My Internship Experience at the Western Michigan University Counseling Center

Bruce Vern Weller
Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses
Part of the Student Counseling and Personnel Services Commons

Recommended Citation
Weller, Bruce Vern, "My Internship Experience at the Western Michigan University Counseling Center" (1973). Master's Theses. 2693.
https://scholarworks.wmich.edu/masters_theses/2693
MY INTERNSHIP EXPERIENCE AT THE WESTERN MICHIGAN UNIVERSITY COUNSELING CENTER

by

Bruce Vern Weller

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

Western Michigan University Kalamazoo, Michigan August 1973
ACKNOWLEDGMENTS

I would like to thank Dr. Robert Betz for his advice and patience during the period that I was preparing this paper. My gratitude goes to all my professors in the Counseling and Personnel Department for their contributions to my personal growth. I would also like to extend my gratitude to the staff of the Western Michigan University Counseling Center for their cooperation and help during my internship.

Bruce Vern Weller
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in “sectioning” the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from “photographs” if essential to the understanding of the dissertation. Silver prints of “photographs” may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MASTERS THESIS

WELLER, Bruce Vern
MY INTERNSHIP EXPERIENCE AT THE WESTERN MICHIGAN UNIVERSITY COUNSELING CENTER.

Western Michigan University, Ed.S., 1973
Education, guidance and counseling

University Microfilms, A XEROX Company, Ann Arbor, Michigan
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>THE DESCRIPTION OF THE SETTING OF MY INTERNSHIP AT THE WESTERN MICHIGAN UNIVERSITY COUNSELING CENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>THE PHYSICAL SURROUNDINGS OF THE COUNSELING CENTER ......................................................... 1</td>
</tr>
<tr>
<td></td>
<td>THE COUNSELING CENTER STAFF ................................................................................................. 3</td>
</tr>
<tr>
<td></td>
<td>THE MISSION OF THE COUNSELING CENTER ................................................................................... 9</td>
</tr>
<tr>
<td></td>
<td>PROGRAMS AND SERVICES OFFERED BY THE COUNSELING CENTER .................................................. 12</td>
</tr>
<tr>
<td></td>
<td>POSITION OF THE COUNSELING CENTER IN THE UNIVERSITY ADMINISTRATIVE STRUCTURE .................. 14</td>
</tr>
<tr>
<td></td>
<td>RATIONALE FOR MY INTERNSHIP AT THE COUNSELING CENTER ....................................................... 15</td>
</tr>
<tr>
<td></td>
<td>THE PLAN OF MY INTERNSHIP ...................................................................................................... 17</td>
</tr>
<tr>
<td>II</td>
<td>REVIEW OF THE LITERATURE ........................................................................................................ 19</td>
</tr>
<tr>
<td></td>
<td>HISTORY OF THE COUNSELING CENTER .......................................................................................... 19</td>
</tr>
<tr>
<td></td>
<td>PRESENT STATUS OF THE COUNSELING CENTER ............................................................................. 22</td>
</tr>
<tr>
<td>III</td>
<td>LOG OF MY INTERNSHIP ............................................................................................................. 31</td>
</tr>
<tr>
<td></td>
<td>SPRING SESSION 1968, APRIL - JUNE ......................................................................................... 31</td>
</tr>
<tr>
<td></td>
<td>SUMMER SESSION 1968 ............................................................................................................... 35</td>
</tr>
<tr>
<td></td>
<td>SUMMER SESSION 1973, REFRESHER INTERNSHIP ....................................................................... 36</td>
</tr>
</tbody>
</table>
IV EVALUATION OF MY INTERNSHIP

Professional Results ..................... 43
Fulfillment of Desired Experiences .... 46
Limitations of My Internship ............. 47

V APPENDICES

Chart on the Counseling Center's Physical Surroundings ............ 49
Chart on Academic and Personal Statistics for 1972-1973 ............ 50

VI REFERENCES 51
Introduction

My internship experience at the Western Michigan University Counseling Center has enabled me to gain a deeper insight and understanding of the role and function of a modern university counseling center. This was achieved by making a comprehensive review of counseling center literature and using the Western Michigan University Center as a comparison model. My activities and observations gave me an inside view of the center's functions and staff which I am sure will be valuable in the future.

The log in this report represents a chronological review of the activities of my internship. It shows the range and depth of my internship experiences. Hopefully, it represents my growth as a counselor.

The evaluation chapter is the recalling of my activities and experiences and grading them in professional and personal terms. It points out the values and limitations of my internship.
CHAPTER I

THE DESCRIPTION OF THE SETTING OF MY INTERNSHIP AT THE WESTERN MICHIGAN UNIVERSITY COUNSELING CENTER

The Physical Surroundings of the Counseling Center

A major portion of my internship was served in the old headquarters of the Counseling Center on the first floor of the present Administration Building. However, there is little need to go into the physical surroundings of that site since the Center was moved in 1969 to the Student Services Building. Most of the student services for the campus community are located in this building. For example, housing, clubs, Dean's offices, and the student newspaper. It is a large attractive air-conditioned building on the upper end of West Michigan Avenue.

The Counseling Center itself is located on the first floor of the Student Services Building. As you walk into the Center, you come to a receptionist area and waiting room. In this room appointments are taken on cards and marked off in a scheduling book. The main part of the Counseling Center is divided into offices for its twenty staff members, but there are special rooms for certain functions. There are three libraries; two of which are open to outsiders. These two are the vocational library
and the counseling resource library. The library closed to the public is a professional resource library. The Center contains several observation rooms with one-way mirrors, a video tape equipment room, and a workroom. The workroom contains a small tape library, tape recorders, files of correspondence, mail boxes, clerical machines, and other materials. It also doubles as a lunch room and a lounge. There are four conference rooms, and the staff also has access to other conference rooms in the building. The facility has room for expansion of the staff.

However, the whole counseling program does not just take place at the Counseling Center. The counseling staff goes out to the campus community and beyond for such counseling programs as freshmen orientation, dorm counseling, community programs, and work with outside associations.
The Counseling Center Staff

The Center's staff is a very creative professional group of twenty individuals. Their employment picture is very stable as the chart which follows will indicate. I believe that the reason for the stability of employment and the creativity of the staff is due to the level of professionalism and the freedom allowed each individual to pursue his own interests. The Counseling Center Constitution adopted May, 1973, provides that each staff member at the beginning of each semester submit a paper giving a priority number of weekly hours to any item or items which represents his personal and professional interests. The individual's selections are given to the Executive Council to determine whether the staff member's choices meet the minimum number of hours set by the Council. The Executive Council compiles the selection sheets together with the staff members. It must make sure that areas with insufficient time allotments are covered with alternate choices so that the needs and the responsibilities of the department are met. Staff members may bring proposed changes or new areas of activity to the Executive Council any time during the year. Hours beyond the minimum set by the Executive Council are used according to personal choice and responsibility.

Leadership of the Counseling Center is selected by election. The May, 1973, constitution states that the
director is to be elected by a two-thirds majority of the membership with final appointment subject to approval by the Vice President of Student Affairs. The director serves a three year term of office, but there is no limit on the number of terms. The Executive Council, which sets assignments, appoints the Tenure and Recruitment Committee, and makes policy, consists of the director and four staff members elected at large. The Tenure and Recruitment Committee also consists of four members and the director. This committee handles the evaluation procedure. All, but a temporary offer of employment, must be approved by a majority of the staff; and the need is determined by the Executive Council. As the reader can see, the staff has a voice in how the Center operates.

During my reading about university counseling centers, I found a survey of Michigan university counseling centers by Bertsch (1971) of fourteen colleges including Western Michigan University. The survey gave me a guide to compare the working conditions of the staff of Western Michigan University with other universities. I found that the majority of directors' of centers and counseling personnel employed at centers hold academic rank, but the overwhelming majority indicated that the academic rank was granted as a result of the teaching function carried out by the counselors. The staff at the Western Michigan University Center hold academic rank, but not because of the teaching
function, because very few of them teach outside classes. However, in the past most of them did, according to several of the members of the Center.

The usual ratio for a counseling load was found to be 1/1,300 by Bertsch (1971). A Western Michigan University counselor's load is about 1/1,000 according to Associate Director Charles Spaniolo. The typical counselor in a university counseling center in Michigan sees between five to seven clients a day with the appointment varying from fifty to sixty minutes. The staff at Western sees two more clients per day than the average. The contradiction between the smaller overall load of a Western Counselor and his larger than average daily load, can be explained by the heavy use of the Counseling Center by the Western Michigan University student body. The Counseling Center Annual Report (Spaniolo, 1973) showed that 6,830 individual students took advantage of the services offered, or 30% of the institutional enrollment. This compares with 5-15% which is the average of most university counseling centers (Warnath, 1971).

Staff members of the Western Michigan University Counseling Center hold a minimum of a master's degree in guidance or psychology. Six of the staff have Ph.D. degrees. The director and six staff members specialize only in personal counseling and research. Two of these individuals have certification as psychologists. The rest
of the staff handles the various areas of academic counseling which is very important despite the fact that many academic departments do their own counseling. Coordination and dissemination of information has been added to the work load of the Center by new University programs. Staff members are involved in outside consultation work, research, and writing for publications. A person who reads the past Counseling Center annual reports, talks to staff members, and reads counseling literature cannot help but be impressed with the scope and professionalism of the Western Michigan University counseling staff.
Western Michigan University  
Counseling Center Staff

Director - James Lowe  
Associate Director - Charles Spaniolo  
Coordinator of Academic Counseling - Sterling Breed

<table>
<thead>
<tr>
<th>Name and Type of Counseling</th>
<th>Rank</th>
<th>Degree</th>
<th>Year Starting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boothroyd, Greg</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>1970</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breed, Sterling</td>
<td>Assoc. Prof.</td>
<td>M.A.</td>
<td>1956</td>
</tr>
<tr>
<td>Social work (academic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cudney, Milton</td>
<td>Prof.</td>
<td>Ph.D.</td>
<td>1964</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebling, Moyra</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1964</td>
</tr>
<tr>
<td>Social work (academic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forsleff, Louise</td>
<td>Prof.</td>
<td>Ph.D.</td>
<td>1962</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, Richard</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>1971</td>
</tr>
<tr>
<td>Training interns,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal counseling,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirk, Wyatt</td>
<td>Instructor</td>
<td>M.A.</td>
<td>1970</td>
</tr>
<tr>
<td>Business secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(academic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Klainer, Dan</td>
<td>Instructor</td>
<td>M.A.</td>
<td>1973</td>
</tr>
<tr>
<td>Lowe, James</td>
<td>Prof.</td>
<td>Ph.D.</td>
<td>1965</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MacQueen, Bruce</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1966</td>
</tr>
<tr>
<td>Business (academic),</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General studies,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manis, Laurie</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1966</td>
</tr>
<tr>
<td>Liberal arts, general,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McKeag, Dorinne</td>
<td>Assoc. Prof.</td>
<td>M.A.</td>
<td>1962</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller, Diann</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1968</td>
</tr>
<tr>
<td>Secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and elementary education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil, Don</td>
<td>Assoc. Prof.</td>
<td>M.A.</td>
<td>1959</td>
</tr>
<tr>
<td>General and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicolette, Jo</td>
<td>Assoc. Prof.</td>
<td>Ed.S.</td>
<td>1950</td>
</tr>
<tr>
<td>Secondary education,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seafort, George</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1964</td>
</tr>
<tr>
<td>Personal counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shull, Charles</td>
<td>Asst. Prof.</td>
<td>M.B.A.</td>
<td>1964</td>
</tr>
<tr>
<td>Business and general</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spaniolo, Charles</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>1965</td>
</tr>
<tr>
<td>Social work, Liberal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Bev</td>
<td>Asst. Prof.</td>
<td>M.A.</td>
<td>1972</td>
</tr>
<tr>
<td>Secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General studies and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Williams, Edith</td>
<td>Instructor</td>
<td>M.A.</td>
<td>1971</td>
</tr>
<tr>
<td>Secondary education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Mission of the Counseling Center

Recently, considerable thought has gone into defining what is the mission of a university counseling center by the leadership and staff of the Western Michigan University Counseling Center. One thing that started this thought trend was the 1971 Council of University Education Report. Its numerous recommendations provided for all areas of the university to engage in self evaluation and self renewal. Many staff meetings were scheduled to implement changes in the organization, to develop programs, and to meet the needs of the university community. A program was started to better utilize the staff and resources.

According to the 1973 Western Michigan University Undergraduate Catalog, the counseling service exists to help students deal effectively with the following concerns:

1. Selection of courses and curricula
2. Selection of a vocational choice
3. Help in social and personal situations which leave the individual confused and upset
4. To help students under emotional stress and discomfort.

According to Bertsch's (1971) survey, these would be the traditional concerns of most of the Michigan counseling centers. But there is some new thinking going on about the mission of the University Counseling Center.

In a position paper on goals to the Western Michigan University counseling staff, Louise Forsleff (1972)
stated that she believed that the center should primarily be interested in the prevention of mental health disabilities. Dr. Forsleff went on to explain her program for preventing mental health disabilities. It is a very broad program encompassing more than the traditional center roles of academic and personal counseling. She envisions a new role for a university counseling center as an agent of change. As evidence of support of the faculty and student body for the role of the counseling center as an agent of change, she presented a recent survey in which the faculty and student body reflected overwhelming support to the roles of the center in modifying housing procedures to promote mental health of students, and advised the administration and faculty on changing existing structure and/or establishing new structures and procedures within the university to promote mental health.

Charles F. Warnath (1971) in his book *New Myths and Old Realities: College Counseling in Transition* also believes that the University Counseling Center should be an agent of change. He states in his book:

The counseling center would have a full-time activity if it devoted its energies completely to the investigation of and the communication to the campus community about the process of higher education, student development, and the learning and motivation of young adults. The counseling center must become a center for the conservation and development of human potential which is represented by the thousands of students who populate its particular campus. The center must be the generator of improved interactions between various groups on campus but most important, between instructional staff and students (p.119).
Both authors believe that the university counseling center must make a greater impact on the campus community than it traditionally has with the usual programs. They believe that the main duty of a center is to bring about communication between the student body, faculty, and administration. Western Michigan University, under the leadership of Dr. Forsleff, has started to move in this direction, while maintaining its traditional services. The new constitution of the Counseling Center was a step toward the direction of trying to meet the needs of the University by providing procedures for determining new counseling services, and insuring commitments for them as well as older existing services.

In a university as large as Western, the Counseling Center would seem to be a logical agent to fill the communications gap between the faculty, administration, and student body. Having a constant contact with the student body, yet still being members of the faculty, the counseling staff seems ideal for the role. The academic faculty seem to be supporting the Counseling Center in assuming the new role. In a time of falling enrollments and tight budgets, there is a real need for both to be aware of the wishes and frustrations of the student body.
Programs and Services Offered
by the Counseling Center

The following is a report drawn together by talking to staff members of the Counseling Center and reading annual reports. Programs listed are not in the order of importance, but simply in order of discovery. Even with my extensive listing and research, I am sure I will have excluded some programs offered since 1964.

The programs and services offered by the Counseling Center from 1964 to 1973 are as follows:

1. Individual personal counseling
2. Academic counseling
3. Vocational counseling
4. Vocational planning
5. Occupational and vocational workshops
6. In-service training and internship programs
7. Teaching of regular university classes
8. Teaching of extension courses
9. Providing resource persons for conventional college classes
10. Coordinating of the General Education area—advising, articulating of requirements inside and outside of the university, training of faculty advisors within this area, and monitoring the system
11. Preparation and dissemination of General Education information
12. Source of information for the new Student Planned Curriculum
13. Counseling and working with the Division of Continuing Education regarding the external degree programs
14. A counseling program for residence halls
15. A study of university dropouts
16. Leadership training
17. Publication of a Directory of Career Referral Sources at Western Michigan University
18. Vocational orientation for minority students
19. Life Style/Career Planning Workshop
20. Self-Defeating Behavior Workshop
21. Contact—group counseling for men and women who are separated or divorced
22. Let's Read Program
23. Research and publications
24. A program of continuing education for women
25. Freshmen orientation program and the training of student leaders for it
26. A system of undergraduate assistantships to encourage minority students to consider counseling as a career
27. Human Relations Workshop
28. A group training program for residence hall staff assistants
29. Counselors serve in the University Health Center by taking referrals from staff physicians and the university psychiatrist.
30. Marital and family counseling
31. Crisis counseling—making a counselor available during the day for immediate counseling assistance
32. Consultant service for the university and outside profit and non-profit associations
33. Consultant services to schools
34. Field counseling—working with community counselors in a liaison capacity and advising transfer students before enrollment at Western
35. Speaker service to outside groups
36. Peace Corps and Vista advising
37. Vocational and counseling resource libraries
38. Visitations to secondary schools
39. Child therapy and play therapy
40. Running T or sensitivity groups
41. Counseling services to the Upward Bound Program
42. Training staff and ward attendants at Kalamazoo Juvenile Home
43. Counseling services to the Probate Court of Kalamazoo County
44. A counseling group for students on probation
45. Counseling services to persons in the Kalamazoo State Hospital
46. Workshops for students and practicing teachers
Position of the Counseling Center in the University Administrative Structure

The Western Michigan University Counseling Center is directly under the Vice President of Student Services, Thomas E. Coyne. He is responsible for all student services including housing and the Western Michigan University Health Center. Mr. Coyne reports to President James Miller.

The staff of the Counseling Center elects its own director. By the 1973 Constitution, the vice president has final approval of the staffs' choice and the Constitution itself.
Rationale for My Internship at the Counseling Center

Professional reasons

I chose to do a project internship at the Western Michigan University Counseling Center because I would like to become a college counselor. Since my past experience has been confined to the junior and senior high school level, experience in counseling at the college level would be invaluable to me. Vocationally the best place to learn your trade is at the source, and I can think of no better source than the Western Michigan University Counseling Center. The staff and the faculty are ideal for the task. The Center has been training interns and graduate assistants for years. I have also learned from conversations with its graduates that the experience one gains is excellent.

I felt I needed a refresher internship to recondition my skills in counseling since I have not been directly connected with counseling in four years because of my position as an assistant high school principal. In the future I plan to re-enter the field of guidance and counseling and I feel the internship and the Specialist Degree would be of great value.
**Personal reasons**

I had always wanted to work with some of the staff members of the Counseling Center. Several of the staff members had been resource people or teachers of my Personnel and Counseling Department classes and I was very impressed with them. Dr. Don Davis made a very deep impression on me. The first thing I did when I started my internship was to set up a personal counseling internship with Dr. Davis.

I also felt that the knowledge of how a college counseling center works on a day to day basis would be a valuable contribution to my counseling background.

Thus, I feel I will be a better counselor after my internship experiences at the Western Michigan University Counseling Center.
The Plan of My Internship

Desired experiences

I am submitting a list of my desired experiences that I wish to gain from my internship program at the Western Michigan University Counseling Center. These experiences are quite obtainable according to my supervisors at the Center. The only obstruction might be the limitation of serving an internship at the time of the year when the Counseling Center is at a low level of activity. My desired experiences are as follows:

1. A personal counseling internship
2. A review of the counseling literature and theory
3. Contact and counseling with college-age youth
4. Observing academic counseling and doing it myself
5. Participating in group and individual counseling to gain an openness to others
6. Viewing some of the on-going programs such as the Self-defeating Behavioral Workshop
7. Finding out how the University Counseling Center operates by talking to staff members, observing, and reading
8. Listening to tapes and observing expert counselors at work
9. Observing and working in the freshmen orientation program
10. Talking to individual counselors about their pet programs
11. Reviewing the literature on the University Counseling Center
12. Finishing a Specialist Project Report on my experiences
13. Attend a staff meeting
The first part of my intern experience was served during the spring and summer session of 1968. The block of time during the spring session was served at the Counseling Center from one to five o'clock four days a week. During the summer session of 1968, I helped with freshmen orientation every morning.

During my current refresher internship, the summer session of 1973, I am serving full time every day at the Counseling Center. However, the schedule and planning of my block of time was relatively unstructured throughout the whole of my internship to allow me to pursue my own interests.
CHAPTER II

REVIEW OF THE LITERATURE

History of the Counseling Center

Most sources trace the origins of college personnel work in America to colonial times. Leonard (1956) traces the first personnel workers back to the colony overseers at Harvard and the members of the boards of trustees at other colleges. As colleges grew, the part-time overseers and trustees could no longer handle the growing student body, so the role of student personnel worker fell to the college president. He is reported by Fitzpatrick (1968) to be the first professional personnel worker. In colonial times the students actually lived under the president's roof so that they could be under his constant supervision. He was assisted by the faculty and they both acted under the doctrine of loco parentis. Growth of student bodies and curricula started the trend toward delegation and specialization of student personnel work. Leonard (1956) stated that:

It was this growth in numbers and complexity that necessitated the organization of personnel services into separate administrative units. Presidents could no longer personally supervise the study halls, assign students to rooms and tramp the dormitory halls at midnight.....(p.8)
As the college president's duties increased, he turned more and more of his duties for student personnel over to faculty members. As growth further progressed, the faculty could no longer handle the advisory load; so according to Fitzpatrick (1968) it was turned over to the deans:

At first, this informal counseling came from friends or from general faculty. Gradually as each college came to have a dean, the dean assumed guidance responsibilities. In recent years colleges have acquired not one but several deans, typically at least a Dean of Instruction and a Dean of Students (Bragdon, 1939). The latter devoted increasing interest to curricular choices of students. In small schools he carried the entire workload himself; in the larger institutions of necessity he acquired assistants, at times drawn from the teaching faculty, and at times from non-teaching personnel (p.8-9).

The actual birth of the organized college counseling center as we know it today came about in the post World War II period. By this time the college and curricula has grown by leaps and bounds because of such acts as the Morrill Act and the G.I. Bill. Warnath (1971) contributes the start of counseling bureaus to the Veteran's Administration in his statement:

With few exceptions colleges had no professional counselors on campus until Veteran's Administration established guidance bureaus following World War II. The colleges were required to invest little of their own funds. The standards for counselors were minimal. The procedures were routine. A veteran needed the approval of a V.A. counselor for his initial program and any later significant change. The guidance bureau, therefore, was primarily a placement and educational monitoring device to protect the government investment in G. I. subsidies.....When the government withdrew funds, the colleges kept the centers (p.3-4).
The reason the colleges kept the center was the fact that the teaching faculty could no longer handle the task of advising students because of the tremendous growth of the student body and increase in complexity of the curricula.

Warnath (1971) contributes the start of the professionalization of counseling centers to two meetings in 1951. These were the Midwest Guidance Directors meeting and the Northwest Conference of Directors. These two conferences started the movement for standards in the college counseling personnel ranks.

Summary

Most authorities attribute the modern counseling center to the growth of the college student body and the growing complexity of the curriculum. As these two factors progressed, no longer could the president, deans, or the college teaching faculty handle the task of counseling with all its specialties. Once the counseling center came about, its members sought higher standards of professionalism until it evolved to the present.
The institution of the college counseling center seems to be a widespread institution on the American college scene. In a survey by Albert (1968) of 1,136 senior colleges in the United States, 71% of the 415 responding colleges reported that they had student counseling facilities. In a back-up study he surveyed 50 colleges geographically; and of the 40 responding, 26 or 65% reported a counseling center. Albert (1968) also pointed to an unpublished survey in 1962 by R. G. Congdon and W. W. Lothrop of the University of New Hampshire, in which 72% of 109 non-sectarian colleges reported that they maintained full-fledged counseling centers. However, a study by Nugent and Pareis (1968) found that out of 785 responding colleges, 461 or approximately 59% reported having counseling centers. Albert contributed the discrepancy between the latter survey and his to be differences of definition and the type of institutions surveyed.

The counseling center is usually under the student personnel division. Albert (1968) found that 67% of the colleges answering his questionnaire were under the student services division in the chain of command.
Nugent and Pareis (1968) also did a survey that closely collaborated his study. As I noted earlier, the counseling center of Western Michigan University is also under the division of student services.

**Counselor training**

Nugent and Pareis (1968) reported on their survey of the academic preparation of 1,472 counselors from the 461 centers responding. The survey classified 24% of these counselors as clinical psychologists, 61% as counseling psychologists, and 15% as others. They reported that 35% had Ph.D. degrees, 14% held Ed.D. degrees, and 46% were at the Master's level. Western Michigan University does not compare favorably nationally in this survey in the Doctoral area. Only six individuals in the Western Michigan University Counseling Center hold Ph.D. degrees. However, it must be remembered that a degree does not necessarily make a good counselor.

**Student-counselor ratio**

The college student-counselor ratio has been the subject of a number of studies in the counseling literature. Results of these studies have shown great variances and discrepancies. An example of the wide variance of ratios is Albert's (1968) study which found a range of counselor ratios from 1 to 8,000 to 1 to 100. The wide range is
probably due to who is counted as a counselor. Some colleges and universities count instructional faculty, admissions counselors, and graduate students who do some counseling in their ratios while others do not. Listed below are several studies on the subject of counselor ratios found in guidance literature:

1. Albert (1968) found in his survey that the median ratio reported from 379 colleges to be 1 per 770.

2. Clark (1966) found in responses from 36 major universities that the mean ratio was 1 to approximately 3,000.

3. Bertsch (1971) found that the average ratio of 14 Michigan colleges to be 1 per 1,300.

4. The Western Michigan University estimated average is 1 per 1,000 according to Associate Director of Counseling, Charles Spaniolo.

5. Nugent and Pareis (1968) found that most of the colleges they surveyed have counselor-student ratios of 1 per 1,000.

Bertsch (1971) found in his survey of the directors of the counseling centers in Michigan, that each director thought that the ratio of 1 per 1,300 was much too large. Members of the Western Michigan University counseling staff that I have talked to feel that their ratio of 1 per 1,000 students is almost ideal.

**Major counseling center programs**

What are the major counseling programs and emphases of the counseling centers in the United States? This question has been on a number of surveys written by
authorities in the counseling literature in one form or another. Among the surveys reviewed, there was little question that the three top counseling center programs were the traditional ones of educational, vocational, and personal adjustment counseling. The only surprise was the emphasis put on personal counseling. Clark (1966) reported that 81% of the 36 colleges responding provided personal adjustment counseling and 50% provided psychotherapy. Albert (1968) reported that his study of the college personal adjustment counseling offerings basically resembled Clark’s survey. The main differences being over definitions of adjustment counseling and psychotherapy or conscious versus unconscious therapy. Bertsch (1971) found that the majority of Michigan center directors named personal counseling as their major emphasis. In his study he reported that seven out of fourteen centers stated that they spent 50% of their time on personal counseling, and four centers responded that they spent 75% of the time on personal counseling. From a chart prepared by a scheduling secretary on the academic and personal counseling appointment statistics of the Western Michigan University Counseling Center, the reader would see that Western is not following the emphasis toward personal counseling of other Michigan schools in Bertsch's survey. While very important, personal counseling appointments were approximately 1/5 of total counseling appointments at the Western Michigan
University Counseling Center during the 1972-1973 school year.

Testing is also a major area for emphasis for counseling centers. In Clark's (1966) study only 14% of the centers stated that it was a principal service, but 64% participated in national testing programs. Albert's (1968) study showed that 80% of the centers responding indicated that they routinely test freshmen and 60% test for personality traits. A survey of fourteen Michigan college centers showed that all but one house a testing office (Bertsch, 1971). The one exception was Western Michigan University. Western has a separate testing service. However, the testing office used to be in the counseling department.

Research was named in Clark's (1966) study as a principal emphasis by 6% of the centers reporting. However, 60% of the colleges mentioned that they had engaged in research the past two years. They reported a total of 221 publications with a mean of 7.6 per center. Going by Clark's figures, research does not seem to be a real significant area of center activity. A survey (Waltz and Lee, 1969) of personnel services research done in 1969 showed that most of the research by counseling centers was done in the North Central Accreditation Region, and was experimental in nature dealing primarily with college student population.
Other programs on Clark's (1966) survey were named as principal activities of 4% or less of the centers responding. However, some of these programs were offered by as many as 50% of the centers. These programs were reading and study improvement courses, machine scoring service, participation in freshmen orientation, and consultant services to other departments. Bertsch (1971) mentioned in his study that eight of fourteen centers were training centers for graduate training in psychology or guidance and counseling.

Confidentiality in the counseling center

The issue of confidentiality in the relationship between the counseling center and the student body is a very important issue today. It is especially important in this era of stress for the student body and college administration. The student body is faced with many more decisions in a more liberal society where there are few guidelines to follow. The need for a place where a student can voice his concerns, and get help in an atmosphere of trust is a real need. At the same time, the administration is facing unparalleled problems that need answers, and many feel that the counseling center would be a source of information to reach the answers. This leaves the counseling center in the middle facing the real issue of pressure from the administration and/or the issue of credibility in its relationship with the student body.
Several authorities in the counseling literature have shown real concern over this issue of ethics and credibility. Nugent and Pareis (1968) found in a survey of counseling center directors that 40% gave out information routinely about students without the students permission. The two researchers expressed great concern over the fact that 21% gave out information to administrative heads for use in recommendations, disciplinary actions and the like. The survey was based on 461 counseling centers with a 67% return. Nugent (1969) felt that he had found a clear violation of ethics in a large number of counseling centers in the United States and expressed a real fear for the credibility of counseling centers in general. He called for exploration in the area by the A.P.G.A. and A.P.A. He stressed that both organizations emphasize that the counselors prime responsibility is to the client's welfare except in those relatively rare instances where there is clear or imminent danger.

Both Nugent (1969) and Albert (1968) voiced serious ethical objections to counseling centers functions of testing, screening, and evaluating for academic, outside organizations, and the administration. They felt that this was an invasion of privacy and a serious threat to a center's reputation and credibility. Nugent (1969) stated that he realized that the above organizations needed these services, but he feels that these functions could be accomplished by
the counseling center serving as a consultant to organizations to set up their own testing, policy, and selection procedures without involving the interests of individual students.

Nugent (1969) conceded that all authorities did not see eye to eye with him on the issue of confidentiality and quoted a report given at the Albion Symposium on Counseling for Liberal Arts Colleges held in 1967 (Heston and Frick, 1968). The report attributed the issue of confidentiality to poor communication between officials and a lack of trust. It pointed out that many times the release of information can help a student. Farnsworth (1970) goes along with this logic in his quote:

It is hard to make clear definitions and set up inflexible limits in this area. It is important to know personally the dean or individual administrator involved, not only in order to determine how much can be shared but, more important, so that a therapist can give general information rather than by being asked for details to justify a recommendation. Such justification will not be necessary if both individuals trust each other's judgment and have respect for each other based on personal acquaintance.

Summary

The issue of confidentiality is a vital issue involving ethics and the credibility of the counseling center. In the areas of testing, screening and evaluation, the counseling center is in a precarious area. The issue of confidentiality is a controversial issue among authorities.
The issue calls for careful judgment by the counselor with consideration of ethical standards.
CHAPTER III

LOG OF MY INTERNSHIP

The first part of my log will cover the spring and summer sessions of 1968. It will be dealt with in general time periods of necessity, since there was a five year time span between that period of activity and the writing of this log. The experiences will be recorded from extensive general notes of the period, memory, and conversations with Counseling Center staff members dating back to that time.

Spring Session 1968, April - June

After gaining released time in the afternoons from my counseling job at Springfield Junior High School, I contacted my advisor, Dr. Betz, to set up a counseling internship to meet the requirements of the Specialist in Education degree. During the meeting with Dr. Betz, I expressed the desire to do an internship at the Western Michigan University Counseling Center to meet my professional and vocational goals. He agreed with my wishes and contacted Dr. Milton Cudney to set up an appointment for me in early April.

In April I met with Dr. Cudney and he set up my internship at the Western Michigan University Counseling Center. He left it pretty much up to me to seek out the programs and individuals that would most satisfy my interests.
and professional goals. The only requirement was desk duty. This was given to me in order that I might get to know the general operation of the center and to make contacts with the counseling staff. I was told to report to the Scheduling Secretary, Etoy Seafort.

Log

1. On the first regular class day of the spring session of 1968 I reported to Mrs. Etoy Seafort. She set up a schedule of desk duty and gave me the general layout of the Counseling Center. Mrs. Seafort was very helpful in setting up appointments with staff members.

2. My first experience with desk duty came the next day. Desk duty was a very frustrating experience which I never came to enjoy. There were very quiet times when I was relatively inactive and then all of a sudden there would be more calls than any one person could handle. I was scheduled twice each week for this activity. However, the experience did help me learn the operations of the counseling center and the names and faces of the staff members.

3. One of the most interesting experiences at the center was listening to tapes of famous counselors like Ellis and Rogers. There were also tapes of personal counseling by members of the Counseling Center staff. The experience helped me build up my counseling skills.
Mrs. Etoy Seafort helped me set up an appointment with Dr. Don Davis for the purpose of gaining a personal counseling internship. Dr. Davis was a staff member whom I had wanted to work with very much. Before coming to the counseling center, I had heard a great deal about his individual and group counseling sessions from the counseling staff and my fellow students; and the comments were always favorable. He was a highly respected individual on campus and a master counselor, by reputation.

Dr. Davis agreed to do a counseling internship with me. He also invited me to join his group counseling session which met once a week in his office.

I joined Dr. Davis's sensitivity group. The group varied in number from five to eight members. New members were welcome at any time, but the membership was very consistent. The members were all students but the age range was from about twenty to twenty-six with one member, a Jewish rabbi, being nearly forty. The group had been meeting for some time and several of the members were regular clients of Dr. Davis. The sessions were interesting and revealing both for the individual and the group. Problems covered a wide range. The members were intelligent, but many of them had serious emotional problems that caused deep frustrations. Dr. Davis managed to keep the session down to "gut" level a good share of the time. The group's interests were many and varied. The conversation
in the group was probing and there were times when individuals would be uncomfortable. But the general mood was openness to others and the sessions held our interest. Nobody had to attend and, yet, the same people kept coming back week after week with some even bringing a friend.

7. After three weeks of the spring session, I managed to get an appointment with Dr. Davis to critique a tape of one of my personal counseling sessions with a junior high school girl. He listened carefully to the tape and stated that I had done a beautiful counseling job. He suggested that I probe a little more in one area, but that generally I had done an excellent job. This did great things for my confidence. We set up an appointment for two weeks later.

8. At the second meeting with Dr. Davis concerning my internship, I played another tape of a session with the same junior high girl. He told me to keep working with the girl and he felt that I was definitely helping her. We then went into a general discussion of counseling where I probed his experiences of over thirty years of personal counseling. I found my discussions with Dr. Davis regarding counseling very rewarding. Dr. Davis was an excellent listener with a deep understanding of human feelings.

9. I did not have the opportunity to counsel college students during the spring session of 1968, because by the
time I finished my short counseling internship with Dr. Davis the session was almost over.

10. I had a personal counseling appointment each week of the spring session with Bruce MacQueen, a counseling staff member. The sessions were interesting and revealing. I learned many things about myself and felt the experience was helpful. The reason for this activity was that I feel that a person must be open to himself before he can be open to others.

Summer Session 1968

1. I decided to help with freshmen orientation during the summer session of my internship because counseling at the center during the summer is at a very low level. I made an appointment with the director of the freshmen orientation program at that time and volunteered my services. The Director, Mr. Russell, accepted my offer.

2. The next week I attended a meeting with the student leaders who were to conduct the freshmen orientation program along with the regular counseling center staff.

3. One evening during the same week, I attended a meeting with a large group of freshmen in the residence halls in Goldsworth Valley. During the meeting, the student leaders took over with opening talks, and showed a film of student life on campus. The freshmen came in on Sunday night for a
three day period. During that time they would fill out a schedule of classes with the help of a counselor, and register for classes. They also would be given a guided tour of the campus by a student leader.

4. The majority of my mornings during the summer session were spent in the Goldsworth Valley residence halls counseling freshmen. I worked with staff member Dr. Charles Spaniolo in the General, Liberal Arts, and Secondary Education curriculums. The freshmen would come to us in small groups and we would give them their test scores and help them set up a schedule as a group. During this time we would also check with each freshman to make sure that they knew what they were doing.

5. Freshmen orientation was an enjoyable experience. I feel that I helped a great many freshmen who were coming into a confusing environment, and I enjoyed my relationship with both the freshmen and the staff.

Summer Session 1973 - Refresher Internship

The next portion of my internship was served in the summer session of 1973. Its purpose was to be a refresher course of my previous internship and to afford me the opportunity to write this report. I also felt that I needed the experience since I had not been directly connected with counseling for four years.
June 25 - I came down to Western Michigan University to see Dr. Betz about my Specialist Degree program. Dr. Betz was on vacation, so I asked to see the Head of the Guidance and Personnel Department, Dr. Martinson. He was extremely helpful. He explained that I needed to complete either an original research paper or a project report paper for my degree. My choice was the project report because it involved a refresher internship and I had been away from counseling and formal classes for a period of four years. He said he would contact Dr. Betz at his home and he gave me the forms for the 720 Specialist Project. As I was leaving, Dr. Martinson stated that he would see me at registration the next day to sign the 720 forms and clear up any obstructions.

June 26 - I met Dr. Martinson at registration and he made sure that everything was in order. Dr. Martinson told me that he had communicated with Dr. Betz by telephone and my advisor was expecting me for an appointment.

June 27 - I met with Dr. Betz the very next day in his office. During the meeting, Dr. Betz told me that my best bet was to serve a refresher internship at the Western Michigan University Counseling Center, and finish a project report this summer. He told me that he would contact Dr. Lowe at the Center to get final approval, but he was sure that it was okay. Dr. Betz helped me set down a basic outline for
my project paper during this time.

June 28 - I called the Counseling Center and received an appointment with Dr. James Lowe the next day.

June 29 - I met with Dr. Lowe in his office at 2:00 p.m. Dr. Lowe told me that Dr. Betz had called him to explain about my serving a refresher internship to help me write a project report. He was very friendly and helpful in introducing me to staff members who were working in activities where I could participate. Two of the staff members invited me to observe their particular activities at that time. One of these activities was freshmen orientation and the other was the Self Defeating Behavior Workshop. Dr. Lowe stated that activity at the center during the summer session was very low, but he would refer me to Dr. Richard Gay, who was normally in charge of internships, to see what he could find for me.

July 2 - I started my refresher internship on this day. In the morning I viewed video tapes of the Self Defeating Behavior Workshop developed by Dr. Milton Cudney and Dr. James Lowe. In the afternoon I attended the first session of the Self Defeating Behavior Workshop. The experience was interesting and I decided to join the activity which would last the entire summer session.
July 3 - I had a short meeting with Dr. Gay who was in charge of internships. When he arrived, he stated that he would leave it up to me to find activities to suit my goals and interests; but that he would give me any help he could. I asked him about readings on counseling theory, and he showed me the Counseling Resource Library of the Center. In the afternoon I started a program of reading the various counseling theories.

July 4 - Independence Day

July 5 - During the day I reviewed the literature on counseling centers and talked to staff members to get information about the Center for my report. At night I attended a meeting for freshmen orientation on the lawn of two residence halls. When I arrived, the leader was breaking the freshmen down into small get-acquainted groups. During the time he was doing this, trained student leaders passed themselves off as freshmen. They were not announced until the very end of the meeting. Each group of eight ended up with a student advisor who served as the group's peer counselor. After the lawn meeting, the freshmen listened to a speech and viewed a film on life at Western.

July 6 - I reported to the ballroom in the Student Union to help work and also observe the process of freshmen registration. Things had changed since 1968. This time the academic faculty was represented in a counseling capacity.
The student leaders gained a real hold on the students and when a student needed advice he turned to his peer leader instead of a staff member. The student leaders had been trained for six weeks by the counseling staff before going into the orientation program. They did an excellent job.

July 9 - I spent another morning in the ballroom for freshmen registration. In the afternoon I attended the Self Defeating Behavior Workshop for a discussion of fears.

July 10 - I listened to several tapes of personal counseling interviews for most of the morning. The famous counselors that I listened to were Dr. Ellis and Dr. Wolpe. In the afternoon I read parts of Counseling and Psychotherapy by Carl Rogers.

July 11 - I reviewed a position paper on goals and read the Counseling Center's annual reports dating back to 1964 for my project report. In the afternoon I attended the Self Defeating Behavior Workshop.

July 12 and July 13 - I spent these two days working exclusively on my project report.

July 16 - I did my homework for the Self Defeating Behavior Workshop and attended the workshop in the afternoon. It was a very interesting class session on choices. I also met with Dr. Betz at noon and advised him of my progress.
July 17 - I worked on editing my notes on counseling center literature for the second chapter of my project report. In the afternoon I read a journal article on Gestalt theory.

July 18 - The meeting of the Self Defeating Behavior Workshop was excellent today. People are really making progress and taking responsibility for their own actions. I am even making progress on my own self defeating behavior which is procrastination. During the day I interviewed Mrs. Bev White who started the Career/Lifestyle Workshop. She stated that she was not very satisfied with the program because she has encountered a passive-aggressive type individual who would not make the choices required. She planned to take a close look at the program to improve it.

July 19 - Mrs. Bev White came by with her materials on the Career/Lifestyle Workshop. She stated that she had talked to Bruce MacQueen and they decided on a new approach to her workshop. The first semester they would screen persons for the workshop. The second semester they would work on the passive-aggressive personalities attracted to the workshop with encounter groups. After that problem had been solved, they would work on vocational goals.

July 20 - I read several chapters of Counseling of College Students by Farnsworth and Blaine.

July 23 - In the morning I met with Dr. Betz to discuss the subject of my first chapter of my project report. He stated
that the paper was fine except for the footnote system. I would have to use the American Psychological Association system. He urged me to continue on my paper. We also talked about setting up my panel for approval of my project report.

**July 24** - I worked on my project the entire day. My progress report is very good. I am ready to submit the second chapter of my report and I am working on the third chapter.

**July 25** - I read over the materials for the Self Defeating Behavior Workshop and I finished my Self Defeating Behavior facilitator change form. In the afternoon I attended the Monday session of the Self Defeating Behavior Workshop. The topic was the life road involving choices and transactions. Today I also asked Dr. Cudney to join my project panel and he accepted.

**July 26** - Job interview.

**July 27** - I organized the final chapters of my Specialist project paper for typing.

**July 31** - I had a meeting with Dr. Betz to discuss the final chapters of my paper. A panel of faculty members was set up for the final approval of the project internship paper.
CHAPTER IV

EVALUATION OF MY INTERNSHIP

Professional Results

I elected to do a project internship at the Western Michigan University Counseling Center because of professional reasons. My reasons were threefold: First, the desire to gain a position as a college counselor; second, to gain on-the-job training; and third, to gain the skills to make a contribution once I have accepted employment in the field. Whether I have gained such a background from my internship, is somewhat subjective and can be evaluated more critically in the future when I begin my professional responsibilities. But at this point I have a positive feeling of self confidence based on the experiences of my internship. I believe I have increased my knowledge significantly during this period.

My internship has given me a thorough exposure to the complexities of the university counseling center and its relationship with its campus community. In talking to staff members and reading the related counseling literature, I have gained a broader perspective of the role of a counseling center. I not only think of the center as a place of group and individual counseling, but in a role as the communication's agent for the campus community. My review of the related literature has given me a better frame of
reference with which to judge a counseling center and its programs.

During my internship I gained an appreciation of academic and vocational counseling. Before the internship, my experience in counseling in the junior high school and the master's degree program was oriented toward personal counseling. I believed that a college counseling center existed primarily for that reason. But by observing and talking to some very dedicated academic counselors, I now realize that academic counseling plays a very important role in a university setting. Academic counseling also contributes to the mental health of the campus student body and the image of a modern counseling center. Sympathetic listening and empathy plays just as big a part in academic counseling as having the right information at one's finger tips. My personal preference is still personal counseling, but I can fully appreciate the role of my academic counseling counterpart.

I didn't elaborate in my log about the valuable associations gained in my contacts with the counseling staff at the Western Michigan University Counseling Center. The staff was always friendly and willing to go out of their way for me. They were always willing to talk to me about their programs or give me advice on seeking information for my project internship report. I am sure I have made some valuable contacts for future years in the counseling profession.
My internship gave me a broad view of the services that a modern counseling center provides. I learned that the modern center presents a wide range of services to the university and the community. The staff goes far beyond the counseling center in its impact in minority programs, consultant work, and educational leadership. The internship gave me an awareness that the counseling center must access the needs of its community and build the programs and gather the resources to fulfill these needs. The role of a counseling center is not a static one.

The internship allowed me to apply the theory learned in my academic and counseling classes. The theory gained new importance when I knew I had to use it in practical situations. During my internship I had a chance to do a good deal of reading on theory in the Counseling Resource Library in the Western Michigan University Counseling Center and the Education Resource Library in Sangren Hall. I appreciated the freedom to explore the theories of counseling and psychology that appealed to my interests. Reading the various counseling journals also helped bring my knowledge up to date and provided a valuable source for my project internship report. The opportunity for reading was very much appreciated since I have not been directly connected with counseling for the last four years because of my position as an assistant high school principal.
Fulfillment of Desired Experiences

I believe that I have achieved the majority of the experiences that I desired from my internship. I believe that I know how a counseling center operates. I had an opportunity to work with college youth and observe a very successful freshmen orientation program in its entire operation as both a spectator and a participant. From the previous paragraph the reader knows that I had the chance to review the related counseling literature. My experiences in group and individual counseling sessions provided me with an awareness of myself as well as of others. My participation in Dr. Milton Cudney's Self Defeating Behavior Workshop was both an interesting experience and a helpful one in lessening my self-defeating behavior of procrastination. My internship with the master counselor Dr. Don Davis was the high point of my internship. I learned a great deal from his critique of my tapes and our conversations on counseling techniques. The project report on my internship has given me some valuable insights by encouraging me to research the literature and review my internship experiences.
Limitations of my Internship

There were some desired goals that I didn't accomplish during my internship that I wish that I could have experienced. These experiences were such things as in-service training sessions, attending lectures by experts in the field, and attending staff meetings. The reason that I didn't experience these programs was a combination of the time of the year that I served my internship and my hours during the spring session. The first internship was served during the spring and summer sessions of 1968. My refresher internship was served during the summer session of 1973.

During these sessions the counseling center is at a low level of activity because of the low student population on campus. Few clients come in for personal counseling during the spring and summer sessions. Even academic counseling is at a low level. I had to use students from my junior high school during my personal counseling internship under Dr. Davis. My contacts with college-age clients on a one-to-one individual counseling basis was limited. An additional handicap in the spring session of 1968, was the fact that I could only be at the Western Michigan University Counseling Center in the afternoon because of professional job commitments. During that session all staff meetings and in-service training sessions were conducted in the mornings and there are no staff meetings during the summer session.
If I had to do my internship over again, I would want to serve my time during the regular school year; but at the time, my professional obligations as a junior high counselor did not allow for that experience. However, I gained some valuable background and experiences from my internship. The majority of the goals of my internship were covered. The staff had more time to spend with me than during a period of high activity and I had a strong enough counseling background before the internship to take advantage of my new experiences.

Despite the limitations of the time period of my internship, I feel it was a valuable experience. It fulfilled some personal ambitions to work with a highly professional staff of the counseling center. The experience gave me some valuable professional background. The internship helped to build my skills and confidence, and provided me with an openness which I am sure will be helpful in the future.
APPENDICES I & II
To: Counseling Center Staff  
From: Etoy Seafort  
Re: Academic and Personal Statistics for 1972-73

<table>
<thead>
<tr>
<th>Academic Students</th>
<th>No. of Times Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,490</td>
<td>1</td>
</tr>
<tr>
<td>905</td>
<td>2</td>
</tr>
<tr>
<td>130</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>5,537</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personals</th>
<th>No. of Times Seen</th>
<th>Personals</th>
<th>No. of Times Seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>777</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>158</td>
<td>2</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>101</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>65</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>63</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>36</td>
<td>6</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>13</td>
<td>8</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,293</td>
<td></td>
</tr>
</tbody>
</table>

July 1, 1973
REFERENCES


Forsleff, L. Position paper on center goals. Unpublished position paper to the staff of the Western Michigan Counseling Center, Western Michigan University, 1972.


Nugent, P. A. Confidentiality in college counseling centers. 