

THE COUNSELOR'S ROLE, THE TEACHER'S ROLE,
CHANGE AND IMPLEMENTATION IN GUIDANCE
SERVICE ORGANIZATION

by 4589

WILLIAM JOEL WOODARD

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Approved by:


Major Professor

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TABLE OF CONTENTS

I.	FOUR PROBLEM AREAS IN SCHOOL GUIDANCE SERVICES	1
II.	COUNSELING AND THE SCHOOL PROGRAM--A PROBLEM	2
	The Counselor's Role	2
	The Teacher and Guidance Function	5
	Change and the School Program	7
	Implementation	8
III.	APPROACHES TOWARD SOLVING THE PROBLEM	9
	Administration of Guidance Services	9
	Team Approach	12
	Counselor Educator	14
	Teacher Education	15
	Sensitivity Training for Teachers	20
	The Guidance Committee	26
IV.	CONCLUSION AND A PROPOSAL	30
	Conclusions	30
	Implications for Guidance Services: A Proposal . .	33

I. FOUR PROBLEM AREAS IN SCHOOL GUIDANCE SERVICES

Counseling, as it is in school systems today, is faced with several problems. One of these is the role definition that the guidance specialist has in the guidance services program. Does he have responsibility to only students, or to others in the school system as well? A second area of concern involves the role definition of the teacher with respect to guidance attitudes and activities. The question arises as to whether the teacher has responsibility at all to the expansion of guidance services throughout the school system. Thirdly, innovation is a problem to most schools whether it be with respect to the guidance program or any other facet of the school program. The purpose of this report is to answer some questions pertaining to change and how the guidance program and the school personnel can foster meaningful change for improvement in the school system. The fourth general area of concern dealt with here is the problem of bridging the gap between the stated objectives for the guidance program and the actual implementation of the guidance services in the school.

It has been stated, "A guidance program is successful only when its attitudes permeate the entire school, its program encompasses the school, its purposes, scope and limitations are

understood by all in the school."¹ What must occur in order for the guidance program to serve the entire school and have its attitudes permeate the total school? What is the counselor's role and responsibility? What is the teacher's role and responsibility? How are change and the implementation of change related to the above questions? These, generally, are questions considered in this report. Concrete answers, of course, are not forthcoming. However, by citing studies and authorities in the guidance field, insights may be found that should help to clarify instead of confusing the above named issues.

The second section of ~~this~~ report deals with defining and clarifying the above questions, and citing studies showing that these questions need answers. The third section outlines approaches that have been or are presently being used in attempting to find solutions to these problems. Finally, the last part of this report summarizes the material and offers a tentative solution to be considered as a possible way to organize and give structure to guidance-program development and yet leave room for answers to the questions proposed here.

II. COUNSELING AND THE SCHOOL PROGRAM--A PROBLEM

The counselor's role. For a long time, discussion regarding the question of counselor role and function in the school has been a frequent topic in counseling and educational circles.

1. B. B. Paulson, "Counselors are Catalysts," The American School Board Journal, 152:38-9, February, 1966.