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## Subspecialty Areas in Psychological Counseling and Guidance: Opinions of Psychological Counselors

Psikolojik Danışma ve Rehberlikte Alt Uzmanlık Alanları: Psikolojik Danışmanların Görüşleri

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**Abstract.** This study, which examines the opinions of the psychological counselors about the subspecialty areas of psychological counseling and guidance services, is a descriptive research based on qualitative research approach. The study group consists of 10 psychological counselors (5 females and 5 males) working at different levels of teaching and working at different professional levels. At the end of the study, it has been found out that the answers given by the participants about the subspecialty areas of psychological counseling and guidance are “family counseling”, “crisis intervention counseling”, “school counseling”, “rehabilitation counseling” and “career counseling”. It was concluded that they found “family counseling” to be more important than the other subspecialty areas; but they found themselves more adequate in “school counseling”. The majority of the participants stated that they were able to develop and support themselves in order to increase their competences in the subspecialty areas.

**Keywords.** Psychological counselor, psychological counseling and guidance, subspecialties.

**Öz.** Psikolojik danışmanların, psikolojik danışma ve rehberliğin alt uzmanlık alanları hakkındaki görüşlerinin incelendiği bu çalışma, nitel araştırma yaklaşımına dayalı betimsel bir çalışmadır. Araştırmannın çalışma grubunu farklı mesleki kıdemde olan ve farklı öğretim basamaklarında görev yapan 5 kadın ve 5 erkek olmak üzere toplam 10 psikolojik danışman oluşturmuştur. Araştırma sonucunda katılımcıların, psikolojik danışma ve rehberliğin hangi alt uzmanlık alanlarının olduğuna ilişkin verdikleri cevapların; “aile psikolojik danışmanlığı”, “krize müdahale psikolojik danışmanlığı”, “okul psikolojik danışmanlığı”, “rehabilitasyon psikolojik danışmanlığı” ve “kariyer psikolojik danışmanlığı” şeklinde olduğu bulunmuştur. Bu alt uzmanlık alanlarından “aile psikolojik danışmanlığını” diğerlerinden daha önemli buldukları ancak “okul psikolojik danışmanlığında” kendilerini daha yeterli gördükleri sonucuna ulaşılmıştır. Katılımcıların çoğunluğu alt uzmanlık alanlarındaki yeterliklerini artırmak için kendilerini geliştirebildiklerini ve bu konuda desteklendiklerini ifade etmişlerdir.

**Anahtar Kelimeler.** Psikolojik danışman, psikolojik danışma ve rehberlik, alt uzmanlık alanları.

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Received: 2 May 2019

Revision: 26 March 2020

Accepted: 9 April 2020



**Suggested Citation:** Camadan, F., Şanlı, E., & Şenocak, R. (2020). Subspecialty areas in psychological counseling and guidance: Opinions of psychological counselors. *Turkish Psychological Counseling and Guidance Journal*, 10(57), 159-200.

## INTRODUCTION

Efforts to provide psychological help to unhappy, incompatible, and problematic people are seen randomly or systematically in every period of history (Karahan & Sardoğan, 2004). People can perform coping behavior with their individual efforts or with the support of their family or friends when they face difficulties in life. However, individuals may also need the help of a specialist which includes professional and special interventions during the difficult situations they sometimes experience (Hackney & Cormier, 2008). This need for help has paved the way for the professionalization of psychological assistance services and it also has caused the emergence of certain titles such as psychiatrist, psychological counselor and psychologist within this professionalism.

The time when the professional identity of mental health services in the world dates back to the early 20th century, not far from today. With the social reform structure and the influx of immigration to the United States; issues such as child and adult welfare, public education and guidance, legal reforms have become more important. (Smith, 2012). Psychological counseling and guidance services, which emerged as "vocational guidance" activities in the United States, later took its place in the education system of the country. The introduction of these services into the Turkish education system took place in the 1950s. (Pişkin, 2006).

In general, psychological counseling deals with (Ivey, 1979) well-being, personal development, vocational and pathological issues as an applied field of psychology (Gladding, 2013; Watkins, 1983). Psychological counseling services in schools started to develop rapidly and show themselves outside the educational environments in the 1970s. The opening and becoming clearer of new fields of activity especially for disadvantaged individuals in units such as mental health centers and community centers match with these periods (Gladding, 2013). Therefore, as in every developing area, psychological counseling has a rich background in terms of both research and practice. This rich background has created the basis for the emergence of subspecialties in line with some criteria such as area of interest and target audience in psychological counseling discipline (Myers, Sweeney & White, 2011; Stebnicki, 2009).

Gale and Austin (2003) state that the lack of professionalization in the subspecialization areas of psychological counseling causes an identity problem. In this context, there are a lot of studies about how psychological counselors

perceive their professional identity (Altun & Camadan, 2013; Gibson, 2016; Nicholas & Stern, 2011; Reiner, Dobmeier & Hernández, 2013), what identity problems they face (Akkoyun, 1995; Camadan & Kahveci, 2013; King and Stretch, 2013; Moss, Gibson & Dollarhide, 2014; Spurgeon, 2018) and what efforts they have made to overcome them (Woo et al., 2017). Tuzgol Dost and Keklik (2012) have underlined that psychological counseling in Turkey is in its adolescent period in terms of developmental context. While making this assessment, they refer to both the rapid development, and the effort to find identity of the field. They state that like many other countries, in Turkey, academicians and field specialists are conducting various discussions and trying to develop suggestions for the determination of subspecialties in psychological counseling. In this context, it is believed that revealing the subspecialty areas clearly and functionally will contribute to the solution of the professional identity problem.

Akkoyun (1995) stated that professional psychological help areas such as clinical psychology, psychological counseling, industrial psychology, school and educational psychology, school psychological services are not independent from each other and they have intersecting aspects. Humes and Hohenshil (2017), on the other hand, expanded this explanation and emphasized that the subspecialties of psychological counseling are based on the basic principles of the psychological counseling process in their aid services but they differ in terms of their content. Aid services, which are one of these subspecialties and which are provided on school and education difficulties, are expressed with concepts such as "educational counseling" or "school counseling" (Paisley & Borders, 1995; Tan, 1995; Ultanir, 2005). Aid services that aim to help individuals effectively solve their coping with career and job choices are emerging as "career counseling" (Kuzgun, 2009; Niles & Harris-Bowlsbey, 2013). Although it covers individuals in all developmental period, career counseling has a quite intertwined relations with school counseling from time to time, as it provides intensive service to high school students who are in a critical period in terms of career choice. Efforts to provide professional assistance on issues such as eliminating and repairing dysfunctional communication patterns within the family or increasing understanding and tolerance among family members are evaluated under the heading "family counseling" (Özgüven, 2000). Professional assistance provided for disabled and disadvantaged individuals to deal with negative

emotional situations that may arise due to their disability and to demonstrate harmony and necessary cooperation in community for not to isolate them from society is called “rehabilitation counseling” (Brammer & Shostrom, 1982). The type of professional psychological support offered in sudden crisis case with long negative effects, where an event or situation overcomes one's own coping resources and is perceived too difficult to endure, is referred as “crisis intervention counseling” (Hackney & Cormier, 2008). Within the scope of this specialization area, various studies are carried out for events such as natural disasters, social events, migration and terrorism, which have attracted attention especially in recent years (Gladding, 2013).

Although the subspecialties described above naturally make their presence felt among the employees in their development process, the graduates of psychological counseling and guidance programs usually work as school counselors (Bilgin, 2000), while master's degree and doctorate graduates find their place in the field of employment as academicians in Turkey (Dogan, 1993). Therefore, each psychological counseling subspecialty mentioned above do not yet have an exact equivalent in terms of direct education and accreditation in Turkey. However, the point reached can be evaluated as an indicator that this need will emerge in the higher education system and employment field over time. Today, forming psychological counseling subspecialties and training specialists in these areas, which is at the level of discussion and anticipation, will be possible by determining the relevant programs, creating the necessary curricula, and developing supervision processes at application-oriented points (Koçyiğit Özyiğit & İşleyen, 2016; Meara et al., 1988).

According to the American Counseling Association (2008), the subspecialties of psychological counseling are; addiction counseling, career counseling, mental health counseling, social work counseling, marriage counseling, couple and family counseling, school counseling, student counseling in higher education, counseling for the elderly, counselor training and supervision. It is stated that psychological counselors can specialize in these areas by doing masters or doctorate. To clarify the expertise limits and subspecialties of psychological counseling; related studies are carried out in many countries such as the United States (Munley et al., 2017), the UK (Bimrose & Hughes, 2015); Denmark (Hansen & Dixon, 2013), Japan (Grabosky, Ishii & Mase, 2012), China (Hou & Zhang, 2007), Thailand (Tuicomepee, Romano & Pokaeo, 2012), Malaysia (See and Ng, 2010), South Africa (Maree & Van Der Westhuizen, 2011; Pillay &

Smith, 2015), Zimbabwe (Richards et al., 2012) and Lebanon (Ayyash-Abdo, Alamuddin & Mukallid, 2010).

The studies done in Turkey related to subspecialty fields have gained pace in recent years. As a matter of fact, the main theme of the 13th National Psychological Counseling and Guidance Congress (2015) was determined as developing psychological counseling and guidance and subspecialization areas in the 21st century. In this congress, subspecialization areas of school counseling, mental health and health counseling, family and couple counseling, career development and counseling and rehabilitation counseling were determined as the focal point. Additionally, in the 20th International Psychological Counseling and Guidance Congress (2018), the main theme was determined as “Psychological Counselor Training from Past to Future” and school counseling, career counseling, family counseling, rehabilitation counseling, addiction counseling and mental health counseling were selected as sub-theme. In addition, three new academic journals, named The Journal of School Counseling, The Journal of Career Counseling and The Journal of Family Psychological Counseling, have been published by the Turkish Psychological Counseling and Guidance Association (2018). It is understood that these congresses and journals are studies for the development of sub specialties directly. The point reached in counseling in Turkey illustrates that the importance given to the subspecialties of psychological counseling is increasing.

In both national and international literature, it is seen that some of the researches on psychological counseling subspecialties are compilation, evaluation and suggestive studies (Akkoyun, 1995; Bilgin, 2000; Camadan, 2018; Doğan, 1993, 1996, 2000; Humes and Hohenshil, 2017; Ivey, 1979; Meara et al., 1988; Toomer, 1982; Tuzgöl Dost and Keklik, 2012; Ültanır, 2005; Watkins, 1983). These studies are very important however, it is understood that these are studies on the accreditation of psychological counseling and identity problems, not directly for subspecialties. However, both at Turkey and abroad, there are a lot of studies done on school counseling (Amatea & Clark, 2005; Atıcı, 2003; Brott & Myers, 1999; Burnham & Jackson, 2000; Camadan & Sezgin, 2012; Gündüz & Çelikkaleli, 2009; Terzi, Ergüner Tekinalp & Leuwerke, 2011; Uzbaş, 2009 ); career counseling (Betz, 2004; Brott, 2001; Büyükgöze Kavas, 2015; Eraslan-Çapan & Korkut-Owen, 2017; Korkut, 2007; Türkmen, 2014; Schultheiss, 2003; Yaylacı, 2007; Yeşilyaprak, 2012; Whiston, Brecheisen & Stephens, 2003); family

counseling (Akçabozaan & Sümer, 2016; Eskin, 2012; Fals-Stewart & O'farrell, 2003; Hunter, 2006; Korkut, 2001, 2007; Miranda et al., 2006; Nadir, 2013 ; Üstündağ, 2014; Wolf & Stevens, 2001); rehabilitation counseling (Chan et al., 2009; Hanley-Maxwell, Al Hano & Skivington, 2007; Sargın & Hamurcu, 2010; Strauser, 1995; Sütçü, 2007; Wong et al., 2004); and crisis intervention counseling (Akay, Hamamcı & Kurt, 2018; Allen et al., 2002; Bigante, 2005; Gizir, 2006; Kaya & Yıldırım, 2017; Mete Otlu & Aysan, 2017; Nickerson & Zhe, 2004). Therefore, it can be said that many studies have been carried out regarding the subspecialties of psychological counseling, which have been carried out both as compilation, evaluation and suggestion, and based on quantitative or qualitative research approaches. In addition to this, it is thought that studies based on qualitative and quantitative approaches will be very useful in terms of providing concrete data and carrying discussions on a scientific basis.

Previous explanations and many domestic and international research on subspecialties show that this issue is emphasized. This situation is thought to bring along the necessity of in-depth studies on subspecialties. It is also considered important to obtain the opinions of psychological counselors about these subspecialties because they are direct field employees. As a matter of fact, it is estimated that the training, curriculum, content and programs related to the subspecialization areas which will be prepared in line with the needs and expectations of the practitioners will be more functional. However, in the related literature, there is no research that directly examines the views of psychological counselors on subspecialization areas of psychological counseling and guidance. Therefore, there was a need for this issue in the related literature, and it was hoped that this research and the discussions on the subspecialty of psychological counseling would enrich the scientific identity and accelerate the developments related to the subject.

In the light of the evaluations above, the main purpose of this research was determined as the study of the opinions of psychological counselors about subspecialties of psychological counseling and

1. What subspecialties do psychological counselors think that psychological counseling and guidance has?
2. How do psychological counselors rank subspecialties according to their importance?

3. In which subspecialties do psychological counselors perceive themselves more adequate and in which insufficient?
4. Can psychological counselors improve themselves to increase their competencies in subspecialties?
5. Are psychological counselors supported to increase their competencies in subspecialties?

## METHOD

This section includes information about the research model, working group, data collection tool, data collection and analysis.

### Research Model

This study, which examines the opinions of psychological counselors on subspecialization areas of psychological counseling and guidance, is a descriptive study based on a qualitative research approach. In qualitative research, it is aimed to reveal individuals, groups and their behaviors and needs (Carter & Thomas, 1997). In other words, in these studies, a subject, a situation or a unit is comprehensively examined in a long process (Newman & Benz, 1996). Also, in this research approach, people's behaviors or situations are tried to be explained without comparing them according to some criteria such as a certain amount, size, frequency or similarity (Thomas, 2003). For the purpose of this study, the opinions of the psychological counselors about the subspecialties of psychological counseling and guidance were tried to be understood and described in detail without any comparison.

### Study Group

The maximum variation sampling, which is one of the purposeful sampling methods, was preferred to form the study group of the research. In this sampling type, the aim is to try to reflect the diversity of the individuals related to the problem in a relatively small sample. In this way, it is aimed to reveal the common or separated aspects between the different situations (Büyüköztürk et al., 2013). The study group of this research consisted of 10 psychological counselors working in public schools in the 2017-2018 academic year. Demographic characteristics of the study group are presented in Table 1. While creating the study group, it was paid attention that the number of male and female? is homogeneous. In addition, participants were selected as psychological

counselors working at different educational levels. In addition, participants with different professional seniority were selected. In this way, psychological counselors with different features were included and it was tried to reflect these different features to the research as much as possible. In determining the number of people participating in the research, the repetition of the findings resulting from the interviews was taken into consideration. As Yıldırım and Şimşek (2008) stated, when the emerging concepts and processes start to repeat (saturation point), it can be decided that a sufficient number of data sources are reached. When it was noticed that the findings obtained in this study started to repeat, the interviews were terminated.

**Table 1. Demographic features of the study group**

Features	f	%
Gender		
Female	5	50
Male	5	50
Professional Seniority		
1-5 years	4	40
6-10 years	4	40
11-20 years	2	20
Educational Institution		
Primary school	4	40
Secondary school	3	30
High school	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

As it can be seen in Table 1, the participants consist of 10 people; 5 (50%) are female and 5 (50%) are male. It is seen that the professional seniority of psychological counselors varies between 1-5 years (40%), 6-10 years (40%) and 11-20 years (20%). In addition, it is understood that the participants are working in different educational institution: 4 (40%) from primary school, 3 (30%) from secondary school and 3 (30%) from high school.

### **Ethical Statement**

The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students.



### **Data Collection Tools**

During the data collection process, interviews were conducted using a semi-structured form with open-ended questions created by the researchers. This form was applied primarily to psychological counselors in two pilot studies. The first pilot was carried out with 4 people and the second pilot was carried out with 4 people different from the first ones. As a result of the pilot applications, some questions were revised in terms of meaning and language, some questions were removed and new questions were added. During this period, the views of three academicians with the title of doctor in the field of psychological counseling and guidance were consulted regularly. After these stages, the form was given its final state.

### **Process**

The participants whose data of the research were collected were made up of individuals other than those with whom pilot applications were made. Accordingly, the schools were visited and interview days and hours with the voluntary participants were arranged firstly. The interviews were made face-to-face in the participants' own schools, and each interview lasted approximately 30 minutes. Applications were carried out directly by the researchers. Participants were informed about the purpose of the study before the interview. They were assured that the personal information received would remain confidential.

### **Data Analysis**

The data obtained as a result of the interviews were analyzed through descriptive analysis, which is one of the qualitative data analysis techniques, and summarized and interpreted according to the previously determined themes (Yıldırım & Şimşek, 2008). The data obtained within the scope of this research were analyzed by placing them in predetermined themes. In determining these themes, subspecialties of psychological counseling in the related literature were taken into consideration. Thus, the mixed data was tried to be made more understandable. Accordingly, the data collected from the participants were coded and combined under common themes. In the analysis of the data, the researchers acted independently of each other. Later, the researchers came together and compared the analysis they made and finalized the codes and themes. As an example of the analysis made; expressions such as Family Counseling, Crisis Intervention Counseling, School Counseling, Rehabilitation

Counseling and Career Counseling that were obtained from the answers to the question “What subspecialties do psychological counselors think that psychological counseling and guidance has? Please write in articles.” were determined as codes and these codes were placed under the subspecialty areas theme. All data of the study were analyzed in this way.

### **Validity and Reliability**

Although the concepts of validity and reliability have different definitions in qualitative research, they have a very important role (Goodwin & Goodwin, 1996). LeComte and Goetz (1982) state that in qualitative research, reliability is related to the reproducibility of results while validity is a situation related to the accuracy of the data obtained. Within the scope of the research, a number of ways have been followed to ensure reliability. First of all, when the working group is formed; particular attention was paid to the homogeneous distribution of the participants' gender, professional seniority, and educational institution. Also, while the interview form used in the research was prepared, this form was applied to psychological counselors twice as a pilot. The forms used in pilot applications were presented to the opinion of three academicians with a doctor title in the field of psychological counseling and guidance. After these stages, the form was given its final state. In addition, during the analysis of the data, the statements of the participants were examined separately by each researcher. The codes and themes that emerged as a result of independent analysis were compared with each other. The points that could not be reached consensus were reviewed and after the consensus was reached, the analysis were finalized. The reliability of the research was tried to be ensured by the ways above mentioned.

Various processes have been followed to ensure validity in the research. For this purpose, researchers directly took part in collecting data. In face-to-face interviews, the purpose of the research was explained to the participants in detail. How the data of the research analyzed was expressed in detail. The findings were tried to be made more understandable by presenting them with tables. In addition, direct quotations from the statements of the participants regarding the codes and themes are included in the research. The validity of the research was tried to be ensured by the processes mentioned above.

## FINDINGS

In this part of the study, the codes and themes based on the expressions of the participants in the interviews were presented in the tables. In addition, direct quotations from participant statements reflecting these codes and themes are included.

The answers of the participants' to the question "*What subspecialties do psychological counselors think that psychological counseling and guidance has?*" (Question 1) were examined. The codes and themes that were created after the evaluation are presented in Table 2.

**Table 2. Codes and themes that were created according to the answers to Question 1**

Theme	Code	f
Subspecialties	School Counseling	10
	Family Counseling	10
	Crisis Intervention Counseling	10
	Rehabilitation Counseling	9
	Career Counseling	8
Total		47

When Table 2 is examined, it is seen that five different codes were determined in accordance with the answers given by the participants to Question 1. When the participants' answers regarding the subspecialties of the psychological counseling and guidance were listed from most to the least; it continues as school counseling (f = 10), family counseling (f = 10), crisis intervention counseling (f = 10), rehabilitation counseling (f = 9) and career counseling (f = 8). Therefore, the participants emphasized more about school counseling, family counseling and crisis intervention counseling while they had less contact with rehabilitation counseling and career counseling.

The answers of the participants to the question "*How do you list the subspecialties you mentioned above according to their importance? Why?*" (Question 2) were examined. The codes and themes that were created after the evaluation are presented in Table 3.

**Table 3. Codes and themes that were created according to the answers to Question 2**

Theme	Code	f	Order of preference						
			1	2	3	4	5	6	
Crisis Intervention Counseling	The Importance of the First Intervention	4							
	The Permanent Effects of Crisis Situation	3	5	0	4	0	1	0	
	Prevalence of Crisis Situations	2							
	Lack of Widespread Knowledge in This Issue in the Community	1							
Family Counseling	The Importance of Family in Individual's Development	7	4	3	2	0	1	0	
	Family's Being a Building Block of Society	3							
School Counseling	Schools' Covering a Wide Period of Time in Individuals' Life	5							
	School Years' Being a Critical Period in Acquisition of Some Skills	3	1	6	2	1	0	0	
	Students' Having Psychological Problems	2							
Rehabilitation Counseling	The Importance of Bringing Individuals with Special Needs to Society	6	0	0	0	3	2	4	
	Training of Individuals with Special Needs Requires Expertise	3							
Career Counseling	The Importance of Choosing the Appropriate Profession in Life	4	0	0	2	2	3	1	
	The Importance of Choosing the Suitable Profession for the Individual's Characteristics	4							

When the expressions of the participants in Table 3, regarding their rankings of the subspecialty areas according to their importance, are examined; it's seen that crisis intervention counseling was preferred by five people in the first rank, four people in the 3rd rank and one in the 5th rank. Based on the answers given under this theme, “the importance of the first intervention” ( $f = 4$ ), “the permanent

effects of the crisis situation” (f = 3), “prevalence of crisis situations” (f = 2) and “lack of widespread knowledge in this issue in the society” (f = 1) codes were created. Four people preferred family counseling in the 1st rank, three in the 2nd rank, two in the 3rd rank and one in the 5th rank, and under this theme, “the importance of the family in individual's development” (f = 7) and “the family's being the building block of the society” (f = 3) codes were created. One person preferred school counseling at 1st rank, six at 2nd rank, two at 3rd rank, and one at 4th rank. Based on the answers under this theme, “schools’ covering a wide period of time in individuals’ life” (f = 5), “School years’ being a critical period in acquisition of some skills” (f = 3) and “students’ having psychological problems” (f = 2) codes have been created. Three of the participants who preferred rehabilitation counseling noted this title on the 4th rank, two on the 5th rank, and four on the 6th rank. In this subspecialization area, “the importance of bringing individuals with special needs into society” (f = 6) and “training of individuals with special needs requires expertise” (f = 3) codes were included. Career counseling was preferred by two people in the 3rd rank, two in the 4th rank, three in the 5th rank and one in the 6th rank. Under this theme, the codes of “the importance of choosing the appropriate profession in life” (f = 4) and “the importance of choosing the suitable profession for the individual's characteristics” (f = 4) were formed.

In the light of the information above, when the participants are asked to rank subspecialization areas according to their importance, it is seen that they place the crisis intervention counseling, family counseling and school counseling mostly in their first three choices. However, it has been understood that the areas of rehabilitation counseling and career counseling are mostly placed in the last two choices. Below, there are direct expressions of some participants regarding each of the 13 codes that make up five themes of the research.

### **Crisis Intervention Counseling**

The Importance of First Intervention: *The steps to be taken in crisis situations can be vital. For this reason, the intervention of consultants specialized in this field will contribute a lot to the fight against the crisis situation.* (P13)

The Permanent Effects of Crisis Situation: *Control of risk factors is essential for a healthier life. Its effect may expand, causing problems in many areas.* (P5)

Prevalence of Crisis Situations: *It is necessary to deal with traumatic experiences in many issues such as flood, earthquake, and loss of parents or sexual abuse.* (P10)

Lack of Widespread Knowledge in This Issue in the Community: *I think that we are extremely insufficient and inexperienced as a society in response to crisis.* (P3)

### **Family Counseling**

The Importance of Family in Individual's Development: *The first educational and social environment for individuals is the family. This environment is extremely important for personal development. Therefore, the importance of family counseling is obvious.* (P3)

Family's Being a Building Block of Society: *A healthy family means a healthy society. In this respect, family counseling is very important.* (P6)

### **School Counseling**

Schools' Covering a Wide Period of Time in Individuals' Life: *School counseling is important since education continues in the school after the family. Since the instructions will be made at the school, it is necessary to have a consultant at the schools.* (P3)

School Years' Being a Critical Period in Acquisition of Some Skills: *Skills like problem solving, stress management, anger control etc. gained during childhood can be transferred to future periods more easily. Effective use of these skills has a positive effect on the mental health of the individual.* (P4)

Students' Having Psychological Problems: *I consider this field important as a way of solving many psychological problems that students experience.* (P6)

### **Rehabilitation Counseling**

The Importance of Bringing Individuals with Special Needs to Society: *It is important for both them and the society that students with special needs can participate in a healthy life.* (P1)

Training of Individuals with Special Needs Requires Expertise: *A consultant needs to know what path to follow for people with disabilities who need support.* (P6)

### **Career Counseling**

The Importance of Choosing the Appropriate Profession in Life: *Choosing a suitable and satisfying profession is important for a happy and healthy future. Beyond the choice of profession, progress in profession affects life satisfaction.* (P5)

The Importance of Choosing the Suitable Profession for the Individual's Characteristics: *Choosing the profession suitable for the individual's characteristics is important in terms of directing their future and drawing the course of their lives.* (P10)

The answers of the participants to the question “*In which subspecialties do you perceive yourself more adequate and in which insufficient? Why is that?*” (Question 3) were examined. The codes and themes that were created after the evaluation are presented in Table 4.

**Table 4. Codes and themes that were created according to the answers to Question 3.**

Theme	Code	Participants	Order of preference						
			1	2	3	4	5	6	
School Counseling	I See Myself Competent Enough Because I Practice in This Field	8							
	Since I Received Training in This Field During the University Period, I Consider Myself Sufficient	2	9	1	0	0	0	0	0
Crisis Intervention Counseling	I do not See Myself Competent Enough Because I do not Practice in This Field	6	1	2	4	3	0	0	
	I See Myself Competent Enough Because I Practice in This Field	4							
Family Counseling	I See Myself Competent Enough Because I Practice in This Field	5							
	I See Myself Competent Enough Because I Received Trainings in This Field During the University period	3	0	1	4	5	0	0	

	I don't See Myself Competent Enough Because I Haven't Received Enough Education in this Field	2					
Rehabilitation Counseling	I don't See Myself Competent Enough Because I Haven't Received Enough Education in This Field	4					
	I do not See Myself Competent Enough Because I do not Practice in This Field	3	0	2	0	1	5
	I See Myself Competent Enough Because I Received Trainings in This Field During the University period	2					1
Career Counseling	I See Myself Competent Enough Because I Received Trainings in This Field During the University period	4	0	2	0	2	1
	I don't See Myself Competent Enough Because I Haven't Received Enough Education in This Field	3					3
	I See Myself Competent Enough Because I Practice in This Field	1					

When Table 4 is analyzed, in relation to the question “In which subspecialties do psychological counselors perceive themselves more adequate and in which insufficient?”; nine people chose school counseling at 1st rank and one at 2nd rank. From the answers given in this theme, the codes “I see myself competent enough because I practice in this field” (f = 8) and “Since I received training in this field during the university period, I consider myself sufficient” (f = 2) were



created. One of the participants chose crisis intervention counseling 1st rank while two on the 2nd rank, four on the 3rd rank and three on the 4th rank. Under this theme, the codes “I do not see myself competent enough because I do not practice in this field.” (f = 6) and “I see myself competent enough because I practice in this field.” (f = 4) were created. One person chose the family counseling in the 2nd rank, four in the 3rd rank and five in the 4th rank. Using the data obtained under this theme, “I see myself competent enough because I practice in this field” (f = 5), “I see myself competent enough because I received trainings in this field during the university period” (f = 3) and “I don't see myself competent enough because I haven't received enough education in this field”(f = 2) codes were created. Regarding rehabilitation counseling, two people chose it on the 2nd rank, one on the 4th rank, five on the 5th rank and one on the 6th rank. In this theme, “I don't see myself competent enough because I haven't received enough education in this field” (f = 4), “I do not see myself competent enough because I do not practice in this field” (f = 3) and “I don't see myself competent enough because I haven't received enough education in this field” (f = 2) codes were created. When looking at career counseling, it was seen that two people preferred this theme in the 2nd rank, two in the 4th rank, one in the 5th rank and three in the 6th rank. From the answers given under this theme, “I see myself competent enough because I received trainings in this field during the university period” (f = 4), “I don't see myself competent enough because I haven't received enough education in this field” (f = 3) and “I See Myself Competent Enough Because I Practice in This Field” (f = 1) codes were created.

According to the information presented above, the participants ranked the subspecialties in which they considered themselves competent and incompetent. It is understood that they included school counseling, crisis intervention counseling, family counseling and rehabilitation counseling in their first choices but it is seen that they placed career counseling mostly in their last preferences. Below, there are direct statements from some participants regarding each of the 13 codes that make up these five themes.

### **School Counseling**

I don't See Myself Competent Enough Because I Haven't Received Enough Education in This Field: *Because it is an area in which I am actively involved and experienced.* (P4)

Since I Received Training in This Field during the University Period, I Consider Myself Sufficient: *Because have just completed my license. I still need to improve myself in other areas.* (P5)

### **Crisis Intervention Counseling**

I do not See Myself Competent Enough Because I do not Practice in This Field: *I have not had any studies on this subject. I'm not very good.* (P1)

I See Myself Competent Enough Because I Practice in This Field: *Volunteer internships at the hospital helped me to observe many crisis situations. Also, the post-traumatic psychological counseling course that I took at the university was effective. In some lessons, we went through the script.* (P5)

### **Family Counseling**

I See Myself Competent Enough Because I Practice in This Field: *I see myself sufficient since I gave family education seminars.* (P11)

I See Myself Competent Enough Because I Received Trainings in This Field during the University period: *I took courses in this field and I am more interested in it than the other fields.* (P4)

I don't See Myself Competent Enough Because I Haven't Received Enough Education in This Field: *The family counseling books I read have provided me of theoretical information on the subject and therefore I do not consider myself sufficient.* (P1)

### **Rehabilitation Counseling**

I don't see Myself Sufficient Because I haven't Received Enough Training in This Field: *I see my short education in university as insufficient, which makes me feel inadequate.* (P5)

I do not See Myself Competent Enough Because I do not Practice in This Field: *I do not think that I will be qualified in this field without working in counseling and research center and having much experience.* (P9)

I See Myself Competent Enough Because I Received Trainings in This Field during the University period: *I completed my compulsory internship education in counseling and research center during my university years. It drew my attention. As a 3rd year student, I had 3 months of rehabilitation internship experience. Therefore, I feel a little competent more than this area.* (P1)

### Career Counseling

I See Myself Competent Enough Because I Received Trainings in This Field during the University period: *In the undergraduate period, I took efficient lessons in this field.* (P11)

I don't See Myself Competent Enough Because I Haven't Received Enough Education in This Field: *I do not have enough knowledge and experience.* (P6)

I See Myself Competent Enough Because I Practice in This Field: *I have a lot of practice in this area. I try to support many of my students in this area.* (P10)

The answers of the participants to the question “*Can you improve yourself to increase your competence in the subspecialties mentioned above? If yes, how do you do this? If your answer is no, why can't you do that?* (Question 4)” were examined. The codes and themes that were created after the evaluation are presented in Table 5.

**Table 5. Codes and themes that were created according to the answers to Question 4**

Theme	Code	f
Yes	Doing Research	4
	Attending In-Service Trainings	4
	Practice in This Area	2
	Applying to Experienced People	1
	Attending Seminars and Conferences	1
	Getting Postgraduate Education	1
Total		13
No	Limited Opportunities in the Workplace	4
	Lack of Interest in Some Subspecialties	1
	Overload Bureaucratic Works at School	1
	Lack of Professional Experience	1
Total		7

When Table 5 is examined, six different codes were determined in line with the data obtained from the psychological counselors who answered "Yes" to Question 4. When the points highlighted by the participants who answered "Yes" are listed from the highest to the lowest; “doing research” (f = 4), “attending in-service training” (f = 4), “practicing in this area” (f = 2), “applying to experienced

people” (f = 1), “attending seminars and conferences” (f = 1) and “getting postgraduate education” (f = 1) ranking appeared. Therefore, according to the participants, the most common ways to improve themselves in the subspecialties are “doing research” and “participating in in-service training”, while the least preferred ways are “applying to experienced people”, “attending seminars and conferences” and “getting postgraduate education”.

According to Table 5, four different codes were determined in line with the data obtained from the psychological counselors who answered "No" to Question 4. When the points expressed by the participants who answered no are listed from the highest to the lowest; “limited opportunities in the workplace” (f = 4), “lack of interest in some subspecialties” (f = 1), “overload bureaucratic works at school” (f = 1) and “lack of professional experience” (f = 1) ranking appeared. Therefore, according to the participants, the biggest reason for not being able to develop themselves in the subspecialties is “limited possibilities in the workplace”.

In the light of the evaluations above, it is understood that the 13 participants answered "Yes" and 7 answered "No" to the Question 4. This situation can be interpreted as the participants are making efforts to improve themselves in their subspecialties. On the other hand, it is seen that those who cannot improve themselves are experiencing difficulties as they do not have enough opportunities in their workplace. Below, there are direct statements from some participants regarding "Yes" and "No" themes.

### **Yes**

Doing Research: *I follow resources and articles to improve myself.* (P5)

Attending In-Service Trainings: *I try to increase my competence by participating in in-service trainings organized within the scope of family counseling and crisis intervention counseling.* (P2)

Practice in This Area: *I try to improve myself by practicing in my school about vocation, school, career, and family counseling.* (P13)

Applying to Experienced People: *I try to develop myself by getting information from and experienced people.* (P6)

Attending Seminars and Conferences: *I try to participate in the speeches of the experts (seminars, panels, etc.).* (P11)

Getting Postgraduate Education: *Having education in master's degree enables me to gain knowledge.* (P1)

**No**

Limited Opportunities in the Workplace: *I cannot find any training opportunities in the place where I work.* (P4)

Lack of Interest in Some Subspecialties: *I am not able to improve myself because I am not interested in some areas, for example, rehabilitation counseling.* (P5)

Overload Bureaucratic Works at School: *Overload bureaucratic work in school affects my development negatively.* (P13)

Lack of Professional Experience: *Since I am new in the profession, I am trying to improve myself in school counseling. I will skip to other fields when I feel sufficient in this field.* (P9)

The answers of the participants to the question “*Are you supported to increase your competence in the subspecialties you mentioned above? If yes, how do you get this support? If your answer is no, how would you like to be supported?* (Question 5)” were examined. The codes and themes that were created after the evaluation are presented in Table 6.

**Table 6. Codes and themes that were created according to the answers to Question 5**

Theme	Code	f
Yes	Activities of the Ministry of Education	3
	Turkish Psychological Counseling and Guidance Association Activities	3
	Counseling and Research Center Activities	2
	University Activities	2
	Total	10
No	Practical In-Service Trainings Should Be Provided Instead of Theoretical Ones	5
	Turkish Psychological Counseling and Guidance Association Should Provide Support	1
	People Who are Experts in Subspecialties Should Provide Support	1
	Total	7

When Table 6 is examined, it is seen that four different codes were determined in line with the data obtained from the psychological counselors who answered "Yes" to Question 5. When the points that how the participants are supported in order to increase their competence in the subspecialties are listed from the highest to the lowest, "activities of Ministry of Education" (f = 3), "Turkish Psychological Counseling and Guidance Association activities" (f = 3), "counseling research center activities" (f = 2) and "university activities" (f = 2) ranking appeared. Therefore, it is understood that the participants received the most support from the "Ministry of National Education" and "Turkish Psychological Counseling and Guidance Association" in developing themselves in subspecialty areas.

When Table 6 is re-examined, three different codes were determined in line with the data obtained from the psychological counselors who answered "No" to Question 5. When the points that the participants want to be supported in order to increase their competence in the subspecialties are listed from the highest to the lowest, "Practical in-service trainings should be provided instead of theoretical ones" (f = 5), "Turkish Psychological Counseling and Guidance Association should provide support" (f = 1) and "People who are experts in subspecialties should provide support" (f = 1). In other words, psychological counselors want to be supported by providing in-service training in practical content rather than theoretical ones.

In the light of the evaluations above, it is seen that the participants answered 10 "Yes" and 7 "No" to the statement "Are you supported to increase your competence in the subspecialties you mentioned above?". According to this situation, it is understood that the participants are supported in increasing their competencies in subspecialization areas. However, it is seen that the participants, who think that they are not supported, want more practice-oriented studies. Below, there are direct statements from some participants regarding each of the seven codes that make up the Yes and No themes.

### Yes

Activities of the Ministry of Education: *In-service trainings support us.* (P13)

Turkish Psychological Counseling and Guidance Association Activities: *The association's activities provide opportunities for us to improve ourselves professionally.* (P9)

Counseling and Research Center Activities: *Counseling Research Center Activities supports us by opening trainings.* (P10)

University Activities: *We have the opportunity to do master's and doctorate degrees at universities.* (P5)

**No**

Practical In-Service Trainings Should Be Provided Instead of Theoretical Ones: *Instead of doing trainings for the sake of it and forced assignments, volunteer based and full efficient trainings should be organized.* (P1)

Turkish Psychological Counseling and Guidance Association Should Provide Support: *We can be supported by opening more courses within the association.* (P3)

People Who are Experts in Subspecialties Should Provide Support: *Trainings should be provided by experienced and competent people in these fields.* (P6)

### **CONCLUSION, DISCUSSION AND SUGGESTIONS**

The main purpose of this research is to examine the views of psychological counselors on subspecialties of psychological counseling and guidance. For this purpose, in the first question; psychological counselors were asked to state what subspecialties they think psychological counseling and guidance has. According to the answers, the participants expressed subspecialization areas of psychological counseling and guidance as school counseling, family counseling, crisis intervention counseling, rehabilitation counseling and career counseling. In this context, it is seen that the responses were distributed equally to the subspecialties.

All of the participants stated school counseling as a subspecialty. The vast majority of graduates in psychological counseling and guidance programs in Turkey are employed in schools (Yeşilyaprak, 2009). This result is an indication that school counseling, which is recognized all over the world (American School Counselor Association, 2003; Brott & Myers, 1999; Paisley & Borders, 1995), settled as a subspecialty in Turkey. Therefore, the fact that psychological counseling and guidance programs are included in the education faculties is thought to be effective on this situation. Also, in the second question, in which they were asked to put the subspecialty areas in order according to their importance, the participants placed the school counseling in third place. In other

words, they placed it in the middle among other subspecialties. From the answer to the first question, it is understood that they indicated the crisis intervention counseling as the most important subspecialty. In this situation, the intensity of the problems addressed in crisis intervention counseling service is thought to be effective. As a matter of fact, it can be said that the problems that the crisis intervention counseling deals with more severe and difficult contents than the school counseling has. However, school counseling was found to be the subspecialty that psychological counselors considered themselves the most competent. Similar results were found at the international level. Paisley and Borders (1995) state that school counseling subspecialty is the most accredited field by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is the most recognized and prestigious accredited institution in America. It is considered that the content of the training received by psychological counselors is effective on this result of the research. When the courses in the psychological counseling and guidance program in universities are examined, it is seen that there are courses such as Introduction to Educational Science, Special Education, Observation in Schools, Teaching Principles and Methods and Educational Administration (The Council of Higher Education [YÖK], 2011). These courses are mostly aimed at providing school counseling qualifications (İlhan et al., 2012; Korkut, 2007; Yeşilyaprak, 2009; YÖK, 2018). Undergraduate education curriculum, which is the main source of professional equipment, contains very limited content for other subspecialties other than school counseling (Korkut, 2007). Based on these explanations, it is thought that the reason why psychological counselors perceive themselves more competent in school counseling is because of the fact that the content of the undergraduate education they receive is mostly related to this subspecialty field

In another result of the research, all of the participants expressed family counseling as a subspecialty. One of the most important components of the psychological counseling processes is the examination of the individual's family life (Kocayörük, 2010). This situation; theoretically, can be considered as a therapeutic outcome of many psychological counseling approaches that associate personality development with past family lives (Sardoğan & Karahan, 2004). If there is a problem involving the family directly in the psychological counseling process, ways to make the family a part of the process are sought. If the client is an adult, even if the problem is not directly related to family life, mental and emotional approaches and past family lives are discussed in order to



understand the traces left in the personality (Binzer & Eisemann, 1998). If the client is a child or adolescent, the family may become an inevitable part of this process (Savi, 2008). Many problems in this period are either family-related or it progresses with the family. Therefore, while school counselors are working with students in childhood and adolescence, they are required to work with families so they also should be provided with psychosocial support (Korkut, 2001). This can be cited as one of the reasons why participants stated family counseling as one of their most important subspecialties. Also; family counseling is a very important and popular area for all psychological support providers, regardless of where they are employed. According to another result in the research; they position the family counseling in the middle ranks among the other subspecialties when they rank these fields on their competency perceptions. The content of the undergraduate curriculum for family counseling is thought to be effective on this situation. As a matter of fact, when the courses in the psychological counseling and guidance undergraduate program published by YÖK (2011) are examined; it is seen that the course "Family and Marriage Counseling" is included. Therefore, it can be said that this course contributes to field employees in their applications. However, according to the results of the research, it was understood that there were also participants who did not consider themselves sufficient in this field. It is known that special knowledge, equipment and experience are important to interfere with family life, which from time to time contains very complex communication patterns and is a sensitive area for each member. Based on these results, it has been determined that psychological counselors see family counseling as subspecialization, they think it is important and most of them consider themselves competent in this area, but some of them do not consider themselves competent because they do not think they did not receive enough training in this field.

Crisis intervention counseling is a type of professional psychological support offered in a crisis situation that a person cannot overcome with the current coping resources, and it usually develops suddenly with negative effects lasting for a long time. (Hackney & Cormier, 2008; Sandoval, 2002). Within the scope of this specialization area, various studies are carried out for situations such as natural disasters, social events, migration, and terrorism that have attracted attention, especially in recent years (Gladding, 2013). Both around the world and Turkey in particular, in the time of various disasters and traumas, crisis

intervention counseling was needed acutely and the specialists in these areas had more responsibility. In the last 20 year in Turkey, earthquakes (e.g. in Adapazarı in 1999 and in Van in 2011), mining accidents (e.g. in Manisa in 2014 and in Zonguldak in 2013), floods (e.g. in Samsun in 2012 and in Antalya in 2019) caused life and property losses. These losses have been the cause of trauma both for those who personally experienced them and for those who witnessed from a distance or closely (Özçetin et al., 2008; Sakarya & Güneş, 2013). So, these experiences revealed that crisis response psychological counseling has its own principles and it should be provided with a professional understanding (Doğan & Karaman, 2018; Sandoval, Scott & Padilla, 2009). It is seen that the participants think that crisis intervention counseling has a priority as much as school and family counseling have. These perceptions are thought to be significantly related to the processes and results of these crisis situations. As a matter of fact, as the answer to the second question of the research, which is related to ranking the subspecialization areas according to their importance, it is seen that the majority of the participants ranked crisis intervention counseling in the first place. In addition, the participants stated that the crisis intervention counseling was the subspecialty that they see themselves as the most competent after school counseling. It is thought that the Post Traumatic Psychological Counseling course in the psychological counseling and guidance undergraduate program (YÖK, 2011) has a positive effect on this result. Also, it is considered that various projects (“Psychosocial Support Program”, 2001-ongoing [Ministry of Education and UNICEF]) that have been implemented in schools in recent years have contributed to the knowledge and skills of psychological counselors on crisis intervention counseling.

Rehabilitation counseling continues its development by revealing a clearer identity among the specialties (Chan et al., 2010; Patterson, 2009). There are various studies that discuss the development, limitations, and scope of rehabilitation counseling as a subspecialty (Barros-Bailey, Benshoff & Fischer, 2009; Leahy, 2009; Stebnicki, 2009; Stuntzner, 2014). Important steps have been taken to develop the professional identity of rehabilitation counseling, especially in the United States. One of these steps is the increase in postgraduate programs accredited by the Commission on Rehabilitation Counselor Education (CRCE) (Barros-Bailey et al., 2009). In addition, Leahy (2009) states that psychometric developments focused on special education have a significant contribution to the reputation of rehabilitation counseling. In Turkey, the most common

services that psychological consultants offer in counseling and research centers and schools are the recognition, screening, assessment, and adaptation of individuals with special needs. Individuals with special needs require very dense and multidimensional support due to their special needs, even if they are less than individuals who do not have special needs (Şanlı, 2012). It is known that families often need expert support in order to adapt to the emotional states that arise with their disabled children (Şanlı & Barut, 2016). At this point, based on the results obtained from the research, it can be said that the participants stated rehabilitation counseling as a subspecialty of psychological counseling and guidance. Additionally, when the participants were asked to rank subspecialties in order of their importance, it was seen that they included this subspecialization area below the others. It is thought that various situations may have an effect on this result. One of them, with all its importance, is that psychological counselors spend most of their daily work with students who do not have special needs due to their large numbers. In many schools, there are few students with special needs, and apart from the school's psychological counselor, they have psychosocial support from counseling and research centers and other institutions. Considering this situation, the result of the research becomes more understandable. In addition, the participants emphasized that rehabilitation counseling requires expertise. Similarly, it has been determined that one of the subspecialties that the participants consider themselves least competent is rehabilitation counseling. When the courses in psychological counseling and guidance undergraduate program (YÖK, 2011) are examined; it is seen that there are two courses as “Special Education” and “Rehabilitation Consultancy”. However, it is understood that these courses are not sufficient for individuals to see themselves competent in this subspecialty area. As a matter of fact, the participants indicated not receiving adequate training on this subject and not having opportunities to practice about the reasons why they did not consider themselves competent in this subspecialization area. Therefore, in undergraduate education, it can be stated that psychological counselors do not see the content of the lessons sufficient for rehabilitation counseling and as a result they do not consider themselves competent in this area. As a reflection of this situation, it is thought that they placed rehabilitation counseling lower ranks in terms of importance.

Career counseling is a subspecialty area in which psychological counselors working in schools and counseling and research centers work most (Korkut, 2007), although it ranked last among other subspecialty areas. At the same time, there are various centers apart from the schools where career counseling service is offered. Career counseling centers or units of universities are among them (Schaub, 2012). Career counseling is associated with the vocational counseling bureau established by Frank Parsons in 1908 and this said to be the source of the development of guidance services (Büyükgöze Kavas, 2005; Yeşilyaprak, 2012). In this context, career counseling is seen as a subspecialty on which studies are made all over the world (Pope, 2003; Savickas, 2003; Yeşilyaprak, 2012). Therefore, it can be said that career counseling is an accepted subspecialty area. Indeed, the answers given by the participants also support this result. However, it is seen that the participants ranked the career counseling in the last place in terms of importance among the other subspecialties. Pope (2003) underlines that courses related to career counseling in university education are seen as boring and routine for educators and students. Research results of Korkut (2007) show that psychological counselors include applications such as giving information, testing, and visiting school in the context of career counseling. Considering the results of this research together with the results of the studies mentioned above, it can be said that psychological counselors have little interest in career counseling subspecialty or they do not consider themselves competent in the mentioned activities. When the results of the research are evaluated as a whole, it becomes more meaningful. It is thought that there may be a relationship between the fact that the participants place career counseling in lower ranks and they consider themselves less competent in this subspecialization. In short, psychological counselors find career counseling less important because they do not consider themselves competent. In other words, they find themselves insufficient in terms of knowledge and skills. Therefore, it is thought that the perception of competence may be effective on the importance given to career counseling. Career counseling requires specific expertise and individuals with this service have effective consequences on their lives. Therefore, the importance of this subspecialty and the knowledge and skills required to be competent in this subspecialty must be shared with psychological counselors. In this way, it is thought that it will help them to become aware of this issue.

Although they have not been evaluated by the participants in this study, it should also be noted that there are different subspecialties in the international arena. Research in psychological counseling (Meara et al., 1988), addiction counseling (Vilardaga et al., 2011; Young, De Armas DeLorenzi & Cunningham, 2011), and supervision in psychological counseling are some of them (Borders et al., 2014). It is noteworthy that these subspecialties are more evident in the United States. As the specialization process develops, different specialization areas appear. In Turkey and many other countries, specialization processes that will constitute the infrastructure of these areas have not been developed. So, these specialties do not correspond directly to the literature however, it can be said that there are equivalents in practice.

Another question in the study was designed to determine how psychological counselors improve themselves in the subspecialties. It was understood that the majority of the participants had the opportunity to improve themselves in some way. As the participants stated, they can improve themselves by doing more research, attending in-service trainings and practicing. There are also participants who stated that they could not improve themselves due to the limited opportunities in the workplace, the low interest in subspecialties, or the high level of bureaucratic works in schools. Psychological counseling has a structure that requires psychological counselors to renew themselves constantly. Both the results of this study and the results of different studies in the field show that psychological counselors are aware of this requirement and are looking for opportunities to improve themselves (Aldemir & İlhan, 2018; Korkut, 2001; Tuzgöl Dost & Keklik, 2012). Pope (2003) noted that one of the most important advantages of psychological counselors is their excitement for their profession and development. In this context, it is understood that psychological counselors need to improve themselves and try to evaluate opportunities to meet this need. This can be expressed as a desired situation for the professional development of psychological counselors.

In the research, regarding whether psychological counselors are supported to develop themselves in their subspecialties; it is concluded that the sources they get support are mostly the activities of the Ministry of National Education and the Turkish Psychological Counseling and Guidance Association. This situation shows the importance of the studies of the Ministry of National Education and the Turkish Psychological Counseling and Guidance Association. However, it

was understood that the participants, who stated that they did not get enough support, emphasized that in-service trainings should be more practical. In the context of these results, one of the points that should be emphasized is that the psychological counseling process is a multidimensional application atmosphere that includes many dynamics. Indeed, one of the dynamics that makes psychological counseling a profession is that it is based on skills that are unknown to others in the society, also if they are known, they are not known to be applied in a qualified manner (Siviş-Çetinkaya & Kararımak, 2012). The development of skills for such an intricate and dynamic process is only possible with effective and continuous practical trainings. In these trainings, especially supervision processes are very important (Koçyiğit Özyiğit & İşleyen, 2016). One of the remarkable results obtained in this research is that; psychological counselors need improvement on subjects that have a very limited place in the undergraduate curriculum, but they frequently encounter and are under serious responsibility in their professional life. In this sense; it seems that many researchers draw attention to the content of the curriculum in undergraduate programs and its lack of practical training in these areas (Doğan, 1993, 1999; Korkut, 2007; Özyürek, 2009). In this context, it is understood that the participants need practical and supervised assisted in-service training. One of the data supporting this finding is the results of the research conducted by Tuzgöl-Dost and Keklik (2012). The results of the study mentioned above show that the psychological counselors working in the field consider themselves incompetent mostly on the application of psychological counseling theories. Korkut-Owen, Acar, Haskan Avcı and Kızıldağ (2013) conducted research on psychological counseling and guidance graduates about evaluating the undergraduate education process. Among the findings of this research, it is noteworthy that approximately half of the participants complained about the lack of practical training. Korkut's (2001) study with psychological counselors and family counselors shows that about half of the experts have not received supervision before and the majority of them need practical trainings in this field. When these studies and the results of this research are evaluated together, it can be stated that psychological counselors mostly need support in applied content regarding the subspecialties of psychological counseling.

This research was carried out within the framework of the qualitative research approach. In the future, with the studies based on quantitative research approach, it is predicted that examining the subject on a large sample will be important and

meaningful in order to reveal the generalizability of the results. In this study, only the opinions of the psychological counselors were consulted regarding the subspecialties of psychological counseling. In future researches, it is thought that examining the opinions of psychological counselor candidates and psychological counseling academicians will contribute to updating and improving the undergraduate programs. As a result of this research, it was found that psychological counselors' perception of incompetency in rehabilitation counseling and career counseling subspecialties is higher than the others. It is estimated that it will be beneficial to increase the training activities related to these subspecialties. Also, regarding the subspecialization areas in psychological counseling and guidance, it is thought that opening undergraduate or graduate programs in universities will contribute to the career development of psychological counselors and the future of the psychological counseling profession. It is predicted that such studies will also benefit the quality and accreditation processes of psychological counseling and guidance programs.

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**Ramazan Şenocak.** Orta Doğu Teknik Üniversitesi'nde Yabancı Dil Eğitimi aldı. 2014 yılında mezun olarak Trabzon'a İngilizce Öğretmeni olarak atandı. Orada 2 yıl çalıştı. Şu an İstanbul'da öğretmen olarak çalışmaya devam etmektedir.



**Author Contributions / Yazar Katkıları**

FC: Idea and design, data collection and analysis, interpretation of findings, reporting of the article

Fikir ve tasarım, veri toplama ve analizi, bulguların yorumlanması, makalenin raporlaştırılması

EŞ: Idea and design, data collection and analysis, interpretation of findings, reporting of the article

Fikir ve tasarım, veri toplama ve analizi, bulguların yorumlanması, makalenin raporlaştırılması

RŞ: Idea and design, data collection and analysis, interpretation of findings, reporting of the article

Fikir ve tasarım, veri toplama ve analizi, bulguların yorumlanması, makalenin raporlaştırılması

**Conflict of Interest/ Çıkar Çatışması**

The authors of the study declare that there is no conflict of interest.

Araştırmacılar başka kişilerle herhangi bir çıkar çatışmasının olmadığını bildirirler.

**Funding / Fonlama**

No funding support was received for the study.

Araştırma için herhangi bir maddi destek alınmamıştır.

**Note/ Not**

This study was presented at IX. International Congress of Educational Research (Ordu, Turkey, 11-15 May 2017)

Bu araştırma IX. Uluslararası Eğitim Araştırmaları Kongresi'nde (Ordu, Türkiye, 11-15 Mayıs 2017) sözlü bildiri olarak sunulmuştur.

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## Genişletilmiş Türkçe Özet

**Giriş:** Türkiye'deki psikolojik danışmanlık mesleğinde gelinen nokta göstermektedir ki psikolojik danışmanlığın alt uzmanlık alanlarına verilen önem artmaktadır. Ayrıca alt uzmanlık alanlarına yönelik olarak yapılan yurt içinde ve yurtdışındaki birçok araştırma bu konunun üzerinde durulduğunu göstermektedir. Bu durumun alt uzmanlık alanları ile ilgili derinlemesine çalışmaların yapılması gerekliliğini beraberinde getirdiği düşünülmektedir. Alt uzmanlık alanları ile ilgili doğrudan saha çalışanları olan psikolojik danışmanların görüşlerinin alınmasının ayrıca önemli olduğu düşünülmektedir. Nitekim uygulayıcıların ihtiyaç ve beklentileri doğrultusunda hazırlanacak olan alt uzmanlık alanlarıyla ilgili eğitim, müfredat, içerik ve programların daha işlevsel olacağı tahmin edilmektedir. Ancak ilgili alan yazında doğrudan psikolojik danışmanların alt uzmanlık alanlarıyla ilgili görüşlerinin incelendiği herhangi bir araştırmaya rastlanmamıştır. Dolayısıyla ilgili alan yazında bu konuda bir ihtiyaç olduğu düşünülmüş ve yapılan bu araştırma ile psikolojik danışmanlığın alt uzmanlık alanına yönelik tartışmaların bilimsel kimliğinin zenginleşmesine ve konuyla ilgili gelişmelere hız katması umulmuştur. Bu araştırmanın temel amacı, psikolojik danışmanların, psikolojik danışma ve rehberlik hizmetlerinin alt uzmanlık alanları hakkındaki görüşlerinin incelenmesi olarak belirlenmiştir. Bu temel amaç doğrultusunda, araştırmada aşağıdaki sorulara yanıt aranmıştır:

1. Psikolojik danışmanlar, psikolojik danışma ve rehberlik hizmetlerinin hangi alt uzmanlık alanlarının olduğunu düşünüyorlar?
2. Psikolojik danışmanlar, alt uzmanlık alanlarını önemine göre nasıl sıralıyorlar?
3. Psikolojik danışmanlar, kendilerini alt uzmanlık alanlarının hangilerinde daha yeterli hangilerinde daha yetersiz görüyorlar?
4. Psikolojik danışmanlar, alt uzmanlık alanlarındaki yeterliklerinin artırılmasında kendilerini geliştirebiliyorlar mı?
5. Psikolojik danışmanlar, alt uzmanlık alanlarındaki yeterliklerini artırmak için destekleniyorlar mı?

**Yöntem:** Psikolojik danışmanların, psikolojik danışma ve rehberlik hizmetlerinin alt uzmanlık alanları hakkındaki görüşlerinin incelendiği bu araştırma, nitel araştırma yaklaşımına dayalı betimsel bir çalışmadır. Bu araştırmanın çalışma grubunu 2017-2018 eğitim öğretim yılında Rize ilinde görev yapmakta olan 10 psikolojik danışman oluşturmuştur. Veri toplama sürecinde, araştırmacılar tarafından oluşturulan açık uçlu soruların yer aldığı yarı yapılandırılmış form kullanılarak görüşmeler yapılmıştır. Yapılan görüşmelerin sonucunda elde edilen veriler, nitel veri analizi tekniklerinden, betimsel analiz ile incelenmiştir.



**Bulgular:** Katılımcıların psikolojik danışmanlığın alt uzmanlık alanlarının neler olduğuna ilişkin olarak daha çok okul psikolojik danışmanlığı, aile psikolojik danışmanlığı ve krize müdahale danışmanlığına vurgu yaptıkları; rehabilitasyon psikolojik danışmanlığı ve kariyer psikolojik danışmanlığı ise daha az değindikleri anlaşılmıştır. Katılımcıların alt uzmanlık alanlarını önemine göre sıralamaları istendiğinde krize müdahale psikolojik danışmanlığı, aile psikolojik danışmanlığı ve okul psikolojik danışmanlığı alanlarına daha çok ilk üç tercihlerinde yer verdikleri bulunmuştur. Bununla birlikte rehabilitasyon psikolojik danışmanlığı ve kariyer psikolojik danışmanlığı alanlarının ise daha çok son üç tercih içerisinde yerleştirildiği belirlenmiştir. Katılımcıların alt uzmanlık alanlarının hangilerinde kendilerini yeterli hangilerinde yetersiz gördüklerine ilişkin yaptıkları sıralamada okul psikolojik danışmanlığı, krize müdahale psikolojik danışmanlığı, aile psikolojik danışmanlığı ve rehabilitasyon psikolojik danışmanlığı alt uzmanlık alanlarına ilk tercihlerinde yer verdikleri anlaşılmaktadır. Kariyer psikolojik danışmanlığını ise daha çok son tercihlerine yerleştirdikleri bulunmuştur. Katılımcıların alt uzmanlık alanları konusunda kendilerini geliştirmek için çaba harcadıkları belirlenmiştir. Kendini geliştiremeyenlerin ise daha çok çalıştıkları yerde yeterince imkân bulamadıkları için bu konuda zorluk yaşadıkları ortaya konulmuştur. Ayrıca katılımcıların alt uzmanlık alanları konusundaki yeterliklerinin artırılmasında desteklendikleri anlaşılmaktadır. Bununla birlikte desteklenmediğini düşünen katılımcıların ise daha çok uygulamaya yönelik çalışmalar yapılmasını istedikleri saptanmıştır.

**Tartışma, Sonuç ve Öneriler:** Bu araştırma nitel araştırma yaklaşımının sınırlılıkları çerçevesinde gerçekleştirilmiştir. İleride nicel araştırma yaklaşımına dayalı yapılacak çalışmalarda geniş bir örneklem üzerinde konunun incelenmesinin elde edilen sonuçların genellenebilirliğini ortaya koymak adına önemli ve anlamlı olacağı öngörülmektedir. Bu çalışmada psikolojik danışmanlığın alt uzmanlık alanlarına ilişkin sadece psikolojik danışmanların görüşlerine başvurulmuştur. İleride yapılacak araştırmalarda psikolojik danışman adaylarının ve psikolojik danışmanlık alanı akademisyenlerinin görüşlerinin de incelenmesinin rehberlik ve psikolojik danışmanlık lisans programlarının güncellenmesine ve iyileştirilmesine katkı sağlayacağı düşünülmektedir. Bu araştırma sonucunda, psikolojik danışmanların rehabilitasyon psikolojik danışmanlığı ve kariyer psikolojik danışmanlığı ile alt uzmanlık alanlarındaki yetersizlik algılarının diğerlerine göre daha yüksek olduğu bulunmuştur. Değinen alanlar ile ilgili yapılacak eğitim faaliyetlerinin artırılmasının yararlı olacağı tahmin edilmektedir. Bununla birlikte psikolojik danışma ve rehberlikteki alt uzmanlık alanları ile ilgili olarak üniversitelerde lisans ya da lisansüstü programların açılmasının psikolojik danışmanların kariyer gelişimlerine ve psikolojik danışmanlık mesleğinin geleceğine katkı sağlayacağı düşünülmektedir. Bu gibi çalışmaların rehberlik ve psikolojik danışma programlarının kalite ve akreditasyon süreçlerine de yararı olacağı öngörülmektedir.

### Ethical Statement

In the writing process of the work titled "**Subspecialty Areas in Psychological Counseling and Guidance: Opinions of Psychological Counselors**", the scientific, ethical and citation rules were followed, there was no falsification on the data collected, the "Turkish Psychological Counseling and Guidance Journal Editorial Board" had no responsibility for all ethical violations, and all the responsibility belongs to the authors. I undertake that it has not been sent to another academic publishing medium for evaluation.

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