Grand Rapids Junior College Counseling Center: An Internship

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GRAND RAPIDS JUNIOR COLLEGE
COUNSELING CENTER: AN INTERNSHIP

by

Robert D. Schneider

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

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Robert Douglas Schneider
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>BACKGROUND OF INTERNSHIP</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Rationale</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Review of Related Literature</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>GOALS OF INTERNSHIP</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>General Conceptual Objectives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Specific Objectives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Procedures for Goal Achievement</td>
<td>7</td>
</tr>
<tr>
<td>III</td>
<td>PROCEDURES OF INTERNSHIP</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Scheduling</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>LOG OF EXPERIENCES</td>
<td>11</td>
</tr>
<tr>
<td>V</td>
<td>EVALUATION</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>BIBLIOGRAPHY</td>
<td>38</td>
</tr>
</tbody>
</table>
CHAPTER ONE

BACKGROUND OF INTERNSHIP

Rationale

The role of the counseling center in higher education is currently undergoing careful scrutiny. Innovation with new functions and concepts in the field of counseling is becoming more prevalent in our universities and colleges as these institutions strive to provide better educational opportunities. The community college movement is in the vanguard of this innovative effort, especially with respect to the transition of student personnel work (specifically the counseling center, from an administratively based effort to a more student oriented structure (O'Banion, 1971).

The counseling center is considered to be the heart of the student personnel program at the community college level, and as such, must help provide leadership in the establishment of new and effective roles for personnel workers; roles which will help meet the needs expressed by students (Beals and Yoder, 1966).

To study these roles, an internship with Mr. Robert Vander Molen, Director of the Counseling Center at Grand Rapids Junior College, was arranged. The specific purpose of the internship was to allow the intern to explore the new directions and innovations currently being stressed by a two-year institution and to ascertain the degree to which its counseling center has applied...
its potential in meeting the basic objectives ascribed to it.

The intern's interest focused upon the changing role of the counseling center as they relate to the other student personnel services and the total college community. Working in a community college counseling center afforded an opportunity to examine the role of the counselor, as well as to provide an opportunity to assess through observation and interviews, the effectiveness with which the counseling center is introducing new programs and coordinating its activities with those of the other personnel services. The community college counseling center has the potential to help integrate the various services offered the student and meet their expressed needs.

Review of Related Literature

A cursory search of the literature revealed that, traditionally, most college and university counseling centers have played a passive and reactive role on campus. They appear to be relatively isolated from the mainstream of student interests, to provide a narrow range of adjutivie services to a small proportion of the student population, and to be marginally involved in conducting research to evaluate their own activities (Penney, 1972). Writers in the field believe that for the most part, the community college counseling center has avoided this pitfall (Beals and Yoder, 1966).

The community college, however, has fostered some exciting innovations, not only in the academic area, but also with regard to the student personnel services, especially the counseling center (Heston and Frick, 1968; Penney, 1972; Warnath, 1971). It would
appear that nowhere has constructive innovation been more vigorously pursued than at the community college level. Modification of old roles and adaptation of new ones are being actively promoted as the community college counseling center endeavors to better serve the needs of its constituents (Warnata, 1971).

Because of their personal contact with students, the counseling center staff might easily move into the role of a warning system for reducing campus friction and facilitate procedures to increase the full development of students. Better campus communications can be generated by the counseling center by stimulating improved interactions among the various groups on campus, most importantly the instructional staff and students (Blocker and Richardson, 1968). Improved communication in this manner would aid the counselor in confronting one of the most crucial issues facing the counseling profession today, that of involving the relationships of the counseling center personnel to the total college community: administrators, faculty, and students. The counseling center is an agency of the college. It exists to provide services for some or all parts of the campus community; its procedures and objectives will be determined to some extent by the degrees of freedom allowed it by other parts of the institution. Increased involvement and communication within the entire college community will allow the counselor to define new and productive roles with which to better meet the expressed needs of the college constituency (Blocker, Plummer, Richardson, 1965).

Traditionally, a college's curriculum exists prior to a counseling staff; consequently, counselors have not influenced its con-
Involvement of counselors in curricular planning has obvious advantages: some of the more salient ones include understanding of the rationale behind the college's curriculum, a knowledge of the curriculum, increased rapport with faculty members, and a more thorough comprehension of the technologies, business and other terminal career programs. The collaboration with different academic departments can stimulate the creation of courses which deal with not only the purely scholastic aspects of the material, but also incorporate the humanistic aspects (i.e. Law and Psychology). With such a philosophy, the counselor can aid in monitoring the entire educational process, intervening to maximize the student's potential for physiological, intellectual, social, and emotional growth (Heston and Frick, 1968).

Efforts have been made at the community college level to introduce more flexibility and accountability into the counseling-advising system. While a great many colleges still adhere to the traditional approach in which faculty members are designated as educational advisors in their major field, some significant innovations are taking place at community colleges around the country (Collins, 1967). These new voices agree that if the counselor is to be effective, he must work closely with faculty and students in their environment. He would serve as a liaison with instructional divisions, attending divisional meetings, participating in projects and workshops, and assuming responsibility of informing other student personnel staff members regarding developments within the academic division.

Some would assign a counselor to a specific academic division.
and delegate him responsibility for advising only students within his instructional unit. This concept incorporates the counselor as a program counselor who meets with the student immediately after he has completed his admissions requirements to jointly plan an educational program.

Concerned writers seem to believe the ultimate success or failure of the community college movement will depend on the effectiveness with which the student personnel services can facilitate the basic educational goals of the community college (O'Banion, 1971, and Matson, 1970). If this prognostication proves valid, the leadership provided by the counseling center will play a major part in determining the future direction of the community college movement.
CHAPTER TWO

GOALS OF INTERNSHIP

General Conceptual Objectives

1. Become familiar with the broad spectrum of personnel services offered at Grand Rapids Junior College, and assess the extent which the college is employing innovative programs within the student services.

2. Become familiar with services provided by the Counseling Center at Grand Rapids Junior College, especially noting new programs and techniques being utilized by the Center.

3. Make recommendations.

Specific Objectives

1. Learn the basic duties of the student personnel services by working (communicating) with personnel from each service.

2. Study services offered by the Counseling Center by observing and performing the duties of a counselor at the Center whenever possible, (individual and group counseling, testing, vocational counseling, etc.).

3. Assess the relationship of the Counseling Center with the total college community, (faculty, administration, students) by observing and interviewing.

4. Study the specific ways Grand Rapids Junior College is trying to meet the needs of its constituents through new or revised programs.

5. Become familiar with the problems a counselor encounters while working in the community college setting.

6. Use counseling skills and techniques in various counseling roles.
Procedures for Goal Achievement

A major portion of the time was spent learning the duties and responsibilities of the counselor. This end was attained by observation and participation in the work setting of the counselor.

Time was allotted for work and consultation in other personnel services. Working contact with the personnel services such as financial aids, housing, placement, and student activities helped the intern formulate a perspective of the counselor's role in the total context of student personnel services. The combined effect of these experiences served to build a more complete understanding of the Counseling Center as it relates to the total college community.
CHAPTER THREE

PROCEDURES OF INTERNSHIP

Scheduling

The internship commenced on June 11, 1973 although two previous visits to Grand Rapids Junior College to discuss the format of the internship had been made. Because the intern had the opportunity to work as a carpenter on a building crew on Friday and Saturday, and because Friday was acknowledged as a "slow day" in the Counseling Department during the summer months, a Monday through Thursday work week was decided upon. It was also agreed that the intern would be with the college until August 2, 1973. The work day began at 8:00 a.m. and ended at 4:30 p.m., although many days terminated at 5:00 or 5:30 p.m., especially during the week Mr. VanderMelen was on vacation.

When programming began, a work load was agreed upon which would not demand so much time as to imperil the fulfillment of the objectives set forth by the intern. Usually this consisted of programming students in the morning then undertaking experiences in the afternoon to help attain the established objectives. It is to be noted at this time that the intern was never asked to carry too heavy a load or burdened with mundane chores.

Resources

The knowledge concerning counseling methods and techniques
internalized during the four years spent in the Counseling and Personnel curriculum at Western Michigan University, served the intern well during the weeks spent in the Counseling Center at Grand Rapids Junior College. Not only the skills that were developed involving the counseling relationship, but as important, the information and reference sources acquired concerning higher education were extremely helpful. Until this time, the intern has been involved in junior high school counseling, and the need for expertise in the field of higher education has been minimal.

The opportunity to utilize many of the techniques and theories learned in counseling work at Western Michigan University was realized. Interviewing and listening skills as well as the various counseling approaches such as Rational-Emotive Therapy, behavior modification, and the Elimination of Self-Defeating Behavior were essential elements in performing the tasks necessary to fulfill the objectives set forth by the intern.

The human resources available at Grand Rapids Junior College were also essential. All of the heads of the various personnel services were extremely helpful; in addition to granting substantial interview time, they all were more than willing resource persons. A special thanks is due to Mr. VanderMolen in this respect as he spent at least forty-five minutes each day discussing the events and answering the questions compiled by the intern.

Resource books were utilized the entire summer. College textbooks, the books and magazines available at the Counseling Center were invaluable aids. College catalogs, occupational files, and vocational literature were all essential tools utilized during
the programming interview.
CHAPTER FOUR

LOG OF EXPERIENCES

June 11, 1973

Mr. Robert VanderMelen, my sponsor and Head of the Counseling Center at Grand Rapids Junior College, led me on a tour of the college, during which I met all the administrative and secretarial staff I would be working with during the summer. Mr. VanderMelen and the JC staff went out of their way to make me feel welcome and I certainly appreciated it. The first day was spent gaining a basic orientation to the college.

June 12, 1973

One of the objectives of my internship is to become familiar with the duties of each of the personnel services. I began this undertaking today by interviewing Mr. Feringa, the Registrar. Another objective I have stated is an assessment of relationship the Counseling Center has with the total college community. Mr. Feringa had some very candid comments in this area. He feels the Counseling Center spends far too much time doing individual therapy and not enough time attending to the educational and vocational needs of the students.

I began sitting in with Mr. VanderMelen today as he programmed students. His appointments are scheduled every half hour which really is not much time when one expects to both orient and pre-
gram the student. I can see I will have to spend many hours learning the academic system at Grand Rapids Junior College (GRJC).

June 13, 1973

Today I met with Dean McCarthy; an interesting sideline is that the community college concept which he personally fought hard to pass, was defeated just last night. He graciously gave me his feelings on the issue, and tactfully gave me his ideas concerning the changing role of the counseling center.

I observed Mr. VanderMelen program several students and decided I was ready to try my hand at it tomorrow. For the first two weeks of my internship the programming done by the Counseling Center will consist of re-admits, transfer students, early college enrollees, developmental students, and drop-ins. Freshmen programming in the Counseling Center begins July 16 at which time a staff of eight counselors and teachers will be working full-time.

I spent the last two hours of the day reviewing the catalog and establishing the whereabouts of all necessary resources I might need while programming.

June 14, 1973

This morning I was given one appointment every hour, most of them being early college students. These students are all high school students entering their senior year; they may elect to take up to eight semester hours at JC all expenses being handled by the Board of Education. Since most of them want to get the basics out of the way, English 101, Political Science 110, etc., programming
was not too difficult.

This afternoon was a different story. I had several developmental students. These students, on the basis of high school grade point average and the College Placement Test, have been recommended for a remedial program consisting of three courses, none of which are transferable college credit. These students may elect to take all or none of the recommended courses, which makes the counselor's interpretation of the tests and alternatives very important. I am making a list of the developmental students who choose not to take the remedial courses with the intention of determining their success rates at the end of the fall semester.

June 18, 1973

Today I met with Mr. La Penna for two hours. Mr. La Penna is Head of the Admissions and Financial Aid Office. We reviewed his duties in each capacity and spent considerable time looking at the trends occasioned by local and federal jurisdiction in admissions policies.

I have observed an interesting dichotomy. While the whole community college movement has shifted to the open-door policy, there are still the disgruntled comments from both administrators and professors directed toward the caliber of student gaining entrance.

In my opinion, to survive the enrollment battle, GRJC will not only have to admit these borderline students, but actively recruit students in this area; then establish programs both terminal and transfer oriented to help them succeed. GRJC has taken many positive steps forward in this regard; many of which will be examined in
June 19, 1973

This morning was spent with John Sleane, the Assistant to Mr. La Penna, with the title of Director of Minority Affairs. John works with most of the minority students entering JC and is engaged in the recruiting of minority students. He seems to have a good knowledge of the financial aid possibilities available to these students, but admits that the financial resources available to JC students cannot begin to compete with those offered by most four year institutions, such as Western Michigan University. John feels this is the main reason GRJC has a relatively low minority student population.

This afternoon was spent working with drop-in students who needed vocational and educational information. I am beginning to compile a fairly comprehensive supply of resource information including the telephone numbers of personnel affiliated with many of the state colleges and universities. Much of the specific information students want to know about a transfer institution, cannot be readily found in the school catalog and a phone call to the institution is usually the surest means of obtaining the correct answer. For example, many students have inquired about the foreign language requirement in a certain department at a college or university; because these might change from year to year, the only up-to-date information is obtained directly from the college or its extension service.
June 20, 1973

Mr. VanderMelen informed me that he will be gone next week so I will be left in charge of the Counseling Center with ample help from the secretaries. We then spent two hours reviewing the possible types of questions and situations I will be experiencing. I realize the next week will be filled with new experiences, but I am really looking forward to it. The remainder of my day was spent programming.

June 21, 1973

This morning was spent working with Dr. Jackson, Dean of Special Projects. He outlined his duties and aspirations for his job, which at the present time, is slanted toward the minority student.

This afternoon Mr. VanderMelen took me on a tour of the "5th Floor", where the Board of Education administrators are housed. The physical set-up is unique providing for open-floor traffic. There are no walls or doors, just strategically placed partitions. This type of structure is designed to promote communication between the various administrators. I feel it was accomplishing its purpose and the noise level which I anticipated to be a problem was not a factor.

Grand Rapids Junior College is governed by the Grand Rapids Board of Education. As previously mentioned, the community college issue was defeated in June; consequently, the college's relations with the Board and Superintendent Runkel are very important.
June 25, 1973

Today was my first day as the only counselor in the Counseling Center. My programming load each day will include five students screened for the developmental program, walk-ins, and early college students.

Many of the developmental students are from the Detroit and Pontiac areas. Most come with their parents who like to sit in with their son or daughter during programming. The parents and students seem very concerned with course selection, teacher choice, and all have loads of questions to ask concerning the college. The developmental student seems highly motivated to succeed. I only wish some of the students who drift into the college scene with little or no purpose could inherit some of the determination and direction exemplified by these developmental students.

Each student has some question I must go to a referral source to answer. The key to answering the questions accurately seems to be linked with establishing reliable referral sources, books, catalogs, the extension services of the universities, professors who serve a liaison function with their alma mater, etc. My list of phone numbers is steadily growing.

June 26, 1973

This morning was spent programming students. I am becoming more familiar with one of the primary concerns of students, financial assistance. By spending time during the admission interview with Mr. La Penna and John Sleane, I have picked up valuable infor-
mation; in addition, I have become familiar with the local sources
dealing with short-term loans.

One of the primary objectives of my internship is to look at
the ways Grand Rapids Junior College is trying to meet the needs
of its students and the area through the introduction of new pro-
grams. To this end, I spent the afternoon confering with Dr. Mary
Gregory of the Counseling Center. She is one of the initiators of
the "Women in Transition" program offered by the college. The pro-
gram seems to be catching on as the women of the Grand Rapids area
recognize the need to become more self-actualized. "The Transi-
tion" team has offered its seminars in the factory and college
setting. The demand is growing to such an extent that the two coun-
selors involved, Dr. Mary Gregory and Mrs. Fox, will be given re-
leased time in the mornings beginning with the fall semester to
further develop the program.

June 27, 1973

Today was spent programming and in general handling the affairs
of the Counseling Center. At first I felt overwhelmed by the ques-
tions for which I did not have ready answers. After the initial
shock, I have come to enjoy the challenge of becoming knowledge-
able in the educational and vocational area. To be sure I do not
know all the answers, but slowly I am gaining the expertise neces-
sary to find the answers to the questions of the students. I admire
the repertoire of information that the more experienced counselors
have, and realize that only time will supply me with this.
One of the functions of a counselor is filling out recommendations for the transfer student. One of the students transferring to Western Michigan University had a physical handicap which I felt might be brought to the attention of the Western officials in the best interest of the student. Upon checking the information release form filled out by the student, I found he had not authorized the release of this information. It was hard for me to rationalize the withholding of the information from Western, but I can respect the rights of the individual.

June 28, 1973

It has been a busy week and today was no exception. The more contact I have with college students, the more firmly I believe that their primary concern for the counseling center at the junior college level is accurate educational and vocational information. From my contacts with students during programming, some have brought up personal concerns and have scheduled appointments to come back and pursue these.

Another primary objective of my internship is to become familiar with the problems a counselor finds while working in the junior (community) college setting. I could enumerate many relatively insignificant problems but two major concerns seem to override all others, at least at this stage of my internship.

1. What should the role of the Counseling Center at Grand Rapids be? The counselors have established their preference by spending most of their time working with a one to one personal
counseling relationship. The faculty seems to feel that this is a waste of time and that the counselors should spend more time doing academic advisement. The students seem to side with the faculty; they express on an informal basis the need for sound educational and vocational information. I am surprised that the college has not done some research on the subject of the role of the Counseling Center at their institution.

2. The second major problem emanates from the first, that being faculty-Counseling Center relations. The Counseling Center staff, it seems to me, must enjoy a functional relationship with the faculty to promote the growth of the students both intellectually and personally. I do not observe this healthy atmosphere at Grand Rapids Junior College. The Counseling Center knows this situation exists but as of yet the administrative powers have made no overt effort to reconcile the differences. Mr. VanderMolen has made overtures to the other counselors concerning this matter but they do not respond. I guess everyone is holding their breath hoping the problem will go away. My feeling is that there will be a confrontation within the year and the Counseling Center will be forced to make some concessions which could be avoided if they tried to rectify the situation immediately.

July 2, 1973

Mr. VanderMolen is back. Today I had time to confer with the Dean of Students, Mr. Don Black. I have talked informally with Dean Black several times. Today, he allotted me two hours of his
time. We discussed his duties and other structural matters, but most of the time we examined three crucial areas: the changing attitude of Grand Rapids Junior College toward education, the changing composition of the student body, and the attitude of the Dean of Students toward the counseling function.

Dean Black agreed that GRJC had hung on to its "Transfer College" label too long, although he now feels that the college is getting unjustified criticism in this area. GRJC has made a concerted effort to serve the area's immediate technological needs in recent years as evidenced by the many new offerings in occupational education. Through such action, GRJC has come close to fulfilling the community college concept which stressed service to the community. I am scheduled to meet with Mr. Robert Duffy, Dean of Occupational Education, Thursday.

The changing composition of the student body makes Dean Black's job even more challenging. The average age of a student enrolled at GRJC today is 25. As GRJC's curricular emphasis changes, more and more veterans, housewives, and men interested in occupational change are enrolling. Dean Black feels this has a stabilizing effect on the student body. In the 1960's the student government was directed by younger, more radical students, sometimes more intent on making the WOTV, 6 o'clock news than running effective student government. Today, the student government has a predominantly service-minded attitude. Dean Black greatly appreciates the involvement of the veterans in the student government; he sees their participation as maximizing the effectiveness of the body.
Dean Black is very partial to a progressive, student-oriented counseling center. As I have previously stated, the enter's direction seems to be more one-to-one, four appointments a day counseling. Dean Black sees the situation as one that will be forced to change if the Center does not actively seek to change itself. I am now beginning to assess all the political angles involved in a situation of this type. Each administrator has his own opinion as to how the Center should be utilized. Each administrator owns a certain amount of political clout. It seems at this juncture the powers to be have stalemated themselves; consequently, the direction of the Counseling Center is in a state of limbo.

July 3, 1973

This morning was spent programming. This afternoon Mr. Vander Molen, Dean Black, and I had lunch then spent one hour in the Student Commons informally talking about GRJC. I gained valuable information concerning the internal workings and organizational tie-ups at the college just by listening. I'm certain one of the most valuable aspects of my internship will be these opportunities to sit down and talk informally with the administrators.

July 5, 1973

I spent the morning and had lunch with Dean Duffy, the Dean of Occupational Education. When I left I was certain that GRJC was being unjustly criticized when other institutions dwell upon
Junior College's lack of meaningful terminal programs. It is true that GRJC did cater to the transfer student and during this period, they carried only a handful of the occupational programs, such as their Associate Degree Program in Nursing; but in recent years there has been a major effort to serve the community with necessary programs. Their programs in Fire Science Technology, Data Processing, Dental Hygiene and Dental Assisting, Distributive Education, Public Safety, Radiologic Technology, Home Economics, Accounting, plus their technological offering in Drafting, Radio and TV, Air Conditioning, Civil Technology, and many others indicate that GRJC is definitely gaining stature in the occupational area.

I also have the feeling from my contacts with the administrators and faculty at the college, that there is still some of the old, rigid "accept the top students and try to find a transfer institution for them" philosophy, but this attitude is fading as the realities of modern education become more prevalent.

This afternoon I visited the extension services of University of Michigan, Michigan State, and Western Michigan University. The purpose was to assess the working relationships between the extension units and GRJC and gain information to help me with the programming of potential transfers to these institutions.

July 9, 1973

Today I had interviews with Mr. Richard Wherity, Dean of Instruction, and Mr. Wendel Shrell, Dean of Continuing Education. Their view of the Counseling Center was expressed by one of the
men when he commented, "If they blew up the 4th floor, this school would carry on as if nothing had happened." This comment seems to reflect the attitude many of the administrative staff of GRJC have toward the Counseling Center. They suggested more educational and vocational work, increased visibility, and new work schedules (day and night personnel) as possible additions to the counseling function.

Dean Wherity is a good example of a man married to his job. He lives for his work, and does an exceptional job. Mr. Wherity was especially excited about the new instructional concepts being considered. Teacher accountability is his pet project at this time. He outlined a new idea that is being considered at the national level. It takes into consideration almost all of the instructors' duties and combines this with a revised student evaluation; this combination produces an "efficiency rating." It sounds like a vast improvement over present methods.

This afternoon was spent doing personal counseling with two of the students I had programmed the previous week. These opportunities come relatively infrequently because of the time involved in programming, interviewing, and carrying out the other time consuming duties of a counselor.

July 10, 1973

Much of today was spent programming. Mr. VanderMolen and I sat down for two hours this morning and discussed my assessment of the Junier College. We had a good session; most of my recom-
mendations will be noted in the evaluation section of this paper. Among my observations, he seemed most interested in my comments concerning counselor visibility (to the students), administrative and faculty relations, and an expanded role for the Counseling Center.

July 11, 1973

Today was devoted to the Nursing Program. I served as one of the four tour leaders for the incoming nursing students. I had brushed up on the program yesterday, but went on the first tour with Dean Black to pick up some additional information. After leading four tours I was very impressed not only with the Nursing Program but also with the caliber of the nursing students. Some had been waiting as long as a year to enter the program, and all earned a 3.0 average or above in high school, as well as taking the necessary prerequisites such as chemistry, math, etc. One of the stops on the tour for the student nurses was the Dental Hygiene Classrooms which had equally impressive facilities. The physical equipment was excellent with many modern developments I had not noticed on my last visit to the dentist. I scheduled an appointment for myself for next week.

July 12, 1973

In addition to the daily duties I am assuming, I had the opportunity to supervise the College Level Testing Program (CLEP). Every third Thursday in the month, GRJC serves as a CLEP testing
center.

This program, which has gained national acceptance, consists of objective tests that measure achievement in five basic liberal arts areas. Credit is granted to applicants who attain a specified level of competence on any given test. GRJC has the accepted equivalent course to be able to utilize 28 of the CLEP tests for college credit. Students who feel they have the expertise in a subject area are encouraged to gain credit in this manner. It is my impression this program represents a positive step forward in making education more realistic in terms of time spent.

July 16, 1973

Today begins freshmen registration for the fall semester. Four more faculty programmers have been added bringing the number of programmers to eight. The salaried programmers have one appointment every half-hour. I assume the same load in the morning, but have my afternoons available upon request to fulfill other objectives I have set for myself.

I attended my first formal college meeting this morning, and was very impressed by the deportment and organization with which it was carried out. Each programmer had a folder complete with all needed information; all the speakers were on time, brief, and knowledgeable.

This morning I carried all my appointments. This afternoon I helped pick up the slack for two of the new faculty programmers.
This morning was spent programming. This afternoon I decided to pursue my objectives of assessing the extent of new programs and ideas carried out by the counseling staff. Mr. VanderMelen's objective is to have every staff member involved in at least one new project each year. I have already mentioned the "Women in Transition"; today I decided to examine the "Mall Project" effective during the spring semester. To do this, I first obtained background information from Mr. VanderMelen, then visited Mr. John Rose, the counselor responsible for the project, at his home. Mr. Rose felt the project, which was set up in Eastbrook and Woodland Malls, was very successful in informing the community about GRJC and its programs. Mr. Rose and Mr. Richard Janke were given released time to man the project. There was no follow-up of the project to determine its effectiveness in recruiting new students. I feel a short questionnaire (or verbal questions) administered during the programming interview would supply the Counseling Center with a measure of the "Mall Project's" impact upon recruiting.

I also had time to talk to Mr. Richard Besile who heads the Developmental Program and teaches a non-credit psychology course which includes guest speakers, tutor service, and other ideas which help the incoming freshmen in the Developmental Program adjust to college life. Mr. Besile does a good job with the students; his success is evidenced by the evaluation scores he receives from the students.
July 18, 1973

This morning I had several students asking questions about various medical programs. I had previously prepared myself by talking with U of M and MSU Extension Service, combing the catalogs, and purchasing the "Guide to Medical Schools in the United States." I can see how a counselor could do a student a disservice if he gives inaccurate information or fails to use or recommend proper referral sources. A mistake can mean both extra time and money expended by the student, not to mention the adverse publicity for the Counseling Center.

This afternoon I saw two of the students who asked for personal counseling during an earlier programming session. One has been a "professional student" at JC for five years. Each year Tom signs up for a couple of classes to prolong the decision he will eventually be forced to make: what to do with the rest of his life. We put all the alternatives down on paper and examined the possible consequences of each (join the Navy, transfer to Grand Valley, go to work with his father.) I was surprised that he had not really undergone this sort of evaluative-examination before. He told me he would make a decision by next week Wednesday, when he would be returning. Mr. VanderMelen sees this as an attention getting device and surmises that he really has no intention of making a decision.

July 19, 1973

Mrs. Betty Robbins, Director of Student Activities, was in
her office this morning so I spent some time with her, discussing her job and her relationship with the Counseling Center. The job seems appealing other than the many nighttime commitments. Dean Black has recommended me for the Director of Student Activities at Muskegon Community College. The numerous evening activities, plus my he-hum attitude toward Muskegon as a city have solidified my decision not to interview for the job.

There was a farewell party in the Student Commons this afternoon for two retiring secretaries. This gave me an excellent opportunity to converse with many of the faculty members. One of Mr. VanderMolen's objectives for the 1972-73 year was to have each counselor take at least four faculty members to lunch, paid for by the college. The purpose of the lunch was to better counselor-faculty relations and to increase understanding of the counseling function. The idea received little support from the counseling staff. One of my recommendations for the Counseling Center, which will be expanded in the evaluation section of this paper, concerns the visibility and increased student-faculty understanding of the counseling function.

July 23, 1973

Programming again took up most of the morning. During lunch, several of the administrators were meaning about the increased competition for students. They seemed especially bitter about all the publicity Grand Valley was getting in the Grand Rapids Press. To help the situation, GRJC hired a full-time publicity agent for the summer. One of his primary concerns was to get in-
creased coverage for GRJC in the Press.

This all serves as background material for explaining my after-
noon activities. My afternoon was spent being interviewed and photo-
graphed for an article in the GR Press. Earlier this week the Press
 carried a second section cover story describing the "secretaries'
softball game." The GRJC secretaries challenged the Board of Edu-
cation secretaries.

July 24, 1973

Because of the numerous questions I have had to answer concern-
ing veterans' benefits, I've had frequent contact with Tom Mikulski,
a Veteran's Administration representative who maintains an office in
the Counseling Center Complex. On some days I think I've worn a
groove down the hallway to Tom's office. Today I spent the after-
noon with Tom learning about his duties and sitting with him during
appointments. Because of the increasing numbers of veterans return-
ing to school, it is essential that the counselors be knowledgeable
in this area. I've found most veterans to be very determined, prag-
matic people. The Veteran's Administration provides each with test-
ing, counseling, and eventual placement in an institution fitted to
their needs. Still some of the veterans are not sure of their bene-
fits and the proper procedures to go through to procure these bene-
fits. To help meet this need, GRJC has a veteran, who is attending
the college, occupy an office near the Student Commons. Many vet-
erans are channeled to him for help. In fact, he actively promotes
by phone and mail, the veteran's involvement in higher education.
With these sources available, the counselor need not be an expert in veteran's affairs, but it is very helpful to be aware of basic information in this area.

July 25, 1973

My procrastinating counselee had another appointment with me this afternoon. Since I had seen him last Wednesday, Tom had applied for admission to Grand Valley State College. This is a step in the right direction; now I can only hope he is accepted. I seem to be making headway by using Milt Cudney's "Self-Defeating Behavior" approach.

I will have time to see Tom once more next Wednesday, the last day of my internship. My "homework" assignment for Tom is to have him record the decisions he makes on Monday and Tuesday of next week. I hope to plant the seed of rational thinking when exploring the alternatives leading to making a decision. By recording his decisions, Tom will be forcing himself to consider his thought processes before a decision was made.

July 26, 1973

Today was filled with the normal activities of a counselor at GRJC. Programming and transfer recommendations took up a good portion of the morning. I also had an opportunity to visit the Computer Center. The Center serves all schools under the jurisdiction of the Grand Rapids Board of Education. The fact that its facilities are located across the street from GRJC's North Building makes...
its services readily accessible.

The Registrar's staff has a way of evaluating the programmers by keeping track of the number of schedule conflicts with which each is involved. Mr. Feringa has a way of letting one know when he feels a particular counselor has used up his quota; he personally escorts the victimized student back to the Counseling Center and presents him to the unfortunate programmer.

I was flattered to know I had the lowest percentage of schedule conflicts, but that fact probably stems from my reduced programming lead.

July 30, 1973

This is the beginning of my last week and already I feel some nostalgic twinges. Mr. VanderMelen mentioned that he had reserved tomorrow afternoon so we could go over my internship evaluation forms. He also wanted to see my recommendations for the Counseling Center.

A fact of college teaching I was not aware of is the agony some of the professors experience as they watch their classes not filling. (Secondary teachers are assured of their students, a captive audience.) There is a delicate balance in the college curriculum. A decision to do away with the mandatory physical education requirement of GRJC students could affect the future of several instructors. Each academic division has to protect its own sanctity, and for this I cannot blame them. But maybe that's why change is slow in coming in education; there are just too many vested interests.
Before my internship, I looked at it as six credit hours. Now that it's almost over, I look upon it as one of the best educational experiences I have ever had, not only from a content viewpoint, but more importantly, from the standpoint of personal relationships. All the GRJC personnel from the secretaries to the administrators have been great and I appreciate it.

July 31, 1973

Today I spent the morning visiting all the heads of the various personnel services. The purpose of the visits were twofold; first, to share my final thoughts concerning each department and its relationship with the Counseling Center, and secondly, to convey my thanks for their time and many courtesies.

This afternoon Mr. VanderMolen and I shared our thoughts concerning my internship and the Counseling Center. As I have previously stated, my recommendations will be noted in the evaluation section.

August 1, 1973

One of the most satisfying aspects of my internship has been the number of students who have stopped back to talk or get some information after I had programmed them earlier.

The real challenge of working with the students at GRJC is provided by the large diversity of their culture and ethnic backgrounds. Your first appointment could be the goalless 18 year-old high school graduate, followed by the 25 year-old veteran, and the 38 year-old
housewife looking for new horizons. This as much as any single factor would make the community college an interesting place to work.

August 2, 1973

This morning was dedicated to finishing some paperwork, cleaning out my office, and programming some early college students. I was surprised this noon by having a luncheon given in my behalf. It was hard saying goodbye to the people I had worked with all summer, but it has been a rewarding experience.
CHAPTER FIVE

EVALUATION

The only way to evaluate the effectiveness of the internship is to answer the question: Were the objectives set forth at the beginning of the internship accomplished? The answer is affirmative. The basic duties of each personnel service were learned by interviewing and working with personnel from each service. The opportunity to both observe and perform the duties of a junior college counselor was afforded. The intern was able to assess the relationship of the Counseling Center with the total college community. Formal interviewing of administrators, the programming interview, and everyday contact with the entire college milieu provided an excellent background for accomplishing this objective.

The ways that GRJC is trying to meet the needs of its constituents were also examined at length. The intern talked with the persons responsible for initiating new programs, and whenever possible, gained knowledge by first hand visits. Also realized was the fact that counseling at the junior college level is not a utopia; problems do exist. There can be a multitude of paperwork on a given day, but more importantly, the uncertain role of the counselor appears to be the most serious potential problem. It seems that this factor spawns a multitude of other complications including faculty and administrator unrest with the counseling function. The personalities of the counselors themselves can create factions within the
department; this is what has happened at Grand Rapids Junior College. Common problems of the Counseling Center can only be effectively dealt with by a cohesive group effort on the part of the counselors.

The intern also had an excellent opportunity to utilize his counseling skills and techniques in various counseling roles. Not only were these skills put to use in the traditional counseling relationship, they were also utilized while interviewing, programming, testing, and during numerous other situations that occurred during the internship.

Finally, a special note of thanks is extended to the entire Grand Rapids Junior College administrative staff, especially Mr. Robert VanderMolen. More cordial relationships and helpful guidance than the intern received at this institution could not have been expected.

Recommendations

Recommendations for the improved functioning of the Counseling Center fall into four domains. First, the Counseling Center must become more visible to the students and college community in general. People simply have not been utilizing the services offered. Part of the problem is generated by the physical location of the Center. The intern had trouble finding it when arriving for the initial meeting with his supervisor. A new location or split locations might be advisable. More importantly, research should be conducted which would point out the needs and expectations of the students. If they do not seem to be utilizing the Counseling Center,
it might be because it does not offer some of the types of services the students deem necessary.

The counseling staff has traditionally opted to take the summer off and not involve themselves in summer freshmen programming. This is a mistake since this contact is the first the student has with the college. A suggestion would be to require at least three counselors to serve as summer programmers. The students would be more likely to return to the Counseling Center to see a familiar face. Another recommendation to help increase the visibility of the Center would be to have two or three of the counselors organize some form of activity tournament (table tennis, etc.) in conjunction with the Student Activities Office. This is not a textbook counseling function, but it would bring counselors in contact with students and that would be a step forward in publicizing the existence of the Counseling Center.

Secondly, faculty-Counseling Center relations should be improved. Much of the problem is due to the fact that the faculty is not informed as to the counseling function. A sharing of information is needed, possibly time set aside during inservice. The counseling staff should definitely plan functions to be with the faculty and have the opportunity to discuss educational matters or to just get to know one another. Setting aside funds to take faculty to lunch would be beneficial if carried through.

The Counseling Center staff should also remember that doing a good job with a referral from one of the faculty is worth more in terms of publicity for the Counseling Center than all the brochures
describing the counseling service combined. Care must be taken
to follow-up referrals and when possible, inform the instructor as
to possible ways he can be of help.

Third, the Counseling Center could aid recruiting enormously
by working harder in the predominantly rural area surrounding
Grand Rapids. Increasing numbers of these students are looking
toward higher education; schools such as Hastings, Lowell, Middle-
ville, Lakewood, and Delton would provide fertile recruiting areas.
A counselor could visit the high school in the spring and program
some of the students at the school. The current policy is just to
visit the Grand Rapids schools and the immediate area.

Fourth, the Counseling Center must reassess its role. Is the
traditional one-to-one counseling model with a minimum of education­
al and vocational emphasis acceptable in today's fast paced junior
college? This question is one the entire counseling staff must con­
sider before a truly productive situation can evolve.
BIBLIOGRAPHY


