

Running head: COMPARISON OF SCHOOL COUNSELOR EDUCATION

A Comparison of School Counselor Training Programs Between Turkey
and the United States of America

Dr. John R. Culbreth

The University of North Carolina at Charlotte, USA

Dr. Fidan Korkut

Hacettepe University, Turkey

Mail inquiries to: Dr. John R. Culbreth
Department of Counseling
9201 University City Blvd.
Charlotte, NC 28223

Phone 704-687-8973
Email jculbret@uncc.edu

Dr. John R. Culbreth is an assistant professor at the University of North Carolina at Charlotte in the Department of Counseling. Dr. Fidan Korkut is an associate professor at Hacettepe University, Ankara, Turkey, and has been a visiting professor in the Counseling and Educational Development Department at The University of North Carolina at Greensboro.

Abstract

This paper compares two school counselor education programs in two different institutions from two different countries: Hacettepe University in Ankara, Turkey and The University of North Carolina at Charlotte, Charlotte, NC, USA. Each program represents a different stage of counselor education professional development. The UNC-Charlotte program is representative of main stream counselor preparation in the United States, an industrialized western nation. The program at Hacettepe University represents efforts by a country that is at a crossroad, both culturally and geographically between Europe, Asia, and the Middle East, as well as a crossroad in the counselor education developmental process. This comparative inquiry reviews program requirements and standards, national accreditation practices, and respective counseling professional issues. Implications of the highlighted differences, along with considerations for future research, are discussed.

A Comparison of Counselor Training Programs Between Turkey and
the United States of America

The process of helping individuals in need on an emotional level has been an integral part of mankind's history. The "helper" has played a substantial role as part of our cultural heritage, as part of how we make decisions, and as part of the healing process. Whether we use the term shaman, priest, confidant, friend, confessor, advisor, doctor, psychologist, or counselor, the role has remained the same. This "counselor" has provided emotional support, catharsis, and healing to humankind. The "counselor" role, while sometimes defined differently based on cultural background, has been, and continues to be, an archetype of helping.

Variations of this helping process have taken many forms. One such role has been that of the school counselor. This role has played a significant part in the development of the educational process in the United States for the last one hundred years (Schmidt, 2003). One of the results of this growth has been the establishment of the school counselor training process within the U.S. university system. This systematic approach to professional training has evolved into a well-established, graduate level, training program (Hollis, 2000), complete with required areas of study, expected field training experiences, and recognition of accepted training programs at both the state (Hollis, 2000) and national levels (Council for Accreditation of Counseling and Related Educational Programs, 2001).

While school counselor training has been most closely associated with the United States, there has been a significant amount of growth in the past fifty years in other countries (McWhirter, 1987). McWhirter presented results from a study of counselor preparation programs in both Australia and New Zealand, providing institutional settings of training programs, information about faculty and students, and program trends. Gothard and Bojuwoye

(1992) compared counselor preparation between the United Kingdom and Nigeria, with Adegoke and Culbreth (2000) conducting a similar comparison between Nigerian and American school counselor preparation. Both of these efforts were an attempt to compare and contrast training programs in two different cultures, with the hope of identifying commonalities between the two, as well as understanding any disparities. Identified differences were primarily related to those associated with the unique cultural backgrounds of each country. Chamberlain (1985) provided an overview of the history of both school counselors and school psychologists in Ireland, discussing how the field developed within the confines of the Irish culture, which is often compared to, or in direct contrast to Great Britain. And finally, Lloyd (1987) presented a brief history of guidance and counseling, along with counselor education, in Malaysia. In his work, Lloyd suggested that there was a significant discrepancy between the numbers of counselors needed and the projected number of counselors who will be prepared in the near future.

As the world continues to shrink and the emphasis on cross-cultural training and development of helping professionals grows, it is evident that there is a continued need to learn and understand how different countries, cultures, and societies prepare counselors. Continuing to compare counselor preparation programs supports the concept that the helping process is not limited by national boundaries. Due to the highly transitional nature of our world, it is rare for individuals in one part of the world to not be affected by events in another part of the world. Technological advances have created a world in which turmoil in one part can directly impact the value system, educational process, and beliefs of another part of the world. While these technological advances have been, largely, positive, there remains the human consideration. Human needs do not have boundaries, however, they are subject to cultural considerations that need to be understood.

As the literature suggests, there have been efforts to conduct cross-cultural comparisons of counselor preparation programs (Adegoke & Culbreth, 2000; Chamberlain, 1985; Gothard & Bojuwoye, 1992; Lloyd, 1987; McWhirter, 1987). An interesting commonality among each of these studies is that school counseling is the most common counseling delivery method. That is, in countries that are earlier in their counseling profession's developmental process, school counseling is typically the primary, if not only, aspect of counseling service delivery. Mental health, family, student affairs, gerontological, and addiction counseling appear to be largely unknown or, at best, extremely underutilized in countries outside of the United States.

In an effort to continue this global comparison of school counselor preparation processes, the authors provide a comparison of school counselor preparation programs in the U.S. and Turkey. Each author is a faculty member at the university program that is being described, Hacettepe University, Ankara, Turkey and The University of North Carolina at Charlotte, Charlotte, North Carolina, USA. Information will be presented about each program, including curricular experiences, degrees awarded, accreditation processes, and significant professional issues. The discussion section will include a review of significant differences and similarities, along with suggestions for future research. It is hoped that this continuation of comparing school counselor preparation programs from around the world will enhance the understanding of how the profession has developed and provide an opportunity for new training ideas and approaches that may be culturally specific, as well as more universal in nature.

Turkey

Turkish education system

The number of youth in the 12-24 age group constitutes 31 percent of population in Turkey, resulting in a rather young population (DIE Raporu, 2002). For this reason education is

very important. Since education is considered the most significant component of the country's economic, social and technological development, great importance is placed on the educational system by the government and in future strategic plans for development. The Turkish National Educational system is composed of two main sections, formal and non-formal education, in accordance with Basic Law No. 1739 for National Education. Formal education refers to the traditional school system and comprises the institutions of pre-school education, primary education, secondary education and higher education. Non-formal education includes all the activities organized outside or alongside the school, such as professional training institutes and centers of public education. Topics of instruction at these facilities are varied and include basic literacy training, professional training based on new technology, basic living and work skills, and nutrition and healthy lifestyle instruction, for example .

Higher education includes all educational institutions after secondary education, that provide at least two years of higher education resulting in the associate, bachelor's, master's or doctoral degrees. All universities and institutions of higher education are connected to the Higher Education Council (HEC) since 1981. The HEC is an autonomous organization, formed within the framework of the Higher education Law, that regulates and directs the activities of higher education institutions. Further, it facilitates cooperation and coordination among the higher education institutions. Currently there are 51 public and 21 private universities in Turkey.

Counseling services in Turkey

Dogan (2000) emphasized that the profession of counseling, in the accepted American sense, cannot and should not be directly transported to Turkey. He adds that many counseling theories are imported from the west, and there is a need to adapt them and integrate them into the Turkish cultural context and tradition. This concept is supported by Sundberg, Hadiyono,

Latkin, and Padilla (1995) who examined 5 mental illness prevention programs shown to be effective in North America and evaluated the programs as to their applicability in the other countries. Their findings suggested that prevention programs in other countries be adapted to the needs and cultural characteristics of the specific country and strongly recommended using indigenous human resources. This supports the notion that every culture has different needs and characteristics and that this will impact the implementation of counseling services.

In Turkey the development of counseling services has mirrored that of the United States, in that the primary counseling arena is the public school system. However, there is still a certain resistance to counseling in schools. Many teachers and administrators do not see counseling as an important discipline and critical student service, but rather as a luxury. Although the number of schools providing counseling services increases each year, the rate of increase has been very slow. Currently there are 6065 high schools with approximately 2.3 million students, 34,993 elementary schools (grades 1-8) with 10.3 million students, and 256,300 students in 10,554 pre-school locations (Ministry of National Education, 2002a). The corresponding numbers of school counselors are; 2,822 high school counselors, 3,501 elementary school counselors, 19 pre-school counselors, and 78 special education school counselors (Ministry of National Education, 2002b). In other words, there are a total of 12,856,000 students and 6,420 counselors in Turkey, resulting in ratio of 1 school counselor for every two thousand school students. Many schools do not have any counselors, which only serves to increase the ratio at those schools that do have counselors. This is a dramatic variation from the student ratio of 1 to 250 as recommended by American School Counselor Association.

Hacettepe University

Hacettepe University can be traced back to the establishment of the Institute of Child Health in 1958, and the inauguration of the Hacettepe Children's Hospital. In 1964 the School of Basic Sciences was opened, offering courses in the natural sciences, social sciences and the humanities. Hacettepe University was chartered through Act No. 892 of the Turkish Parliament in 1967. Hacettepe Institutes of Higher Education formed the core of the university, with the schools of Medicine, Science and Engineering, and Social and Administrative sciences becoming established in 1971.

Hacettepe University is a state university supported mainly state funds allocated by Turkish parliament. Over 150 different undergraduate and 173 post-graduate degrees are offered. The university has approximately 28,000 students enrolled in undergraduate programs and 3,000 students in graduate programs, and approximately 3200 faculty (Hacettepe University, 1999). The university has two main campuses; one located in the old town of Ankara and the other at the Beytepe Campus, approximately 13 km away.

Counselor education at Hacettepe University

Counselor education is limited to the 27 public universities. Sixteen programs have undergraduate degrees in counseling, 17 have master's degrees, and 9 have doctoral degrees. As evidenced by the 1 to 2000 counselor/student ratio, the need for school counselors exceeds the supply. Therefore, undergraduate degrees in counseling are used to help fill this gap in services. Some counselor educators, however, believe that the profession of school counseling must be at the graduate degree level (Kuzgun, 2000). Unfortunately, the realities of the school counselor shortage demand that adaptations be made to serve the student population of the country (Akkoyun, 1995; Dogan, 1996).

Hacettepe University has an undergraduate degree in Counseling and Guidance. Each student takes courses in the general college curriculum, including the sciences, math and statistics, educational theories, psychology and sociology, history, and languages. In the third year students begin taking Counseling and Guidance track courses. These courses include: (a) Personality and Adjustment Problems, (b) Psychological Tests, (c) Principles of Counseling and Guidance, (d) Professional Problems and Ethical Considerations, (e) Behavioral Disturbances, (f) Developmental Problems, (g) Developing Psychological Measurement Instruments, (h) Interpersonal Relationships, (i) Advanced Computer Practicum, (j) Research Techniques 1, (k) Field Study 1 and 2 (practicum in guidance), (l) Current Approaches in Counseling and Guidance, (m) Personality Services in Higher Education, and (n) Counseling and Guidance Seminar. Elective courses for the undergraduate degree include Guidance in Industry, Guidance of Elementary School Students, Mentally Retarded Children and Education, Maladjusted Children's Education, Observation in Institutional Settings, General Instruction Methods.

The master's degree program requires graduation from an undergraduate program in Counseling or Psychology. An additional requirement is the passing of an English examination and an examination about the counseling or interview setting. Graduate courses for the master's degree program include: (a) Personality Development and Adjustment, (b) Research Seminar on Counseling and Guidance, (c) Principles and Techniques of Counseling and Guidance, (d) Personality Services and Guidance, (e) Group Counseling, (f) Seminar on Counseling and Guidance, (g) Career Counseling, (h) Research Techniques, (i) Psychological Measurement Techniques, (j) Field Study 1 and 2 (practicum in guidance). After completion of these courses, students write a master's level thesis. The master's program typically is considered a two year endeavor.

The doctoral program also requires an undergraduate degree in Counseling as well as passing an English examination and an examination about the counseling or interview setting, similar to the master's level. Doctoral courses include: (a) Research Seminar on Counseling and Guidance, (b) Behavioral Disturbances, (c) Current Approaches in Counseling and Guidance, (d) Research Techniques, (e) Advanced Measurement Practicum, (f) Advanced Guidance Practicum, (g) Advanced Individual Counseling Practicum, (h) Advanced Individual, Counseling Practicum, (i) Seminar on Guidance Services, (j) Seminar on Counseling Services. Completing the doctoral program coursework usually takes two years. Upon successful completion of the doctoral coursework, students complete a dissertation writing project. This project typically requires an additional two years of work.

Differences across the three levels of training are related to the intensity of training and the intended professional outcome. Undergraduate programs are specifically referred to as school counseling degrees and have the largest number of school counseling specific courses. However, at both levels of graduate training, the degree is more generic to the field of counseling. While master's level trained counselors can still work in the school setting as a school counselor, this degree is also used as an intermediate step towards doctoral work or as a degree for work in a school system education department as an administrator or education expert. Doctoral work is considered the necessary degree level for becoming a counselor educator or as a consultant at the national level for the Ministry of National Education. Doctoral training is less specific to school counseling and more related to the general field of counselor education and research.

Counselor education professional issues in Turkey

One of the most pressing needs for Turkish Counselor Education at this time is some form of national level standardization of counselor preparation through an accrediting body similar to CACREP. This need has been presented in the Turkish counseling literature in the past, with no visible results (Dogan, 1998). A training accreditation process and structure would provide the counseling field with a number of gains. First would be a unified approach to the preparation of counselors. As has been seen in the U.S., accreditation provides legitimacy to a profession, establishing a national level system of advocacy for practitioners and counselor educators. Once a systematic training approach has been established, national efforts to enhance and improve the profession of counseling, through the training programs, can begin. Currently, efforts to change counselor education have to be conducted at individual universities, with no connection to other universities, resulting in a varied set of job performance expectations of graduates due to variance in training procedures. Upon graduation, work placement occurs by through the Ministry of National Education. School counselors can request a set of cities to be placed in, however, the final choice is left to the education ministry based on availability and need. Variations between training programs can result in significant differences in the preparation level of school counselors, thus making the assignment process that much more difficult and, in turn, making the professional adjustment process for the new school counselor more difficult as well. Among private school settings, employers of counselors in one part of the country may be reluctant to hire counselors from a different region due to differences in training procedures that may not fit.

A further significant contribution of accreditation is to protect the consumer of training services. An accredited program successfully goes through an extensive review process. The

end result is a program that meets a rigorous set of standards, allowing potential students the ability to select counseling programs that will train them in the accepted knowledge and skill areas for entry into the counseling profession. The final outcome for students and programs from the accrediting process is quality service delivery to the consumers of counseling services.

A significant additional area for counselor education in Turkey is that of integrating Turkish cultural values into an emerging philosophical concept of counseling. While there is greater understanding of the global aspect of counseling and a concerted effort to cross cultural barriers, it is also important for the counselor education community within the country to maintain a strong sense of the values and culture of Turkey. Adoption of a generic western approach to counseling would not automatically result in an effective counseling approach within Turkish schools and with the Turkish community as a whole. Turkish counselor educators must place their own unique cultural stamp on the field that accommodates variations within the borders of their country. This is the only way counseling can gain a more secure foothold in Turkish society.

A third area for growth in counselor education is the expansion of sub-specialties within the counseling field. Currently there are a variety of counseling specialties in the U.S. (e.g., school, mental health, student affairs, community). However, Turkish counselor education consists primarily of school counseling. The lack of mental health, community, or family counseling program areas may be due to cultural acceptance of the helping professional outside of the realm of career advisement or vocational counseling. This is not an uncommon phenomena in cultures that place a substantial amount of value on family and community connections, and less importance on the influence of outsiders (Adegoke, 1995; Adegoke & Culbreth, 2000).

The United States of America

School counseling is one of several areas of counselor training in the United States. Other areas include mental health counseling, community counseling, student affairs counseling, college counseling, gerontological counseling, career counseling, marital, couples, and family counseling, and doctoral level preparation for counselor education and supervision. Each of these counseling areas focuses on the delivery of counseling services in specific locations. Actual counseling services that are provided will vary based on the setting and the populations being served. For example, the depth of individual counseling provided in a school setting will be less intense in nature than that provided by a private practitioner or counselor in a mental health agency setting.

The national accreditation body for the counselor education field is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP provides a minimum structure for counselor education programs in the areas of program structure and offerings, course content, minimum number of program credit hours, and on-going review of programs to ensure that standards are being met and maintained. This accreditation body was developed as an effort to standardize the counselor education field (Sweeney, 1992). The result was a set of training standards that have been accepted as the primary guideline for programs seeking accreditation within the field of counselor education (Council for Accreditation of Counseling and Related Educational Programs, 2001).

CACREP (2001) established eight core areas of curricular experiences, as well as created specific requirements for the clinical training of counselors. The eight core areas are (a) professional identity, (b) social and cultural diversity, (c) human growth and development, (d) career development, (e) helping relationships, (f) group work, (g) assessment, and (h) research

and program evaluation. Clinical training requirements include a 100 hour practicum, with a minimum of 40 direct client contact hours, and a 600 hour internship that follows the practicum, with a minimum 240 direct client contact hours. All CAREP accredited programs must be at least 48 semester hours in length. This sequence of course work typically results in a two year program of study. Program accreditation status lasts for eight years, with a required mid-cycle review at year four. There have been several reviews and updates of the CACREP standards since its inception in 1981, with the most recent set of standards adopted in 2001 (Council for Accreditation of Counseling and Related Educational Programs, 2001).

The University of North Carolina at Charlotte School Counseling Program

The school counseling program at the University of North Carolina at Charlotte (UNCC) is part of the overall Department of Counseling within the College of Education, and is CACREP accredited. The intent of the program is to prepare school counselors to meet the demands of the changing school environment. Today's public school students face many challenges and hurdles. School counselors in the 21st century must be ready to support these students, support the teachers who are helping these students, meet the demands of parents and administrators, and demonstrate how their programs are succeeding in these endeavors.

The training program consists of core courses, school counseling specific courses, and elective coursework. The counselor education core course areas include, (a) introduction to the counseling profession, (b) career development and counseling, (c) counseling theories, (d) group counseling, (e) research in counseling, (f) use of tests in counseling, (g) human growth and development, (h) basic helping skills, (i) multicultural counseling, and (j) legal and ethical issues in counseling. School counseling courses consist of (a) introduction to school counseling, (b) school based program evaluation methodology, (c) school counseling practicum, and (d) school

counseling internship. Additional courses are available as electives to allow students the opportunity to explore specific areas of professional interest and/or to expand their knowledge base. Students may choose elective areas in the counselor education program or through other programs in the College of Education. Potential elective areas include (a) play therapy, (b) substance abuse counseling, (c) marriage and family counseling, (d) working with exceptional learners, (e) educational administration, (f) school law, and (f) instructional methodology. Each course provides three semester hours of credit.

The 3-hour school counseling practicum course conforms to the CACREP practicum standards. Students are placed in a school setting to work as beginning school counselors-in-training. This typically occurs during the latter part of the first year in the program. The school counseling practicum is considered the introductory clinical skills course for the school counseling program. The internship experience typically occurs during the second year, across two semesters. The internship course is considered the advanced skills clinical training course. Students earn six semester hours of credit for the internship, and also conforms to the CACREP standards for total and client contact hours. For both the practicum and internship experiences, students choose which level of school they would like to be placed at (elementary, middle, secondary). This program of study meets all of the school counselor training requirements for the North Carolina Department of Public Instruction.

The program consists of 60 semester hours and requires at least two years of study. Students begin in the summer or fall semester and are typically enrolled in the program full-time. Upon completion of the program, students receive the Master of Education degree (M.Ed.). The master's level degree is considered the minimum education level for school counseling positions across the United States. Students completing the UNCC program are eligible to apply for

licensure as a school counselor in the state of North Carolina. This is a K-12 license and allows graduates to work at any level of the public school system. Reciprocal license agreements are in place for most of the other states in the country. In other words, students holding the North Carolina license are eligible to apply for school counseling license or certification in other states.

Professional issues

Continuing professional issues for school counselors in the United States are many. Three of the most significant ones are teaching experience in school counselors, issues surrounding decision-making related to the school counseling program, and the supervision of school counselors. Regarding the continued debate about whether or not school counselors should have teaching experience, the trend has been for states to remove teaching requirements in school counselor certification. Less than ten states still have this requirement (personal communication, B. Melton, American School Counseling Association President, October 18, 2002). This trend is consistent with beliefs of counselor educators (Smith, Crutchfield, & Culbreth, 2001) and a positive reaction to a shrinking labor force and increasing demand for school counselors in the nation's schools.

The second major professional issue for American school counselors is related to who makes decisions about their role and program. School counselors are part of the greater educational system. This system can be at odds with a counseling oriented perspective of student problems. In other words, it is sometimes difficult to determine what takes precedence, educational priorities or counseling priorities. Both are significant in the development of a child. However, it is reasonable to argue that students cannot effectively learn when they are struggling with significant personal or family crises, such as family de-stabilization, personal loss, interpersonal conflicts, or individual psychological distress. Most decisions for counseling

programs are made by the building or district level administrators. These decisions are made by individuals who are not specifically trained to accommodate a counseling perspective.

Educational administration programs do not typically interface with counselor education programs. There have been efforts to make a connection between the two disciplines that have met with some success (Shoffner & Briggs, 2001; Shoffner & Williamson, 2000). However, these efforts have not been universally accepted. Greater connections need to be made in the training of all education personnel (i.e., school counselors, teachers, administrators) that will promote knowledge and awareness of all systems or perspectives in students' lives.

The third critical issue, which is related to the previous issue, is about the provision of supervision to school counselors. Supervision has been an accepted part of the counseling process for decades (Bernard & Goodyear, 1998). Supervision is the process by which counselors can hone skills, grow professionally, and monitoring of quality service delivery occurs. While school counselors generally know who their administrative supervisor is, they do not typically have clinical supervision as a part of their on-going work (Borders & Usher, 1992). The result is a lack of clinical structure for the field of school counseling. In their early work examining the impact of supervision, Spooner and Stone (1977) found that counselors, particularly school counselors, who did not receive supervision in the six months after graduation, demonstrated lower counseling skill levels. In fact, the skill levels demonstrated were considered lower than those of first year master's students. In other words, school counselors who do not receive supervision revert to a pre-master's level of counseling skill within six months of their first school counseling position. The implications of these findings are dramatic for the education field and strongly support the re-examination of this clinical issue within the framework of the school counseling field.

Discussion

In reviewing the two different programs, it is evident that there are significant differences on many levels. Overall, one of the most significant differences is that school counseling is the only area in which counselors are trained in Turkey. They do not appear to have a counseling system outside of the educational arena. This is consistent with other countries in which the counseling profession is developing, such as Nigeria (Adegoke & Culbreth, 2000). It is also consistent with the historical development of the counseling profession in the United States, in which school counseling was the primary area of the profession until the 1960's with the passage of the Community Mental Health Act (Schmidt, 2003).

There are numerous differences at the program level. First is the undergraduate preparation program. The minimum entry level credential in Turkey is the bachelor's degree, as compared to the master's degree in the U.S. The result is a program that has three levels of training, bachelor's, master's, and doctorate. It is beyond the scope of this comparative examination to determine if undergraduate preparation for school counselors in Turkey is still a reasonable professional consideration, or if their system should consider movement to a graduate level entry criteria. However, the graduate level of training as a minimum criteria can create a greater degree of professionalism to a field that is struggling to establish itself.

Additional program differences include a master's degree that is approximately one third less in credit hours than the U.S. equivalent standard. This appears to be due to a lack of school counseling specific courses at this level. As stated earlier, the graduate level of training tends to be less specific to the counselor location (i.e., schools) and more general in nature to the overall counseling profession. Also, elective courses are not offered at the master's level, reducing the overall program credit load. The result is a fairly generic master's level counseling degree. This

is very different from the U.S. version of the master's program, in which several courses are specific to the counseling location (i.e., school, mental health center, college).

Programmatically, the master's and doctoral degrees do not require an internship experience, thus resulting in overall less clinical supervision of students at this level. This also explains the significant difference in overall credit hours of the Turkish programs.

The two main differences at the national level are the lack of an accrediting body, resulting in an accepted set of standards for the training of counselors, and the lack of a national certifying body for regulation of practicing counselors. With an accreditation process in place, similar to CACREP, the counseling field in Turkey will experience a growth in acceptance of the profession and a recognition of the valuable services that counselors have to offer. Accreditation acknowledges a minimum set of accepted practices and training experiences, allowing a professional field to solidify its place as a service provider. Similarly, a national professional certification process helps to establish the overall counseling profession as an equal partner in the human service delivery system. Professional parity has long been a goal for the counseling profession in the U.S., with many advancements over the past quarter century. A large number of those advancements can be directly associated with the positive steps taken in the development of training standards and a national credentialing process. It is reasonable to conclude that these advancements could be replicated for the counseling profession in Turkey.

There are several areas of future research that should be considered based on this cross-cultural examination of counselor training. As the counseling profession in Turkey considers some type of training standards and national credentialing process, it will be important to have an understanding of the existing preparation programs. A systematic collection of data related to each of the 17 counselor preparation programs should be conducted, similar to that provided by

Hollis (2000). In an effort to move forward nationally, knowing who is doing what will facilitate the decision making process. A second area of research is the issue of the undergraduate level of preparation. Before decisions are made regarding the master's degree as a minimum entry level credential, it should be determined what aspects of the existing system are beneficial for the counseling field. It may be that the master's degree will become the entry level degree, however, the undergraduate training program may remain as the entry level requirement to graduate work in counseling.

Finally, continuing comparative examinations of programs between the U.S. and other developing countries, similar to this one, will provide two major benefits. First is the on-going self-reflection that occurs when you examine your own program in comparison to another one. This provides an opportunity to see both strengths and weaknesses, as well as the chance to learn different ways to prepare counselors. As the global community continues to shrink in size, and national boundaries become more porous, the need grows for counselors to look at the profession using a larger multicultural lens. It is evident that multicultural counseling extends well beyond the borders of the United States. Additional comparative analyses will facilitate this widening of the profession's multicultural lens. Second is the opportunity to look for similarities in the evolution of the counseling profession in other developing countries. Examining counselor preparation in countries like Nigeria (Adegoke & Culbreth, 2000) and Turkey allows current counselor educators to view parts of the history of our profession that have become well established today. In other words, we have a window into parts of our past. This allows the American counseling profession to learn from our growth, as well as helps counselors and counselor educators in developing nations in avoiding some of our earlier mistakes.

Similar to the cultural background of Nigeria (Adegoke & Culbreth, 2000), Turkish culture is very family centered. Seeking emotional help outside of the extended family structure is not commonly considered. While there has been a slow shift in this belief system, it is not necessary for the Turkish people to completely abandon this cultural value. Sundberg, Hadiyono, Latkin, and Padilla (1995) suggested that counseling prevention programs should be altered to fit within the cultural context of developing countries. We believe that this should be a sustaining belief within the counseling field as a whole. Professional counseling should be flexible enough to allow variance based on individual cultural differences between countries. This should also hold true for approaches to the training of counselors. Each country will be affected by its own unique culture, its historical roots, and its place in the world community. These factors should be accounted for and integrated into how counselors are trained. The result will be a counseling and counselor education paradigm that is an integral part of the indigenous culture; thus ownership in the total helping process. And with ownership will come true professional advancement.

References

- Adegoke, A. A. (1995). Comparative guidance and counselling studies in Nigeria: Issues, concepts, and methodology. *Journal of the Counselling Association of Nigeria, 14*(1), 75-79.
- Adegoke, A. A., & Culbreth, J. R. (2000). School counselor preparation in Nigeria and the USA. *Compare, 30*, 235-244.
- Akkoyun, F. (1995). Psikolojik danisma ve rehberlikte unvan ve program sorunu: Bir inceleme ve oneriler [The problem of the relationship between job title and the training programs in psychological counseling and guidance: A review and recommendations]. *Psikolojik Danisma ve Rehberlik Dergisi, 2*(6), 1-28.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (2nd ed.). Needham Heights, MA: Allyn and Bacon.
- Borders, L. D., & Usher, C. H. (1992). Post-degree supervision: Existing and preferred practices. *Journal of Counseling and Development, 70*, 594-599.
- Chamberlain, J. (1985). School psychology in the republic of Ireland. *Journal of School Psychology, 23*, 217-224.
- Council for Accreditation of Counseling and Related Educational Programs. (2001). *Accreditation procedures manual and application*. Alexandria, VA: Author.
- DIE Raporu. (2002). *General population census: Definite outcomes* (<http://www.die.gov.tr>): State Institute of Statistics.
- Dogan, S. (1996). Career identity development and problems in counseling and guidance in Turkey. *Turkish Counseling and Guidance Journal, 7*, 32-44.

- Dogan, S. (1998). Counseling in Turkey: Current status and future challenges. *Education Policy Analysis Archives*, 6(12).
- Dogan, S. (2000). The historical development of counseling in Turkey. *International Journal for the Advancement of Counseling*, 22, 57-67.
- Gothard, W. P., & Bojuwoye, O. (1992). Counselor training in two different cultures. *International Journal for the Advancement of Counselling*, 15, 209-219.
- Hacettepe University. (1999). *Hacettepe University undergraduate prospectus*. Ankara, Turkey: Author.
- Hollis, J. W. (2000). *Counselor preparation 1999-2001: Programs, faculty, trends* (10th ed.). Philadelphia: Accelerated Development.
- Kuzgun, Y. (2000). *Career counseling: Practices-theories*. Ankara, Turkey: Nobel Yayin Dagitim.
- Lloyd, A. P. (1987). Counselor education in Malaysia. *Counselor Education and Supervision*, 27, 221-227.
- McWhirter, J. J. (1987). Counselor preparation in Australia and New Zealand. *Counselor Education and Supervision*, 27, 77-88.
- Ministry of National Education. (2002a). *Milli egitim sayisal veriler 2001-2002 [National education data for 2001-2002]*. Ankara, Turkey: Directory Board of Research, Planning, and Coordination Publishing.
- Ministry of National Education. (2002b). *Ozel egitim rehberlik ve danisma hizmetleri genel mudurlugu: Ozel rapor [Special education and counseling general directorate: Special report]*. Ankara, Turkey: Ministry of National Education Publishing.

- Schmidt, J. J. (2003). *Counseling in schools: Essential services and comprehensive programs* (4th ed.). Boston: Allyn and Bacon.
- Shoffner, M. F., & Briggs, M. K. (2001). An interactive approach for developing interprofessional collaboration: Preparing school counselors. *Counselor Education and Supervision, 40*, 193-202.
- Shoffner, M. F., & Williamson, R. D. (2000). Engaging preservice school counselors and principals in dialogue and collaboration. *Counselor Education and Supervision, 40*, 128-140.
- Smith, S., Crutchfield, L. B., & Culbreth, J. R. (2001). Counselor educator's perceptions of the need for teaching experience for school counselors. *Professional School Counseling, 4*, 216-224.
- Spooner, S. E., & Stone, S. C. (1977). Maintenance of specific counseling skills over time. *Journal of Counseling Psychology, 24*, 66-71.
- Sundberg, N. D., Hadiyono, J. P., Latkin, C. A., & Padilla, J. (1995). Cross-cultural prevention program transfer: Questions regarding developing countries. *Journal of Primary Prevention, 15*, 361-376.
- Sweeney, T. J. (1992). CACREP: Precursors, promises, and prospects. *Journal of Counseling and Development, 70*, 667-672.