**Table of Contents**

Crosswalk through Book Chapters 1

Chapter 1: The Profession of School Counseling 12

Chapter 2: Schools as Social Institutions 19

Chapter 3: Qualities of Comprehensive School Counseling Programs 25

Chapter 4: The ASCA National Model 30

Chapter 5: The Themes of Your CSCP: Leadership, Advocacy, Collaboration, and Systemic Change in a Comprehensive School Counseling Program 35

Chapter 6: Foundation, Management and Accountability of Your CSCP 40

Chapter 7: Delivering of Your Comprehensive School Counseling Program 46

Chapter 8: Delivery System: Counseling Activities in the DAP Model 51

Chapter 9: Delivery System: Educating Activities in the DAP Model 59

Chapter 10: Delivery System: Consultation in the DAP Model 66

Chapter 11: CSCP in Action: A RAMP Middle School 72

Chapter 12: Ethical, Personal, and Professional Issues 77

References 83

The instructor’s manual is a supplemental resource for *Comprehensive School Counseling Programs: K – 12 Delivery Systems in Action 3rd edition.* The manual provides instructors with a full-range of instructional methods for teaching graduate-level school counseling courses. The contents of the manual focus on preparing school-counselors-in-­training for their role in managing comprehensive school counseling, supporting school success and academic achievement for all students, and serving as leaders, advocates, collaborators, and system change agents in education and counseling.

Chapter learning objectives and a “general” ASCA (2012) and CACREP (2016) standards crosswalk is included to provide instructors with benchmarks from which to assess students’ mastery of competencies and standards. The CrossWalk is intended as a beginning, not exhaustive or complete.

Chapter activities and exercises are designed with Kolb’s Experiential Learning (1983) and Bloom’s Taxonomy (1969) in mind as a means of scaffolding mastery of the content. Multiple-choice and essay questions allow instructors to evaluate student learning and chapter objectives. A corresponding PowerPoint presentation is available on Pearson’s website (<http://www.pearsonhighered.com/>).

**CHAPTER CONTENT KNOWLEDGE CROSSWALK:**

**CACREP ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING**

**(2016) AND ASCA SCHOOL COUNSELOR COMPETENCIES (2012)**

| **BOOK TABLE OF CONTENTS** | | **CACREP ENTRY-LEVEL SPECIALTY AREAS – SCHOOL COUNSELING**  **(2016)** | **\*ASCA SCHOOL COUNSELOR COMPETENCIES (2012)**  **(\*Knowledge only)** |
| --- | --- | --- | --- |
| **CH.** | **TOPICS** |  |  |
| **1** | **THE PROFESSION OF SCHOOL COUNSELING**  Overview of This Book |  |  |
|  | Professional Competencies School Counselors   * External Tests of Professional Competencies | 2.a.,l. |  |
|  | Personal Qualities of a School Counselor   * Creativity and Imagination * Flexibility * Courage and Belief * Passion | 2.a., j., k. | II-A-1 |
|  | Commitment to Diversity and Social Justice | 2.a. | I-A-3; IV-A-7 |
|  | Philosophies of Counseling | 1.a. | I-A-8 |
|  | Philosophies of Education | 1.a. | I-A-1; I-A-2; II-A-2 |
|  | Philosophies of School Counseling   * Guidance/Careers Emphasis * Mental Health Emphasis * Developmental Guidance * Comprehensive School Counseling Programs (CSCP) | 1.a., b. | I-A-1; II-A-4; II-A-1,-4 |
|  | ASCA Role Statement and National Standards | 2.a. | I-A-2; II-A-1,-6 |
|  | ASCA School Counselor Competencies | 2.a. | I-A-2; II-A-1 |
|  | ASCA National Model | 1.b | II-A-2; II-A-8; V-A-1 |
|  | Introduction to Models for CSCPs   * Developmental Guidance and Counseling * The Essential Services Model * The Results-Based Student Support Program Model * The Strategic Comprehensive Model * Strengths-Based School Counseling * A Social Justice Approach to Comprehensive School Counseling * The Domains/Activities/Partners Model * Conclusion | 1.b.; 3.k. | I-A-3; II-A-1; IV-A-10 |
| **2** | **SCHOOLS: SOCIAL INSTITUTIONS** |  |  |
|  | What Makes Effective Schools?   * Effective Schools * How Do We Know that a School is Effective? * Dehumanizing Schools * Developmentally Appropriate Schools | 1.a. | I-A-1; II-A-2; II-A-2 |
|  | Effective Relationships within Educational Communities   * School Counselor as Coordinator * Coordination (and Leadership) in School Counseling * Services Coordination * Conclusion | 2.b.,d.; 3.l. | I-A-6; II-A-2 |
| **3** | **QUALITIES OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS** |  |  |
|  | Comprehensive School Counseling Programs | 1.b. | II-A-1 |
|  | CSCPs are Holistic   * Academic Development * Career Development * Social and Emotional Development | 1.b.; 2.c.; 3.b.,d.,e,f. | II-A-8; II-A-3,-5; IV-A-6 |
|  | CSCPs Are Systemic   * Social Systems: Family, Peers, School, Community, and Culture * Systemic Change and Multisystem Interventions | 1.b.; 2.d.; 3.b. | II-A-1 |
|  | CSCPs Are Balanced   * Balanced Counselor Activities | 1.b.; 2.a.; 3.b. | I-A-5; II-A-1 |
|  | CSCPs Are Preventative   * Prevention, Intervention, and Treatment | 1.b.; 2.g.; 3.b. | I-A-9 |
|  | CSCPs Are Integrated | 1.b.; 3.b. | I-A-5 |
|  | CSCPs Are Reflective   * Reflection on the Quality of Program and Counselor Performance | 1.b.; 3.b. | V-A-1,-3,-4 |
| **4** | **THE ASCA NATIONAL MODEL** |  |  |
|  | The Professionalization of School Counseling | 1.a. | II-A-1 |
|  | The ASCA National Model   * Overview of Model | 1.b.; 3.b. | I-A-2; II-A-8; V-A-1 |
|  | The Themes: Leadership, Advocacy, Collaboration, and Systemic Change   * Leadership * Advocacy * Collaboration * Systemic Change | 1.b; 2.a. | I-A-2,-3,-4,-6 |
|  | The Components of the ASCA National Model: Foundation, Management, Delivery, and Accountability   * Foundation * Program Focus * Management System * Delivery System * Accountability System * The Flow | 1.b., 3.b. | I-A-2; II-A-8; IV-A-1, IV-A-2; V-1,-3,-4 |
| **5** | **THE THEMES OF YOUR CSCP: LEADERSHIP, ADVOCACY, COLLABORATION, AND SYSTEMIC CHANGE IN A COMPREHENSIVE SCHOOL COUNSELING PROGRAM** |  |  |
|  | Leadership, Advocacy, and Collaboration in a Comprehensive School Counseling Program | 2.a.,d.; 3.l. | I-A-4; III-A-1 |
|  | Leadership: School Counselor as Leader   * Formal and Informal Power Structures * Definitions of Traditional Leadership, Transformative, Leadership, and Transformational Leadership * Participator Leadership and Distributed Leadership * Myths about Leadership * Personal Qualities of Effective Leaders * Leadership Roles and Skills * A Process Model of Leadership | 2.a.,j. | I-A-4; III-A-1 |
|  | Advocacy: School Counselor as Advocate   * Definition of Advocacy * Advocacy for Systemic Issues: Social Justice | 2.a.,f.; 3.k. | I-A-3; IV-A-7 |
|  | Collaboration: School Counselors as Collaborator   * Critical Resources to Support School and Community Partnerships: The School Counselor’s Role | 1.d.; 3.l. | I-A-6 |
|  | Systemic Change: School Counselor as Systemic Change Agent   * Transformative Leadership, Accountability Leadership, and Systemic Change * Leadership, Advocacy, and Collaboration: Examples and Issues * Leadership, Advocacy, and Collaboration with Students * Leadership, Advocacy, and Collaboration with Parents * Leadership, Advocacy, and Collaboration with School Colleagues * Leadership and Collaboration with Community Colleagues | 1.d.; 2.a.,d.,f.,j.; 3.l. | I-A-4,-3,-6; III-A-1 |
| **6** | **FOUNDATION, MANAGEMENT, AND ACCOUNTABILITY SYSTEMS OF YOUR CSCP** |  |  |
|  | Foundation System   * What Do Students Need? * Student Competencies * Professional Competencies | 1.b.; 3.a.,b. | II-A-1,-6 |
|  | Management System   * The Advisory Board * Tools | 1.b.; 3.b.,n.,o. | I-A-3; III-A-4,-6 |
|  | Accountability System   * What is Data? * Program Evaluation * Disseminating Results | 1.b.; 3.b.,n.,o. | I-A-3; III-A-3,-5 |
| **7** | **DELIVERY OF YOUR COMPREHENSIVE SCHOOL COUNSELING PROGRAM** |  |  |
|  | Delivery Models   * Various Models of Delivery Systems * The Developmental Guidance and Counseling Model * Strengths-Based School Counseling * The ASCA National Model * The Domains/Activities/Partners Model | 1.b.; 3.b. | I-A-5,-8,-9; II-A-1 |
| **8** | **DELIVERY SYSTEM: COUNSELING ACTIVITIES IN THE DAP** |  |  |
|  | Counseling Activities |  | I-A-5,-8,-9 |
|  | The School Counselor as Counselor   * Misconceptions of Counseling * Prevention, Intervention, and Treatment: When to Counsel and When to Refer * Crisis Intervention and Suicide Prevention * Multiculturally Appropriate Counseling * Developmentally Appropriate Counseling * Legal and Ethical Considerations * Assessment within the Counseling Process * Individual Planning | 2.e.,g.,h.,i.,k.,n.; 3.f. | I-A-5,-8,-9; II-A-3,-4,-5; IV-A-7,-9 |
|  | Individual Counseling   * Using Creative Strategies and Multiple Intelligences in Counseling | 3.d.,e.,f. | I-A-5,-8; II-A-5 |
|  | Group Counseling   * Structured (Psychoeducational) versus Process Groups * Implications and Considerations of Group Counseling * Peer Facilitators | 3.d-k.,m. | I-A-5,-8; II-A-5; IV-A-9 |
|  |  |  |  |
|  | Counseling With Adult Partners   * Systems Thinking: Families, Schools, and Communities * Selection of Counseling as an Intervention | 3.h.,l. | I-A-5; II-A-5 |
| **9** | **DELIVERY STSTEM: EDUCATING ACTIVITIES IN THE DAP MODEL** |  |  |
|  | School Counselor as Educator | 2.c. | I-A-1 |
|  | Educating Students for Healthy Development   * <section id="ch09lev2sec1"><title>ASCA Mindsets and Behaviors for Student Success and the School Counseling Core Curriculum * </title>Assessing for Barriers to Learning * Educating Using Multicultural Insights | 3.b.,c.,d.,k. | I-A-1,-2,-3,-5,-8; II-A-6; IV-A-2 |
|  | Designing Learning Experiences   * Intent * Instructional Purpose * Mindset, Behavior, and/or Competencies Addressed * Learning Objectives * Instructional Methods and Multiple Intelligences * Materials Needed * Procedure * Evaluation: Process Data, Perception Data, Outcomes Data * Follow Up | 3.b.,c.,d.,n.,o. | I-A-2,-5,-8; II-A-3,-6; V-A-3,-4 |
|  | Integrating the Curriculum Using Multiple Intelligences | 3.b.-c. | I-A-5,-8; II-A-3 |
|  | Delivering the Curriculum   * Teaching Strategies and Lesson Planning * Learning Communities and Classroom Management * Positive Behavior Support (PBIS) | 3.c.,d. | I-A-5,-8; IV-A-4,-5,-8 |
|  | Educating Adult Stakeholders   * Educating Adult Partners: Considerations | 2.b.; 3.l. | I-A-6 |
| **10** | **DELIVERY SYSTEM: CONSULTATION IN THE DAP MODEL** |  |  |
|  | Consultation   * Definition of Consultation | 1.d.; 2.b. | III-A-10 |
|  | Generic Process Model of Consultation   * Prescription Mode * Provision Mode * Initiation Mode * Collaboration Mode * Mediation Mode | 1.d.; 2.b. | I-A-6 |
|  | Multicultural Considerations   * Increasing Multicultural Competency * Consideration of Social, Cultural, Educational Context * Mindfulness of School-Specific Social Justice Issues * Promotion of Fair Collaboration Between Educational Stakeholders | 1.d.; 2.b.; 3.k. | I-A-3,-6 |
|  | Consultation with Student Partners | 1.d.; 2.b. |  |
|  | Consultation with Adult Partners   * Client-Centered Case Consultation * Program-Centered Administrative Consultation * Consultee-Centered Administrative Consultation * Consultee-Centered Case Consultation * Consulting with Parents and Caregivers * Consulting with School Colleagues * Consulting with Community Colleagues | 1.d.; 2.b. | IV-A-10 |
|  | General Issues: Overcoming Common Challenges in Consultation | 1.d.; 2.b. |  |
| **11** | **CSCP IN ACTION: A RAMP MIDDLE SCHOOL** |  |  |
|  | Recognized ASCA Model Program (RAMP)   * The RAMP Application Process * RAMP Development and Outcomes | 1.b. | I-A-2; II-A-1; V-A-3,-4 |
|  | A RAMP Designated Middle School Program | 1.b.; 3.b. | I-A-2; II-A-1 |
|  | Illustrating the RAMP Process: Components of the OLMS Program   * Foundation * Management & Accountability * Delivery | 1.b., 3.a.-o. | I-A-2; II-A-1; III-A-4,-5,-6; V-A-3,-4 |
|  | Becoming a RAMP Program Over Time |  | I-A-2; II-A-1 |
| **12** | **ETHICAL, PERSONAL, AND PROFESSIONAL ISSUES** |  |  |
|  | School Counseling and Ethics | 2.n. | I-A-7; II-A-7 |
|  | School Counseling Codes of Ethics | 2.n. | I-A-7; II-A-7 |
|  | Legal Issues | 2.m.,n. | I-A-7; II-A-7 |
|  | Ethical Decision-Making Process | 2.n. | I-A-7; II-A-7 |
|  | Common Legal/Ethical Problems   * Confidentiality * Rights of Parents and Informed Consent * Defining the Client: Conflict of Interest Between Student and School * Counselor Competence * Clinical Notes * Online Counseling and the Use of Technology * Diversity and Values * Equity and Access | 2.n. | I-A-3,-7; II-A-7 |
|  | Professional Liability, Insurance, and Certification | 2.l.,n. | I-A-7; II-A-7 |
|  | Responding to Legal Action | 2.n. | I-A-7; II-A-7 |
|  | Resources and Recommendations for School Counselors | 2.n. | I-A-7 |
|  | Personal Mental Health: Seeking Balance   * Finding Your Center * Doing Your Best, Then Letting Go * Stress Management Strategies | 2.n. | I-A-7; II-A-7 |
|  | Professional Health: Being Realistic   * Professional Identity * Portfolios * Supervision * Colleague Consultation and Networking * Lifelong Continuing Education * Professional Associations * Evidence-Based Action Research * Receiving Mentoring and Mentoring Others | 2.b.,l. | I-A-7; II-A-7; V-A-2 |

**CHAPTER 1**

**CHAPTER**

**The Profession of School Counseling**

<section id="ch08fm" role="fm"><title/><objectiveset><supertitle>**Learning Objectives**</supertitle>

By the end of this chapter, students will

1. <objective id="ch01obj01" label="1"><para><inst></inst>Have examined the professional and personal competencies and qualities that are needed by school counselors, including the qualities required for school counselors to be advocates for social justice and appreciation of diversity</para></objective>
2. <objective id="ch01obj02" label="2"><para><inst></inst>Have examined and understand various philosophies of counseling so as to articulate your own philosophy of counseling</para></objective>
3. <objective id="ch01obj03" label="3"><para><inst></inst>Have examined and understand the history and various philosophies of education so as to articulate your own philosophy of education</para></objective>
4. <objective id="ch01obj04" label="4"><para><inst></inst>Have examined and understand the history and various philosophies of school counseling so as to articulate your own philosophy of comprehensive school counseling</para></objective>
5. <objective id="ch01obj05" label="5"><para><inst></inst>Understand how the national association defines comprehensive school counseling programs</para></objective>
6. <objective id="ch01obj06" label="6"><para><inst></inst>Understand the importance of the expectations and standards as defined by the national association for professional school counselors, including the professional organizations and credentials that are relevant to school counseling
7. Understand the various models of school counseling that have been proposed for comprehensive school counseling programs and reflect on the efficacy of each relative to the ASCA National Model

**Activities and Assignments**

1. Professional Competencies and Personal Qualities of School Counseling

1. As a class identify and list the professional competencies and personal qualities of today’s professional school counselor.
2. In small groups, share your ideal image of a professional school counselor. List the professional competencies and personal qualities you think are important for professional school counselors. Share with the group the professional competencies you possess and those competencies that need further development. Reveal how your personal qualities will enhance your effectiveness as a professional school counselor. Disclose ways your personal qualities might inhibit your role as a professional school counselor. Provide feedback to each other based on the information exchanged.
3. Write a position paper on professional competencies and personal qualities of school counseling. Use current research to support your position. Conclude your paper with implication, consideration, and recommendations.
4. Begin developing a professional school counselor portfolio that documents your professional competencies and personal qualities as a professional school counselor. Include a professional development plan for acquiring professional competencies and personal qualities. Include in your plan exam and licensure preparation.

2. Commitment to Diversity and Social Justice

1. Interview school counselors, community agencies, and grass roots organizations and discuss the needs of disenfranchised students and families in your community.
2. In small groups, share the information you gathered from the interviews. Process the question: “Am I ready to advocate for the needs of the diverse and marginalized students and families as a school counselor? What personal and professional growth will I need to accomplish to prepare myself to serve all groups and populations as a school counselor?”
3. Develop a professional growth plan that will address the outcomes of your small group discussions.
4. Write your philosophy of diversity and social justice for school counseling. Include it as a portfolio exhibit.

3. Philosophies of Counseling

1. Interview school counselors regarding their philosophy of counseling.
2. In small groups share the information you gained in the interviews. Share how the philosophies you heard fits or does not fit with your developing philosophy of counseling students in schools.
3. Write a position paper on basic assumptions and beliefs about counseling, the counseling process, change, and your role in the counseling process. Relate your assumptions and beliefs specifically to your role in counseling students in schools. Use current literature and research to support your position.
4. Write your philosophy of counseling. Include your philosophy as a portfolio exhibit.

4. Philosophies of Education

1. Conduct several interviews with professionals in the field of education (administrators, superintendents, professors) focusing on the rationale for the design of educational experiences and the educational movements that have affected educational reform over the years.
2. In small groups, share the information gathered from the interviews. Reflect on your philosophy of education. Debate and question the information shared from the interviews and ways in which the information fits with your philosophy of education.
3. Think about your basic assumptions and beliefs about education, academic achievement, and success in school. How do your assumptions and beliefs relate to your role as a professional school counselor and implementing a comprehensive school counseling program?
4. Write your philosophy of education. Include your philosophy as a portfolio exhibit.

5. Philosophies of School Counseling

1. Review and discuss the four philosophies of school counseling. Discuss in-depth the pros and cons of each of the philosophies in the context of today’s schools, educational reform, and the needs of today’s children and adolescents.
2. Reflect on your philosophy of school counseling. How does your philosophy fit with the today’s schools and the needs of today’s children and adolescents? How does your philosophy of school counseling fit with your philosophy of counseling and education?
3. Think about the basic assumptions and beliefs you have about school counseling and the role of today’s professional school counselor. How do you see your assumptions and beliefs influencing your role as a professional school counselor and your approach comprehensive school counseling?
4. Write your philosophy of school counseling. Include your philosophy as a portfolio exhibit.

6. Comprehensive School Counseling Programs

1. Discuss comprehensive school counseling and the ASCA National Model in light of your philosophy of school counseling. What are the similarities and differences?
2. Reflect on the ASCA Role Statement and the National Standards, including the ASCA Mindsets and Behaviors for Student Success. Explain the importance of the role of the professional school counselor and a school counseling program? How do your philosophies of counseling, education, and school counseling interact and respond to the statement and standards?
3. Think about the ASCA School Counselor Competencies. What is the relationship between the competencies, role statement, and national standards? Analyze your professional development using these three areas. What areas are your development do you need to expand your knowledge, skills, and awareness in order to master the competencies in order to perform the role of a professional school counselor in implementing a school counseling program that aligns with the national standards.
4. Conduct a brief assessment of an existing school counseling program using the four components of the ASCA National Model. Prepare a report of your findings. *Tip:* Consider working with a site supervisor or school counselor in a nearby district on this project. This could be a valuable service to a school counselor!

**Multiple-Choice Questions**

1. According to the 2009 Stands of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), school counselors must be able to:
   1. become nationally certified.
   2. demonstrate professional school counselor competencies.
   3. encourage students to remain in school.
   4. accurately diagnose students’ mental health issues and disorders.
2. External tests of professional competencies may be used to document the professional attainment in school counseling as:
   1. a prerequisite for state licensure/certification.
   2. an evaluation to document the development of advanced for refined skills.
   3. a nationally certified school counselor.
   4. all of the above.
3. The desire of the profession to recognize and document professional competence is to:
   1. make sure that school counselors who have not been teachers are competent to serve as professional school counselors.
   2. increase the number of nationally certified school counselors.
   3. ensure that only the best professionals work in our schools.
   4. none of the above.
4. Past and present perceptions are that former teachers make the best school counselors, however, recent research suggests:
   1. teaching experience is not a predictor of a counselor’s success.
   2. teachers and non-teachers both face challenges in their professional development.
   3. non-teachers make the best school counselors.
   4. a and b.
5. Aspiring school counselors who do *not* have prior teaching experience could gain such experience through:
   1. substitute teaching or working as a teacher’s aide in the classroom.
   2. coaching.
   3. parenting.
   4. all of the above.
6. The most notable personal qualities of a professional school counselor are:
   1. passion, intelligence, creativity, imagination, and adaptability.
   2. flexibility, creativity, imagination, passion, courage, and commitment to social justice.
   3. creativity, imagination, flexibility, courage, belief, and passion.
   4. none of the above.
7. Why is a commitment to diversity and social justice important in school counseling?
   1. Because it is the law.
   2. Because everyone deserves the change to learn.
   3. Because counselors in general are charged with the responsibility to advocate for our clients.
   4. All of the above.
8. Which of the following is *not* descriptive of what counseling is?
   1. Counseling is both an art and a science, requiring intellect and intuition.
   2. Counseling is an unintentional, unambiguous relational process.
   3. Counseling is unique in its focus.
   4. Counseling is a helping relationship with certain specific qualities.
9. One useful way to conceptualize how to facilitate change with the client is to use the principles of learning described by:
   1. Social Learning Theory.
   2. Epistemological development.
   3. Systems theory.
   4. a and b.
   5. b and c.
10. The philosophy of education that hold the primacy of subject matter, mastery of content, and preservation of the existing national cultural heritage is referred to as:
    1. Progressive Education.
    2. Administrative Education.
    3. Traditional Education.
    4. Social Learning Education.
11. The philosophy of education that hold the primacy of the child, active learning, recognition of students’ individual differences, the drive to relate school to real life, and an agenda that includes transforming the national cultural heritage is referred to as:
    1. Social Learning Education.
    2. Progressive Education.
    3. Administrative Education.
    4. Traditional Education.
12. The manifestation of professional who brought health and other social services into the schools and the move to involve schools in community issues best describes the:
    1. Traditional Administrative Movement
    2. Traditional Progressive Movement.
    3. Social Progressive, or Social Reconstructionist Movement.
    4. Administrative Progressive Movement.
13. The philosophy of education that arose from the need to organize education to be more cost-effective in times of rapid growth in enrollment is referred to as the:
    1. Administrative Progressive Movement.
    2. Social Progressive, or Social Reconstructionist Movement.
    3. Traditional Administrative Movement.
    4. Traditional Progressive Movement.
14. Education today is more likely to be described by:
    1. teaching methods that energize both teaching and learning.
    2. constructivist educational strategies.
    3. Adlerian and Reality Therapy education.
    4. all of the above.
15. Career as the outcome of schooling and directive guidance and advisement best describe school counseling known as:
    1. Developmental Guidance.
    2. Vocational Guidance.
    3. Comprehensive School Counseling.
    4. None of the above.
16. A focus on growth-oriented counseling over problem-solving best describes:
    1. Mental Health Emphasis.
    2. Comprehensive School Counseling.
    3. Developmental Guidance.
    4. All of the above.
17. The type of school counseling that focused on developmental rather than remedial goals and brought school counseling to the elementary and middle school levels is known as:
    1. Vocational Guidance.
    2. Developmental Guidance.
    3. Comprehensive School Counseling.
    4. Mental Health Emphasis.
18. ASCA defines a professional school counselor as an individual who:
    1. is a certified/licensed educator with a minimum of a master’s degree.
    2. addresses all students’ academic, personal/social and career development needs.
    3. promotes and enhances student success and supports a safe learning environment.
    4. all of the above.
19. The National Standards highlight three content areas that summarize the development themes of schools. The order of these themes is:
    1. academic, personal and social, career.
    2. academic, career, personal and social.
    3. personal and social, academic, career.
    4. career, academic, personal and social.
20. Which is *not* a competency that school counselors are expected to demonstrate?
    1. Establish the foundations of a school counseling program aligning with the ASCA National Model.
    2. Acquire the attitudes, knowledge, and skills demonstrated in the ASCA National Model.
    3. Plan, organize, implement, and evaluate a comprehensive, developmental, result-based school counseling program that aligns with the ASCA National Model.
    4. Deliver and manage a school counseling program aligning with the ASCA National Model.

**Essay Questions**

<objective id="ch01obj01" label="1"><para><inst>1. </inst>IdentifyIdentify and explain the professional and personal competencies and qualities that are needed by school counselors, including the qualities required for school counselors to be advocates for social justice and appreciation of diversity.</para></objective>

<objective id="ch01obj02" label="2"><para><inst>2. </inst>Identify and explain the philosophies of counseling presented in Chapter 1. In what ways do the various philosophies influence your developing philosophy of counseling?</para></objective>

<objective id="ch01obj03" label="3"><para><inst>3. </inst>Identify and explain the philosophies of education presented in Chapter 1. In what ways do the various philosophies influence your developing philosophy of education?</para></objective>

<objective id="ch01obj04" label="4"><para><inst>4. </inst>IdentifyIdentity and explain the philosophies of school counseling presented in Chapter 1. In what ways do the various philosophies influence your developing philosophy of school counseling?</para></objective>

<objective id="ch01obj05" label="5"><para><inst>5. </inst>DEscribeExplain how the national association defines comprehensive school counseling programs.</para></objective>

<objective id="ch01obj06" label="6"><para><inst>6. </inst>ExplExplain the importance of the expectations and standards as defined by the national association for professional school counselors, including the professional organizations and credentials that are relevant to school counseling

7. Identify and explain the various models of school counseling that have been proposed for comprehensive school counseling programs and reflect on the efficacy of each relative to the ASCA National Model.

**Multiple-Choice Answer Key**

1. b
2. d
3. c
4. d
5. a
6. c
7. d
8. b
9. d
10. c
11. b
12. c
13. a
14. d
15. b
16. a
17. b
18. d
19. b
20. b