

A PILOT COUNSELLING PROGRAM AT THE
WINNIPEG EDUCATION CENTRE

By

EILEEN FITZNER

A practicum report
presented to the University of Manitoba
in partial fulfillment of the requirements
for the degree of Master of Education
in
Educational Psychology



University of Manitoba
November, 1985

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ABSTRACT

In 1985, a pilot counselling program was implemented at the Winnipeg Education Centre (WEC), an off-campus centre for "economically disadvantaged" adult students. The primary goal of the program was to examine the advantages of a full-time counselling service over a four-month period, by determining the frequency of student visits and assessing perceptions about counselling supports among the WEC staff, students and related program counsellors.

The study involved a review of the literature, conducting interviews with key personnel from the WEC and other related programs, and conducting personal interviews and counselling with adult students at the WEC. Responses to the interviews were analyzed.

Data obtained from the various discussions, observations, interviews and counselling sessions demonstrated the need for a resident counsellor.

The major recommendation from this pilot study was that a counselling position be created to provide counselling to the students at the WEC. The adoption of this recommendation would bridge the counselling gap that currently exists within the WEC system and would provide a support system for students with academic problems

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CHAPTER 1
INTRODUCTION

This practicum involved working as a counsellor in a special student support program by providing counselling services to the students who were registered in the education program at the Winnipeg Education Centre (WEC). Counselling was provided on both an individual and a group level.

In general, the students were characteristic of adult students in that they (a) had been absent from formal education for several years, (b) were the "older clientele" on campuses (Grabowski, 1976), (c) had a more diverse and non-traditional background than younger learners (Cross, 1981), and (d) had made a decision to change their career or lifestyle (Grabowski, 1976). In addition, the students at the WEC represented an economically disadvantaged and a diverse cultural and ethnic group within the Winnipeg core area.

Many residents in the core area of Winnipeg have had inadequate or inappropriate educational opportunities because of social, economic and cultural factors. In response to this, the Winnipeg Education Centre was developed in 1971 to serve as an outreach educational centre for the Faculty of Education at the University of Manitoba. One of the major objectives of the centre is to provide teacher training for "disadvantaged" individuals.

More specifically, the objectives (as stated by an agreement between the University of Manitoba and WEC, 1985) of the Bachelor of Education Program at the WEC are to:

- (1) enhance the availability and accessibility of a Bachelor of

Education program to socially and economically disadvantaged residents of the inner city of Winnipeg;

- (2) provide an educational program to meet the unique characteristics and needs of Inner City residents;
- (3) provide Inner City residents with the opportunity for a career in teaching;
- (4) provide opportunities for persons not directly involved in the Bachelor of Education program to become more aware of the education problems of the Inner City and to contribute to the solution of those problems.

At the present time, WEC has a system of student support intended to respond to the special needs of their students. (See Appendix A). There is, however, a counselling supports gap within the system, that is, the WEC does not have counsellors on staff who can help the students with adjustment issues. Thus, the counselling program described in this report, was designed and implemented to fill this gap.

Purpose and Objectives

The primary purpose of this counselling practicum was to examine the advantages of a full-time counselling service at the WEC. The objectives of this counselling practicum were:

- (1) To develop, implement and assess a counselling program for WEC students between January 7, 1985 and April 30, 1985;
- (2) To respond to the most immediate and pressing counselling needs of the students;

- (3) To encourage students, to continue on-going counselling or be referred to other professionals;
- (4) To participate, as a staff member, in staff related responsibilities including acting as a consultant to staff, concerning counselling students and interviewing the WEC staff about their perceptions on counselling services at the WEC;
- (5) To examine the counselling support systems of other "special programs" within Winnipeg, such as the Red River Community College Access Program, the Inner City Nursing Program and the University of Manitoba Access Program/Special Pre- Medical Studies Program;
- (6) To submit recommendations for a counselling program to the WEC Director upon completion of program; and
- (7) To provide a brief literature review outlining similar work conducted in the field.

CHAPTER II
LITERATURE REVIEW

Several studies concur with the necessity of incorporating counselling services within special student support structures. For instance, DiSilvestro (1981) concluded that counselling services are necessary to assist adult students with their educational planning and university or college adjustment. He further noted that counselling services must be continually improved and altered to deal effectively with the special needs of adult students. Knox and Farmer (1977) presented a similar theme in that counselling services for adult students are needed in light of the realization that undereducated adult students are "...more difficult to attract and retain than is the case for more highly educated adults." (p. 395) This contention is further supported by Gough (1977) who proposed that when an educational institution such as the university has an open admission policy to include undereducated students; personal supports must be provided. In addition, Grabowski (1976) urged that more attention be paid to hiring counsellors to provide special supports to the adult learner. Furthermore, Krings (1976) reported the importance of understanding the special problems in counselling the adult learner and the necessity to modify counselling services to address these problems.

Several authors (Knox and Farmer, 1977; Ironside and Jacobs, 1977; DiSilvestro, 1981) declared the need for counselling services. They provided rationale regarding why more attention should be directed to the practice of counselling the adult student. This rationale includes

factors such as the changing society, and the changing university and college student population.

Changing Society

World society is undergoing rapid and dramatic social, economic and technological change. Because of this change, many adults find it necessary to seek further training and education, especially at the university level. Therefore the university is confronted with many challenging implications for adult student services. One challenge is: The university must find a way to facilitate (a) the adult student's entry into the educational world, and (b) the process of the student's education. (Ironsides and Jacobs, 1977)

The changing society commands a knowledge of the changing dynamics which it presents to the individual and the acquiring of skills and abilities to deal with this knowledge. The responsibility, of assisting the individual to adapt to these changes, is often placed on the educational institutions. According to Knox and Farmer (1977) educational programs should be viewed as vehicles for change. Upcraft (1984) agreed with the inevitability of these changes. She proposed that counselling programs be developed to assist adults to "...plan for, understand, and quickly adapt to change." (p. 8) She further suggested that counsellors are in a position to assist the individual in reducing the anxieties of adapting to changes.

These works suggest that in order to bridge the gap between the academic world of the individual and the changing world at large, educational responsibilities should include counselling services to facilitate these changes. It becomes evident, when an adult student enters university unmatriculated and after several years of absence from

formal education, several changes occur in the student's personal life, including finances, personal time patterns, transportation and child care patterns. (Miller, 1976)

Krings, (1976) contended that the responsibility of addressing adult student needs also lies with the educational institutions. She pointed out that the counselling centre would provide an essential link between the problems of the individual students and the resolution of their problems. This link facilitates the student's academic adjustment and therefore contributes to his or her academic success.

The Changing University Student Population

In the face of changing society, individuals have been encouraged to adapt, especially through educational means. Several studies (Knox and Farmer, 1977; Gough, 1979; Krings, 1976) have explored various educational programs that have flexible and open admission policies for the unmatriculated older student as well as other special services for the older but matriculated student who have been absent from formal education for several years. These studies show that colleges and universities have been experiencing a growing number of learners over the age of 25. Consequently, this population demands a change in outlook; namely, from a youth oriented institution to a diversely oriented institution with students of all ages.

These studies, (Krings, 1976; Grabowski, 1976; Miller, 1979) however, are limited to primarily observing the part time adult student in the university or college setting. Little is said about the full time adult student. Other materials (Ironside, 1979; Miller, 1979) deal with the issue of women as a special group entering university and the

special problems they may encounter. Ironside (1979) stated in particular, that women re-entering the educational institutions are faced with many barriers and they require special attention. These reports draw some tentative conclusions concerning the common problems of adult students in general.

A number of studies (Grabowski, 1976; DiSilvestro, 1981; Cross, 1981) were conducted to identify the adult student. Grabowski (1976) explained that the adult student is the "older clientele" on campuses who is interested in continuing education. DiSilverstro, (1981) described the adult learner as the student who is over 25 enrolled at post secondary institutions. Cross (1981) hinted that the adult learner has a more diverse and non-traditional background than the younger learners. She attributed three main characteristics to the adult student: (a) S/he has more extensive and varied experience, (b) s/he is more self-aware, and s/he is aware of where s/he is going. Gough (1979) explained that the adult student is the mature age, unmatriculated student. Astin (1983) described the adult student as one who is usually academically able but educationally or financially disadvantaged, often including minority groups, and Knox and Farmer, (1977) included the less advantaged and minority groups in their description of adult students. In addition, these studies (Grabowski, 1976; DiSilvestro, 1981; Cross, 1981; Knox and Farmer, 1977) concurred that there are several characteristics shared by many adult students: they are usually over 21; more in mid-30's; they may be single, separated, divorced or married with children; they may be single parents; they may be people who are seeking changes due to economic reasons or professional demands; or they may simply have a desire to learn; they may have come to realize that

education is a lifelong process and see education as a means to better career marketability; they may have had more exposure to life and these life experiences are of immense value, thus they have a stronger motivation to pursue their goals; and they usually face difficulties with their transitions - changes in old routines, adjustments to new surroundings and relationships.

Special Support Programs

Despite the greater awareness of the changing student population; very little has been written that addresses the special needs of these adult learners. Kring (1976) stated that this changing student population presents, to the education administration, some special problems including poor educational background, inadequate study skills, lack of confidence, unrealistic expectations, irrelevancy and conflict, and improper orientation.

There is no available research that can be found in the way of special supports for full time adult students. Grabowski (1976) indicated that although counselling adults is a rapidly developing trend in the entire area of adult education, it is also the most impoverished because of a lack of serious commitment by the education community, inadequate literature, and clear-cut role distinctions.

The materials (Kring, 1976; Knox and Farmer, 1977) indicated that the response to these problems is inadequate and that the response is more in rhetoric than in practice. So while the student population is changing and these changes require special counselling supports it seems that administrators are reluctant, according to Grabowski (1976), to finance such endeavours.

It appears that although some services are provided, they are inadequate in that counselling is provided by people who are not professional counsellors . In addition, Knox and Farmer (1977) claimed that "counselling services for less advantaged adults are typically less adequate than services for more privileged members of society" (P. 413)

Since an overall review of the studies suggested that the adults who participated in these counselling services were more likely to stay with their studies; this suggestion indicates that there is a need for such a service.

Counselling Supports

Gough (1979) suggested that institutions with open admission policies should provide counselling supports to adult students by adjusting to meet their special needs. Although it appears that counselling services are a desired goal for many institutions, expertise in putting this into action is lacking (Knox and Farmer, 1977). Several writers (Knox and Farmer, 1977; Grabowski, 1976; DiSilvestro, 1981) urged for modifications of existing counselling services to include in their planning additional assistance to adult students. To guide in the planning and implementing, therefore strengthening these services, Knox et al suggested close scrutiny to the answers of the following questions: 1) What is the purpose of counselling?, 2) Who provides counselling?, and 3) Who should provide counselling?

The Purpose of Counselling. Knox and Farmer (1977) explained the purpose of counselling in this way:

To assist adult learners in exploring personal aspirations and available opportunities and to make plans related to their educational development. [Counselling helps]..adults plan and

participate effectively in educational programs and to relate such participation to their life roles in work, family and community. The counseling...function helps adults relate educational, personal, and career opportunities to their aptitudes, personalities and interests. (p. 390)

Who provides counselling? Knox et al further reported that:

counseling and information services for adult learners are provided by a wide array of persons ranging from those who are adult education administrators and teachers, practitioners in related organizations and agencies, and public information specialists to members of the extended family and close friends...most counselors related to adult education belong to one of four kinds. First there is the counselor who is professionally trained and serves in this capacity full time. Second, there is the adult education administrator or teacher who may offer counseling assistance during a small percentage of his or her time. Third, there is the practitioner...who may refer to educational programs and who sometimes counsels adults. [Fourth] Paraprofessionals usually have an educational and cultural background that is similar to the adults served, which facilitates rapport and trust. (p. 399)

Similarly Grabowski (1976) reported that the counsellor is someone who is a specialist in guiding the students towards their learning goals by helping them with problem-solving issues which might affect their studies. With this type of guidance, students should assume greater control over their lives. Although it appears that many concerned individuals attempt to provide counselling services to adult learners, it is done on a limited basis. (Knox and Farmer, 1977)

Who should provide counselling? A recurrent theme appears throughout the literature review in that qualified and prepared counsellors should provide counselling. Knox and Farmer (1977) reported that institutions of higher education should assume greater responsibility for the pre-service and in-service education of counsellors who work in adult education. Knox and Farmer further reported that "It seems desirable for professional Counsellors to take the lead in helping to differentiate the various contributions to the counselling function." (p. 103)

The literature reviewed stressed the necessity of counselling supports rather than counselling styles or counselling models. The consideration therefore is the need to fill a counselling gap with a qualified full-time counsellor.

It may be assumed then, that the counselling function is a critical factor in the overall development of the adult student because s/he has special needs. Therefore, the following practicum was structured to study the importance of providing counselling services to students in a special student support program.

CHAPTER III

METHOD

Description of the Practicum

The purpose of this practicum was to examine the advantages of a counselling service at the WEC, a special student support program. The planning and co-ordinating of the practicum began in July, 1984 and the counselling service was carried out between January 7, 1985 and April 26, 1985, on a full-time basis.

Seven program objectives were outlined in Chapter 1, pages 2 and 3, that would guide the researcher in developing the practicum activities. For example, the activities that were carried out in an attempt to meet the program objectives were as follows:

- (1) Planning, designing and promoting the practicum in addition to providing counselling sessions both at the individual and group level dealt with objectives 1, 2 and 3;
- (2) Participating as a contributing staff member, interviewing staff members and presenting the practicum results and recommendations dealt with objectives 4 and 6;
- (3) Interviewing counsellors from related programs dealt with objective 5.
- (4) Reviewing the literature (Chapter 11) dealt with objective 7.

Data was collected and assessed by (a) recording the frequency and types of student visits, (b) recording the issues and concerns that arose for the students, (c) recording the students' perception about counselling at the WEC, and (d) interviewing key personnel at the WEC and related programs.

Pre-Practicum Activities

Pre-Practicum Planning

In order to introduce a pilot counselling program at the WEC, consultations were held among the researcher, the researcher's practicum committee, the WEC director and staff members, and the University of Manitoba Counselling Services Director. During the consultation process the WEC staff made suggestions which included the following: (a) a need to develop peer counselling sessions as part of the practicum; and (b) meeting with the WEC students to discuss and explain the counselling practicum.

In addition, the practicum committee and researcher made some suggestions to the WEC staff which would facilitate the practicum objectives. These suggestions included: (a) the use of private office space, (b) respecting the code of counsellor confidentiality, and (c) offering on-going counselling supports beyond the practicum time line.

Furthermore, the researcher identified two main problems at the onset of the practicum: (1) scheduling, and (2) the short term nature of the program. For example, the practicum had originally called for a span of a four month term with students at the centre, but this was impossible because the students (a) were at the WEC for January and February, and (b) were out student teaching during March and April. To overcome this problem it was suggested that "moral support" visits would provide the students a form of counselling during March and April. It was also impossible to implement peer counselling sessions because of the short term program. However, because it is a desired goal; it can be recommended for future considerations.

At the end of the consultation process the researcher received a letter of welcome from the WEC Director (see appendix C). The researcher then met the students at a formal meeting, as well as informally over a pot-luck Christmas dinner.

Practicum Design Considerations

There were administrative, philosophical and timing limitations that influenced the design of the practicum. These factors needed to be considered to set a realistic framework for the counselling experience. These were as follows:

1. Timing factors which included: (a) The short term nature of the project (January 7, 1985-April 30, 1985); and (b) The student's daily and term schedule (for example, the students attend classes daily at the WEC for January and February, but are out student teaching in various schools during March and April);
2. Administrative factors which included: (a) The provision of and the setting up of adequate office space for the counselling sessions; (b) Working within the structure of the WEC as a "staff member" as this would provide certain flexibility for the practicum; and (c) The recording of the various student contact types and the types of issues discussed, while maintaining the code of confidentiality.
3. Philosophical factors which included: (a) Ensuring a firm code of confidentiality; (b) Student contacts would include both one-to-one counselling as well as group sessions. The one-to-one counselling style would follow the Martin, (1983) "evocative empathic" style; and (c) The practicum's objectives; and (d) introducing a "new" and "temporary" program to the WEC structure would provide certain constraints for the practicum.

Practicum Activities and Results

Promoting the Counselling Program at the WEC

The main thrust of the first three weeks was intended to work at developing trust in the "new program" and in the counselling process, to get acquainted with staff and students, and to promote on-going interaction between the counsellor and staff and students. To ensure that this would occur the following promotional efforts were carried out:

1. Posters naming the counsellor and the location of her office, were placed in the highly visible areas such as the student's lounge, the gym doors, near the lockers, and on several bulletin boards.
2. Since spending time with staff members was crucial to the success of the program, sessions were held both formally and informally; at staff meetings, over coffee and lunch, and in private conversations. Some of the issues discussed with the staff included how to encourage students to use the counselling services, maintaining confidentiality, the issues which the students might want to discuss with a counsellor and how to refer students to the services.
3. Promotional interviews with students were arranged. First by writing a memo inviting them to set up interviews and secondly by following up on the memo by arranging the appointments. The purpose of these first interviews was (a) to talk about the reason for the practicum, (b) to get to know the education students, and (c) to get their ideas about a counselling

service as part of the centre's structure. (see appendix E for copy of letter sent to students)

4. Using an informal approach such as unplanned meetings in the hallways and over coffee in the student lounge was another way of getting to know the students.
5. Arranging and conducting group sessions to brainstorm workshops topics that the students would like implemented in future group sessions.
6. Participating in WEC staff/students planned activities that were more personal/social oriented including viewing films, distributing mail in person, and participating in social and recreational functions. These activities allowed for an opportunity for students to approach the counsellor in an informal and non-threatening way.

Results of Promoting the Counselling Program at the WEC. It was evident that the staff and students displayed an interest in the counselling services because of (a) the help in organizing the counsellor's office, (b) the staff ensuring that the students were introduced to the counsellor, (c) involving the counsellor in various activities, (d) the number of students who welcomed the counsellor, (e) the number of students who expressed their interest in the counselling service after the counselling function was explained, and (f) the number of student initiated contacts made in January and February. For example, in January and February 40 out of 56 students (36 and 4 respectively) responded to the memo inviting them in for an interview; and a majority of these 40 students initiated on-going sessions while others continued

to drop in with an issue, or simply out of curiosity. In other words, because of the promotional efforts, 96 student-initiated contacts were made with the counsellor as well as 6 referral contacts and 43 group related contacts. In contrast, 33 students who had appointments were no-shows, however the majority took the responsibility of rescheduling their appointments. Therefore, during January and February, out of a possible 221 contacts, 188 contacts were made. It can be assumed then that the promotional efforts had a positive effect on the student's decision to use the counselling services. (see appendix D for a detailed chart explaining contact types)

Individual Counselling

A one-to-one counselling service was provided to the WEC students in which the counsellor employed the Martin (1983) "evocative empathic" counselling style. According to Martin this style allows the counsellor "...to be ahead of the client in a helpful way that brings to life the [students']...experiences without taking control of therapy - that permits the [student]...to be the problem-solver but gives the [counsellor]...a truly helpful and active role." (p. vii)

Counselling sessions were followed-up from the the following:

- (1) contacts initiated by the student,
- (2) contacts initiated by the counsellor,
- (3) contacts acquired through a referral process,
- (4) contacts acquired from the use of groups and,
- (5) contacts made through on-site visits to students while they were on their field placements either counsellor initiated or student initiated.

In addition, to determine the frequency of these visits, the researcher maintained a record of contacts under the same headings.

The first contact was similar for all students because it was at this session that each student received information such as: (a) the counsellor's purpose at the centre, (b) the counsellor's availability for any issues/concerns or topics, (c) what the counselling session could consist of, (d) what issues could be brought to a counselling session, (e) the short term nature at the WEC, (f) that the counsellor would continue on-going counselling with up to 5 students beyond the completion date, if it was required, (g) that confidentiality would be respected, and (h) that the student's (ideas) opinions about a counselling service, as part of the WEC structure, were welcomed.

After the first information sessions with the students, subsequent counselling sessions involved dealing with more common student issues and these were recorded in a way that maintained confidentiality. Confidentiality seemed to be a crucial issue for the students. They expressed the difficulty of sharing personal matters with instructors for fear of being graded with a bias. Also, one of the main reasons for recording these issues was to demonstrate that the students do have concerns, and that these concerns could have a negative effect on their studies. (see appendix F for a detailed list of issues expressed by students)

Although counselling sessions shifted geographically (from the centre to the student's placements) during March and April; the issues remained constant in that the students still had concerns to discuss. The counselling sessions during March and April included (a) times over the lunch hour, (b) times at coffee breaks, (c) time after school, and

(d) informal in-classroom visits. Approximately one third of the visits were arranged in advance by telephone. Other visits were provided on a "drop in" basis. This "drop in" basis occurred because of invitations from either the student or the co-operating teacher.

In addition, during the March-April period the counsellor prepared students for the conclusion of the program. Also, if it was appropriate, on-going counselling sessions were arranged to provide counselling with up to 5 students, beyond the project completion date.

Results of Individual Counselling. During the four month practicum there were a total of 336 contacts arranged and of these 301 contacts were made, both in person and by telephone. A summary of the number of contacts made by the type of contact is provided in the chart below:

TABLE 1
NUMBER OF STUDENT/COUNSELLOR CONTACTS

TYPE OF CONTACT	IN PERSON	TELEPHONE	TOTAL
Initiated by student at the Centre	88	8	96
Initiated by counsellor at the Centre	40	0	40
Referrals	6	0	6
Groups	49	0	49
On-site visits initiated by student	15	8	23
On-site visits initiated by Counsellor	63	24	87
TOTAL	261	40	301

Although the counsellor could have been available for a maximum of 74 working days on the practicum, only 47.5 days were devoted to what could be considered as productive counselling time (appendix G shows week by week "counselling time") There were many factors that contributed to the lower than anticipated number of days of counselling/student contact: (a) students took Friday afternoons off (away from the centre) as their "own" time, although staff members perceived this time as "study time"; (b) the first two weeks of January were mainly devoted to promotional efforts; (c) two weeks in February were exam weeks - few students were present at the Centre; (d) during the week of March 4th, the students started their student teaching - it was decided that counsellor visits would not start until the students had a week to adjust to their placements; (e) the students had a holiday during the week of March 25th and April 29th; and (f) the counsellor took four days for professional development activities.

Further comments and results on individual counselling will be discussed in this section under the following headings: (1) Students' Perceptions/Opinions about counselling at the WEC; (2) Student Issues that arose; and (3) Student Contacts.

1. Student Perception/Opinions

Overall, the students expressed the need of having someone other than their instructors, to talk to about personal and private matters. The student's main concern was that the instructor would not be able to maintain an objectivity when it came to evaluations. The students expressed the importance of obtaining good grades based on their merits of performance and efforts rather than on their personal difficulties and they felt that if the instructor knew their

difficulties, it could bias their grading. The students also felt the counsellor could provide other functions, such as having someone in private to see so they could let off steam under confidential conditions; and having someone to help the students make sense of their world, that is to make connections between their feelings of anxiety/inadequacies and their academic responsibilities.

2. Student Issues

During the counselling sessions the students presented a variety of issues and concerns for discussion. (See appendix F for a list of issues and concerns that arose) The students expressed themselves freely and they were willing to work on their issues, including problems with time management, family responsibilities, child care, and academics. According to the students, the issues they presented had caused various levels of anxiety and fear for them and they felt that these issues affected their academic performance.

3. Student Contacts

The time spent with individual students ranged from 10 minutes to one hour and 30 minutes. Although the time spent with each student depended on the issues at hand, the established norm was that each session could last between 45 minutes to one hour. In addition, the counselling sessions between the counsellor and the students who visited the counsellor occurred at least once and up to 12 times with an average of 5 sessions per student.

From the analysis of the results of the individual contacts made (from Table 1 and Appendices D and F) the following observations were made:

- a. The students discussed issues and concerns that affected their studies.
- b. Since most students kept their appointments (212 out of 247 individual contacts - from appendix D1)) this number indicates that a counselling service would be effectively used.
- c. Students were more likely take advantage of a service that was easily accessible. This is indicated by the number of student initiated contacts as opposed to the counsellor initiated contacts during the January/ February period (96 student initiated and 40 counsellor initiated), and, the number of student-initiated contacts in January/February period (96) as opposed to student initiated contacts in March/April period (23)
- d. Students who were referred to counselling were less likely to keep their appointment. For example, out of the 15 that were referred, 9 were no shows.
- e. When students were out in their field placements, the counsellor was more active in initiating contacts with students. There was an increased number of counsellor initiated contacts in the March/April period in contrast to the January/February period, 87 and 40 contacts respectively.

Group Activities

Group activities were planned as a part of the practicum because working with groups is another way of providing counselling supports to the students. The group sessions were designed to help the students develop various skills, knowledge and attitudes fundamental to their academic effectiveness and to leading a balanced lifestyle.

Of the four group oriented activities planned, three were carried out:

1. Two brainstorming groups sessions to assess the student's workshop interests and to determine when to hold group activities.
2. Fourteen days of on-going relaxation sessions at 15 minutes per session.
3. Two workshops on stress management.
4. Two workshops on exam anxiety were planned but they were cancelled because of exam week - few students were at the centre.

In addition to these group activities planned by the counsellor, if a topic was appropriate staff members would invite the counsellor to participate in various group activities, either as an observer/participant or as a faculty member. These additional group activities included: (a) observing general information meetings for students, (b) participating in the Friday seminars during the March/April period, (c) assisting and participating in the orientation to field placement sessions, and (d) facilitating one workshop and assisting in another workshop for 4th year students in their Professional Development Seminars.

Results of Group Activities. Scheduling the counsellor initiated group activities that were not directly related to course work was difficult because of time constraints. For example, the students attended seminar type classes scheduled from 9:30 a.m. to 12:00 noon and again from 1:00 p.m. to 3:30 p.m.; therefore, the counsellor-initiated group activities were not planned during these times.

Furthermore, there were at least two half days per week in which students were free of class time however they were reluctant to use this

time for group activities. This became evident during the two brainstorming sessions held to determine workshop interests and during counsellor initiated individual sessions held in January. However some students were willing to attend group sessions held during the lunch hour or before the morning classes.

Due to these constraints, fewer group sessions were held than originally planned. It was initially proposed that some form of group activity ought to be conducted every two weeks but this was changed when the researcher assessed the students interests and schedules.

Despite these limitations, 49 students attended the counsellor planned group activities. For example, brainstorming and stress management workshops averaged between 5 and 7 students each and the relaxation sessions averaged 2 students per session. This indicates that students would attend group activities planned by counselling supports.

In addition, staff members can also benefit by using the counsellor for group developmental activities because the counsellor can be a resource by enhancing the instructor's coursework. This was evident in the invitation to participate in some group activities while facilitating others.

Contacts and Interviews with the WEC Staff

The counselling support service is only one segment of a whole system, therefore, in order to ensure that the whole system is working effectively, participants from all segments must interact in a supportive manner. Also, because this particular service was "new" and

"temporary" a major emphasis was placed on working with staff to encourage their support of the practicum.

Likewise, in order to ensure positive relationships with the staff members every effort was made to interact with them at various levels. These contacts included: (a) the counsellor participating in staff meetings; (b) informal interactions with staff members which often precipitated a consultative role when staff members would seek out the counsellor for resolutions to problems that the student might face; (c) assisting in group activities; (d) interviewing faculty advisors to determine the necessity of counselling services and counselling needs of students as perceived by the staff; and (e) a presentation to the staff on the results and recommendations of the counselling practicum.

Results of Staff Contacts. These meetings with the staff were important as they set the tone for the ways in which the counselling practicum was received. The staff maintained an atmosphere of openness and willingness in supporting the counselling practicum efforts. This was indicated by the efforts they made to include the counsellor in various aspects of the WEC programming and in the time they took to understand the counselling process.

When the staff members were interviewed, they maintained an attitude of directness and openness toward the prospect of a definable counselling service at the WEC. The questions posed to the staff members and a summary of their responses were as follows:

(1) What is your view on how "counselling" should be practiced?

A familiar theme occurred in the answers in that all the staff members who were interviewed perceived counselling as a process whereby a student with an issue works in collaboration with someone qualified to

assist them with problem solving as well as with personal growth development. All staff members felt that this problem solving and personal growth development should be an on-going process in which the student is seen within the context of their world.

Generally, the WEC staff agreed that crisis intervention is an inevitable part of counselling practices but they felt that counselling should include other methods such as: (a) listening and guiding the student to understand how certain issues affect them; (b) helping the student with a step-by-step process in reaching their goals; (c) advocating on behalf of the student; (d) teaching the students life skills; and (e) facilitating the student's personal growth development. In addition, staff saw counsellor qualities as someone who could be trusted to keep the students' confidence, yet be able to confront students in a sensitive way, someone who would respect a student's selective self-disclosure, and someone who had the skills and training that was recognized in the helping professions.

The following question was addressed to staff members in a pre-practicum context.

(2) What do you consider as "counselling" at the centre right now?

Generally the response was that counselling was carried out in an ad hoc, haphazard, piecemeal, reacting to a crisis manner just to help the students to get over the hurdle. Yet staff members felt that this crisis orientation to counselling didn't get to the root of the problem.

A couple of staff members expressed other concerns such as, there was no one clearly defined person, who was a counsellor, and that counselling was not clearly defined as a function of the centre.

All of the staff members felt the counselling process inadvertently became a part of the instructors' responsibilities. They also felt that an unwritten rule at the centre appeared to be, if one works at the centre one had to be open to the students personal concerns at all times.

Central to this issue, then, is an assumed counselling philosophy. According to one staff member the philosophy was ideally if a student is comfortable with an instructor (who is perceived as trusting, friendly and easy to approach) then that instructor would fulfill the counselling need. However, the staff member implied that inherent in this philosophy is the problem of conflict of interest; in that the primary duty is to teach rather than to "counsel". The staff did recognize the conflict in attempting to be both instructor and counsellor. They felt that this was not an appropriate situation for the total well-being of the student because the intensity of their "counselling" involvement could only scratch the surface of the issues because they didn't have the time or energy. Generally, staff members felt that they were ill-equipped to be counsellors as well as instructors because much depended on their gut reaction, and they were not trained counsellors. Staff further commented that even if a counsellor were hired they would still be there for the students, on a limited basis and as one staff member expressed, "in more of an advisory role".

(3) What is unique about the counselling approach at the centre?

The staff at WEC commented that their institution was unique because of the idea that people really care about each other, the openness of staff to work with students, the willingness to go the extra mile with/for students, the commitment to the centre's philosophies, the

great amount of energies expended in looking after students, and being accessible to the students at all times. However, all staff members were concerned with the fact that often the time and the available resources were not adequate enough to meet the students' needs. This posed a dilemma for staff members, even though one was willing to help one could not do so, due to unforeseen circumstances, and thus invariably lets down the student.

(4) a. What kind of counselling model/approach is used at the centre?

The response was: there is no specific model other than that which what was already expressed in questions 2 and 3, that is the responding to crisis orientation.

b. Is this useful?

Generally staff members felt that their approach was not useful. They felt that it simply was not adequate to meet the needs of a student who needed counselling services.

(5) Do you have adequate time and resources to deal with student concerns or student crises?

The answer was an emphatic "no". Staff members commented that since their primary responsibility was teaching, thus it was impossible to meet the needs of students in crisis. They also felt that they lacked adequate counsellor training and expertise to deal with the students' personal issues.

(6) When students find themselves in a troublesome situation, (a) who do they see, and, (b) do they make approaches readily?

The answer to 6a was that whenever students were in a troubled situation they would find someone with whom they felt comfortable. In addition, they tend to seek those who may have some experience in

dealing with the problem. As to 6b it was noted that most students do not readily approach staff members. This holds true especially for those students who may in fact really need help. One member noted that particularly native students did not make approaches readily.

(7) Will the establishment of a resident counselling service give the student a needed alternative to the present system?

The response was an emphatic yes. Many of the staff members acknowledged that they had already observed noticeable changes during the practicum. Staff noted that both they and the students appeared more relaxed while the counselling service was available. They felt that this was partly due to the fact that the students had a qualified person to see about personal and private matters. Overall the staff conceded that a qualified counsellor was desirable and was needed to adequately meet the students needs.

(8) Does the fact that students receive financial support make any difference in their academic achievement?

The responses to this question were mixed. A few of the staff believed that it should only serve as a factor to encourage the students to study without having to contend themselves with financial worries. Also, the fact that the student had met with a rigorous selection process, would add to the student's feeling appreciative of such an opportunity. On the other hand, two staff members felt that some students may in fact feel pressured because they felt they had to prove themselves to the funders. The students may then feel that they were controlled and watched because they were funded. To solve this concern one staff member felt that the students ought to be more oriented to the total philosophy of a program that includes financial supports. In other

words, as expressed by two staff members, this issue should be more upfront and more clear to the students so that they would not perceive the centre as being the financial lifeline and a parent for money, grades and emotional supports.

In conclusion, the responses from the interviews indicated that a definable counselling service should be integrated into the WEC structure. It appeared that the staff recognized two main concerns: (a) because of their limited time and resources they could not adequately handle the student's personal issues in addition to teaching because complications could arise from the dual roles of instructor and counsellor; and (b) the instructors could not do an adequate job in counselling because they are not trained counsellors.

The presentation made to the WEC staff on May 13, 1985 included a recommendation for a counsellor position, and that counselling supports should be incorporated into the WEC structure.

Interviewing Counsellors From Related Programs

Counsellors from related programs, were interviewed to gather data about their counselling supports and to assess the importance of counselling for adult students. Four counsellors were interviewed: two from the Red River Community College Access Program, and two from the University of Manitoba Access Program/Special Pre-Medical Studies Program (UMAP/SPSP). The same questionnaire was used for both programs. It is interesting to note that RRCC Access and UMAP/SPSP (at the time of this writing) have 107 and 97 students respectively. These figures give an approximate ratio of 50 students to 1 counsellor. Quite a contrast to the WEC where there are 56 students but no counsellor.

Results of Interviewing Counsellors from Related Programs. The questions posed to the counsellors from related programs and a summary of their responses were as follows:

(1) What kind of counselling model does your program use?

Counsellors from UMAP/SPSP commented on the importance of using a developmental/preventative approach in which the student is seen within the context of his/her life. They called this a proactive approach in which University life adjustment issues are anticipated and an attempt is made to work these issues into group and individual counselling. They attempt to educate the students to use the counselling supports to their advantage. According to one counsellor this approach encouraged students to express concerns that have the potential to become full grown problems. Another counsellor commented that his approach helps the student to develop a readiness to deal with a crisis, work effectively with a counsellor, and helps the student to view change as a challenge rather than as a problematic situation.

Counsellors from both programs commented that the students use the services that range from information orientations to working through more in-depth issues. They added that services include: (a) group training, particularly skill-building groups (e.g. assertiveness training, stress management, public speaking, personal growth); (b) career clarification; (c) social adjustment information and guidance; and (d) problem-solving. (see appendix H for a report of UMAP/SPSP counselling supports for 1984)

(2) How are students informed of the service?

Counsellors from both programs explained that they relied on advertising their services, especially during the recruitment and

selection phase, as well as during the orientation stages. They believed that once a student was aware of the services, they would utilize it as a part of their academic development.

(3) How well do students utilize the service?

Counsellors from both programs responded that the services are well used. One way in which they encourage this use is to set periodic appointments with each student according to the level of assistance that they may require. The counsellors from both programs said that students do use counselling supports to their advantage and that very few students avoided this type of contact.

(4) Why a counselling support?

The counsellors from both programs maintained that special support programs are affirmative action efforts working to increase academic success at the college and university settings for those persons who are economically disadvantaged and would not otherwise have had the chance of getting a college diploma or university degree. They felt that one way to increase academic success is through providing the necessary counselling supports to these students because it is recognized that they will face adjustment to the educational institution and, in many cases, to city living. The counsellors pointed out additional stressful factors with which a student may need a counsellor's help in coping. These include the fact that a new set of circumstances can be somewhat overwhelming and can impede academic progress, especially for first year students who are usually insecure about their academic abilities; some students may encounter racism and sexism and they often lack the skills/awareness to cope with these issues; since many of the students are older than the average university student they may have to cope with

self-doubts because they see themselves competing with young brighter students, and the new interpersonal/psychological situation in which the students find themselves and how they perceive this situation can be somewhat puzzling. In addition, counselling services can provide other opportunities for the students. For instance, one counsellor explained that since it is a support system the student feels comfortable to talk about their experiences in that counselling provides a vehicle for students to walk in and blow off steam, while another counsellor commented that students need a place to validate their personal experiences.

The counsellor responses (from the related programs) indicated that definable counselling supports within a special program are central to the academic success of the students. Furthermore, these counselling supports appear to increase the probability of student's staying in school.

Other Significant Activities

Other significant activities that transpired during the project's duration included:

- (1) The administrative necessities of planning and organizing the office space and counsellor activities.
- (2) A follow-up to a request from a Masters of Social Work student to meet and talk about his project. This student was planning a similar type of practicum with social work students at the WEC in May, 1985, and wanted to share ideas on how he might best approach students and get his project underway. A meeting was held to explain how the the project was started,

implemented and completed.

Results of Other Significant Activities. The administrative responsibilities took up approximately one-third of the counsellor's activities and care was taken to work around the student's schedule. The administrative staff was very supportive in providing services including photocopying, typing, furnishing office supplies as well as encouraging students to use the counselling services.

The discussion with the Social Work Master's student had a positive impact in that he stated that the information would facilitate his practicum efforts.

Practicum Termination

During the month of April efforts were made to prepare students for counsellor-student separation. Many students expressed their hopes for future definable counselling supports as part of the WEC. They commented on their anxieties about the termination but expressed their understanding of the practicum completion. Many students expressed that the service had been beneficial to their academic progress.

Because the students had a break scheduled between April 29, 1985 to May 3, 1985; the last day for the project was April 26 - two days short of the initial projected completion date. The WEC staff members evaluated the student teaching activities on April 26 at which time a potluck lunch co-ordinated by staff and students provided an opportunity to say farewell.

CHAPTER IV
RESULTS AND DISCUSSION

The primary purpose of the practicum was to examine the advantages of a full-time counselling service at the WEC. It was assumed that the counselling function was a critical factor in the overall development of the adult student in special programs. It was also anticipated that because adult students who enter university or college academically underprepared and are from a socio-economic background that differs from the traditional student, counselling would prove to be beneficial to them. If the perceived goals and objectives were fulfilled the practicum would be considered successful.

A summary of the results of the study in addition to a discussion of their implications is reported in two ways. First, the relationships between the specific objectives and the practicum activities are presented to show how each objective was met. Second, data pertaining to the specific practicum activities are highlighted and followed by a discussion of each.

Objectives and Practicum Activities

Objectives Number 1 and 2 Relating to Student Needs.

- 1) To develop and implement a counselling program for the WEC students between January 7, 1985 and April 30, 1985.
- 2) To respond to the most immediate and pressing counselling needs of the students.

These two objectives were met by setting up a program which would offer a counselling support service to the WEC students. The program was designed to meet the special needs of these adult students. The planning stages involved identifying the need to fill a counselling gap in a special student support program and responding to this need for counselling supports by developing a proposal to design and implement a pilot counselling service geared to the WEC students. The proposal was authorized by those individuals involved thus program was begun.

The researcher developed the program by providing counselling supports to the WEC students, both on a one-to-one and group level. Primarily the counselling supports provided a place and a qualified counsellor for students who were experiencing academic difficulties to work out solutions to their concerns, to work out anxieties, fears or concerns which may negatively affect their studies and to obtain information which could assist them in their personal and social and educational development. The counselling sessions were structured in that the students were informed about the processes involved in counselling, otherwise the students' controlled the issues which they wished to deal with.

In summary these objectives (1 and 2) were met by doing some pre-practicum planning, promoting the counselling service and providing individual and group counselling services.

Objective Number 3. To encourage students, to continue on-going counselling or be referred to other professionals.

This objective was met by ensuring that students were informed of other counselling resources in the City of Winnipeg. One student continued meeting with the counsellor until August 1985 and then was referred to other resources.

Objectives Number 4 and 5 Relating to Key Personnel

- 4) To participate, as a staff member, in staff related responsibilities including acting in a consultative role to staff concerning counselling students and interviewing the WEC staff about their perceptions on counselling services at the WEC.

The researcher met this objective in these ways: a) providing consultative supports to the WEC staff who sought to understand how they might appropriately work with students who were experiencing academic difficulties, b) by interviewing the WEC faculty staff to gather data pertaining to their perceptions about counselling supports at the WEC, and c) by contributing as a regular staff member, for example assisting in decision-making at staff meetings.

- 5) To examine the counselling supports system of other "special programs" within Winnipeg, such as the Red River Community College Access Program, the Inner City Nursing Program and the University of Manitoba Access Program/Special Pre-medical Studies Program.

The researcher met this objective by interviewing four counsellors from related programs. Data, pertaining to the kinds of counselling

supports that are provided by these programs and the benefit derived from providing these supports was gathered.

Objectives Number 6 and 7

- 6) To submit recommendations for a counselling program to the WEC director upon completion of the program.

Objective 6 was met. A post-practicum meeting was held between the researcher and the WEC staff. The recommendation was that the WEC should hire a qualified counsellor.

- 7) To provide a brief literature review outlining similar work conducted in the field.

Objective 7 was met by reviewing literature as presented in Chapter 11. The literature strongly advocate counselling services, especially for disadvantaged adult students.

Practicum Activities Summary Results and Discussion

Pre-Practicum Planning (July 1984 to December 1984)

Much time and effort was expended in exploring the practicum's feasibility and in the overall development of the practicum proposal. This contributed to the success of the practicum which indicates the following: to have a viable program one needs to liaise with those individuals who are in authority and who will be able to accredit the program. The time factor is important because people need time to plan, to meet, to consider and reconsider before they finally decide on an

appropriate course of action. Finally, the consultation process allows one to identify potential limitations and to respond accordingly.

Designing the Program

Several meetings were held between the researcher and a) the researcher's Practicum Committee, b) the WEC staff and students which resulted in a program that was appropriate to the WEC students' counselling needs.

In designing a program it is important to consider the factors that may influence the outcome. These factors usually emerge during the consultation stage. Thus, it is during the consultation stage that guiding principles emerge so that the program design can be implemented.

Promoting the Counselling Service

Forty out of 56 students responded to the various promotional efforts within the first two months. The majority of these students initiated on-going contacts with the counsellor. At the end of the second month there were 188 contacts made with the students in one form or another. The success of the number of contacts made in the first two months is attributed to the promotional efforts.

The various promotional efforts help to strengthen the counselling function because it is through this that students become aware of the function of the services. The promotional efforts can be utilized to help alleviate any apprehensions and misunderstandings. In fact, Knox and Farmer (1977) emphasized the need for promoting the counselling services because it helped to attract participants.

Individual Counselling

During the four month program, there was a total of 336 contacts arranged with 301 contacts made (from Table 1, page 19). The majority (212) of these contacts were one-to-one and in-person. When the students were at the centre they initiated contacts more often than if they were on their field placement (88 student-initiated at the centre, versus 15 student-initiated while on field-placements). There was at least one contact made with every WEC student (56 students) and up to 12 contacts with an average of 5 sessions per student.

The students raised several issues and concerns which they felt affected their academic performance. Some issues included exam anxieties, day care problems, time management, handling crisis situations, and family responsibilities. (The reader is referred to Appendix F for further issues raised by the students.)

The students reported that counselling services are needed at the centre and that the service would help with resolving academic related problems. Finally, the students reported that they desired a counsellor who could be free of evaluating the students' academic performance.

The main inference that can be made about individual counselling is that students do have issues and concerns that can negatively affect their academic progress and that the desire is there to express these concerns in confidence. The need to talk to someone who would be free of evaluating their academic performance is critical to the student's performance.

Another point to consider with individual counselling is that students would use counselling services that are easily available and accessible. (Knox and Farmer, 1977) This became evident during the

course of the practicum. For example, during January and February when the students were attending their classes at the centre, they used the counselling services more often on their own initiative than during March and April when they were student teaching. This drop in service used during March and April indicates that although students would continue to use the services, the counsellor would need to be more active on following up with students to ensure on-going accessibility of the services.

Group Activities

A total of 49 students used the group counselling services over the four month program. The students who attended the group sessions reported that they were satisfied with the sessions they attended, however, they reported that other required activities at the Centre took priority over attending a counsellor-planned group session which was a voluntary activity.

Some students will take part in counsellor-planned, voluntary participation group activities if the topic is appropriate to their situation, if the activities are scheduled at the right time and if they are held at a convenient location. Yet some students will not participate in the group activities if their free time is threatened. Thus, much more work would need to be done in this area to determine appropriate ways of ensuring group participation. It is necessary to find these ways because it appears that group activities are a worthwhile effort because those who participated were satisfied.

Staff Contacts

A total of 5 out of 9 full-time faculty staff members were interviewed. The interviews indicated that counselling supports are desirable and that the counsellor should be free of academic evaluations. In addition, other discussions and involvement, between the counsellor and the WEC staff members, indicated that counselling supports would enhance the goals of the centre. Finally the staff reported that a) there is at present very little co-ordination of the counselling activity at the centre, b) those individuals providing counselling services have not been specifically trained for this task and c) any counselling services were offered on an ad hoc basis.

Constant interacting with staff members is necessary for the continual reinforcement and support of counselling services. This interaction was done in the form of informal meetings and consultative assistance (for example, as a resource person in instructor-planned seminars and individual consultations). Because the counselling function can tend to be isolated from the other aspects of educational programs it is important that the counsellor be included in other programs. The value of these types of participation can be demonstrated in the suggestions counsellors make for program development to better serve the needs of students. (Knox and Farmer, 1977)

Another important implication of the counsellor involvement in programs is the necessity of gathering information or conducting program evaluation and research activities to help specify the main policies and procedures for strengthening counselling services. (Knox and Farmer, 1977) For example, the interviews conducted with staff members in addition to the opinions gathered from student contacts can serve as a form of research.

Interviews with Counsellors From Related Programs

The counsellors from related programs reported that counselling support services are a must in special student support programs because of the special needs of disadvantaged adult students. They further reported that counselling services helps the student to adjust to the university/college student demands. Counsellors also indicated that students would use the counselling services to their advantage when the service is accessible.

The counsellors implied that special supports to students are not complete unless there is a counselling service open to students and unless the counselling support system has a qualified counsellor in place.

The literature review supported this assertion of adequate counselling supports to adult students with special needs and these supports should be complete with qualified and trained counsellors.

Peer Counselling

Although the WEC staff recommended that peer counselling be developed as part of the counselling services during the four month program, this recommendation was impossible to carry out because of time limitations and the intensity this development would require. However, because the peer counselling activity is a desired goal, it is worth developing. Hence, this needs to be examined further. However, the opportunity to develop peer counselling at the WEC can be explored because of the centre's homogeneity in that the students share (a) a similar background, (b) the same academic goal, and (c) an off-campus building. Thus networking with a counsellor's help can be developed

into student peer counselling which can supplement the counselling services for the students.

Practicum Termination

Students were prepared for the programs termination by reminding them of the terms end and by offering on-going sessions either with the counsellor or through referrals to other professionals.

It is necessary to prepare students with the eventualities of separation whether it is because of a program termination or counsellor termination. Due to the short term implementation of this practicum and the uncertainty of whether such counselling supports would exist at the WEC, this was deemed appropriate for the students overall well being.

Summary

This practicum focused specifically on providing counselling supports to the WEC students and examining the advantages of a counselling service. A number of important results were noted. It was found that a definable counselling function is a desirable integration to the present WEC structure because it serves an important purpose such as enhancing the overall well being of the students. Therefore, future WEC plans should consider this as such.

In addition, the success of the practicum was evident in the following ways: (a) the high frequency of student contacts considering the actual counselling days were 47.5 out of a possible 74 program days, in which 301 student contact were made in one form or another. This averages out to 6 student contacts per day; (b) the staff contacts maintained and the supportive data gathered from them; (c) the interviews

conducted with related programs and the supportive data obtained from them; (d) during a presentation at a WEC staff meeting there were indications that counselling supports would be well received and supported; and (e) finally, the literature that strongly supports counselling services for special programs because these services provide a vital link for special program students.

CHAPTER V
RECOMMENDATIONS

Based on the results of the program objectives and practicum activities such as: providing counselling services to the WEC students, the interviews with the WEC staff and students and the interviews with the counselling staff of related programs, and the frequency and types of student contacts, in addition to the literature reviewed, the following recommendations appear warranted.

1. That the WEC should incorporate counselling support services into their present structure. This should involve the hiring of counselling support staff whose primary responsibility would be to care for the personal/social concerns of students and adjustment issues relating to their academic goals.
2. In recognition of budgetary forecasting, the WEC should consider hiring a part-time counsellor for 1985, and they should plan for a permanent counsellor for the following year.
3. That the WEC hire a counsellor with experience in dealing with disadvantaged adult students. (The researcher's experience with the program as well as the literature presented in Chapter 11 supports this recommendation.)
4. Since students expressed the fact that they tended to feel freer talking about their issues in confidence with a counsellor rather than a teacher, WEC should ensure that the counsellor be free of assigning grades to students
5. Based on information gathered from staff consultations, student counselling sessions and the success of group

counselling sessions, WEC should develop individual, group and peer counselling approaches.

6. The counselling programs developed at the Red River Access Program and the University of Manitoba Access Program, should be used for models on which to develop the counselling program at WEC.
7. Future WEC counsellors should be involved in developing the total WEC educational program, since this idea was supported by the literature reviewed and the counsellor's experience on the program.

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APPENDIX A

The Four B.Ed. Winnipeg Centre Style (permission
granted from Helen Buckley to use information)

November 1, 1984

The Four Year B.ED - Winnipeg Centre StyleA. GOALS AND OBJECTIVES

The four year Bachelor of Education program at Winnipeg Education Centre has continued to evolve and change during the last seven years according to the needs identified by our three Communities: inner-city educators, the faculty of Education at the University of Manitoba and the students and staff at the centre itself.

Just as students are selected according to their personal, academic and social needs, so is an attempt made to design their four year academic and field placement program so it responds to these needs.

1. We strive for individualization, interaction and integration while attempting to be holistic and flexible.
2. We attempt to make the learning environment personal, immediate and relevant to the pre-service education student throughout his/her four years at the Centre.

B. THE PHASES

Many of the documents included in your information package explain in more detail how these goals are attempted. Perhaps the single most important courses, none the less, are the professional seminars where theory and practice can come together for the students.

- (1) Seminar I attempts to have students examine their commitment to the field of teaching by providing an overview of the school in the community then leading to one-to-one teaching and working with small groups. Placements are provided in two or three particular inner-city schools. Students attend a study skills seminar which supports their academic courses from September until December, then spend three months attending their professional seminar until they begin their field placement during March and April. At this time, they continue to meet back at WEC. once a week to discuss their observations and research.
- (2) Seminar II provides the student with a micro-scopic view of the classroom and focuses on classroom planning and management. It is during this second year that students decide what major and minor they will pursue, what their beginning philosophy of Education is and what their strengths and weaknesses are in their practical everyday teaching assignments. This is also the year when students take their required academic math and science courses as well as their educational psychology and developmental reading courses. Field placements become more individualized depending upon role model teachers, age/grade level

of student and individual interests of the pre-service teachers. Student teachers spend half their time in their field placement doing structured observation and participation activities. The rest of the time they attend Seminar II classes prior to their full-time placements, primarily in Winnipeg # 1 schools, during March and April.

- (3) Seminar III is the praxis for the integrated third year program. The emphasis here is one of practical curriculum development. Students spend every Wednesday until March with their pupils while designing an integrated thematic unit plan which is then presented in the classrooms during March and April. Placements are sought primarily based on role model teachers who themselves use a thematic approach to teaching in their classrooms and who will encourage students to take over the classroom as much as possible. Individual expectations are established for each situation.

(4) Fourth Year Student Teaching

This nine credit course in the B.Ed. program is delivered with a support methodology course and is manifested through an internship program designed by co-operating teachers and a staff person at the Centre. Students spend four days per week in their schools from school opening in September until the end of April when they expect to be certified. Individual contracts are written and clinical supervision is the norm. Students also attend a support seminar during this year that focuses on networking with potential employers, writing resumes, conducting job interviews and orienting information for first year teachers. The document enclosed in your information package explains more about this particular program.

C. THE FIELD PLACEMENTS

Nine variables are considered when placing WEC students in their educational settings. These include:

- (1) Role model teachers
- (2) Inner city characteristics of schools
- (3) Grade/Age level of pupils
- (4) Last year's field experience evaluation and recommendations
- (5) Student request from Field Service debriefing day
- (6) Home/school location - transportation
- (7) WEC graduates
- (8) Number of other student teachers in the school
- (9) Supervision schedule of faculty advisor

All students are encouraged during their four years to teach in an early years setting, a middle years setting, an alternative classroom setting, an inner city school and a fringe, or suburban school. It is hoped that this type of generalist training will not only help the student decide where his/her interests are, but will make him/her more employable after graduation.

D. THE EVALUATION-FORM

After experimenting with many different kinds of evaluation forms, we have decided in 1984-85 to use a WEC-specific designed form for all four year groups on an experimental basis. A copy of this form is also included for your information and we would certainly appreciate your comments as to its usefulness.

E. CONCLUSION

An alternative approach to University Teacher Training with a community development focus on the inner city will be only as successful as the degree of input by the communities themselves. Your input to the academic and professional aspects of the program at WEC is most certainly encouraged and appreciated.

Helen Buckley

APPENDIX B

WEC Student Timetable - 1984/85

Timetable - 1984/85

Appendix B

<u>August</u>	
27	Orientation Begins
28	Orientation Continues
29	Orientation Group Leaves for Gimli
30	Orientation Group Returns from Gimli - Pay Day
31	Session at the Centre
<u>September</u>	
4 & 5	Tuesday, Classes Begin Two Day Field Orientation Session for 3rd & 4th Year S.W. Students.
13	Thursday, Pay Day
27	Thursday, Pay Day
<u>October</u>	
8	Monday, Thanksgiving - Holiday
11	Thursday, Pay Day
19	Friday, S.A.G. Conference for Education Students (M/S)
25	Thursday, Pay Day
<u>November</u>	
8	Thursday, Pay Day
22	Thursday, Pay Day
<u>December</u>	
6	Thursday, Pay Day
20	Thursday, Pay Day
December 22 to January 6 - Christmas Break - No Classes	
<u>January</u>	
7	Classes Commence
17	Pay Day
31	Pay Day
<u>February</u>	
14	Term Ends at W.E.C.
18 - 28	Study and Examination Weeks
28	Thursday, Pay Day
<u>March</u>	
4 - 8	Field, Week 1
11 - 15	Field, Week 2 (Pay Day 14th)
18 - 22	Field, Week 3
25 - 29	Spring Break (Pay Day 28th)
<u>April</u>	
1 - 4	Field, Week 4
5	Good Friday - Centre Closed
8 - 12	Field Week 5 (Pay Day - 11th)
15 - 19	Field, Week 6
22 - 26	Field Week 7 (Pay Day 25th)
29 - 2	Field Week 8
<u>May</u>	
3 - 6	Break
7	Classes Commence - Spring/Summer Session
9	Pay Day
20	Monday - Victoria Day - Centre Closed
23	Pay Day
<u>June</u>	
5	Pay Day
20	Pay Day
28	End of Spring Session (3 CH courses)
<u>July</u>	
2	Monday - Dominion Day - Holiday
4	Pay Day
18	Pay Day
26	Last Day of Classes

APPENDIX C

Letter of Welcome from the WEC to the Counsellor,
and an Information Letter to the WEC Students.

THE UNIVERSITY OF MANITOBA

Inter-Departmental Correspondence

DATE November 10, 1984TO All Education Students and StaffFROM Ormond McKague - DirectorSUBJECT: Counselling Services

There will be a major change in the Education Program of the Winnipeg Education Centre during the period January-April 1985. For these four months there will be a resident counsellor for education students. Her name is Eileen Fitzner and she is currently employed as a counsellor in the ACCESS program on the University of Manitoba campus. She is also a graduate student in Educational Psychology and her work with us will be in the form of an unpaid supervised practicum for her Master's degree.

Eileen will be doing individual and group counselling with education students, and she will use her experience here to evaluate whether or not there is a need for a permanent counsellor as part of the education staff at WEC. Your own views on this important subject would also, of course, be most welcome.

Eileen would like to meet education students to explain her upcoming counselling program. Therefore a meeting of all education students will be held

Tuesday, December 18th

12:00 - 1:00 (bring your lunch)

Room 6

We hope you will be able to attend and to meet Eileen. She will also be available from 1:00 to 2:00 that day for individual conversations.

Counselling (both formal and informal) is an important part of our life here at the Winnipeg Education Centre. I am sure we will all benefit from Eileen Fitzner's work with us during the coming months.

cc. All social work staff

APPENDIX D

Detailed Account of Student Contacts By Types

	Counsellor Initiated WEC	Student Initiated WEC	Referral	Counsellor Initiated but N.S.	Student Initiated but N.S.	Referral N.S.	Counsellor Initiated School	Student Initiated School	Group Activity	Possible Total	Actual
January	36	12	2	5	8	3	0	0	33	129	113
February	4	8 P 46	4		11	6	3		10	92	75
March	0	0	0	1	0	0	12 P 24	5 P 6	0	48	47
April	0	0	0	0	1	0	12 P 36	3 P 9	6	67	66
TOTALS	40	96	6	6	20	9	87	23	49	336	301

This chart represents the student contacts made on a monthly basis.

Legend

WEC = Winnipeg Education Centre

N.S. = No Show

P = Phone Contacts

January	Counsellor Initiated WEC	Student Initiated WEC	Referral	Counsellor Initiated but N.S.	Student Initiated but N.S.	Referral N.S.	Counsellor Initiated School	Student Initiated School	Group Activity	Possible Total	Actual
7		2							2	2	
8		6							6	6	
9		3							3	3	
10		3							3	3	
14	1	3						1	5	5	
15	1	2						8	11	11	
16		2 & 2 S.W.						7	11	11	
17		1						6	8	8	
18	4	2			1				7	6	
21	9	1						2	12	12	
22	2	2 S.W.		2	1			2	9	6	
23	3	1		1	1			1	7	5	
24	4			2		1		3	10	7	
25	2	2	1		1			0	6	5	
28	2	3			2	2		1	10	6	
29	5				1			1	7	6	
30	1	4						1	6	6	
31	1	3	1		1				6	5	
TOTAL	36	42	2	5	8	3		33	129	113	

This chart represents the specific student contact types made daily in January 1985. (N.B. Missing days are due to factors outlined on page 20.)

Legend

WEC = Winnipeg Education Centre

N.S. = No Show

S.W. = Social Work Student

February	Counsellor Initiated WEC	Student Initiated WEC	Referral	Counsellor Initiated but N.S.	Student Initiated but N.S.	Referral N.S.	Counsellor Initiated School	Student Initiated School	Group Activity	Possible Total	Actual
1	2	1	1		1	2			7	4	
4		3			4				7	3	
5	1	5				2			8	6	
6		3 1 P						7	10	10	
7	1	5	1					3	10	10	
8		5	1			1			7	6	
11		4				1			5	4	
12		2 1 P		1					4	3	
13		5	1						6	6	
14		3					3		6	6	
18		2			3				5	2	
19					2				2	0	
20		1							1	1	
21		2 2 P							4	4	
22		1							1	1	
26		3 P							3	3	
27		3							3	3	
28		1 1 H							2	2	
TOTAL	4	54	4	1	10	6	3	10	92	75	

This chart represents the specific student contact types made daily in February 1985. (N.B. Missing days are due to factors outline in page 20.)

Legend.

WEC = Winnipeg Education Centre

N.S. = No Show

P = Phone Contact

H = Home Visit

March	Counsellor Initiated WEC	Student Initiated WEC	Referral	Counsellor Initiated but N.S.	Student Initiated but N.S.	Referral N.S.	Counsellor Initiated School	Student Initiated School	Group Activity	Possible Total	Actual
4							2		2	2	2
7							1 P.		1	1	1
11							3 P.		3	3	3
12							5	1 P.	10	10	10
13							2		2	2	2
14							8		8	8	8
15											
17							3 P.		3	3	3
18							3 2 P.		5	5	5
19			1				3 2 P.		6	5	5
20							1 2 P.	1	4	4	4
							1	1	2	2	2
22											
TOTAL			1				36	11	47	46	46

This chart represents the specific student contact types made daily in March 1985. (N.B. Missing days are due to factors outlined on page 20.)

Legend.

- WEC = Winnipeg Education Centre
- N.S. = No Show
- P = Phone Contacts

April	Counsellor Initiated WEC	Student Initiated WEC	Referral	Counsellor Initiated but N.S.	Student Initiated but N.S.	Referral N.S.	Counsellor Initiated School	Student Initiated School	Group Activity	Possible Total	Actual
1							4 P.			5	5
2							3 2 P.	1		6	6
3							2	1		3	3
4							3			3	3
8							2 P.			2	2
9							5 2 P.	1 1 P.		9	9
10							1 P.				
11							2	2		5	5
14							4 1 P.			5	5
15								2 P.		2	2
18				1			2	2		4	4
19	W O R K S H O P								6	6	6
21							3 P.			3	3
22							4			4	4
23							6	1		7	7
26								1		1	1
TOTAL				1	48	12	6		66	65	

This chart represents the specific student contact types made daily in April.
(N.B. Missing days are due to factors outlined in page 20.)

Legend.

WEC = Winnipeg Educational Centre

N.S. = No Show

P. = Phone Contact

APPENDIX E

Memo of Introduction from Counsellor to Students

THE UNIVERSITY OF MANITOBA

Inter-Departmental Correspondence

DATE Jan. 9, 1985

TO All Education Students
FROM Eileen Fitzner, Counsellor
SUBJECT: "Counselling Services"

"Happy New Year," and may your learning be with ease and challenge in '85.

This is my first week as the Education Student Counsellor. Remember back in November 10, 1984, the letter from Ormond that was sent to W.E.C. students and staff, announcing the counselling service? Well, that's me!! I'm glad to be here and I look forward to working with you.

I encourage you to drop in and talk, over coffee. Any issues, concerns or troublesome situations that arise for you as a student is worth expressing. Yes, your victories and enjoyments, too.

I will be arranging interviews with each of you for two reasons: one is to talk about my being here, i.e., the counselling service; and the other is to get to know you and your ideas on a counselling service.

Another aspect of my work here is to hold group sessions on topics related to self-awareness and personal growth. Your input into these groups is welcomed. It is my hope that we can hold group sessions every two weeks. Please feel free to drop in and suggest topics for groups. So, be on the look-out for signs posted in the building, for dates and times.

c.c. Education Staff

APPENDIX F

Issues that Arose for the WEC Student

ISSUES/CONCERNS THAT AROSE FOR STUDENTS

- time tabling, pressure of time
- family responsibilities: bills, children, housekeeping, spouse, etc.
- friendship losses and changes due to student's responsibility
- anxieties about deadlines, i.e. exams, papers, projects, journals, bill payments, student teaching placements, etc.
- fear of losing supports due to performance
- dealing with neighbours
- anxieties of how student is viewed by others
- lack of discipline
- family does not understand what student is doing
- demanding workload
- handling crisis situations
- what the future brings
- student's own capabilities
- adjustment to different lifestyle, to cultural groups, to structure, etc.
- unwilling host to family and friends who drop in unexpectedly
- past due academic responsibilities and bill payments
- conflicts between students world view and that presented by the academic world
- time and energy management
- feelings of obligation to sponsors
- uncertainty about career direction
- inability to relax
- emotional shifts from high to low - how to deal with this

- feelings of high expectations
- stress overload
- self-presentation, self-doubts regarding ideas, values, etc.
- language barriers
- writing blocks
- prejudiced because of being "different"
- child care

APPENDIX G

Productive Counselling Time

STUDENT CONTACTSProductive Counselling Time

Week of	Counselling Days Possible	Actual	Factors for Difference
January 7	5	0	Start of Program & Promotions
January 14	5	2	Start of Program & Promotions
January 21	5	4½	Friday Afternoon Off (students)
January 28	5	4½	Friday Afternoon Off "
February 4	5	4½	Friday Afternoon Off "
February 11	5	4½	Friday Afternoon Off "
February 18	5	3	Counsellor at TESL Conference and
February 25	5	2	Exam Weeks
March 4	5	2	First Week Student Teaching
March 11	5	4½	Friday Afternoon Off (students)
March 18	5	4½	Friday Afternoon Off "
March 25	5	0	Week Off For Students
April 1	4	3½	Easter
April 8	5	3½	Easter, Counsellor One Day Off
April 15	5	2½	Counsellor at ISCP Interviews Friday Afternoon Off
April 22	5	2	Last Week For Student Teaching, Wrap Up Time
TOTAL	74	47.5	

APPENDIX H

Report of UMAP/SPSP Counselling Supports for 1984

REPORT ON COUNSELLING SUPPORTS
OF THE UMAP/SPSP, 1984

By: Gene Degen and Wayne Barr

The purpose of this report is to describe the counselling services provided to students on the UMAP/SPSP by the two counsellors, and to list some of the common issues encountered by students as they face the challenge of study.

Since much of the work of the counsellors varies with the time of year, the report will be divided into sections accordingly. We begin with May selection because it is the beginning of the process for new students; this means that chronologically, we describe up to December '84, then go back to Jan. '84 to finish the year.

Selection

During selection, which takes place in May and June, the counsellors worked with the rest of the team to make the experience of applying to the program a worthwhile one for all of the applicants. General information was sent out to everyone describing other sources of funding, ways to get upgrading, and other A.C.E. programs. Where possible, those people who were not selected during the paper screening were given written suggestions of how they may pursue their goals. All were invited to contact us for more information.

Those who were selected to come for interviews were given a quick orientation to the university. The counsellors saw that the applicants were exposed to the Career Resource Library on campus so that they could get more information about their chosen career. As well, the counsellors were available to see individuals who wanted further information.

Orientation

The counsellors shared in programming during the four week orientation for new students in August. Generally, we worked with the group and their families to facilitate their social and personal adjustment to the university and the city. Secondly, we focused on developing and clarifying career goals, and related them to their study. And finally, we began seeing students individually to establish our working relationships.

Fall Term

A number of different approaches were used during this term:

- new students were seen according to a regular two week schedule. This allowed us to provide support, review their progress and address problem areas before crises develop. Often this contact exposed a problem which is out of our area, and we referred students to their academic assistant, the program director or their professor. This required that we work closely with other program staff to keep each other informed of students' needs. At times, we referred students to the counselling service or an outside agency when it was appropriate to do so. An important part of our work with new students was on time management.
- worked with students on academic probation to improve their performance
- approached second and third year students who have been out of touch for a while, or who seem to be having problems
- began approaching all students to review their career plans. We

administer and interpret interest inventories when they are appropriate.

- were available to all students on an appointment or walk-in basis for personal, career or family counselling
- several presentations were made in the fall study workshops on topics of concern, including time management, making group presentations, and using anxiety

Winter, Spring and Summer Terms

The following services were provided:

- high risk students were approached, as had been done in the fall.
- some students initiated regular appointments to deal with problems they were experiencing.
- career plan reviews continued.
- bi-weekly meetings with first year students initiated by the counsellors were stopped, although some students were encouraged to continue, and some elected to on their own.
- continued to be available for drop-in or appointment contact.
- several study workshops were run. A panel of career speakers was organized, and all of the students were invited.
- some career counselling with prospective students was done.

Common Issues

These were some of the common concerns that students presented:

- Social
- loneliness, feelings of isolation
 - family unhappy here
 - problems with roommate, or landlord

- separation, divorce
 - relationship problem with a professor
 - parenting problems
- Career
- lost interest in original goal, or it has become unrealistic
 - doubts about ability to fit into the professional role
 - want to develop goal more clearly
- Personal
- motivation is low
 - anxiety related to academics, presentations, adjustment, etc.
 - values conflicts
 - inadequate time spent on study
 - health problems and handicaps interfering with study
 - coping with failure
 - establishing an independent lifestyle
 - altering drinking patterns
 - financial problems

Conclusion

The addition of a second counsellor this year has been an important one to our service. This has made it possible during the busy times to spend needed time with individuals without rushing them or turning away others. Further, it has been more possible to try to reach out to students who don't initiate contact when a problem is developing. Finally, it gives students a choice if they don't connect easily with one of us.