

# WCTCCA Fall 2006 Conference

## Counselor Task Definition Questionnaire RESULTS

### 17 Questionnaires

(Please note, as in most surveys, there is irregularity with people answering **ALL** of the questions; hence the discrepancy of not always having 17 answers for **EVERY** question.)

#### 1. Using your job description, what are the minimum and preferred community college counselor requirements for consideration?

- **Minimum**
  - Masters
  - Masters in Counseling, Psych
  - Masters in Counseling, Social Work, Psychology
  - Masters in Counseling or related; NCC or licensure preferred, 1 – 2 years of CC experience including internship from accredited program.
  - Masters in Counseling, Social Work, Psychology, Supervised practicum or internship, 30 quarter credits in counseling/psych
  - Masters in Counseling and Guidance, Counseling Psychology, Educational Psychology, Social Work, from accredited university
  - Masters in Counseling or related area. Experience working in adult education
  - MA Couns., psych or MA w/ 30 hours guidance counseling coursework, 2 quarters supervised practicum, 1 year experience counseling or teaching in higher ed (humanities division)
  - Masters degree or higher in counseling from accredited university, experience providing counseling in a higher ed setting, experience in design, implementation, evaluation, and redesign of programs and processes, and systems; design and delivery of programs which brought together diverse offices and people in developing a shared climate of belonging, success and productivity; experience counseling persons of color, non-traditional students, persons with disabilities and other diverse groups.
  - Masters in counseling, social work, 2 years experience providing personal, career, and crisis counseling; supervision by professional psychologist, use brief counseling model
  - Counseling experience, preferably in CC or related setting, Masters in Counseling, psychology, social work, or closely related field; professional preparation should include coursework in fundamentals of counseling, counseling theories, psychology, career counseling, assessment procedures, and a supervised practicum and internship. (**x 3**)
  - Masters degree in counseling or closely related field, min. 1 year experience in educational/career counseling; experience w/ individual counseling
  - Masters degree in counseling, psychology, social work, or a closely related field, 6 months experience in personal or career counseling, 6 months experience academic advising; professional preparation should include coursework in fundamentals of counseling, counseling theories, psychology, career counseling, assessment procedures, and a supervised practicum and internship.
  - Masters degree in counseling, social work, or related area

- Masters degree in counseling; five years experience in a post-secondary vocational institution, three years experience counseling w/ high school students, computer literate.
- **Preferred**
  - Mental Health
  - CC and or teaching experience, Mental Health internship at CC
  - Licensure, certification; 1 – 2 years counseling experience in CC; Human Development curriculum experience
  - Generalist counseling experience with and desire to work w/ variety of roles; experience with diversity/multicultural backgrounds
  - NCC or WA licensure; 1 – 2 years CC experience including internship; HDEV teaching experience
  - NCC or WA licensure; 1 – 2 years CC experience including internship; teaching experience
  - Doctorate, experience in Higher Ed
  - 1 year experience in crisis intervention and CC; career counseling, student success retention/success exp, diversity experience; LMHC
  - Supervised graduate level internship; experience with short term counseling and referral for students with psychiatric disabilities; experience administering and interpreting testing for LD
  - CC experience, exp administering and interpreting educational and career assessments, Exp. Developing instruction and training for adults
  - Experience providing personal and career counseling and relevant testing in a CC; diverse pops, and teaching
  - Preferred CC experience (counseling) **(x3)**
  - NBCC
  - Successful advising, counseling, and testing experience in CC setting; education, training, and experience in multicultural counseling, computer literate

## 2. What are other desirable qualifications of a counselor at your school?

- CC experience, Teaching
- MH, Career Planning, Teaching
- Generalists – comfortable w/ variety of students and roles. Experience w/ diverse pops **(x4)**
- Licensed
- Team work, teaching exp., MH background, organizational and writing skills
- MH and crisis counseling
- Communication skills, learner centered, service oriented philosophy, diverse experience; attention to detail and strong organization skills, computer literate
- Communicate effectively, adapt to variety of advising situations, computer skills used in advising students, strong interpersonal skills, foster and understand climate of multicultural understanding and appreciation
- Knowledge/experience developing classes/workshops; career and personal CC counseling, educational advising, and good communication and interpersonal skills
- Knowledge of community resources; ability to maintain records and compile reports.

### **3. What are your responsibilities as a community college counselor? From your perspective, are some of your responsibilities more of a priority than others?**

- Counseling, advising, meeting w/ students, committee member, referrals, new student orientation, teaching career planning and college success classes, professional development, collaborate w/ instructional faculty.
- Crisis counseling, career planning, academic advising and planning, teaching, liaison.
- Personal (crisis), academic, career; teaching; consulting; advise undecided
- Personal, including crisis; academic, career, consulting; student advocate
- PC, CC, crisis intervention, advise undecided, teaching
- Crisis, career, personal, educational counseling and teaching
- Provide advising and counseling support to a wide array of adult learners.
- Individual counseling and advising, by drop in and appt: career, educational, personal, crisis.
- Provide curriculum and services to effectively help a diverse student population: enter, persist and succeed in college. Meet goals by: counseling, teaching, consulting, and developing instructional/informational media.
- Provide PC and CC. Have knowledge of and be able to use inventories for CC. Know when and whom to refer. Defer to advisors for Academic advising.
- PC, advising, CC, educational counseling, crisis intervention, assist w/ new student orientation. All faculty do advising. **(x2)**
- Early advising/orientation, academic advising, personal counseling, CC, committee work, teaching, presentations/workshops.
- PC, academic counseling, CC, teaching, consulting, advising
- Academic advising, CC, PC, teaching. Advising emphasis for enrollment
- Educational planning, CC, educational plans, interpret college placement scores, advising, Running Start services and communication between college and HS, outreach (career fairs and parent nights), crisis counseling
- PC, CC, crisis, advising, new student orientation, teach HD courses, college committees.

### **4. What are student services that only community college counselors can provide?**

- Counseling: personal and career.
- Crisis counseling, career planning, academic advising and planning, teaching, liaison.
- Personal (crisis), mental health, debriefing, administering and interpreting assessments, career decision making, HD classes and workshops, MH screenings, bridge Student Development and faculty. **(x2)**
- Counseling, Crisis Interventions, consultation, MH, HD classes/teaching, support groups, career decision making, campus crisis debriefing, MH screening days, mediation, test and math anxiety.
- Personal counseling, administration and interpretation of assessments, crisis counseling and intervention, career decision making, teaching HD classes, workshops/groups, consultation for faculty and staff, crisis debriefs, MH screening days, supervising counseling interns, required to have counselors for accreditation.
- Comprehensive, holistic, proactive approach that supports students in their educational and career development and growth.
- CC, PC, Crisis intervention/counseling, educational planning/life planning from a holistic perspective; HD courses

- Only professional counselors have the theoretical, research, and experience background to provide: multiple methods (counseling, teaching, consulting, and developing instructional/informational media) focused on multiple populations (individual students, student groups, faculty and staff, the campus culture) to achieve multiple intentions (affirming cultural diversity, providing crisis intervention and referral, career counseling, teaching life skills such as time and stress management, study skills, and communication skills).
- Career planning, MH counseling, crisis intervention, PC
- PC, CC, educational counseling, crisis counseling (**x3**)
- Integrated academic, personal, and career services
- PC, in depth CC for the undecided student, weaving together skills that support students when they have needs that cant be defined in one clear category (ie: personal issues impacting school performance, family issues making career decisions difficult, the needs for someone trained to deal w/ the complexity of the balancing act that education often is).
- CC, PC, retention efforts and student success, HD classes
- Interpret COMPASS scores, crisis counseling.

**5. Please identify duties of counseling that you provide on your campus**

**Do you offer Personal Counseling?** **17** Yes 0 No

Please list all services and/or tasks that you provide that fall under the umbrella of personal counseling. **Some examples that might fall under personal counseling are listed below.**

- 15 assisting with decision making
- 15 helping students with coping skills
- 15 helping students with issues related to social functioning
- 15 addressing other issues of a personal nature (please describe here)
  - All mental health issues
  - Reality therapy, personal hygiene
  - Assertiveness, relationships, re-entry
  - Support disabled students
  - Loss and grief, family stressors, recovery issues
  - PTSD, depression, anxiety, sexual abuse, marital, DV, children of alcoholics
  - Conflict, anger management, self esteem, sexual identity, parenting issues, life transitions, eating disorders
  - Assertiveness

Other realms of personal counseling also include mental health issues and crisis related events.

**Do you offer Mental Health services as part of your counseling function?**

15    Yes    2    No

**Clark College has a separate Health Center w/ PT MH counselors, PT psychologist, and nurse practitioner.**

**Please identify any of the following services that you offer:**

- 1     DSM diagnosis (**Most answer they use criteria, informally**)
- 5     mental status examinations
- 15    referral to community agencies
- 8     other (please list here)
  - Short term therapy (2)
  - No Harm Contracts
  - Institutional Interventions w/ sudden trauma/loss
  - Consultation
  - Statement of Problem, crisis assessment and intervention
  - Suicide Assessment, screening depression, anxiety, bipolar
  - Crisis Intervention

**Do you use any mental health assessment tools?**        7    Yes    6    No

**If so, which?**

- Beck Depression/Anxiety (**x4**)
- National Depression Screening Tools (**x4**)
- CAGE – Etoh/Drug (**x3**)
- All counselors do not use consistently
- Depression Screening

**Do you provide Crisis Counseling?**                                17    Yes    0    No

- 16     suicide prevention
- 16     suicide intervention
- 10     **other (please list here)**
  - Domestic Violence
  - Crisis Team
  - Follow up
  - Referral to Community Resources (x2)
  - Emergency shelter and food banks
  - Housing issues, failure of a class, illness or death, divorce

**In your opinion, is there a difference between personal counseling and mental health counseling? If so, what?**

- Yes, personal is short term and MH is more ongoing w/ multiple issues.
- Yes, but it crosses over quickly. I refer for long term and medication. Personal counseling = no meds.
- Yes, PC = self esteem, DV, career. MH = severe depression, eating do, suicide.
- Matter of degree, depends on administrator's view
- PC = more psychosocial; MH – more severe – Axis I, II, meds, long term
- Yes, MH requires a thorough level of clinical experience or practice. Licensure helps to promote this.
- No, MH or wellness is the umbrella for personal counseling. MH counseling could imply more severity but that is not necessarily so.
- In my opinion all counseling is personal. However there are distinction between counseling goals that focus on emotional-social skill development and management; interventions that focus on career interest identification and career development process and those that focus on academic skill development.
- No, MH issues are related to personal issues
- No, there is an emphasis on short term counseling. (x2)
- No
- Personal = psychosocial
- No, MH ranges from well functioning individuals to disabled by condition or completely debilitated.
- PC is focused on helping students cope with the stressors of daily living
- MH is more in depth and addresses depression and other MH issues
- Yes, MH is more long term process, while PC deals w/ helping student deal w/ a current situation.

**Please identify any specific student populations that you work with.**

- Running Start, Gates Scholarship, Academic, Multicultural, 1<sup>st</sup> year college.
- Mostly new students.
- ABE/GED/ESL
- Worker Retraining/WorkFirst
- All (x10)
- Undecided

**Do you provide Career Counseling?**

**17** Yes 0 No

Please list all services and/or tasks that you provide that fall under the umbrella of career counseling. Some examples that might fall under career counseling are listed below.

- 16 assessment/interpretation
- 16 decision-making
- 15 career research
- 3 job search/resume building

14 **addressing other issues related to career counseling (please describe here)**

- Family issues/barriers, career changes, re-entry
- Address career/academic progress and how it is affected by developmental/psychological variables
- How to decide which career, taking into consideration factors such as family, money, time, MH issues, cultural aspects
- Motivation, identity, self esteem, goal setting
- How education is linked to career path
- Values clarification, Dependable Strengths, Resume building
- Understanding World of Work

**What tools and/or assessments do you use, if any?** (Example, Strong Interest Inventory, MBTI, Discover, etc.)

WOIS (7), Strong Interest Inventory (12), MBTI (13), CAPS/COPS (5), Workforce Importance Locator (2), CIS (6), Discover (2), ONET (1), Values Assessment (4), Interests (1), CHOICES (1), CAI (1), Self Directed Search (3), Dependable Strengths (2), Skills Inventory (2), Career Scope (1)

**Sheryl's note:** No one mentioned the most crucial assessment, the initial interview ☺.

**Please identify any specific student populations that you work with.**

- First Generation
- Exploring Careers
- ABE/GED/ESL
- Worker Retraining/WorkFirst
- Disabled
- All (x7)

**Educational or Academic Counseling?** 14 Yes 1 No

**NOTE: Many changed the word Counseling to Advising or did not mark**

Please list all services and/or tasks that you provide that fall under the umbrella of educational counseling. **Some examples that might fall under educational counseling are listed below.**

- 8 registration
- 12 assisting undecided students w/ major decision-making
- 9 e-mail advising
- 15 student success/study skills
- 11 transfer related issues
- 14 anxiety (math, speech, tests)
- 9 degree audit
- 12 educational planning
- 12 academic alert/probation/suspension
- 5 financial aid

- 7 other (please describe here)
- Classroom, instruction, system issues
  - Problem solving, issues w/ instruction, classroom behavior
  - Time management, task management, stress management, concentration, memory, referral for medical consultation re: ADHD, depression, anxiety, PTSD, etc.
  - Pathways
  - HS Completion ends, excess credit requests, underage admission, graduation requirements

**How is counseling qualitatively different than advising in this arena?**

- Counseling incorporates whole person, student development, and taking into account personal issues.
- Any drop/add action is usually indicator of personal issue.
- Counseling looks at whole person while advisors have laid out plan
- Counseling addresses the whole person – looks at stressors that may impact academic load, focuses on making wise decisions, eliminating barriers, advising focuses on program requirements, scheduling, planning education sequence
- In counseling we attend to many more levels and in advising it is information
- Counseling allows us to tie together bigger issues successfully.
- Counseling listen more holistically – hear all the life issues/barriers that must be addressed for success.
- Advising is information giving. Counseling is teaching of transferable life skills such as techniques for Time management, task management, stress management, concentration, and memory.
- Well, advising involves more specific/identified issues such as want to study accounting, so which class, school, etc. Counseling can contain advising, but not vice versa. I sincerely feel it is unethical to advise students w/out asking the question “Why this major? Have you considered your options?”
- Counseling deals w/ personal concerns and issues of the whole student, advising is more directly related to specific educational goals/progress and is informational in nature. Counseling is an interactive process. **(x2)**
- Counseling is confidential, employs therapeutic techniques and considers the students’ cognitive affect – social and cultural circumstances from a HD perspective to assist the student in learning and applying skills required for college success.
- Find out how school balances w/ rest of life.
- The depth and scope of what occurs. Just signing up for classes that a student has chosen does not qualify but discussing how to have a successful experience, a student’s dreams, and challenges does.
- Advising is putting students into classes required for their degree and counseling is assisting those who are undecided, dealing w/ anxiety, study skills, success, probation and suspension.

**Please identify any specific student populations that you work with.**

No Answer



## Do you provide Consultation?

13 Yes 2 No

Please list all services and/or tasks that you provide that fall under the umbrella of consulting. **Some examples that might fall under consulting are listed below.**

- 11 faculty (disability or behavioral)
- 10 administrators
- 11 staff
- 5 other (please describe here)
  - Campus consultation and facilitation to manage difficult classrooms or campus situations.
  - Planning, implementing, evaluating and redesigning process and programs – Collaboratively developing campus and program mission and goals.
  - We offer assistance in dealing w/ difficult/disruptive behaviors by students or when a staff or faculty member is concerned enough about a student to seek consultation. **(x3)**

## 6. Do you teach as part of your counseling responsibilities? 14 Yes 2 No

### What do you teach and how many credits is each class?

- Career Planning 2 credits, College Success 5 credits
- College Orientation 1 – 2 credits, Career Planning 4 credits
- Assertiveness, stress management
- Career classes, death and dying (Soc)
- Career/Life Planning (Teach as part of moonlighting, not faculty role)
- Stress Management, Math Anxiety, Career/Life Planning (not part of contract)
- College Success, Career Development, Women and Success, Orientation to American College, Stress Management, Math Success Skills for Math Avoiders
- Student Orientation and Success (counseling contract), Improving Relationships (moonlight), Stress Management (moonlight) **(x3)**
- Major Destinations (Choosing a Major)
- Career, Stress, Interpersonal Skills, Personal Development
- Stress Management, Successful Relationships (generally moonlight, not part of faculty contract)
- Career and Life Planning, Career Planning Seminar

### How many credits per term or per year do you typically teach?

- 2 **(x3)**
- 5 credits/term
- 18 – 20 /year; 6 credits/term
- 6 – 8/term
- 3 credits/term
- 0-2 credits
- One FT member teaches 2 cr/term. PT faculty teaches 2 cr/term
- Varies **(x3)**
- 2 – 3 credits twice a year

**Do you offer workshops or act as a guest speaker to classes and/or groups?**

**15**    Yes    0    No

**What topics and to what groups do you speak?**

- AA Transfer, promoting Counseling services
- Classroom presentations
- Nursing, Biology, Pre college reading development - Eating disorders, Alcoholism, MBTI **(x2)**
- Assertiveness, stress management, relationships, test anxiety, alcohol and impact on family
- Decision making, choosing careers, choosing a major
- Career, undecided issues, transfer success, stress management, math anxiety, grief/loss, time management
- Study skills, career, success skills, cultural diversity, acculturation, literature of the self and society, to classes, student groups, prof. development workshops
- Math anxiety
- Stress Management, Goal Setting, Time Management, Counseling Resources, Communication Skills, Student Success Strategies, self esteem, displaced homemakers, couples communication, test taking strategies **(x3)**
- Counseling Center services, time management, test anxiety, career decision, transfer
- Stress Management, study skills, Counseling Center Services
- Stress, Choosing a Major

**7. Do you serve on committees as part of your job responsibilities?**

**16**    Yes    1    No

**On which campus and/or district committees do you serve?**

- Advising, Curriculum
- Tenure, Sabbatical, Facilities
- Financial Aid, probation, Dept/Div chair, academic standard, Instructional Council, Accreditation, Senate, Tenure Review, TLC, Scholarship committee
- Financial Aid Appeals, scholarship, tenure committee, faculty senate
- Financial Aid appeals, scholarship, accreditation, tenure, senate, TLC, probation, faculty development, academic standards, instructional council
- Student success and retention
- Tenure, HD review committee
- Committee assignments change each year **(x3)**
- Advising, diversity, international studies, study abroad, associate degree
- Wellness, Advisory Task Force, Campus Diversity Action Committee
- Health and Wellness, Diversity and Equity, Post Tenure Review
- Early Care and Education and Paraeducator

**8. Who do you report to? (title only, name not necessary)**

- Associate Dean
- Dean of Students
- Associate Dean of Student Services and Director of Advising and Career
- Director of Advising and Counseling (Reports to Associate Dean of Student Affairs, VP of Student Affairs) **(x2)**
- VP Student Services
- VP Student Services
- VP Student Development Services
- Dean of Student Services
- Dean of Advising and Counseling (Reports to VP Student Services (last year it was VP of Instruction)) **(x3)**
- Director of Counseling (reports to VP of Student Services) **(x2)**
- Dean of Students (Reports to VP of Student Services)
- Coordinator of Student Success (reports to VP of Student Services)

**If you do not directly report to a VP, to which VP does your supervisor report? (title only, name not necessary)**

**Listed above**

**9. Please list and explain other areas in which you are involved in your role as a community college counselor.**

- NSEC, 1<sup>st</sup> Year Experience, Learning Committee, Athletics
- Leadership training for student government, campus crisis response
- Using, developing, and disseminating technology and media-based information and instruction. (Web sites, distance learning)
- Community Outreach, Orientation Program for HS
- Club Advisor
- Consultation and committee work
- Coordinate RS and attend HS college fairs for recruitment

**10. Please list any trends and/or challenges that CC/TC counselors will face in the coming years.**

- Workload issues, WASL, Ed Planners, more difficult student issues,
- Attrition – replacement
- Replacement, increased MH, Veterans', Etoh/Drug, dwindling resources
- Glorified advisors
- Increased MH concerns, vets, Etoh/drug, attrition-replacement
- Counselor attrition as counselors retired; vets returning from combat, more MH concerns, fewer referrals (low cost and appropriate)
- Less MH services in community; more global stressors
- Using PT counseling faculty to teach HD courses and supervise advanced Masters level/doctoral level "Counselor in Training."
- Our work is being skimmed to admin exempt or classified staff, our work is being retitled as retention or student success and given to those other than counselors,

grants that cut out counselors in providing services, more serious MH issues, registration and licensure for counselors, lack of resources and staffing due to budget and institutional priorities, creating clear definitions for the counselor role in CC's and promoting our value in providing student service. **(x2)**

- Less focus on counseling and more on advising, replacing counselors w/ ed planners (less wages)
- Higher number of MH issues
- Veterans from Iraq, making counselor job descriptions clear to others on campus, trend of replacing counselors w/ low paid non-faculty, more complex student issues, high tech vs. high touch, having to multitask that can detract from the ability to be truly present w/ the individual you are working with, being an ACTIVE part of student retention
- Convincing administrators that counseling is needed for student success, especially given the nature of our student population.

#### **11. Please share any other comments or concerns that you have.**

- I am greatly concerned about comments to affiliate w/ school counselors. They are not doing the same counseling tasks as professional counselors and it would reinforce perception of counselors as glorified advisors. I am opposed to affiliating w/ school counselors and hope we affiliate w/ ACCA. **Sheryl's comment:** I completely agree!!
- Glorified advisor role vs professional counselor role. How do we distinguish?
- Our VP is retiring this year and we all are nervous about new VP viewpoint re: counseling and advising.
- We all do career counseling but we cannot do resume writing or job search or interview skills.
- Advisors are presenting workshops on "Choosing a Major"
- Teaching is becoming more and more not part of the counselor's responsibilities
- Counselors need to be at the table with State bodies making decisions about students and counselors. Counselors
- Must work within their unions to have any influence. Wide spread counselor apathy.
- Campuses seemed more concerned w/ quantity (registration) v. quality (retention). There were 5 counselors when I started in 1999 and now there are 3.
- Currently work at CPTC and will be advising students who are now in a clock hour program and switching to credit hour.