

REPORT OF A COUNSELLING INTERNSHIP
AND ASSOCIATED RESEARCH UNDERTAKEN
IN HARLOW, ENGLAND

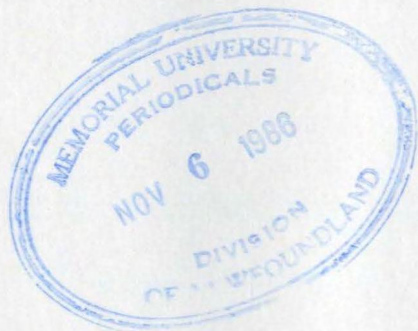
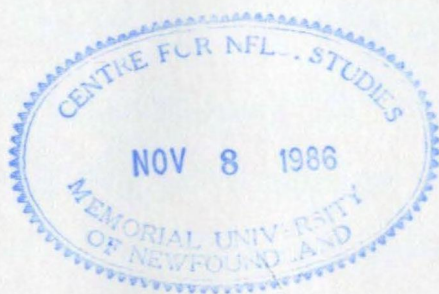
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**A REPORT OF A COUNSELLING INTERNSHIP AND ASSOCIATED
RESEARCH UNDERTAKEN IN HARLOW, ENGLAND**

**Presented to
The Faculty of Graduate Studies
Memorial University of Newfoundland**

**In Partial Fulfillment
of the Requirements of the Degree
Master of Education**

Department of Educational Psychology



**by
Wayne A. Barry
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Gratitude is also extended to other members of the administration and faculty at West Hatch High School who helped in many ways during the internship. Appreciation is also extended to Dr. Les Karagianis for his encouragement and support during the internship.

ABSTRACT

The purpose of this internship was to provide an opportunity for the intern to further develop his skills in guidance and counselling. The internship was undertaken at West Hatch High School, Chigwell, Essex, Great Britain during the spring school term. It began in April, 1980 and concluded in July of that year.

During the internship, opportunities were provided for the intern to: a) acquire a detailed knowledge of the British school system and in particular the role of guidance and counselling within the system; b) develop the competence to counsel school children; c) explore his personal feelings about the role and function of a guidance counsellor in a school; d) become familiar with community services and resources which exist in support of schools and students; and e) learn to develop sound working relationships with other professionals in the helping fields.

The purpose of the research component of the internship was to assist the headmaster in assessing the effectiveness of his school in achieving its objectives. Using a questionnaire, designed by the intern during the internship and completed by over 60% of the school faculty, information was collected for and discussed with the headmaster concerning a number of key areas relating to the education and welfare of students.

TABLE OF CONTENTS

	<u>Page</u>
Abstract	i
Acknowledgements	ii
 <u>CHAPTER</u>	
I. Introduction	1
Objectives of the Internship	1
Structure and Administration of the Internship Program	6
Setting	6
Supervision and Evaluation	8
Outline of Final Report of Internship	9
 II. Analysis of the Internship	 11
Structure of the British School System and the Role of Guidance and Counselling in it	11
Other Related Activities	14
Familiarization With West Hatch High School	18
Development of the Intern's Counselling Skills and Philosophy	18
Development of the Intern's Group Counselling Skills and Philosophy	23
Development of the Intern's Skill at Working Co-operatively With Other Helping Professionals	24
 III. Program Evaluation	 26
Section One	28
Section Two	31

	<u>Page</u>
<u>CHAPTER</u>	
Section Three	33
Section Four	34
Section Five	34
Section Six	35
Section Seven	36
IV. Summary and Conclusions	41
Bibliography	44
Appendix A (List of Readings)	46
Appendix B (Book Reviews)	48
Appendix C (Questionnaire)	66
Appendix D (Final Evaluation Reports)	69

Chapter 1

INTRODUCTION

The rationale on which this internship was founded is that academic work is most meaningful if applied to practical situations under professional supervision. Before assuming the responsibilities of a counselling position the intern wanted to have the opportunity to apply the theory learned from formal study. By undertaking this internship the intern received professional supervision and evaluation which he utilized to acquire greater competence in the field of guidance and counselling.

I. OBJECTIVES OF THE INTERNSHIP

The purpose of this internship was to give the intern the opportunity to grow in knowledge and skills so that he would gain the competence and confidence to develop, introduce, conduct and continually evaluate a guidance and counselling program. The objectives and activities as outlined in the proposal are reproduced below with modifications that became necessary during the actual internship.

1. General Objective

To acquire a detailed knowledge of the British school system and the role of guidance and counselling in that system.

- A. Specific Objective. To acquire an understanding of the grade structure and evaluation scheme in operation at West Hatch High School.

Activities

1. To discuss with the headmaster or his delegate the grade structure and other relevant information about the British school system.
2. To observe the student evaluation process at various levels in the school.
3. To discuss with students, informally, on an individual basis and in small group settings the grade structure and evaluation process in order to learn of their feelings and hear any comments or suggestions they might have regarding the school program.

- B. Specific Objective. To discuss the guidance and counselling program at West Hatch High School with professionals involved in its operation.

Activities

1. Meet a minimum of one hour during the internship with professionals involved in the guidance and counselling program who do not maintain an office in the school. (e.g., truancy officer).
2. Meet a minimum of one hour during the internship with the headmaster to discuss guidance and counselling in the school.
3. Meet a minimum of two hours a week with the field supervisor to discuss the intern's work in guidance and counselling.
4. Make at least two visits to other types and/or levels of schools in the vicinity to acquire some understanding of their guidance and counselling programs.

- C. Specific Objective. To observe counsellor activities in the school.

Activities

1. Observe at least three one-to-one counselling sessions.
2. Observe at least one parent consultation session.
3. If possible, observe a session in each of the following:
 - a) drug abuse counselling
 - b) family planning
 - c) one other session of interest and applicability

2. General Objective

To become thoroughly familiar with West Hatch High School, Chigwell, Essex, Great Britain.

- A. Specific Objective. To research the origin and development of West Hatch High School.

Activities

1. To discuss with the headmaster or his deputy the development of the school.
2. To discuss with faculty members changes in the past few years which have affected the school and attempt to see and understand the direction in which the school is moving.
3. To read available literature about West Hatch High School.

3. General Objective

To develop the ability to effectively counsel school children and to explore and develop the intern's own feelings and expectations about the role and function of a guidance counsellor in a school.

- A. Specific Objective. To read a minimum of two books and four articles related to the field of counselling.

Activities

1. Read The Skilled Helper, the text and workbook, by Gerard Egan.
2. Read at least one other book which discusses individual counselling skills and techniques.
3. Read at least four articles dealing with current issues relating to individual guidance and counselling.

- B. Specific Objective. To become more aware of personal strengths and weaknesses and to receive constructive criticism.

Activities

1. To discuss counselling activities at least once per week with the university supervisor while he is in England.

2. To be observed by the field supervisor at least once during the internship.
3. To consult with appropriate faculty members as needed.

C. Specific Objective. To provide a professional and confidential counselling service to the students at West Hatch High School.

Activities

1. To explain in at least five different classes how a counsellor helps a student to deal with a problem concerning his or her home, school or peers.
2. To counsel at least ten students individually on an issue of personal concern to them.

4. General Objective

To acquire greater competence in working with classes and/or groups of students.

A. Specific Objective. To read a minimum of one book and four articles on the topic of group counselling.

Activities

1. Read Group Counselling: A Developmental Approach by George M. Gazda.
2. Read at least four articles that deal with current issues relating to group guidance and counselling.

B. Specific Objective. To work with classes and/or groups of students.

Activities

1. Meet different classes or groups of students to discuss at least three of the following topics:
 - a) study skills
 - b) oral communication
 - c) anxiety control
 - d) decision making skills
 - e) values clarification
2. Meet on at least two occasions with at least one of the above groups.

5. General Objective

To develop sound working relationships and work co-operatively with other professionals in the school and in the community and to become familiar with community services and resources which exist to support the school and its students.

- A. Specific Objective. To participate as a faculty member in the functioning of the school.

Activities

1. Attend all staff meetings.
2. Participate as a faculty member in all functions.
3. Be available for consultation.
4. Consult with at least ten teachers on an individual basis.

- B. Specific Objective. To obtain detailed information regarding types and locations of services.

Activities

1. Discuss, with the field supervisor, specialist resources available to the school including health officials, social workers and law enforcement officials, and the extent to which the school utilizes their services.
2. Meet at least once with representatives from each of the above areas.
3. Become involved with at least three cases which require the involvement of the above specialists.

6. General Objective

To undertake a program evaluation research project on West Hatch High School during the internship.

- A. Specific Objective. To provide an evaluation, for the headmaster, on the effectiveness of his school in meeting, some of the needs of faculty and students as explained in detail in Chapter three.

Activities

1. Inform faculty members of the intern's research purpose and means.

2. Discuss with specialist teachers in the school strengths and weaknesses experienced in their programs.
3. Distribute a questionnaire designed by the intern to faculty members for the purpose of collecting information to be discussed with the headmaster as to faculty perceived strengths and weaknesses of the school.

II. STRUCTURE AND ADMINISTRATION OF THE INTERNSHIP PROGRAM

Selection of the Setting

The Department of Educational Psychology (1975) at Memorial University outlined six important qualities necessary for a suitable internship setting.

1. The quality of professional supervision.
2. The quality of learning opportunity and experience.
3. The relevancy to, and usefulness of, such experience in the actual setting in which the trainee ultimately expects to work.
4. The availability of time for full-time involvement of the intern for a minimum of thirteen consecutive weeks.
5. The availability of a qualified field supervisor on site.
6. Ready access to the university supervisor.

The intern was one of four students who piloted a graduate level internship in guidance and counselling in Harlow, England. Prior to departure for England contact was made between the Department of Educational Psychology at Memorial University and Mr. Norman Davies, the headmaster at West Hatch High School, Chigwell, Essex. In March 1980, it was determined that the above named school was acceptable to

Memorial University and willing to provide an internship setting to a graduate student.

Several days after arriving in England a visit was made to West Hatch High School and a meeting was held to bring together the school administration, the university supervisor and the intern. The nature of the internship was discussed and a field supervisor, Mrs. Rosemary Monks, was appointed. The intern's qualifications and objectives were presented and the internship was scheduled to commence April 29, 1980 and to conclude July 16, 1980.

Description of the Setting

West Hatch High School opened in 1957. During the 1979-1980 school year it was a fully comprehensive school for approximately 1300 students. The faculty consisted of 90 full-time and part-time teachers. The socio-economic background of the students was truly comprehensive. For example, some students came from a very exclusive Chigwell area while others (about 4% in 1978) received free school lunches. Most students attend the school for five, six or seven years. They enter first year at approximately 11 years of age and those who finish the upper-sixth year are about 18 years of age. West Hatch High School is typical of comprehensive schools in Essex County in that it offers a truly broad curriculum for a mixed ability population of students. Its facilities include a heated indoor swimming pool, a fully equipped gymnasium, tennis courts, and large fields for football, field hockey, cricket, and track and field.

Most of the schools in Great Britain do not provide for guidance counsellors as do the schools in Newfoundland and Labrador. School counselling in Great Britain is described as pastoral care and it is the shared responsibility of administrators and homeroom teachers. When students begin first year in a comprehensive school like West Hatch High School they are assigned in groups to a homeroom teacher. Usually the homeroom teacher and class are kept together as a group until the fourth or fifth year to enable the teacher to provide pastoral care.

Supervision and Evaluation

Meetings were held with the university supervisor, during the semester prior to the internship, in order to discuss the intern's supervision and evaluation. These meetings helped the intern to compile reasonable and thorough objectives and to determine suitable activities through which they could be achieved. Shortly after arriving in England, the intern and his university supervisor, Dr. Garlie, arranged to meet with the school's headmaster, Mr. Davies, and the intern's field supervisor, Mrs. Rosemary Monks, to review the objectives and how they could be achieved. After consultation among all parties there were additions and deletions to the intern's plans. Activities agreed upon were those most important to the intern's development; most suitable to the educational environment at West Hatch High School and those identified as being needed by the students, faculty and administration at the school.

It is difficult to identify which objective each activity helped the intern to achieve. However, all activities undertaken during the internship helped the intern to become more skilled and competent in the roles of guidance and counselling.

Supervision was provided by a university supervisor and by a field supervisor. For the initial two weeks Dr. Garlie was the university supervisor and the intern met with him on a regular basis. When Dr. Garlie returned to Canada, Dr. Karagianis assumed the role of university supervisor. The intern met weekly with his field supervisor, Mrs. Monks, and on several occasions with Mr. Davies, the headmaster. Reports were compiled by Dr. Garlie and by the field supervisor for the intern's file at Memorial University.

III. OUTLINE OF FINAL REPORT OF INTERNSHIP

Chapter one described the rationale for this internship. It outlined the intern's objectives and how they were achieved. It presented an overview of the structure and administration of an internship in guidance and counselling as outlined by the Department of Educational Psychology at Memorial University. Finally, it described the setting for this internship and reported on the method of supervision and evaluation of the intern's activities.

Chapter two describes the activities undertaken to achieve the goals and objectives outlined in Chapter one.

Chapter three describes the intern's research project.

Chapter four includes a summary and the conclusions.

Chapter II

ANALYSIS OF THE INTERNSHIP

The purpose of this chapter is to describe the intern's participation in activities relating to his internship objectives and to focus on his personal development. The chapter is divided into five subsections which restate and discuss each of the general objectives of the internship as outlined in Chapter I. General objective six will be discussed separately in Chapter III.

I. STRUCTURE OF THE BRITISH SCHOOL SYSTEM AND THE ROLE OF GUIDANCE AND COUNSELLING IN IT

Since this internship was undertaken in a British school and since the British school system is different from the school system in Newfoundland and Labrador it was necessary for the intern to learn about the grade structure and the administrative hierarchy at West Hatch High School.

Most students enter West Hatch High School from one of four primary schools. Regular liason exists between West Hatch High School and these primary schools in the form of shared faculty consultations, curricular co-ordination, loan and exchange of resources, and extra-curricular competition (such as tournaments).

As students enter the school to undertake their first year they are assigned to a homeroom teacher. Each homeroom teacher is responsible for a class of approximately thirty to thirty-five students. This homeroom teacher stays

with his or her class until they complete either fourth or fifth year. The group meets briefly each morning and afternoon for attendance and various housekeeping duties and provision is usually made for each homeroom to meet a minimum of one class period per week. The homeroom teacher is the first person responsible for all aspects of each student's school life and it is customary for a student experiencing any academic, personal, social or family problem to discuss the problem with his or her homeroom teacher. This is the basis of the British pastoral care system.

West Hatch High School is divided into a lower school, a middle school, and an upper school. Each of these schools has its own head, who is assigned administrative and teaching duties, and who is also responsible for the pastoral care in that school. The head is the second person responsible for helping a student in his or her school cope with a problem affecting school performance.

In addition to these positions West Hatch High School has three deputy heads who assist the headmaster in overall management. It is an assigned duty of one of these deputy heads to assume overall responsibility for pastoral organization. This deputy head is the third person responsible for a student's pastoral care.

Lower school consists of years one and two. Middle school consists of years three, four and five. Upper school consists of the lower sixth (LVI) and upper sixth (UVI) years. In the first three years at West Hatch High School

there is a common curriculum for students which emphasizes basic skills, introduces the sciences and foreign languages, and gives students exposure to practical subjects such as home economics, woodwork and technical drawing. During the third year students and their parents choose subjects for fourth and fifth years and depending on the program chosen, students plan to leave West Hatch High School after fifth year or they keep open their option to return to upper school. Those who leave after fifth year usually do so to attend a technical college or to enter the job market. The intern observed that those students who returned to enter the upper school were the most successful with academic courses.

The evaluation process observed by the intern at West Hatch High School is more similar to than different from that used by schools in Newfoundland and Labrador.

In the first years evaluation is on the basis of homework and performance on regular exams. In later years the evaluation process is expanded to include class participation and formal assignments.

The intern discussed the grade system and the evaluation process with students in the middle and upper schools during the term. It seemed to be the consensus that the homeroom teacher was a source of security for students, especially in their first two years. Students felt there was sufficient contact between teacher and student for the fair evaluation of a student's performance. A number of students in the middle school commented that formal examinations

caused them to feel a lot of pressure.

In the British school system pastoral care is a responsibility shared by all teachers and administrators. The intern observed strong commitment from the faculty of West Hatch High School to pastoral care. He consulted with members of the faculty concerning students who were experiencing some difficulties and fifteen students were referred to him by teachers during the internship. There were in-school consultation sessions as well as consultations and visits with officials outside the school. The intern found that teachers tried to maintain contact with parents, especially parents of children in the lower and middle schools. Also, they were willing to utilize the help of specialists in the school system and the help of outside agencies when it was felt desirable.

Other Related Activities

One of the activities undertaken by the intern was to visit other schools in Essex County. These visits helped the intern broaden his knowledge of the British School System and this helped him achieve other objectives.

St. Luke's School for the educably sub-normal is located in Loughton. It has a capacity for one hundred and forty students. One section of the school is for students with an intelligence quotient determined to be between fifty and seventy-five. The other section is for students with intelligence quotient less than fifty. The headmaster discussed the nature of his British school with the intern

and he arranged for a tour of the industrial arts, home economics and recreational facilities.

The intern visited the Hereward Infant School for normal and maladjusted children between the ages of four and seven years. The section for maladjusted children contained thirteen children who posed "parental management" difficulties. The intern observed the three teachers in this section use play therapy as a means of teaching these children acceptable behavior. It was also learned that the school provides a counselling service to mothers of these children.

The Leywood Adult Training Centre in Braintree is a school for mentally handicapped adults. The intern arranged to visit this school and meet with the headmaster. He was given a tour of the facilities and observed some of the students learning work skills.

The West Essex Secondary Tutorial Unit in Harlow is a school designed for about twenty-five secondary school children who are unmanageable in a regular comprehensive school. This school, under the direction of Mr. Sean Clarke, admits students on a full-time basis until their behavior improves sufficiently for them to return to their regular school. The normal stay for students is one or two terms and the objective is for a student to return to a normal comprehensive school. The intern discussed with one of the teachers how behavior modification was used with two of her students to alter and reinforce behavior.

During the first week of the internship the intern met with Mr. Tony Allison, an educational psychologist, with the School Psychological Service Unit. This psychologist works in the field of child guidance and he is responsible for several West Essex schools. The psychologist and the intern visited King Harold Comprehensive School in Waltham Abby where a meeting was held with other counsellors in the area to discuss the types of referrals coming from schools and the use of support services in the community.

In the second week the intern met with Mr. Jack Fennell of J. Division Metropolitan Police to discuss the procedures through which juvenile authorities worked with students through their school. This meeting provided the intern with a knowledge of some of the common offences committed by juveniles and how these offences were dealt with by the law.

During the internship a meeting of local magistrates, school administration and department heads was held at West Hatch High School to discuss ways of improving communication between the school and the court. The intern was permitted to observe at this meeting. It was learned that the courts place great emphasis on information contained in a juvenile's school record. The officials also discussed ethical considerations concerning psychological reports. All officials agreed on the need for more community services and intermediate treatment.

Following this meeting arrangements were made for

the intern to observe a juvenile court session in Epping. A student from West Hatch High School, whom the intern was counselling, was to appear on a charge of theft. After the court session the intern was introduced to Mrs. Jill Cotgrove, a probation officer with the Essex Probation and After-Care Committee.

From two meetings with Mrs. Cotgrove during the term, the intern acquired an understanding of the work of a juvenile probation officer in Essex County.

On another occasion the intern accompanied Mr. Norman Davies, headmaster at West Hatch High School, to a meeting at the Area Education Office. This was a meeting chaired by Mr. Hugh Bliss, Area Education Officer, to find suitable comprehensive schools for six students, between eleven and fifteen years of age, who posed placement problems. Headmasters from all comprehensive schools in the area were present and a social worker for each student presented a report on their behalf. From this meeting the intern observed the approach undertaken in the British school system to provide pastoral care when all efforts by the individual school failed to meet the student's needs.

All of these experiences were valuable to the intern. In addition to learning about the system of British education and in effect pastoral care, he was exposed to many new ideas. Also from his close working relationship with the school administration the intern acquired an understanding of the management and organization required in a school.

II. FAMILIARIZATION WITH WEST HATCH HIGH SCHOOL

In order to become familiar with his placement setting the intern identified a need for intensive orientation during the first week. He decided to learn about the school's origin, growth and present circumstances. After acquiring this knowledge the intern continued his orientation through meetings and discussion with teachers and students. This helped the intern put his objectives and activities into perspective.

The intern acquired knowledge of the:

- a) history and development of West Hatch High School.
- b) school's current catchment area.
- c) socio-economic background of the student population.
- d) school's transformation from a selective school to a comprehensive school.
- e) school's department system.
- f) roles and duties of administrators.
- g) contributing primary schools.
- h) role of the school's governing body.
- i) West Hatch High School Parents' Association.

III. DEVELOPMENT OF THE INTERN'S COUNSELLING SKILLS AND PHILOSOPHY

One of the intern's chief objectives in undertaking this internship was to develop his counselling skills. By reading books and articles listed in this report and from a wide variety of experiences which were discussed and reviewed with the university supervisor and the field supervisor the intern acquired a much greater understanding of the role of a counsellor.

Through his field supervisor, the intern arranged to visit five different classes in the lower and middle schools for one class period per week. In these classes the intern described to the students the role of a guidance counsellor. He emphasized the importance of confidential personal counselling for students and also the value of group guidance. The intern observed a fair amount of enthusiasm and discussion concerning the role of a counsellor. As a result of these class periods and as a result of teacher referrals the intern identified fifteen students who were willing to meet for private counselling sessions.

These clients met with the intern to discuss a wide variety of personal circumstances. Inappropriate school behavior, poor academic performance, poor self-concept and aggressive behavior were several of these circumstances discussed between intern and client. Seven of these clients agreed to allow the intern to discuss the counselling session with a teacher or with the intern's field supervisor. In each of these seven cases it was agreed, between the intern and the teacher or field supervisor, that there was positive change in the student, at least for the short term.

Below are reports of four different counselling situations undertaken during the internship. They are typical of clients seen by the intern for personal counselling.

Subject A approached the intern following a social-religious-careers (SRC) class in which he participated

at the third year level. He asked for an appointment to discuss why he was frequently in trouble and doing poorly in school. During the first two sessions this fourteen-year-old boy disclosed a great deal of personal history and he revealed that school brought out much anxiety and impulsive behavior. The intern and client separated a number of concerns and it was agreed that the client should try to deal with one thing at a time and do so one day at a time. In later sessions the intern and client looked at the client's relationships with three teachers, a group of peers, and his parents. A list of personality traits and attitudes was compiled for the client's reflection and analysis and much time was spent illustrating and discussing this list near the end of the internship.

Subject B was referred to the intern by her field supervisor and another teacher. This fifteen-year-old fourth year girl was described as progressively apathetic and negative toward school and herself. The intern found her to be a cautious client and in the second session she revealed finding school difficult and boring. She saw herself as "thick" and she felt this was how others saw her. There was no record of any intellectual testing in her school record and she did not recall being tested. During several meetings the intern explained the nature of ability, interests and aptitudes to the client. He identified several probable strengths and specific suggestions were put forth for her to try in school. Toward the end of the term the client

reported feeling a little more self-confident and assertive. The intern observed her to take pride in some newly discovered and appreciated domestic skills.

Subject C was a fifteen-year-old fourth year boy who came from a broken home. He had a lengthy court record and he was described by teachers as one of the most delinquent students in the school. The intern counselled this boy a number of times for displaying inappropriate behavior in the classroom. Consultation was held concerning this client between the intern, the Educational Welfare Officer, Mr. Ted Clack and Mr. Dave Race, a teacher-administrator who represented the school at the client's court hearings. The intern felt this client understood the need for change and to a point he was willing. However, there were significant people in his life who were a negative influence and there was some frustration and bitterness concerning his family. Also, the client understood how his bad reputation was difficult to evade. While he was a generally pleasant client in the one-to-one relationship the intern does not believe he changed significantly as a result of counselling. Working with this client resulted in the intern doing a great deal of reflecting - about the client, the role of school, the effect of an individual's environment and the counsellor's personal effectiveness.

Subject D was a lower school student with very weak academic skills. He was placed in the remedial unit on a part-time basis so that he would get the individual attention

he needed. The intern worked with the remedial unit teachers, using a games approach to develop academic skills and also trying to build the twelve-year-old boy's self-confidence and interest. The intern attempted to enable the client to progress at his own rate and experience success. It was felt that the client benefitted academically and socially from the intern's involvement but there was concern for the boy after this internship was to be completed. It was during sessions with this client that the intern was observed by his field supervisor.

The intern's personal counselling skills were also expanded by observing other teachers, including the field supervisor, counsel students and consult with parents.

During the internship ten individual counselling sessions were observed. The intern observed his field supervisor counsel students at all levels. He observed other teachers counsel students from middle and upper school. After each session the intern and counsellor briefly discussed the approach and probable degree of effectiveness. Sessions between the field supervisor and lower school children were often teacher referrals for unacceptable behavior or insufficient effort. Sessions with middle school children were usually conducted by Mr. Finnis. They dealt with a conflict between a student and another teacher. Besides dealing with the immediate conflict the intern observed Mr. Finnis try to prevent the problem from recurring. In the upper school the intern observed Mr. Dick Newson counsel

senior students. Often it would be to discuss a student's poor academic performance. Each of these teachers had their individual approach to counselling and this, too, depended on the age of the student and the circumstances. The intern observed that each of these counsellors was a good listener and used a directive approach with students.

The intern observed one individual parent consultation session between his field supervisor and the parent of an incoming first year student. Also, the intern observed the field supervisor meet with the parents of the next year's first year students for orientation. There was ample communication between the field supervisor and the parents and the intern felt the meeting was successful.

IV. DEVELOPMENT OF THE INTERN'S GROUP COUNSELLING SKILLS AND PHILOSOPHY

To increase his knowledge and develop his group counselling skills the intern read one book and four articles relating to skills and techniques of group work. These sources are listed or reviewed later in this report. The intern's participation in classroom work with different classes in the middle school enabled him to gain valuable experience in a group guidance setting. The intern assisted in or personally conducted group sessions in drug abuse, study skills, career education and oral communication. Feedback from these sessions to the intern was positive. A teacher and the students felt the intern was successful in getting group members to contribute to class discussion.

Some of these sessions involved group members dividing into small groups of four or five and using such techniques as brainstorming and values clarification. Small groups reported to and contributed to the class. The intern felt that these sessions brought out enthusiasm and initiative in many of the students.

V. DEVELOPMENT OF THE INTERN'S SKILL
AT WORKING CO-OPERATIVELY WITH
OTHER HELPING PROFESSIONALS

The intern participated as a faculty member in all school activities and meetings. He participated in ten consultation sessions with individual teachers.

The purpose of these sessions was to deal with disruptive behavior in the classroom or to decide on proper placement and the extent of remedial help.

The intern felt these consultation sessions were worthwhile and enlightening. The administration and teachers at West Hatch High School dealt professionally and effectively with children who were hostile, distressed, rebellious and socially and academically slow. From these sessions came the recommendation that the school utilize resources and procedures including the following:

- a) Teaching process and content should be focused as much as possible on individual needs of the students.
- b) Teachers need to be aware of and sensitive to difficulties experienced in school and at home by students.
- c) The school needs to acquire and maintain an effective and consistent discipline system.
- d) Flexibility should exist in scheduling courses for exceptional children.

- e) Counselling and psychotherapy should be available from the School Psychological Service Unit for students needing this special help.
- f) Placement in special schools such as the Secondary Tutorial Unit in Harlow is needed for maladjusted students.
- g) Home tuition by a qualified teacher is required if there is no alternative.
- h) Short-term suspension from the school should be considered as a means of alerting parents to the seriousness of a situation.

The intern contributed to these suggestions. During one consultation he proposed home tuition for a student due to family circumstances. In a second case he suggested the school arrange a work placement to complement school instruction to help further a student's academic and social development. In another consultation he recommended a hearing specialist be asked to assess a student for hearing deficiency.

The intern gained considerable insight into the types of services which exist in a community to support the school in dealing with exceptional students. The intern was informed by his field supervisor of services used by West Hatch High School and he met with a hearing specialist, a home tuition teacher and a probation officer.

The diverse experience and knowledge acquired from all of the activities undertaken during the internship successfully prepared the intern to assume a counselling position.

Chapter III

PROGRAM EVALUATION

During the winter term of the 1980 school year when arrangements were made between the Department of Educational Psychology at Memorial University and West Hatch High School, England, to confirm this internship, the headmaster was informed that the intern wished to undertake some research project within the school that would satisfy the requirement of the Department of Educational Psychology and provide a valuable service for the school.

In the first week of the internship the headmaster suggested to the intern that a program evaluation on the effectiveness of the school in meeting the needs of its faculty and students and achieving its objectives would be of interest and value to him. The intern agreed to provide this evaluation. Specifically it was decided that the intern would accumulate and evaluate information on the effectiveness of West Hatch High School in meeting the needs of its faculty and students.

The approach used by the intern to accomplish this was to design a six question questionnaire (see Appendix C) to be completed by each faculty member. Question one gave each faculty member the opportunity to evaluate the school on a five-point scale in six areas. Questions two through six gave faculty members the opportunity to comment on another five areas. Through this channel faculty members could make

27
anonymous suggestions for consideration by the headmaster.

This information was then supplemented with observations on these and some other areas by the intern based on his participation in the school during the internship.

This chapter is sub-divided into seven sections. Section one describes how faculty members evaluated the effectiveness of the school in each of the following areas:

- a) teaching instruction
- b) facilities for instruction and learning
- c) appropriateness of curriculum to the needs of the students
- d) relationship of the teachers as a whole with their students
- e) willingness of teachers to get involved in pastoral care
- f) willingness of students to discuss personal matters with teachers

Sections two through six contain a list of comments and suggestions expressed by faculty members in response to five questions which deal with issues observed by the intern to be of importance. Editing was done by the intern to organize the material compiled in this report. At the end of each of these sections is a brief summary compiled by the intern to reflect the general feeling of the school faculty. Section seven discusses in detail the intern's personal evaluation of West Hatch High School through the same questionnaire as that administered to the faculty.

Faculty members were informed by the intern of the nature of this research project when they were given their questionnaire. An oral presentation of the intern's findings was made to the headmaster during the final week of the internship.

During the spring term of the 1979-1980 school year the teaching staff consisted of eighty-six people. This number excludes those on leave at the time. Each of these people was given a questionnaire by the intern. Fifty-two questionnaires were returned, totalling 60.5% of those distributed.

Section One

Section one of the questionnaire required each person to rate the school in six key areas. Each rating was on a five-point scale.

Table one indicates how teaching instruction was rated by the instructional personnel:

Table 1

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
excellent	1	2
very good	15	30
good	28	56
fair	6	12
poor	0	0

Teaching instruction was defined as the skill of a teacher in communicating his subject in an effective manner. As can be seen in Table 1, 86% of teachers rated the school's teaching instruction as good or very good.

Table two indicates how the facilities for instruction and learning in the school were rated by instructional personnel:

Table 2

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
excellent	0	0
very good	8	15.4
good	22	42.3
fair	14	26.9
poor	8	15.4

Facilities for instruction and learning were defined as the availability of resources, the number of students per class and the physical environment of the school. As can be seen in Table 2, 69.2% of teachers rated the facilities as fair or good.

Table three indicates the appropriateness of the curriculum to the needs of the students as rated by instructional personnel:

Table 3

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
excellent	0	0
very good	7	14.3
good	12	24.5
fair	22	44.9
poor	8	16.3

Appropriateness of the curriculum to the needs of the students was defined as being within the ability of students and being of interest and value to them. As can be seen from Table 3, 69.4% of teachers rated the appropriateness of the curriculum as fair or good.

Table four indicates the relationship of teachers as a whole with their students as rated by instructional personnel:

Table 4

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
excellent	1	2
very good	13	25.5
good	23	45
fair	12	23.5
poor	2	4

Relationship of teachers as a whole with their students was defined as the degree of rapport that could be observed between teachers and students. As can be seen in Table 4, 70.5% of teachers rated it as good or very good.

Table five indicates the willingness of teachers to get involved in pastoral care as rated by instructional personnel:

Table 5

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
always	1	2
often	19	38
sometimes	24	48
occasionally	6	12
never	0	0

Willingness of teachers to get involved in pastoral care was defined as the willingness of teachers to become involved with the personal affairs of students for the purpose of providing guidance and direction. As can be seen in Table 5, 88% of teachers indicated some willingness to get involved with pastoral care.

Table six indicates the willingness of students to discuss personal matters with teachers as rated by instructional personnel:

Table 6

<u>Rating</u>	<u>Number of People</u>	<u>%</u>
always	1	2
often	8	15.4
sometimes	21	40.3
occasionally	21	40.3
never	1	2

Willingness of students to discuss personal matters with teachers was defined as the openness of the students to talk with teachers about things in their personal lives which had some influence on their school performance. The intern expressed his concern to Mr. Davies that many students might be unwilling to discuss their personal affairs with their teacher or be unaware that they had the opportunity to do so. From an examination of Tables 5 and 6 it can be seen that teachers are more willing than students to become involved in pastoral care in the school.

Section Two

Instructional personnel were asked "What can you suggest to make teaching and pastoral care more effective in the school?" The intern has grouped the responses into categories and rank-ordered them to reflect the emphasis placed on them by teachers.

1. Increase the personal contact between teachers and students. Teachers suggested this could be done by:
 - a) reducing the size of the school and the size of individual classes.
 - b) giving teachers a greater amount of time with classes, especially during first and second years.

- c) seeing that homeroom teachers have adequate time to listen to and care for their students.
 - d) ensuring that homeroom teachers are not seen primarily as disciplinarians.
2. Improve the liason among all administrators and teachers. Teachers suggested this could be done by:
- a) improving the communication between administration and teachers.
 - b) improving the communication among teachers in different departments.
 - c) eliminating unnecessary bureaucracy in decision-making.
 - d) encouraging creativity and innovation among teachers.
3. Examine the programming, placement and evaluation policies in the school. Teachers suggested this would make the administration aware that:
- a) mixed-ability classes in fourth and fifth years make teaching difficult.
 - b) less able academic students should spend more time with one teacher in order to develop rapport.
 - c) Less emphasis should be placed on year-end exams, especially for the slower students.
4. Other comments and suggestions expressed by teachers included:
- a) create a house system to foster a sense of identity among students.
 - b) increase the provision for off-site placement of disturbed students in special education units.
 - c) appoint a counsellor.
 - d) offer teachers sufficient in-service training and specialized courses.
 - e) provide better guidance for inexperienced homeroom teachers.
 - f) eliminate inconsistency in the required standard of behavior and dress.
 - g) appoint a full-time trained careers person.
 - h) emphasize principles of good citizenship and community living.

It was evident to the intern that teachers felt 1) greater personal contact between teachers and students, 2) improving the liason between administrators and teachers and 3) examining the programming, placement and evaluation policies are the keys to making teaching and pastoral care

more effective in the school. The intern presented these suggestions and comments to Mr. Davies.

Section Three

Instructional personnel were asked "Is there anything in particular which you feel tends to hamper you from teaching to the best of your ability?" The intern has grouped the responses into categories and rank-ordered them to reflect the emphasis placed on them by teachers. Conflict observed is due to differences in opinion among teachers.

1. Teachers feel hampered by a lack of facilities and time. They suggested that:
 - a) time for some classes, especially in lower school, be increased.
 - b) library facilities be improved.
 - c) double periods be eliminated in some subject areas.
 - d) each department be given its own marking and preparation room and storage space.
 - e) marking and preparation time be increased.
2. Teachers feel hampered by mixed-ability classes. They suggested that:
 - a) expectations for less able students be examined.
3. Other comments and suggestions expressed by teachers included:
 - a) there is a lack of understanding and appreciation of some non-academic departments by some teachers.
 - b) students lack enthusiasm.
 - c) there is too much movement within the school and the noise is disturbing.
 - d) student absenteeism creates problems.

The intern observed the major concerns of teachers to be lack of time and facilities and also that they felt mixed-ability classes hampered effective teaching. These issues were presented to Mr. Davies and the intern stressed how strongly they were felt by teachers.

Section Four

Instructional personnel were asked "How can administration-staff liason be improved?" The intern has grouped the responses into categories and rank-ordered them to reflect the emphasis placed on them by teachers.

1. The administration should spend more time developing its relationship with the staff. Teachers suggested that:
 - a) the administration spend less time inside an office.
 - b) the administration do more teaching and visit classrooms more often.
 - c) roles within the school be clearly defined.
 - d) more social activities be planned for the administration and staff.
 - e) they need to be better informed with regards to the outcome of senior level meetings and planning decisions.
2. Other comments and suggestions expressed by teachers included:
 - a) time should be provided for more departmental meetings.
 - b) the pay structure for teachers should be re-evaluated.

The intern became aware that many teachers felt isolated from the administration. He suggested to Mr. Davies that the administration be more visible and sensitive to the needs and wishes of teachers. Also, he encouraged the headmaster to consider giving teachers, who wished to become involved, the opportunity to have a voice in decision-making.

Section Five

Instructional personnel were asked "How can staff-student liason be improved?" The intern has grouped the responses into categories and rank-ordered them to

reflect the emphasis placed on them by teachers.

1. Staff-student liason could be improved by increasing the communication between staff and students. It was suggested that this could be accomplished by:
 - a) teachers participating in more extra-curricular activities.
 - b) appointing a young teacher to chair the student council.
 - c) emphasizing that all students have to obey the rules and live up to their responsibilities.
 - d) giving teachers time to meet with students on a personal basis.
 - e) providing in-service training to enable teachers to learn to work with mixed-ability classes.
2. Other comments and suggestions expressed by teachers included:
 - a) reduce the pressure on staff.
 - b) improve teacher morale.
 - c) an administrator should help when a teacher has difficulty with rapport.

It was observed by the intern that teachers felt they could improve staff-student liason by improving communication with their students. He suggested to Mr. Davies that teachers be encouraged and praised for participating in extra-curricular activities and for working with students on a personal basis.

Section Six

Instructional personnel were asked "What can be done by the administration and staff to make school more meaningful to students?" The intern has grouped the responses into categories and rank-ordered them to reflect the emphasis placed on them by teachers.

1. Students need to see a connection between school and the outside world. This could be attained by:

- a) emphasizing to students the academic and social skills necessary to exist in the adult world.
 - b) providing work experience related to specific subject knowledge.
 - c) making a component of each course career-oriented.
2. School curriculum must be geared to the needs of the students. This could be achieved by:
- a) offering more non-academic subjects to the less able students.
 - b) offering more remedial help to slow learners.
 - c) developing courses in community service.
 - d) ensuring that basic skills are acquired during early school years.
3. Other comments and suggestions expressed by teachers included:
- a) make greater use of available resources such as people in the community and audio-visual equipment.
 - b) have more assemblies to bring teachers and students together.
 - c) give students some input into decision-making.

Teachers recognized that students often do not make a connection between school and the adult world. The intern recommended to Mr. Davies that the school try to broaden students' knowledge of the world of work by demonstrating how school performance is related to success later in life.

Section Seven

In the earlier sections of this chapter the intern summarized responses to his questionnaire by faculty members. In this section the intern presents his own observations and comments in response to the questionnaire.

The intern rated the teaching instruction which he observed as very good. Teachers seemed very knowledgeable in their respective fields and were committed to making the most of their class time. Comments expressed by teachers during

the internship indicated a strong degree of interest in the total welfare of students. One concern expressed by the intern and discussed with a number of teachers was in regard to the amount of talking done by students in some classes during instruction. Some teachers agreed with the intern that it inhibited learning; others felt it did not.

The intern felt that the facilities for instruction and learning ranged from fair to very good. The physical education and science departments seemed especially well equipped. The industrial arts facilities were also well equipped but some areas were small for the number of students. The intern felt the library was too small in size and lacking in resources to meet the needs of students. Also, staffroom facilities were inadequate for the number of teachers. There was insufficient space for preparation and marking.

With regard to the appropriateness of the curriculum to the needs of the students, the intern felt there was sufficient choice in the number and variety of courses. He was concerned that lower ability students might not be able to do some of the courses which interested them. This concern was supported by some teachers in the domestic science, woodworking and art departments who felt their courses could help motivate students.

The intern observed a good relationship between teachers and students in all levels of the school.

Teachers with whom the intern worked most closely

expressed strong personal interest in their students. Often, teachers were well informed as to the backgrounds of their students.

It was difficult for the intern to determine the willingness of students to discuss personal matters with their teachers. Teachers reported that some students approached them while others did not.

The intern suggested to Mr. Davies that administration-staff liason could be improved by making teachers more aware of the demands and pressures associated with the role of administration. He suggested a staff meeting be held to explain the role of administration. Also, he emphasized the importance of informal contact with teachers. He encouraged Mr. Davies to dine with teachers during lunch, alternating between the sixth-form block and the staffroom.

While faculty and student liason appeared to be good the intern expressed concern to Mr. Davies that students might not approach teachers to discuss personal matters affecting their performance in school. The intern suggested the administration ask teachers to inform students they could discuss their personal affairs with teachers. He encouraged Mr. Davies to obtain some resources for the school to help teachers with their counselling skills. In particular he recommended The Skilled Helper by Gerard Egan (See Appendix A). Also he recommended the administration make contact with the local educational psychologist to arrange in-service training for teachers in the area of personal counselling.

The intern observed some of the slower students did poorly in all school activities. He recognized they needed to develop a positive self-concept in order to find school meaningful. He suggested the educational psychologist be consulted to determine if social skills programs were available to help develop self-confidence and assertivenesses in these students. Also, the intern stressed the importance of these students having access to the more practical courses such as domestic science and woodworking. Finally, to ensure that students saw the connection between school and work the administration was encouraged to invite professionals from the community to come into the school and speak to the classes.

A variety of other suggestions and comments were made to Mr. Davies by the intern. It was agreed that there was insufficient diagnostic information available on students. If a full-time psychologist or counsellor was placed in the school, adequate information concerning students' intellectual ability and academic achievement could be compiled and used in decision-making. Also, the intern recommended the administration provide for better co-ordination between the remedial unit and the other departments, especially with regard to students in the lower school.

The objective of this research project has been to provide the headmaster with a critical evaluation of the effectiveness of West Hatch High School in meeting the needs of its students. It was thought that the intern, as an

objective visitor to the school, could provide such an impartial and critical evaluation. His experience as a classroom teacher and his training in human relations enabled him to quickly adjust to the internship setting and develop his role. As the internship progressed his perception of the role and function of different components of the school broadened and he was able to make critical evaluations.

In summary, the intern found this research exercise to be a valuable experience which helped him prepare to assume a counselling position. Also, it was agreed by Mr. Davies that the research was personally helpful in that it provided fresh and innovative ideas for his consideration.

Chapter IV

SUMMARY AND CONCLUSIONS

The purpose of this chapter is to summarize the objectives of the internship and to comment on activities undertaken to accomplish these objectives. Included are comments on the intern's research project and also recommendations for future internships, by graduate counselling students in England.

In Chapter I of this internship report six general objectives were outlined. The intern achieved these goals by undertaking the specific objectives and activities which were discussed in detail in Chapter II.

The intern benefitted immensely by the experience gained from the Harlow Internship undertaken at West Hatch High School. He worked closely with students, teachers, administrators and specialists and the experiences greatly enhanced his knowledge and skills in counselling. The intern received mid-term and final evaluations from his university supervisor and field supervisor (see appendix D). Also the intern did a great deal of personal evaluation concerning his effectiveness with students at different grade levels who had varying needs. He concluded that he had developed some very important and helpful skills as a counsellor, including the ability to listen, to be empathic and to help his clients cope with a variety of problems. He discovered that while he was helpful to many clients he still needed more skill in dealing with reluctant clients referred to him by teachers.

In addition to the actual counselling activities engaged in by the intern, sound experience was gained by visiting other schools in the area and discussing with other professionals in the helping field a number of approaches and techniques to use in response to the needs of school children. The intern gained greater insight into the role and effect of professionals in outside school agencies such as probation officers, hearing specialists, truant officers and educational psychologists. Also, the intern read material related to teaching and counselling throughout the internship to further develop his knowledge of theory.

The final general objective was to undertake a research project within the school. Information regarding the effectiveness of the school in meeting the needs of its students was collected by the intern for presentation to the headmaster. Due to this research the intern acquired a greater understanding of the role and function of the administration in a school and many of the problems and pressures associated with this position. This aspect of the internship was especially interesting and valuable to the intern since his vocational plans are to work in a school similar to West Hatch High School. In the intern's opinion it is important for a school counsellor to have a good understanding of the role and function of school administration.

Upon final analysis the intern was very grateful for the opportunity to undertake an internship in England. Professionally and culturally it was stimulating and rewarding.

Below are two recommendations for future counselling internships in England. It would benefit future interns to have a full-time university supervisor present for the duration of the internship. Since the British school system does not use guidance counsellors there is not likely to be a pre-determined role. Advice and guidance from a university supervisor would be very helpful. Also this intern feels that for future school-based internships, a smaller school would be more beneficial. In a smaller school an intern could develop a counselling role more quickly and clearly and do more intensive counselling.

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APPENDIX A
LIST OF READINGS

Individual Counselling Techniques

Books

- Egan, Gerard. The Skilled Helper. California: Brooks/Cole Publishing Company, 1975.
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- Sanders, Matthew R. "Behavioral Self-Control With Children and Adolescents: A Review And Critical Analysis of Educational Applications." The Exceptional Child, 1978, Vol 25, No. 2, pp. 83-103.

Group Counselling Techniques

Books

- Gazda, George M. Group Counselling: A Developmental Approach. Massachusetts: Allyn and Bacon, Inc., 1978.

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- Lessner, Joanna W. "The Poem As Catalyst In Group Counselling." Personnel and Guidance Journal, 1974, Vol. 53, No. 1, pp. 33-37.
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APPENDIX B
BOOK REVIEWS

A) The Skilled Helper by Gerard Egan presents the reader with a practical model for doing counselling. The author maintains that helping is best learned by doing and to be an effective helper a counsellor must be able to apply the necessary skills. Egan presents a three-stage helping model to teach counsellors these skills and how to apply them. He maintains that counsellor-training programs which emphasize the cognitive do not necessarily produce counsellors who are effective helpers. The author's helping model is not based on or supportive of any individual theory of counselling. He points out three principal stages in the helping process and he identifies the skills needed by the counsellor (or helper) to implement each stage effectively.

Egan states that a good model must integrate the best helping techniques into a goal-oriented, systematic process with "a beginning, a middle and an end." The three stages are: a) explore the problem, b) understand its ramifications and demands, and c) act to solve it. In the context of a helping relationship the first stage is to establish a relationship with the client that will enable him to explore his life freely. The next stage is to help him see the problem objectively and understand the need for action. The final stage is to help him to act. By acquiring and using skills associated with these stages the author argues that a counsellor (helper) can be effective even without extensive training in psychological

theory. The intern favors the use of this model in his philosophy of counselling.

The Skilled Helper focuses on helping relationships which are all aimed at fulfilling basic human needs. Skills discussed and illustrated by Egan are those in the usual interpersonal relationships: marriage, friendship, family living and in the work situation.

The author describes counselling as a process "for better or worse - never neutral." He portrays a helper as one who is committed to his own growth - physical, emotional, social, spiritual and intellectual. Egan states that it is essential for the helper to be a model for the helpee and to assist the helpee to integrate data about experience, feeling and behavior to a level where he is able to do so himself, on his own understanding of the process.

One particular benefit in addition to counselling skills acquired by this intern from careful study of The Skilled Helper was the recognition that a prospective counsellor should learn to evaluate his strengths and weaknesses in helping and in human relations. The author's past experiences with counsellor trainees indicated to him that many were not good self-evaluators. Egan's training model provides criteria for self-evaluation in the skill areas required in the helping process.

One of the counselling skills explained in detail by the author is "attending." Throughout all stages of

the helping process attending is an essential condition. Attending is related to being a good discriminator and being perceptive. It is also related to the showing of respect for and to the providing of reinforcement for helpees. Attending consists of physical and psychological components. Physical attending involves getting rid of distractions and creating a comfortable working environment. It means: a) facing the client squarely, b) maintaining good eye contact, c) maintaining an "open" posture, d) leaning toward the client, and e) remaining relatively relaxed. The core of psychological attending is listening. Egan discusses the importance of listening to the client's nonverbal as well as verbal behavior and he also encourages the counsellor to listen to himself. He distinguishes between high-level and low-level helpers. High-level helpers integrate all of the communication from their clients and they master all of the skills required in each stage; low-level helpers grasp onto some of their client's communication and they lack some of the skills needed to process it.

In an outline of Egan's developmental model of helping we look at the pre-helping phase and three progressive or "moving" stages. The pre-helping phase is the only time which does not require work by the client. During this time the counsellor uses his skills to attend to the client and establish the foundation for helping.

In stage one the counsellor responds to the client.

First he responds to what the client says and then he helps the client explore his behavior, feelings, and/or attitudes. The counsellor uses accurate empathy, respect, genuineness, and concreteness to help the client self-explore. As this stage progresses the client sees the helper as an expert and trust develops in the relationship.

In stage two the counsellor/helper puts together data which comes from the client's self-exploration. He uses skills from the previous stage and a higher level accurate empathy, self-disclosure, immediacy, confrontation, and he offers the client alternative frames of reference for viewing himself. The client becomes a non-defensive listener and he recognizes the need for some change and begins to see a means of doing so.

In stage three the helper continues to use skills from the previous stages and the helper and client plan some form of action. The action may be a problem-solving technique, a decision-making process, a behavior-modification program, training in some skill or a combination of these. Throughout the process the client becomes a more skilled cooperator. He learns to act and to take risk. The helper reinforces the client for his success and helps him to deal with failures and problems.

Egan maintains that his developmental model presented in The Skilled Helper is the best introduction to counselling or human-relations training. This

intern supports that statement. The text provided this intern with a sense of direction in counselling and it introduced him to the skills he needed to develop.

B) Group Counselling, A Developmental Approach, (second edition) by George M. Gazda was written and revised to be a comprehensive guide for group counselling with all age levels. The theory and methods explained by the author apply to group guidance, group counselling and group psychotherapy and the information is designed for those who do group work and for those who teach student counsellors. Group guidance is defined as a cognitively oriented method of helping in which information relative to a person's needs is provided. It is applicable to a classroom-size group and the information provided can be relative to an individual's physical-sexual, psychosocial, vocational, cognitive, and/or moral needs. It is prevention oriented and is suitable for all age groups. Group counselling is also prevention oriented, if it is implemented at the first sign of inappropriate coping behavior. It is growth engendering in that it gives participants motivation for positive change. It is remedial in that it is applied before people become too debilitated to function in society. Group counselling makes a direct attempt to change attitudes and behavior by stressing involvement. Group guidance indirectly attempts to change attitudes and behavior through information and/or reasoning. Also, group counselling relies on small group cohesiveness and the exchange of personal concerns. Group psychotherapy means "to treat people in groups" (Moreno, 1936). It originated in medicine, religion and

sociology and often focuses on severe emotional problems over the long term. Gazda's chief focus in this text is on group counselling.

According to Gazda group counselling is one means of helping. It utilizes the nature of people which is to interact in small, close groups. Since the author focuses on group counselling and to a lesser degree, group guidance, his text accommodates a different emphasis with different age groups in counselling and guidance. His book follows a developmental approach utilizing a developmental task concept. Coping behaviors are provided to be guidelines for the group leader.

According to Havighurst (1952) a developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks. Gazda says that readiness for group guidance is determined by the developmental level of individuals and their needs but readiness for group counselling is determined by the dissonance between the developmental task and its subsequent coping behavior. The classification scheme used by Gazda for developmental phases is as follows:

- a) early school/early childhood - 5 to 9 years
- b) preadolescent - 9 to 13 years
- c) adolescent - 13 to 20 years
- d) adult - 20 years +

The author describes four stages of group development. First is the exploratory stage when members introduce themselves, describe personal goals, agree on basic rules, and begin the process by which they assign power and influence. Second, is the transition stage which commences when members begin to self-disclose at a deeper level. It is at this stage that good leadership skills are required. Next, is the action stage where work (the implementation of action) is started. Increasingly higher level leadership skills are required in this stage. Finally the termination stage begins when the members begin to reduce their self-disclosure, especially in new areas of concern.

Gazda presents general guidelines for counsellor selection and group composition based on research and clinical observation. His experience, and research done by Lowrey and Slavson (1943) indicates that skill and insight in group composition and the personality of the leader are the two most important factors in group success.

In Chapter three the author operationalizes his developmental group counselling model. His illustration is applicable to preadolescents, adolescents and adults. A sample profile is presented. Gazda interprets this data and analyzes the client's levels of task completion and coping behavior in each of the five areas: psychosocial, physical-sexual, cognitive, moral, and vocational. He

develops a program, taking into account the client's strengths and deficits, to take action to reduce or overcome deficits. The developmental profile contains a) strengths, b) deficits, and c) proposed treatments. The medium used to bring about change is the interview and in the sample interview several group members and the leader interact with the client. Gazda emphasizes the positive correlation between a large number of leader-intervention strategies and success.

In separate chapters the author describes and illustrates group procedures in counselling and guidance which apply to a) the preschool and early school child, b) the preadolescent, and c) the adolescent and adult. For each of these levels he outlines objectives, illustrated programs and activities with their application and principles of learning as they relate to the specific example. Gazda explains how participants should be chosen and how the total group should be composed. He informs the reader of conditions necessary for effective activity including: a) group size, b) frequency, length and duration of meetings, and c) the type of setting and media most likely to facilitate success. Each chapter contains a list of references, suggested readings, and a list of resource materials useful in such a group.

Gazda also applies his developmental approach to family group counselling. He parallels family developmental tasks with those of the individual. In viewing the

family as a developing system the author emphasizes the roles required of the counsellor: a) communications facilitator and educator, b) encourager, c) change agent, d) protector of individual rights, and e) neutral participant.

According to Riess (1976) family counselling differs from other forms of group counselling. It is not the individual trying to resolve individual concerns; the family is the patient, the unit of change. Gazda suggests "indicators" (guidelines) for use in family counselling which support the statement put forth by Riess. He also maintains the term (duration) of group sessions should be a function of the purpose or goal and the family.

The topic of nonverbal communication is discussed extensively by the author. It is emphasized how nonverbal communication is often more significant than verbal communication in group counselling. Thousands of nonverbal behaviors can be listed and labeled and their meanings are influenced by culture, context and idiosyncratic factors. Gazda argues that while group leaders need to apply knowledge of nonverbal communication several factors inhibit the compiling of concrete and accurate explanations of meaning. Not only is the nonverbal behavior of the clients significant but so is that of the group leader. The leader's behavior will influence the behavior of members. Gazda lists a number of nonverbal modes of behavior including space, movement, energy level and

posture. He describes and illustrates both effective and ineffective uses of each mode. In particular he emphasizes the group counsellor's use of attending behaviors and he stresses their importance in communicating attitude. Gazda describes three main goals which must be achieved by the group counsellor in order to fully utilize the nonverbal domain:

- 1) Achieve a high awareness of nonverbal cues.
- 2) Be able to form reasonably accurate inferences from the nonverbal behavior of group members.
- 3) Be able to apply inferences.

Exercises outlined in the text help counsellors increase their skills in the nonverbal domain.

The author also deals extensively with guidelines for ethical practice in group counselling and related group work and controversial issues in small group work. Concerning his guidelines for ethical practice, the author discusses standards related to:

- a) group leadership
- b) recruitment of group participants
- c) screening of group participants
- d) confidentiality
- e) termination and follow-up
- f) leaderless groups and
- g) procedures for handling unethical actions.

Guidelines discussed within the author's standards are based on a review of applicable literature and on the results of a questionnaire survey sent to appropriate professional associations and societies within helping professions.

Some of the controversial issues in group work discussed by Gazda include:

- a) the question of certification and licensing of counsellor's
 - i) personality/emotional qualities of the counsellor
 - ii) his experiential/training background
 - iii) his educational background
- b) the importance of physical contact in a group.
- c) sex between members and/or facilitators during/after the group.
- d) the impact of structure and structural experiences.
- e) necessary and/or sufficient conditions for a successful group.
- f) screening of members.

This intern feels it is important for students of group counselling to be familiar with the ethical guidelines presented by the author. An understanding of these skills by the group counsellor helps to protect the group members from unnecessary bad experience and they improve the counsellor's ability to be a helpful and effective leader. The controversial issues described by Gazda encourage the counsellor to constantly evaluate his leadership style and approach to best meet the needs of his group.

In developing a model for training group counsellors it is Gazda's position that the student counsellor should understand the rationale of basic models or theories rather than intensively study one theory. In the opinion of this intern this is an ideal approach because it enables the student counsellor to develop his own philosophy and acquire the needed skills. Later, theories congruent with the student's philosophy can be studied in detail. Essentially, this intern feels the author has followed an approach which gives the student the best

opportunity to study and master the basic principles of group dynamics.

C) Adlerian Counselling, by Thomas J. Sweeney, presents the readers with a review of Alfred Adler's Individual Psychology and its application in child guidance, counselling, consultation and group procedures. This intern observed Adler's philosophy to be compatible with Glasser's Reality Therapy (1969), especially with regard to children. Both philosophies believe responsible behavior is possible for children when they are given the opportunity to become involved, to learn the significance of values, and to make a commitment to activities which provide themselves and others with a sense of worth, belonging and love.

Adler's work first became known around the turn of the twentieth century in Vienna. He was primarily interested in lecturing, in small group discussion and in therapeutic practise. He did not engage in a great deal of writing and it is from his students and followers that we learn about his philosophy. Rudolf Dreikurs is credited with helping to make his ideas useful to parents, teachers and psychotherapists. Adlerian Institutes in North America offer courses in child guidance, counselling, and psychotherapy. Adler's Individual Psychology is not only applied to children; it is used in marriage and family counselling, in industrial relations and in human relations groups.

Adler's objective was to better the human condition. His theory started with personality. He emphasized

the importance of the child's (person's) confidence in his own strengths and the value of personal courage in coping with life. He perceived man as a social being with a natural inclination toward others. His theory of personality can be understood, in part, by defining it as socio-teleo-analytic. First, man desires to be part of a larger social whole and to feel a sense of belongingness. Second, man strives for goals. His behavior is for that purpose and by understanding his values, his behavior and hence the individual can be best understood. Third, behavior is based on that which is nonunderstood or unconscious. It is the function of Adlerian Psychology to help individuals discover basic notions about themselves, others and life.

Adlerians believe children begin learning in basic ways by interpreting natural and social consequences which they experience from contact with others. Starting at birth they train their parents to provide care and attention. Adler emphasized the importance of parental love and interest in the development of the child's personality. He warned that overprotecting and pampering implied to children that life was dangerous and they were unable to cope. Also he placed considerable importance upon the family constellation. He listed five ordinal positions for children in a family and he associated certain characteristics with each.

Adlerians treat children as thinking and valued

human beings. Through co-operation they seek to change undesirable behavior and attitude. They categorize disruptive behavior in children according to these four goals: 1) attention seeking, 2) power seeking, 3) revenge seeking, and 4) to express inadequacy. Once behavior has been identified, four steps are outlined for the parent or teacher. These are: 1) catch yourself, don't act impulsively, 2) understand, behavior is purposive, 3) act, using consequences and encouragement, and 4) follow through be consistent. Much emphasis is placed on the child's thoughts and feelings; not only is his behavior purposive but it may be evidence of discouragement.

The difference between Adlerian counselling and Adlerian psychotherapy is this: counselling seeks to change behavior within an existing lifestyle; psychotherapy seeks to change the lifestyle. There are four stages to each process. They are: 1) establish and maintain a helping relationship, 2) determine the dynamics of the individual's private logic, goals and behavior, 3) develop insight into mistaken notions, goals or self-defeating behavior, and 4) provide alternatives for the troublesome concerns, situations or behavior.

Adlerian psychologists work in a variety of settings and deal with different problems and situations. They apply essentially the same problem-solving strategies in consultation as in counselling or psychotherapy. Adlerian consultation involves: 1) at least three people

(consultant and consultee with client), 2) a problem or situation, 3) an equalitarian relationship among the participants, and 4) the facilitative conditions necessary in a helping relationship (empathy, caring, genuineness etc.). Six assumptions underly the Adlerian consultation process. They are: 1) All people share common strengths and weaknesses. 2) The consultant's purpose is to teach a process of social democracy. 3) The consultee is willing to consider a change in attitude and/or behavior. 4) The consultant is prepared for the unexpected. 5) Encouragement is essential to the process. 6) The consultee learns to function independently of the consultant. Much Adlerian consultation is done in the area of adult and child relationships.

Group procedures are very compatible with Adlerian psychology. Group situations help to teach and encourage people to use social living skills. Discussion, consulting and counselling groups are used by Adlerians because common elements in these methods relate to Adlerian philosophy. Whether working with children or adults, in either of these groups, participants are: 1) equal, 2) responsible for their behavior, 3) best understood in a holistic way, 4) social beings with common life tasks (work, love, friendships), 5) capable of change, and 6) able to help and be helped in the process of making life meaningful.

APPENDIX C
QUESTIONNAIRE

My research involves conducting an impartial study of the aims of the school, how well these aims are in the process of working out, administration, planning, staff effectiveness, possible new developments, snags, etc.

Much of my data will be collected through the process of observation and informal conversation and is essentially my own view. The purpose of this questionnaire is to supplement my own data and also to compare the two. It is also possible that comments made on the questionnaire will open new areas for investigation and analysis.

When completed please put in the folder in the rack just inside the staffroom door.

Thank you,

Wayne A. Barry

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE!

PLEASE RETURN BY FRIDAY 27th JUNE, 1980.

BE BRIEF AND SPECIFIC IN ANSWERS!

1. How do you rate the effectiveness of the school as a whole in each of the following?

Circle

a) teaching instruction -

excellent very good good fair poor

b) facilities for instruction and learning -

excellent very good good fair poor

c) appropriateness of curriculum to the needs of the students -

excellent very good good fair poor

d) relationship of teachers as a whole with their students -

excellent very good good fair poor

e) willingness of teachers to get involved in pastoral care -

always often Sometimes occasionally never

f) willingness of students to discuss personal matters with teachers -

always often sometimes occasionally never

2. What can you suggest to make teaching and pastoral care more effective in the school?
3. Is there anything in particular which you feel tends to hamper you from teaching to the best of your ability?
4. How can administration - staff liason be improved?
5. How can staff - student liason be improved?
6. What can be done by the administration and staff to make school more meaningful to students?

APPENDIX D
FINAL EVALUATION REPORT

Final Evaluation Report - Internship

Wayne Barry

The following is an evaluation of Mr. Barry's internship experience in the Spring of 1980. Wayne was one of four graduate students selected to participate in an experimental internship program conducted at Memorial's Harlow campus in Harlow, England. The writer participated in the supervision of these internships by spending the first three weeks with the students in England. Further supervision was provided by departmental colleague, Dr. Les Karagianis, who was in England the entire period and, of course, by the field supervisor in each setting. This summary is a compilation of the views of the university supervisors. The report from the field supervisor is appended.

Pre-planning via the mail and telephone alleviated most of the organizational problems. However, there was still the unknown factors regarding each setting that were of concern to both the interns and the supervisors. The full-time involvement for the initial three weeks, by the writer, seemed to solve the majority of issues.

The setting for Wayne's placement was mentioned in the mid-term evaluation and will be outlined in more detail in his final report.

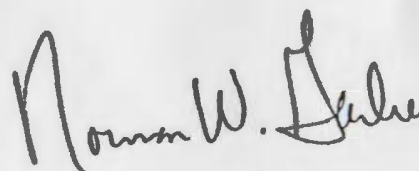
The setting chosen for Wayne was a comprehensive school located about 15 miles from Harlow. This age group of students was chosen to broaden Wayne's exposure with adolescents as his vocational plans centered at this level. In the writer's opinion this experience was gained during the placement.

Rather than outline the objectives developed by the intern, it appears nearly all objectives were met as outlined in original proposal. The reader is directed to this proposal, on file in the Department, if further clarification is needed.

Due to the experimental nature of this program some adjustments to the internship objectives were anticipated. For example, Wayne did not have his research objectives spelled out in advance. They had to be developed during the early phases of the internship as meetings were held with the local school personnel. They will be outlined in more detail by the intern in the final report. There were also some practical problems in terms of travel arrangements. These were ironed out during the first week in England.

Wayne was one of our interns with less pre-internship experience. However, he is a very hardworking, dedicated young man and quite quickly developed a role in the placement setting that provided him with a good variety of experiences. He adapted well to the new cultural setting and gained experience that should transfer to any new counselling position back in Newfoundland.

The intern may submit the final internship report for evaluation as soon as it is completed.



Norman W. Garlie, Ph.D.
Associate Professor
Internship Supervisor
September 1, 1980

17th July, 1980

The Dean of the Faculty of Education
Memorial University of Newfoundland
Elizabeth Avenue
St. John's, Newfoundland

Dear Sir:

During the Summer Term we have had at this school Mr. Wayne Barry, a post graduate counselling student and I am writing to report on his time with us. From whatever point of view Mr. Barry's placement with us is assessed, I would account it as spectacularly successful. He quickly gained the confidence of a wide variety of teaching staff, both old and young, and related extremely well to the students. Of course he saw many with difficulties and it is a testimony to him that some of our most intractable students quite genuinely asked for sessions with him. He showed himself ready and quick to learn about the pastoral structure and counselling systems, rather different from those he knows in Newfoundland and from the very start made relevant comments on the work of the school.

At my suggestion he has begun an assessment of the school's practices in relation to its aims as the research component of his placement here. His method of both informal contact with staff and an anonymous questionnaire was very adequate for the situation and his analysis was excellent. I am very much looking forward to reading the draft of his report, since I have agreed, if it is the wish of your University Authorities to be an external examiner for him. In all, there is a very great deal to commend Mr. Barry and I only wish I had a permanent post for him on my staff.

I have written to the Area Education Officer of West Essex saying that in my view nothing but good could come from a continuation of the placement of graduate counselling students in this Area, since if Wayne Barry is a representative example of students on that course, everybody has much to gain from it.

Yours faithfully,

Norman Davies
Headmaster



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

Office of the Dean
School of Graduate Studies

Telex: 016-4101
Telephone: (709) 737-8200

October 1, 1980

Mr. Wayne Barry
117 Cumberland Crescent
St. John's
A1B 3M4

Dear Mr. Barry:

Rosemary Monks, the Deputy Head of West Hatch High School, has expressed her sincere compliments on the contribution you made to her institution during your internship period this past summer at Harlow. I might also add that Norman Davies, the Headmaster, has also spoken highly of your participation.

May I add my congratulations, and communicate my appreciation of the role you performed in our first venture in the introduction of Memorial graduate education at our overseas campus.

Very truly yours,

Frederick A. Aldrich, Dean
School of Graduate Studies

FAA:jf

cc: Dr. L. Karagianis

