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August, 1978

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THE PROFESSIONAL STATUS  
OF COUNSELING

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A Dissertation  
Presented to  
The Faculty of the School of Education  
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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
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ABSTRACT  
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JULY, 1978

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The purpose of this investigation was to determine whether the occupation of counseling has attained professional status. This was accomplished by comparing official counselor training and ethical standards with established criteria for professional training and ethical standards. In addition, legislation and court cases which recognize counseling were compared with established criteria for the legal recognition of a profession. Established professional criteria were derived from McCully's (1962) eleven criteria for a profession. The results of the investigation indicated that counseling has not yet met all of the established criteria for a profession. Counseling training standards meet all of the established criteria except one, but they are not yet implemented. Counseling ethical standards meet all of the established criteria except one. There is currently no machinery for the enforcement of the standards. Counseling fails to meet all of the established criteria for legal recognition of a profession because counselors cannot yet be licensed to practice in all fifty states. The recommendations of this

investigation were: that the representative organization of counselors, APGA, provide for the implementation of counselor training standards; that APGA establishes official procedures for the enforcement of its ethical standards; and that APGA continues to lobby state legislatures for licensure for counselors.

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## CHAPTER I

### INTRODUCTION

Efforts to professionalize occupations are not new ventures. There are some professions, such as law and medicine, which have gone through lengthy periods of development prior to achieving true professional status. These professions are now widely recognized and their practitioners are often accorded privileged status in society. Moore (1970), has noted that professions now represent the most rapidly growing occupational category. The industrial revolution which gave rise to specialization of occupations and an affluent middle-class is a contributing factor to the trend toward new professions (Elliott 1972). Among the new arising professions are what Halmos (1970) refers to as 'personal service professions.' These are service-oriented professions which have emerged and evolved in this century. Among these evolving professions is counseling.

Occupations offering goods to the public are open to public scrutiny. In the case of a tangible commodity, the public can, to some extent, judge for themselves the quality of goods or products offered before deciding whether to purchase them. This is much less true of service-oriented occupations such as counseling, whose services may be in-

tangible. Services such as counseling cannot be weighed or measured. Wilcox (1964) points out that when someone offers specialized services which are beyond the capacities of those who rely on him to judge or measure, he incurs a professional obligation. This obligation includes providing a truly sound and useful service in spite of the fact that he could probably fail to do so without being caught.

Therefore, professionalization becomes particularly important to occupations rendering these services. Professional status lends legitimacy to the services. It tends to instill a public confidence in the competency of individuals rendering the service as well as to protect the public from incompetents and illegitimate services.

There are other reasons for professionalization as stated by Blumer (1966):

Professionalization seeks to clothe a given area with standards of excellence, to establish rules of conduct, to develop a sense of responsibility, to set criteria for recruitment and training, to ensure a measure of protection for members, to establish collective control over the area, and to elevate it to a position of dignity and social standing in society (p. 36).

In order for occupations to achieve professional status they must go through a process of professionalization. This process involves the meeting of certain criteria recognized as necessary for professional status (McCully & Miller 1969). Establishing rigorous training standards is one such criterion that is generally considered crucial to the professionalization process (McCully 1962, Moore 1970, Pavalko 1971,

Elliott 1972, Howsam 1976). Establishing and enforcing a code of ethics is another essential criterion (McCully 1962, Pavalko 1971, Elliott 1972, Schein 1972, Howsam 1976).

The ultimate goal of any occupational group seeking professional status is to gain autonomous control and regulation of the profession. "In practice, autonomy exists when the leaders of a profession define or regulate the nature of the service offered in the following ways: they control recruitment and certification of members, and set the standards of adequate practice" (Freidson 1973, p. 39). Professional autonomy is only accomplished by meeting the most crucial of the criteria for a profession; that of legal recognition (McCully 1962, Elliott 1972, Schein 1972, Howsam 1976).

A profession meeting these criteria has legal recognition of the exclusive authority of its members to practice the professions, and of the authority of the occupation as a corporate group to regulate and control the internal affairs of the profession, such as training standards and ethical conduct (Wilensky 1964). However, legal recognition can also result in legal control of an occupation. If the occupation is unable to regulate and control internal affairs, such as training standards and ethical conduct, it becomes necessary for the public to regulate the profession through government agencies and statutes (McCully & Miller 1969).

### The Problem

The problem of this study was to determine whether internal regulations and standards, and the external regulation and recognition of counseling meet the criteria most generally accepted as necessary for professional status. The purpose of this evaluation was to determine how and why counseling regulations and standards meet professional criteria, and what criteria, if any, they fail to meet. Where regulations and standards fail to meet certain criteria, specific recommendations were offered as to what must be done to meet those criteria and how this might best be accomplished.

Specifically, this study will seek answers to the following questions:

- 1) Are there legislative actions or legal precedents which recognize counseling as a unique profession?
- 2) Do standards for the preparation of counselors meet the established criteria for a profession?
- 3) Does counseling have enforceable ethical standards consistent with established criteria for a profession?
- 4) If counseling regulations and standards fail to meet some of the established criteria, what tasks remain?

### Definitions

It is recognized that several occupations provide 'counseling' services. Psychologists, psychiatrists, social workers, pastors and others may engage in counseling

activities either as a primary or secondary job function. In this study the following definitions will be used:

Counselor - a person trained in a graduate program with primary emphasis on counseling services (e.g., counselor education, counseling psychology), where supervised counseling experience was part of the preparation, and providing counseling services is the primary job function of the person. This definition includes counselors in a variety of job settings (e.g., schools, colleges or universities, agencies, private practice).

Counseling - "The process through which a trained counselor assists an individual or group to make satisfying and responsible decisions concerning personal, educational, and career development". (U.S. Congress, H R 3270, 1975 session, 94th B Congress)

Legal Recognition - Court litigation, statutory or federal legislation which clearly recognizes the occupation as 1) a unique and definite social service, 2) having the legal authority to provide the social service, 3) having internal authority by means of a representative organization to control training standards for its members, and 4) having the right to establish and maintain a board of representative members of the occupation for purposes of licensing qualified members to provide the social service.

Professional Training Standards - Professional association

statements which specify a body of knowledge, including intellectual techniques, which are communicated through intellectual processes of higher education, requiring an extensive period of specialized training, and establishing minimum competence for entry into the field by setting and enforcing standards for selection, training and licensure or certification of the members.

Professional Ethical Standards - An officially recognized code of ethical conduct which places broad responsibilities for the services provided upon the members, places emphasis on the quality of services rendered, encourages members to update their knowledge and skills, clearly defines ethical and unethical conduct, and provides for the enforcement of ethical conduct of its members.

Professional Status - Attainment of professional status shall consist of the meeting of legal recognition, professional training standards and professional ethical standards as defined above.

### Background and Significance of the Problem

Counseling is a relatively new occupational group developed during this century in Western society. It grew as a specialization from education and psychology and is currently emerging as a major psychological helping profession. The professionalization of counseling is of major



concern to its members and to the general public. Besides obvious benefits from gaining professional status, there are definite dangers to the future existence of counseling if it fails to professionalize.

There have been previous evaluations of counseling as a profession. McCully (1962) established criteria for a profession and concluded that school counselors were far from meeting these criteria. Shevlin (1967) also used McCully's criteria in evaluating school counselors. She concluded that school counselors failed to meet all of the criteria necessary for a profession, but were in the process of meeting some of the criteria. Dunlop (1969) evaluated counselors, in general, using a variety of professional criteria. He found that counselors met some of the criteria while failing to meet others. There are no definitive works that analyze the current status of counseling against established criteria for a profession; and yet, the importance of the professionalization of counseling is evident.

Counseling continues to grow both in scope and in influence. Counselors are found today working not only in educational settings but in clinics, agencies, business and industry, and in private practice. Counselors are currently seeking recognition for services that are already being provided by other helping professions, such as psychology.

In 1974, Weldon, a counselor in private practice in Newport News, Virginia, was restrained from practice by a court order. The Virginia State Board of Psychologist

Examiners argued that Weldon was practicing 'psychology' without a licence (Weldon v Virginia State Board of Psychologist Examiners, 1974). Since that case was argued there have been several other counselors faced with similar charges (Cottingham 1978). Gross (1977) states, "threats to the right to practice and the hope of economic gain are moving the counseling field toward promoting some form of legal authorization for persons to engage in the profession" (p. 213).

In 1978, a state governor vetoed a bill that would have made it possible for counselors to be licensed under existing legislation for psychologists (APGA, Guidepost, May 18, 1978). Two years earlier, Morgan (1976) had warned, "Counseling, as a profession, has a long way to go before its practitioners are given the same professional recognition as psychologists, including counseling psychologists" (p. 2).

Licensure is one means to legal authorization. Yet a recent study revealed that over 73% of the respondents from the Association for Counselor Education and Supervision (ACES) are not currently licensed for private practice (Carroll, et.al. 1977). Counselors of all kinds are faced with restrictive opportunities to practice due to the lack of effective credentialing (Forster 1977).

In order for counseling to attain professional status it must first meet all of the criteria necessary for a profession (McCully 1962). Those criteria which counseling fails to meet must be identified and viable means of meeting them in the future must be outlined.

### Summary

It was shown that counseling is emerging as a service oriented profession. Occupations gain professional status by meeting certain professional criteria. Previous studies concluded that counseling had not yet met the criteria for a profession. Recent developments suggest that counselors are faced with restrictive opportunities to practice because they are not recognized as professionals. Therefore, it is necessary to determine the present status of counseling as a profession, and to determine what professional criteria counseling still needs to meet.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

"The growth in the number of professions and in the number of occupations claiming professional status is one of a number of current processes of social change which have been examined by sociologists" (Elliott 1972, p. 1). The reasons for sociologists' interest in professions and the professionalization process are descriptive, historical, functional and predictive.

By understanding historical foundations of the established professions, sociologists infer major social mechanisms of society. Indeed, Durkheim (1958) referred to professionalization as a social movement deserving close analysis. By studying processes of professionalization and focusing on emerging professions sociologists can project future trends and forces in our society. "In America today, the professions are among the principle controllers of our lives. Our economy, politics, social concerns, health and welfare all are dependent to some degree on professions" (Frandsen 1975, p. 4).

This chapter will review the historical evolution of established and emerging professions, including counseling.

The professionalization process will be discussed and accepted criteria for a profession will be established. Previous evaluations of the professional status of counseling will be reviewed. By reviewing the evolution of professions and the professionalization process, essential characteristics of established professions and strategies used to professionalize will be revealed. A review of established criteria for a profession will lead to the professional criteria used in this investigation to evaluate counseling.

### A General History of Professions

The quest for professional status by individuals or groups is not a new phenomenon. Some professions such as the clergy, law and medicine have roots in antiquity. They have evolved through a variety of stages in order to attain the privileged status they now enjoy in Western society.

How does an occupation achieve professional status? By tracing, briefly, the evolution of the established professions one might gain insight into the professionalization process. Since man began gathering in tribes, leaders have evolved with powers of discretion above that of their fellow tribesmen. These leaders were often chosen for their exceptional skills in whatever area was important for the tribe, such as hunting. Their knowledge and skills were based primarily on experience and entitled them to exceptional status.

Emile Durkheim (1965) in tracing the roots of professions discusses the importance of an expanding family

unit. Each family of primitive man had a head, usually the elder male. As families grouped together for protection and economic reasons, the elders formed a privileged group with many decision-making responsibilities. Sometimes headed by a 'chief', the elders made decisions about marriage, work division, points of law, where to set up camp and when to move on. They often held major responsibilities for directing rituals and, thus, dissemination of the culture.

In return for their services and responsibilities the elders were often accorded special privileges. They were served by others and were generally free of all menial tasks. They were revered by others as mystical or holy leaders and in extreme cases were objects of worship. They often chose their own successors, thus perpetuating a ruling class. These early chiefs of the primitive hunting and gathering tribes represent an embodiment of all three professions of medicine, law and religion. Splits in the responsibility for these three services occurred side-by-side with divisions in labor, new technologies, and resultant occupational specializations.

With the discovery of agriculture as a technology, many tribes settled down in one location for more than one generation and were able to support larger communities. An important division of labor evolved with members becoming specialists in specific tasks such as hunting, building, and farming. In addition, specialization was emerging in 'social services.'

Moore (1970) notes the emergence of the soothsayer,

rainmaker, or 'priest-medicine man' in primitive communities whose duties included religious leadership as well as healing. The priest-medicine man was not only accorded special status and privileges but was often attributed with divine or unearthly powers. He sometimes claimed direct communication with spirits and gods. In some cases he claimed absolute leadership of the community, but more often the elders retained these duties. The priest-medicine man became the religious and medical expert of his society and carefully guarded his secret powers with a shroud of mysticism. Elliott (1972) points out that these mystical secrets have survived to some extent as a claim to professional status in the established professions today.

Clashes were frequent between the rulers and the priest-medicine men. Although they were sometimes discredited and driven out of the community as charlatans or quacks, the early priest-medicine men generally enjoyed a wide range of power, autonomy and prestige (Moore 1970).

As ancient communities grew and joined into ancient civilizations wider divisions of labor occurred. Weber (1964) observed that society became more bureaucratized. Social strata became more defined and power centralized with the higher strata. The priest-medicine man position began to split into priest and healer. Most of the ancient civilizations were autocratic and in many cases the position of ruler and priest were combined into a powerful position that would survive through the Middle Ages (Moore 1970).

As early as 2700 B.C. physicians were recognized as 'professionals' in the Egyptian civilization. Egyptian physicians even specialized in the treatment of disorders of the eyes, teeth, etc. Medicine continued to evolve in the Greek and Roman civilizations expanding on the knowledge and practice of the early Egyptians and other conquered people. Physicians continued to hold high status in society. Although many physicians lived in the courts of the rulers, they treated common people as well as the aristocracy (Moore 1970).

The early history of the legal profession is similar to that of medicine in that it originated in unison with religion before splitting free. Many rulers claimed divine rights; they interpreted the gods, were guided by gods, or claimed to be gods themselves. During the Greek civilization this union was challenged by new beliefs in democratic rule. Citizens formed groups known as 'arbitrators' and began drafting their own laws and civil codes (Moore 1970).

During the Roman civilization law became more specialized. Citizens, usually from the highest social stratum, studied law and became expert practitioners. This probably represents the beginning of the legal profession as we know it today. Other occupations became highly specialized during Rome's rule of the Western World. A rising middle class evolved from merchants, architects, engineers and artisans (Moore 1970). At least one historian supports the Roman army as 'professionals' (Elliott 1972).

During the Middle Ages in Europe the medical pro-



fession stagnated, the legal profession declined and the clergy made great gains. As the Church gained more importance in society it exerted influence and consolidated power over a wide variety of social activities. With the fall of the Roman Empire the Church assumed more control over the law of the land. Roman law was replaced by 'canon law.' Interpretation and enforcement of the law was assumed by the heads of the Church. There has never been a time in Western history when one professional group held such extensive power, autonomy and prestige over their own profession, the lay public, and other professions. Those who challenged the authority of the Church or its dogma often perished (Moore 1970).

The medical profession did not die nor did it flourish. Physicians were retained by the noblemen, lords or kings in the royal courts. The responsibility for treating the commoners was often relegated to reincarnate medicine men. Even the physicians of kings lacked much of the knowledge and skills of their ancient ancestors due to loss of records or official religious restrictions. The knowledge of the ancient physicians was not forgotten everywhere and as early as 900 A.D. medical universities and hospitals were founded in Italy. Law schools also began to appear at this time in Italy. Most of the early training institutions for law and medicine were controlled, directly or indirectly, by the Church (Elliott 1972).

The services of lawyers and physicians in Medieval

Europe were primarily restricted to the wealthy and citizens of high political or social status. Ben-David (1964) explains that the highest status was reserved for those members of society who dealt solely with sacred matters, the priests, monks, etc. Those who dealt with common, earthly, or 'profane' concerns were perceived as being of lesser status and prestige (Jackson 1970).

It is an important concept that the professional status of an individual was determined more by his wealth, class and affiliation with the ruling body (the Church) than by his specialized training or the quality of his services. Professional services were dictated more by religious dogma than by the needs of the common man. And as long as the Church controlled the universities it controlled the professions. Professional services became increasingly beyond the reach of the common man.

Meanwhile another social movement was afloat. Science and technology were just beginning to reappear in Europe and they arrived first and foremost in architecture. Sanctioned by the Church and financed by taxes and levies, great cathedrals sprung up all over Europe. The craftsmen that built them represented a new emerging class of professionals. The stonecutters and masons as well as the designers and artisans banded together into unions or guilds. This movement carried over into other specialty occupations but was most prevalent in the field of applied architecture. Members of the guild traveled from one location to another

all over Europe because of the demand for their skills. Some members became known as free masons, indicative of the autonomy they enjoyed in society. The free masons formed their own exclusive societies and even developed secret signs and passwords. The guilds were tolerated, at least initially, by the Church because they paid taxes to the Church in exchange for the right to practice. This presents an interesting parallel to current licensing taxes levied by the states (Moore 1970).

Whereas the formation of guilds may be viewed as a logical and practical consequence of increased specialization of skills and the increased demand for these skills, it can also be viewed as a social revolt to the restrictive opportunities afforded by the Church and the ruling class in much of Europe (Carr-Saunders & Wilson 1936).

Guilds developed their own internal controls over selection of members and their advancement. Training was an important area of control exercised by the guilds and it was eminently practical. Young men would begin early in life learning a trade. Designations of apprentice, journeyman, master and elder corresponded with undergraduate, bachelor, master and doctor in the Church-controlled universities (Cook 1973).

Guilds were controlled by a small elite group of masters and elders. They oversaw all aspects of career development, professional practices and even some personal affairs (Elliott 1972). Goode (1957) referred to the guilds

as "communities within a community." They clearly represented a parallel development, beside that of the Church-controlled universities, of the professionalization process of occupations. Most importantly, they represented an effort to establish professions that were primarily internally controlled.

Moore (1970) states, "Had the universities held and maintained a monopoly on the training of 'recognized' professions, the historic path to the present close association between professionalism and advanced formal education would be straight and clear." (p. 43) But this was not the case. The Renaissance and Reformation in Europe ushered in a new age of scientific discovery and scholarly revolution. As the Church grew more intolerant of new practices, many practitioners sought recognition outside of the Church.

In England a growing group of physicians adhering to new unorthodox practices, particularly in surgical techniques, attempted to gain entry into the Royal College but were denied. In 1518 the Royal College began issuing licenses to the physicians it trained. This, in effect, outlawed practitioners without a degree from the College. In 1540 those surgeons without a license joined the barbers in establishing the Barbers and Surgeons Guild (Cook 1973). Apothecaries formed their own guild and 'lay lawyers' formed a guild to practice common law in England. The Church made attempts to control the guilds but the guilds by and large remained autonomous. The issue of internal or external control of

occupations and professions is by no means restricted to this era in history (Moore 1970)

### Summary

Early communities chose leaders to rule and guide them. These early leaders were characterized as having exceptional knowledge, experience and, in some cases, mystical powers. These "prototype professionals" shouldered important responsibilities, and were accorded privileged status in society. As communities grew, the responsibilities of these early leaders began to divide into specialties. Priest, doctor and lawyer began to emerge in the ancient civilizations. The Church assumed great powers, and by controlling training institutions it exerted controls on the other professions and emerging professions. Guilds formed around highly specialized skills and challenged the Church's control by establishing their own training procedures and internal regulations of their members.

### The Industrial Revolution and the Professions

Prior to the Industrial Revolution there were wide class differences in Western society. Doctors, lawyers and clergymen were trained primarily in Church-controlled institutions and served the same upper class from which they came. The lower classes by and large were unable to afford professional services. What professional services they could procure were generally supplied by the guilds. This dual system of university-trained professionals and guild-

professionals adequately served the needs of pre-industrial Europe. With the advent of the Industrial Revolution major social changes began to put a serious strain on this dual system.

At the beginning of the 18th century only ten per cent of the population in Europe lived in cities (Elliott 1972). Many countries had acquired or were acquiring colonies. The colonial empires meant expanded markets, particularly for manufactured goods unavailable in the colonies. People flocked to the cities for employment. A new wave of merchants laid the foundations for a rising middle class. As the middle class grew in number and assets, their demand for services exceeded what the guilds could offer. The new international markets coupled with the rising middle class rendered the guild system of distribution of goods and services obsolete (Elliott 1972).

Church-controlled training institutions were also unable to meet the demand for services since they were geared to serve a small upper class. The university-trained professions fit into a society in which status was ascribed by family position and inherited wealth. In many cases the professions provided the sons of the nobility and gentry with a comfortable living (Elliott 1972).

The ideology of the Royal Colleges in England was one of liberal education, public service and gentlemanly professionalism. This was seriously threatened by the growth of industrialism and

commercialism. In addition, education opened the door to advancement for the new middle class much as the guilds had done before. The gentry class or 'status-professionals' were being challenged by the 'occupational-professionals' from the middle classes (Elliott 1972). Although initially at odds, the two would eventually combine.

In America the process was even faster and more forceful. Born in revolution, an egalitarian movement swept the former colonies purging much of the gentry class of status and privileges. There was a general leveling of the social order. Between 1800 and 1850, ten states repealed laws giving medical societies the right to examine candidates and grant licenses. In Indiana the constitution was revised so that ". . . every person of good moral character who is a voter is entitled to practice law in any of the courts of the state" (Frandsen 1975). Whereas in Europe the guilds had challenged external control of professions with internal controls, Americans were abandoning controls altogether.

As the industrial revolution travelled across the Atlantic from England many of the same social forces began to operate in America. New interest and discoveries in science and technology paved the way for industrialization. Another division in labor occurred where jobs became highly specialized. A rising, affluent middle class created a new market for professional services. An accelerated interest and access of knowledge hastened the founding of numerous colleges and universities to meet the demand for

professional services (Hughes 1965). The established professions began to organize in attempts to gain internal control over their practices. The American Medical Association (AMA) was chartered in 1847 and the American Bar Association (ABA) was formed in 1878 (Hughes 1965).

Partially because of the separation of Church and State and partially because of the diversity of religious beliefs and dogma, the Church never really had the political power and influence in America it had enjoyed in Europe. Nevertheless, the clergy retained their professional status and privileges, controlled many of the universities and were successful in looking out for the interests of their profession (Ference, Goldner & Ritti 1973).

During the early twentieth century differentiation of occupations and specializations increased at exponential rates. Within the established professions of law and medicine new specialty professions emerged. The increasing importance of the middle class gave rise to numerous occupations seeking professional status. Some of these occupations offered a variety of services which up until then were beyond the means of most people. Halmos (1970) refers to these emerging professions as 'personal service professions.' Among these emerging personal service professions was psychology.

With so many emerging professions offering so many services the age-old issue of control of services arose again. The ideals of free enterprise and the rights of



individuals to earn a livelihood were seriously challenged by the number of poorly trained or untrained individuals offering services of dubious value to the public. The ancient medicine man made a reappearance of sorts in the frontiers of America in the form of peddlers of magic potions and elixers (Hughes 1965). With the exception of medicine and law, most of the emerging professions lacked universal training standards and ethical codes. In the absence of such training standards and codes the need for some sort of regulation became apparent. The government entered to accomplish the task.

Under the authority of the Constitution, the government began exercising its "police power to protect the public" in the form of statutes for certification and licensure of occupations (Corpus Juris Secundum, p. 46). Licensing taxes were levied upon occupations as a means of external control just as they had been used by the Church in Medieval Europe. Government control was perhaps the strongest in the health professions. Between 1910 and 1919 there were 130 statutes enacted to control the allied health services alone (Frandsen 1975). As Max Weber (1964) had predicted, the growth of bureaucracy was coupled with increased bureaucratic control and legal regulation of occupations as the mode for occupational recognition. However, legislation was not the only means to the professionalization of occupations.

In America the universities retained much authority and autonomy. Government was reluctant to intervene in

internal affairs of universities and gave the universities broad powers of discretion in the training of people in the pure and social sciences (Alexander & Solomon 1972). A college education continued to become a viable means for raising one's social status. This sometimes stormy marriage of university training and legal recognition formed a unique means toward professionalization in twentieth century America.

### Summary

During the 1800's and 1900's the Church assumed less control over training institutions and less control over professions. As education became more accessible to the middle class, so did entry into professions. A proliferation of emerging professions made it necessary for the government to begin regulating professions. Medicine and law formed professional associations to regulate themselves.

### Professions in Today's Society

Today, emerging professions represent the most rapidly growing occupational category (Moore 1970). This is a result of a highly specialized division of labor and a proliferation of services created to meet the needs of an increasingly affluent middle class. Although, as will be shown, it is difficult to determine what, exactly, constitutes professional status, many occupations claim the status. Mackin (1976) notes that there are now some 2,800 statutory provisions requiring some form of occupational licensing in the U.S.

While there are numerous groups describing themselves

as professions, three occupations remain undisputed in their claim of professional status: law, medicine (including a wide range of specialties requiring the M.D.), and the clergy. In addition, there are numerous emerging professions which have attained various degrees of professional status. Among the new and emerging professions are psychiatry, psychology and counseling. A brief tracing of the development of each reveals three different approaches to the professionalization process.

Psychiatry grew as a specialization within the established medical profession. The treatment of 'mental sicknesses' goes back to the early medicine man and witch doctor. For centuries there was little change in methods of diagnosing and treating mental illness. It was not until the late 19th century that exorcism and torture began to give way to more scientific and humane treatments. It was Freud who championed the new methods. Freud was originally trained as a physician. His background in medicine influenced his psychological theories and he viewed psychological problems as a kind of illness (Schultz 1969).

Today psychiatrists still conform to training standards established by the American Medical Association (AMA). Certification of psychiatrists is regulated by the American Board of Psychiatry and Neurology which is composed of members from the American Psychiatric Association (APA), the American Neurology Association, and the American Medical Association. Certification as a psychiatrist requires licensing as a

Medical Doctor and regulation of the psychiatric profession falls mainly in the hands of the APA and AMA (Van Hoose & Kottler 1977). Psychiatry is widely reputed as having attained professional status. Its close association with the established profession of medicine was instrumental in the attainment of this status (Zola & Miller 1973).

Psychology has roots similar to psychiatry. However, its professionalization process is somewhat different. Both psychology and psychiatry have roots in philosophy. Ancient philosophers conducted inquiries into the mind and on the nature of man. "In order to break away from philosophy, psychology had to develop a more precise and objective way of dealing with its problems than its forebears had used" (Schultz 1969, p. 1). With scientific methodology as a new technology and the philosophical theories as a body of knowledge, psychology began to grow. In 1888, James Cattell became the first professor of psychology at the University of Pennsylvania. This gave recognition to the new science of psychology in the academic world. As students began earning degrees in psychology, they began establishing themselves as professionals. Trained psychologists began to band themselves together, and in 1892 the American Psychological Association (APA) was founded (Schultz 1969).

Early psychology departments divorced themselves from the medical schools and thereby lost the avenue to professional status utilized by psychiatry. Psychologists looked to their representative organization to strengthen their

claim to professional status. The American Psychological Association (APA) responded by upgrading training standards and regulating conduct of its members. In 1953, the APA established training standards for psychologists and these were revised in 1974 into strict, uniform qualifications for practitioners. In 1975, the Committee of Standards for Providers of Psychological Services was created to monitor and accredit training programs for psychologists (Dorken 1976). Psychology next sought legal recognition as a profession. Psychologists secured legislation that recognized them through certification and licensure (Schultz 1969). In 1960 a court ruling affirmed the constitutionality of restricting the use of the title "psychologist" to those properly certified (Pitts v State Board of Examiners of Psychologists, 1960). In 1974, APA published the National Register of Health Service Providers in Psychology to provide a listing of licensed psychologists. In addition, the APA adopted a code of Ethical Standards for Psychologists (1963) and established a committee for the enforcement of the code (Dorken, 1976).

Psychologists are generally accorded professional status in today's society. Unlike psychiatry, psychology's process of professionalization was guided and directed by its representative organization, the APA. According to Van Hoose & Kottler (1977), "APA appears to have been most successful in its efforts to define its profession, describe qualifications of its members, and develop stabilizing standards and policies" (p. 113-4).

With theoretical roots in philosophy and psychology, counseling emerged first as a specialization within education. Vocational and moral guidance became a distinguishable part of public school curricula around the turn of this century. In 1913, the National Vocational Guidance Association (NVGA) was founded. Vocational guidance was recognized by several acts of Congress that provided funds (Smith-Hughes Act, 1917; George-Reed Act, 1929; George-Ellezy Act, 1934; George-Dean Act, 1936). Vocational and moral guidance were introduced into school curricula (Shertzer & Stone 1971). School counseling began to emerge as a full-time occupation in the early 50's. Training programs were made available in education departments and generally consisted of a few guidance courses with heavy emphasis on vocational guidance, testing and placement (Van Hoose & Kottler 1977). "In the absence of professional and legal regulations, schools tended to place teachers in guidance and counseling positions and paid little attention to professional training for such work" (Van Hoose & Kottler, p. 104). In 1952, the members of the NVGA were joined by organizations representing personnel workers, and in this way the American Personnel and Guidance Association (APGA) was formed (Shertzer & Stone 1971).

During the 1950's and 1960's much of the growth in APGA membership was in the ranks of school counselors. School counselors were certified by state boards of education, and institutions training counselors were accredited by educational organizations. The bond between education and

counseling was similar in many respects to that of medicine and psychiatry, except that education was not necessarily viewed as having professional status.

Counseling also held close ties with psychology. Many counselors received much of their training in psychology departments. However, psychologists were already in the process of professionalization. They were upgrading training standards and seeking legal recognition. In 1951, the American Psychological Association (APA) changed the name of its division 17 from "Counseling and Guidance" to "Counseling Psychology." As the APA developed its own procedures for licensure it became increasingly difficult for counselors trained in education departments to secure licensing as psychologists (Cottingham & Swanson 1976).<sup>1</sup>

During the 1960's and 1970's counselors began to turn to their own organization, APGA, for professional leadership. APGA began to regulate counseling by developing ethical and training standards. The APGA produced a code of ethical standards in 1961 and revised it in 1974. In 1964, APGA came out with preparation standards for school counselors. These standards were revised and expanded into Standards for the Preparation of Elementary School Counselors (1971),

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<sup>1</sup>It is interesting to note that many psychologists received training in education departments. In 1974 it was estimated that 10 of 20 APA-approved doctoral level training programs were located in departments other than psychology and that over 50% of the doctoral level psychologists had earned their doctorates from education departments (American Psychologist, 1974, 29, (11), 844-855).

Standards for the Preparation of Counselors and Other Personnel Services Specialists (1973), and Guidelines for Doctoral Preparation in Counselor Education (Van Hoose & Kottler 1977).

By 1978, APGA had published standards for implementation of the training standards. A program of voluntary accreditation of counselor training institutions had begun which was to lead to a directory of accredited institutions. No machinery for the enforcement of the ethical standards had yet evolved.

Counselors also sought legal recognition. In 1975, Virginia became the first state to secure licensure for counselors. This legislation recognized the right of counselors to private practice. Today school counselors are certified by state education agencies. This certification is for counseling in the schools and does not cover private practice. In addition, there are certification procedures for Marriage and Family Counselors, Rehabilitation Counselors, Sex Counselors, and Transactional Analysis Counselors, although these certificates require additional training and experience, and requirements are not completely uniform in the various states (Sweeney & Witmer 1977).

Today counselors are not widely recognized as professionals of equal status with psychologists and psychiatrists. This may be the result of several factors. Education as a 'parent' profession lacks the professional status medicine held as a parent profession for psychiatrists. The



success of the representative organization, APGA, in providing internal regulation and gaining legal recognition has been less than that of the American Psychological Association, which is APGA's elder by sixty years.

There are, of course, many other occupations making claims to some sort of professional status. In fact, the term 'professional' has been used in our society to describe everything from athletes to the strength of cleansers. Of the many occupations which have attained some kind of professional status are pharmacologists, veterinarians, chiropractors, architects, accountants, hospital administrators, social workers, educators, engineers, performing artists, beauticians and morticians. Even this list is only partial. It is apparent that claims to professional status must be founded upon certain principles, attributes or criteria.

### Summary

Psychiatry is widely recognized as a profession in today's society. Psychiatry adheres to many of the ethical and training standards of the AMA. Psychiatrists are licensed medical doctors and can be certified by the American Board of Psychiatry and Neurology, which regulates the profession along with the AMA. Psychology is gaining wide recognition as a profession due to its regulation by APA and licensure legislation. APA controls training standards, accredits training institutions and enforces ethical

standards. Counseling is emerging as a profession. APGA has training standards and an ethical code but has not yet fully implemented these standards. Counseling is in the process of securing licensure for its members.

### Established Criteria for a Profession

Cogan (1955) describes three types of definitions used in the sociology of professions. The persuasive definition describes attributes of a particular occupation that resemble those of established professions. It is designed to argue the case of a particular occupation as a profession. The operational definition describes how various components of professions relate and interact with society as a whole. The logistics definition attempts to pin-point those features salient in all of the established professions (or the 'ideal' profession), to be used as an objective standard with which to compare a particular occupation. This last approach will be used in this investigation.

Most of the criteria necessary for professional status as derived from the literature have been inferred from the established professions. By determining what attributes, characteristics, mechanisms, privileges and processes operate in established professions, sociologists infer criteria necessary to another occupation seeking the same professional status.

Elliott (1972) states that professions are founded on "the notion of service, (with) emphasis on professional

judgement based on professional knowledge and a belief in professional freedom and autonomy in the work situation" (p. 94). He goes on to list the criteria necessary for professional status as specialized skills and services, intellectual and practical training, a high degree of professional autonomy and responsibility, fiduciary relationships with clients, a sense of collective responsibility for the profession as a whole, an embargo on some methods of attracting business, testing of competence, regulation of standards and maintenance of discipline by a professional organization.

In surveying the literature, the following list was synthesized from the many views as to what criteria are prerequisite to professional status:

1. The profession is based upon a specialized body of knowledge, theory and skills which is not generally known to the public and is necessary and unique to the profession. (Lewis 1952, Greenwood 1957, McCully 1962, Vollmer & Mills 1966, Dunlop 1969, Pavalko 1971, Pietrofesa & Vriend 1971, Elliott 1972, Schein 1972, Howsam 1976)

2. The profession is primarily service-oriented and the service it provides is of great social value. (Lewis 1952, McCully 1962, Dunlop 1969, Moore 1970, Pavalko 1971, Schein 1972, Howsam 1976)

3. The service provided is primarily intellectual in nature requiring primarily intellectual skills and techniques. (McCully 1962, Elliott 1972).

4. Members of the profession possess a strong motivation or calling to the profession. They exhibit strong commitment to the profession, view it as a life-long career and are engaged in the profession full-time to the exclusion of other vocational pursuits. (Wilensky 1964, Pavalko 1971, Schein 1972, Howsam 1976)

5. There is an extensive period of specialized training in institutions of higher education. There are explicit and uniform standards for training, and admission into training is highly selective. (Lewis 1952, Caplow 1954, McCully 1962, Wilensky 1964, Dunlop 1969, Moore 1970, Pavalko 1971, Elliott 1972, Howsam 1976)

6. The training institutions or the training standards in the institutions for the profession are controlled by the profession. (Dunlop 1969, Howsam 1976)

7. Members must exhibit minimum competency by examination prior to entry into the profession. (Lewis 1952, McCully 1962, Dunlop 1969, Elliott 1972, Schein 1972, Howsam 1976).

8. The profession has the wide sanction of the community to provide its services. (Greenwood 1957, McCully 1962, Vollmer & Mills 1966, Pietrofesa & Vriend 1971, Howsam 1976)

9. The profession is legally recognized by virtue of court rulings, certification and/or licensure laws. (Lewis 1952, Caplow 1954, McCully 1962, Wilensky 1964, Dunlop 1969, Elliott 1972, Schein 1972, Howsam 1976). Other

examples of legal recognition might include testimonial privilege or expert witness status

10. Individual members of the profession possess broad authority over the practice of their services and the profession as a whole possesses broad autonomy over internal operations. (McCully 1962, Dunlop 1969, Moore 1970, Pavalko 1971, Pietrofesa & Vriend 1971, Elliott 1972, Schein 1972, Howsam 1976)

11. The profession possesses a unique name or title and use of the name or title is legally restricted to qualified members of the profession. (Caplow 1954, Wilensky 1964, Dunlop 1969, Howsam 1976)

12. Members of the profession are bound by an ethical code which defines both ethical and unethical conduct and services, and provides for strict enforcement of its rules and regulations. (Lewis 1952, Caplow 1954, Greenwood 1957, McCully 1962, Wilensky 1964, Dunlop 1969, Pavalko 1971, Pietrofesa & Vriend 1971, Elliott 1972, Schein 1972, Howsam 1976)

13. The profession enforces guidelines for the advertisement of services and procurement of clients. (Elliott 1972, Schein 1972)

14. Members of the profession are represented by a professional organization or association which possesses broad powers of internal control of the profession. These powers might include the setting of training standards, accreditation of training institutions, certification of

members, setting and maintaining ethical standards. In addition, the organization promotes the welfare of its members against competitors and against threats of external control or regulation. (Lewis 1952, Caplow 1954, Greenwood 1957, Wilensky 1964, Dunlop 1969, Moore 1970, Elliott 1972, Schein 1972, Howsam 1976)

15. There exists a 'professional culture' peculiar to the profession, which includes terminology, traditions, technology, symbols, and clothing. (Greenwood 1957, Pietrofesa & Vriend 1971, Howsam 1976)

16. Members of the profession possess a sense of community and comradery with other members of the profession. Professional courtesies are extended to other members of the profession, such as referral and consultation services. (Dunlop 1969, Pavalko 1971)

A final criterion, more often implied than explicitly stated, is that professionals possess high social status and prestige and receive high remuneration for their services (Lewis 1952, Dunlop 1969)

#### How Occupations Professionalize

There are certain steps traditionally followed by occupations which have secured professional status. Although the precise sequence may vary, certain steps are necessary in order for the occupational group to meet recognized criteria for a profession.

Emerging professions usually evolve out of established

professions just as psychiatry evolved out of the medical profession. Specialization within an established occupation or profession spawns new related occupations or professions (Frandsen 1975). Emerging professions often use existing structures of the established professions for training, and, in some cases, for credentialing. For example, psychiatrists use medical colleges for training as well as use the M.D. as means for credentialing.

The first step in the professionalization process involves the identification of a social need. Occupations seeking to establish themselves as professions commonly claim that the service they provide is important, if not vital, to the society (Elliott 1972). Once the need for the service is established it is necessary for some individuals to begin providing the service even if it is without legal sanction. Wilensky (1964) notes that the 'pioneers,' in providing the service, often face bitter competition from occupations providing similar or overlapping services. In order to protect themselves these early practitioners must band together.

This leads to the next step which is the formation of a professional association. The association serves to define roles and responsibilities of its members, establish standards for preparation of members, establish codes of ethical conduct, and promote the services to the general public (Caplow 1954, Wilensky 1964).

The final stage in the professionalization process

is also the most crucial. This involves the establishment of community recognition of professional status. "Every profession strives to persuade the community to sanction its authority within certain spheres by conferring upon the profession a series of powers and privileges" (Vollmer & Mills 1966, p. 13). According to Caplow (1954) this last stage is accomplished through the lobbying efforts of the professional organization in order to gain legal recognition. This is often accomplished by the establishment of licensure legislation.

### Regulation of Professions

Legal recognition via licensure does not in itself qualify an occupation as a profession. Some licensed occupations are effectively controlled by the legislation. When an occupation is unable to regulate itself--when it fails to control training standards and ethical conduct of its members--the government can regulate the occupation using its police power to protect the public health and welfare (Corpus Juris Secundum, p. 46). This can in some cases lead to state control of the occupation (Lewis 1952). "The moment that the state organizes, trains, and employs all of the members of a profession we can no longer speak of it as a profession. We can only speak of a body of expert officials" (Lewis 1952, p. 70).

A similar situation occurs when an emerging profession seeks legal recognition for the authority to practice



in limited settings. When an occupation is granted authority to operate only in a bureaucratic or government agency, the professional status of that occupation is not complete (Schein 1972). Pavalko (1971) calls this "professional marginality." In such settings, bureaucratic norms and definitions of procedures as well as goals operate as parameters constraining the degree to which professional autonomy can emerge and be effective" (Pavalko 1971, p. 31). Pavalko (1971) suggests teachers and nurses as having "professional marginality."

In describing the same situation, Ruzek (1973) refers to social workers as "captive professionals:"

Although social workers have attempted to emulate autonomous professionals, they are captive professionals. In the final analysis it has been the employing organization, not the social work profession, which has had the power to define goals, set limits of discretionary action, select and define qualifications for practitioners, and sanction those who go astray (Ruzek 1973, p. 230).

On the other hand, established professions preserve a wide range of autonomy in the regulation of the professions (Friedson 1975). "The strongest professions preserve the right of arbiters of their own performance" (Friedson 1973, p. 33). Professions such as medicine and law formed strong associations which regulate training and ethical standards of their members. "Professional associations normally create autonomy for the profession by imposing tight controls on their own members, thereby reducing public control" (Schein 1972, p. 48). Once the

professional organization has established tight control of its members it seeks exclusive authority to provide its services through the government. An occupation gains true professional status when, and only when, it secures legal recognition of its exclusive authority to provide services, and of the authority of its representative organization to regulate the training and conduct of its members (McCully 1962, Freidson 1973).

### Status of the Counseling Profession

Several writers have made statements as to the professional status of counseling. Most are highly critical. Counseling has been criticized for its lack of legal recognition. Robinson (1971) notes that "public school guidance counseling has progressed through stages of professional development but falls short because it is not recognized in the law" (p. 3).

Counseling has been criticized for lacking standard training programs and effective credentialing processes (Sweeney & Vogel 1973, Forster 1977). And its ethical standards have been criticized as unenforceable (Dunlop 1969, Van Hoose & Kottler 1977). As noted earlier, counselors have established a professional organization, APGA, which has strengthened training standards and lobbied for legal recognition. Arbuckle (1977) concludes that organizational attempts to professionalize counseling still fall somewhat short. Tiedeman & Field (1968) feel that the current status

of counseling is that of a technology rather than a profession.

Several studies have focused on the professional status of counseling. In 1962, Harold McCully discussed the professional status of school counseling. He developed eleven criteria for a profession but declined to test school counseling against the criteria, ". . . because the conclusion we would reach is quite apparent; namely, that the occupation of school counselor is not yet a profession, but that it manifests definite growing pains in the direction of professionalization" (McCully 1962, p. 19).

Shevlin (1967) made the comparison using McCully's criteria (see Appendix A). She concluded that counseling met only three of the eleven criteria (2, 4, 9) but that the majority of the criteria could be fulfilled within the foreseeable future.

Dunlop used a derivation of McCully's criteria to test the status of counselors (Dunlop 1969). He found counseling as a profession, lacking because: 1) its body of knowledge is not unique to counseling, 2) training standards are not uniform nor controlled by counselors, 3) counseling lacks licensure, 4) the ethical standards are not enforceable, 5) counseling lacks broad autonomy, and, 6) remuneration for services is not high. Dunlop concluded that counselors must seek professionalization as a unified group and not depend on education associations or other groups to do it for them.

Much has happened since these studies were performed. The optimistic outlook of the studies suggests that a present assessment of the professional status of counseling may reveal a less negative evaluation. In order to assess the professional status of counseling it is necessary to define the criteria necessary for counseling to meet.

### Three Established Criteria for Counseling as a Profession

As revealed above, there are many criteria for established professions. In 1962, McCully incorporated and expanded on the work of Lieberman (1956) in developing his often quoted eleven criteria for a profession (see Appendix A). These eleven criteria encompass the essential elements of numerous authors and have been used to assess the professional status of counseling (McCully 1962, Shevlin 1967).

McCully's criteria reflect three essential criteria inherent in any occupation of professional status: legal recognition, training standards, and an enforceable code of ethics. For purposes of this study, McCully's eleven criteria will be condensed into these three essential criteria. As defined, these three criteria will encompass all eleven of McCully's criteria.

In order to meet criteria 1, 3, 6 and 7 of McCully's, counselors must perform a unique and definite service, be delegated exclusive authority to provide the service, and possess a broad range of autonomy in performing the service. This requires some form of legal recognition either by the courts or as a result of statutory or federal legislation. The importance of this legal recognition for counselors is

emphasized by Van Hoose & Kottler, 1977; Forster, 1977; and Gross, 1977.

Criteria 2, 4, 5, and 6 of McCully's criteria for a profession deal with standards of training and preparation. They require that the service rests primarily upon intellectual techniques which are reflected in a common body of knowledge communicated through intellectual processes of higher education. This process requires an extensive period of specialized training. In addition, there are minimum levels of competence for entry into the profession.

"Of all the developmental tasks of professionalization, the formulation and promulgation of selection and training standards for entry into the occupation is probably the most crucial" (McCully, 1962, p. 21). This viewpoint is shared by Pietrofesa & Vriend, 1971, and Wrenn, 1966.

McCully's criteria 8, 9, 10, and 11 reflect the third major component of a profession, that of a functional ethical code. These criteria require that members accept broad personal responsibility for the services they provide, be dedicated to providing quality services rather than just monetary enhancement, continually strive to upgrade both knowledge and services provided, and adhere to a code of ethical conduct.

These requirements go beyond the scope of legal regulations. They require an organizational effort of the members to develop standards of ethical and unethical behavior and to develop functional machinery to implement and enforce these standards.

Adams (1965) explains that in counseling there exists the possibility of 'malpractice', either through abuses of the counseling relationship or incompetence of services provided. If counselors as a corporate group are unable to deal with such incidents of 'malpractice' by means of an ethical code enforced by its members, the only alternative is for courts to impose and enforce ethical standards. This would weaken the public's faith in counseling as well as erode counselors' autonomy in providing their services.

Van Hoose & Kottler (1977) state that while legal recognition such as licensure and certification may serve to weed out untrained or incompetent counselors, they cannot control incompetence or unethical behavior of members already licensed or certified. Again, this can only be managed by a code of ethical conduct enforced by counselors.

### Summary

In this chapter the general history of professions and the professionalization process was reviewed. Established criteria for a profession was surveyed and established criteria for counseling as a profession were derived from McCully (1962). Methods used to regulate professions were also discussed.

It was shown that privileged status has been accorded to individuals possessing special knowledge and skills since ancient times. Professional careers were often reserved for those of high social or political status. Today the attainment of professional status depends largely upon meeting

prescribed criteria in the areas of training standards, ethical conduct and legal recognition.

It was shown that groups generally professionalize by banding together; establishing training and ethical standards, and lobbying for legal recognition. Professions or occupations claiming professional status are regulated internally or externally. In some occupations the employing agency or institution effectively regulates standards and conduct of the members of the occupation. In other occupations legislation or state agencies effectively regulate the standards and conduct. Established professions preserve autonomy in regulating the standards and conduct of their members.

## CHAPTER III

### PROCEDURES

This investigation required a thorough study and evaluation of major legislation, court litigations and professional association statements dealing with legal recognition, counselor training, ethical guidelines, and methods of enforcing those guidelines. The investigator determined the present status of the legal recognition of counseling, counseling training standards, and ethical standards. The present status of each was critically compared to the criteria for each as established by McCully (1962).

Where the official APGA standards for training and ethical conduct, and the legal actions met the established criteria, the investigator described the basis for that conclusion. Where the standards or legal actions failed to meet one or more of the criteria the discrepancy(ies) were described and the investigator proposed specific suggestions as to how counseling can best meet the criteria based on research and the literature.

#### Criterion One: Legal Recognition

A search was conducted for: Court litigation, statutory or federal legislation which clearly recognizes the



occupation of counseling as defined in this investigation as 1) a unique and definite social service, 2) having the legal authority to provide the social service, 3) having internal authority by means of a representative organization to control training standards for its members, and, 4) having the right to establish and maintain a board of representative members of the occupation for purposes of licensing qualified members to provide the social service.

#### Sampling Procedures:

This was accomplished by searching West's General Digest, American Law Reports, and United States Code Annotated (U.S.C.A.). The first two references cite court litigations from the state level to the Supreme Court under various headings. The investigator searched for court cases involving the legal recognition of counseling (as defined above) originating between May, 1968, and May, 1978, under the following headings:

#### West's General Digest

Constitutional Law § 287 Licenses and License Taxes  
Physicians and Surgeons

1. Power to regulate practice
2. Constitutional and statutory provisions
5. Registration, certificate or license
6. Practicing without authority
15. (23) Psychiatrists, Psychologists, Psychotherapists

#### American Law Reports

Psychiatry or Psychology

## Physicians and Surgeons

Cases were included only if counselors involved in the litigations met the definition of "counselor" used in this investigation.

United States Codes Annotated (U.S.C.A.) is a compilation laws passed by Congress. The index to the codes was used to search for legislation involving the legal recognition of counseling (as defined above) under the following headings:

### U.S.C.A. (Index)

Counseling

Guidance and Counseling

Upon locating court cases, the final decision of the court served as the present status of legal recognition. If the case was appealed the final appellant decision served as the present status.

The State of Virginia is currently the only state with comprehensive counselor licensure. A thorough evaluation of this legislation was performed and compared to established criteria for legal recognition.

In addition, a search of the Educational Resource Information Center (ERIC) was performed for articles between May, 1973, and May, 1978, under the heading of "court litigations". These articles served to support any suggestions or recommendations for counseling to gain legal recognition if it failed to meet the established criteria.

### Criterion Two: Training Standards

Definition:

Professional training standards were defined as a specified body of knowledge, including intellectual techniques, which are communicated through intellectual processes of higher education, requiring an extensive period of specialized training; and establishing minimum competence for entry into the field by setting and enforcing standards for selection, training, and licensure or certification.

Sampling Procedure:

The above definition for training standards was compared with existing training standards of the Association for Counselor Education and Supervision (ACES); specifically, Guidelines for Doctoral Preparation in Counselor Education (1977), Standards for the Preparation of Counselors and Other Personnel Service Specialists (1973), and Standards for the Preparation of Elementary School Counselors (1971).

While the evaluation was a point by point comparison of standards, a search for relevant articles bearing on the improvement or implementation of training standards was conducted using ERIC under the headings of "Counselor Certification" and "Counselor Training". These articles were used to support any recommendations or suggestions in the event that current training standards fell short of the established criteria.

Criterion Three: Ethical StandardsDefinition:

Ethical standards were defined as an officially recognized code of ethical conduct which places broad personal

responsibility for the services provided upon the members; places emphasis on the quality of services rendered; encourages members to update their knowledge and skills; clearly defines ethical and unethical conduct; and provides for the enforcement of ethical conduct of its members.

#### Sampling Procedure:

A direct comparison of the American Personnel and Guidance Association's Ethical Standards (1974) was made with the above definition. A search for relevant articles over the past five years using ERIC was conducted using the following headings: "Ethics," "Ethical Standards." These articles were used to support suggestions or recommendations where APGA's Ethical Standards failed to meet the established criteria. In addition, the American Psychological Association's Ethical Standards of Psychologists was used as a comparison.

#### Limitations:

One limit of this study arises from the operational definition of established criteria for a profession. Whereas there is general agreement on McCully's criteria, it is debatable as to whether these criteria as defined in this study, are, in fact, inclusive of all the salient features of a profession.

The definitions of professional training standards and professional ethical standards include concepts which are somewhat vague, e.g., "extensive period," "enforcement of ethical conduct." Because of this it was necessary to cite several sources as support of the interpretation of these results.

There are limitations to the validity of the legal recognition of counseling. This is due to the infrequency of legal precedents and legislation directly effecting the status of counseling.

All court litigations do not establish precedents. It is possible to find conflicting results. In addition, the tentative nature of these court litigations makes it possible for future cases to reverse or modify decisions reported in this study.

It was not possible to infer the professional status of 'counseling' per se. This study focused on official standards and position statements and not on the actual performance of counselors. Therefore, conclusions were restricted to the professional status of these standards which may not reflect the behavior of training institutions and individual counselors.

### Summary

This chapter outlined the procedures and methodology used in this investigation. Search procedures were outlined to locate legislation or court litigations recognizing counseling. These laws and court cases were compared with established criteria for legal recognition of a profession. Official counselor training and ethical standards were compared with professional criteria for training and ethical standards.

## CHAPTER IV

### RESULTS

In Chapters I and II the subject for this investigation was introduced and literature pertinent to the investigation was presented. Chapter III described procedures and methodology. The present Chapter presents the findings of this investigation.

The questions raised in this study are as follows:

- 1) Are there legislative actions or legal precedents which recognize counseling as a unique profession?
- 2) Do standards for the preparation of counselors meet the established criteria for a profession?
- 3) Does counseling have enforceable ethical standards consistent with established criteria for a profession?
- 4) If counseling regulations and standards fail to meet some of the established criteria, what tasks remain?

In order to answer these questions established criteria for a profession was defined for the three areas: legal recognition, training standards, and ethical standards. The present status of counseling was compared to these established criteria. In order to determine the present status of legal recognition of counseling a search was conducted for legislation and court cases that recognize

counseling. These acts and litigations were then compared with the established criteria for legal recognition of a profession.

In order to determine whether counselor training standards meet established criteria for a profession, three official training standards used by counselors were compared with the established criteria. Ethical standards were similarly assessed by comparing the official ethical code for counselors with the established criteria for professional ethical standards. The results of these comparisons are summarized in charts (see Tables 1 through 7). In addition, the training standards and ethical standards used in the comparisons are included in the appendices (see Appendices B,C,D,E)

The findings of this study indicate that counseling, as assessed, fails to meet completely all of the criteria necessary for professional status. Counseling has yet to attain full legal recognition as a profession. Counselor training standards and ethical standards meet professional criteria, generally, but are not yet enforceable. These findings will be analyzed in detail in the following sections.

### Legal Recognition

Counseling, in general, meets all of the criteria necessary for legal recognition of a profession. However, much of the legislation recognizes only school counselors; licensure for counselors is only available in one state; and court litigations provide some conflicting results. The

findings under this section have been divided into legislation and court litigations. The findings for each of these areas will be discussed separately.

### Legislation

Several significant Acts of Congress have recognized counseling and counseling services by providing funds for counselors and counseling programs as well as providing funds for the training of counselors. Counseling services are also mentioned in the U.S. Codes Annotated (U.S.C.A.) in conjunction with non-guidance related legislation. Table 1 summarizes the major Acts of Congress that directly recognize counselors and their services (see Table 1). On the left of the table appears the established criteria for legal recognition of a profession as derived from McCully (1962). The criteria are broken down into four criteria labeled A., B., C., and D. On the right of the table is the legislation that meets each criterion.

Criteria A. and B. for legal recognition require legislation which clearly recognizes the occupation as a unique and definite social service and provides legal authority for members to provide the social service. The National Defense and Education Act of 1958 (NDEA) meets these criteria for school counselors. NDEA provides funding for counselors in public schools and funding for institutions to train counselors:



There are authorized (appropriations and laws) . . . for making grants to State educational agencies under sections 481 to 484 of this title to assist them to establish and maintain programs of testing and guidance counseling. (20 U.S.C.A. §481)

. . . authorizes payment to institutions to train people in . . . counseling and guidance of students in elementary or in secondary schools or in institutions of higher education, including junior colleges and technical institutes as defined in section 485 of this title. (20 U.S.C.A. §491)

Vocational guidance and counseling is recognized by the Manpower Development & Training Act of 1962, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, and the Comprehensive Employment Training Act of 1973. In addition, guidance and counseling is mentioned under various other titles of the U.S. Codes. This legislation provides funds for career training including guidance and counseling and vocational rehabilitation services including counseling.

(29 U.S.C.A. §763) makes funds available for the training of rehabilitation counselors. Section 723 titled Scope of Vocational Rehabilitation Services includes "counseling and guidance, referral, and placement services for handicapped individuals." (29 U.S.C.A. §723(a)(2)) Chapter 33 of the Education of the Handicapped mentions "psychological and counseling services in the section on definitions (20U.S.C.A. §1401(17)). Chapter 17 of the Comprehensive Employment and Training Act provides for counseling assistance for limited English-speaking people (29 U.S.C.A. §871(b)(B)). Counseling services are mentioned in the U.S. Codes under improvement of education opportunities for

Indian children by making grants available for "comprehensive guidance, counseling and testing services" (20 U.S.C.A. §887 c.(c)(1)(D)). And provisions are made for "counseling and education activities . . . for the prevention and treatment of alcohol abuse and alcoholism" (42 U.S.C.A. §2688(a)(4)).

The Elementary and Secondary Education Act of 1965 along with subsequent amendments makes funds available to counselors for materials under Title IV-B for:

Comprehensive academic services and, where appropriate, vocational guidance and counseling for continuing adult education (20 U.S.C.A. §843 (B)), and for, programs designed to encourage the development in elementary and secondary schools of occupational information and counseling and guidance, and in occupational education on an equal footing with traditional academic education (20 U.S.C.A. §843 (c)).

Counselors and counseling services are further recognized in the Higher Education Act of 1965 which provides funds for the training of counselors:

The Commissioner is authorized to make grants to institutions of higher education to assist such institutions in the training of individuals--

- (1) preparing to serve as teachers, including guidance and counseling personnel . . .
- (2) serving as teachers, including guidance and counseling personnel . . . (20 U.S.C.A. §1119 a-1 (1), (2)).

The Education Amendments of 1976 clearly recognize counseling as a unique and definite social service: "The Congress finds that--(1) guidance and counseling activities are an essential component to assure success in achieving goals of many education programs" (20 U.S.C.A. § 2531 (1)). The amendments recognize the importance of counselors and counseling services by providing funds for training and retraining of counselors:

The Assistant Secretary is authorized, with respect to life-long learning, to assess, evaluate the need for, demonstrate, and develop alternative methods to improve-- (4) development of techniques and systems for guidance and counseling of adults and for training and retraining counselors: (20 U.S.C.A. § 1015b (c) (4)).

The Commissioner is authorized, on a competitive basis, to enter into contracts and make grants to State and local educational agencies, to institutions of higher education, and to private non-profit organizations to assist them in conducting institutes, work shops, and seminars designed to improve the professional guidance qualifications of teachers and counselors in State and local educational agencies and nonpublic elementary and secondary school systems . . . and to improve supervisory services in the field of guidance and counseling (20 U.S.C.A. § 2534 (a)).

The Education Amendments of 1976 recognize the legal authority of counselors to provide their services by appropriating funds:

There are authorized to be appropriated \$3,000,000 for fiscal 1977, for programs, projects, and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools (20 U.S.C.A. § 2532 (b)(1)).

In addition, no less than 20% of the available funds are earmarked for vocational guidance and counseling (20 U.S.C.A. § 2354).

The amendments establish a National Advisory Council on Vocational Education. This twelve-member board "shall include individuals knowledgeable in the field of vocational guidance and counseling" (20 U.S.C.A. § 2392 (3)). Most importantly, the amendments provide for the formation of an Administrative Unit for guidance and counseling in H.E.W.:

The Commissioner shall establish or designate an administrative unit within the Education Division for purposes of--

- (2) providing information regarding guidance and counseling as a profession, guidance and counseling

- activities of the Federal Government, and, to the extent practicable, activities of State and local programs of guidance and counseling; and
- (3) advising the Commissioner on coordinating guidance and counseling activities . . . (20 U.S.C.A. § 2533 (a)(2),(3)).

The above data reveal that there is extensive legislation recognizing counseling as a unique and definite social service, primarily guidance and counseling in the schools. Congress has granted legal authority for counselors to provide these services by the appropriation of funds for counseling services. State certification recognizes school counseling and provides legal authority for school counselors to provide their services.

As of 1967, the H.E.W. Bulletin on Certification Requirements for School Pupil Personnel Workers indicated that all fifty states had specified counselor certification requirements. These certification requirements are implemented by state departments of education or other similar educational agencies. Although the requirements vary from state to state, they recognize the unique and definite service of school counseling and provide legal authority for school counselors to provide their services.

Criterion C requires that the occupation have internal authority by means of a representative organization to control training standards for its members. Although APGA, the representative organization of counselors has official training standards, these standards have not been recognized by any legislation. Certification requirements for school

counselors and Marriage and Family Counselors indirectly control training standards. However, they do not represent internal control of training standards by the representative organization of counselors (APGA). Nor do they regulate the training standards for counselors in other settings. Therefore, counseling fails to completely meet Criterion C of legal recognition of a profession.

Criterion D states that the occupation has the right to establish a board of representative members of the occupation for purposes of licensing qualified members to provide the social service. This requirement is not met by statutory certification which gives legal authority to school counselors to practice in school settings. Criterion D requires licensure which includes private practice. Only one state, Virginia, has such a licensure law (§ 54-923 through 948, Code of Virginia).

This comprehensive piece of legislation, passed in 1975 and revised in 1976 by the Virginia General Assembly, created a behavioral science board to regulate the licensing of counselors, psychologists and social workers. To be licensed in Virginia, counselors must hold a master's degree in counseling or personnel services including at least sixty semester hours. Counselors must have two years of post-degree supervised experience,

and they must pass an examination and have their applications reviewed by a board of professional counselors (Van Hoose & Kottler 1977).

Marriage and Family Counselors do have licensure in five states (California, Michigan, Nevada, New Jersey, and Utah). However, the licensure requirements are not uniform and the licenses do not authorize a general counseling practice (Van Hoose & Kottler, 1977).

Counseling generally fails to meet Criterion D of the legal recognition of a profession because only one state, to date, has secured licensure for counselors. Counseling fails to meet all of the criteria for legal recognition of a profession. No legislation supports APGA's training standards and only one state has licensure legislation for counselors.

### Court Litigation

Table 2 summarizes the findings of court cases involving the legal recognition of counseling (see Table 2). Criterion A requires court litigation that clearly recognizes counseling as a unique and definite social service. There are two court cases that meet this criterion.

In the case of Weldon v Virginia State Board of Psychologist Examiners (1974), Weldon, a counselor engaged in private practice, was charged with practicing psychology without a license. The court held that "the profession of personnel and guidance counseling is a separate profession and should be so recognized." At that time, Virginia had no licensing law for counselors, only for psychologists. The judge ruled that it would be necessary for Weldon to be licensed as a psychologist in order to continue his private practice.

In another case, City of Cleveland v Cook (1975), Cook was charged with practicing psychology without a license. Cook's attorney argued that Cook was practicing counseling and not psychology. The judge dismissed the charges.

In both of these cases the rulings of the court upheld the distinction between psychology and counseling and recognized counseling as a separate profession.

Criterion B requires the occupation to have legal authority to provide the social service. This criterion is met by three court cases (refer to Table 2). One case fails to meet the criterion.

In the case of Weldon v Virginia State Board of Psychologist Examiners (1974), the judge ruled that in the absence of licensure regulations for counselors, Weldon must seek licensure as a psychologist in order to continue his private practice. This effectively denied Weldon legal authority to provide his service. The case of City of Cleveland v Cook (1975) had opposite results as charges against Cook for practicing psychology without a license were dismissed.

In the case of The State Board of Psychological Examiners v Coxe (1978), the Supreme Court of Mississippi directed the board to allow Coxe, a counselor, to take the psychology licensure examination. The board had previously refused to allow Coxe to take the examination which was required in order to engage in private practice because he held a doctoral degree in guidance and counseling. By allowing Coxe to take the examination the court recognized his authority to practice counseling in the state.

In the case of State of Iowa v Leymaster and Mogen (1977), Leymaster and Mogen were charged with practicing psychology without a license by violating a statute which read, in part: "any person who falsely holds himself out . . . to be a practitioner of a system of the healing arts other than the one under which he holds a license . . . " (Iowa District Court of Woodbury County, Iowa; Docket C 10 A - Case 183160). Leymaster and Mogen were psychotherapists with training in counseling psychology. They held no licenses



and thus were held to not be in violation of the statute. This case further demonstrates the courts' willingness to grant authority to perform counseling services to individuals other than psychologists.

There are no court cases yet reported directly relating to criteria C or D of the established criteria for legal recognition of a profession (refer to Table 2). Although in one case a counselor was denied the right to practice, the court cases reported generally recognize counseling as a unique and definite service. In general, they give counselors the authority to provide their services to the public, although in half of the cases it was necessary for them to secure licensure as psychologists in order to engage in private practice.

Counseling as construed by the courts and legislation fails to meet all of the criteria necessary for legal recognition of a profession.

### Training Standards

Training standards adopted by the membership of the American Personnel and Guidance Association (APGA) fail to meet all of the criteria necessary for professional training standards. Whereas APGA's training standards generally meet the professional criteria, there are currently no means to enforce their implementation.

Tables 3, 4, and 5 show a comparison of three different documents (Standards for the Preparation of Elementary

School Counselors, 1971; Standards for the Preparation of Counselors and Other Personnel Services Specialists, 1973; Guidelines for Doctoral Preparation in Counselor Education, 1977), with the established criteria for professional training standards as derived from McCully (1962). The established criteria appear on the left of each table and are listed by individual criteria labeled A through F. Whether training standards for counselors meet each of the criteria is indicated on the right of each Table by a designation of "Yes" or "No". After each designation of "Yes" or "No," reference is made to the section or sections of the training standards which meet (or fail to meet) the professional criterion in question. For instance, Standards for the Preparation of Elementary School Counselors (hereafter referred to as Elementary Counselor Training Standards) meet criterion A, having a specified body of knowledge including intellectual techniques, by virtue of Section II. B. Program of Studies (see Table 3). The training standards used in this comparison are located in the appendices of this study (see Appendices B, C, D).

Section II. B. of the Elementary Counselor Training Standards shows general areas of knowledge, specific areas or courses, and intellectual techniques that are to be included in the preparation of elementary school counselors. The standards, therefore, meet criterion A. Table 3 goes on to summarize the results of the comparison for each of the professional criteria. In some cases, excerpts from the

standards have been included (refer to Table 3). Table 3 reveals that Elementary Counselor Training Standards meet all of the criteria except for criterion E. They fail to provide for their enforcement; training institutions are not obliged to follow these standards.

Table 4 displays the comparison of the professional training standards with the Standards for the Preparation of Counselors and Other Personnel Services Specialists, (hereafter referred to as Master's Training Standards). This document reflects general training standards for Master's level counselors entering a variety of settings (see appendix B). Table 4 reveals that the Master's Training Standards meet all of the professional criteria except for criterion E. There are no provisions for the enforcement of the Master's Training Standards.

Table 5 shows the comparison of the professional training standards with the Guidelines for Doctoral Preparation in Counselor Education, (hereafter referred to as Doctoral Training Standards). (see Table 5). Criterion A calls for a specified body of knowledge, including intellectual techniques. Section I of the Doctoral Training Standards lists the core areas of preparation. The Introduction to the standards also explains that the Doctoral Training Standards are a supplement to the Master's Training Standards and that these must be met prior to entry into the doctoral program. Therefore, Section II B. of the Master's Training Standards is also applicable to the Doctoral Training Standards in

meeting criterion A.

There are no provisions for the enforcement of the Doctoral Training Standards. Therefore, they fail to meet criterion E. In addition, no provisions are listed for the endorsement of doctoral level counselors. Therefore, they fail to meet criterion F (refer to Table 5).

Table 6 is a comparison of the established criteria for professional training standards with a composite of the three counselor training standards used in Tables 3, 4, and 5 (see Table 6). It can be seen that counselor training standards, in general, possess a specified body of knowledge, including intellectual techniques (criterion A), communicated through intellectual processes of higher education (criterion B). Criterion C requires an extensive period of specialized training. The Elementary Counselor Training Standards and the Master's Training Standards require a minimum of one year graduate preparation, and encourage a minimum of two years. The Doctoral Training Standards require a minimum of four years graduate preparation. These four years include the Master's level preparation, a year of internship, and a minimum of one year full-time graduate study in the doctoral program (refer to appendix D, Section II).

Counselor training standards, in general, provide for selective admissions into the program (criterion D). None of the standards provide for the enforcement of their standards. Therefore, counseling training standards, in general, fail to meet criterion E. Both the Elementary

Counselor Training Standards and the Master's Training Standards provide for endorsement through certification. The Doctoral Training Standards provide no standards for endorsement, certification, or licensure, and, therefore, fail to meet criterion F of the established criteria for professional training standards.

### Ethical Standards

Ethical Standards adopted by the membership of the American Personnel and Guidance Association (APGA) meet all of the criteria for professional ethical standards except the standard that requires enforcement. Today APGA has no machinery for the enforcement of its Ethical Standards.

Table 7 summarizes the comparison of the six criteria for professional ethical standards, and the Ethical Standards of APGA (see Table 7). These six criteria, condensed from McCully (1962), appear on the left of the table and are labeled A through F. On the right of the table appears a designation of "Yes" or "No" as to whether the Ethical Standards meet the specific criterion. In addition, after the designation of "Yes" or "No," specific references to the Ethical Standards are made which relate directly to the criterion in question. For example, Section A. 1., refers to Section A, paragraph 1 of the Ethical Standards which are included in full in Appendix E of this study.

Criterion A requires that a profession have an officially recognized code of ethical conduct. The Ethical

Standards is the official code of ethical conduct of APGA and was adopted by its membership in 1974.

Criterion B requires that the code place broad responsibility for the services provided upon the members. The Ethical Standards places broad responsibilities upon members for a variety of services in the areas of counselor-counselee relationships, measurement and evaluation, research and publication, consulting and private practice, personnel administration and preparation standards. In addition, the standards make reference to a position paper titled "The Responsible Use of Tests" (see Section C. 12.b. of appendix E) which outlines additional personal responsibilities. And reference is made to a code of the American Psychological Association on ethical principles when using human subjects for research (see Section D. 1. of appendix E), further extending the personal responsibilities of counselors.

Criterion C places emphasis on the quality of services rendered. The Ethical Standards make it clear in several sections (refer to Table 7) that the quality of service and the welfare of the client are the prime directives of counselors. Section A, paragraph 6 requires counselors to keep their fees in line with that of others delivering comparable services. It goes on to state that members are willing to provide some services for little or no remuneration. Section E, paragraph 5 places restrictions on the advertisement of services. Section G, paragraph 8 states, "Training programs are expected to encourage trainees to value the

ideals of service to individuals and to society."

Sections A, paragraph 1, and F, paragraph 6 clearly require counselors to update their knowledge and skills and provide inservice development to themselves and others (see appendix E). Thus, the Ethical Standards meet criterion D (see Table 7).

Criterion E requires that ethical and unethical conduct be clearly defined. In general, the Ethical Standards specify ethical and unethical conduct; e.g., "It is unethical to use one's institutional affiliation to recruit counselees for one's private practice" (Section E. 8. of Appendix E). In addition, APGA has published an Ethical Standards Casebook (1974) to supplement the code in this area by presenting specific situations and analyzing ethical and unethical courses of action.

Criterion F provides for the enforcement of ethical conduct of its members. Section A, paragraph 3 requires counselors to "take action" if they have knowledge of any counselor performing unethically. "The member can take action in a variety of ways: conferring with the individual in question, gathering further information as to the allegation, conferring with local or national ethics committees, and so forth." (Section A. 3. of Appendix E) However, no provisions are outlined for the procedures to follow in accusing an individual of unethical practices or of the sanctions (if any) at the disposal of the ethics committees referred to. Therefore, the Ethical Standards fail to meet criterion F,

and fall short of complying with all of the criteria for professional ethical standards.

### Summary

The results of this study indicate that counseling, as assessed, fails to meet all of the criteria necessary for professional status. Counseling has yet to attain full legal recognition as a profession due to lack of universal licensing laws for counselors. Counseling training standards and ethical standards meet professional criteria generally, but are not yet fully enforceable.



TABLE 1

A Comparison of Legislation on Counseling  
and Professional Criteria

<u>Established Criteria for Legal Recognition of a Profession</u>	<u>Relevant Legislation</u>
Court litigation, statutory or federal legislation which clearly recognizes the occupation as:	
A. a unique and definite social service;	A. & B. National Defense and Education Act (1958) Manpower Development & Training Act of 1962
B. having the legal authority to provide the social service;	Vocational Education Act of 1963 Economic Opportunity Act of 1964 Elementary & Secondary Education Act of 1965 Higher Education Act of 1965 Comprehensive Employment and Training Act of 1973
C. having the internal authority by means of a representative organization to control training standards for its members;	Education Amendments of 1976 State School Counselor Certification Laws Marriage & Family Counselor Certification Laws
D. having the right to establish and maintain a board of representative members of the occupation for purposes of licensing qualifies members to provide the social service.	C. No legislation  D. Virginia Licensure Law for Counselors Marriage & Family Counselor Licensure Laws

TABLE 2

A Comparison of Court Litigations Involving  
Counselors and Professional Criteria

<u>Established Criteria for Legal Recognition of a Profession</u>	<u>Court Litigations</u>
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Court litigation, statutory or federal legislation which clearly recognizes the occupation as:

A. a unique and definite social service;

A. Weldon v Virginia State Board of  
Psychologist Examiners (1974)  
City of Cleveland v Cook (1975)

B. having the legal authority to  
provide the social service;

B. City of Cleveland v Cook (1975)  
State Board of Psychological Examiners  
v Cox (1978)  
State of Iowa v Leymaster and Mogen  
(1977)

C. Having the internal authority by means  
of a representative organization to  
control training standards for its  
members;

C. No court cases reported

D. having the right to establish and  
maintain a board of representative  
members of the occupation for purposes  
of licensing qualified members to  
provide the social service.

D. No court cases reported

TABLE 3

A Comparison of Training Standards for  
Elementary School Counselors and  
Professional Criteria

<u>Established Criteria for Professional Training Standards</u>	<u>Standards for the Preparation of Elementary School Counselors (1971)</u>
A. a specified body of knowledge, including intellectual tech- niques;	A. Yes, Section II., B. Program of Studies, in general
B. communicated through intellectual processes of higher education;	B. Yes, Section II. Curriculum: Program of Studies and Supervised Experiences, in general
C. requiring an extensive period of specialized training;  establishing minimum competence for entry into the field by setting and enforcing; standards for selection,	C. Yes, "The length . . . shall be a minimum of one year of graduate counselor educa- tion leading to a graduate degree." (Section II., A.,1.) See also Section II, in general
D. standards for training,	D. Yes, "The institution follows a defined procedure for the selective admission and retention of candidates." (Section III, 2.) See also Sections III., 1.,2.
E. standards for licensure or certification	E. No, No official enforcement of standards
	F. Yes, "The institution endorses successful candidates for certification and employ- ment." (Section III., 4.) See also Sec- tions III., 3.,4.

TABLE 4

A Comparison of Master's Training Standards  
for Counselors and Professional Criteria

<u>Established Criteria for Professional Training Standards</u>	<u>Standards for the Preparation of Counselors &amp; Other Personnel Services Specialists (1973)</u>
A. a specified body of knowledge, including intellectual techniques;	A. Yes, Section II.; B. Program of Studies, in general, especially B. 1. Common Core a.-h.
B. communicated through intellectual processes of higher education;	B. Yes, "These Standards are intended as guide- lines for the graduate preparation of coun- selors and other personnel services special- ists." (Introduction) See Sections II., A. 1., 4., 6.
C. requiring an extensive period of specialized training;  establishing minimum competence for entry into the field by setting and enforcing:	C. Yes, "Minimum study in counselor education will increasingly extend beyond the one year program of graduate preparation. Such pro- grams might include (1) a combination of an undergraduate major in guidance and a year of graduate study in counselor education, (2) two years of graduate study in counselor education, or (3) other models which include a minimum of one year of graduate study." (Introduction) See Section II., in general
D. standards for selection,	D. Yes, Section III. B. Selection
E. standards for training	E. No, No official enforcement of standards.
F. standards for licensure or certification	F. Yes, Section III. D. Endorsement

TABLE 5

A Comparison of Doctoral Training Standards  
for Counselors and Professional Criteria

<u>Established Criteria for Professional Training Standards</u>	<u>Guidelines for Doctoral Preparation in Counselor Education (1977)</u>
A. a specified body of knowledge, including intellectual techniques;	A. Yes, Introduction; Section I. Objectives of Doctoral Program in Counselor Education
B. communicated through intellectual processes of higher education;	B. Yes, Section II. Curriculum-Program of Studies and Supervised Experience
C. requiring an extensive period of specialized training;  establishing minimum competence for entry into the field by setting and enforcing:	C. Yes, "The doctoral program consists of a minimum of four academic years of graduate preparation, including the entry program and a year of internship." (Section II.) See also Section II., in general
D. standards for selection,	D. Yes, Section III. Responsibilities Concerning Students in the Program
E. standards for training,	E. No, No official enforcement of standards
F. standards for licensure or certification.	F. No, No endorsement procedures beyond certification at Master's level.

TABLE 6

A Comparison of Counselor Training Standards  
and Professional Criteria

<u>Established Criteria for Professional Training Standards</u>	<u>Training Standards for Counselor in General (Elementary School Counselor Training Standards Master's Training Standards, Doctoral Training Standards)</u>
A. a specified body of knowledge, including intellectual techniques;	A. Yes, Each standard includes sections dealing with common core and basic course requirements.
B. communicated through intellectual processes of higher education;	B. Yes, Each standard specifically requires residence work at the graduate level.
C. requiring an extensive period of specialized training; establishing minimum competence for entry into the field by setting and enforcing;	C. Yes, Standards require a minimum of one year for the Master's, recommending two years. The doctoral standards require a minimum of four years of graduate study beyond the undergraduate degree.
D. standards for selection,	D. Yes, Each standard provides explicit standards for selection.
E. standards for training,	E. No, There are no official means for enforcing training standards.
F. standards for licensure or certification	F. No, Provisions are made for endorsement at the Master's level resulting in certification. No provisions are made for endorsement or licensure at the Doctoral level.

TABLE 7

A Comparison of Counselor Ethical Standards  
and Professional Criteria

<u>Established Criteria for Professional Ethical Standards</u>	<u>APGA's Ethical Standards (1974)</u>
A. an officially recognized code of ethical conduct;	A. Yes, revised and adopted by APGA membership, 1974.
B. places broad responsibility for the services provided upon the members;	B. Yes, "The specification of ethical standards enables the Association to clarify to present and future members the nature of ethical responsibilities held in common by its members." (Preamble) See also Sections: A. 2., 3., 5., 7.; B. 1., 2., 3., 4., 7., 8., 10., 11., 14., 15.; C., and D., in general; E. 3., 4., 5., 6.; F., in general; G. 1.-7., 9-13.
C. places emphasis on the quality of services rendered;	C. Yes, Preamble, Sections: A.6., E.5., G.8.
D. encourages members to update their knowledge and skills;	D. Yes, Sections: A.1., F.6.
E. clearly defines ethical and unethical conduct;	E. Yes, "As the ethical code of the Association, this document establishes principles which define the ethical behavior of Association members." (Preamble), also <u>Ethical Standards</u> , in general
F. provides for the enforcement of ethical conduct of its members.	F. No, See Section A.3.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to evaluate the professional status of counseling. The importance of counseling attaining professional status was established (McCully 1962, Blumer 1966, Wrenn 1966, Shevlin 1967, Dunlop 1969, Pietrofesa & Vriend 1971, Forster 1977, Gross 1977, Van Hoose & Kottler 1977). The evaluation was performed by defining established criteria for a profession and comparing counseling with those criteria. A search was conducted for legislation and court litigations which involved counseling and met the established criteria for legal recognition of a profession. Official standards for counselor training and the counselor's Ethical Standards were compared with established criteria for standards of training and ethical conduct. The findings revealed that counseling fails to completely meet all of the established criteria for a profession. These findings were similar to those of McCully (1962), Shevlin (1967), and Dunlop (1969). The findings indicated that counseling has made some important advances since the earlier assessments and is still in the process of emerging toward full professional status.

In this section of the study the investigator will



take a closer look at the findings. Interpretations will be made as to their significance for the professional status of counseling both today and in the future. Recommendations will be offered, based on the results of this investigation, as to what counseling must yet do in order to achieve full professional status.

### Counseling as an Emerging Profession

The results of this investigation indicated that counseling fails to meet all of the established criteria for a profession. These findings are supported by McCully (1962), Shevlin (1967), and Dunlop (1969). The results also indicated that counseling meets most of the professional criteria and appears to be in a process of professionalization.

It was noted that the professionalization process begins when individuals establish a need for a service and then begin providing that service (Wilensky, 1964). Early school counselors represented the 'pioneers' of the professionalization process of counseling. The next step in the process according to Caplow (1952) and Wilensky (1964) is the formation of a professional association. The purpose of the association is to begin regulating the emerging profession by controlling membership and training standards, and by developing a code of ethical conduct. It was shown that since its formation in 1952, the American Personnel and Guidance Association (APGA) has begun the task of regulating counselors. APGA has developed counselor training standards and adopted

an ethical code. It was shown that the implementation of these standards is not yet complete. The final stage in the professionalization process involves the securing of legal recognition of the occupation as a profession. It was shown that legal recognition of counseling is not yet complete, although efforts are being made by APGA to secure such recognition.

So it appears that counseling is currently emerging as a profession. Counselors have given APGA major responsibilities for leading the professionalization process, and APGA has responded by providing a framework to regulate the occupation. What tasks remain and how might these tasks be best accomplished? In the following sections these questions will be answered for each of the three main areas of this investigation: training standards, ethical standards, and legal recognition.

### Counselor Training Standards

The question posed in this study was whether standards for the preparation of counselors meet the established criteria for a profession. The results of this investigation revealed that while the official training standards used by counselors generally meet the established criteria, the standards are not yet enforceable. In addition, doctoral training standards fail to provide for endorsement. These findings are supported by McCully (1962), Shevlin (1967), Dunlop (1969) and Pietrofesa & Vriend (1971).

What tasks remain? Obviously procedures must be established and initiated for the enforced implementation of counselor training standards. This work has already begun as a result of the Commission on Standards Implementation established in 1976 by the Association for Counselor Education and Supervision (ACES), an affiliate of APGA. The ACES Commission was charged to develop a rationale for standards implementation and to recommend procedures for implementation of standards (ACES Commission on Standards, Report, March, 1978, mimeo).

The Commission's work on implementation began by surveying counselor education departments as to their approval of the training standards in current use. After receiving wide support for the training standards the Commission initiated a voluntary self-study based upon the standards to determine how closely counselor education programs adhered to the standards. The voluntary self-study acted as a prelude to the establishment of accreditation by ACES of counselor education programs. The eventual work of the Commission on Standards Implementation will be to publish a directory of accredited training institutions for counselors. Accreditation will be performed by on-site visits by members of the Commission on a periodic basis with re-visits included. Accreditation will be the responsibility of The ACES Commission, with the support of APGA. The Commission will also seek support from the National Council for Accreditation of Teacher Education (NCATE) and the Council on Postsecondary

Accreditation (COPA) (1978, memeo).

It is probable that these procedures, if carried out, would constitute professional regulation and enforcement of training standards consistent with established professional criteria. The effects could be substantial. For instance, those institutions not in compliance with the prescribed training standards would not be accredited and would not appear in the directory of approved programs. This would discourage counselor trainees from seeking their preparation at these institutions, thus applying real financial pressure on these institutions to comply with and enforce the training standards of APGA. Periodic inspections of training programs, including those previously accredited, would encourage all training institutions to constantly upgrade their standards. Counselors trained in 'APGA-approved' training programs would begin to be recognized as competently trained professionals in their field, much as psychologists trained in APA-approved programs. And the existence of accredited training programs would give additional credence to counselor efforts for state licensure.

It is difficult to substantiate these conclusions because accreditation of counselor training programs is not yet in full effect. However, these conclusions have a sound basis in the professionalization processes of more established professions. According to Wilensky (1964), the establishment of approved training programs is an essential step in the professionalization process. Millerson (1973) remarks,

"Occupations undergoing a process of professionalization rely heavily on an ability to raise the level of entry into the occupation and to raise the standards of competence acquired through training and education" (p. 1). The idea that established training programs precede licensure is supported by the experience of the medical profession in England, where licensure required a medical degree from one of the Royal Colleges. Establishing strict training standards was also used by the guilds to raise their professional status in competition with more established professions. So there is historical support for the implementation of training standards as a viable means of attaining professional status.

The results of this study indicated that counselor training standards lacked official enforcement. It was shown that the ACES Commission on Standards Implementation is currently engaged in efforts to correct this situation. Enforced implementation of training standards for counselor education will not bring immediate professional status to the field of counseling. It will bring counseling in line with the established criteria for professional training standards. More importantly, it represents efforts which can be and have already begun to be implemented; and it promises positive growth in the professionalization process. Therefore, the recommendation of this investigation is that the Commission receive full support of counselors in their efforts to accomplish this necessary task.

### Counselor Ethical Standards

Does counseling have enforceable ethical standards consistent with established criteria for a profession? According to the results of this study, APGA's Ethical Standards generally meet the established professional criteria, but they are not enforced. These results are supported by McCully (1962), Shevlin (1967), Dunlop (1969), Glennen (1974), and Van Hoose & Kottler (1977).

What tasks remain? Some procedures for the enforcement of the Ethical Standards must be implemented. As mentioned in the results, Section A, paragraph 3 of the Standards directs members to take action if they suspect unethical practices by a counselor, even if the counselor in question is not a member of APGA. As directed by the Standards, the member is to confer with the individual in question, gather more information, and ultimately confer with "local or national ethics committees, and so forth" (APGA Ethical Standards, Section A., 3.). The vagueness of this section is indicative of the lack of established procedures for dealing with unethical conduct. There are national and local ethics committees, and they do receive reports of unethical conduct. Unfortunately, official sanctions authorized by APGA membership are non-existent.

Official procedures of the American Psychological Association (APA) present a comparative contrast. Besides having established the Ethical Standards for Psychologists, 1963, APA established a Board of Social and Ethical Responsibility for the purpose of making recommendations on

appropriate roles of psychologists, guidelines for human research and other areas affecting ethical conduct of its members. In addition, there is a Committee on Scientific and Professional Ethics and Conduct (CSPEC). This committee investigates complaints of unethical conduct of its members. CSPEC has the authority to issue warnings and, if necessary, to recommend the dismissal of a member from APA after a hearing. All APA members receive written notification of the name of a member dismissed from APA for ethical violations (Van Hoose & Kottler 1977). The prospects of dismissal from the representative organization should act as an effective deterrent to unethical practices, as well as provide real machinery for the enforcement of the code.

It is highly recommended that APGA establish and implement enforcement procedures similar to those used by APA. State and national ethics committees could be given official guidelines for the investigation and review of cases of ethical violations. These ethics committees could be granted the authority to prosecute cases and, if necessary, to impose the sanction of dismissal from APGA membership. This could be accomplished by establishing a commission to set guidelines and procedures and to seek support from the membership of APGA. This represents the same kind of strategy used by APGA in establishing the Commission on Standards Implementation, discussed in the preceding section. This type of enforcement of the Ethical Standards is supported by Van Hoose & Kottler (1977).

Enforcement of the Ethical Standards by APGA would meet established criteria for professional ethical standards. In addition, it would avoid the alternative of having codes of ethical conduct imposed upon counselors by external sources such as courts of law. The willingness of government to regulate occupations if they do not adequately regulate themselves has been documented (Frandsen, 1975).

An interesting implication of this recommendation results from the requirements of Section G: (Preparation Standards) of the Ethical Standards. Section G reads, in part, "Members who are responsible for training others should be guided by the preparation standards of the Association and relevant division(s)" (APGA, Ethical Standards, 1975, Section G). Strict enforcement of the Ethical Standards would oblige counselor educators to adhere to counselor training standards. Failure to adhere to these standards would constitute a violation of ethical conduct.

A potential problem with enforcing the Ethical Standards involves non-members of APGA. Expulsion from APGA would hardly be a deterrent to non-members. This problem points out the importance of counselor membership and participation in the representative organization of APGA.

It was found that the Ethical Standards of counselors fail to meet the established criteria for professional ethical standards because they are not enforceable. Recommendations were made for providing counselor ethics committees with the power to review cases of alleged unethical conduct and, if necessary, to expell violators from APGA. The



implications of these recommendations were discussed.

### Legal Recognition of Counseling

The final step in the professionalization process and the ultimate goal of an emerging profession is to receive legal recognition as a profession. It was found that full legal recognition of counseling as a profession was not supported by either legislation or court litigations, although these do lend some legal recognition to counseling. These findings are supported by McCully (1962), Shevlin (1967), Dunlop (1969), Robinson (1971), Lindberg (1976), Gross (1977), and Sweeney & Witmer (1977). Counseling services are recognized by funding in a number of pieces of legislation. In the Education Amendment Acts of 1976, references are made to the "professional guidance qualifications," "education professionals in guidance and counseling," and "guidance and counseling as a profession" (20 U.S.C.A. § 2543 (a)), (20 U.S.C.A. § 2531 (3)), (20 U.S.C.A. § 2533 (a)(2)). These references certainly imply some form of legal recognition of counseling as a profession. However, most of the legislation reported deals only with school counselors and, thus, fails to recognize counseling as a whole.

Legal recognition of school counseling is not complete. The establishment of a separate administrative unit in the Education Division of H.E.W. for Guidance and Counseling is a significant step in that direction (APGA, Guidepost, May 18, 1978). However, until legal support is

given to counselors to regulate training and credentialing standards, school counseling will not fully meet the criteria for legal recognition of a profession. This view is supported by McCully (1962), Shevlin (1967), and Pietrofesa & Vriend (1971).

It was noted in the results that school counselors and marriage and family counselors have secured certification legislation. In addition, rehabilitation counselors have secured certification for certain agency settings (McAlees 1975). Certification does not, by itself, meet the professional criteria for legal recognition. Certification statutes specify qualifications and work settings. Requirements are regulated by state agencies. Licensure laws restrict the use of the occupational title, define appropriate services and responsibilities, and provide for private practice. Requirements are regulated by a board of representative members of the profession (Cottingham and Swanson 1976). School counselor certification authorizes counselors to practice in the school setting and does not provide for private practice. This was demonstrated in a court decision which equated the "Pupil Personnel Certificate" issued to guidance counselors in the schools with "teachers' certificates" (Krolopp v Board of Education, 1974). In another court case, the judge ruled that a psychologist certification statute was not the same as a psychologist licensure law (National Psychological Association of Psychoanalysis, Inc. v University of the State of New York, 1961).

So it appears that certification regulations will not meet all of the professional criteria for legal recognition. The fact that school counselor certification is legally similar to teacher certification presents a significant implication. Ruzek (1973) refers to teachers as "captive professionals" because teachers are regulated by state departments of education and not by the "teaching profession." It is obvious that the kind of legal recognition gained by certification laws for school counselors and other counseling specializations will fail to provide the authority for counselors to regulate themselves, and thus will not accomplish the task of gaining professional legal recognition. This interpretation is shared by McCully & Miller (1969).

An alternative to certification is licensure. This alternative has been successful in providing the more established professions, such as medicine and psychology, with legal recognition. In addition, medicine and psychology have retained major authority to regulate themselves through the licensure legislation, rather than being regulated by the legislation.

It was found that legislation recognized counseling services in context to assisting alcoholics, handicapped persons, Indians, and limited English-speaking persons. However, legal recognition of 'counseling services' does not necessarily imply legal recognition of the authority of counselors to provide these services. This dilemma is brought into focus by the recent passage of the Federal

Employee Health Benefit Act (1974).

The Act provides for a variety of health services for federal employees including 'psychological services.' Providers of these health services stand to receive government funds in the form of third-party-payments (Lindenberg 1976). It is unlikely, however, that counselors will be able to receive these payments. The law specifies that the services must be rendered by "physicians," and it defines physicians as "surgeons, podiatrists, dentists, clinical psychologists, optometrists, chiropractors, and osteopathic practitioners within the scope of their practice as defined by State law." (5 U.S.C.A. § 8101 (2)). Although this law does not specifically mention 'counseling services,' it has several important implications for counseling as a profession. While failing to recognize counselors, it recognizes clinical psychologists on an equal basis with physicians; and, as a result, it recognizes the legal authority of some psychologists to offer services that might otherwise be offered by qualified counselors. The importance of this implication is supported by a study in which several counselors reported that they were denied employment because they would not qualify the employing clinic or agency to collect medical insurance benefits (Carroll, et.al. 1977).

So it appears that legislation recognizing counseling services may not necessarily recognize the authority of counselors to render those services. One reason for this may be that the Federal Employee Health Benefit Act allows

health providers to render their services "within the scope of their practice as defined by State law" (5 U.S.C.A. § (2)) (emphasis added). It appears that the lack of statutory recognition of counselors via licensure precludes federal legislation recognizing counselors.

The need for counselor licensure is further illustrated by the court cases reported. In all of the cases reported, the counselors were charged with practicing psychology without a license. Now the results of this study indicated that counseling has achieved legal recognition by virtue of the litigations reported, and this is supported by Lindenberg (1976) who cites City of Cleveland v Cook (1975). He concluded that counseling as a profession has been established by a legal precedent, but true legal precedence occurs only when the decision of the court in a subsequent case cites the precedent case as the point of law in arriving at the decision. City of Cleveland v Cook (1975) was not cited as precedence in the other cases reported in this study.

The issue is further clouded by the Weldon decision in which the judge ruled that Weldon must seek licensure as a psychologist in order to pursue his private practice of counseling. The case became moot when Virginia secured licensure for counselors. Nevertheless, the ruling of the judge in the Weldon case has important implications for the tasks remaining in the professionalization of counseling. The judge ruled that in the absence of any regulation for guidance and personnel counseling it would be necessary for

Weldon to seek licensure under existing regulations for psychologists (Weldon v Virginia State Board of Psychologist Examiners, 1974). This ruling again indicates the importance of licensure for counselors.

The interpretation of the results of this study indicates that licensure for counselors must be provided in every state in order for counseling to meet established criteria for a profession. These conclusions are shared by Dunlop (1969), Sweeney & Vogel (1973), Swanson & Cottingham (1976), Wallace (1976), and Brooks (1978). Wallace (1976) states, "With this fundamental legal authority (licensure), the other elements of professionalization can follow."

(p. 15) The need for licensing is further emphasized in a study by Sweeney & Witmer (1977) in which they found that more than 20 states indicated a desire for legislation credentialing counselors apart from school counselors. The authors point out that in the absence of such legislation, many counselors must be employed "under titles as assistant psychologist, psychological examiners, case workers, or other euphemisms" (p. 594).

How can the task of securing licensure for counselors best be accomplished? As noted in the results, five states (California, Michigan, Nevada, New Jersey, and Utah) have secured licensure for marriage and family counselors. Efforts for the licensing of specializations within the counseling field can improve the professional status of counseling in general. However, concerted efforts by counselors should be

made for comprehensive legislation licensing counselors of all kinds, including specialties such as marriage and family counselors, rehabilitation counselors, and substance abuse counselors. These efforts could produce maximum impact for the recognition of counseling as a profession with minimal legislation.

Again, an analogy can be drawn from the medical profession, which sought and secured licensure for all members earning the M.D. Today licensed doctors can seek additional legal recognition of medical specializations through additional credentialing. An example is the certification of psychiatrists. Having comprehensive licensure precede the additional credentialing of medical specializations assures legal recognition of all doctors (properly licensed), regardless of their specialization. It actually makes the additional certification of the specialty area more of a voluntary act than a legal necessity. This is illustrated by Van Hoose & Kottler (1977) when they state that almost two-thirds of the practicing psychiatrists in this country are not certified. They are, of course, licensed as medical doctors and thereby have the legal authority to practice psychiatry.

It seems that comprehensive licensure laws for counselors would be the most sensible means of meeting professional criteria for legal recognition. However, licensure under such a comprehensive law would not be available to all counselors. Licensure would in general be available to counselors trained beyond the entry level, beyond the Master's

degree. Counselors in some settings such as the schools could continue to practice with just the counseling certificate. Licensure would not be necessary. Under such a comprehensive law, however, school counselors could be licensed for private practice, providing that they meet the requirements of the licensure law.

Major responsibility for seeking licensure must fall into the hands of the representative organization of counselors, APGA. Just as the AMA led the way for doctors and the APA led the way for psychologists, APGA must provide leadership in securing licensure for counselors. APGA and its affiliate divisions have spent considerable effort in securing licensure. These efforts were rewarded in the counselor licensure law passed in Virginia in 1975 (§54-923-948, Code of Virginia). An APGA Commission on Licensure was established, and in 1976 it developed guidelines for model legislation concerning counselor licensure (Forster 1977). Efforts to secure licensure based on this model should be carried out on a state by state basis by state divisions of APGA. The job of the Commission on Licensure should be to assist state divisions in their quest for licensure and to see that various state licensure laws are as uniform as possible.

In a recent development, attempts to secure counselor licensure in Florida failed when the governor vetoed a bill to license clinical, industrial, school and counseling psychologists under an existing statute for psychologists (APGA, Guidepost, May 18, 1978). The bill met opposition



from the medical profession primarily because it would have made the new licensees eligible for third-party-payments from insurance companies. Traditionally, opposition to the licensure of an occupation comes from established professions providing similar or overlapping services, as in the case of physicians and surgeons in Medieval England. It would therefore be expected that counseling licensure would receive some opposition from psychology and medicine. The court cases reported in this study are evidence of the opposition of psychology in recognizing and licensing counselors.

Competing professions have not provided exclusive opposition to the licensure of counselors. The recommendations of this study would not necessarily be supported by all counselors. Wachowiak (1977) states that while the main purpose of licensure is to protect the public from malpractice, licensure legitimizes the practice of those licensed regardless of the quality of services they actually render. Once licensed, an unscrupulous counselor could legitimately offer poor services and exploit his clientele. Rogers (1973) states that licensure legislation has the immediate effect of freezing the profession in a past image. This occurs because the members of the licensing board who establish the requirements were inevitably trained 15 to 25 years earlier. In an emerging, expanding field like counseling this could have detrimental effects. A more subtle danger of licensing occurs due to the peculiar nature of counseling services. Counseling is supposed to promote

self-growth in its clients. Licensure might foster a dependency on the part of the clients. They may surrender major responsibility for personal change into the hands of the licensed professional (Gross 1977).

Although there appears to be considerable debate over the issue of licensure, licensure for counselors seems both desirable and necessary. The findings of this study clearly indicate that some form of legal credentialing is necessary for counselors apart from school counselors in order to achieve professional status. The dangers associated with licensure must be recognized, and efforts must be employed by counselors to avoid these dangers. This can best be accomplished by constant involvement and input by practicing counselors in the licensing boards and the groups lobbying for licensure. The real danger appears to be in securing licensure and then allowing the statute to dictate the future course of the profession.

The findings of this study indicate that counseling has failed to secure legal authority for the representative organization to control training standards (Criterion C of legal criteria). This finding is not surprising in light of the reluctance of government to interfere with training standards of institutions of higher education. Rather than delegate this authority to a representative organization such as APGA, the government has usually delegated this authority to the training institution (Alexander and Solomon 1972).

Cieboter v O'Connell (1970) is a case in point.

Officials of the University of Florida ordered Cieboter, a doctoral candidate in counselor education, to participate in a program of personal counseling for a minimum of one year, involving weekly sessions. This was to be completed prior to the university considering his written dissertation and conferring his degree. Cieboter sought a writ of mandamus directing O'Connell, the university president, to consider his dissertation and administer to him the final examinations charging that he (Cieboter) was denied due process. The court ruled against Cieboter stating that the additional requirements for his degree "fall peculiarly within the competence of the University officials charged with the responsibility of granting doctorate degrees only to students whom they find to be fully qualified in all respects and for whose competence the University must vouch" (236 So. 2d. 470, p. 473).

This criterion for legal recognition was apparently derived specifically from the medical profession. According to Freidson (1973), only the American Medical Association currently has full legal authority to control standards of training institutions including curriculum. It appears, however, that recognition of counselor training standards by court litigation or legislation is not vital to the professional status of counseling. The responsibility for establishing and enforcing training standards should fall into the hands of the counseling profession itself. If the representative organization (APGA) were to implement and enforce

universal training standards for the preparation of counselors, these standards would gain the equivalent of legal recognition. Also, by making counselor certification and licensure contingent on successful completion of an APGA-approved training program, the training standards would receive legal recognition by virtue of the credentialing laws. This procedure is currently used successfully by the American Psychological Association (Van Hoose & Kottler 1977).

Based on the results of this study, counseling must seek comprehensive licensure for counselors in order to attain professional status. The discussion revealed that APGA is currently involved in efforts to secure licensure on a state by state basis. These efforts seem to be consistent with the remaining tasks toward the professionalization of counseling. Training standards for counselors lack full legal sanction. Legal authority to regulate counselor training standards must be preceded by tighter and more consistent controls by counselors themselves through APGA.

#### Prognosis for the Future

This study has shown that counseling has not yet attained professional status as defined by established criteria for a profession. It has been shown that counseling is currently in the process of professionalization, and the tasks remaining have been identified and discussed. According to the recommendations of this study, counseling must yet seek legal recognition via state licensure for counselors.

Counseling must officially implement and enforce standards for the preparation of counselors, and counseling must adopt official procedures for the enforcement of its ethical code. These remaining tasks are interrelated in a way which has significance for the future of counseling as a profession.

It has been argued that legal recognition of a profession lends legal support to its training standards and ethical standards (Freidson 1973). On the other hand, professional standards of training and ethics are prerequisite to legal recognition of the profession (Caplow 1952, Wilensky 1964). The difference between the two procedures is significant as to what body ultimately controls and regulates the profession. If the representative organization of counselors, APGA, is able to take on the tasks of enforcing implementation of the training standards and enforcing their ethical code as recommended in this study, then counseling can claim major authority to control the profession. Subsequent licensure legislation would add legal authority for APGA to regulate training and ethical aspects of the profession. If, on the other hand, licensure laws precede APGA's efforts to control training and ethical standards, this control might fall into the hands of the statutes or courts of law. This latter process guarantees inconsistency from one state to the next, and uncertainty from one court decision to the next. It generally gives control for the future of counseling to authorities outside the representative organization of counselors.

It was shown that occupations and professions can be regulated in three ways: by the government, by the employing agency or, in the case of established professions, by themselves. It was further shown that only by retaining autonomy in regulating themselves do occupations attain professional status. The next several years promise to be crucial in determining the mode by which counselors will be regulated. The court cases reported in this investigation indicate that if counselors are not successful in securing licensure, they stand to be regulated by laws licensing psychologists. Neglect in the responsibility of regulating training standards and ethical conduct of its members would probably result in direct government intervention. The government's ability to regulate occupations in order to protect the public health and welfare has been demonstrated.

It was shown that certification used by school and other counselor specializations cannot result in full legal recognition of those certified as professionals. Certification can at best accord counselors with a status of "professional marginality," as discussed by Pavalko (1971). Whereas certification may be a sufficient legal recognition for counselors practicing in limited settings, such as schools or agencies, it cannot provide legal recognition of the rights to private practice of counselors trained beyond the Master's level. Counselors certified to work in limited settings and unable to meet licensure requirements will probably remain "captive professionals" as described by Ruzek (1973).

Professional status for counselors can only be accomplished if counselors are granted legal authority to regulate themselves. This, in turn, can only be accomplished if counselors earn that legal right by completing the tasks outlined in this chapter. Counselors must implement their training standards and enforce their ethical code. This is consistent with: established criteria for a profession, the professionalization process, and the experiences of the established professions. Once counselors have demonstrated the ability to regulate these essential areas of their occupation, they must seek legal recognition. Licensure of counselors trained beyond the Master's level seems to be the only route that would assure legal recognition of those counselors as professionals. Again, this is consistent with established criteria for a profession and the professionalization process, as experienced by medicine and psychology.

Accomplishment of these remaining tasks is clearly the responsibility of APGA. APGA must provide the leadership and initiative in implementing standards and securing licensure, just as the Church and the guilds did in Medieval Europe, and AMA and APA have done in this century. If APGA is successful in accomplishing these tasks, then it is possible for counseling to attain professional status.

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## APPENDIX

APPENDIX A

McCULLY'S CRITERIA FOR A PROFESSION



## McCully's Criteria for a Profession

1. The members perform a unique and definite social service.
2. Performance of the specified social service rests primarily upon intellectual techniques.
3. Society has delegated to qualified members of the occupational group exclusive authority to provide the specified social service.
4. The members possess a common body of knowledge which can be identified and can be communicated through intellectual processes of higher education.
5. Entry into qualified membership requires an extensive period of specialized training.
6. The members as a corporate group assure minimum competence for entry into the occupation by setting and enforcing standards for selection, training, and licensure or certification.
7. The members possess a broad range of autonomy in performing the specified social service.
8. The members accept broad personal responsibility for judgments made and acts performed in providing the specified social service.
9. Emphasis is placed upon service to society rather than upon economic gain in the behavior of the corporate group as well as in the performance of the specified social service by individual members.

10. Standards of professional conduct for members are made explicit by a functional code of ethics.

11. Throughout his career the member constantly takes positive steps to up-date his competency by keeping abreast of relevant technical literature, research, and participation in meetings of the corporate group of members.

## STANDARDS FOR THE PREPARATION OF ELEMENTARY SCHOOL COUNSELORS

Approved by mail poll of all ACES members in January 1968. Reconsidered and endorsed by APGA Professional Preparation and Standards Committee, March 15, 1971.

## SECTION I. PHILOSOPHY AND OBJECTIVES

1. The institution has a stated philosophy of education and has developed a set of objectives for counselor education consistent with that philosophy.
  - a. Such statements have been prepared cooperatively by the staff members in counselor education.
  - b. Such statements are in harmony with the institution's philosophy and objectives, have been accepted by the administration and are supported at the policy-making level.
  - c. State and local guidance personnel and representatives from related disciplines (particularly those with elementary school experience) have consulted in reviewing the institution's objectives for counselor education.
  - d. The statements of philosophy and objectives are reflected in the institution's publications and programs.
  - e. Philosophy and objectives are reflected in the attitude and behavior of staff and students in the program.
2. The objectives of the counselor education program were developed by a staff who are aware of the total school program.
  - a. The objectives reflect the staff's awareness of the uniqueness of the structures and settings of public and non-public school education in the country.
  - b. Due consideration is given to developments and trends in school organization, curriculum, and program.
  - c. The objectives include a recognition of the role of the elementary school counselor encouraging and facilitating desirable changes in education.
3. The staff continues to re view the objectives of the program in the light of current conditions and research findings.
4. There is continuous study of the extent to which the stated philosophy is transmitted and the objectives are accomplished.
  - a. There is a planned program for assessing changes in attitudes and behavior of students as they move through the counselor education program.
  - b. Flexibility of assignments and experiences is provided for students with differing backgrounds of preparation and experience.
  - c. Personnel in cooperating schools and agencies participate in the evaluation process on a formally recognized basis.
  - d. Evidence obtained from former students, data from the schools to which they are assigned, and information obtained by representatives of the state department of education are systematically used in evaluating the effectiveness of the elementary school counselor preparation program.

## SECTION II: CURRICULUM: PROGRAM OF STUDIES AND SUPERVISED EXPERIENCES

## A. General Program Characteristics.

1. The institution provides a graduate program specifically designed for the preparation of elementary school counselors, based primarily on the program of studies and supervised practice outlined in B and C below. The length and content of the program varies with the student's undergraduate preparation but shall be a minimum of one year of graduate counselor education leading to a graduate degree. The institution provides at least one additional year of graduate study in counselor education either through its own staff and facilities or through cooperative working relationships with other institutions which do have at least a two-year program of counselor education.
  - a. The opportunity for full-time study in counselor education is provided throughout the academic year.
  - b. Flexibility is provided within the curriculum to allow for individual differences in competencies and understandings developed prior to entering the institutions' counselor education program.
  - c. The organized curriculum for the program is published and is available for distribution to prospective students. This description includes information relating to the institution's requirements for full-time study.
2. There is evidence of quality instruction in all aspects of the counselor education program.
  - a. Syllabi or other evidences of organized and coordinated instructional units of the curriculum are available.
  - b. Appropriate resource materials are provided.
  - c. Responsibilities are assigned to or assumed by staff members only in those areas for which they are professionally qualified by preparation and experience.
  - d. Provisions are made for periodic evaluation by students, staff, former students and employers of all aspects of the counselor education program, such as course content, methods of instruction, and supervised experiences both on and off campus.
  - e. Evaluation is followed by appropriate revisions and improvements, if indicated.
3. Planned sequences of educational experiences are provided.
  - a. A sequence of basic and advanced graduate courses and other associated learning experiences is defined and provided.
  - b. The program provides for the integration of didactic instruction, seminars, and supervised experiences in counseling and other related guidance services throughout the sequence.
  - c. Prerequisites are identified.
4. Cooperation exists among staff members directly responsible for the professional education of counselors and representatives of departments of schools offering courses in related fields.
  - a. Cooperative working arrangements are in existence.
  - b. Staff members from related areas meet with the counselor staff for planning, implementing and evaluating the counselor education program.

- c. Course work in other areas is identified for the counselor candidate with respect to its appropriateness for graduate credit or for background work.
  - d. There is evidence of interdisciplinary planning with respect to both students and staff participation in designing, conducting, and evaluating research.
5. Within the framework of the total counselor education program, there are available curriculum resources as well as procedures that make it possible for the counselor candidate to develop understandings and skills beyond the minimum requirements of the program.
- a. Elective courses are available.
  - b. Staff time is provided for the supervision of individual study in the areas of counselor education.
  - c. Advisers make counselor candidates aware of such opportunities.
6. The counselor education staff encourages the spirit of inquiry and the production and use of research data.
- a. The statement of objectives of the program reflects an awareness of the role of research in the work of the counselor and the competencies to be developed.
  - b. Instructional procedures make frequent use of, and reference to, research finding. Area in which research is needed are identified.
7. Opportunities for self-evaluation and the further development of self-understanding are provided for the counselor candidate.
- a. Opportunities are provided through such activities as laboratory experiences, supervised counseling, and self-analysis through tape recordings and/or video tapes.
  - b. Opportunities for improvement of interpersonal relationships are provided through small group activities.
  - c. Counseling services provided by persons other than the counselor education staff are available to students in counselor education.
- B. Program of Studies.
1. The program of studies provides adequate preparation in education, the behavioral sciences, and the work of the elementary school counselor. Some of the topics listed below require more than one course to provide adequate preparation while others can be covered adequately as units in a course. Though elementary school counselors can be taught some of the core courses with other counselors, those counselors polled by the committee strongly recommend that certain courses in individual counseling and guidance techniques, and the practicum be taught in separate sections designed especially for elementary school counselors.
- a. Information on the educational setting is provided concerning the purposes and organization of the elementary school, school curriculum, and philosophy and sociology of schools.
  - b. Work from the behavioral sciences is provided in child growth and development, personality dynamics and theories, dynamics of family living, group dynamics, and theories of learning.

- c. Course work in other areas is identified for the counselor candidate with respect to its appropriateness for graduate credit or for background work.
  - d. There is evidence of interdisciplinary planning with respect to both students and staff participation in designing, conducting, and evaluating research.
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- a. Information on the educational setting is provided concerning the purposes and organization of the elementary school, school curriculum, and philosophy and sociology of schools.
  - b. Work from the behavioral sciences is provided in child growth and development, personality dynamics and theories, dynamics of family living, group dynamics, and theories of learning.

- c. Professional studies in elementary school counseling are provided in the following topics:

- (1) Counseling theories and techniques.
- (2) Group procedures in guidance and counseling.
- (3) Professional identification, the profession, and its ethics.
- (4) Role definition, program development, and coordination of elementary school guidance services.
- (5) The consultation process.
- (6) Individual appraisal.
- (7) Vocational development theory, including the use of appropriate materials for elementary school children.
- (8) Research skills to enable the elementary school counselor to understand the relevant research and to appraise the outcomes of his services.

### C. Supervised Experiences

1. Supervised experiences in counseling and other guidance activities are provided as an integral part of the total counselor education program.
  - a. Settings in which such experiences are provided are appropriate for the preparation of elementary school counselors.
  - b. These supervised experiences, including both observation of the work directly with elementary school children, their parents and their teachers, frequently are provided in the actual school situation. Opportunities are provided for these prospective counselors to consult with parents, teachers, and other school personnel as well as to counsel pupil and parents.
  - c. Opportunities are provided for working with a variety of elementary school and community agency personnel.
  - d. All such experiences are conducted under established ethical policies.
  - e. Primary responsibility for all supervised experiences is assigned to counselor education staff members qualified as stated in C3 below; qualified elementary school counselors and qualified advanced graduate students may be employed and assigned subsidiary responsibilities.
2. Three aspects of supervised experience are recognized in the counselor education program - laboratory experiences, practicum experiences and internship.
  - a. Laboratory experiences are provided in the first and/or second years.
    - (1) Opportunities are provided for prospective elementary school counselors to observe and participate in activities related to the total guidance program, e.g. role-playing, listening to tapes, testing, organizing and using pupil personnel records, conducting case conferences, and working with professional personnel.
    - (2) Laboratory experiences appropriate to the counselor candidate's needs are a continuing part of the counselor education program.
    - (3) Plans and procedures adopted by the staff clearly describe the integration of such experiences.

- b. Practicum experiences are provided in the first and/or second years.
    - (1) Practicum consists of consultation with teachers and parents and counseling and small group work with pupils and parents.
    - (2) Practicum is conducted in settings which are appropriate for the preparation of elementary school counselors.
    - (3) Practicum includes opportunity for continuing experiences in a series of counseling relationships with varying types of elementary school children.
    - (4) A stated number of hours is spent by each counselor candidate in actual counseling relationships. This does not include time required for preparation and for supervisory consultations.
      - a. Counselor education students completing two-year program spend sixty hours as a minimum.
      - b. Counselor education students completing a one-year program spend 30 hours as a minimum.
    - (5) Opportunity is provided within the total work load for staff to supervise practicum experiences.
    - (6) Media such as tape recorders, television, and one-way vision screens are utilized in the supervision of the practicum activities.
    - (7) Practicum provides for a growth experience which is spread over a period of time.
    - (8) Supervised experiences are provided as an integral part of courses throughout the counselor education program of the student.
  - c. Internship may be provided. This is optional, though recommended.
    - (1) Internship is an advanced level of on-the-job supervised experience offered in an elementary school setting.
    - (2) It is under the systematic supervision of qualified members of both the school staff and the institution's counselor education staff.
    - (3) It is normally a paid experience.
    - (4) Opportunities are provided for the counselor candidate to share responsibilities in all phases of the school guidance program.
3. A well-qualified staff with adequate time allocated to supervision is provided.
- a. Members of the on-campus staff responsible for supervision.
    - (1) Have earned advanced degrees in a relevant academic field (preferably the doctorate) from accredited institutions.
    - (2) Have had experience in counseling and related guidance activities with elementary children.
  - b. Elementary school staff members who supervise counselor candidates concurrently with the institution's staff should have at least two years of graduate work in counselor education or have equivalent preparation.
  - c. Doctoral students who supervise practicum experiences as a part of their preparation have appropriate advance graduate work and experience with elementary school children.
  - d. The counseling practicum is virtually a tutorial form of instruction; therefore, the supervision of five students is equivalent to the teaching of one three-semester-hour course. Such a ratio is considered maximum.



- e. Supervision of internship is provided regularly by the cooperating elementary school staff and adequate staff time is allocated both for day-to-day supervision and for weekly supervisory conferences.
  - f. Supervisors from the institution's staff have internship consultations and supervision assigned as part of their total work load.
  - g. Time is allocated by the school system for elementary school staff members to assist in supervision of laboratory practicum and internship experiences.
- 4. Appropriate facilities, equipment, and materials are provided for supervised experiences in both on-and-off campus settings. (See section IV)
- D. The institution assists cooperating school systems, state departments of education, and individual school counselors with activities which contribute to in-service growth and to the improvement of the school's guidance programs.
- 1. There is a planned means of communication to encourage school and pupil personnel administration to seek the institution's assistance in planning and conducting in-service education and program-improvement activities.
  - 2. The institution's staff is provided load recognition for their part in in-service and program development activities in the schools.
  - 3. The institution's staff in counselor education involves its graduate students in its in-service and program development activities in the schools as a means of enriching their experiences.

### SECTION III. SELECTION, RETENTION, ENDORSEMENT, AND PLACEMENT

- 1. The institution has a procedure for identifying and selecting candidates for counselor education.
  - a. The counselor education staff has cooperatively developed criteria and procedures relating to selection, retention, endorsement, and placement.
  - b. The criteria used for selection are consistent with the philosophy and objectives of the institution's counselor education program.
  - c. Information about the counselor education program and about certification in the several states is available to the candidates.
  - d. Qualified candidates may be drawn from various undergraduate fields and from various occupations.
    - (1) Candidates who have been teachers have demonstrated superior potential for counseling in the elementary schools.
    - (2) Candidates from fields other than teaching demonstrate their understanding of the elementary schools and their competence to perform guidance and counseling functions in elementary schools by completing courses and supervised experiences planned for this purpose.
    - (3) Appraisal of a candidate's potential for counseling should be solicited from professors, employers, and state department personnel.
- e. Members of the counselor education staff are available to confer with prospective candidates.

2. The institution follows a defined procedure for the selective admission and retention of candidates.
  - a. The candidate is assessed with respect to:
    - (1) Potential for developing effective relationships with children, teachers, administrators, and parents.
    - (2) Familiarity with themselves and the objectives of the program.
    - (3) Capacity to do graduate work.
    - (4) Potential for engaging in research.
  - b. The counselor education staff admits to the program only those candidates who meet the requirements established for admission to study in counselor education. These requirements may be in addition to those established by the institution for admission to graduate study.
  - c. Decisions with respect to admission to the counselor education program are made by the staff (or by a committee) and not by any one staff member. All candidates are informed that their continuation in the program is not automatic but is subject to periodic review.
3. The institution administers a planned program of selective retention, designating points within the program for evaluation of progress and informing of procedures for selective retention.
  - a. The counselor education staff has the responsibility of denying continuation in the program to any candidate whose level of academic performance and/or personal characteristics do not adequately meet institutional or professional standards.
  - b. Each counselor candidate is encouraged to enter into a program of self-evaluation related to his retention in the program. To assist him in his growth in self-understanding, a counseling service separate from the counselor education program is available to him.
  - c. When appropriate, cooperating school counselors and state supervisors and administrators are consulted concerning decisions about retention of candidates.
  - d. Decisions with respect to retention or dismissal of a candidate are made by the staff (or by a committee) and not by any one staff member.
4. The institution endorses successful candidates for certification and employment.
  - a. A statement of policy relating to the institution's procedure for formal endorsement has been adopted by the staff and approved by the proper administrative authority.
  - b. Each candidate is informed of procedures for endorsement for certification and employment.
  - c. The counselor education staff participates in this endorsement procedure.
  - d. Endorsement is given only on the basis of evidence of proficiency. This implies that the candidate has completed a substantial part of his graduate work in counselor education, including supervised counseling experience, at the endorsing institution, and that his personal growth is considered to have been satisfactory.
5. The institution provides a placement service.
  - a. Placement service organization and procedures are consistent with established principles of student personnel work.

- b. Provision is made for the participation of personnel from the state department of education and cooperating schools in the placement of candidates and their induction into the profession.
  - c. Students are assisted as needed in the preparation of placement papers.
  - d. Staff members utilize individual professional relationships to assist in the placement of their graduates.
  - e. Assistance is provided in the evaluation of job opportunities and in the selection of positions appropriate to the individuals' qualifications.
  - f. The placement service provides continuing assistance to the candidate throughout his professional career.
6. The institution maintains a program of research designed to evaluate its selection, retention, endorsement, and placement procedures.
- a. School counselors, administrators and state department of education personnel, when appropriate, participate in the planning and execution of the follow-up program and other evaluative procedures.
  - b. The program of evaluation and follow-up includes early leavers as well as those who complete the program.
  - c. Evaluation is followed by appropriate revisions and improvements.

#### SECTION IV. SUPPORT FOR THE COUNSELOR EDUCATION PROGRAM, ADMINISTRATIVE RELATIONS AND INSTITUTIONAL RESOURCES

1. Administrative organization and procedures provide recognition of and designated responsibilities for a counselor education program.
- a. The program is a clearly identified part of an institutional graduate program.
    - (1) There is a designated unit responsible for the preparation of school counselors.
    - (2) The program is oriented toward and administered through the unit responsible for graduate work in education.
  - b. Cooperative relationships exist between the counselor education program and other units of the institution related to the program.
    - (1) Contributions of other units to the program are defined.
    - (2) Channels of communication with staff members in other units are identified and maintained.
  - c. Use is made of a wide range of professional and community resources.
    - (1) Sound working relations exist with state departments of education, public and private schools, community agencies and professional organizations.
    - (2) Effective use is made of a wide variety of resource materials and personnel.
2. The institution provides for the professional development of the staff as well as students in the counselor education program.
- a. Staff members are active in professional leadership and research on a local, state, regional and national level.

- b. Staff members are participating in voluntary professional service capacities.
  - c. Staff members engage in programs of research and contribute to the literature of the field.
  - d. The institution provides encouragement and financial support for the staff to participate in such professional activities.
  - e. The program exemplifies high professional standards in all relationships to students.
  - f. Students learn about and participate in the activities of professional organizations.
3. The institution provides adequate faculty and staff for all aspects of the counselor education program.
- a. An individual is designated as the responsible professional leader of the counselor education program.
    - (1) This individual is an experienced counselor and possesses an earned doctorate from an accredited institution in counselor education or a closely related area.
    - (2) This individual has a primary and preferably a full-time assignment to the counselor education program.
    - (3) This individual's other responsibilities are consistent with and supportive of his primary obligations to the program of counselor education.
    - (4) This individual is recognized for his leadership and service activities in the profession.
    - (5) This individual is qualified by preparation and experience to conduct or to supervise research activities.
  - b. A minimum basic staff includes the equivalent of at least three full-time qualified persons whose primary assignment is in counselor education, to insure staff depth to carry out curricular responsibilities of the professional studies and of the supervised practice and to provide program advisory service and supervision of research. Any institution which prepares elementary school counselors must have at least one qualified specialist in elementary school counseling who works full-time in his specialty.
    - (1) In addition to the designated leader of the staff this includes at least the equivalent of two full-time faculty members with qualifications comparable to those of the chairman, or director of the counselor education program.
    - (2) Additional basic staff members are provided in a ratio of approximately the equivalent of one full-time staff member for every eight full-time graduates or their equivalent in part-time graduate students.
    - (3) The full-time teaching load of these staff members is consistent with that of other graduate departments in the institution.
    - (4) This load is modified in proportion to assigned responsibilities for graduate advisement and research supervision on some formula which is consistent with established graduate school policy in the institution.
    - (5) Time is provided within the total work load for cooperative interdisciplinary activity with staff members in related fields.

- (6) The total work load of staff members includes a recognition of time needed for professional research.
- c. Faculty in related disciplines are qualified in their respective areas and also are informed about the objectives of counselor education.
- d. Off-campus school personnel who supervise counselor candidates are qualified through academic preparation and professional experience.
  - (1) A basic policy provides for the identification, recognition and compensation of these staff members as an integral part of the counselor education staff.
  - (2) Such staff members have two or more years of appropriate professional experience.
  - (3) These staff members have at least two years of graduate work in elementary school counselor preparation or have equivalent preparation.\*
- e. Graduate assistantships are provided to reduce routine demands on staff and to provide additional experiences to students in the program.
  - (1) Regular procedures are established for the identification and assignment of qualified students to these assistantships.
  - (2) These assignments are made in such a way as to enrich the professional learning experience of the graduate assistants.
- f. Adequate secretarial and clerical staff is provided in the counselor education program.
  - (1) Clerical responsibilities are defined and responsibility for supervision of clerical staff is clearly identified.
  - (2) A minimum of one full-time secretary is provided for the clerical work of the counselor education program.
  - (3) Additional clerical service is provided on a ratio of approximately one full-time clerical assistant for every three faculty members.
- 4. For the counselor education program the institution provides facilities and a budget which are sufficient to insure continuous operation of all aspects of the program.
  - a. The institution provides a designated headquarters for the counselor education program.
    - (1) This headquarters is located near the classroom and laboratory facilities used in the counselor education program.
    - (2) The headquarters area includes well-equipped private offices for all professional staff members.
    - (3) The headquarters area includes office space for clerical staff and graduate assistants.

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\*While the committee realizes that few elementary school counselors have this preparation today, this standard represents a reasonable expectation for the near future.

- b. Practicum facilities are provided on and/or off campus in cooperating schools or other agencies.
  - (1) These facilities include an adequate number of counseling offices.
  - (2) Facilities are equipped with recording and listening devices for observation and supervision.
  - (3) One-way vision screens are located in such a way as to provide for observation by an individual or by a whole class.
  - (4) If the institution has closed-circuit television facilities, these are available to the program of counselor education.
  - (5) Conference rooms are provided for tape analysis and small group conferences.
  - (6) Portable recorders are available in sufficient numbers.
  - (7) Seminar rooms are provided.
  - (8) Ample and appropriate audio-visual and demonstration materials are available for staff and student use.
  - (9) A variety of resource material is available for the demonstration and use of current information services in elementary school.
- c. Library facilities provide a rich supply of resource materials for both research and study in counselor education.
  - (1) These include basic resources, both books and periodicals in elementary education, child growth and development, elementary school guidance, counseling, personality, psychology, sociology, social work, economics and other related disciplines.
  - (2) Both current and historical materials are available.
  - (3) Library resources are available during both evening and weekend hours.
  - (4) Inter-library loans, microfilm and photocopy services are available.
  - (5) Multiple copies of frequently used publication are available.
- d. Guidance and counseling center facilities are utilized on and/or off campus for the supervised experiences.
  - (1) Opportunities are provided for both observation and participation.
  - (2) These facilities provide for a broad variety of types and levels of experience and thus provide and understanding of a wide range of professional guidance and counseling activities both in and out of the elementary school setting.
- e. Testing laboratory facilities are available.
  - (1) Files of tests and test interpretation data are available.
  - (2) Space for both group and individual testing provided.
  - (3) Students have access to test scoring equipment .
- f. Research facilities are available to both staff and students in counselor education.
  - (1) Facilities include offices and laboratories equipped to provide opportunities for collection, analysis and summary of data.
  - (2) Consultant services are available from research specialists on the institution's staff.

## APPENDIX C

### STANDARDS FOR THE PREPARATION OF COUNSELORS AND OTHER PERSONNEL SERVICES SPECIALISTS

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION  
1607 New Hampshire Avenue, N. W.  
Washington, D. C. 20009

STANDARDS FOR THE PREPARATION OF COUNSELORS  
AND OTHER PERSONNEL SERVICES SPECIALISTS

October 1, 1973

Introduction

These Standards are intended as guidelines for the graduate preparation of counselors and other personnel services specialists. They should be beneficial to college and university staff who are involved in initiating programs of preparation or in evaluating existing programs. The Standards can also be helpful to state, regional and national accrediting agencies. While the Standards are designed to serve as guidelines for minimum preparation, they are flexible enough to allow for creative approaches to counselor education. The Standards do not include guidelines for the preparation of support personnel or professional personnel at the doctoral level.

These Standards recognize that:

The faculty has developed a written statement of philosophy for the counselor education program and that this statement has been accepted by the institution.

The trend toward the development of competency based/performance based counselor education programs is likely to continue. However, whether or not a counselor education program is developed upon such a base, the standards reflect the concern that all programs should give to the assessment of demonstrated competencies by students during various stages of their development.

Students take varying rates of time to demonstrate the competencies and professional maturation demanded in the complexities of counseling and personnel services work. While the standards recommend minimum hours of study in certain areas, these stated minimum hours should be interpreted in the context that some students will demonstrate the desired competency and professional maturation levels in a shorter time than indicated while others may take substantially longer.

The need of counselors and other personnel services specialists for self-renewal and in-service education beyond minimum preparation or certification will increase. Therefore, the counselor education program should provide enriching experiences for those who have already completed the minimum program.

Minimum study in counselor education will increasingly extend beyond the one year program of graduate preparation. Such programs might include (1) a combination of an undergraduate major in guidance and a year of graduate study in counselor education, (2) two years of



graduate study in counselor education, or (3) other models which include a minimum of one year of graduate study.

All counselor education programs are not expected to prepare counselors and other personnel services specialists for all the work settings encompassed by the Standards. Institutions should offer preparation programs only in those areas where sufficient qualified full-time staff and other resources are available.

The Standards reflect current thinking concerning the preparation of counselors and other personnel services specialists and combine the three existing statements on counselor preparation previously adopted by the Association for Counselor Education and Supervision (ACES): "Standards for the Preparation of Secondary School Counselors - 1967;" "Standards for the Preparation of Elementary School Counselors," February, 1968; and "Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education - 1969."

In addition to acknowledging the similarity of preparation among the various specialists, the Standards also provide for different goals which may exist in various work settings. While this single document has been developed for the entire profession, the respective divisions of the American Personnel and Guidance Association and other professional groups are encouraged to develop jointly, with ACES, specific statements concerning the specialized needs of counselors and other personnel services specialists who work in different settings. In this request, attention is called to Section II, B.2 of the Standards, "Environmental and Specialized Studies."

Leadership for the development of these Standards was assumed by the ACES Commission on Standards and Accreditation\*, working under the supervision of the Executive Council of ACES. The Standards were adopted by the membership of ACES in 1973.

## Standards

### SECTION I. OBJECTIVES

#### A. Objectives of the Program to Prepare Counselors and Other Personnel Services Specialists

##### 1. The faculty has developed program objectives.

- a. Objectives reflect a knowledge of studies and recommendations of local, state, regional, and national lay and professional groups concerned with counseling and personal services needs of society.
- b. Objectives reflect the needs in society which are represented by different ethnic and cultural groups served by counselors and other personnel services specialists.

\*Membership of the Commission is listed at the end of this document.

- c. Objectives are reviewed and revised continuously through student as well as faculty participation.
  - d. Objectives are developed and reviewed with the assistance of personnel in cooperating agencies.
  - e. Objectives are written in such a way that evaluation of a student can be based on demonstrated competencies as he progresses through the program.
2. Objectives are implemented on a planned basis in all areas of the program including selection, retention and endorsement of students; curriculum; instructional methods; research activities; and administrative policies, procedures, and execution.
  3. Personnel in cooperating agencies and faculty members with primary assignments in other disciplines are aware of and are encouraged to work toward the objectives of the counselor education program.
  4. There is a planned procedure for a continuing evaluation of the outcomes of the program.
    - a. The program is evaluated in terms of demonstrated competencies of each student as he or she progresses through the program.
    - b. Evaluation of the effectiveness of preparation is accomplished through evidence obtained from: (1) former students, (2) supervisors in agencies employing graduates of the program, and, (3) personnel in state and national licensing and accrediting agencies.

## SECTION II: CURRICULUM - PROGRAM OF STUDIES AND SUPERVISED EXPERIENCES

### A. General Program Characteristics

1. The institution provides a graduate program in counselor education designed for the preparation of counselors and other personnel services specialists.
  - a. The opportunity for full-time study throughout the academic year is provided and actively encouraged.
  - b. Flexibility is provided within the curriculum to allow for individual differences in competencies and understandings developed before entering the program.
  - c. Descriptions of the various program options and requirements for graduate studies are published and distributed to prospective students.
  - d. Concepts relating to differentiated staffing and preparation in counseling and personnel services are reflected in the program. The faculty is aware of lifetime opportunities for development and advancement in the field of counseling and personnel services. There is also an emphasis on the use of support personnel to free more professionally prepared personnel for the performance of higher level functions.

2. Continuing and/or in-service education offerings in counselor education meet all of the criteria in faculty qualifications, faculty load, physical facilities, faculty-student ratios, etc. as described in these Standards.
3. There is evidence of high quality instruction in all aspects of the program.
  - a. Syllabi or other evidence of organized and coordinated instructional units of the curriculum are available.
  - b. Resource materials are provided.
  - c. Responsibilities are assigned to, or assumed by faculty members only in those areas of the counselor education program for which they have demonstrated professional competency.
  - d. Provisions are made for periodic evaluation by students and staff of all aspects of the program, i.e., course content, methods of instruction, and supervised experience, both on and off campus.
4. Planned sequences of educational experiences are provided.
  - a. Within the minimum counselor education program a sequence of basic and advanced graduate studies and other associated learning experiences is defined and provided.
  - b. The program provides for the integration of didactic studies and supervised experiences.
  - c. All prerequisite studies and other experiences are identified.
  - d. Representatives of departments offering studies in related fields are regularly consulted regarding how related studies can be made more useful to counselor education majors.
  - e. The faculty has identified performance indicators to determine whether the professional competencies to be developed by the sequence of educational experiences are achieved.
5. A close relationship exists between the faculty of the counselor education program and the staff members in work settings.
  - a. The staff in the work settings is consulted in the design and implementation of all aspects of the program including practicum and internship experiences.
  - b. The faculty of the preparation program is consulted in the design and implementation of in-service preparation of staff in work settings.
6. Within the framework of the total program, there are opportunities for the student to develop understandings and skills beyond the minimum requirements of the program.

- a. Elective courses and related experiences are available.
  - b. Supervised individual study is available.
  - c. Enrichment opportunities are provided and faculty encourage students to take part in them.
7. The spirit of inquiry and the production and utilization of research data are encouraged among both faculty and students.
- a. The statement of objectives of the program reflects an awareness of the role of research in the counseling and personnel services field.
  - b. Instructional procedures make frequent use of, and reference to, research findings. Areas in which research is needed are identified.
8. Opportunities for planned periodic self-evaluation and the development of greater self-understanding are provided for both students and faculty.
- a. Self-analysis is encouraged through such activities as laboratory experiences, including audio and/or video tape recordings.
  - b. Opportunities for improvement of interpersonal relationships are provided through small group activities.
  - c. Counseling services for students are available and are provided by qualified persons other than counselor education faculty.

#### B. Program of Studies

1. Common core: The common core is composed of general areas considered to be necessary in the preparation of all counselors and other personnel services specialists.
- a. Human growth and development: Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior, (normal and abnormal), personality theory and learning theory.
  - b. Social and cultural foundations: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.
  - c. The Helping Relationship: Includes (a) philosophic bases of the helping relationship; (b) counseling theory, supervised practice, and application; (c) consultation theory, supervised practice, and application; and (d) an emphasis upon development of counselor and client (or consultee) self-awareness and self-understanding.

- d. Groups: Includes theory and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills. It also includes supervised practice.
  - e. Life style and Career Development: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.
  - f. Appraisal of the Individual: Includes the development of a framework for understanding the individual including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural and sex factors are also considered.
  - g. Research and evaluation: Includes such areas as statistics, research design, development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, program development, and demonstration proposals, as well as the development and evaluation of program objectives.
  - h. Professional orientation: Includes goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing and role identity of counselors and other personnel services specialists.
2. Environmental and Specialized Studies: The counselor education program includes those specialized studies necessary for practice in different work settings. There is evidence that the faculty, in planning and evaluating the counselor education curriculum, has taken into consideration statements made by other professional groups relating to role, function and preparation.
- a. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.
  - b. Specialized Studies: Includes the specialized knowledge and skills needed to work effectively in the professional setting where the student plans to practice. For example, the student preparing to be an elementary school counselor may need to take, among other specialized courses, work in diagnosis of reading dysfunction; the student preparing to be a personnel services educator in higher education might need, among other specialized work, both course work and supervised experiences in student financial aid; or the student preparing to work in employment counseling may need additional information about employment trends as well as the sociology and psychology of work.

The different professional associations jointly concerned with the preparation of counselors and other personnel services specialists are encouraged to develop statements concerning environmental and specialized studies and make these statements available to the ACES Commission on Standards and Accreditation and to the profession in general.

### C. Supervised Experiences

1. Appropriate supervised experiences provide for the integration and application of knowledge and skills gained in didactic study.
  - a. Students' supervised experiences are in settings which are compatible with their career goals.
  - b. Supervised experiences include observation and direct work with individuals and groups within the appropriate work setting.
  - c. Opportunities are provided for professional relationships with staff members in the work settings.
2. Supervised experiences include laboratory, practicum, and internship.
  - a. Laboratory experiences, providing both observation and participation in specific activities, are offered throughout the preparatory program. This might include role-playing, listening to tapes, viewing video tape playbacks, testing, organizing and using personnel records, interviews with field practitioners, preparing and examining case studies, and using career information materials.
  - b. Supervised counseling practicum experiences provide interaction with individuals and groups actually seeking services from counselors and other personnel services specialists. Some of these individuals and groups should come from the environments in which the counselor education student is preparing to work.
    - (1) Specific counseling practica have sufficient duration and continuity to assure optimum professional development. The minimum recommended amount of actual contact with individuals and groups is 60 clock hours extending over a minimum nine-month period.
    - (2) Supervision in consultation is also provided.
    - (3) The supervisor's role is clearly identified and sufficient time for supervision is allocated. The recommended weekly minimum of supervision is one hour of individual supervision and one hour of supervision in a group for the duration of the practicum experiences. Supervisory responsibilities include critiquing of counseling, either observed or recorded on audio or videotape.
  - c. Internship is a post-practicum experience that provides an actual on-the-job experience and should be given central importance for each student.
    - (1) The internship placement is selected on the basis of the student's career goals.
    - (2) The internship includes all activities that a regularly employed staff member would be expected to perform. In the setting the intern is expected to behave as a professional and should be treated as one.

- (3) For those students who have no prior work experience in their particular setting, an intensified or expanded internship is provided.
- (4) The intern spends a minimum of 300 clock hours on the job. It is desirable that the internship be a paid experience.
- (5) Supervision is performed by qualified staff in the field placement setting who have released time from other regular duties.
- (6) The counselor education faculty provides these field supervisors opportunities for in-service education in counseling and personnel services supervision.
- (7) There should be close cooperative working relationships between staff in field placement setting and the counselor education faculty.

3. A qualified faculty and staff with adequate time allocated to supervision is provided for laboratory, practicum, and internship experiences.

- a. Members of the on-campus faculty responsible for supervision includes those who:
  - (1) have earned doctoral degrees, preferably in counselor education, from accredited institutions,
  - (2) have had experience and demonstrate competencies in counseling and other personnel services at the level appropriate for the students supervised.
- b. Doctoral students serving as supervisors of practicum experiences are themselves supervised by qualified faculty.
- c. The practicum and internship experiences are tutorial forms of instruction; therefore, the supervision of five students is considered equivalent to the teaching of one three semester-hour course. Such a ratio is considered maximum.

4. Facilities, equipment, and materials are provided for supervised experiences in both on- and off-campus settings. (See also Section IV.)

D. Program Development Outreach

1. The counselor education faculty assists individual counselors and other personnel services specialists in off-campus agencies providing supervised experiences in the program of preparation.

- a. The institution encourages agency personnel to seek the counselor education faculty's assistance in planning and conducting in-service education and in developing program improvement models.

- b. The counselor education faculty is provided a teaching-work load recognition for their part in in-service and program development activities in cooperating agencies,
  - c. The counselor education faculty involves advanced graduate students in programs of in-service education and in program development planning and implementation at the agency level.
2. The counselor education faculty provides on-campus assistance to agency personnel in resolving unique problems or difficulties.
- a. The faculty encourages agency personnel to seek assistance through the use of such techniques as personal appointments, telephone access programs, information storage and retrieval, position papers, and various audio and/or visual media.
3. The counselor education faculty integrates the experiences of the outreach activity into its counselor education program by adapting or modifying the counselor education program as may be appropriate. Outreach activities are viewed as a significant function in the preparation program.

### SECTION III: RESPONSIBILITIES CONCERNING STUDENTS IN THE PROGRAM

#### A. Information

1. Information concerning major aspects of the counselor education program and the faculty is available in a variety of media for prospective students.
- a. The academic areas in which the program offers preparation and the degrees offered are clearly stated.
  - b. Counselor education faculty are available to discuss the program of preparation.
  - c. Personnel in various counseling and related job settings have been designated as referral sources for discussion of their areas of interest with prospective students.

#### B. Selection

1. Applicants accepted meet the institution's standards for admission to graduate study.
- a. There is evidence that staff in cooperating agencies have been consulted relative to admission policies and procedures.
  - b. Students in the program reflect an effort, on the part of the faculty, to select individuals who represent a variety of sub-cultures and sub-groups within our society.
  - c. A committee of faculty members makes the decisions concerning admission of applicants to the program based upon established criteria such as:



- (1) Potential effectiveness in close interpersonal relationships.
- (2) Aptitude for counseling and related human development responsibilities.
- (3) Commitment to a career in counseling and personnel work.
- (4) Potential for establishing facilitative relationships with people at various levels of development.
- (5) Openness to self-examination and commitment to self-growth.

#### C. Retention

1. A continuing evaluation through systematic review is made of students as they progress through the program.
2. In situations where evaluations of a student indicates an inappropriateness for the counseling field, faculty members assist in facilitating change to an area more appropriate for the student.

#### D. Endorsement

1. A statement of policy relating to the institution's procedure for formal endorsement has been adopted and approved by the faculty and administrative authorities.
  - a. Each candidate is informed of procedures of endorsement for certification, licensing and employment.
  - b. Insofar as possible, all faculty members acquainted with the student, including supervisors of practicum and internship experiences should participate in the endorsement process.
2. Endorsement is given by the counselor education faculty only for the particular job setting for which the student has been prepared.
3. Endorsement is given only on the basis of evidence of demonstrated proficiency. The candidate should have completed a substantial part of his graduate work in counselor education, including supervised counseling experience, at the endorsing institution.

#### E. Placement

1. The institution has a placement service with policies and procedures consistent with recognized placement practices.
  - a. The faculty assist the student with the preparation of placement papers and the selection and securing of a suitable position.
  - b. Placement services are available to graduates of the program throughout their professional careers.
  - c. Opportunities are provided for students to participate in local, state, and federal examinations for employment opportunities.

## F. Research and Evaluation

1. Policies and procedures relating to recruitment, selection, retention, and placement are continually studied through various research and evaluative methods.
  - a. Regular follow-up studies are made of former students, including dropouts, students removed from the program and graduates.
  - b. Evaluation is followed by appropriate revisions and improvements in the preparation program.

## SECTION IV: SUPPORT FOR THE COUNSELOR EDUCATION PROGRAM, ADMINISTRATIVE RELATIONS, AND INSTITUTIONAL RESOURCES

1. Administrative organization and procedures provide recognition and designated responsibilities for a counselor education program.
  - a. The program is a clearly identified part of the institution's graduate program.
    - (1) There is preferably only one unit directly responsible for the preparation of counselors and other personnel services specialists.
    - (2) If more than one unit in the institution is directly involved in the preparation of counselors and other personnel services specialists, there is evidence of close cooperation and coordination.
  - b. Cooperative relationships exist between the counselor education program and other units of the institution related to the program.
    - (1) Contributions of other units to the program are defined.
    - (2) Channels of communication with faculty members in other units are identified and maintained.
  - c. Use is made of a wide range of professional and community resources. Evidence of positive working relationships exists with agencies off the campus that have the potential for contributing to the preparation of counselors and other personnel services specialists. They may be potential employers of graduates of the program.
2. The institution provides for the professional development of the counselor education faculty as well as students in the counselor education program.
  - a. Faculty are involved in professional activities on local, state, regional, and national levels.
  - b. Faculty participate in voluntary professional service capacities.
  - c. The institution provides encouragement and financial support for the faculty to participate in professional activities.

- d. Faculty engage in programs of research and contribute to literature of the field.
  - e. Students participate in the activities of professional organizations.
3. The institution provides adequate faculty and supporting staff for all aspects of the counselor education program.
- a. An individual is designated as the professional leader of the counselor education program.
    - (1) This individual is an experienced counselor and possesses an earned doctorate in counselor education from an accredited institution.
    - (2) This individual has full-time assignment to the counselor education program.
    - (3) This individual is recognized for his leadership in the counseling profession.
    - (4) This individual is qualified by preparation and experience to conduct and to supervise research activities.
4. In addition to the designated leader there are at least two full-time faculty members with comparable qualifications.
- a. Additional faculty are provided at the ratio of one full-time staff member for every ten full-time graduate students or their equivalent in part-time graduate students. This ratio should be reduced in institutions where a large percentage of the counselor education students are enrolled on a part-time basis and/or when program changes create the need for the faculty to spend more time in the evaluation of each student.
5. The full-time teaching load of faculty members is consistent with that of other graduate units in the institution which require intensive supervision as an integral part of professional preparation.
- a. The faculty load is modified in proportion to assigned responsibilities for graduate advisement and research supervision on a formula that is consistent with established graduate school policy in the institution.
  - b. Time is provided within the total faculty work load for cooperative interdisciplinary activities with teaching faculty in related fields.
  - c. The total work load of faculty members includes a recognition of time needed for professional research.
6. Faculty in closely related disciplines are qualified in their respective areas and also are informed about the objectives of the counselor education program.

7. Off-campus agency personnel who supervise students are qualified through academic preparation and professional experience.
  - a. Such staff members have two or more years of appropriate professional experience.
  - b. These staff members have at least two years of graduate work in counselor education or can demonstrate equivalent preparation.
8. Graduate assistantships are provided to assist the faculty and to provide additional experiences for students in the program.
  - a. Regular procedures are established for the identification and assignment of qualified students to assistantships.
  - b. A minimum of one half-time graduate student is assigned to the counselor education program for each 30 full-time equivalent students.
  - c. Assignments are made in such a way as to enrich the professional learning experiences of the graduate assistants.
9. Secretarial, clerical and other supportive staff are provided in the counselor education program.
  - a. A minimum of one full-time secretary or equivalent is provided for the clerical work of the counselor education program.
  - b. Additional clerical service is provided at the ratio of one full-time clerical assistant for the equivalent of every three faculty members.
  - c. Responsibilities of secretarial, clerical and other supportive staff are defined and adequate supervision is provided.
10. The institution provides facilities and a budget that insures continuous operation of all aspects of the counselor education program.
  - a. The institution provides a designated headquarters for the counselor education program.
    - (1) The headquarters is located near the classroom and laboratory facilities used in the counselor education program.
    - (2) The headquarters area includes a private office for each faculty member.
    - (3) The headquarters area includes office space for secretarial, clerical, and other supportive staff.
    - (4) The headquarters provides appropriate work space, equipment and supplies for graduate assistants.

- b. Facilities for supervised experiences are provided in a coordinated laboratory setting on campus. Consideration is given to:
  - (1) Facilities for individual counseling in rooms with assured privacy and adequate space for related equipment.
  - (2) Facilities for small group work. The area provides for small group counseling, testing, staffing, meetings, and so forth.
  - (3) Classroom and seminar meeting rooms.
  - (4) Facilities appropriately equipped with the following:
    - (a) recording and listening devices, both portable and permanent
    - (b) one-way vision glass
    - (c) video-tape recording and playing devices, both portable and permanent
  - (5) Technical assistance for both operational and maintenance services.
  - (6) Acoustical treatment throughout the facility.
  - (7) Facilities that are conducive to modeling and demonstrating exemplary environments and practices in counseling and personnel services. The facilities should include a "model" counseling laboratory with related resource materials and audiovisual equipment. Included as resources in the "model" laboratory are:
    - (a) career occupational and educational information materials
    - (b) standardized tests and interpretation data
    - (c) a variety of media, equipment and materials
    - (d) space for teaching and laboratory experiences
  - (8) Data processing assistance and equipment that are available for both teaching and research.
  - (9) Facilities that are located in close approximation to the counselor education faculty offices and away from centers of extreme noise and confusion.
- c. Library facilities provide an appropriate supply of resource materials for study and research in counselor education.
  - (1) The facilities include basic resources, both books and periodicals, in areas in which the counselor education program provides preparation. Resources in related areas such as psychology, sociology, and economics are also available.
  - (2) Both current and historical materials are available.

- (3) Library resources are available during evening and weekend hours.
  - (4) Inter-library loans, ERIC services, microfilm, and photocopy services are available.
  - (5) Multiple copies of frequently used publications are available.
11. Research facilities are available to faculty and students in counselor education.
- a. Facilities include offices and laboratories equipped to provide opportunities for the collection, analysis, and synthesis of data.
  - b. Consultant services are available from research specialists on the institution's faculty.
  - c. Campus computer centers and other data-processing facilities are available.
  - d. Appropriate settings, for research both off and on campus, are provided.
12. The institution recognizes the individual needs of graduate students and provides services for personal as well as professional development.
- a. Since full-time academic-year attendance is possible for most graduate students only if some form of financial assistance is available, efforts are made to develop financial assistance for students in the counselor education program.
    - (1) The counselor education program is assigned a proportionate share of the institution's funds for student assistance.
    - (2) Part-time work opportunities appropriate for students in the program are identified and efforts are made to secure assignments for those desiring such opportunities.
    - (3) Loan resources are available to students in counselor education.
    - (4) Prospective students are provided information about possible sources of financial assistance.
  - b. Personal counseling services are available to all counselor education students.
    - (1) A counseling service is available from professionals other than the members of the counselor education faculty.
    - (2) Procedures for referral are known by all faculty members.

APPENDIX D

GUIDELINES FOR DOCTORAL PREPARATION  
IN COUNSELOR EDUCATION

# ACES Guidelines for Doctoral Preparation in Counselor Education

In 1973, the Association for Counselor Education and Supervision adopted *Standards for Preparation of Counselors and Other Personnel Services Specialists*. These standards, which relate to entry preparation for counselors and other guidance and personnel-services specialists working in any setting in our society, suggest several models of preparation, including 2 years of graduate work that could lead to the specialist-in-education degree or a similar intermediate graduate degree. A copy of the standards may be obtained from APGA. Also, the standards were published in the September 1974 issue of the *Journal of Employment Counseling* and the June 1977 issue of the *Personnel and Guidance Journal*.

The guidelines for doctoral programs that follow are intended for use in evaluating existing doctoral programs or in establishing new programs. Also, the guidelines may be used by state, regional, and national accrediting associations. The application of these guidelines to a doctoral program is predicated on two assumptions, however: Those using the guidelines are thoroughly familiar with the standards mentioned, and the entry program in counselor education substantially meets these standards. These guidelines were adopted by the membership of ACES in July 1977.

## SECTION I: OBJECTIVES OF DOCTORAL PROGRAM IN COUNSELOR EDUCATION

The primary objective of the doctoral program in counselor education is to prepare leaders for all areas of counseling, guidance, and student services as well as counselor educators. Graduates of the program should have a strong background in the behavioral sciences. Through both didactic work and supervised experiences, graduates should possess strong competencies in the core areas of preparation: counseling (both individual and group), consulting, and research. Other core areas for the development of a high degree of competency might be supervision, management/administration, and facilitative or clinical teaching.

In addition to the core areas of preparation, the doctoral program should provide students with an opportunity to gain a depth of knowledge and skills in one or more areas such as learning theory, career guidance, research, testing, and evaluation.



## **SECTION II: CURRICULUM—PROGRAM OF STUDIES AND SUPERVISED EXPERIENCE**

The doctoral program consists of a minimum of 4 academic years of graduate preparation, including the entry program and a year of internship. A minimum of 1 academic year of full-time graduate study beyond the entry program is required. The doctoral student should be given an opportunity to participate in course work and seminars that extend knowledge, understanding, and skills beyond those obtained in the core program outlined in the standards. In addition, doctoral students should be encouraged to participate in conferences, workshops, special training programs, and other professional activities that will assist in bridging the gap between the campus and the professional world.

Supervised experiences should include opportunities to gain insights and skills beyond those provided in the entry program.\* These supervised experiences are intended to provide both depth and breadth of preparation. Also, such experiences should be related to the doctoral student's professional objectives. Both on-campus and off-campus supervised experiences should be under the supervision of doctoral-level personnel whose area(s) of specialization is(are) compatible with the professional objectives of the doctoral student.

Supervised experiences should include the completion of at least 1 academic year (36 weeks) of full-time internship, including the one term of internship provided in the entry program.

All doctoral students should acquire competencies in statistics, research design, and other research methodology. Faculty should be involved in research that can be observed by students, and, when appropriate, students should be active participants. In addition, students should have opportunities to collaborate with faculty in the development of scholarly reports and papers.

Doctoral research seminars serve as a form of instruction for students as well as an opportunity for in-service education of the faculty.

A sequence of courses relating to the environmental area (or work setting) in which the doctoral student plans to work should be available.

## **SECTION III: RESPONSIBILITIES CONCERNING STUDENTS IN THE PROGRAM**

Areas of specialization in which the counselor-education program offers doctoral work should be clearly defined. The counselor-education fa-

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\*The standards for the entry program provide for practicum experiences in counseling totaling a minimum of 60 clock hours of actual contact with individuals and groups for 1 academic year plus a minimum of one term of a full-time postpracticum internship. This internship in a semester program would provide an additional 720 clock hours (40 hours per week times 18 weeks) of supervision or a total of 780 clock hours for the entry program. It is expected that similar supervised experiences will continue throughout the remainder of the doctoral program.

culty should have the sole responsibility for selecting doctoral candidates, including the option of establishing criteria for admission that exceed those of the graduate division of the institution. These criteria should include evidence that the applicant for the doctoral program is committed to the profession of counseling and guidance through successful entry-level preparation and experience.

Students in the doctoral program should reflect an effort on the part of the faculty to select individuals who represent a variety of subcultures and subgroups within our society. In order to accomplish this objective, there should be evidence of a continuing search on the part of the counselor-education faculty for ways of identifying students who possess the potential for doctoral work but who do not meet some of the more traditional criteria for entry into doctoral programs.

The acceptance of a doctoral candidate into a counselor-education program represents a serious commitment on the part of the counselor-education faculty to support the student. Consequently, there should be evidence that the counselor-education faculty is continuously studying ways to improve and enhance student selection, retention, and endorsement, as well as placement and follow-up on completion of the program.

#### **SECTION IV: SUPPORT FOR THE COUNSELOR-EDUCATION PROGRAM, ADMINISTRATIVE RELATIONSHIPS, AND INSTITUTIONAL RESOURCES**

The doctoral program in counselor education should be a clearly identified part of the institution's graduate program. There should be evidence that the counselor-education faculty is fully using all appropriate resources (both human and physical) of the institution to provide the best preparation possible for doctoral students. The institution should provide adequate support for a sound program of research in the various aspects of counseling, guidance, and student services. Furthermore, there should be evidence that the institution is supporting the counselor-education faculty in efforts to provide cooperative relationships with agencies and individuals off campus who can contribute to the enhancement of the quality of preparation in counselor education.

The institution provides the inducements necessary to attract and retain an outstanding faculty in counselor education. Faculty members should possess earned doctoral degrees in areas appropriate for their responsibilities in the doctoral program. Faculty members should be individuals who are recognized for their professional competencies and commitment to quality preparation of doctoral students.

The institution should support the counselor-education faculty in its efforts to contribute to the improvement of counseling, guidance, and

student services through participation in the activities of learned societies and professional associations at the local, state, regional, national, and international levels.

Faculty loads should be adjusted to reflect the institution's recognition of the intimate professional relationship between the doctoral student and the faculty, especially those faculty members who provide practicum and internship supervision, and doctoral-research committee chairpersons. Doctoral-committee chairpersons should be recognized leaders in one or more aspects of counseling, guidance, and student services. Chairpersons should have recognized competencies in both research and writing.

Computer facilities and library resources available to doctoral students reflect the institution's strong commitment to provide an outstanding environment that encourages both research and writing on the part of both faculty and doctoral candidates.

The institution supports the counselor-education faculty in making funds available through tuition grants, scholarships, special grants, assistantships, and other ways to provide financial assistance for doctoral students.

Specialization in the doctoral program is offered only in areas in which there are at least two full-time counselor-education faculty members with specializations in those areas. This full-time faculty should be supplemented by either doctoral-level full-time staff or doctoral-level part-time staff on or off campus.

#### **MEMBERS OF THE ACES COMMITTEE TO DEVELOP GUIDELINES FOR DOCTORAL PREPARATION IN COUNSELOR EDUCATION**

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APPENDIX E  
ETHICAL STANDARDS

## ETHICAL STANDARDS

Preamble

The American Personnel and Guidance Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation, and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and for the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles which define the ethical behavior of Association members.

## Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members are expected to gather data on their effectiveness and to be guided by the findings.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed. The acceptance of employment in an institution implies that the member is in substantial agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of counselees, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, members and nonmembers, is expected at all times. When information is possessed which raises serious doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member is obligated to take action to attempt to rectify such a condition. Such action shall utilize the institution's channels first and then utilize

procedures established by the state, division, or Association.

The member can take action in a variety of ways: conferring with the individual in question, gathering further information as to the allegation, conferring with local or national ethics committees, and so forth.

4. The member must not seek self-enhancement through expressing evaluations or comparisons that are damaging to others.

5. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

6. In establishing fees for professional services, members should take into consideration the fees charged by other professions delivering comparable services, as well as the ability of the counselee to pay. Members are willing to provide some services for which they receive little or no financial remuneration, or remuneration in food, lodging, and materials. When fees include charges for items other than professional services, that portion of the total which is for the professional services should be clearly indicated.

7. When members provide information to the public or to subordinates, peers, or supervisors, they have a clear responsibility to ensure that the content is accurate, unbiased, and consists of objective, factual data.

8. The member shall make a careful distinction between the offering of counseling services as opposed to

public information services. Counseling may be offered only in the context of a reciprocal or face-to-face relationship. Information services may be offered through the media.

9. With regard to professional employment, members are expected to accept only positions that they are prepared to assume and then to comply with established practices of the particular type of employment setting in which they are employed in order to ensure the continuity of services.

#### Section B: Counselor-Counselee Relationship

This section refers to practices involving individual and/or group counseling relationships, and it is not intended to be applicable to practices involving administrative relationships.

To the extent that the counselee's choice of action is not imminently self-or other-destructive, the counselee must retain freedom of choice. When the counselee does not have full autonomy for reasons of age, mental incompetency, criminal incarceration, or similar legal restrictions, the member may have to work with others who exercise significant control and direction over the counselee. Under these circumstances the member must apprise counselees of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee(s), whether the counselee(s) is (are) assisted individually or in a group relationship. In a group setting, the member-



leader is also responsible for protecting individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting the member is expected to set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling/therapy relationship with another professional person, the member does not begin a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the counselee is in another counseling/therapy relationship after the counseling relationship begins, the member is obligated to gain the consent of the other professional or terminate the relationship, unless the counselee elects to terminate the other relationship.

4. When the counselee's condition indicates that there is clear and imminent danger to the counselee or others, the member is expected to take direct personal action or to inform responsible authorities. Consultation with other professionals should be utilized where possible. Direct interventions, especially the assumption of responsibility for the counselee, should be taken only after careful deliberation. The counselee should be involved in the resumption of

responsibility for his actions as quickly as possible.

5. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings, and other documents are to be considered professional information for use in counseling, and they are not part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling material should occur only upon the express consent of the counselee.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be sufficiently disguised to ensure full protection of the identity of the counselee involved.

7. Counselees shall be informed of the conditions under which they may receive counseling assistance at or before the time when the counseling relationship is entered. This is particularly so when conditions exist of which the counselee would be unaware. In individual and group situations, particularly those oriented to self-understanding or growth, the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and limitations that may affect the continuance of the relationship.

8. The member has the responsibility to screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure. The member should maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The member reserves the right to consult with any other professionally competent person about a counselee. In choosing a consultant, the member avoids placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the counselee.

10. If the member is unable to be of professional assistance to the counselee, the member avoids initiating the counseling relationship or the member terminates it. In either event, the member is obligated to refer the counselee to an appropriate specialist. (It is incumbent upon the member to be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the counselee declines the suggested referral, the member is not obligated to continue the relationship.

11. When the member learns from counseling relationships of conditions that are likely to harm others, the member should report the condition to the responsible authority. This should be done in such a manner as to conceal the identity of the counselee.

12. When the member has other relationships, particularly of an administrative, supervisory, and/or evaluative nature, with an individual seeking counseling services, the member should not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's condition definitely warrants counseling intervention should

the member enter into and/or maintain a counseling relationship.

13. All experimental methods of treatment must be clearly indicated to prospective recipients, and safety precautions are to be adhered to by the member.

14. When the member is engaged in short-term group treatment/training programs, e.g., marathons and other encounter-type or growth groups, the member ensures that there is professional assistance available during and following the group experience.

15. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives. The variations that may be necessary should be clearly communicated to other professionals and prospective counselees.

### Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. It is the member's responsibility to provide adequate orientation or information to the examinee(s) prior

to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomic, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information cautiously in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular counselee, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). "General" validity, reliability, and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member is expected to give accurate information and to avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members have a responsibility to recognize the limits of their competence and to perform only those functions for which they are prepared.

5. Tests should be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when

unusual behavior or irregularities occur during the testing session, those conditions should be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results should be made known to the examinee.

7. The purpose of testing and the explicit use of the results should be made known to the examinee prior to testing. The counselor has a responsibility to ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent counselee stereotyping.

8. The examinee's welfare and explicit prior understanding should be the criteria for determining the recipients of the test results. The member is obligated to see that adequate interpretation accompanies any release of individual or group test data. The interpretation of test data should be

related to the examinee's particular concerns.

9. The member is expected to be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The member must proceed with extreme caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The member is obligated to guard against the appropriation, reproduction, or modifications of published tests or parts thereof without the express permission and adequate recognition of the original author or publisher.

12. Regarding the preparation, publication, and distribution of tests, reference should be made to:

a. Standards for Educational Psychological Tests and Manuals, revised edition, 1973, published by the American Psychological Association on behalf of itself, the American Educational Research Association, and the National Council on Measurement in Education.

b. "The Responsible Use of Tests: A Position Paper of AMEG, APGA, and NCME," published in Measurement and Evaluation in Guidance Vol. 5, No. 2, July 1972, pp. 385-388.

#### Section D: Research and Publication

1. Current American Psychological Association guidelines on research with human subjects shall be adhered to

(Ethical Principles in the Conduct of Research with Human Participants. Washington, D.C.: American Psychological Association, Inc., 1973).

2. In planning any research activity dealing with human subjects, the member is expected to be aware of and responsive to all pertinent ethical principles and to ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for their subjects' welfare throughout the experiment, and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. It is expected that all research subjects be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research, the member is responsible for corrective action as soon as possible following the research.

6. Participation in research is expected to be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects.



7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member is responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member is expected to be familiar with and to give recognition to previous work on the topic, as well as to observe all copyright laws and follow the principle of giving full credit to all to whom credit is due.

12. The member has the obligation to give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research, in accordance with such contributions.

13. The member is expected to communicate to other members the results of any research judged to be of

professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests should not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information provided.

#### Section E: Consulting and Private Practice

Consulting refers to a voluntary relationship between a professional helper and help-needing social unit (industry, business, school, college, etc.) in which the consultant is attempting to give help to the client in the solution of some current or potential problem. When "client" is used in this section it refers to an individual, group, or organization served by the consultant. (This definition of "consulting" is adapted from "Dimensions of the Consultant's Job" by Ronald Lippitt, Journal of Social Issues, Vol 15, No. 2, 1959).

1. Members who act as consultants must have a high degree of self-awareness of their own values and needs in entering helping relationships that involve change in social units.

2. There should be understanding and agreement between consultant and client as to the task, the directions or goals, and the function of the consultant.

3. Members are expected to accept only those consulting roles for which they possess or have access to the

necessary skills and resources for giving the kind of help that is needed.

4. The consulting relationship is defined as being one in which the client's adaptability and growth toward self-direction are encouraged and cultivated. For this reason, the consultant is obligated to maintain consistently the role of a consultant and to avoid becoming a decision maker for the client.

5. In announcing one's availability for professional services as a consultant, the member follows professional rather than commercial standards in describing services with accuracy, dignity, and caution.

6. For private practice in testing, counseling, or consulting, all ethical principles defined in this document are pertinent. In addition, any individual, agency, or institution offering educational, personal, or vocational counseling should meet the standards of the International Association of Counseling Services, Inc.

7. The member is expected to refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency counselees by members of its staff. In such instances, the counselees must be apprised of other options open to them should they seek private counseling services.

8. It is unethical to use one's institution affiliation to recruit counselees for one's private practice.

## Section F: Personnel Administration

It is recognized that most members are employed in public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to: (a) make the institution's goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members should define and describe the parameters and levels of their professional competency.

2. Members should establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance and dissemination of recorded information, work load, and accountability. Working agreements in each instance should be specified and made known to those concerned.

3. Members are responsible for alerting their employers to conditions that may be potentially disruptive or damaging.

4. Members are responsible for informing employers

of conditions that may limit their effectiveness.

5. Members are expected to submit regularly to review and evaluation.

6. Members are responsible for inservice development of self and/or staff.

7. Members are responsible for informing their staff of goals and programs.

8. Members are responsible for providing personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members are expected to select competent persons and assign responsibilities compatible with their skills and experiences.

#### Section G: Preparation Standards

Members who are responsible for training others should be guided by the preparation standards of the Association and relevant division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members are expected to orient trainees to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of training are expected to establish programs that integrate academic study and supervised practice.

3. Members are expected to establish a program directed toward developing the trainees' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members are expected to identify the level of competency of their trainees. These levels of competency should accommodate the paraprofessional as well as the professional.

5. Members, through continual trainee evaluation and appraisal, are expected to be aware of the personal limitations of the trainee that might impede future performance. The trainer has the responsibility of not only assisting the trainee in securing remedial assistance, but also screening from the program those trainees who are unable to provide competent services.

6. Members are expected to provide a program that includes training in research commensurate with levels of role functioning. Paraprofessional and technician-level personnel should be trained as consumers of research. In addition, these personnel should learn how to evaluate their own and their program effectiveness. Advanced graduate training, especially at the doctoral level, should include preparation for original research by the member.

7. Members are expected to make trainees aware of the ethical responsibilities and standards of the profession.

8. Training programs are expected to encourage trainees to value the ideals of service to individuals and to

society. In this regard, direct financial remuneration or lack thereof should not influence the quality of service rendered. Monetary considerations should not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for training are expected to be skilled as teachers and practitioners.

10. Members are expected to present thoroughly varied theoretical positions so that trainees may make comparisons and have the opportunity to select a position.

11. Members are obligated to develop clear policies within their training institution regarding field placement and the roles of the trainee and the trainer in such placements.

12. Members are expected to ensure that forms of training focusing on self-understanding or growth are voluntary, or if required as part of the training program, are made known to prospective trainees prior to entering the program. When the training program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member should have no administrative, supervisory, or evaluative authority regarding the participant.

13. Members are obligated to conduct a training program in keeping with the most current guidelines of the American Personnel and Guidance Association and its various divisions.