ferrari (1970) completed an evaluation of the Master of Education Program in counselling at the University of Alberta. Her subjects were the graduates who had completed the Master of Education degree in counselling and all professors who were involved with the program. The study involved a total of 65 respondents.

The author obtained her data through a questionnaire centering on information that was perceived to be necessary to the study. The writer took what she considered to be the important areas to be studied, discussed them with students and professors, developed questions to cover the different areas, and conducted a small pilot study to refine the instrument before using it.

The final questionnaires were of two similar types, one for professors, and one for graduates of the counselling program.

Ferrari decided to interview those graduates and professors who could be reached in Edmonton. The remainder of the questionnaires were mailed to the participants. From the group 54 replies or 83 per cent of the questionnaires were returned.

Each form of the questionnaire was divided into three sections. The first was background information such as the age, educational background and occupational background of each respondent. The second section dealt with the graduate studies program. Information was gained on the 'core' courses offered by having the respondents rank them in order of usefulness to counselling. Questions were asked concerning the usefulness of the thesis and practicum in training and also concerning courses which should be added to or deleted from the program. The third section dealt with a series of general questions on each individual's philosophy of counselling and his perception of the characteristics of a good counsellor.

The data was analyzed through the use of tables containing raw scores and percentages.

From her study, Ferrari concluded that only 11 graduates were working in the field of counselling and that only 27 per cent of those are employed in that position full-time. A consensus of opinion existed among all graduates of counselling at the University of Alberta that the counselling practicum was the most valuable course taken. In the core courses, personality theory was ranked as being the most beneficial to counselling. Seventy-five per cent of the sample would have chosen an internship rather than a thesis if it had been an available choice because they felt it would be of more practical value to

practitioners. Also, a broader spectrum of course offerings was desired, especially in the areas of behavioral counselling, abnormal psychology, and psychotherapy.

The evaluation of the counsellor education program at Kansas State Teachers College (KSTC) during the years 1965 through 1969 was the purpose of a study by Stone (1971).

He gathered data on the position held by each respondent at the time, the level of specialization (elementary or secondary), and any professional organizations to which he belonged. Stone also asked each subject to rank courses in order of value on a scale of 1 to 10 with 1 indicating the most valuable course and 10 indicating the least valuable one. Each respondent was also asked to answer open-ended questions on the areas of work he felt least and best prepared to do, which subjects were absent from the program and should have been included, and which should have been eliminated. The remainder of the study dealt with respondents' ratings of the staff and aspects of instruction given by the program, development of understanding and capabilities in common counsellor functions and facilities and materials provided by the program.

The mailed questionnaire was the basic instrument used in conducting the study. To supplement the accuracy of the data collected, the author took 5 per cent of the

total respondents for personal interviews.

The population was all persons who obtained a master's degree from the Counsellor Education Department at Kansas State Teachers College between the years 1965 and 1969. The total population numbered 239. A total response of 93 per cent was received from the questionnaire after three mailings.

The scale used for rating selected individual items on the questionnaire was arranged on a 1 to 5 basis, with 5 being the highest possible rating and 1 being the lowest.

Much of the data was punched on IBM cards. Information obtained from open-ended questions were summarized by hand and presented in a separate section of the study.

The forced-choice items were tabulated to find the frequency with which various choices were made on each item. From the frequency table, percentages were calculated for each possible choice on each of the items. The Chi-square was used to determine whether various groups were responding to items in a significantly different manner.

The groups were compared by degree of emphasis (elementary or secondary) to determine differences in responses between these two groups. The groups were also compared by year of graduation. Those in counselling at the time of the study were compared with those who were in some other field.

Stone found that there was an overall positive feeling toward the counsellor education program at Kansas State Teachers College. Findings indicated that the most valuable course offered was practicum. The weakest areas in the counsellor education program were in educational-occupational information, and vocational development theory. In addition, respondents indicated a need for adding courses in group process and counselling of parents to the curriculum.

The counsellor education program at the master's level in the College of Education, Memphis State University, was examined by Fox (1972). The study was limited to opinions of those who graduated from the program between the fall semester of 1965 and the spring semester of 1971.

The study was concerned with certain demographic characteristics of the graduates and the relationship between the cumulative grade-point averages of the graduates and various independent variables such as age, sex, undergraduate grade-point averages, type of undergraduate major, and amount of time in the master's program. Also included in the study was an assessment of the master's program by the graduates and the present status of the graduates. Further investigation was concerned with the degree of influence Memphis State University's training had on the development of competencies, how many graduates actually entered the field of guidance, and how many were employed in the field at the time the degree was awarded.

The permanent record file of each graduate was searched for demographic information. This data was presented in tabular form. Also, a questionnaire was mailed to the 266 students involved in the study. After the third mailing a total of 71 per cent of the graduates had returned the questionnaire.

The Chi-square test of significance was used to determine the relationship between the dependent variable, as measured by the graduate's cumulative grade-point average, and the various independent variables already mentioned. The results of this too were presented in tabular form along with the data concerning students' ratings of their training program on a 5-point scale.

Fox concluded from his study that graduates were satisfied with their competency as counsellors and their understanding of others but not with their ability to help teachers with guidance-related activities nor with their research competency. Graduates tended to be pleased with the instructional aspects of their graduate program; the library facilities, and the quality of library materials. They indicated, however, their desire for more practical experience in their training.

The Chi-square test of significance revealed no significant relationship between the dependent variable and each of the following independent variables: (1) age, (2) sex, (3) undergraduate major, and (4) time spent in the

graduate program. Undergraduate grade-point average was the only variable found to have a significant relationship with graduate grade-point average.

In another study at the University of Wyoming, Troy (1972) surveyed all non-federally-funded counsellor education graduates during the period 1962 to 1966.

Basic information was investigated about each respondent, such as job title and duties, length of time in present position, additional graduate work or degrees earned and professional membership in organizations.

Questions evaluating certain aspects of the University Counsellor Education Program from 1962 to 1966, such as course work, staff and instruction, practicum experiences, equipment, facilities and materials, and miscellaneous aspects were also presented. Finally, each respondent was urged to write a subjective evaluation and make any recommendations with regard to the Guidance and Counsellor Education Program at the University of Wyoming.

The total size of the population for the study was 79. The number of graduates who responded after three mailings was 75, resulting in a 95 per cent return.

A questionnaire was used to gather the data. It included both forced-choice items and open-ended items. The forced-choice items were rated by the respondents on a 1 to 5 rating scale with 1 representing high and 5 indicating low ratings. The open-ended questions were answered sub-

jectively by each respondent.

The data was presented through the use of written summary and description, and tables and charts. Tabulations were done chiefly by computer but some were completed by hand. The frequency with which various choices were made on each forced-choice item was tabulated and percentages calculated for each possible choice on each of the items. This procedure provided a general picture of the trends that respondents followed in reacting to each item.

From her study, Troy concluded that the graduates were generally satisfied with most aspects of their educational experience. The respondents, however, indicated that better preparation was provided in the general area of counselling than in other areas of the program. The program did not seem to provide sufficient experience in working with parents, group process and procedures, and psychology courses.

Subjective comments indicated a desire both for expanded content in existing courses and for additional appropriate courses in these areas. Many of the graduates indicated that the practicum did not provide enough extensive and varied experiences for them. They further indicated that the program did not provide sufficient experience in the general areas of psychological testing and projective techniques to satisfy many of them. Graduates also recommended more intensive experience in group process, group

and individual counselling and psychology courses.

In conclusion, all of the studies of counsellor education programs were conducted in a similar manner. The data gathering instrument was a mailed questionnaire which collected demographic information and respondents' opinions on the effectiveness of their training to perform the tasks of the school counsellor. The data was analyzed through simple statistical procedures similar to the ones discussed in Chapter III of this study, conclusions were drawn and recommendations for possible changes to the individual programs were made.

Summary

The opinions of authorities in the field of counselling seem to indicate that there is a need for follow-up studies of those who enter counsellor education programs. These authorities feel that students can contribute feedback to counsellor educators that can be of assistance to them in program improvement and modification.

Most of the studies reviewed were vague regarding the nature of the programs being evaluated. Few actually gave an adequate picture of the courses offered or other aspects of the programs. However, from the questionnaires and the results of the studies it can be concluded that all the programs offered generally the same type of training. Some programs were divided into elementary and secondary

training sections and most allowed part-time study but required their students to study for a longer period of time than that required by the Counsellor Education Program at Memorial. Most required a practicum and a thesis or some other research project. Courses such as counselling techniques, statistics, testing, principles of guidance, and vocational and educational counselling were included in all programs.

The components researched in each study were basically the same as well. Studies gathered information on the age, sex, educational background, present position and other descriptive data on the respondents. The studies also required respondents to rate various aspects of their training programs and required subjects to suggest possible desirable changes in them.

The data for all the studies was gathered by means of a mailed questionnaire. In most instances the population of the studies were graduates of the programs during specific time periods.

In the majority of studies, the data was analyzed through the use of tables containing raw scores and percentages. Responses to open-ended questions were usually summarized and reported as well. Only two writers attempted to ascertain if there were any differences among groups within the populations they studied. Results of these comparisons did not seem to result in any greatly

significant findings.

In conclusion, it appears that most of the studies reviewed (Harmon & Arnold, 1960; Norris, 1960; Shertzer & England, 1968; Jones et al., 1969; Ferrari, 1970; Stone, 1971; Fox, 1972; Troy, 1972) have shown that counsellor education students are generally satisfied with the overall educational experiences afforded them by their various programs. Common concerns among most respondents were a need for more supervised practical experience, a greater emphasis on group work and counselling parents, and expanded course content and choice in their programs.

CHAPTER III

METHODOLOGY

General Design of the Project

A questionnaire was used to collect the data for this project. The 4-part questionnaire was administered to all full-time master's students and all part-time diploma students who entered the Counsellor Education Program at Memorial University prior to June 1973, and had completed at least six graduate courses. It was felt that all those who responded to the questionnaire had sufficient experience with it to answer a majority of the questions on the data-gathering instrument.

Sample

The sample for this study consisted of all students who entered the Counsellor Education Program prior to June 1973, and had completed at least six graduate courses in counsellor education. Included were all full-time master's students and all part-time diploma students for a total of 65 individuals. Identification of the sample was accomplished by using the records of the Department of Educational Psychology. The records were also used to obtain data concerning the age, sex, educational background, teaching experience, and other previous employment of the

respondents. This information concerning the sample is reported in Chapter IV with the analysis of the data gathered on the questionnaire.

Instrumentation

Development of the instrument. A questionnaire developed by the writer was the instrument used in soliciting the opinions of the respondents to this study.

The first step in the development of the questionnaire involved a preliminary survey of those faculty members available during April and May of 1974. The purpose of the survey was to obtain their opinions regarding the most valuable and relevant information which could be gained from this study. Most of those contacted mentioned background information, work experience, present position, practicum evaluation, evaluation of preparation for performing tasks of the counsellor, strengths and weaknesses of the program, and possible changes in the program as valuable and relevant types of data to be studied.

Objectives for the study were formulated from the suggestions presented by the faculty. A table of specifications, presented in Appendix B, was then developed to identify the needed information to meet these objectives. On this table, Column A presented the objectives to be met and Column B supplied the questions which would give the necessary information.

A questionnaire, using the questions presented in the table of specifications, was developed. It was shown to some faculty members who were familiar with the Counsellor Education Program and with the construction of questionnaires. These faculty members were asked to study it and comment on any items which they felt were irrelevant or ambiguous. They were also asked to point out any difficulty which the format of the questionnaire might present in analyzing the data. Faculty members suggested that one question which would gather information on the present position of the subject, the counselling tasks performed, and rating of preparation for these tasks, be broken up into three separate questions to make analysis of the data simpler. One member of the faculty also suggested using a 7-point scale which he felt would make the subjects discriminate more carefully in rating various items. Their recommendations on the wording of certain items were considered as well and most of the changes were made in a revised copy of the questionnaire.

In order to ensure that the questionnaire contained the necessary items to meet the objectives of the study, a table of data usage was developed. This table consisted of Column A which listed the objectives of the study and Column B which listed the numbers of the items on the instrument which would give the necessary information to meet each objective. This table is presented in Appendix C.

Pilot study. In a further effort to check the data-gathering instrument for ambiguity of items and comprehensiveness, a pilot study was conducted. This tested the clarity of the data-gathering instrument and helped to discover any difficulty the respondents might have in completing the items. Participants in the pilot study included counsellor trainees and others in the counselling field not included in the study population. Pilot study participants were asked to provide reactions relative to the construction and design of the instrument and to make comments about any ambiguity of questions which they might perceive.

Two main changes in the questionnaire resulted from the pilot study. One dealt with a change in the wording of a question dealing with which counselling tasks were performed by each respondent. Participants in the pilot study were not certain if the writer meant experience in these tasks during practicum experience or in a real work setting. The wording of the question was changed to clearly indicate that respondents were to check tasks performed in a real work setting. The second change was the addition of several suggested items in the section of the questionnaire concerning possible changes in the program.

After these changes were made the revised questionnaire was again shown to faculty members who indicated that all changes were satisfactory. The questionnaire was then

typed on stencils for duplication. The completed questionnaire can be seen in Appendix D.

Reliability of the instrument. Kerlinger (1964) stated that ambiguity of items contained in a data-gathering instrument permits error variance to occur because respondents can interpret each item differently. This decreases the reliability of the instrument. He further noted that clear and standard instructions tend to reduce errors of measurement and that ambiguous instructions increase error variance.

These recommendations for the improvement of reliability in instruments were followed by the writer when developing the questionnaire. The purpose of the examination of the instrument by the faculty members and the pilot study was to further ensure the clarity of the survey items and, thus, minimize the potential for differing interpretations. The examination also eliminated unclear or ambiguous instructions in the instrument.

The writer also used Kerlinger's seven precepts of question-writing in developing the questions to further insure that the instrument was as unambiguous as possible. Kerlinger's seven precepts are:

1. Is the question related to the research problem and the research objectives?
2. Is the type of question the right and appropriate one?
3. Is the item clear and unambiguous?

4. Is the question a leading question?

5. Does the question demand knowledge and information that the respondent does not have?

6. Does the question demand personal or delicate material that the respondent may resist?

7. Is the question loaded with social desirability? (pp. 473-5)

These steps helped to increase the reliability of the instrument. No other measures were taken to insure its reliability.

Validity of the instrument. Best (1959) stated that validity refers to whether an instrument measures what it claims to measure. A discussion of how the instrument in this study was validated involves a summary of the procedures used in its development which insure this.

The survey of the faculty helped to establish the validity of the instrument since it indicated the types of questions that needed to be asked to meet the objectives of the study. The table of specifications and the table of data usage ensured that the questionnaire items would obtain the necessary information to meet the objectives of the project. Therefore, the content validity of the items could be established by referring to these tables. Also, the reliability of the instrument was increased by using Kerlinger's suggestions and conducting the pilot study. This was also important in establishing the

questionnaire's validity since the information gathered is only as valid as the questions are reliable. The final item by item examination of the questionnaire by some faculty members was the last step in establishing its content validity.

General description and purposes of the instrument. The questionnaire was divided into four sections A, B, C, and D. Section A consisted mainly of items for which the respondent was required simply to check the appropriate alternative or alternatives and answer open-ended questions where applicable.

The purpose of Section A of the questionnaire was to obtain some background data on each respondent as to his or her program of studies, motivation for entering the program, work experience, opportunities for applying the knowledge gained through the program and categorization of his or her present position with reference to counselling.

Section B consisted of two open-ended questions and 10 items to which the respondent replied by rating the relevancy and adequacy of certain aspects of the course work and practicum on a 1 to 7 continuum with 1 representing high and 7 indicating low ratings.

Section B was designed to ascertain the respondent's views on the relevancy of the program to his or her occupational goals and present position, his or her opinions on the adequacy of practical and theoretical

training for counselling, information on the nature of practicum settings, and the respondent's views of the value of practicum for him or her.

Section C contained three open-ended questions and the purpose of it was to gain the respondent's opinions on the strengths and weaknesses of the Counsellor Education Program.

Section D consisted of a series of 25 items which the respondent was again-asked to rate on a 1 to 7 continuum.

Section D was constructed to gain the respondent's views on possible changes in the program. The respondent was asked to rate the desirability of certain changes in the grading system, the length of the program, the length and format of practicum, the requirements for the master's degree, the degree of flexibility permitted in course choice, the admission requirements, and orientation activities.

The questionnaire is presented in its entirety in Appendix D. The table of data usage in Appendix C clearly demonstrates how each of the four sections of the questionnaire were designed to meet the six objectives of the study.

Method of Data Collection

The questionnaires, with an accompanying cover letter explaining the value of the study, and a stamped,

self-addressed envelope were mailed to the 65 individuals participating in the study in May of 1974. After two weeks, a second questionnaire and letter were sent to those who had not responded to the initial questionnaire. A final letter and questionnaire were sent to those whose questionnaires had not been returned within four weeks of the initial mailing. Sixty-three of the 65 individuals returned the questionnaire resulting in a return rate of 97 per cent. One of the two subjects who did not return the questionnaire wrote a letter to the writer explaining his reason for not completing it. A copy of each letter used in the study can be found in Appendix A.

Analysis of Data

The method chosen to analyze the data obtained through this project was the one most commonly used by the authors of the similar studies previously mentioned. This method consisted of reporting combinations of raw scores only, raw scores and percentages, or raw scores, percentages, and mean ratings presented in tables. Responses to open-ended questions were summarized and reported by the writer as well. This method, although simple, was sufficient to meet the specific objectives of this study.

CHAPTER IV

ANALYSIS OF THE DATA

The data presented in this chapter will be divided into four sections as follows:

1. Descriptive Data Obtained Through Department Files
2. Descriptive Data Obtained Through the Questionnaire
3. Data Obtained Through Open-Ended Questions on the Questionnaire
4. Data Obtained Through Rating Scales on the Questionnaire.

Descriptive Data Obtained Through Department Files

Information concerning the age and sex of each respondent, the degree held prior to entering the program, universities attended, the number of years of teaching experience of each respondent, as well as the nature of other work experiences was obtained by a search of the files of the Department of Educational Psychology. This data is presented in Tables 1, 2, and 3.

Seventy-four per cent (48) of the students were between the ages of 20 and 29. Twenty-one per cent (14) were between the ages of 30 and 39 and 5 per cent (3) were from 40 to 49 years of age.

Seventy-five per cent (49) of the students were male and 25 per cent (16) were female.

TABLE 1

Age, Sex, Universities of Undergraduate Study and Years of Teaching Experience of Counsellor Education Students

	AGE			SEX		UNIVERSITIES ATTENDED					YEARS OF TEACHING EXPERIENCE					
	20 - 29	30 - 39	40 - 49	M	F	M.U.N.	M.U.N. and other Canadian College	Other Canadian College	U.S. College	Other	0	less than 1 year	1 - 5	6 - 10	11 - 15	16 - 20
Number of Subjects (N = 65)	48	14	3	49	16	55	2	5	2	1	9	3	39	12	0	2
Percentage of Respondents	74	21	5	75	25	84	3	8	3	2	14	5	60	18	0	3

TABLE 2

Undergraduate Degrees Obtained by Counsellor Education Students

	B.A.	B.Sc.	B.N.	B.Comm.	B.N. and R.N.	B.Sc. and B.A.	B.A. (Ed.)	B.A. and B.Ed.	B.A. & B.A.(Ed.)	B.Sc. and B.Ed.	B.A. and B.P.E.	B.A., B.Ed., Lth.	B.A. and Ed.Dip.	B.Sc. and Ed.Dip.	B.Soc. Sc. & B.Ed.
Number of Subjects (N = 64)	9	1	1	1	1	1	11	11	20	3	1	1	1	1	1
Percentage of Respondents	14.1	1.6	1.6	1.6	1.6	1.6	17.2	17.2	31.3	4.2	1.6	1.6	1.6	1.6	1.6

TABLE 3

Work Experience of Counsellor Education Students Prior to Entering the Program

Type of Work	Number of Subjects (N = 65)	Percentage of Respondents
Teacher	21	32.4
Teacher and Administrator	13	20.0
Teacher and Counsellor	5	7.7
Teacher and Psychological Assistant	2	3.1
Teacher and Businessman	4	6.2
Teacher and Clerk	2	3.1
Teacher and Program Director	4	6.2
Teacher and Nurse	1	1.5
Teacher and Research Assistant	1	1.5
Teacher and Technician	1	1.5
Teacher and Welfare Officer	1	1.5
Teacher and School Board Official	1	1.5
Counsellor	2	3.1
Receptionist	1	1.5
Dean of Students	1	1.5
Research Assistant	1	1.5
Psychological Assistant	3	4.7
Program Director	1	1.5

Eighty-four per cent (55) attended Memorial University, 3 per cent (2) attended Memorial University and another Canadian college, 8 per cent (5) attended other Canadian colleges, 3 per cent (2) studied at United States colleges and 2 per cent (1) attended a university in India.

Fourteen per cent (9) had no teaching experience, 5 per cent (3) had less than one year of teaching experience, 60 per cent (39) had one to five years of teaching experience, 18 per cent (12) had 6 to 10 years of experience and 3 per cent (2) had 16 to 20 years of teaching experience.

Fourteen per cent (9) of the students had B.A. degrees, 17 per cent (11) had B.A.(Ed.) degrees, 17 per cent (11) had B.A. and B.Ed. degrees, 31 per cent (20) had B.A. and B.A.(Ed.) degrees, 4 per cent (3) had B.Sc. and B.Ed. degrees, and the remaining 10 individuals had various other degrees and combinations of degrees.

Thirty-two per cent (21) were teachers before entering the program, 20 per cent (13) were teachers and administrators, 8 per cent (5) were teachers and counsellors, 3 per cent (2) were teachers and psychological assistants, 6 per cent (4) were teachers and businessmen, 3 per cent (2) were teachers and clerks, 6 per cent (4) were teachers and program directors, 3 per cent (2) were counsellors, and 5 per cent (3) were psychological assistants. The remaining nine individuals worked in various other work settings.

From the preceding data a composite picture of the average person who entered the Counsellor Education Program at Memorial from 1970 to 1973 can be compiled. Seventy-four per cent (48) of the students were in their twenties, 75 per cent (49) were male, 88 per cent (57) did undergraduate work at Memorial, 78 per cent (50) had education degrees, and 86 per cent (56) had teaching experience.

Descriptive Data Obtained Through the Questionnaire

Respondents' replies to questions 1 to 9 in Part A of the questionnaire are presented in this section. A summary of the data gathered from questions 1, 2, and 3 is presented in Table 4.

In Question 1 respondents were asked to check the year they entered the Counsellor Education Program at Memorial. Forty-one per cent (26) of the respondents indicated that they entered the program in 1970, 29 per cent (18) indicated that they entered the program in 1971, and 30 per cent (19) indicated that they entered the program in 1972.

In Question 2 respondents were asked to check the appropriate space to indicate whether they were on the Master's or Diploma Programs. Sixty-eight per cent (43) of the respondents indicated that they had registered for the Master's Program and 32 per cent (20) indicated that they

TABLE 4

Responses to Questions 1, 2, and 3 Concerning Year of Entry into the Program, Option of Master's Degree or Diploma, and Other Graduate Programs Applied for at Memorial

	Year			Program		Other Graduate Programs	
	1970	1971	1972	Master's	Diploma	Yes	No
Number of Subjects (N = 63)	26	18	19	43	20	7	56
Percentage of Respondents	41	29	30	68	32	11	89

were registered in the Diploma Program.

Question 3 dealt with whether respondents had applied to other graduate programs at Memorial before being accepted by the Counsellor Education Program. Eleven per cent (7) of the respondents stated that they had applied to other graduate programs and 89 per cent (56) of the respondents stated that they had not.

Question 4 dealt with the respondents' reasons for entering the Counsellor Education Program. All of the respondents checked at least one reason for entering it. Those who checked more than one reason were required to rank them in order of importance with a rank of "1" signifying the most important reason, a rank of "2" signifying the second most important reason, etc. This data is illustrated in Table 5.

Of the 63 people giving only one reason for entering the program or ranking a reason as "1", 11 per cent (7) indicated that they did so to increase their salaries, 74 per cent (47) did so in order to study in their interest area, 3 per cent (2) to gain greater job security, 2 per cent (1) to prepare for a Doctoral Program, 2 per cent (1) entered because there was financial help available in that department, and 8 per cent (5) checked the "other" category and stated that they wished to upgrade their qualifications or help others.

Forty-four individuals gave a second reason for entering the program. Of these, 40 per cent (18) indicated

TABLE 5

Rankings in Numbers and Percentages of the Reasons, as Presented in Question 4, for Entering the Counsellor Education Program

Reasons for Entering Program	Rank 1		Rank 2		Rank 3		Rank 4		Rank 5	
	N	%	N	%	N	%	N	%	N	%
Increase Salary	7	11	18	40	8	38	1	17	1	25
Study in Interest Area	47	74	13	30	0	0	0	0	0	0
Provide Job Security	2	3	8	18	10	47	0	0	0	0
Prepare for Doctoral Program	1	2	3	7	2	10	2	33	1	25
Available Financial Help	1	2	0	0	0	0	2	33	2	50
Other	5	8	2	5	1	5	1	17	0	0
	N=63		N=44		N=21		N=6		N=4	

that they also entered the program to increase their salaries, 30 per cent (13) gave studying in their interest area as their second reason, 18 per cent (8) felt that it would provide greater job security, 7 per cent (3) that it would prepare them to enter a Doctoral Program, 5 per cent (2) checked the "other" category and stated that they wanted to work with adolescents and the program would allow them to do it.

Twenty-one individuals gave a third reason for entering the program. Of these, 38 per cent (8) gave increasing their salary as the third reason, 47 per cent (10) indicated that it would give them greater job security, 10 per cent (2) felt that it would prepare them for a Doctoral Program, and one person or 5 percent checked the "other" category and indicated that he hoped the program would help him to work with slow children.

Six people gave a fourth reason for entering the program. One person or 17 per cent of the six gave increasing his salary as his fourth reason for entering, 33 per cent (2) gave preparing for a Doctoral as their reason, another 33 per cent (2) gave the fact that financial help was available as their fourth reason, and another individual checked the "other" category and indicated that he did the program because it was the only one open to him.

Four individuals gave a fifth reason for entering the program. One or 25 per cent gave increasing his salary

as his final reason for entering, another individual gave preparing for a Doctoral as his final reason for entering, and two respondents or 50 per cent gave the fact that financial help was available as their final reason.

The three main reasons given for entering the program were studying in their interest area, increasing their salaries, and providing job security, respectively.

In Question 5 respondents were asked to list chronologically their work experiences since entering the program. These can be broken down into a number of categories. The data relating to this question is presented in Table 6. Of the 62 people responding to this question 2 per cent (1) was involved in supervision at the district level, 8 per cent (5) were administrators, 8 per cent (5) were supervisors of guidance, 22 per cent (14) were teachers, 7 per cent (4) were lecturers, 3 per cent (2) were students, 21 per cent (13) were involved in both teaching and counselling, 2 per cent (1) had joined the Armed Forces, 2 per cent (1) was a research assistant, 3 per cent (2) were psychologists, 11 per cent (7) were high school counsellors, 3 per cent (2) were post-secondary school counsellors, and 8 per cent (5) were counsellors in an all-grade capacity.

With the exception of four respondents, all were involved in some aspect of education or counselling.

Question 6 dealt with the number of respondents checking each of the various tasks of the school counsellor

TABLE 6

Numbers and Percentages of Students, as Presented in Question 5, Operating in Various Work Experiences Since Entering the Program

Type of Work	Number of Subjects (N = 62)	Percentage of Respondents
Supervisor	1	2
Administrator	5	8
Supervisor of Guidance	5	8
Teacher	14	22
Lecturer	4	7
Student	2	3
Teacher and Counsellor	13	21
Research Assistant	1	2
Armed Forces	1	2
Psychologist	2	3
Counsellor (High School)	7	11
Counsellor (Trade School)	2	3
Counsellor (All Grade)	5	8

which they had performed in a real work setting but not necessarily as a school counsellor. This information is presented in Table 7. Sixty-five per cent (41) of the 63 respondents indicated that they conducted personal counselling sessions, 52 per cent (33) conducted group counselling sessions, 62 per cent (39) did vocational counselling, 57 per cent (36) did educational counselling, 22 per cent (14) conducted follow-up studies, 21 per cent (13) conducted research, 52 per cent (33) administered testing programs, 64 per cent (40) did individual pupil appraisal, 41 per cent (26) provided placement services, 43 per cent (27) provided orientation activities, 57 per cent (36) made referrals, 67 per cent (42) consulted with parents, teachers, administrators and other professionals, 43 per cent (27) organized and administered guidance programs, and 18 per cent (11) conducted in-service training programs.

Respondents were also asked to mention other tasks which they performed which they perceived to be functions of a school counsellor. Of the six replies to this part of Question 6, 3 per cent (2) of the respondents mentioned involvement in developing programs for learning disabled children, and four individuals mentioned a study skills program, a life skills program, scheduling, and various committees related to evaluation and curriculum content, respectively.

Question 7 dealt with the reason or reasons why respondents did not work as school counsellors. The data

TABLE 7

Numbers and Percentages of Respondents, as Presented in Question 6, Performing Various Counsellor Tasks in a Real Work Setting

Tasks	Number of Subjects (N = 63)	Percentage of Respondents
Personal Counselling	41	65
Group Counselling	33	52
Vocational Counselling	39	62
Educational Counselling	36	57
Conducting Follow-up Services	14	22
Conducting Research	13	21
Administering a Testing Program	33	52
Conducting Individual Pupil Appraisal	40	64
Providing Placement Services	26	41
Providing Orientation Activities	27	43
Making Referrals	36	57
Consulting with Parents, Teachers, Administrators and Other Professionals	42	67
Organizing and Administering a Guidance Program	27	43
Conducting In-service Training Programs	11	18
Other	6	10

is presented in Table 8. Thirty respondents replied to this question. Of those, 43 per cent (13) indicated that they could not obtain a position in an area of the province where they wanted to live, 3 per cent (1) indicated that he obtained a position in counselling outside the school setting, 7 per cent (2) indicated that they never intended to be a school counsellor, 3 per cent (1) felt that the program did not offer adequate preparation to perform the tasks of the school counsellor, 7 per cent (2) indicated that they wanted to finish the thesis before returning to work, 7 per cent (2) wanted to remain working at Memorial, and the remaining 30 per cent (9) of the respondents each gave different reasons for not working as school counsellors. These reasons included being a full-time student, having a physical handicap which prevented the person from being able to work in a school, a desire to remain teaching, pursuing a naval career, dislike for the school setting, obtaining a more interesting job, wanting to work part-time when no such part-time work was available, wanting to get involved in a more clinical setting, and wanting to remain in the health education field.

Question 8 asked the reason for any respondent changing from a position in guidance to one outside the field. Only one person responded to this question. He indicated that he changed because he had the opportunity to use the basic skills of guidance in an area of greater scope

TABLE 8

Reasons, as Presented in Question 7, why some Respondents did not work as School Counsellors

Reasons	Number of Subjects (N = 30)	Percentage of Respondents
1. No position available in a desirable area	13	43
2. Obtained a counselling position outside the school setting	1	3
3. Never intended to work as a school counsellor	2	7
4. Program did not offer adequate preparation	1	3
5. Wanted to finish thesis first	2	7
6. Wanted to work at Memorial	2	7
7. Other	9	30

where he had the chance to make greater changes in the educational system.

Question 9 dealt with the respondents' opinions concerning which of the following categories of 'school counsellor (full-time)', 'school counsellor (part-time)', 'non-school counsellor', 'no connection' or 'other' best described them. The data is presented in Table 9.

Sixty respondents replied to this question. Of those, 25 per cent (15) indicated that they were full-time school counsellors, 25 per cent (15) indicated that they were part-time school counsellors, 8 per cent (5) perceived themselves to be non-school counsellors, and 22 per cent (13) stated that they had no connection with the field of counselling. The remaining 20 per cent of the respondents placed themselves in the "other" category. Of these 12 individuals, 8 per cent (5) indicated that they were working as consultants or supervisors in guidance, 4 per cent (2) indicated that they were using some counselling skills as teachers, and each of the remaining five individuals indicated that he or she was doing volunteer work, lecturing, unemployed, teaching the emotionally disturbed, or supervising at the district level, respectively. Therefore, a total of 72 per cent of the total number of respondents placed themselves in categories which indicated that they were using at least some of the counselling skills learned in the program.

TABLE 9

Numbers and Percentages, as Presented in Question 9, of Respondents in Various Counsellor and Non-Counsellor Work Situations

Category	Number of Subjects (N = 60)	Percentage of Respondents
School Counsellor (Full-time)	15	25
School Counsellor (Part-time)	15	25
Non-School Counsellors	5	8
No Connection with Counselling	13	22
Other	12	20

Data Obtained Through Open-Ended Questions on the Questionnaire

Respondents' replies to questions 22, 23, and 24 in Part C of the questionnaire are summarized in this section. It dealt with the answers to open-ended questions concerning the most worthwhile and least beneficial aspects of the program and those courses or experiences, if any, which were absent from it but should have been included.

The answers were given in order of the frequency with which they occurred beginning with the answer that was most frequent and ending with those that were least frequent. This data is presented in Tables 10, 11 and 12.

Question 22 dealt with the aspects of the Counsellor Education Program which the respondents considered to be the most worthwhile. Forty per cent (25) of the respondents indicated that they considered the testing aspect of their program to be most beneficial. Comments were made to the effect that the theory of testing and the organizing of testing programs were useful to them. Twenty-four per cent (15) of the respondents considered counselling techniques to be the most worthwhile aspect of the course. Practicum was considered to be very important to twenty-two per cent (14) of the people since it gave them an opportunity to get some practical experience in a real-life situation. Twenty-two per cent (14) of the respondents found the thesis a valuable aspect of the program since it gave them an

TABLE 10

A Summary of Responses to Question 22 Assessing the Most Worthwhile Aspects of the Program

Area	Number of Subjects (N = 63)	Percentage of Respondents	Comments
Testing	25	40	Theory of testing and the organization of a testing program were useful.
Counselling Techniques	15	24	
Practicum	14	22	Practicum gave an opportunity to get practical experience.
Thesis	14	22	Thesis gave an opportunity to do research and a feeling of satisfaction upon completion.
Group Counselling	11	18	
Individual Testing	8	13	The course helped respondents to assess children.

(cont'd.)

Table 10 (cont'd.)

Area	Number of Subjects (N = 63)	Percentage of Respondents	Comments
Vocational Education	5	8	
Membership in Small Group	5	8	This gave respondents an opportunity to share and discuss things.
Degree	1	2	
Theoretical Background	1	2	
Guidance Program Organization	1	2	
Time for Reading Professional Literature	1	2	
Self-Awareness	1	2	
Workshops and Seminars	1	2	

opportunity to do research and also gave them a feeling of satisfaction when it was completed. Eighteen per cent (11) of the people also stated that the experience which they had with group counselling was beneficial. Thirteen per cent (8) indicated that the course in individual testing was valuable since it helped them to assess children in the work setting. Eight per cent (5) of the people stated that the vocational education course was useful and another 8 per cent (5) of the individuals felt that the opportunity to become part of a small group, which could share and discuss things, was worthwhile. The remaining items were listed only by individuals as being worthwhile aspects of the program. These items were the degree, a sound theoretical background in counselling, organizing a guidance program, time to read in areas of interest in guidance, self-awareness, and seminars and workshops.

Question 23 was concerned with the aspects of the program which respondents considered to be least beneficial to them. This data is presented in Table 11. A total of 27 per cent (17) of the people indicated that the courses in personality theory, child development, and adolescent psychology were shallow in content. Comments suggested that the course content was similar to that of undergraduate courses and that individuals could not study either adolescent psychology or child development in sufficient depth. Sixteen per cent (10) of the respondents felt that

TABLE 11

A Summary of Responses to Question 23 Assessing the Least Beneficial Aspects of the Program

Area	Number of Subjects (N = 63)	Percentage of Respondents	Comments
Personality Theory, Child Development, and Adolescent Psychology	17	27	The course content was too shallow.
Individual Counselling	10	16	There was insufficient opportunity for practical experience in counselling.
Vocational Information	8	13	
Group Counselling	6	10	
Individual Testing	6	10	Little emphasis was placed on the interpretation of tests.
Group Testing	6	10	There was very limited exposure to group tests and no opportunity to administer them.

(cont'd.)

Table 11 (cont'd.)

Area	Number of Subjects (N = 63)	Percentage of Respondents	Comments
Overemphasis on Theory	5	8	
Thesis	4	6	
Statistics	4	6	
Inflexibility of Course	2	3	
Shallowness of Course	2	3	
Irrelevant Courses	1	2	
Practicum	1	2	
Counselling Theory	1	2	
Research	1	2	
Overemphasis on American Content in the Program	1	2	

the course in individual counselling was least beneficial. Most of these stated that little opportunity was given for actual practical experience in counselling. Thirteen per cent (8) of the people stated that the vocational information course was least valuable. Group counselling was considered to be least beneficial by 10 per cent (6) of the individuals. Another 10 per cent (6) indicated that the course in individual testing was least beneficial because little emphasis was placed on the actual interpretation of the tests. They also suggested that students should be exposed to a greater number of individual tests. Ten per cent (6) also mentioned that the course in group testing was of least value because they were given very little exposure to actual group tests and given no opportunity to administer any of them. Eight per cent (5) of the people indicated that the program, in general, was too theoretical. Six per cent (4) of them stated that the thesis was of no practical value and 6 per cent (4) said that the statistics course was of no value to them. Three per cent (2) commented that the least beneficial aspect of the program was its inflexibility and 2 per cent (2) stated that the entire program was shallow in its entire content. The items following were those aspects of the program seen as being of least benefit by lone individuals. The aspects were irrelevant courses, practicum, counselling theory, research, and the opinion that the entire program was oriented too much toward the

American scene and not toward the Canadian or Newfoundland setting.

Question 24 was concerned with those courses or experiences which were absent from the program but should have been included. This data is presented in Table 12. Since the possibilities were extensive, many of the suggestions were made by very small numbers of people. Twenty-five per cent (16) of the people suggested that greater emphasis should be placed on group counselling in the program. Fourteen per cent (9) recommended that the group testing course should be expanded to include exposure to a variety of group tests and practice in the administration of them. Fourteen per cent (9) of the individuals also stated that more emphasis should be placed on elementary counselling in the program. Thirteen per cent (8) of the respondents indicated that a course in the diagnosis of special problems and the development of programs for children with learning disabilities should be included in the program. Ten per cent (6) of the respondents indicated that more case studies and demonstrations of actual counselling were needed in the program. Eight per cent (5) of the people said that there was a need for more practical application of the theory presented in the classroom. Eight per cent (5) of the other respondents stated that students should be permitted to study in the area of special education. Six per cent (4) said that greater flexibility was needed in course choice. Five

TABLE 12

A Summary of Responses to Question 24 Assessing the Courses or Experiences which were Absent from the Program but should have been Included

Area	Number of Subjects (N = 63)	Percentage of Respondents
Greater Emphasis on Group Counselling	16	25
Expanded Group Testing Course	9	14
Greater Emphasis on Elementary Counselling	9	14
Course in Diagnosis and Remediation of Learning Disabilities	8	13
More Case Studies and Demonstrations of Counselling	6	10
More Practical Application of Theory	5	8
Study in the Area of Special Education	5	8
Greater Flexibility in Course Choice	4	6
Study in the Area of Exceptionality	3	5
More Canadian Content in Vocational Education Course	3	5
Course in Advanced Adolescent Psychology	3	5

(cont'd.)

Table 12 (cont'd.)

Area	Number of Subjects (N = 63)	Percentage of Respondents
Courses in Other Departments and Disciplines	3	5
Reading Courses	3	5
Option of Studying at Various Levels of School Settings	2	3
More Emphasis on Organizing and Administering a Guidance Program	2	3
Drug Information	1	2
Guidance in Developing Thesis Topic	1	2
Course in Advanced Educational Psychology	1	2
More Intense Practicum	1	2
Longer Course	1	2
Exposure to More Individual Tests	1	2
Study in the Areas of Philosophy of Education and Curriculum	1	2
Course in Abnormal Psychology	1	2
More Advanced Course in Developmental Psychology	1	2
Two Semesters of Statistics and Research	1	2

per cent (3) wanted study in the area of exceptionality, 5 per cent (3) felt that the vocational guidance course needed more Canadian and local content, 5 per cent (3) said that a course in advanced adolescent psychology should be developed, 5 per cent (3) of the respondents stated that students should be permitted to do courses in other departments and disciplines such as social work, curriculum and special education, and 5 per cent (3) of the individuals wanted courses in the area of reading. Three per cent (2) of the people felt that options should be allowed in the program for study at primary, elementary, high or post-secondary levels in counselling. Another 3 per cent (2) indicated that more emphasis should be placed on the organization and administration of a guidance program. The remaining suggestions were made by single respondents. They include the necessity for drug information, guidance in developing a thesis topic, a course in advanced educational psychology, a more intense practicum, a longer course, exposure to more types of individual tests, study in the areas of philosophy of education and curriculum, a course in abnormal psychology, a more advanced course in developmental psychology, and two semesters of statistics and research.

Also summarized and reported in this section were questions 10 and 20 of Part B pertaining to the practicum experience of each respondent.

Question 10 dealt with a brief description by each respondent of his or her practicum setting, its duration and the counsellor functions performed during the practicum. A total of 43 individuals stated that they had participated in a practicum experience. The data relating to Question 10 is presented in Table 13.

Responses to questions concerning the practicum settings of individuals indicated that 5 per cent (2) of the people had been involved with counselling in post-secondary institutions, 5 per cent (2) in provincial training schools, 5 per cent (2) in junior high schools, 9 per cent (4) in elementary schools, and 12 per cent (5) in senior high schools. The remaining individuals had been involved in major and minor practicums of different combinations. Of these, 12 per cent (5) had been involved with elementary and junior high schools, 9 per cent (4) had worked in post-secondary institutions and high schools, 9 per cent (4) had worked in districts in all schools from primary level to senior high school, 7 per cent (3) were assigned to elementary, junior high and high schools, 5 per cent (2) worked in junior and senior high schools, 5 per cent (2) worked in elementary and high schools, and 5 per cent (2) of the people indicated that they had participated in summer practicum which did not involve the schools per se. The remaining 12 per cent (5) of the individuals participated in practicums involving a post-secondary institution and

TABLE 13

A Summary of Responses to Question 10 Concerning the Practicum Setting, Duration of Practicum, and Functions Performed by Counsellor Education Students in Practicum

Setting	Duration	Functions
Post-Secondary		Testing
Training School		Personal Counselling
Junior High		Group Counselling
Elementary		Vocational Counselling
Senior High		Educational Counselling
Elementary & Junior High		Consultation
Post-Secondary & Senior High		Individual Appraisal
Primary to Senior High		Orientation Activities
Elementary, Junior & Senior High		Referrals
Junior & Senior High		Organizing Workshops
Elementary & Senior High		Relaxation Training
Non-School Setting		Organizing a Career Day
Post-Secondary & Others		Study Skills
	Two Days a Week	
	One Day a Week	
	Various Lengths	
	No Response	

| | | |

various levels of the school setting.

Only 44 per cent (19) of the respondents gave the duration of their practicum. Of these, 14 per cent (6) indicated that it was two days a week for a semester, and 7 per cent (3) indicated that it was one day a week. The remaining individuals gave times of varying lengths.

Most respondents stated that they were involved in at least two functions of the counsellor during their practicum. The most common functions mentioned were testing and counselling. Seventy-four per cent (32) of the individuals indicated that they had done some form of testing in the schools, 70 per cent (30) of the individuals indicated that they had been involved in personal counselling, 35 per cent (15) in group counselling, 19 per cent (8) in vocational counselling, and 12 per cent (5) in educational counselling. Nineteen per cent (8) of the respondents had been involved in consultation, 9 per cent (4) in individual appraisal and placement, 9 per cent (4) in orientation activities, 7 per cent (3) in referrals, 5 per cent (2) in organizing workshops, 2 per cent (1) in relaxation training, 2 per cent (1) in a career day and 2 per cent (1) in a study skills program.

Question 20 of part B dealt with whether or not respondents considered their practicum experience a valuable one and the reasons for their answers. The data relating to Question 20 is presented in Table 14. Of the 42 individuals

TABLE 14

A Summary of Responses to Question 20 Concerning the Value of Practicum to Counsellor Education Students

	Number of Subjects (N_s = 42)	Percentage of Respondents	Comments
Valuable	31	74	Practicum was perceived as valuable because it: 1. Provided an opportunity to put theory into practice. 2. Provided a real life setting. 3. Allowed practice in interest area. 4. Allowed study of an actual guidance program. 5. Provided an opportunity to test and refine counselling skills and become more confident.
Not Valuable	11	26	Practicum was perceived as being of little value because: 1. Supervision was inadequate. 2. Practicum was too short. 3. Supervision was too restrictive. 4. Practicum setting was not the one desired.

who responded to this question, the majority indicated that the practicum was a very worthwhile experience. Seventy-four per cent (31) of the people stated that it was a very valuable part of the program since it gave them the opportunity to put theory into practice. Among comments made by these individuals were ones indicating that the chance to work during practicum helped them to become involved in a real-life setting, practice in their interest areas, study how an actual guidance program was organized and administered, test and evaluate their counselling skills and refine them where possible, and become more confident in their roles as counsellors. The majority of individuals felt that it was the most valuable part of the program.

Twenty-six per cent (11) of the individuals had negative comments to make concerning practicum. These included 7 per cent (3) of the individuals who stated that supervision by their practicum supervisors was inadequate, 7 per cent (3) who stated that practicum was not as valuable as it could have been but gave no explanation of their remarks, 5 per cent (2) who indicated that the practicum was too short, 5 per cent (2) who stated that supervision by the cooperating school counsellors was too restrictive, and 2 per cent (1) who mentioned that he did not get the practicum setting he had asked for.

Data Obtained Through Rating Scales

For the purposes of reporting the data obtained from the data-gathering instrument, ratings of 1 and 2 are combined to indicate a high rating, ratings 3, 4, and 5 are combined to indicate a fair rating, and ratings of 6 and 7 are combined to indicate a low rating of relevancy, adequacy or desirability. The complete breakdown of the seven ratings for each question can be studied in Tables 15 to 18.

In the results decimals are founded to the nearest whole number for percentages and to the nearest tenth for mean ratings. The data obtained from Questions 11 to 14 are presented in Table 15.

In response to Question 11 concerning the relevancy of the practicum setting to the respondents' occupational plans at the time, 52 per cent (33) of the respondents indicated that the practicum setting was highly relevant, 13 per cent (8) indicated that it was fairly relevant, 5 per cent (3) indicated that it was irrelevant, 22 per cent (14) indicated that the question was not applicable to them and 8 per cent (5) did not respond. This item received a mean rating of 2.1.

In response to Question 12 dealing with the relevancy of the course content to the respondents' occupational plans at the time, 36 per cent (23) indicated that the course content was highly relevant, 44 per cent (27) indicated that the course content was fairly relevant, 14 per cent

TABLE 15

Responses in Numbers, Percentages and Means to Questions 11 to 14 Concerning Respondents' Ratings of the Relevancy of Practicum and Course Content to Their Occupational Plans at the Time and to the Functions of their Present Positions

Questions 11, 12, 13, and 14	Scale of 1 to 7 (Relevant to Irrelevant) 1		2		3		4		5		6		7		NA		NR		Mean Ratings
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
11. Did your practicum setting have a relation to or a bearing upon your occupational plans at the time?	22	35	11	17	5	8	3	5	0	0	1	2	2	3	14	22	5	8	2.1
12. Did the course content of your Counsellor Education Program have a relation to or a bearing upon your occupational plans at the time?	9	14	14	22	15	25	8	13	4	6	4	6	5	8	—	—	4	6	3.3
13. Did your practicum setting have a relation to or a bearing upon the functions of your present position?	10	15	5	8	7	11	6	10	2	3	6	10	6	10	14	22	7	11	3.6
14. Did the course content of your Counsellor Education Program have a relation to or a bearing upon the functions of your present position?	6	10	12	19	10	15	11	17	8	13	4	6	6	10	—	—	6	10	3.7

(9) indicated that it was irrelevant, and 6 per cent (4) did not respond to the question. This item received a mean rating of 3.3.

Question 13 concerning the relevance of the practicum setting to the functions of the respondents' present positions, revealed that 23 per cent (15) of the respondents indicated that the practicum was highly relevant to their present positions, 24 per cent (15) indicated that it was fairly relevant, and 20 per cent (12) indicated that it was irrelevant to their present working functions. Twenty-two per cent (14) indicated that the question was not applicable to them and 11 per cent (7) did not respond to this question. This item received a mean rating of 3.6.

The responses to Question 14 indicated that 29 per cent (18) of the respondents felt that their course content was highly relevant to their present positions, 45 per cent (29) indicated that it was fairly relevant and 16 per cent (10) indicated that it was irrelevant to their present positions. Ten per cent (6) did not respond to this question. A mean rating of 3.7 was given to this item.

The data obtained from Questions 15 to 19 is presented in Table 16.

Question 15 dealt with the extent to which respondents' personal preferences were considered when practicum placement was made. Fifty-seven per cent (36) of the respondents indicated that regard to personal preferences

TABLE I6

Responses in Numbers, Percentages and Means to Questions 15 to 19 Concerning Respondents' Ratings of the Adequacy of Consideration for Personal Preference Regarding Practicum Placement and Course Choice, Opportunities to Acquire Practical Experience in Counselling, Theoretical Background in Counselling, and Practicum Supervision

Questions 15, 16, 17, 18, and 19	Scale of 1 to 7 (Adequate to Inadequate) 1		2		3		4		5		6		7		NA		NR		Mean
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Ratings
15. Were your personal preferences given adequate consideration when a decision concerning your placement in practicum was made?	22	35	14	22	7	11	0	0	0	0	1	2	2	3	9	14	8	13	2.0
16. Were your personal preferences given adequate consideration when a decision concerning your choice of courses was made?	3	5	7	11	4	6	5	8	4	6	10	16	22	35	—	—	8	13	5.2
17. Did your practicum experience provide you with adequate opportunities to acquire practical experience in the skills of counselling and the tasks performed by counsellors?	6	10	7	11	13	20	6	10	3	5	7	11	6	10	11	17	4	6	3.8

(cont'd.)

Table 16 (cont'd.)

Questions 15, 16, 17, 18, and 19	Scale of 1 to 7 (Adequate to Inadequate) 1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	NA N	%	NR N	%	Mean Ratings
18. Did your Counsellor Education Program provide you with courses giving you an adequate theoretical background in the field of guidance and counselling?	5	8	20	32	18	29	9	14	4	6	5	8	0	0	—	—	2	3	3.0
19. Was the supervision given you by the professor who acted as your practicum supervisor adequate?	15	24	15	24	3	5	4	6	2	3	5	8	2	3	12	19	5	8	2.7

was highly adequate, 11 per cent (7) indicated that it was fairly adequate, and 5 per cent (3) rated it as inadequate. Fourteen per cent (9) indicated that the question did not apply to them and 13 per cent (8) did not respond. A mean rating of 2.0 was received on this item.

Question 16 concerned respondents' opinions on whether their personal preferences were given adequate consideration when a decision concerning their course choices was made. Sixteen per cent (10) indicated that their personal preferences were given highly adequate consideration, 20 per cent (13) indicated that they were given fairly adequate consideration, 51 per cent (32) indicated that their preferences were given inadequate consideration and 13 per cent (8) did not reply to the question. This item received a mean rating of 5.2.

Question 17 dealt with whether or not the practicum provided the respondents with adequate opportunities to acquire practical experience in the skills and tasks of the counsellor. In response to this question 21 per cent (13) indicated that the practicum experience was highly adequate, 35 per cent (22) indicated that it was fairly adequate, 21 per cent (13) indicated that it was inadequate, 17 per cent (11) indicated that the question was not applicable and 6 per cent (4) did not respond. This item received a mean rating of 3.8.

The responses to Question 18 dealt with whether or not the courses in the program gave the respondents an adequate theoretical background in counselling. Forty per cent (25) indicated that the course work gave them a highly adequate theoretical background, 49 per cent (31) indicated that they were given a fairly adequate theoretical background in counselling, 8 per cent (5) indicated that it was inadequate and 3 per cent (2) did not respond. This item received a mean rating of 3.0.

In response to Question 19 dealing with the adequacy of practicum supervision, 48 per cent (30) indicated that supervision was highly adequate, 14 per cent (9) indicated that it was fairly adequate, 11 per cent (7) indicated that it was inadequate, 19 per cent (12) indicated that the question did not apply to them and 8 per cent (5) did not reply. This item received a mean rating of 2.7.

Question 21 (a) through (n) dealt with respondents' ratings of preparation to perform 14 tasks of the school counsellor actually performed by them since leaving the program. The data obtained from Question 21 is presented in Table 17.

Question 21 (a) dealt with preparation to do personal counselling. Thirty-seven per cent (15) of the respondents indicated that their preparation to do personal counselling was highly adequate, 58 per cent (24) indicated that it was fairly adequate and 5 per cent (2) indicated that it was

TABLE 17

Responses in Numbers, Percentages and Means to Question 21 Concerning Adequacy of Preparation to Perform the Tasks of the School Counsellor

Tasks of the School Counsellor	Scale of 1 to 7 (Adequate to Inadequate) (N = 63) 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	7 N	7 %	Mean Ratings
21. (a) Personal Counselling	4	10	11	27	9	21	11	27	4	10	0	0	2	5	3.2
(b) Group Counselling	3	9	3	9	3	9	5	15	3	9	6	18	10	31	4.8
(c) Vocational Counselling	5	13	8	21	9	23	6	15	2	5	7	18	2	5	3.5
(d) Educational Counselling	4	11	7	19	9	25	6	17	4	11	2	6	4	11	3.6
(e) Conducting Follow-up Services	1	7	1	7	4	29	2	14	2	14	3	22	1	7	4.1
(f) Conducting Research	4	31	3	22	4	31	0	0	1	8	1	8	0	0	2.5
(g) Administering a Testing Program	5	15	9	28	6	18	7	21	2	6	1	3	3	9	3.2
(h) Conducting Individual Pupil Appraisal	3	7	13	33	11	27	9	22	3	7	1	2	1	2	3.1
(i) Providing Placement Services	2	8	6	23	3	12	4	14	3	12	6	23	2	8	4.0

(cont'd.)

Table 17 (cont'd.)

Tasks of the School Counsellor	Scale of 1 to 7 (Adequate to Inadequate) (N = 63) 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	7 N	7 %	Mean Ratings
(j) Providing Orientation Activities	4	15	0	0	7	26	4	15	3	11	6	22	3	11	4.2
(k) Making Referrals	8	21	6	17	5	14	6	17	2	6	6	17	3	8	3.5
(l) Consulting with Parents, Teachers, Administrators, and Other Professionals	5	12	8	19	9	21	6	14	5	12	7	17	2	5	3.6
(m) Organizing and Administering a Guidance Program	3	11	6	22	7	26	7	26	1	4	2	7	1	4	3.3
(n) Conducting In-service Training Programs	1	9	1	9	0	0	1	9	2	19	3	27	3	27	5.1

inadequate. Preparation to do personal counselling received a mean rating of 3.2.

Question 21 (b) dealt with preparation to do group counselling. Eighteen per cent (6) of the respondents indicated that their preparation to do group counselling was highly adequate, 33 per cent (11) indicated that their preparation to do group counselling was fairly adequate, and 49 per cent (16) indicated that their preparation was inadequate. Preparation to do group counselling received a mean rating of 4.8.

Question 21 (c) related to preparation received for doing vocational counselling. Thirty-four per cent (13) of the respondents indicated that their preparation was highly adequate, 43 per cent (17) indicated that it was fairly adequate, and 23 per cent (9) indicated that it was inadequate. Preparation to do vocational counselling received a mean rating of 3.5.

Question 21 (d) concerned preparation to do educational counselling. Thirty per cent (11) of the respondents indicated that their preparation to do educational counselling was highly adequate, 53 per cent (19) indicated that it was fairly adequate, and 17 per cent (6) indicated that it was inadequate. Preparation to do educational counselling received a mean rating of 3.6.

Question 21 (e) related to conducting follow-up services. Fourteen per cent (2) of the respondents to this

question indicated that their training to conduct follow-up services was highly adequate, 57 per cent (8) indicated that it was fairly adequate and 29 per cent (4) indicated that it was inadequate. Preparation to conduct follow-up services received a mean rating of 4.1.

Question 21 (f) dealt with conducting research. Fifty-three per cent (7) of the respondents indicated that their training to conduct research was highly adequate, 39 per cent (5) indicated that it was fairly adequate and 8 per cent (1) indicated that it was inadequate. Preparation to conduct research received a mean rating of 2.5.

Question 21 (g) concerned degree of preparation to administer a testing program. Forty-three per cent (14) of the respondents indicated that it was highly adequate, 45 per cent (15) indicated that the preparation was fairly adequate, and 12 per cent (4) indicated that it was inadequate. Preparation to administer a testing program received a mean rating of 3.2.

Question 21 (h) dealt with the degree of preparation to conduct individual pupil appraisal. Forty per cent (16) of the respondents indicated that their preparation to conduct individual pupil appraisal was highly adequate, 56 per cent (23) indicated that it was fairly adequate and 4 per cent (2) indicated that it was inadequate. This item received a mean rating of 3.1.

Question 21 (i) concerned the degree of preparation to provide placement services. Thirty-one per cent (8) indicated that their preparation to do this was highly adequate, 38 per cent (10) indicated that it was fairly adequate and 31 per cent (8) indicated that their preparation to provide placement services was inadequate. This item received a mean rating of 4.0.

Question 21 (j) related to preparation to provide orientation activities. Fifteen per cent (4) indicated that the preparation to provide orientation activities was highly adequate, 52 per cent (14) indicated that their preparation was fairly adequate, and 33 per cent (9) indicated that their preparation was inadequate. The mean rating for this item was 4.2.

Question 21 (k) dealt with the degree of preparation to make referrals. Thirty-eight per cent (14) indicated that their preparation was highly adequate, 37 per cent (13) indicated that it was fairly adequate and 25 per cent (9) indicated that it was inadequate. The mean rating for this item was 3.5.

Question 21 (l) referred to the degree of preparation to consult with parents, teachers, administrators and other professionals. Thirty-one per cent (13) of the respondents indicated that their preparation to consult with those people was highly adequate, 47 per cent (20) indicated that their preparation was fairly adequate, and 22 per cent (9)

indicated that it was inadequate. The mean rating for this item was 3.6.

Question 21 (m) concerned the degree of preparation to organize and administer a guidance program. Thirty-three per cent (9) of the respondents indicated that their degree of preparation to do this task was highly adequate, 56 per cent (15) indicated that it was fairly adequate and 11 per cent (3) indicated that it was inadequate. The mean rating for this item was 3.3.

Question 21 (n) dealt with the degree of preparation to conduct in-service training programs. Eighteen per cent (2) of the respondents indicated that their preparation was highly adequate, 28 per cent (3) indicated that it was fairly adequate, and 54 per cent (6) indicated that it was inadequate. The mean rating for this item was 5.1.

Questions 25 (a) through (y) dealt with respondents' ratings of the desirability of certain possible changes in the Counsellor Education Program. The data obtained from Question 25 is presented in Table 18.

Question 25 (a) dealt with respondents' ratings of the desirability of changing the grading system to pass-fail in practicum. Thirty-two per cent (20) of the respondents indicated that this change would be highly desirable, 21 per cent (13) indicated that it would be moderately desirable, 17 per cent (11) indicated that it would be undesirable, 22 per cent (14) indicated that the question was not applicable

TABLE 18

Responses in Numbers, Percentages and Means to Question 25 Concerning the Desirability of Various Proposed Changes in the Counsellor Education Program

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	7 N	7 %	NA N	NA %	NR N	NR %	Mean Ratings
25. (a) Change grading system to pass-fail in practicum	18	29	2	3	0	0	12	19	1	2	4	6	7	11	14	22	5	8	3.4
(b) Change grading system to pass-fail in all counsellor education courses	15	23	2	3	1	2	12	19	3	5	5	8	18	29	0	0	7	11	4.3
(c) Lengthen the M.Ed. program to two years	10	16	6	10	4	6	4	6	0	0	4	6	21	34	9	14	5	8	4.5
(d) Provide in-service courses for those who have completed their program	35	55	11	17	5	8	6	10	1	2	0	0	1	2	0	0	4	6	1.8
(e) Allow people to obtain an M.Ed. in counselling on a part-time basis	23	37	2	3	5	8	4	6	4	6	6	10	15	24	0	0	4	6	3.7

(cont'd.)

Table 18 (cont'd.)

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	NA N	%	NR N	%	Mean Ratings
(f) Add courses to the one-year program during third semester or the second summer	10	16	5	8	4	6	5	8	4	6	3	5	18	29	10	16	4	6	4.4
(g) Provide exposure to your major practicum setting during the first semester	27	42	7	11	8	13	5	8	1	2	1	2	3	5	7	11	4	6	2.3
(h) Have your practicum supervisor visit you at least twice during your first year on the job as a counsellor	27	42	8	13	4	6	5	8	3	5	2	3	6	10	6	10	2	3	2.6
(i) Change the practicum to an experience spread over a nine-month period	25	38	3	5	8	13	6	10	3	5	1	2	2	3	9	14	6	10	2.4
(j) Require each counsellor-in-training to write comprehensive exams before obtaining his M.Ed. or diploma	6	10	2	3	2	3	10	16	5	8	9	14	22	35	0	0	7	11	5.2

(cont'd.)

Table 18 (cont'd.)

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	7 N	7 %	NA N	NA %	NR N	NR %	Mean Ratings
(k) Give the option of an internship instead of a thesis or project for the granting of a M.Ed. degree	38	60	7	11	6	10	4	6	0	0	0	0	2	3	3	5	3	5	1.8
(l) Give the option of more courses instead of requiring a thesis or project for the granting of a M.Ed. degree	35	55	7	11	1	2	1	2	1	2	4	6	10	16	2	3	2	3	2.6
(m) Reinstate the diploma program in counsellor education	11	17	5	8	5	8	8	13	3	5	6	10	17	26	2	3	6	10	4.3
(n) Require that a detailed performance evaluation of each counsellor-in-training be carried out prior to the granting of his or her degree or diploma	16	25	7	11	10	16	14	22	6	10	1	2	7	11	0	0	2	3	3.3

(cont'd.)

Table 18 (cont'd.)

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	NA N	%	NR N	%	Mean Ratings
(o) Provide specific courses in primary or elementary level counselling for those interested in those areas	53	84	5	8	2	3	0	0	0	0	1	2	0	0	0	0	2	3	1.2
(p) Conduct interdepartmental seminars	39	61	8	13	6	10	4	6	1	2	1	2	0	0	0	0	4	6	1.7
(q) Permit students to take relevant courses offered by other departments within the faculty of education	41	64	13	21	6	10	0	0	1	2	0	0	0	0	0	0	2	3	1.5
(r) Permit students to take relevant courses offered by other disciplines	42	66	12	19	3	5	0	0	3	5	1	2	0	0	0	0	2	3	1.6
(s) Increase the number of courses in the program so there would be more course choice	55	87	1	2	2	3	2	3	0	0	1	2	0	0	0	0	2	3	1.3

(cont'd.)

Table 18 (cont'd.)

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	NA N	%	NR N	%	Mean Ratings
(t) Allow more flexibility of course choice for those interested in fields of counselling other than school counselling	42	66	9	14	3	5	3	5	3	5	0	0	1	2	0	0	2	3	1.7
(u) Allow more flexibility of course choice for those with various academic backgrounds and experiences	36	57	7	11	9	14	3	5	2	3	1	2	0	0	0	0	5	8	1.8
(v) Put the greatest emphasis on academic achievement when selecting candidates for the program	0	0	3	5	4	6	13	21	9	14	13	21	17	27	0	0	4	6	5.3
(w) Put the greatest emphasis on recommendations when selecting candidates for the program	8	13	12	19	12	19	12	19	7	11	6	9	3	5	0	0	3	5	3.5

(cont'd.)

Table 18 (cont'd.)

Proposed Changes	Scale of 1 to 7 (Desirable to Undesirable) 1 N	%	2 N	%	3 N	%	4 N	%	5 N	%	6 N	%	7 N	%	NA N	%	NR N	%	Mean Ratings
(x) Put the greatest emphasis on a personal interview when selecting candidates for the program	11	17	10	16	10	16	11	17	5	8	9	14	3	5	0	0	4	6	3.5
(y) Provide an orientation program for those entering the program	33	52	8	13	11	17	8	13	0	0	0	0	0	0	0	0	3	5	1.9

to them and 8 per cent (5) did not respond to the question. The question was given a mean rating of 3.4.

Question 25 (b) concerned the desirability of changing the grading system to pass-fail in all counsellor education courses. Twenty-six per cent (17) of the respondents indicated that this would be a highly desirable change, 26 per cent (16) indicated that it would be moderately desirable, 37 per cent (23) indicated that it would be an undesirable change, and 11 per cent (7) did not respond to the question. The mean rating for this item was 4.3.

Question 25 (c) referred to the desirability of lengthening the M.Ed. program to two years. Twenty-six per cent (16) of the respondents indicated that the change would be highly desirable, 12 per cent (8) indicated it would be moderately desirable, 40 per cent (25) indicated that it would be undesirable, 14 per cent (9) indicated that the question was not applicable to them and 8 per cent (5) did not respond. The mean rating for this item was 4.5.

Question 25 (d) dealt with the desirability of providing in-service courses for those who have completed their program. Seventy-two per cent (46) of the respondents indicated that this would be a highly desirable change, 20 per cent (12) indicated that it would be a moderately desirable change, 2 per cent (1) indicated that it would be undesirable and 6 per cent (4) did not respond to the question. The mean rating on this item was 1.8.

Question 25 (e) concerned the desirability of allowing people to obtain the M.Ed. in counselling on a part-time basis. Forty per cent (25) of the respondents indicated that this would be a highly desirable change, 20 per cent (13) indicated that it would be moderately desirable, 34 per cent (21) indicated that it would be undesirable and 6 per cent (4) did not respond to the question. This item was given a mean rating of 3.7.

Question 25 (f) referred to the desirability of adding courses to the one year program during third semester or the second summer. Twenty-four per cent (15) of the respondents indicated that this would be a highly desirable change, 20 per cent (13) indicated that it would be moderately desirable, 34 per cent (21) indicated that it would be desirable, 16 per cent (10) indicated that the question was not applicable to them and 6 per cent (4) did not respond. This item received a mean rating of 4.4.

Question 25 (g) dealt with the desirability of providing exposure to the major practicum setting during the first semester of the course. Fifty-three per cent (34) of the respondents indicated that this would be a highly desirable change, 23 per cent (14) indicated that it would be moderately desirable, 7 per cent (4) indicated that it would be undesirable, 11 per cent (7) indicated that the question was not applicable to them and 6 per cent (4) did not respond to the question. This item received a mean

rating of 2.3.

Question 25 (h) concerned the desirability of having the practicum supervisor visit a counsellor at least twice during his first year on the job as a counsellor. Fifty-five per cent (35) of the respondents indicated that this would be a highly desirable change, 19 per cent (12) indicated that it would be a moderately desirable change, 13 per cent (8) indicated that it would be undesirable, 10 per cent (6) indicated that the question was not applicable to them and 3 per cent (2) did not respond to the question. A mean rating of 2.6 was given to this item.

Question 25 (i) referred to changing the practicum to an experience spread over a 9-month period. Forty-three per cent (28) of the respondents indicated that this would be a highly desirable change, 28 per cent (17) indicated that it would be moderately desirable, 5 per cent (3) indicated that it would be undesirable, 14 per cent (9) indicated that the question was not applicable to them, and 10 per cent (6) did not respond to the question. A mean rating of 2.4 was given to this item.

Question 25 (j) dealt with the desirability of requiring each counsellor-in-training to write comprehensive exams before obtaining his or her M.Ed. or diploma. Thirteen per cent (8) of the respondents indicated that this change would be highly desirable, 27 per cent (17) indicated that it would be moderately desirable, 49 per cent (31) indicated

that it would be undesirable, and 11 per cent (7) did not respond to the question. A mean rating of 5.2 was given to this item.

Question 25 (k) concerned the desirability of giving the option of an internship instead of a thesis or project for the granting of a M.Ed. degree. Seventy-one per cent (45) of the respondents indicated that this would be a highly desirable change, 16 per cent (10) indicated that it would be moderately desirable, 3 per cent (2) indicated that it would be undesirable, 5 per cent (3) indicated that the question was not applicable to them and 5 per cent (3) did not respond to the question. A mean rating of 1.8 was given to this item.

Question 25 (l) referred to the desirability of giving the option of more courses instead of requiring a thesis or project for the granting of the M.Ed. degree. Sixty-six per cent (42) of the respondents indicated that this would be a highly desirable change. Six per cent (3) indicated that it would be a moderately desirable change, 22 per cent (14) indicated that it would be undesirable, 3 per cent (2) indicated that the question was not applicable to them and 3 per cent (2) did not respond to the question. A mean rating of 2.6 was received on this item.

Question 25 (m) concerned the desirability of reinstating the diploma program in counsellor education. Twenty-five per cent (16) of the respondents indicated that

this would be a highly desirable change, 26 per cent (16) indicated that it would be a moderately desirable change, 36 per cent (23) indicated that it would be undesirable, 3 per cent (2) indicated that the question was not applicable to them, and 10 per cent (6) did not respond. This item was given a mean rating of 4.3.

Question 25 (n) dealt with the desirability of requiring a detailed performance evaluation of each counsellor-in-training be carried out prior to granting his or her degree or diploma. Thirty-six per cent (23) of the respondents indicated that this would be a highly desirable change, 48 per cent (30) indicated that it would be moderately desirable, 13 per cent (8) indicated that it would be undesirable, and 3 per cent (2) did not respond to the question. This item was given a mean rating of 3.3.

Question 25 (o) referred to the desirability of providing specific courses in primary and elementary level counselling for those interested in those areas. Ninety-two per cent (58) of the respondents indicated that it would be a highly desirable change, 3 per cent (2) indicated that it would be moderately desirable, 2 per cent (1) indicated that it would be undesirable and 3 per cent (2) did not respond to the question. This item was given a mean rating of 1.2.

Question 25 (p) dealt with the desirability of conducting interdepartmental seminars. Seventy-four per

cent (47) of the respondents indicated that this would be a highly desirable change, 18 per cent (11) indicated that it would be moderately desirable, 2 per cent (1) felt that it would be undesirable, and 6 per cent (4) did not respond to the question. This item received a mean rating of 1.7.

Question 25 (q) concerned the desirability of allowing students to take relevant courses offered by other departments within the faculty of education. Eighty-five per cent (54) indicated that it would be a highly desirable change, 12 per cent (7) indicated that it would be moderately desirable, and 3 per cent (2) did not respond to the question. This item received a mean rating of 1.5.

Question 25 (r) referred to the desirability of permitting students to take relevant courses offered by other disciplines. Eighty-five per cent (54) of the respondents indicated that it would be a highly desirable change, 10 per cent (6) indicated that it would be moderately desirable, 2 per cent (1) felt that it would be undesirable and 3 per cent (2) did not respond to the question. This item received a mean rating of 1.6.

Question 25 (s) dealt with the desirability of increasing the number of courses offered in the program so there would be greater variety from which to choose. Eighty-nine per cent (56) of the respondents indicated that would be a highly desirable change, 6 per cent (4) indicated that it would be moderately desirable, 2 per cent (1) indicated

that it would be undesirable, and 3 per cent (2) did not respond to the question. This item received a mean rating of 1.3.

Question 25 (t) concerned the desirability of allowing more flexibility of course choice for those interested in other fields of counselling. Eighty per cent (51) of the respondents indicated that it would be a highly desirable change, 15 per cent (9) indicated that it would be moderately desirable, 2 per cent (1) felt that it would be undesirable and 3 per cent (2) did not respond to the question. This item received a mean rating of 1.7.

Question 25 (u) referred to the desirability of allowing more flexibility of course choice for those with various academic backgrounds and experiences. Sixty-eight per cent (43) indicated that it would be a highly desirable change, 22 per cent (14) indicated that it would be moderately desirable, 2 per cent (1) indicated that it would be undesirable and 8 per cent (5) did not respond to the question. This item received a mean rating of 1.8.

Question 25 (v) dealt with the desirability of putting the greatest emphasis on academic achievement when selecting candidates for the Counsellor Education Program. Five per cent (3) of the respondents indicated that this would be a highly desirable change, 41 per cent (26) indicated it would be a moderately desirable change, 48 per cent (30) indicated that it would be undesirable and

6 per cent (4) did not respond. This item received a mean rating of 5.3.

Question 25 (w) concerned the desirability of putting the greatest emphasis on recommendations when selecting candidates for the program. Thirty-two per cent (20) indicated that it would be a highly desirable change, 49 per cent (31) indicated that it would be a moderately desirable change, 14 per cent (9) indicated that it would be undesirable, and 5 per cent (3) did not respond to the question. This item received a mean rating of 3.5.

Question 25 (x) referred to the desirability of putting the greatest emphasis on a personal interview when selecting candidates for the program. Thirty-three per cent (21) of the respondents indicated that it would be a highly desirable change, 41 per cent (26) indicated that it would be a moderately desirable change, 19 per cent (12) indicated that it would be undesirable and 6 per cent (4) did not respond. This item received a mean rating of 3.5.

Question 25 (y) dealt with the desirability of providing an orientation program for those entering the Counsellor Education Program. Sixty-five per cent (41) of the respondents indicated that it would be a highly desirable change, 30 per cent (19) indicated that it would be moderately desirable, and 5 per cent (3) did not respond to the question. This item received a mean rating of 1.9.

Summary

The data resulting from a search of the department files and responses to the questionnaire were reported in Chapter IV. The first section reported demographic data on the counsellor education students obtained through a search of the department files. The second section reported data obtained through open-ended questions on the questionnaire. The third section dealt with descriptive data gathered through the questionnaire and the fourth section reported the data obtained through the rating scales on the data-gathering instrument.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter the objectives of the study are restated and on the basis of the data obtained in this investigation, which is reported in means or percentages, relevant conclusions are drawn. Some recommendations for possible changes in the program are also made.

Objective One and Conclusions

To determine what percentage of the past students of the program were engaged in professions congruent with their training as counsellors.

The following conclusions were drawn:

1. Fifty-one per cent (32) of the respondents were working in jobs which were formally considered counselling positions such as supervisor of guidance, teacher-counsellor and counsellor.

2. Although only 51 per cent (32) of the respondents were working in formal counselling roles, as high as 72 per cent (43) perceived themselves as using some of the counselling skills they had learned during the program in their jobs as teachers, psychologists, research assistants, and administrators.

3. When asked to categorize themselves as 'school counsellor (full-time)', 'school counsellor (part-time)', 'non-school counsellor', 'no connection with counselling' or 'other', 72 per cent (43) of the respondents categorized themselves as

counsellors since they were performing tasks of the counsellor in jobs which required counselling skills even though some of their job titles were not those of counsellors per se.

Objective Two and Conclusions

To determine the opinions of past students with regard to the relevancy of their practicum setting and course content to:

a) their occupational plans at the time;

b) the functions of their present positions.

The following conclusions were drawn:

4. Respondents considered their practicum setting to be highly relevant to their occupational plans at the time. (2.1)

5. Respondents considered their course content to be fairly relevant to their occupational plans at the time. (3.3)

6. Respondents considered their practicum setting to be fairly relevant to the functions of their present positions. (3.6)

7. Respondents considered their course content to be fairly relevant to the functions of their present positions. (3.7)

Objective Three and Conclusions

To determine the opinions of past students with regard to the adequacy of the following factors:

a) consideration of personal preferences concerning practicum placement;

b) consideration of personal preferences concerning choice of courses;

c) opportunities to acquire practical experience in counselling during practicum;

d) adequate theoretical background in the field of counselling;

e) supervision given by practicum supervisor.

The following conclusions were drawn:

8. Respondents indicated that consideration for personal preferences concerning practicum placement was highly adequate. (2.0)

9. Respondents indicated that consideration for personal preferences concerning choice of courses was fairly adequate. (5.2)

10. Respondents indicated that opportunities to acquire practical experience in counselling during practicum were fairly adequate. (3.8)

11. Respondents indicated that the course content of the program had given them a fairly adequate theoretical background in counselling. (3.0)

12. Respondents indicated that supervision of practicum was fairly adequate. (2.7)

Other conclusions concerning practicum can also be made from this study. They are as follows:

13. A wide variety of practicum settings were available to students. These included major and minor settings in primary, elementary, high, and post-secondary schools. Also included were hospital settings, provincial training home settings, and experiences in entire school districts.

14. The duration of the practicum varied considerably from year to year with two days a week for a semester seeming to be most common.

15. Respondents were involved in performing a variety of counsellor tasks with testing and

counselling being most frequently mentioned.

16. Seventy-four per cent (31) of the respondents indicated that the practicum experience had been a valuable one for them. The remaining 26 per cent (11) commented negatively on the supervision they received, stated that it was too short, or made vague statements about practicum not being as valuable as it could have been. No really strong negative comments were made concerning practicum. The practicum experience was generally considered to be one of the best components of the program.

Objective Four and Conclusions

To identify the overall strengths and weaknesses of the program as perceived by the students.

The following conclusions can be drawn from this study:

17. Respondents indicated that the courses in testing were most worthwhile. Courses in individual counselling techniques, the practicum and thesis were also mentioned frequently as valuable aspects of the program.

18. Respondents indicated that courses in personality theory, child development, and adolescent psychology were shallow in content for graduate courses.

19. A number of individuals felt that insufficient practical experience in individual counselling was given in the program.

20. Respondents recommended several suggestions for improving the program. A greater emphasis on group counselling was suggested. Also suggested were more exposure to a variety of group tests and practice in administering them and a greater emphasis on elementary counselling in the program. Respondents also indicated that a course in diagnosis of special problems and the development of programs for children with learning disabilities should be included.

Objective Five and Conclusions

To determine the opinions of past students regarding possible desirable changes in the program. Any mean rating from 1 to 2.5 was interpreted to mean a change perceived by respondents to be highly desirable.

The following conclusions can be drawn from this study:

21. Changes thought to be most desirable by respondents were:

a) providing in-service courses for those who have completed the program; (1.8)

b) providing exposure to the major practicum setting during the first semester of the course; (2.3)

c) changing the practicum to an experience spread over nine months; (2.4)

d) giving the option of an internship for the granting of an M.Ed. degree; (1.8)

e) providing specific courses in primary and elementary level counselling for those interested in those areas; (1.2)

f) conducting interdepartmental seminars; (1.7)

g) allowing students to take relevant courses offered by other departments within the faculty of education; (1.5)

h) permitting students to take relevant courses offered by other disciplines such as social work; (1.6)

i) increasing the number of courses offered in the program to give greater variety; (1.3)

j) allowing more flexibility of course choice for those interested in other fields of counselling; (1.7)

k) allowing more flexibility of course choice for those with various academic backgrounds; (1.8)

l) providing an orientation program for those entering the Counsellor Education Program. (1.9)

Objective Six and Conclusions

To determine the opinions of past students regarding the quality of preparation given them by the program to perform the tasks of the counsellor.

The following conclusions can be drawn from this study:

22. Respondents indicated that preparation to do all 14 tasks of the counsellor was 'fairly adequate' since no task received a mean rating above 2.5 or below 5.5. The mean ratings were used to rank the tasks as follows in terms of adequacy of preparation:

a) conducting research; (2.5)

b) conducting individual pupil appraisal; (3.1)

c) personal counselling and administering a testing program; (3.2)

d) organizing and administering a guidance program; (3.3)

e) vocational counselling and making referrals; (3.5)

f) educational counselling and consulting; (3.6)

g) providing placement services; (4.0)

h) conducting follow-up services; (4.1)

i) providing orientation activities; (4.2)

j) group counselling; (4.8)

k) conducting in-service training programs. (5.1)

In summary, this project indicated that at least 72 per cent (43) of those students who responded to the questionnaire were performing at least one of the tasks of the school counsellor and categorized themselves as counsellors.

Respondents considered both their practicum and courses to be relevant to their occupational plans at that time and to their positions at the time of this study.

Respondents indicated that the consideration given to personal preferences concerning practicum setting and course choice were adequate.

They felt that the practical experience and theoretical background related to counselling gained through the program were adequate.

The changes considered to be most desirable by respondents related to improving the practicum and providing more course choice and flexibility in the program. Respondents indicated that exposure to other departments within the Faculty of Education and those outside would broaden their scope and increase their expertise.

Information gained through the open-ended questions on the questionnaire concerning the strengths and weaknesses of the program was similar to that gained through the rating scales concerning the adequacy of the program in training students to perform the tasks of the school counsellor. In both sections, testing, both individual and group, individual counselling and thesis or research were seen to be the areas that respondents found most adequate.

In general, most respondents felt that the training afforded them by the Counsellor Education Program at Memorial was adequate but could be improved. Despite specific criticisms and suggestions for improvement, the general assessment was a positive one. Since those studied were individuals who had received their training in the program's formative years, some difficulties in the program could be expected.

In comparison with similar studies discussed in Chapter II, this study has reached several of the same conclusions. The majority of respondents in all studies were satisfied with the training they received from their programs. The desire for more practical experience in counsellor education programs was mentioned in the studies. The need for more emphasis on group work was considered to be important also. Expanded course choice and content was deemed desirable in the studies as well. The counselling course and practicum were perceived to be valuable aspects

of the majority of the programs including the Counsellor Education Program at Memorial.

The respondents to this study found their training in testing and research to be more valuable than did respondents to similar studies. Their training in vocational counselling was perceived to be less valuable than that of the respondents to similar studies.

Recommendations

As a result of the analysis of the data, the following recommendations seem to be appropriate:

1. That the Counsellor Education Program at Memorial allow for increased flexibility within the curriculum in order to meet the individual needs and interests of its students.

2. That the Counsellor Education Program seriously consider the possibility of allowing its students to take relevant courses in other departments and faculties in order to increase their expertise and enable them to further pursue their individual areas of interest in counselling provided that a core program is required of all students.

3. That all aspects of practicum and practicum supervision continue to be expanded and made more intensive for future students.

4. That courses relating to personality and human development be taught with more in-depth examination of these areas; thus, taking the student beyond the undergraduate level.

5. That provisions be made to have as much practical application of theory within

courses such as testing and counselling as possible. This would be in addition to practice available in the practicum setting.

6. That the Counsellor Education Program take more responsibility for placement of its students after the course and for promotion of guidance in Newfoundland so that more of the students will become involved in jobs congruent to their training as counsellors.

7. That more practical experience be given in individual counselling so that graduate students would feel more at ease with real clients.

8. That a greater emphasis be placed on group counselling in the program.

9. That a course in diagnosis of special problems and the development of programs for children with learning disabilities should be included in the program.

10. That in-service training should be made available to those who have completed the program so that they can benefit from opportunities for continuing professional development.

11. That students of the program should be given the option of an internship for the granting of a M.Ed. degree.

12. That some method should be developed whereby counsellors receive more training in their duties that do not relate specifically to any one counselling course such as making referrals, providing placement services, providing orientation activities and conducting in-service training programs.

13. That a course or courses in primary and elementary counselling be made available for those interested specifically in counselling at those levels.

14. That a similar study be conducted of those students who have entered the program since

the summer of 1973 to determine how they perceive the program. This might enable the Counsellor Education Department to determine if perceptions of the program are changing over the years.

In conclusion, it should be noted that some of the recommendations of this study have already been implemented by the Counsellor Education faculty at Memorial since the beginning of this project.

The individual counselling course has been refined a great deal with much more emphasis being placed on the helping relationship in counselling and on practical application of theory to practice.

There is now a greater emphasis on group counselling and working with groups within the program.

Courses on the disadvantaged child and exceptionality are now available to students who desire them.

Students now have the option of an internship for the granting of the M.Ed. degree.

It is obvious from these changes that the faculty of the Counsellor Education Program are concerned with program evaluation and continuing improvement. It is hoped that the merits of some of the other recommendations of this project will be studied with a view to possible program implementation.

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APPENDIX A

LETTERS SENT TO THE SUBJECTS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Educational Psychology
Guidance and Counselling

Telex: 016-4101
Telephone: (709) 753-1200

(FIRST LETTER)

May 1974

Dear

The faculty of the Department of Educational Psychology, Guidance and Counselling is presently engaged in the planning and evaluation of the program for educating guidance counsellors. In order to fulfill the requirements for my M.Ed. degree, I have chosen to conduct one aspect of the evaluation, namely, to survey your opinions of certain aspects of the guidance program.

You can assist in this follow-up study by completing the enclosed questionnaire. Since the population for my study is relatively small, it is extremely important that I receive 100% return on it.

Information gained from this study will be of value to those who plan the guidance counselling curriculum of the department. I hope you will consider this study important enough to warrant your spending the time necessary to complete and return the questionnaire in the enclosed pre-addressed, stamped envelope within three days. You will notice that a number appears in the upper right hand corner of the first page. This number will be used only if additional mailing becomes necessary. I assure you that your opinions will be kept in the strictest confidence. Your cooperation and promptness will be greatly appreciated.

Yours sincerely,

Shirley Hayes, Graduate Student
(D.S. Watts, Supervisor)

H.H. Way, Head

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1C 5S7

Department of Educational Psychology
Guidance and Counselling

Telex: 016-4101
Telephone: (709) 753-1200

(SECOND LETTER)

May 1974

Dear

As you may recall, I sent you a letter and questionnaire concerning your opinions of certain aspects of the Counsellor Education Program at Memorial. Since as of this date, I have not received your reply, I thought that perhaps your busy schedule may have prevented you from responding or that you might have misplaced the questionnaire. I am enclosing another one for your consideration. As I stated in my first letter, due to the small population of my study, it is important that I receive 100% return on them since every completed and returned questionnaire is vital. I would be grateful if you would complete the enclosed questionnaire and return it as soon as possible. I have enclosed a pre-addressed, stamped envelope for your convenience.

Yours sincerely,

Shirley Hayes, Graduate Student
(D.S. Watts, Supervisor)

H.H. Way, Head

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(THIRD LETTER)

June 1974

Dear .

A reply from you concerning your opinions of certain aspects of the Counsellor Education Program at M.U.N. has not yet reached me. As I have stated previously, since my population is relatively small, every completed and returned questionnaire is vital to my study. I would greatly appreciate your returning the completed questionnaire immediately.

Yours sincerely,

Shirley Hayes, Graduate Student
(D.S. Watts, Supervisor)

H.H. Way, Head

APPENDIX-B

TABLE OF SPECIFICATIONS

Column A OBJECTIVES	Column B SOURCES OF INFORMATION TO MEET THE OBJECTIVES
1. To determine what percentage of past students of the program were engaged in professions congruent with their training as counsellors.	1. Construct questionnaire to obtain the following information: a) Work experiences since beginning the program. b) Tasks of the counsellor which they have performed in a real work setting. c) Description of present working position.
2. To determine the opinions of past students with regard to the adequacy and relevancy of selected aspects of their practicum.	2. Construct questionnaire to obtain the following information: a) Description of practicum setting and functions. b) Relation of practicum setting to occupational plans at the time. c) Relation of practicum setting to present occupational position. d) Degree of consideration given to personal preference for practicum setting. e) Degree of opportunity afforded by practicum to acquire practical experience in the skills and functions of counsellors. f) Degree of faculty supervision during practicum. g) Whether the respondent perceived the practicum experience as valuable and the reason for his or her opinion.
3. To determine the opinions of past students with regard to the adequacy and relevancy of their course-work.	3. Construct questionnaire to obtain the following information: a) Relation of course content to occupational plans at the time. b) Relation of course content to present occupational position.

(cont'd.)

Column A OBJECTIVES	Column B SOURCES OF INFORMATION TO MEET THE OBJECTIVWA
	c) Degree of consideration given to personal preference in choice of courses. d) Degree of adequate theoretical background in the field of counselling given by the courses.
4. To determine the opinions of past students with regard to the overall strengths and weaknesses of the program.	4. Construct questionnaire to obtain the following information: a) Most worthwhile aspects of the program. b) Least beneficial aspects of the program. c) Worthwhile courses or experiences absent from the program.
5. To determine the opinions of past students regarding possible future changes in the program.	5. Construct questionnaire to obtain the following information: a) Opinions on changes in the grading system. b) Opinions on changes in the length of the program. c) Opinions on changes in the practicum. d) Opinions on changes in the requirements for an M.Ed. and reinstatement of the diploma program. e) Opinions on changes in degree of flexibility of course choice. f) Opinions on changes in emphasis placed on particular admission requirements. g) Opinions on the need for an orientation program for new students.

(cont'd.)

Column A OBJECTIVES	Column B SOURCES OF INFORMATION TO MEET THE OBJECTIVES
6. To determine the opinions of past students regarding the quality of preparation given them by the program to perform the tasks of the counsellor.	6. Construct questionnaire to obtain the following information: a) The extent to which the program prepared him or her to perform selected tasks of the school counsellor including personal, group, vocational and educational counselling, conducting research, administering a testing program, conducting pupil appraisal, providing placement services, providing orientation services, making referrals, consulting, organizing and administering a testing program, and conducting in-service training programs.

APPENDIX C

TABLE OF DATA USAGE

Column A OBJECTIVES	Column B QUESTIONNAIRE ITEMS MEETING THE OBJECTIVES
1. To determine what percentage of past students of the program were engaged in professions congruent with their training as counsellors.	Section A Response to Question 5 and frequency of responses on Questions 6 and 9.
2. To determine the opinions of past students with regard to the adequacy and relevancy of selected aspects of their practicum.	Section B Responses to Questions 10 and 20 and frequency of responses on Questions 11, 13, 15, 17 and 19.
3. To determine the opinions of past students with regard to the adequacy and relevancy of their course work.	Section B Frequency of responses on Questions 12, 14, 16 and 18.
4. To determine the opinions of past students with regard to the overall strengths and weaknesses of the program.	Section C Responses to Questions 22, 23 and 24.
5. To determine the opinions of past students regarding possible future changes in the program.	Section D Frequency of responses on Question 25 parts (a) to (y).
6. To determine the opinions of past students regarding the quality of preparation given them by the program to perform the tasks of the counsellor.	Section B Frequency of responses on Question 21 parts (a) to (n).

APPENDIX D

QUESTIONNAIRE

PART A

1. Check the year you entered the Counsellor Education Program at Memorial.

   (a) 1970 __ (b) 1971 __ (c) 1972 __ (d) 1973 __

2. Check the Counsellor Education Program which applies to you.

   (a) M.Ed. ____ (b) Diploma ____

3. Had you applied to any other graduate program at Memorial prior to being accepted by the Counsellor Education Program?

   (a) Yes ____ (b) No ____

4. Check your reason or reasons for entering the Counsellor Education Program at M.U.N. If you check the category labelled Other, please specify your reason or reasons in the space provided. If you check more than one reason, rank them in order of importance with a rank of "1" signifying the most important reason, a rank of "2" signifying the second most important reason, etc.

   (a) Increase my salary ____

   (b) Study in my interest area ____

   (c) Provide better job security ____

   (d) Prepare for entry into a doctoral program ____

   (e) Financial help available to me in that department ____

   (f) Other (specify below) ____

   _____

   _____

   _____

5. List chronologically your work experiences since beginning the Counsellor Education Program at M.U.N.

Year	Position Title	Location (i.e. a high school, a hospital, etc.)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

6. The following is a list of tasks considered by authorities in the field to be appropriate functions for school counsellors. Check the tasks which you have performed in a real work setting. Do not include courses or practicum experiences.

Tasks

(a) Personal Counselling (a) ___

(b) Group Counselling (b) ___

(c) Vocational Counselling (c) ___

(d) Educational Counselling (d) ___

(e) Conducting Follow-up Services (e) ___

(f) Conducting Research (f) ___

(g) Administering a Testing Program (g) ___

(h) Conducting Individual Pupil Appraisal (h) ___

(i) Providing Placement Services (i) ___

(j) Providing Orientation Activities (j) ___

(k) Making Referrals (k) ___

(l) Consulting with Parents, Teachers, Administrators and other Professionals (l) ___

(m) Organizing and Administering a Guidance Program (m) ___

(n) Conducting In-service Training Programs (n) ___

(o) Other (specify below) (o) ___

7. If you have not worked as a school counsellor, check the reason or reasons from the items below. If you check the category labelled Other, please specify your reason in the space provided. If you check more than one reason, rank them in order of importance with a rank of "1" signifying the most important reason, a rank of "2" signifying the second most important reason, etc.

(a) Through the experiences offered me in the program, I realized that I was not suited to become a school counsellor. _____

(b) I could not obtain a position in an area of the province where I desired to live. _____

(c) I obtained a position in counselling outside the school setting. _____

(d) I never intended to become a school counsellor. _____

(e) I felt that the program did not offer me adequate preparation to perform the tasks of a school counsellor. _____

(f) Other (specify below) _____

8. If you worked in the field of guidance and counselling but changed to a position outside the field, briefly state the change and your reason for the change.

9. In your opinion, which of the following categories best describes your position at present?

(a) School Counsellor (full-time) ___ (part-time) ___

(b) Non-School Counsellor (involved in counselling functions outside the school setting) _____

(c) No connection with the field of counselling _____

(d) Other (specify) _____

PART B

10. Briefly describe your practicum setting, its duration, and the functions which you performed during practicum. If you have not had a practicum, disregard this question.

_____

_____

_____

_____

_____

In questions 11 to 21 circle your rating choice from 1 to 7 or circle NA if the question is not applicable to you.

11. Did your practicum setting have a relation to or a bearing upon your occupational plans at the time?

1 2 3 4 5 6 7 NA
Relevant Irrelevant

12. Did the course content of your Counsellor Education Program have a relation to or a bearing upon your occupational plans at the time?

1 2 3 4 5 6 7
Relevant Irrelevant

13. Did your practicum setting have a relation to or bearing upon the functions of your present position?

1 2 3 4 5 6 7 NA
Relevant Irrelevant

14. Did the course content of your Counsellor Education Program have a relation to or bearing upon the function of your present position?

1 2 3 4 5 6 7
Relevant Irrelevant

15. Were your personal preferences given adequate consideration when a decision concerning your placement in

practicum was made?

1 2 3 4 5 6 7 NA
Adequate Inadequate

16. Were your personal preferences given adequate consideration when a decision concerning your choice of courses was made?

1 2 3 4 5 6 7
Adequate Inadequate

17. Did your practicum experience provide you with adequate opportunities to acquire practical experience in the skills of counselling and the tasks performed by counsellors?

1 2 3 4 5 6 7 NA
Adequate Inadequate

18. Did your Counsellor Education Program provide you with courses giving you an adequate theoretical background in the field of guidance and counselling?

1 2 3 4 5 6 7
Adequate Inadequate

19. Was the supervision given you by the professor who acted as your practicum supervisor adequate?

1 2 3 4 5 6 7 NA
Adequate Inadequate

20. Did you consider your practicum experience to have been a valuable one for you? Why or why not?

_____

_____

_____

_____

21. To what extent did the Counsellor Education Program at M.U.N. provide you with adequate preparation to perform the following tasks of a school counsellor? Circle your rating choice from 1 to 7 or circle NA if the task

has not been applicable to you in your positions since leaving the program.

(a)	Personal Counselling	(a) 1 2 3 4 5 6 7 NA Adequate Inadequate
(b)	Group Counselling	(b) 1 2 3 4 5 6 7 NA Adequate Inadequate
(c)	Vocational Counselling	(c) 1 2 3 4 5 6 7 NA Adequate Inadequate
(d)	Educational Counselling	(d) 1 2 3 4 5 6 7 NA Adequate Inadequate
(e)	Conducting Follow-up Services	(e) 1 2 3 4 5 6 7 NA Adequate Inadequate
(f)	Conducting Research	(f) 1 2 3 4 5 6 7 NA Adequate Inadequate
(g)	Administering a Testing Program	(g) 1 2 3 4 5 6 7 NA Adequate Inadequate
(h)	Conducting Individual Pupil Appraisal	(h) 1 2 3 4 5 6 7 NA Adequate Inadequate
(i)	Providing Placement Services	(i) 1 2 3 4 5 6 7 NA Adequate Inadequate
(j)	Providing Orientation Activities	(j) 1 2 3 4 5 6 7 NA Adequate Inadequate
(k)	Making Referrals	(k) 1 2 3 4 5 6 7 NA Adequate Inadequate
(l)	Consulting with Parents, Teachers, Administrators, and Other Professionals	(l) 1 2 3 4 5 6 7 NA Adequate Inadequate
(m)	Organizing and Administering a Guidance Program	(m) 1 2 3 4 5 6 7 NA Adequate Inadequate
(n)	Conducting In-service Training Programs	(n) 1 2 3 4 5 6 7 NA Adequate Inadequate

PART C

22. What particular aspects of the Counsellor Education Program were most worthwhile to you and why?

23. What particular aspects of the Counsellor Education Program were least beneficial for you and why?

24. Which courses or experiences, if any, were absent from your program but should have been included?

PART D

25. If you had an opportunity to do your Counsellor Education Program over again, would you like for any of the following changes to be made in it? Please circle NA if the change would not be applicable to you (i.e. questions not pertaining to diploma students.) Otherwise, circle your rating choice from 1 to 7.

(a) Change the grading system to pass-fail in practicum.	(a) 1 2 3 4 5 6 7 NA Desirable Undesirable
(b) Change the grading system to pass-fail in all counsellor education courses.	(b) 1 2 3 4 5 6 7 NA Desirable Undesirable
(c) Lengthen the M.Ed. program to two years.	(c) 1 2 3 4 5 6 7 NA Desirable Undesirable
(d) Provide in-service courses for those who have completed their program.	(d) 1 2 3 4 5 6 7 NA Desirable Undesirable
(e) Allow people to obtain a M.Ed. in Guidance and Counselling on a part-time basis.	(e) 1 2 3 4 5 6 7 NA Desirable Undesirable
(f) Add courses to the one year program during third semester or the second summer.	(f) 1 2 3 4 5 6 7 NA Desirable Undesirable
(g) Provide exposure to your major practicum setting during the first semester.	(g) 1 2 3 4 5 6 7 NA Desirable Undesirable
(h) Have your practicum supervisor visit at least twice during your first year on the job as a counsellor.	(h) 1 2 3 4 5 6 7 NA Desirable Undesirable

(i) Change the practicum to an experience spread over a nine month period.	(i) 1 2 3 4 5 6 7 NA Desirable Undesirable
(j) Require each counsellor-in-training to write comprehensive exams before obtaining his or her M.Ed. diploma.	(j) 1 2 3 4 5 6 7 NA Desirable Undesirable
(k) Give the option of an internship instead of a thesis or project for the granting of a M.Ed. degree.	(k) 1 2 3 4 5 6 7 NA Desirable Undesirable
(l) Give the option of more courses instead of requiring a thesis or project for the granting of a M.Ed. degree.	(l) 1 2 3 4 5 6 7 NA Desirable Undesirable
(m) Reinstate the diploma program in counsellor education.	(m) 1 2 3 4 5 6 7 NA Desirable Undesirable
(n) Require that a detailed performance evaluation of each counsellor-in-training be carried out prior to granting his or her degree or diploma.	(n) 1 2 3 4 5 6 7 NA Desirable Undesirable
(o) Provide specific courses in primary and elementary level counselling for those interested in that area.	(o) 1 2 3 4 5 6 7 NA Desirable Undesirable
(p) Conduct inter-departmental seminars.	(p) 1 2 3 4 5 6 7 NA Desirable Undesirable
(q) Permit students to take relevant courses offered by other departments within the faculty of education.	(q) 1 2 3 4 5 6 7 NA Desirable Undesirable

(r) Permit students to take relevant courses offered by other disciplines (i.e. social work or psychology).

(r) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(s) Increase the number of courses offered in the program so that there would be a greater variety of courses from which to choose.

(s) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(t) Allow more flexibility of course choice for those interested in fields of counselling other than school counselling.

(t) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(u) Allow more flexibility of course choice for those with various academic backgrounds and experiences.

(u) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(v) Put the greatest emphasis on academic achievement when selecting candidates for the Counsellor Education Program.

(v) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(w) Put the greatest emphasis on recommendations when selecting candidates for the Counsellor Education Program.

(w) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(x) Put the greatest emphasis on a personal interview when selecting candidates for the Counsellor Education Program.

(x) 1 2 3 4 5 6 7 NA
Desirable Undesirable

(y) Provide an orientation program for those entering the Counsellor Education Program.

(y) 1 2 3 4 5 6 7 NA
Desirable Undesirable