

With accountability procedures operationalized and implemented, the counseling profession will be enjoying heightened professional prestige and increased governmental and public support. Greater demands and responsibility will follow increased competence and demonstrated effectiveness. Hopefully, in 1984 counselors will be in the happy position of being able to make more competent responses to a greater variety of crucial problems.

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THE FUTURE ROLE OF THE COUNSELING PSYCHOLOGIST: A MEDIATOR BETWEEN THE INDIVIDUAL AND SOCIETY

The ancient Roman heroes, upon their return from successful military campaigns, were greatly honored in a triumphal procession through the streets of Rome. Historians report that the acclaim and veneration the hero received from the populace could become so strong that he was in danger of believing that he was a god. To prevent the hero from becoming a dangerous megalomaniac, a jester was required to ride with him in the chariot and continuously repeat in his ear, "Remember, thou art a man."

It would seem that the counseling psychologist in today's society is a prime candidate for the inheritance of this jester's role. It is the counseling psychologist's task to constantly remind society of its inherent limitations as well as its positive potential.

Like the Roman military victories, our society's technological advances have made us artificially super human. Our technology has made enormous amounts of energy available to us. It has extended our senses around the globe and given us superbly efficient synthetic brains. It has impressed upon us the reality of our identity with the total human race and has, in turn, demanded the formation of large, more comprehensive social, economic, and political structures. It has insisted on expression through massive industrial production which promises a Utopia of rationality, freedom, and material wealth.

This Utopia, however, is not being realized. Our new sources of energy threaten us with destruction; our population is outstripping our life support systems; our explosion of knowledge forces us into ever narrowing areas of specialization with a proportionate increase in ignorance; our social systems become increasingly stultifying bureaucracies; our complex electronic technology generates products so complicated that we experience them as purely magical; and our media, while extending the range of perceptions, limit their scope to an alarming degree. Television for instance, has contributed to unique problems known as tunnel vision and hearing. Many children appear to have developed the skill of blocking out sounds and sights not directly emanating from the set. Their eyes and ears are focused on stimuli directly ahead of them and their thoughts are with people in distant lands. The latter phenomenon is a form of psychological tunnel vision. Children have learned to identify with people on the screen, people whose staged lives do not offer the observers a holistic view of life. However, it seems that unless the child accommodates by tunneling his perception, he would ultimately become overwhelmed and disoriented by the sensory overload.

The above noted trends appear to be generating an increasingly pessimistic view of the future — a view of man sacrificing his humanity on the consuming altar of technocracy. Paradoxically, the traditional role of the counseling psychologist has often tended to reinforce the dehumanizing trend. It seems that many psychologists, goaded on by typical technological pressures to increase production, efficiency, and speed have done so at the expense of their own individuality, dignity, and humanness. Within the circle of helping professionals, for example, those who conduct sensitivity training sessions subscribe to the idea that human dignity and uniqueness is an important goal to strive toward, yet there are those who have participated in sensitivity training who feel that they have been coerced and “marathoned” into becoming warm and understanding, literally overnight. Somehow, some sensitivity training leaders have utilized techniques that promote the same inappropriate control, dehumanization, and insensitivity to man’s uniqueness and dignity that they have set out to correct. It is of little wonder that the more thoughtful counseling psychologist becomes pessimistic and confused when attempting to conceptualize his role in the future. He is torn between supporting the existing social system on the one hand and involving himself with the idiosyncratic individual on the other. Thus, the counseling psychologist of the future faces the danger of falling into either of two stereotyped roles.

The more pleasant and easily acceptable role is that of the “Good Samaritan.” This person is a committed, sensitive, deeply caring individual who defines his role in terms of personal satisfaction obtained in the therapeutic relationships. However, the overall effect on his society is very limited and the flow of clients seeking his help increases endlessly.

The second possible role is that of the “Machiavellian Manipulator.” In this role the person attempts to seize control of decision making processes in society through his own techniques of thought and

behavior manipulation. In exchange for human freedom and dignity he offers to make the technocratic Utopia of Orwell's *1984* a reality. Levinson (1970) cites an example of the use of humanistically oriented group techniques used by managerial personnel to manipulate their subordinates.

Both roles fail to recognize the responsibility and the potential of the psychologist's role. The separation between the individual and his environment continues to widen, the individual is forced to make increasingly costly adjustments in order to survive. Gradually he gives up his senses, his intellect, his values, and finally his identity. MacDonald, Hedberg, and Campbell (1971) confront the problem directly in stating that "There has not been the development of a heuristic, conceptual model to account for the functioning of individuals, the operation of systems, and the interaction between the two. The entire history of Mental Health manifests a gross disregard for the interaction between the individual and the system (p. 12)." Therefore, a clear challenge emerges for the counseling psychologist to engage in an ongoing definition of a role which will re-establish congruence between the individual and society without violating the individual.

In the remaining part of the paper an attempt will be made to provide broad guidelines for the future role of the counseling psychologist as a mediator between the individual and society. The three major areas of involvement that will be considered are: providing service to the individual, sharing skills and providing services to intermediary personnel, and direct intervention in the social system.

Providing Service to the Individual

Generally, the emphasis among counseling psychologists must shift to helping the individuals to become actively engaged in the events of their society rather than to become passively adjusted to them. It has recently occurred to many that not all is well with our society and that perhaps it is time that more individuals be allowed to express just that. Counseling psychologists will more often be saying, "Don't just let things happen to you, make things happen!" In the event that the counselees lack the ability to "make things happen," therapeutic environments will be provided which range in approach from a highly structured institution to a street level communal living arrangement.

The counseling psychologist will live "on location" on skid roads, in Indian Reservations, on hospital wards, and in other areas of conflict or distress. Instruction will be given to the members of these communities on how they can participate in society's decision-making processes. Special small group sessions will be used extensively as models of how the larger, more permanent community can meet the needs of its individual members and of how it will help them come to terms with their interdependence with society at large.

Much of the work traditionally done by counseling psychologists will continue. They will continue to diagnose, assess, interpret, counsel, and provide therapy.

Sharing Skills and Providing Services to Intermediary Personnel

It is the writers' opinion that it is time that the counseling psychologist comes out of his cloister to share with others his psychological faith and good works. There must be more cooperative pooling of experiences, skills, and perceptions with those individuals who are responsible for operationalizing social programs and with others who have opportunity to directly influence people who are "at risk." Teachers, counselors, nurses, civil servants, clergy, and managers represent just a few examples. The complex task of effectively sharing his professional expertise will require the development of a stronger educational emphasis in the role of the counseling psychologist and a willingness to relinquish many of the personal satisfactions which come from direct involvement with counselees. He must learn to incorporate his theoretical knowledge into the existing educational programs of other professions. Complex theory and an endless variety of techniques must be expressed simply yet cogently and transmitted through computerized curricula, audio-visual programs, non-technical publications, etc. In order to provide a meaningful background for the practicing individual, presently fragmented psychological theory must be better integrated.

The sharing of skills through practicum experience poses an even greater challenge. The counseling psychologist will need to derive novel techniques and social environments through which his skills can be passed on. He will be involved in demonstrating techniques, supervising the intermediary personnel administering programs, involving a wide variety of resource personnel, and serving as an information broker to those under his supervision. In addition, he may need to serve as a counselor in resolving their personal conflicts in order to free them to relate more effectively to others.

Direct Intervention in the Social System

The primary assumption of the "Systems Approach" is that the system, whether it consists of two individuals or a much larger group, for example, a mental health clinic, contains the basic resources for effective problem solving. The counseling psychologist, in order to facilitate better relationships between the system and the individual, will have to intervene at a level where the most authority lies within the system by assisting in the study of the organization's goals, patterns of management, use of resources, delegation of authority, communication within the system, etc. Direct involvement with government officials concerning such matters as public housing and environmental control, for instance, will become part of the counseling psychologist's role. Because of his empirical and experiential knowledge and understanding of the social milieu he can recommend more appropriately the allocation of resources, how programs might be coordinated and how needs of individuals who are being administered to might be met.

It appears to the writers that the future counseling psychologist's role will be that of assisting in the creation of a synergistic society

which will accurately correspond to the limitations and potential of the individual. In such a society the individual's personal purposes and goals — through which he seeks satisfaction and growth — will coincide with those of the society and man will move to a new stage in the exploration of his potential.

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THE COUNSELLOR AS MASTER OF HIS OWN DESTINY

Counsellors as core members of the helping professions will be hard pressed to meet the needs of tomorrow's generation. Only a comprehensive community mental health program will begin to meet the anticipated needs of the future. Within a comprehensive community approach the school will have to develop comprehensive counselling programs. The four factors which I believe will most affect our emerging role are: the identity struggle of the individual counsellor and his profession, an explosive increase of human needs, the increased awareness of human needs, and our ability as counsellors to adjust to the conflict inherent in role and function changes. These factors will most certainly affect the shape of the future and our success in meeting the needs of the population we are attempting to service.

Identity is an important concept to consider in predicting change because it embodies the core from which we venture and take risks. The counsellor's job in the future, even more so than in the past, will involve taking the risk of behaving differently both in relating to people and in creating new programs which will provide growth and therapeutic experiences for students. The counsellor's central objective will be to understand, promote, and therapeutically intervene, to restore normal growth and development in students. Normality in development is growth. To become arrested at any stage is cause for concern and intervention. The counsellor's concern will know no compartments or limits as he, in conjunction with other school personnel, examines the school experience and attempts to engineer growth experiences for the student.

The individual and the profession will experience an identity struggle as trained counsellors attempt to implement their concern for individual needs into an educational system which is punitively compelled to be efficient, and as untrained counsellors reach out willingly for new ideas, growth experiences, and professional models beyond the traditional educational walls. The developmental sequence of this identity struggle will include stages of successive professional