

## THE COMPARISON WITH THE WORLD OF COUNSELING AND GUIDANCE TRAINING AND PRACTICE IN TURKEY

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**Abstract:** This study compared Turkey's counseling and guidance programs to those of other countries to find the most relevant applications and training models. In recent years, it has been observed that counseling and guidance practices that are considered as more of a psychological help are given a training certificate. Every country has its own different needs and problems according to culture that impact the results of counseling and guidance. All of these different countries' programs are generally influenced by applications from the United States of America. Overall, this study examined counseling and guidance applications developed in Turkey from the past and present and made some suggestions about what the future applications might appear like, considering developments and applications from around the world.

**Keywords:** Counseling, guidance, practice, education

### INTRODUCTION

Counseling and Guidance in different countries has different rationales and formats, depending on the requirements and chosen forms of enforcement. First, how perceived counseling and guidance services and where and for what purpose the countries according to the requirements of the economic, social and cultural lives of annoy. In some countries very young human resources taking into account how they can use counseling and guidance services more efficiently. Students in the vocational educational and training institutions, the purpose of personal/social lives, they're going to make routing decisions. For example there are the alcohol and substance use in Jamaica (Palmer, Palmer, & Payne-Borden, 2012). In contrast, Japan in recent years, the economic crisis and the problems connected to help the citizens of individuation depend on it is being organized (Iwasaki, 2005; Watanabe-Muraoka, 2007).

The American Counseling Association (ACA) adopted a definition that focus on the counseling process and that incorporated mental health, psychological, and human development principles (Remley & Herlihy, 2010). Consensus definition of professional counseling. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

The standards include a definition for professional counseling, a common training curriculum, an established code of ethics, the development of national and regional associations, licensure, and federal recognition (Spurgeon, 2012). The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has established a set of standards designed to articulate a professional counselor identity and to provide programs with a set of basic core competencies necessary for competent practice as a professional counselor (Spurgeon, 2012).

There are eight common core areas CACREP believes to be relevant for professional counselors. These areas are based on research that has established their importance in helping an individual to live optimally within his or her environment. These areas include (a) Professional Orientation and Ethical Practice, (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 (CACREP; 2010).

### ***Training in Counseling and Guidance in The World***

Examining the development of the counseling and guidance training and practice in some countries, there are different applications of the training and practice in United States of America. Some examples can be shown for this training and practice of counseling and guidance in some countries. Counselor training programs were established within Australian universities from the 1980s onward. Initially, they were embedded within professional education programs such as education, psychology, or social work. Establishment of dedicated counselor training programs in universities occurred mostly at the postgraduate level. Thirty-seven higher education bodies that provided counseling education courses existed in Australia in 2011, with a total of 143 courses. Australian counselors focus on alcohol and other drug counseling, community counseling, school counseling, family and marriage counseling and rehabilitation counseling (Schofield, 2013).

Counseling and guidance without any training from Brasil is not allowed. The size of the given services at school, and more vocational guidance services by psychologists (Midgett & Hutz, 2012). In Canada's more educational and vocational guidance service of counselors that is perceived as individuals. Counselors work in different areas. Counseling and guidance services in schools are mostly being exercised by the teachers. These people don't have any formal training. Canada masters and doctorate level in many areas of education in college counseling is done (Robertson & Paterson, 1983). Venezuela has a master's program in the field of family and marriage counseling; certification for school counselors in Venezuela is still in process (Montilla & Smith, 2009).

Mexico also started counseling, psychology and Psychiatry practices. Only community master degree of counseling training is done. Counseling, Mexico is perceived as psychological help. Psychological counseling, there is no any certificate or license in the field of education (Portal, Suck, & Hinkle, 2010).

Although there is evidence that the number of MHOs has increased (McKenzie, 2008) there is a scarcity of data on the practice of professional counseling and current trends in Jamaica. There are few official figures on the number of trained counselors and the credentialing procedures that they undergo. However, there is solid evidence of three major factors contributing to the emergence of counseling in Jamaica: (a) spiritual support of the church, (b) introduction of the Ministry of Education's Prevention Education Program, and (c) the establishment of counseling training programs.

In Africa, school counseling and guidance programs started the same way they in the United States of America. They began as a response to the changing needs of the society and of the people. There were no standards of training or practice which were widely accepted throughout the context. Classroom teachers became the pioneers of the profession and helped the student with their social, personal, academic, and career concerns (Hassane, 2011). Teachers who responded to the needs of the students were, in some cases, given in-service training to begin these new functions, which they performed in addition to their regular teaching activities. It was not until much later that training of school counselors started in higher education institutions in several countries in Africa. Some school counselors were also trained in universities overseas especially in Britain, France, United States, and Canada (Okon, 1983).

According to Aluede, Adomeh, and Afen-Akpaيدا school counseling began in Nigeria in 1959 and in 1976 the Counseling Association of Nigeria (CASSON) was formed to promote

the profession (Hassane, 2011). Mc Fadden and Djassoa (1985) pointed out that Togo started to train vocational guidance counselors after independence in 1960 in foreign universities.

In Ethiopia, the terms counseling and guidance were introduced in the educational literature in response to the changing needs of the society mainly as a result of the political, economic, and social impact of the revolution (Yusuf & Bradley, 1983). Training of school counselors started in 1966-1967 with the offering of a counseling and guidance course at Addis-Ababa University (Hassane, 2011).

Currently, the University of Ghana, Legon, offers counseling and guidance courses and the University of Cape Coast also offers a Bachelor of Education program with a major in counseling and guidance. Graduates from these programs become guidance coordinators. The University of Cape Coast also offers a Master of Philosophy (Counseling) program. The University of Education, Winneba, trains guidance coordinators at the bachelor's level. Furthermore, the counseling and guidance Unit of the Ghana Education Service (GES) trains guidance coordinators through seminars and workshops. These programs have been very helpful in the training of guidance coordinators to meet the needs of the increasing number of students. Guidance coordinators are the trained personnel in counseling who run guidance programs in schools. They are based in the school districts and they go around the schools to conduct counseling and guidance activities. The school guidance coordinators are teachers who have volunteered to conduct guidance activities (Hassane, 2011).

In Zimbabwe, the Ministry of Education created a schools psychological services. 1990-2000, in 1990 a Zimbabwe high school teacher began training as a counselor at the University of North Alabama in the United States. In 1994, the first university guidance and counseling program was formed at the University of Zimbabwe Center for Distance Education (UZCDE) and a curriculum for counselor training was developed at UZCDE in 1996. In 2001, Zimbabwe Open University (ZOU) launched a counseling degree program that offers a bachelor's and master's degree. The program is generally geared toward civil servants, such as teachers and health care workers (Kimberly, Richards, Zivave, Saunsuray, Govere, & Beatrice, 2012).

As rapid as the economic boom, the counseling profession in South Korea has witnessed tremendous growth over the past 20 years. An increasing number of counseling programs established in colleges and universities, the emergence and development of professional counseling associations, the diversification of work settings where professional counselors are employed, the expansion of government funding for youth counseling policies, and sustained efforts to develop culturally relevant counseling theories and techniques suitable for South Koreans have enhanced the recognition and professional status of the profession. The advancements of the counseling profession can be attributed to numerous social changes affecting the mental health needs of people: a rising unemployment rate among young people under 30; a suicide rate among the highest in the world; exacerbated intergenerational conflicts; an extremely competitive educational environment; and an unprecedented increase in foreign workers, international students, and foreign women who are married to South Korean men. However, there are still a number of challenges for further growth with which counseling professionals are struggling. For instance, there is no counselor licensure system in South Korea, thus producing a number of unqualified paraprofessionals who practice counseling in their private agencies. Also, there is no standardized counselor training model agreed upon among counselor educators (Lee, Suh, Yang, & Jang, 2012).

History of Counseling in Japan. The term counseling was first introduced to Japan in the 1950s. When the Japanese education system was reformed on the basis of recommendations by General Headquarters. Included in these reforms, psychology, counseling and vocational guidance were introduced from the United States. The most influential U.S. figures in Japan's counseling history are Donald Super and Carl Rogers (Grabosky, Ishii, & Mase, 2012)

Japan is an island nation with a long tradition of collectivist cultures that focus on group and harmonious relationships. As the nation grew economically, however, more people began to embrace materialism and an individualistic lifestyle, resulting in gradual changes in traditional values and social systems (Iwasaki, 2005; Watanabe-Muraoka, 2007). Japan's cultural shift away from collectivism has caused a number of social problems requiring mental health and counseling services (Grabosky et al., 2012).

In schools, bullying, school refusal syndrome, and violence among teenagers have become more severe (Iwakabe, 2008). Furthermore, National Police Agency (2009) there have been more than 30,000 suicides each year since the late 1990s (Grabosky et al., 2012).

In this context, recognition of the need for counseling has heightened among the Japanese public (Iwasaki, 2005), and there has been a growing need for counselors to help people manage life changes and interpersonal conflicts, reduce stress, make career decisions, learn problem-solving skills and communication skills, maintain social connection, and cope with other psychological difficulties (Nagatsuka, Mukai, Fukuhara, Renge, Sasaki, Nair, & Naito, 2005).

The field of counseling in Japan is still in a state of confusion, and there is not yet a unified definition. There are ambiguous overlaps between counseling, clinical psychology, and psychotherapy, and these words are sometimes used synonymously without distinguishing the identity of their respective areas (Watanabe-Muraoka, 2007).

In 2006, school counselors were employed in 10,158 schools throughout Japan, a dramatic increase compared with 154 schools in 1995. More than 80 % of school counselors are certified clinical psychologists in MEXT, 2007. The majority are placed in junior high schools, which cover Grades 7 to 9. They are employed by a board of education in a prefecture (similar to a state in United States) and sent to a school as an outside professional. School counselors travel to their assigned schools once per week to provide 4 to 8 hours of services. In college settings, counselors are placed in 80 % to 90 % of higher education institutions in Japan; however, the number of full-time college counselors remains limited (Grabosky et al., 2012).

Since the mid-1980s, many professional organizations began issuing a variety of counseling- and psychology-related certificates. For instance, in 1988, the Japanese Certification Board for Clinical Psychologist (CBCP) was founded. With increasing problems in schools (e.g., bullying) since the late 1980s, the Japanese Ministry of Education began placing CBCP-certified clinical psychologists as school counselors in junior high schools (Iwakabe, 2008).

As of 2011, no graduate programs in counselor education or counseling psychology exist in Japan because counseling has not yet been recognized as a distinct specialty within psychology (Watanabe-Muraoka, 2007).

Guidance counselor pioneered regulation for counseling and psychologists are following suit through the Philippine Psychology Act of 2009, which will regulate psychology and create a professional regulatory board for licensing psychologists. Although mental health providers have the same mission, hierarchy dictates that a doctoral-level counselor or psychologist has the highest rank, followed by the master's-level counselor. Twenty-three universities and colleges offer graduate studies in guidance and counseling, counseling/clinical psychology and counselor education. Most programs offer master's degrees and a few offer doctoral degrees, most of which follow the practitioner-scientist model (Ma, Tuason, Maria, Catipon, & Ma, 2012).

There are counseling programs in the UK, often counseling and guidance or career counseling and guidance master's and certificate programs. However, the guidance is not used with the concept of the work of counseling. Among the concepts of psychological counseling and psychotherapy in the United Kingdom, in general, are used interchangeably. At the moment, United Kingdom as a counselor to study the psychological as yet there is no legal minimum combining. Counseling is seen as more of a second career in England. Most of those involved in the education of counseling, nursing, social work, teaching. For people with disabilities in schools, organizations, businesses, youth centers, alcohol, drugs and AIDS are interested in issues of learner-related organizations (Korkut-Owen, 2007).

Ireland also provides training in psychological counseling offers a range of full-time and part-time education institutions. One of them is psychological counseling center. In addition, psychological counseling and psychotherapy Association of Ireland by a 2-year training is provided (Korkut-Owen 2007). Ireland also is seen as a vocational guidance (Chamberlain, 1983).

Counseling began emerging in Greece during the 1950s. Greece was influenced in the development of career guidance and counseling (Loizos & Ivey, 2012). Counseling as a specialized service offered by a trained professional did not exist in Greece until recently. Greece has been traditionally characterized as a collectivistic culture (Nezlek, Kafetsios, & Smith, 2008; Triandis, 1994).

Although some aspects of urban family life in Greece have now shifted from collectivist to individualistic traditional Greek culture remains more collectivistic than the individualistic tradition of most western countries from which counseling developed as a specialty (Loizos & Ivey, 2012).

The initial appearance of counseling, as related to career guidance, occurred when career guidance was introduced by the Ministries of Labour and Education in the 1950s. In 1953, the first course on career guidance was introduced in the teachers' academies as part of the future elementary teachers' curriculum. Since 1971, several training programs have been conducted by OAED for career counselors. Those programs, which required participants to complete 900 hours of theory and 300 hours of practice, were designed to prepare qualified career counselors to staff the organization as well as other employment agencies (Loizos & Ivey, 2012).

An effort to introduce career guidance in the school curriculum during the 1950s and 1960s did not succeed. It was in 1985 that Educational and Career Guidance was implemented during the 3rd year of junior high school and 1st year of senior high school. The educational reform act of 1997 also reformed school and career guidance, which then became connected

with counseling. The reform act made it clear that vocational development was closely related to vocational psychology and psychological counseling (Loizos & Ivey, 2012).

In 1993, a graduate program in career guidance and counseling began at the university of Athens; individuals who completed the program earned a master's degree (Loizos & Ivey, 2012).

Presently, psychological counseling in Greece is being practiced by psychologists, counselors, social workers, and other professionals privately and also in (a) mental health centers, (b) several higher education institutions and some private schools, (c) parental counseling groups conducted by the Ministry of Education, local parishes, and schools; and (d) health and social service centers (e.g. hospitals, rehabilitation centers) (Loizos & Ivey, 2012).

The first official counseling and counseling psychology graduate programs with systematically organized theoretical and practical training started in 2009 (Loizos & Ivey, 2012).

Denmark also practices educational and vocational guidance services. There is no undergraduate or graduate education over psychological counseling and guidance. The Board of the National Educational and Vocational Guidance is responsible for guidance (Korkut-Owen, 2007). In Denmark, there is also the concept of counseling/psychology or psychological counseling with a counselor/psychologist. Denmark also has a special education program guide for psychotherapists. Denmark also has psychological counselors that primarily work at individual psychotherapy mental health centers (Dixon & Hansen, 2010).

Counseling in Switzerland is situated within the framework of psychiatry and psychology. As counseling becomes a more sought-after form of intervention in Switzerland, professional clinical counselors are immersed in competition with psychologist, psychiatrist, and other helping professionals for their place. Among practicing counselors there are psychiatrist, psychologists, psychoanalysts, and psychotherapists some of whom have formal training in counseling skills. As the profession of counseling forges its way in Switzerland, many counselors start full-or part-time private practices (Thomas & Henning, 2012).

Psychological counseling is performed by psychologists in the Czech Republic. Prague, Brno and Olomouc have programs in psychology at the universities conducted by master builders. In the Czech Republic, as a psychotherapist, counselors, work independently. Psychological counseling services are carried out by psychologists in schools (Simons, Hutchison, & Bastecka, 2012).

Austria also made as guidance and counseling for university students in the social work of guidance and counseling. Primary and secondary-level services, educational counselors are taught by teachers (educational counseling teachers) in Austria. All the teachers from the professional counseling and guidance and is responsible for giving information. Career counselor, psychological teaching certificate and short courses and in service training field after graduation.

Belgium offers no counselor education program. Psychology graduates and people with some degree of clinical psychology graduate, works as a counselor. Estonia also has vocational guidance services. In this area, employees often school psychologists. There are runs study

counselors who are called in Finland. However, there is no psychological counseling and guidance trainings. France also has counselors, philosophy, sociology, history, economics, etc. that are chosen from among the undergraduate education graduates and trained in a special center for a year. Counseling and guidance in educational institutions in Bulgaria's work as a work of vocational guidance. Vocational guidance activities are carried out by the Ministry of labour and social policy-controlled centers. Cyprus is mainly vocational guidance services are available. Services are made by the school psychological counselors. Those who graduate from the graduate level teaching psychological counseling and guidance in education. Netherlands is a few weeks of training is sufficient to give guidance services in schools (Korkut-Owen, 2007).

Spain is also the basis of the regional counseling and guidance services and the municipal and the National Ministry of education, culture and sport, the Ministry of work and social issues, such as the level of the Central Government. Counseling and guidance services instead of bearers guidance technicians. These individuals are psychology, pedagogy, law, sociology, business management, social work, such as the graduated ones (Korkut-Owen, 2007).

In Sweden, primary and secondary education, educational and vocational guidance service, a three-year career as a professional psychological counseling program for those who have a diploma. Some universities are undergraduate and graduate training in vocational guidance.

Italy, psychological counseling and guidance, there is no any training and service. Italy does not have any college education. Professional certificate programs training of counselors. These programs are three years in duration. Italy is also counselors by psychologists. Italy is also counselor and counselling in schools service. Counselors in the areas of pedagogy, education, medicine, and psychology are those that graduated licensing. Counselor generally works privately. Italy, the only University of Siena, in an area called the master's degree in education is given to the relationship counseling (Remley, Bacchini, & Kreig, 2010).

Vocational guidance services in schools in Latvia are given by teachers and non-expert people. Hungary also has counseling and guidance services in all schools. However, these tasks are carried out by people who do not have a counselor. Poland are in the form of professional information. There is no training of counseling and guidance. Romania also facilitates counseling and guidance services, psychology, pedagogy, sociology, and social services are carried out by graduates of. Some universities have started to give a high degree-level education (Szilagyi, and Paredes, 2010). Russia does not have any university education in this field. The services are carried out by school psychologists in schools (Christine, Kuzmina, & Nadyuk, 2012).

As we have seen, both in Africa and Europe and the Far East countries, not counselors License programs, organized by the associations and related organizations, certification programs, and graduate or doctoral programs in their professional lives. For example, in Africa, the majority of schools, school counselors are employed to work, volunteer teachers from a few weeks of courses are cultivated. The far East and in Europe is mostly a physician, psychologist, social workers for those who want to work as a counselor for certification through the psychological and graduate programs. For example, Japan, Jamaica, the United Kingdom and Sweden are carried out by psychologists in counseling and guidance applications. According to their own social problems, counseling practices in these countries. In these countries who export about different applications of counselling services, while by the counseling and guidance are no hesitation about the recipe. In addition, a discussion about counselors, vocational titles in each country. Topics discussed include how to better counselor

training, which functions more ethical and legal regulations should be taken into consideration, what are the common deficiencies, counselors, professional boundaries, can be solved in parallel as the border violations, problems are how to jobs.

In 1967, Faculty of Social and Administrative Sciences in Hacettepe University was the first graduate education program in the field of Counseling and Guidance in Turkey. Not long after, Bogazici University initiated the graduate program in Counseling and Guidance (Kuzgun, 1991). After the Act on Higher education, since 1982, Hacettepe University, Department of Educational Sciences Section, depending on the Education of Psychological Services, has maintained a program called the Counseling and Guidance Program. The Department of Educational Sciences, in relation to the other branches of this department, has been created by opening joint courses for the first two years of undergraduate study (Özgül, 1999).

### **Current Status in Turkey**

In Turkey, counseling, counseling and guidance, guidance, guidance and counseling, educational psychological services, counseling psychology are sometimes used interchangeably, sometimes. As can be seen in the discussion, separate alleged counseling or counseling psychology has different perceptions, as it does abroad.

The undergraduate of counseling and guidance training in Turkey, each year 6000 students choose to study in this area ([www.yok.gov.tr](http://www.yok.gov.tr)). Except for a limited number of university departments which do not have enough faculty members in the counseling and guidance these students qualify to receive an education. In addition, a significant number of faculty members in charge of counseling and guidance training received by faculty from different fields have been filled in. In this case, what is the title of the profession, what is the function of the counseling and guidance the emergence of problems or natural.

Turkey has examined the numbers and distributions of the department branches of the faculty members: Counseling and guidance in training, Turkey 35 provinces, 86 in the program (24 second learning); total student quota 6007. Programs in charge of the distribution faculty members of 53 Professor, 57 Associated Professors, 197 Assistant professor, a total of 307. According to the distribution of this faculty, universities from the stunning results. In Counseling and Guidance Departments, working 37 Professors in İstanbul, Ankara and İzmir, 19 associate professors in İstanbul, Ankara and İzmir. 102 Assistant professor in İstanbul, Ankara, İzmir, Eskişehir, Konya and Adana provinces ([www.yok.gov.tr](http://www.yok.gov.tr)).

As can be seen, a majority of the limited number of faculty members are in the realm of the university and city. However, there are 86 counseling and guidance undergraduate programs in our 35 cities. This means that many major cities and universities outside of the counseling and guidance programs do not include enough faculty member. Degree programs, with an average of 160–180 credits and 50–60 pieces from class and from the basic issue of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) expressed many universities considering the eight-counseling and guidance degree programs are non-issues in the fields of the faculty members in charge of lectures.

Some of the counseling and guidance undergraduate programs were examined, there are the more number of education lessons from the counseling and guidance lessons. This program contains philosophy of education, history of education, schools, teaching principles and



methods, training management, as well as educating lessons. The aforementioned courses there is not a connection with the counseling and guidance.

Whereas, in the United States examined, taking into account the school counseling graduate programs; the program comprises courses such as statistical, psychological tests, and psychopathology, developmental psychology, school counseling, professional counseling, secondary education counseling, counseling theories, counseling techniques, interview techniques, counselling in primary education, children, and adolescents with advice, research methods, ethics, psychology of learning, group counselling, couple and family counseling, sexual counseling. CACREP accredited programs in the United States, the organization specified by the Counseling and Guidance, Counseling and Guidance programs should be in the subject areas of education. These subject areas: (a) Professional Orientation and Ethical Practice, (b) Social and Cultural Diversity, (c) the Human Growth and Development, (d) Career Development, (e) Helping Relationships, (f) the Group Work (g) Assessment, and (h) Research and Program Evaluation (CACREP; 2010).

Today, there is need for counseling and guidance in the field of labour and many very quickly due to the newly opened provincial universities in the counseling and guidance was opened to undergraduate programs. Students who graduate from universities that they perceived as incompetent and functioning institutions, persons and damaging the social dignity of the profession. However, to function as an effective counselors should be one of the characteristics according to social dignity Cormier and Cormier (1997). Unfortunately, Today, the school have gained extremely negative social perception regarding the correct definition and recognition of a counselor.

In Turkey, one of the mistakes that is subtracted from a education job of counseling and guidance, and should be, according to education job the title of the field and profession. Which is profession defined according to the drying of the working area? For example, are there serving nurses Physicians as a educators in schools? Are these nurses and doctors for working in schools as a nurses teacher, a doctor teacher? A mechanical engineer from the Engineer who works as a salesman in the profession is the title? counselors can work in different institutions. Counseling and guidance even as I wrote in the introduction of counseling in the areas of education, health, social assistance, are to work in industry. In this case, it's an educational thing, how come only the counseling and guidance graduates as "guidance teacher" called. Then, a social welfare institution, for example, working in a nursing home from here onward as a teacher or guide a counseling and guidance graduate awarded by the industrial organization and the counseling and guidance runs graduate awarded by guidance teacher you scroll? It is not a profession, title, title of the teacher guide Turkey Ministry of National Education, Counselors work in a lineup that was created for the title of personel (Kuzgun, 1991). ACA also pointed that, as stated by the Turkish Association of Ethics Booklet, counseling and guidance graduates vocational title is counselor. According to areas of expertise, this is the tittle to the front of school, Industry, careers, mental health, family and marriage, such as adjectives by adding professional titles. For Instance, School counselor, career counselor, mental health counselor, family and marriage counselor.

Turkey is also one of the omissions in the field of counseling and guidance where-master's and PhD programs are not created according to the different areas of expertise. However, Especially in the United States counseling and guidance is applied according to the different areas of expertise, including counseling and guidance for master's and doctoral training. Counseling and guidance field itself cannot be named as a masters and PhD in the same name

space. Counseling and guidance field itself cannot be created with the same name as the master's and doctoral programme. Psychology graduate programs after undergraduate program such as planned social psychology, clinical psychology, Industrial Psychology, developmental psychology, and students only in that area. After counseling and guidance undergraduate programs are to be created according to master's and doctoral programs such as a school counseling, family and marriage counseling, career counseling, mental health counseling. Already in the United States, that's exactly what the application is.

Today, we asked each of us in our work as we start exposing who we are just using the professional. In Turkey, none of counselor does not specify master's and doctoral licenses titles like, the school counselor or family and marriage counselor or mental health counselor. They writes master's and doctoral degrees in the Education Sciences on diploma. Which Educational Science, Educational Measurement, educational programs and learning assessment? educational administration and Supervision? Counselors, which one of these degree?

Undergraduate, graduate and doctoral education or have completed one of the counseling and guidance, but done in a professional application is an application itself, science instructor is counseling and guidance field course, quite serious problems. Doğan and Erkan (2001) as his study, counseling and guidance training in the course of teaching staff that 82% of there is no any experience related to the subject area. We have described the most important criticism of our students on the subject of well-being and appropriate responses to questions asked by the student. He evaded a teaching element of the implementation of the non-space, or area of a problem this is. Whereas counseling and guidance training one of the most overrated supervision commensurate to abroad. Made on the research counselors work values, the most important counselors at the beginning of the value is seen giving their supervision (Busacca, Beebe, & Toman, 2010).

Yeşilyaprak (2007) sums up the wrong approach in counseling and guidance services in Turkey. 1. Guidance and Counseling usually recognize children who need special education, diagnostics, perceived as the services and applications to help their training was carried out according to this approach. 2. counseling and guidance services to high school graduates to college can be a solution to the problem of clutter door is seen as a life buoy. That is why the National Education Basic Law "Orientation" guidance, depending on the policy requirements will emphasize sounds. So, the counseling and guidance services are considered only as a manpower planning. Yeşilyaprak criticizes this and "But just PDR services," Orientation "frame take on it in particular" social utilitarianism / economic development, "and so also the philosophy of this area highlight the approach is contrary to the approach to the purpose".

The criticism and recommendations related to the counseling and guidance in Turkey were examined. Many experts believe that there should be a independent department of the counseling and guidance undergraduate programme. In counseling and guidance training there are different areas of expertise for master's and doctoral levels. The title counselor must be awarded to the counseling and guidance graduates.

With the influence of the world's applications, in Turkey, what will happen to the name of counseling and guidance undergraduate programs? What will happen to the title of counselors? Counseling and guidance training programs are independent in undergraduate, and have different areas of expertise in graduate, and doctoral programs, working with important deficiencies in the legal regulations. According to the basic function or functions of

counselors it not certain what type of training they will receive. Some counselors see issues with psychological health, some counselor see issues with education work, and some counselors see issues with special education. The duties and powers designated to the work of counselors in the areas of professional counseling are issues such as vocational fields that parallel to the borders not plotted. What are the basic problems of the my country and the requirements for counseling and guidance? Economics, immigration, loneliness, individuation, alcohol and substance abuse, children and adolescents ? Counseling training programs should raise the basic function or functions for which the counselor trains for; perhaps the goal should be more than one of them. What is more important is how to make a training schemeover counseling and guidance training; certificate programs, degree programs? Graduate programs are made to be a section of the structure change and counseling and guidance independent to departments in undergraduate programs, and graduate programs must be created according to areas of expertise.

### ***Professional Identity***

Counseling profession believed that a unified counselor identity was important and served multiple benefits for professional counselors (Spurgeon, 2012).

Initially in the United States of America, in 1957, teachers were trained in summer institutes to be certified as school counselors. However, accreditation groups soon created required extensive training to be certified as guidance counselors (Remley & Herlihy, 2010).

The professional identity of counselors has been a topic of discussion and debate among researchers (Gales & Austin, 2003; Hanna & Bemak, 1997; Hill, 2004). Auxier, Hughes and Kline (2003) purported that counselors-in-training needed to establish a professional identity before they could begin to develop a professional counselor identity. The first principle in the 20/20 Vision for the future of counseling involves the development of a professional identity for professional counselors (American Counseling Association, 2009). Hansen (2010) stated that the move towards professionalism has yielded good results for the counseling profession and has helped to establish the unique nature and scope of practice for the counseling profession. Reserachers have emphasized the impotence of a professional identity and have demonstrated the necessary component parts the profession must adhere to (Cashwell, Kleist, & Schofeld, 2009; Gibson, Dollarhide, & Moss, 2010; Reisetter, Korcuska, Yexley, Bonds, Nikels, & McHeniy, 2004).

Gibson et al. (2010) concluded that current definitions of professional identity seem to center on three themes: self-labeling as a professional, integration of skills and attitudes, and the perception of context within the professional community.

Title problems of staff to carry out the counseling and guidance services has actually always been ongoing since the start of these services in Turkey. When we look at what is happening in retrospect official documents the titles, it found that perhaps as many as several will not appear in any other profession (Pişkin, 2006).

In the 1980s, in Turkey, in counseling and guidance services, people have taken guidance course was operated as “guidance teacher.”. Guidance teachers, due to the fact that counseling and guidance services for people originated from lectures, giving information, monitoring, evaluation, supervision, and as a guide for telling the truth, did not show to be fulfilling development functions (Özoğlu, 1986). Özoğlu noted that this situation, by taking a course in counseling students, is caused by counselor misunderstanding and orientation and can be observed in Turkey today with appropriate counseling and guidance applications.

Turkey's Ministry of National Education appointed people who graduated from counseling and guidance programs and awarded them the title "guidance teacher," but Özoğlu preferred a profession with vocational qualifications and noted that the professional duties were incompatible with the counseling and guidance services generally identified with the profession. Upon examination of the associated title(s) abroad, the counseling training was found to be mainly in relation to master's graduates, and the titles awarded were Counselor, School Counselor, and Counseling Psychologist. Therefore, Turkey's use of "guidance teacher" was not used in countries abroad that promoted counseling and guidance training.

Kuzgun (1991) notes that in 1989 the Council of Higher education gave the title "guidance teacher" to counseling and guidance graduates, while school administrators and teachers began to facilitate the acceptance of counselors. Kuzgun (1991) states that given the real guide can be viewed as a facilitator of communication guidance teacher title opinion. Kuzgun (1991) notes that this title was appropriate and does not mean the quality of the work the title of psychological counselor.

Kuzgun (1991) also stated that counseling and guidance graduates were given the title of counselor in the United States of America. People working on counseling and guidance services in schools were given the title of school counselor. He also noted that guidance counselor "in the title field is a remote and represent the wrong title."

## CONCLUSIONS

Owen (Özyürek, Korkut-Owen, & Owen, 2007) in search of excellence in the profession of counseling in the United States, the first step is a profession like a net, is the development of precise and distinct identity. According to Owen, with the increase in public awareness of the information in the field of psychological counseling, psychological counseling is a profession separate from the field. According to Owen, Turkey, American and European psychological counselors that you've become similar challenges.

There are some applications that need to be performed in the areas of counseling and guidance in Turkey in short, medium, and long term. First of all, in the short term, structural sense, counseling and guidance in educational sciences department, and must be an independent section on its own. With this change, according to masters and doctoral programs in the areas of expertise of counseling and guidance must be created and only they should be given training in their education diploma graduates. Counseling and guidance undergraduate programs should be closed and only according to the master's and doctoral programs in the areas of expertise for training. What purpose is required to take advantage of the counseling and guidance field in Turkey? Is the primary function(s) of counseling and guidance in Turkey? Where are the Turkey's problems in the ranking. What purpose has been given in the counseling and guidance services in Japan, Jamaica, Ghana, Korea. In Turkey, what is the public demand. Basic function, routing, protection-prevention, development must be the community which feels the need. In Turkey, contemporary targets of counseling and guidance practice had not been created in 2014. In contrast, the 60-year-old targets were still accepted. These targets as appropriate, and not modify the community demands for age, after all, counseling and guidance practice is as a profession has become non-functional a professional in Turkey.

This function and the goals you have set your counseling and guidance license you will not be able to plan, master's and doctoral programs. Accreditation of training programs must be

maintained in the medium term the counseling and guidance. Must be proactive to take the role of the profession-oriented arrangements. As for the professional staff person or institutions must be supplied by the accreditation of educational programs, should not be allowed the opening of nonaccredited courses. In the long term in Turkey and legal regulations related to counselors to rectify the wrong while work needs to be done in the different application areas for the new statutory regulations should be provided.

School counselor in preparing the guidance programs, schools, environmental requirements and rigorous programs without problems. As a result, psychological counselors at school and around the people when the truth emerges and kills him that he can't offer requirements issues. The reason for this is that Turkey, in accordance with the basic function and the counseling services in which what was used for the problem and requirements is unspecified. When the purpose of the subject to tell the student to class the instructor might not know. Especially as a counselor itself which are not aware of this, mostly don't care at all instructors. As a result, counselor who graduated went to provide effective service to the institution.

Yeşilyaprak (2007) said that some of the expected developments in the field of counseling and guidance are: (1) a crisis-oriented approach that is a more developmental approach, (2) recommending an order of protection and prevention function, (3) advising instead of long-term counseling giving weight to short-term counseling, and (4) preferring solution-oriented approaches. In addition, psychological counseling training for different business areas to appropriate educational programs are ongoing, and counselors not only public institutions, provision of work refers to private practice. According to Yeşilyaprak (2007) counseling programs will be expected to be accredited and graduate programs will be separated by areas of expertise.

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