

A study on development of the counseling guidebook of college students for professors

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Abstract

The current study is for the development of a 'Student Counseling Guidebook', which will help professors conduct student counseling more effectively. This study was conducted to increase the understanding of students and improve the ability of counseling and guidance of professors, by providing a practical counseling guidebook that deals with basic knowledge and methods on student counseling. The study consists of two parts. In the first part a basic investigative research for the development of a guidebook was conducted, and in the second part the guidebook was written. The basic investigative research was conducted through August and September, 2007, through in-depth interviews and surveys with the professors and students of Korea University of Technology and Education and Korea Polytechnics. Based on the results of the basic investigative research, a student counseling guidebook was developed. The student counseling guidebook developed through this study can be applied as a counseling guide for professors and also as a textbook for training programs and workshops for university professors.

Key word: college student, counseling guidebook, professors

1. Introduction

Recently universities interest in students' adaptation of college life, a systematic career development and employment guidance is increasing and various programs are being developed and operated. Specifically, cases where 'career exploration programs', 'professionalized individual counselings on study, career, and personality', 'job search training', 'support for study groups' and 'study strategy programs' are operated for students in student counseling centers, employment support centers, technology education centers, and teaching-learning support centers at each university are increasing.

A service that is gaining more and more weight along with the services operated in organizations in universities, that are mentioned above, is counseling for individual students by professors. An advisor program was operated administratively in the past as well, but this was just a formality and the responsibility of student counseling was entrusted upon professors autonomously. However as universities began to emphasize services for students, the role of student counseling is increasing and becoming a duty for professors. Especially in the engineering department, an accreditation for engineering system has been induced, and student counseling for advisee students holds an important weight and professors are required to conduct a certain number of individual and group counselings.

As the importance of student counseling is increasing, it can be predicted that the burden and difficulty on counseling will increase, and for an effective counseling training on understanding students, counseling know-hows according to student types and basic conversation techniques will be needed.

Based on these needs, the purpose of this study is to develop a 'Student counseling Guidebook' to help professors conduct a more effective student counseling. One of the important roles that a professor has to take on is related to guiding students, and counseling is used as a main method for student guidance. By providing a practical guidebook that includes basic knowledge and methods on student counseling, we wish to contribute to professors' understanding of students and improving their counseling and guiding abilities.

2. Methodology

(1) Literature Research

The literature research was based on previous studies and internet search results on counseling status, counseling techniques, group counseling programs and counseling cases. As the main purpose of this study was to develop a practical counseling guidebook, which professors can apply in universities, we tried to locate a 'Counseling Guidebook for Professors' to use as a model example for the current study, but it was difficult. Most counseling guidebooks or manuals that are existing are for personality tests(Ministry of Labor, 1999), sexual abuse counseling (Korea Sexual Violence Relief Center, 2002), school counseling(Korea Youth Counseling Institute, 2006), counseling maladjusted teenagers(Korea Youth Counseling Institute, 2006), counseling homeroom teachers(Seoul Counselor Association, 2006), and career counseling(Kang, 2003), limited to teenagers or specific fields. Also most existing studies and books related to counseling are for expert counselors, and thus are not appropriate to apply to professor and student counselings. Still, Kang's (2003) Career counseling Guidebook is practical for understanding and approaching career counselings for students and provides examples that may be good to apply to counselings. Therefore the table of contents, substance, and specific cases in part 3 of the current study, 'Student counseling Guidebook' are based on the results of the interviews and surveys on professors and students and the experience of the researchers.

(2) Interviews

In order to obtain basic data on the composition and content of a guidebook that professors can use in student counseling, we conducted interviews on two groups, 4 professors and 9 students. The selection of interviewees and the progress of interviews was done by the researchers.

(3) Survey

The survey was also conducted in order to obtain basic data on the composition and content of the guidebook. The survey was developed by the researchers based on the literature study and interviews mentioned previously, and was conducted on two groups, 54 professors and 551 students.

(4) Advice from Expert Counselors and End Users

In order to establish the direction of the study at the beginning of the study and prepare a draft for the guidebook, we asked expert counselors for advice through e-mail and telephone. Also to examine whether the draft for the guidebook was pertinent at the later stages of the research, we asked four people for advice, one expert counselor and three professors(two from Korea University of Technology and Education and one from Korea Polytechnics) that will actually use the 'Student Counseling Guidebook'. The researchers requested that the advisory committee examine the validity of the content composition, the suitability of how the substance is delivered, compilatory improvements, and the appropriateness of the table of contents and title. The advice was received through e-mail(three advisors) and noted directly in the draft of the guidebook(one advisor). The expert counselor mainly advised us on conversation techniques and the three professors suggested that we edit the draft so that it is easier to read for professors. The advisors agreed that the contents of the guidebook was adequately composed of and that the cases should be especially useful.

3. Results

1. In-depth interview and results of the survey

1) In-depth interview

Interviews on 4 professors and 9 students showed that counselings covered various subjects, including studying, career, and school life. However they feel that there are too many advisees per advisor and 10~15 or 20 is a reasonable number. Also the counseling time varied greatly with the situation and the professor, and it appeared that a system for recording the counselings was needed. Also they felt a lack of counseling time and a need for becoming familiar with counseling techniques.

2) Survey

The professor group showed a highly positive response on the question 'Student counseling by professors is important in universities' rating a score of 4.43(on a 5-point Likert scale), and responded that counseling was needed in

related questions. Also most professors showed an aspiration and strong responsibility for improving their professionalism in student guidance.

25.6% of the student group answered that they had not yet been counseled, and only 17.9% of the students 'counseled once after their advisors were assigned.' The counseling subjects were mainly studies(30.3%), going to graduate school and career(25.3%), and employment(22.6%). Most counselings were conducted individually(51.3%), and some were conducted in groups in the form of lab meetings(19.2%). counselings were mostly done in the professor's office(72.0%), and some were conducted in classrooms(13.7%) or special places outside school(7.1%). Many students wanted regular counselings with their professors(40.5%), and individual counselings (62.1%).

2. Composition of the Student counseling Guidebook

Based on the interview and survey results shown above, we composed the student counseling guidebook for professors as follows. The first chapter deals with 'Preparing for Counseling - Preparing a Psychological Foundation for Counseling (Recognizing the Importance of Counseling, Forming a Good Relationship Between Professor and Student)' and 'Preparing an Environment for counseling (Securing counseling Time, Examining Basic Data on the Student for counseling, Preparing to Record the Counseling). The second chapter is on 'Effective Conversation Techniques (Listening, Eympathizing, Asking Questions, Other)' and introduces cases. The third chapter introduces how to conduct different types of counselings(one-to-one individual counseling, small group counseling, and e-mail counseling) with cases and the fourth chapter introduces strategies for different complaints(studies, career, and other). Finally we suggest appropriate conversation strategies for different student types(students that don't talk, loners, students with psychological problems). In the reference part we presented the experiences of students that were helpful and not so helpful to them along with our opinions.

Each chapter presents specific contents and related concepts, application methods, specific cases and conversation examples. Of course, to help the professors who wish to use the guidebook understand and apply the contents, we offer an operation note and instructions to use it.

4. Expected Effects and Application Methods

The student counseling guidebook developed from this study is expected to help conduct an effective counseling by decreasing the burden and difficulty that professors experience when counseling students in universities. Also, by helping the counselings in universities have substance, instead of merely stopping at a formal counseling, the guidebook will help students adapt to school and develop careers. Ultimately, the positive counseling that students experience with their professors will contribute to strengthening the relation between students and professors.

Also, the importance of humanity education as well as studying on majors is being emphasized. At such a time, methods to increase the student guidance abilities of professors is essential. Therefore this professor-student counseling guidebook can be used as a guide for counseling students in various situations, and can also be used as a text book for professor training programs.

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