

Counseling and Personnel Services Self-Study

The Department of Counseling, Educational Psychology and Research (CEPR) includes a comprehensive counselor education program (Counseling and Personnel Services) that is housed in an urban research university. The school counseling program is housed in that department has been accredited by the Council on Counseling and Educationally Related Programs through October 31st, 2009 (See the enclosed letter of accreditation). The complete self-study is available in the blue folders. This document provides a brief overview of the program and a detailed evaluation of a 2008 survey of our current students, their supervisors, alumni, and their supervisors in regard to program competencies and outcomes is enclosed.

Mission Statement:

The mission of the Counseling and Personnel Services (CAPS) program is to provide a counselor education grounded in the most current research and technology. Program faculty are committed to graduating knowledgeable, skillful, creative, ethical, self-aware, and multiculturally attuned counselors who can effectively facilitate the helping process with diverse populations of clients and, to prepare advanced educational leaders to be both sophisticated practitioners and researchers. Programs in Counseling and Personnel Service have a strong scientist-practitioner base. The graduate degrees within the department will qualify students as university and college teachers, counselors, and researchers in educational and counseling environments, as well as provide them with the skills necessary to fill a variety of roles in other settings in which knowledge of human development, learning and cognition, research and evaluation methods is essential.

Candidate Proficiencies:

Students admitted into a masters (M. A.) program are required to gain competence in the eight core areas defined by Council for Accreditation of Counseling and Related Educational Programs (CACREP) which include human growth and development, social and cultural foundations, helping relationships, group work, career and lifespan development, appraisal, research and program evaluation, professional orientation. Students admitted into the masters programs in school counseling are also expected to become proficient in delivery of academic, vocational, and social counseling services based on ASCA national standards.

Commitment to Professional Identity:

Students are provided opportunities and encouraged to participate in professional development activities through the American Counseling Association (ACA) and the Tennessee Counseling Association (TCA) and their divisions as well as other professional counseling organizations. During their initial introduction to the counseling profession (new student orientation), students are encouraged to join ACA and TCA. Practicum and internship students secure liability insurance through ACA. Students are

also encouraged to attend and participate in annual national, regional, and state professional counseling conferences. Chi Sigma Iota (Zeta Chapter) serves as a link between faculty, alumni, students, and community counseling professionals. This counseling professional honorary society provides a forum for interaction, discussion of issues and support for common counseling issues. Chi Sigma Iota also schedules meetings and solicits speakers on a variety of topics relevant to counselors. Select workshops sponsored by Chi Sigma Iota and the department also afforded attendees an opportunity to receive continuing education credits.

Commitment to Diversity:

The program objectives emphasize the importance of preparing counselors that demonstrates skill proficiency related to working in a pluralistic society. Students are required to complete coursework that addresses diversity. Throughout the counseling program, students are taught and encouraged to build effective counseling relationships that reflect cultural sensitivity and ethical standards.

Conceptual Framework:

Counseling faculty are dedicated to the development of students as both individuals and counselors. The departmental goals related to student learning address both the professional and personal developmental domains of students. Program faculty members actively participate in the profession, continually updating skills and information reflecting current knowledge and translating that knowledge into course objectives and relevant course materials.

Counseling and Personnel Services objectives reflect best practices of the American Counseling Association and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) along with the National Standards for school counseling as promulgated by the American School Counseling Association (ASCA)

The goal of the program faculty is to adequately prepare students to work as counselors in a complex and pluralistic society. The program faculty strives to incorporate the CACREP guidelines and ASCA standards into all of our articulated objectives.

The specific behavioral outcomes expected of students successfully completing either the community counseling, school counseling, student personnel, or rehabilitation counseling specialties are:

1. A high level of personal growth and development.
2. Comprehension of basic subject matter underlying the profession of counseling.
3. The ability to collect, analyze, and interpret individual and group data.
4. The ability to generate and test hypothesis related to human behavior.
4. The ability to effectively counsel in both individual and group settings.

5. The ability to formulate, implement, and evaluate appropriate programs and interventions.
6. The ability to understand and demonstrate ethical behavior and to be aware of the legal and ethical implications and or impact of one's behavior.
7. A personal sense of responsibility for one's own professional growth and development.
8. The ability to be sensitive to and understanding of the needs of persons who are culturally different, including the ability to a) examine attitudes and myths regarding the culturally different and b) understand the sociopolitical forces impacting the culturally different client.

Program objectives emphasize the following knowledge base:

1. use of appropriate counseling theories.
1. application of a developmental lifespan approach
2. a view of human issues from a multicultural perspective.
3. expertise in individual, group, family, and system interventions.
4. selection of appropriate prevention interventions for enhanced student, academic, vocational, behavioral, and social performance in school.
5. models of indirect and direct client services to students, parents, teachers, and other community and school personnel and resources.
6. expertise in outreach to the community.
7. integration of career issues into a lifespan orientation.
8. effective use of standardized prek-12 appraisal techniques.
9. becoming informed consumers of professional research.
10. membership and participation in relevant professional organizations.
11. adherence to the ethical, legal and professional guidelines of practice for both ACA and ASCA.

Professional Knowledge and Skills for prek-12 School Counselors.

The professional knowledge and skills for school counselors are based on the State Board of Education, The Council on Accreditation of Counseling and Educationally Related Programs (CACREP) and the National Standards of the American School Counseling Association.

Commitment to Student Success Through Continuous Evaluation:

Acceptance. Prior to admission into the program, students are informed about program expectations. Information about the program, course requirements and course planning is available on the department website. Students are selected based on a combination of goal statements, GRE scores, educational background and grade point average, life experiences, and recommendations. Students also undergo individual interviews prior to acceptance into the program and are required to write brief expository

essays during their interviews. During their interviews students may also ask questions about the program to determine its suitability for them.

Induction. All students are expected to go through new student orientation where they are given detailed descriptions of the overall program and specific issues and requirements in the school counseling program. Students are again afforded opportunities to discuss any concerns during new student orientation.

Course work. In those instances where students experience academic difficulties during their program of studies, their academic continuance is governed by policies established by the Graduate School. All students are reviewed every semester by the department. Those students who are experiencing academic difficulty may be called before the department Retention committee for the purpose of cooperatively forming a plan of remediation. Counseling and Personnel Services also has a policy governing non academic remediation and/or dismissal which is articulated in the Student Handbook.

Criterion base. Criteria for understanding the knowledge base is based upon B- or better grades in course work, passing the comprehensive multiple choice exam of 130 core and school counseling specialty class based questions with a grade of 70%, and passing the Praxis Specialty area examination in School counseling with a score of 580 or better. All students (see sample portfolios in the department office) develop a professional portfolio. Entering students will begin to develop their portfolio in the Foundations of Counseling course. All of our current students are expected to have some portfolio development by their practicum and internship and development of these portfolios is now a criteria for successful completion of the practicum and internship (see sample portfolios). Inherent in the portfolio are opportunities for students to reflect on their practice.

Portfolios are reviewed by the field experience seminar professors during each field experience. Audio and video taping and systematic feedback of skill components occur and build developmentally through the foundations, theories, child counseling, clinical techniques, and practicum sequence. This sequential development of counseling skills allow students to critically analyze their development as counselors. In their initial and final field experiences of 150 hours of practicum and 600 hours of internship in elementary, middle, and high school, students receive comprehensive written evaluations from their site supervisors at the mid term and an end of semester evaluation. Any students who receive mid-term below average evaluations will immediately meet with their university supervisors for remediation. A below average evaluation at the end of the semester would likely result in a Retention committee meeting and an IP or U in the field experience.

School counseling students need to be proficient in three particular areas of computer use. First, they need to be able to access professional web sites. Exercises and lectures in the Foundations, Assessment, Career, Theories, and Principles courses give student an opportunity to acquire information on professional organizations such as the Tennessee Counseling Association, the American School Counselor Association, and the American Counseling Association; acquire information on professional issues; develop counseling skills through interactive CD ROMS, use computer based assessment devices; and learn how to operate computer assisted career information systems (See course syllabi and faculty memos on use of technology). For school counselors one of the most critical components of computer use is the ability to access and operate student

information, records, and data based systems. In their field experiences at the secondary level, students are expected to understand and use computers to access school system student information, records, and data bases. This is one of the most problematic areas of technology that we face. Because of differences in operating systems in LEAs, students must learn to operate these systems by on-the-job training. Indeed, in our 2008 follow-up study, while supervisors rate the students ability to operate as good, students see themselves as having some problems. While a great deal of discussion has been generated about this issue within the department, at the present time there is no ready solution (See summary of follow-up study).

Program Evaluation:

Input related to program objectives is solicited from current students, alumni, program advisory boards, various agencies, and school personnel on an annual basis. The acquired information is used to make program decisions and to amend program objectives when warranted

Program objectives are further evaluated through the successful completion of individual courses in addition to satisfactory achievement as measured by the program comprehensive examination scores on the Praxis Specialty Exam in School Counseling, and, starting in 2008, scores that school counseling students make on the elective Graduate Students Assessment of the National Counselor Certification exam. Below are summaries of both these evaluation areas.

Summary of Current Students ,Their Supervisors, Alumni, and Their Supervisors Ratings of Program Effectiveness

The following summary details a discussion of ratings current interns, their supervisors, alumni, and their supervisors on a survey that models the American School Counselor Association National Standards which, along with CACREP accreditation standards form the guiding principles for our pre-12school counselor program. The following summaries also encapsulate anecdotal comments from our current students, their supervisors, alumni and their supervisors. The original surveys are available for inspection in room 100 Ball Education building. These summaries will be used by our advisory group which will meet later this spring to critically evaluate our curriculum and field experiences.

Our alumni are seen by their principals and supervisors as overall competent, professional, and committed. Their individual counseling skills and interpersonal skills are rated high as are their facilitation skills in classroom and small group work. They know how to make and facilitate academic and behavioral referrals . They are strong advocates for children and are sensitive to the needs of low income and special needs children. Some suggestions for improvement cross cut areas where other supervisors saw strengths such as more work with small groups and more experiences in inner city schools. Further recommended are the need for those who are not school teachers to better understand the school environment and culture. Current supervisors support these points. Current supervisors also suggest more classroom management, consulting skills.

Overall both current students and alumni rate their experiences as graduate students in our program in the very good to excellent range. They indicate the faculty is personally interested and involved in their progress. They also there is a great deal of

work along with high expectations and demands from the faculty. The majority of students and alumni particularly like the hands-on experience they received. They overall gave the faculty high ratings for being committed and passionate about the profession. Their recommendations include more work on the “teacher/academic “ side. They felt well prepared as “counselors” but some struggle with integrating counseling with the academic side and knowledge about academic remediation and intervention. More experience in classroom guidance and use of academic prevention/ intervention using this format. Some students wished for more hands on experience in a campus based laboratory setting with school age children as a way of really working with students as opposed to role playing children’s dilemmas with adults. One student made a worthwhile suggestion for a discussion board to supplement weekly internship seminars.

Survey Outcomes for Alumni and Their Supervisors

Results detail our three year follow-up that was mailed to alumni and their supervisors in 2008. Scores are represented by Likert scales of 1 through 5 with 1 being least effective to 5 being most effective. See the complete question list at the end of the summary. A total of N=25 alumni and N=26 supervisors that Memphis City, Shelby County, and Catholic Archdiocese district counseling administrators and school principals completed the surveys. A total of N= 17 interns and N=19 counselor supervisors completed the survey. The questions with the means, standard deviations, and t-tests are summarized below. A note to the reader. Somewhat counterintuitive statistically, we are hoping for no significance between groups which would mean high agreement in regard to the standard/objective.

Alumni and Principals/ Supervisors Means, Standard Deviations and T-ratios

	Mean	S.D.	t-test ratio	significance
Q 1 Voc Development				
Counselor	3.84	.85	.24	.63
Counselor Supervisor	4.00	1.38		
Q2 Interpersonal Skills				
Counselor	4.44	.58	7.72*	.01
Counselor Supervisor	4.85	.53		
Q3 Behavioral Treatment Plan				
Counselor	4.48	.58	.00	.93
Counselor Supervisor	4.48	.70		
Q4 Treatment Plan Academic				
Counselor	4.32	.74	.35	.55
Counselor Supervisor	4.44	.75		
Q5 Guidance Plan				
Counselor	3.48	.71	.39	.53

Counselor Supervisor	4.59	.57		
Q6 Implement Developmental Theory				
Counselor	4.68	.85	.35	.55
Counselor Supervisor	4.59	1.38		
Q7 Technology Implementation				
Counselor	3.12	1.31	6.91*	.01
Counselor Supervisor	4.00	1.10		
Q8 Small group work				
Counselor	4.44	.71	.16	.69
Counselor Supervisor	4.52	.72		
Q9 Classroom guidance				
Counselor	4.32	.69	.64	.42
Counselor Supervisor	4.48	.75		
Q10 Paperwork				
Counselor	4.44	.58	4.99*	.03
Counselor Supervisor	4.78	.50		
Q11 Referrals				
Counselor	4.48	.51	3.56	.06
Counselor Supervisor	3.74	1.83		
Q12 Cultural diversity				
Counselor	4.40	.64	5.55*	.02
Counselor Supervisor	4.78	.50		
Q 13 Ethics and law				
Counselor	4.52	.58	.69	.41
Counselor Supervisor	4.67	.69		
Q14 Consultant/Resources				
Counselor	4.60	.57	.84	.36
Counselor Supervisor	4.15	.52		
Q15 Overall competency				
Counselor	4.40	1.04	.45	.50
Counselor Supervisor	4.15	1.58		

Summary

Summary data from the fifteen questions asked of our alums and their supervisors indicate excellent overall high agreement on counselor competencies in all areas with the following exceptions:

Q2 Interpersonal skills and the ability to work with a variety of constituents including parents, teachers, students and the community were rated high by both counselors (4.45) and their supervisors (4.85). However, supervisors rated counselors extremely high in this category to the point there was a significant difference $t(25,26) = 7.72$ $p < .01$.

Question 7 concerned the counselor's ability to implement technology. While supervisors rated counselors in the good range (4.00) counselor rated themselves as only average (3.12). The standard deviations were also fairly wide for both supervisors (1.10) and counselors (1.31) which indicates a fairly large spread about how adept and comfortable they feel with the technological problems they are presented to the point of being significantly below supervisors in their ratings $t(25,26) = 6.91$ $p < .01$. These ratings are echoed with our current students and has been fairly constant in our outcome ratings. The major issue lies with learning the software of MCS and Shelby County schools which change often and are complex and cumbersome. We will discuss this issue again with our advisory committee, but they also lament the problem and no good solution has yet been found. Students who are interns are provided the opportunity to become familiar with these computer systems, but they probably do not have enough exposure to them given that practicing counselors have trouble too.

Q10 regards the ability to handle paperwork. Counselors rate themselves significantly lower (4.44) than do their supervisors (4.78), $t(25,26) = 4.96$ $p < .03$. However, since both ratings are high we perceive the significant difference to be immaterial and a common complaint in all bureaucratic institutions.

Q12 queries the counselor's ability to respond effectively in culturally diverse settings. While there is a significant difference $t(25,26) = 5.555$ $p < .01$ between counselors and their supervisors, with supervisors rating (4.78) counselors higher than they do themselves (4.40), both groups have extremely high ratings in this category which leads us to believe that diversity issues are being met even though anecdotal comments from both principals and counselors indicates room for improvement. However, to that end we will carefully examine our multicultural infusion components in our course and field experiences to determine if they are meeting student needs.

Interns and Counselor Supervisors Means, Standard Deviations, and T-ratios

	Mean	S.D.	t-test ratio	significance
Q 1 Voc Development				
Intern	3.84	.85	.48	.49
Counselor Supervisor	4.00	1.38		
Q2 Interpersonal Skills				
Intern	4.44	.58	7.66*	.00

Counselor Supervisor	4.85	.53		
Q3 Behavioral Treatment Plan				
Intern	4.48	.58	3.64	.06
Counselor Supervisor	4.48	.70		
Q4 Treatment Plan Academic				
Intern	4.32	.74	.45	.50
Counselor Supervisor	4.44	.75		
Q5 Guidance Plan				
Intern	4.48	.71	.92	.34
Counselor Supervisor	4.59	.57		
Q6 Implement Developmental Theory				
Intern	4.68	.85	.86	.35
Counselor Supervisor	4.59	1.38		
Q7 Technology Implementation				
Intern	3.12	1.31	12.42*	.00
Counselor Supervisor	4.00	1.10		
Q8 Small group work				
Intern	4.44	.71	.01	.86
Counselor Supervisor	4.52	.72		
Q9 Classroom guidance				
Intern	4.32	.69	.03	.84
Counselor Supervisor	4.48	.75		
Q10 Paperwork				
Intern	4.44	.58	1.66	.21
Counselor Supervisor	4.78	.50		
Q11 Referrals				
Intern	4.48	.51	.26	.60
Counselor Supervisor	3.74	1.83		
Q12 Cultural diversity				
Intern	4.40	.64	.00	.98
Counselor Supervisor	4.78	.50		
Q 13 Ethics and law				
Intern	4.52	.58	.06	.80
Counselor Supervisor	4.67	.69		

Q14 Consultant/Resources				
Intern	4.60	.57	1.37	.25
Counselor Supervisor	4.15	.52		
Q15 Overall competency				
Intern	4.40	1.04	.00	1.00
Counselor Supervisor	4.15	1.58		

Summary

Interns and their supervisors consistently rate themselves high and in agreement across the survey. As with our alums, interns rate themselves low on technology expertise and our significantly different $t(16,17) = 12.22$ $p < .01$ in their ratings (3.12) from their supervisors (4.00). Interns first exposure to the computer information systems of the school districts is one of their more daunting challenges. Their inability to quickly master these complex systems has been an ongoing issue and defies easy solution—particularly since the two major school systems have completely different systems. Thus if an intern does an internship in the city system and then moves to the county for another internship the intern is forced to learn an entirely new system. Overall our follow up survey of both current interns and alums from the past three years leads us to believe we are, in general, “delivering the goods.” We use our advisory board to provide feedback on these surveys and they do an excellent job. As an example, based on the findings of previous surveys we instituted the requirement that all non teaching licensed majors would be required to take SPED 7000 to make up for their lack of special education training. Treatment planning ratings have risen and we no longer have significant differences between supervisors and counselor interns in those areas.

* $P < .05$

National Outcomes

Nationally, our students average in the 66th-70th% ile of the Praxis School Counselor Specialty exam and have consistently done so since the inception of that test as the state licensing exam for school counselors in 1996 (See College of Education Praxis results). Three years ago these scores dipped some and fell into the 50th% ile range. As a result, we decided to add an additional multiple choice component of thirty specific school counseling questions to our Master’s comprehensive exam. Since then our average scores have returned to the 66-70th % ile range. It is also noteworthy, that during the 10 year period the state has required the exam that no master’s student in our program has failed to reach the state minimum 580 score to pass.

In the last year we have begun strongly recommending that school counseling students also take the National Board for Certified Counselors Graduate Students Assessment for National Counselor Certification (GSA-NCC). This exam is normally taken by our community agency and rehabilitation counselors who are seeking licensure as a Licensed Professional Counselor with a Mental Health Provider designation through the Tennessee Health Related Boards. While we do not require school counselors to take this exam we strongly encourage it and here is why we do. By taking this exam and passing it, our school counselors not only become nationally certified

counselors , but also become eligible to become Nationally Certified School Counselor, a designation that recognizes individuals for extremely high professional accomplishment. Out of our first cohort of students who took the exam in the fall of 2007, 9 out of 10 students passed the exam. We also believe it is noteworthy that the average raw score was 10 points over the national mean which again put our students in the 60-70th% ile range nationally (See NBCC score report in the department office). In summary, while standardized tests do very little in the way of determining counseling competency, they do indicate the amount of content knowledge learned across the National Standards and CACREP knowledge bases.

Between our subjective follow-up surveys of our students and their supervisors and national test results , it would appear that our students are meeting the criteria for what would be expected for professional school counselors.

Rating Sheets for Recent University of Memphis graduates/current school counselors

Evaluation of your graduate program

Please rate the following competencies on a Likert scale of 1 to 5, 1 being the lowest and 5 being the highest. The following rubrics would be general guidelines you might wish to apply. Please apply these rubrics across the entire program and do not target one individual professor either positively or negatively, as that will bias the overall program evaluation. Some of your ratings should be influenced by what you learned on your internships, although there are also specific questions on your field experiences included.

- 1= Teaching was practically nonexistent and I gained little or no ability or knowledge in this area or attribute, nor was I given specific direction, mentoring, or support. I felt disrespected and worthless.
- 2= I was not taught well and I gained limited ability or knowledge in the area or attribute, and I was given minimal specific direction, mentoring, or support. I did not feel much value or respect as an aspiring professional.
- 3= I was taught adequately and gained basic skills, abilities, and beginning knowledge in the area or attribute, and I was given direction, mentoring, or support. I felt valued and respected that I had potential as a professional.
- 4= I was taught well and learned good skills, abilities, and attributes in the area or attribute, and I received excellent mentoring, direction, or support. I felt valued and encouraged and was respected as a beginning professional.
- 5= Professors had superior performance, with excellent skills, abilities, and attributes taught and learned in this area. I felt highly valued and encouraged as a beginning fellow professional.

As an aspiring professional school counselor, I learned:

- 1) To use career counseling techniques and career information systems to counsel effectively for occupational and vocational development.

1	2	3	4	5
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- 2) Appropriate interpersonal skills with other staff, supervisors, and the general public.

1	2	3	4	5
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- 3) How to diagnose and conceptualize cases and develop appropriate behavioral treatment plans with teachers and parents.

- 1 2 3 4 5
- 4) How to diagnose and conceptualize cases and develop appropriate academic treatment plans with teachers and parents.
- 1 2 3 4 5
- 5) How to coordinate and organize a developmental and sequential plan of guidance and counseling activities that deals with the academic, social, and personal development of students.
- 1 2 3 4 5
- 6) Obtained knowledge of the theoretical basis of counseling for age and type of students with whom I work and I can implement that knowledge with them to effectively counsel individuals.
- 1 2 3 4 5
- 7) Learned technology such as computerized record keeping, computer-assisted counseling techniques, and computerized informational retrieval systems.
- 1 2 3 4 5
- 8) Gained knowledge of and can facilitate group counseling effectively.
- 1 2 3 4 5
- 9) Can facilitate classroom and large-group guidance sessions that deal with academic and psycho-social developmental issues.
- 1 2 3 4 5
- 10) Learned how to understand and maintain records, case notes, and other paperwork critical to the student and the institution.
- 1 2 3 4 5
- 11) Understands scope of practice and limitations and makes appropriate referrals.
- 1 2 3 4 5
- 12) Learned to appreciate, understand, and work effectively with culturally diverse students and parents.
- 1 2 3 4 5
- 13) Learned legal and ethical standards appropriate to the school and the profession.
- 1 2 3 4 5
- 14) Learned how to consult with teachers, parents, and administrators in establishing positive academic, personal, social, and career goals and programs for students.
- 1 2 3 4 5
- 15) My overall experience at the University of Memphis School Counseling program.
- 1 2 3 4 5
- 16) My practicum experience with my individual supervisor (circle one: doctoral student or professor) was:
- 1 2 3 4 5
- 17) My internship experience at elementary/middle school was:
- 1 2 3 4 5
- Comments, if any: _____
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-

18) My internship experience at middle/high school was:

1 2 3 4 5

Comments, if any: _____

Strengths that you saw in your program: _____

Suggestions for improvement: _____

Principal/Supervisor Rating Sheets for Recent University of Memphis Graduates/Current School Counselors

Please rate the following competencies on a Likert scale of 1 to 5, 1 being the lowest and 5 being the highest. The following rubrics would be general guidelines you might wish to apply.

- 1= Has little or no ability or knowledge in this area or attribute, nor is motivated to do so even when given specific direction, mentoring, or support.
- 2= Has limited ability or knowledge in this area or attribute, but makes attempts to implement with specific direction, mentoring, or support.
- 3= Has basic skills, abilities, and beginning knowledge in the area or attribute and can implement when given direction, mentoring, or support.
- 4= Has good skills, abilities, and attributes in this area or attribute, is a one-trial learner, and can initiate projects with minimal mentoring, direction, or support, and asks for help or consults with others when needed.
- 5= Has superior performance with excellent skills, abilities, and attributes in the area or attribute, is a self-starter who needs minimal direction and is used and valued as a major resource in the school.

The counselor:

1)Is able to use career counseling techniques and career information systems to counsel effectively for occupational and vocational development.

1 2 3 4 5

2)Has appropriate interpersonal skills with other staff, supervisors, and the general public.

1 2 3 4 5

3)Understands how to diagnose and conceptualize cases and develop appropriate behavioral treatment plans with teachers and parents.

1 2 3 4 5

4)Understands how to diagnose and conceptualize cases and develop appropriate academic treatment plans with teachers and parents.

1 2 3 4 5

5)Coordinates and organizes a developmental and sequential plan of guidance and counseling activities that deals with the social and personal development of students.

1 2 3 4 5

6)Has knowledge of the theoretical basis of counseling for age and type of students and can implement that knowledge to effectively counsel individuals.

1 2 3 4 5

7)Understands technology such as computerized record keeping, computer-assisted counseling techniques, and computerized informational retrieval systems.

1 2 3 4 5

8)Has knowledge of and can facilitate group counseling effectively.

1 2 3 4 5

9)Can facilitate classroom and large-group guidance sessions that deal with academic and psycho-social developmental issues.

1 2 3 4 5

