

### **Counseling Program – Level 2 Exam**

Content and Course Objectives for SCHOOL COUNSELING:  
COUN 514, COUN 520, COUN 534, & COUN 539

## **COUN 514: School Counseling and Development**

Student Learning Outcomes:

- a. Describe professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- b. Describe history, philosophy, and trends in school counseling and educational systems
- c. Describe roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school
- d. Describe current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program
- e. Describe effects of
  - (i) atypical growth and development,
  - (ii) health and wellness,
  - (iii) language,
  - (iv) ability level,
  - (v) multicultural issues, and
  - (vi) factors of resiliency on student learning and development
- f. Advocate processes needed to address institutional and social barriers that impede access, equity, and success for clients
- g. Design models and applications of needs assessment, program evaluation, and the use findings to effect program modifications
- h. Design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students
- i. Identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students
- j. Assist students identify strengths and cope with environmental and developmental problems
- k. Design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling
- l. Design, implement, manage, and evaluate a comprehensive school counseling program
- m. Analyzes and uses data to enhance school counseling programs
- n. Apply various classroom management strategies and differentiated instructional methods for teaching counseling- and guidance-related material

**Content Areas - Include, but not limited to:**

- I. Foundations of School Counseling

- A. Definitions and Philosophy Related to School Counseling
- B. Relationship of School Counseling Program to Academic and Student Services Programs
- C. Integrating the School Counseling Program into the Total School Curriculum
- D. Historical Development of the School Counseling Profession
- E. Current Trends and Issues Affecting School Counseling and Educational Systems 5
- F. The School Counseling Setting, Environment, and Curriculum
- G. Opportunities and Barriers Affecting Student Success and Development
- H. Legal Issues Relevant to School Counseling
- I. Ethical Issues Related to School Counseling
- J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources

## II. Essential Services in a School Counseling Program

- A. Advocacy
- B. Counseling
- C. Classroom Guidance (Group guidance)
- D. Consultation
- E. Information Service
- F. Assessment
- G. Placement
- H. Educational Planning and Career Development
- I. Coordination
- J. Funding Essential Services

## III. The Comprehensive Developmental School Counseling Program

- A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program
- B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program
- C. Models for a Comprehensive Developmental School Counseling Program
- D. Program Development Cycle (Texas Model)
  - 1. Organizing for Change
  - 2. Planning the Program
  - 3. Designing the Program
  - 4. Implementing the Program
  - 5. Evaluating the Program
- E. Evaluation of Individual Counselors

## **COUN 520: Advanced School Counseling**

### Student Learning Objectives:

Describe the relationship of the school counseling program to the academic and student services program in the school (SC A5)

Describe the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (SC A3)

Describe strategies of leadership designed to enhance the learning environment of schools (SC O1, O2, O4)

Discuss knowledge of the school setting, environment, and pre-K—12 curriculum (SC E2, E3)

5. Identify current issues, policies, laws, and legislation relevant to school counseling (SC A3, A4)

6. Describe the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling (SC A6)

7. Describe knowledge of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development (SC M4)
8. Describe knowledge of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (SC A5, C2, G3, K1, K3)
9. Conversant with ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors) (SC A3, A4)
10. Advocate for all students and for effective school counseling programs (SC O4)
11. Coordinate, collaborate, refer, and team build with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student
12. Integrate the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K--12 students in maximizing their academic, career, and personal/social development (SC C2)
13. Promote use of counseling and guidance activities and programs by the total school community to enhance a positive school climate (SC C5, K3)
14. Discuss methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community (SC M2, O3, O5)
15. Describe methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs (SC A5)
16. Describe knowledge of prevention and crisis intervention strategies (SC A6)
17. Analyze and present data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes (SC G3)
18. Design, implement, monitor, and evaluate a comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home (SC C2)
19. Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school (SC A5, C2, G3, K1, K3)

CONTENT AREAS include, but are not limited to, the following:

- I. Foundations of School Counseling
  - A. Definitions and Philosophy Related to School Counseling
  - B. Relationship of School Counseling Program to Academic and Student Services Programs
  - C. Integrating the School Counseling Program into the Total School Curriculum
  - D. Historical Development of the School Counseling Profession
  - E. Current Trends and Issues Affecting School Counseling and Educational Systems
  - F. The School Counseling Setting, Environment, and Curriculum
  - G. Opportunities and Barriers Affecting Student Success and Development
  - H. Legal Issues Relevant to School Counseling
  - I. Ethical Issues Related to School Counseling
  - J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources

II. Essential Services in a School Counseling Program

- A. Advocacy
- B. Counseling
- C. Classroom Guidance (Group guidance)
- D. Consultation
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- F. Assessment
- G. Placement
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III. The Comprehensive Developmental School Counseling Program

- A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program
- B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program
- C. Models for a Comprehensive Developmental School Counseling Program
- D. Program Development Cycle (Texas Model)
  - 1. Organizing for Change
  - 2. Planning the Program
  - 3. Designing the Program
  - 4. Implementing the Program
  - 5. Evaluating the Program

**COUN 534: COUNSELING CHILDREN AND ADOLESCENTS**

COURSE OBJECTIVES:

1. demonstrate understanding of issues that may affect the development and functioning of students (e.g., self-injury, childhood depression and suicide)
2. demonstrate understanding of approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.
3. demonstrate understanding of strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children;
4. ethical and legal considerations as related specifically to counseling children and adolescents (e.g., the ACA Code of Ethics).
5. identify developmental theories (i.e., Piaget & Erikson) and their contribution to understanding children and adolescents.
6. demonstrate understanding of applying developmental theory to therapeutic interventions.
7. describe the use and value of expressive arts techniques with children, pre-adolescents, and adolescents.

CONTENT AREAS:

- I. Child/adolescent development
  - A. Piaget
  - B. Erikson
- II. Childhood/adolescent disorders and issues
  - A. Depression
  - B. Substance abuse
- III. Counseling
  - A. Counseling theories appropriate for children and adolescents
    - 1. Child centered
    - 2. Adlerian
    - 3. Solution-focused
    - 4. Reality Therapy

IV. Legal and ethical concerns related to counseling children and adolescents

**Counseling 539: Play Therapy**

Learning outcomes:

Student will demonstrate:

Basic play therapy skills such as tracking, limit setting and the ability to respond to child's questions appropriately

An understanding of the core conditions and how they can be challenging in child-centered play therapy

The ability to explain child-centered play therapy to parents